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The Harlem Renaissance - The Journey to Freedom: An Interdisciplinary Unit

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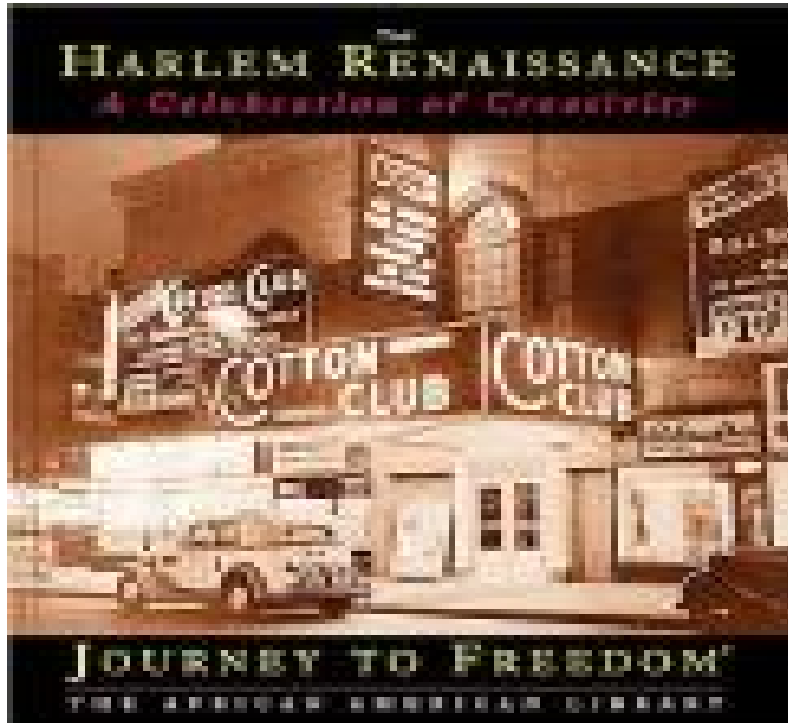
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The Harlem Renaissance



The Journey to Freedom

Natalie A. Bolden
7-8 English Language Arts

EDU 672A: Differentiating Instruction—Secondary

Abstract

The goal of this unit was to create an understanding of the Harlem Renaissance and a deeper awareness of the role Harlem played in the development of American art and culture. Students will have the opportunity to delve into the various areas of interest in the Harlem Renaissance, and be able to express themselves through art and/or music, and oral and/or written expression. Students will also have the opportunity to broaden their cultural horizons by being exposed to some cultural influences they may not normally receive.

How Tiered?

Based on the New York State Grade 6 and Grade 7 English Language Arts assessments and the language arts textbook's reading-level assessments, students will be grouped on their ability to read and comprehend the material.

Students who are above grade-level will be placed in the Duke Ellington (purple) group. Students on grade-level will be placed in the Josephine Baker (gold) group, while students who are below grade-level will be placed in the Langston Hughes (white) group.

While the groups have some activities in common, the level of complexity increases to challenge the students where they are.

New York State Standards Addressed:

English Language Arts:

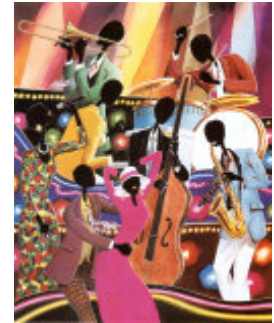
- *Standard 1: Read, write, speak, and listen for information and understanding*—As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.
- *Standard 2: Read, write, speak, and listen for literary response and expression*—Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.
- *Standard 3: Read, write, speak, and listen for critical analysis and evaluation*—As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.
- *Standard 4: Read, write, speak, and listen for social interaction*—Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.



Social Studies:

- *Standard 1: History of the United States and New York*—Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- *Standard 4: Economics*—Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

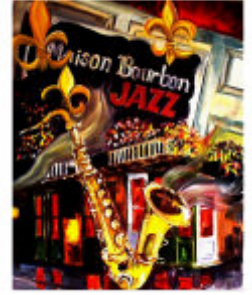


- *Standard 5: Civics, Citizenship, and Government*—Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Science, Technology and Mathematics:

- *Standard 2: Information Systems*—students will access, generate, process, and transfer information using appropriate technologies
- *Standard 5: Technology*—students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs
- *Standard 6: Interconnectedness-Common Themes*—students will understand the relationships and common themes that connect math, science, and technology, and apply the themes to these and other areas of learning
- *Standard 7: Interdisciplinary Problem-Solving*—students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

The Arts:



- *Standard 1: Creating, Performing and Participating in the Arts*—Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
- *Standard 2: Knowing and Using Arts Materials and Resources*—Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- *Standard 3: Responding to and Analyzing Works of Art*—Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- *Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts*—Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Essential Question

What was the Harlem Renaissance?



1. What was life like during the Harlem Renaissance?
2. How were issues of race addressed during the Harlem Renaissance?
3. What contributions were made to American art and culture during the Harlem Renaissance?

Objectives

Students will...



Know:

- What life was like during the Harlem Renaissance
- How issues of race were addressed during the Harlem Renaissance
- What contributions were made to American art and culture during the Harlem Renaissance

Understand:

- Spreading knowledge of the Harlem Renaissance can bring about a better understanding of America's recent past
- Gaining and spreading knowledge of the Harlem Renaissance can bring about an appreciation of Harlem and its contributions to America's cultural history

Be Able To:

- Describe what life was like during the Harlem Renaissance, using figurative language to make the period come alive to others
- Analyze how issues of race were handled during the Harlem Renaissance
- Generalize the contributions that were made to American art and culture during the Harlem Renaissance
- Understand and use language appropriate to the time period
- Synthesize all they have learned and show their learning

Materials Needed

(Including, but not limited to this list)



- Literature about and from writers of the Harlem Renaissance
 - “Lift Ev’ry Voice and Sing”—James Weldon Johnson
(<http://www.cyberhymnal.org/htm/l/liftevry.htm>)
 - “We Wear the Mask”—Paul Laurence Dunbar
(http://www.poetry-archive.com/d/we_wear_the_mask.html)
 - “The Harlem Dancer”—Claude McKay (http://www.poetry-archive.com/m/the_harlem_dancer.html)
 - “Dream Variation”—Langston Hughes (<http://www.poemhunter.com/poem/dream-variations/>)
- Photos, videos, and music of the Harlem Renaissance
 - YouTube clip (2:50 minutes) “Duke Ellington & His Orchestra—Take the ‘A’ Train”
<http://www.youtube.com/watch?v=hRGFqSkNjHk&feature=related>
 - YouTube clip (3:52 minutes) “Harlem Renaissance Visual Art Presentation”
http://www.youtube.com/watch?v=hNy_9GdS8YA&feature=related
 - Ken Burns’ JAZZ “The Gift: 1917-1924: Part 01” (48:55 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US>

Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US>
 - “Louis Armstrong - When The Saints Go Marching In” (4:47 minutes)
<http://www.youtube.com/watch?v=wyLjbMBpGDA>
 - Mo’ Better Blues Soundtrack by Branford Marsalis (Release Date: 08/29/1990; Label: Columbia Europe; UPC: 5099746716028)

Hook

- *YouTube clip (2:50 minutes) “Duke Ellington & His Orchestra—Take the ‘A’ Train”*
<http://www.youtube.com/watch?v=hRGFqSkNjHk&feature=related>
- *YouTube clip (3:52 minutes) “Harlem Renaissance Visual Art Presentation”*
http://www.youtube.com/watch?v=hNy_9GdS8YA&feature=related
- “Dream Variation” by Langston Hughes, illustrated by a picture called “The Harlem Renaissance” on the white board (or overhead), while jazz music from the era (Duke Ellington, Louis Armstrong, “Jelly Roll” Morton, etc.) is played.
 - Students are asked to write in their journals: Using your five (5) senses, what does this music, image, and poem present to you?





Pre-Assessment

What Do You Think You Know?

You are about to begin a unit on the Harlem Renaissance. Mark the following statements agree/disagree on the line provided. Think of it as a way to find out what you think you know about Harlem and the time period known as the Harlem Renaissance.

- _____ 1. Harlem has always been a very poor and disadvantaged section of New York City.
- _____ 2. Black contributions to art, literature, music, etc., did not really begin until the Disco era of the 1970s.
- _____ 3. When Blacks moved north after the Civil War, they were denied many of the rights white people had.
- _____ 4. Blues and jazz music were equally popular before and after the Harlem Renaissance.
- _____ 5. If given the opportunity, most Blacks would have emigrated (moved) to Africa after the Civil War.
- _____ 6. Blacks who moved to Harlem in the late 1800s and early 1900s were so appreciative of their newfound freedom that few of them missed their original homes.
- _____ 7. Blacks looked down on other Blacks who tried to “pass for white”.
- _____ 8. Black English is a language.
- _____ 9. Black spirituals, or religious songs to lift the spirit, are considered to be the only authentic American folk music.
- _____ 10. Black theater in the first half of the 20th Century consisted mostly of Blacks “playing the fool” for the benefit of white audiences.

The Harlem Renaissance: The Journey to Freedom



Duke Ellington Group
Learning Contract

Working Guidelines for Learning Contracts



1. Stay on task at all times with the activities you have chosen.
2. Work on the chosen activities only after the required reading or lesson for the day has been completed.
3. Work quietly so that you do not disturb others.
4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February _____.

Student's Signature: _____

Parent/Guardian's Signature: _____

Activities Menu



Choose 4 activities from the following list by the end of class on Friday, February

_____. *You must complete Activity 1 and three other assignments from the list.* Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February _____)

Activity 2: Written vignette to accompany Duke Ellington's song "Take the A Train" (due Friday, February _____)

Activity 3: First-person diary (four entries) (due Friday, February _____)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February _____)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February _____)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February _____)

****NOTE: If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February _____ (the last Friday of February).**

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, _____, _____, and _____ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student's Signature: _____

Teacher's Signature: _____

Stamp of Honor

Task Card



Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person's occupation?
- Why should we remember this person and honor him/her with a stamp?
- How has this person's accomplishments made an impact on today's society and culture?
- What are eight (8) other things you learned about this person that have not been previously mentioned in this biography?

**Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)**



Armstrong, Louis

Baker, Josephine

Baldwin, James

Basie, William "Count"

Bearden, Romare

Bennett, Gwendolyn

Blake, Eubie

Cullen, Countee

DuBois, WEB

Dunbar, Paul Laurence

Ellington, Edward "Duke"

Ellison, Ralph

Fitzgerald, Ella

Garvey, Marcus

Gillespie, John "Dizzy"

Handy, WC

Henderson, Fletcher

Hines, Earl "Fatha"

Holiday, Billie

Hughes, Langston

Hurston, Zora Neale

Jackson, Mahalia

Johnson, James Weldon

Joplin, Scott

Lawrence, Jacob

Monk, Thelonious

Morton, Ferdinand "Jelly

Roll"

Parker, Charlie

Rainey, Gertrude "Ma"

Randolph, A. Philip

Robeson, Paul

Robinson, Bill

"Bojangles"

Savage, Augusta

Schomburg, Arturo

Sissle, Noble

Smith, Bessie

Van Der Zee, James

Waller, Thomas "Fats"

Rubric: Stamp of Honor

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Amount of Information	<ul style="list-style-type: none"> All topics are addressed and all questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed and most questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed, and most questions are answered with 1 sentence about each. 	<ul style="list-style-type: none"> One or more topics were not answered.
Quality of Information	<ul style="list-style-type: none"> Information clearly relates to the main topic. It includes several supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. No details and/or examples are given. 	<ul style="list-style-type: none"> Information has little or nothing to do with the main topic.
Organization	<ul style="list-style-type: none"> Information is very organized with well-constructed paragraphs and subheadings. 	<ul style="list-style-type: none"> Information is organized with well-constructed paragraphs. 	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed. 	<ul style="list-style-type: none"> The information appears to be disorganized.
Sources	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but a few are not in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but many are not in the desired format. 	<ul style="list-style-type: none"> Some sources are not accurately documented.
Internet Use	<ul style="list-style-type: none"> Successfully used the Internet to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.
Mechanics	<ul style="list-style-type: none"> No grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Almost no grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> A few grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Many grammatical, spelling, or punctuation errors.

Vignette to Ellington's "Take the 'A' Train"

Task Card



Using Ellington's version of "Take the 'A' Train", compose a vignette of how you imagine the setting of the 'A' Train, and the people who rode it.

Guidelines:

Be sure to:

- Use first-person or third-person point of view
- Include sensory language to describe events from the time period and the character's feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character's tone to create a mood of the text

Rubric: Vignette

Ms. N.A. Bolden

Student's Name _____

Quality	5 Responses at this level	4 Responses at this level	3 Responses at this level	2 Responses at this level	1 Responses at this level
Meaning: <i>The extent to which the response exhibits understanding and interpretation of the task and text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill all the requirements of the vignette 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill some requirements of the vignette 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill few requirements of the vignette 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill requirements of the vignette with some confusion 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill none of the requirements of the vignette
Development: <i>The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the vignette thoroughly, with figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the vignette with some figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the vignette with a little figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the vignette with few sensory details and figurative language 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the vignette with no figurative language or sensory details
Organization: <i>The extent to which the response exhibits direction, shape, and coherence</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A thorough and clear lead that invites the reader into the world of your vignette • Use and maintain a clear and focused method of organization • Use first-person or third-person point of view consistently throughout 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A clear lead that leads the reader into the world of the vignette • Use a clear and focused method of organization • Use first-person or third-person point of view consistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Attempt to create a lead that invites the reader into the world of the vignette • Show an attempt to use a clear and focused method of organization • Use first-person or third-point of view inconsistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Little attempt to create a lead that invites the reader into the world of the vignette • Little attempt to use a clear and focused method of organization • Attempt to use first-person or third-person point of view 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • No attempt to create a lead that invites the reader into the world of the vignette • No attempt to use a clear and focused method of organization • No consistent point of view
Language Use: <i>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are fluent and easy to read, with a sense of voice • Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose • Use a tone that clearly reflects the vignette • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some sense of voice • Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose • Use a tone that reflects the vignette • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with little sense of voice • Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose • Use a tone that is unclear for the vignette • Demonstrates partial control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some confusion • Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose • Use a tone that is inappropriate for the vignette • Demonstrate emerging control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are not readable • Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose • Demonstrate a lack of tone that is appropriate for the vignette • Demonstrate a lack of control of the conventions of standard written English

Diary Entries

Task Card



Situation: Diary entries give us an insider's view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

Your Task: Pretend to be a person going to Harlem during the Harlem Renaissance. Write four dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

Guidelines:

Be sure to:

- Use first-person point of view
- Date each of the four (4) entries
- Use journal format
- Include sensory language to describe events from the time period and the character's feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character's tone to create the mood of the text
- Include an interesting cover to the diary

Rubric: Diary Entry

Ms. N.A. Bolden

Student's Name

Quality	5 Responses at this level	4 Responses at this level	3 Responses at this level	2 Responses at this level	1 Responses at this level
Meaning: <i>The extent to which the response exhibits understanding and interpretation of the task and text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill all the requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill some requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill few requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill requirements of the diary entries with some confusion 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill none of the requirements of the diary entries
Development: <i>The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries thoroughly, with figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with some figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with a little figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with few sensory details and figurative language 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with no figurative language or sensory details
Organization: <i>The extent to which the response exhibits direction, shape, and coherence</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A thorough and clear lead that invites the reader into the world of your diary entries • Use and maintain a clear and focused method of organization • Use first-person or third-person point of view consistently throughout 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A clear lead that leads the reader into the world of the diary entries • Use a clear and focused method of organization • Use first-person or third-person point of view consistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Attempt to create a lead that invites the reader into the world of the diary entries • Show an attempt to use a clear and focused method of organization • Use first-person or third-point of view inconsistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Little attempt to create a lead that invites the reader into the world of the diary entries • Little attempt to use a clear and focused method of organization • Attempt to use first-person or third-person point of view 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • No attempt to create a lead that invites the reader into the world of the diary entries • No attempt to use a clear and focused method of organization • No consistent point of view
Language Use: <i>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are fluent and easy to read, with a sense of voice • Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose • Use a tone that clearly reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some sense of voice • Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose • Use a tone that reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with little sense of voice • Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose • Use a tone that is unclear for the diary entries • Demonstrates partial control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some confusion • Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose • Use a tone that is inappropriate for the diary entries • Demonstrate emerging control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are not readable • Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose • Demonstrate a lack of tone that is appropriate for the diary entries • Demonstrate a lack of control of the conventions of standard written English

Poetry Café

Task Card



Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Poetry Café

Ms. N.A. Bolden

Student's Name

Category	4	3	2	1
Content	<ul style="list-style-type: none"> Shows a full understanding of the topic with explanations and elaboration 	<ul style="list-style-type: none"> Shows a good understanding of the topic, but there is little elaboration on the information 	<ul style="list-style-type: none"> Shows a good understanding of parts of the topic. You are only able to answer basic questions about your poem and its author 	<ul style="list-style-type: none"> Does not seem to understand the topic very well. You can answer few questions about the poem and its author
Preparedness	<ul style="list-style-type: none"> You are completely prepared and well-rehearsed 	<ul style="list-style-type: none"> You seem pretty prepared, but might have needed a few more rehearsals 	<ul style="list-style-type: none"> You are somewhat prepared, but it is clear that rehearsal was lacking 	<ul style="list-style-type: none"> You do not seem at all prepared to present.
Delivery	<ul style="list-style-type: none"> Stands up straight, looks relaxed and confident Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Stands up straight Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Sometimes stands up straight Sometimes establishes eye contact 	<ul style="list-style-type: none"> Slouches and/or does not look at people during the presentation
Visuals	<ul style="list-style-type: none"> Student uses several props (could include costume) that show considerable work/creativity and which the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop that shows considerable work/creativity and which make the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop which makes the presentation better 	<ul style="list-style-type: none"> Student uses no props OR the props chosen distract from the presentation
Listens to Others Presentations	<ul style="list-style-type: none"> Listens intently Does not make distracting noises or movements 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements

Re-creation of a Piece of Art

(Musical or Visual)

Task Card



Situation: In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

Your Task:

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history. Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February _____.
- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Piece of Art (Musical)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Expression and Style	<ul style="list-style-type: none"> Performs with a creative nuance and style in response to the score and limited coaching. 	<ul style="list-style-type: none"> Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Rarely demonstrates expression and style. Just plays the notes/sings the song.
Note Accuracy	<ul style="list-style-type: none"> Notes are consistently accurate. 	<ul style="list-style-type: none"> An occasional inaccurate note is played/sung, but does not detract from the overall performance. 	<ul style="list-style-type: none"> A few inaccurate notes are played/sung, detracting somewhat from the overall performance. 	<ul style="list-style-type: none"> Wrong notes consistently detract from the performance.
Tone Quality	<ul style="list-style-type: none"> Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality. 	<ul style="list-style-type: none"> Tone is focused, clear, and centered through the normal range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance 	<ul style="list-style-type: none"> Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range. Extremes in range are usually uncontrolled. Occasionally the tone detracts from overall performance. 	<ul style="list-style-type: none"> The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.
Posture and Relaxation	<ul style="list-style-type: none"> Student stands correctly and plays/sings using a proper stance with no visible tension in the body. 	<ul style="list-style-type: none"> Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body. 	<ul style="list-style-type: none"> Student is sometimes standing correctly but often shows tension or improper body position during playing/singing. 	<ul style="list-style-type: none"> Student rarely demonstrates proper posture and stance and tension is highly visible.
Attention in Class	<ul style="list-style-type: none"> Listens intently. Does not make distracting noises or movements. 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements.

Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Capturing a Style/Artist	<ul style="list-style-type: none"> • Color is applied in a manner very consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • Color is applied in a manner that is reasonably consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective. 	<ul style="list-style-type: none"> • No attempt has been made to apply color in a manner consistent with the technique of the artist studied.
Time/Effort	<ul style="list-style-type: none"> • Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time. 	<ul style="list-style-type: none"> • Class time was used wisely. • Student could have put in more time and effort at home. 	<ul style="list-style-type: none"> • Class time was not always used wisely, but student did do some additional work at home. 	<ul style="list-style-type: none"> • Class time was not used wisely. • Student did not put in additional time or effort at home.
Knowledge Gained— Technique	<ul style="list-style-type: none"> • Student can accurately name 4 characteristics of the technique of the artist studied and describe how the characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.

Re-creation of a Recipe

Task Card



Situation: The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

Your Task: Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Recipe

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Following the Recipe	<ul style="list-style-type: none"> • Gathered all the ingredients beforehand • Measured and/or prepared ingredients according to instructions • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Gathered most of the ingredients beforehand • Measured and/or prepared most ingredients properly • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time • Measured and/or prepared some ingredients improperly • Cooked ingredients for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time and did not have necessary ingredients for completion (had to go to the store to rescue the dish) • Did not measure and/or prepare ingredients properly • Did not cook food for appropriate length of time
Final Product	<ul style="list-style-type: none"> • Has a pleasing appearance • Looks like a photo • Served according to etiquette • Has a pleasant taste and/or smell 	<ul style="list-style-type: none"> • Had an acceptable appearance • Served according to etiquette • Has an acceptable taste and/or smell 	<ul style="list-style-type: none"> • Appearance is not appetizing • Service of dish is not according to etiquette • Taste and/or smell is not acceptable (one taste is overwhelming) 	<ul style="list-style-type: none"> • Looks disgusting • Not served properly • Taste and/or smell made people ill

ANCHOR ACTIVITY:

Picture Timeline

Task Card



If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources to create a timeline with pictures of 10 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 01” (48:55 minutes)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US>

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)

<http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US>



Rubric: Picture Timeline

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Title	<ul style="list-style-type: none"> The timeline has a creative title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has an effective title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has a title that is easy to locate. 	<ul style="list-style-type: none"> The title is missing or difficult to locate.
Content Facts	<ul style="list-style-type: none"> Facts were accurate for all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for almost all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for most of the events reported on the timeline. 	<ul style="list-style-type: none"> Facts were often inaccurate for events reported on the timeline.
Graphics or Pictures	<ul style="list-style-type: none"> All graphics effectively illustrated the importance of the events and were balanced with text use. 	<ul style="list-style-type: none"> All graphics were effective, but there appear to be too few or too many. 	<ul style="list-style-type: none"> Some graphics are effective and their use is balanced with text use. 	<ul style="list-style-type: none"> Several graphics are not effective.
Dates	<ul style="list-style-type: none"> An accurate, complete date has been included for each event. 	<ul style="list-style-type: none"> An accurate, complete date has been included for almost every event. 	<ul style="list-style-type: none"> An accurate date has been included for almost every event. 	<ul style="list-style-type: none"> Dates are inaccurate or missing for several events.
Style & Organization	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover most of the relevant time period. It contains appropriate yearly gradations. 	<ul style="list-style-type: none"> The time period covered was inappropriate. Yearly divisions were not uniform.
Colors	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern. It helps organize the material. 	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat. 	<ul style="list-style-type: none"> The use of colors is consistent but is not used effectively to organize the material. 	<ul style="list-style-type: none"> The use of colors is not consistent or detracts from the organization.

The Harlem Renaissance: The Journey to Freedom



Josephine Baker Group
Learning Contract

Working Guidelines for Learning Contracts



1. Stay on task at all times with the activities you have chosen.
2. Work on the chosen activities only after the required reading or lesson for the day has been completed.
3. Work quietly so that you do not disturb others.
4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February _____.

Student's Signature: _____

Parent/Guardian's Signature: _____

Activities Menu



Choose 4 activities from the following list by the end of class on Friday, February _____ . ***You must complete Activity 1 and three other assignments from the list.***

Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February _____)

Activity 2: Picture Dictionary of the Harlem Renaissance (due Friday, February _____)

Activity 3: First-person diary (three entries) (due Friday, February _____)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February _____)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February _____)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February _____)

****NOTE:** *If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February _____ (the last Friday of February).*

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, _____, _____, and _____ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student's Signature: _____

Teacher's Signature: _____

Stamp of Honor

Task Card



Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person's occupation?
- Why should we remember this person and honor him/her with a stamp?
- What are six (6) other things you learned about this person that have not been previously mentioned in this biography?

Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)



Armstrong, Louis

Baker, Josephine

Baldwin, James

Basie, William "Count"

Bearden, Romare

Bennett, Gwendolyn

Blake, Eubie

Cullen, Countee

DuBois, WEB

Dunbar, Paul Laurence

Ellington, Edward "Duke"

Ellison, Ralph

Fitzgerald, Ella

Garvey, Marcus

Gillespie, John "Dizzy"

Handy, WC

Henderson, Fletcher

Hines, Earl "Fatha"

Holiday, Billie

Hughes, Langston

Hurston, Zora Neale

Jackson, Mahalia

Johnson, James Weldon

Joplin, Scott

Lawrence, Jacob

Monk, Thelonious

Morton, Ferdinand "Jelly Roll"

Parker, Charlie

Rainey, Gertrude "Ma"

Randolph, A. Philip

Robeson, Paul

Robinson, Bill "Bojangles"

Savage, Augusta

Schomburg, Arturo

Sissle, Noble

Smith, Bessie

Van Der Zee, James

Waller, Thomas "Fats"

Rubric: Stamp of Honor

Ms. N.A. Bolden

Student's Name

Category	4	3	2	1
Amount of Information	<ul style="list-style-type: none"> All topics are addressed and all questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed and most questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed, and most questions are answered with 1 sentence about each. 	<ul style="list-style-type: none"> One or more topics were not answered.
Quality of Information	<ul style="list-style-type: none"> Information clearly relates to the main topic. It includes several supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. No details and/or examples are given. 	<ul style="list-style-type: none"> Information has little or nothing to do with the main topic.
Organization	<ul style="list-style-type: none"> Information is very organized with well-constructed paragraphs and subheadings. 	<ul style="list-style-type: none"> Information is organized with well-constructed paragraphs. 	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed. 	<ul style="list-style-type: none"> The information appears to be disorganized.
Sources	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but a few are not in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but many are not in the desired format. 	<ul style="list-style-type: none"> Some sources are not accurately documented.
Internet Use	<ul style="list-style-type: none"> Successfully used the Internet to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.
Mechanics	<ul style="list-style-type: none"> No grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Almost no grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> A few grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Many grammatical, spelling, or punctuation errors.

Picture Dictionary

Task Card



Overview: You may not have a complete understanding of new terms by simply writing out a definition for each word in a list. To begin to internalize the meaning of some words or phrases from the Harlem Renaissance, you will create a picture dictionary.

Your Task: Define the term and illustrate the term. Find some examples of how the term was used.

This could be drawn or copied in black and white. There can be more than two terms and drawings on a page, however, the definition/drawing should not go to a second page.

DO NOT COPY OR DRAW ON TWO SIDES OF THE PAPER. PLEASE USE WHITE PAPER 8 1/2" X 11".

Picture Dictionary

Task Card

(Terms to include, but not limited to)



belly rub
berries
boogie-woogie
bottle it
brick-presser
bring mud
catch the air
cloakers
collar a hot
collar a nod
dig
dog it
doing the dozens
grandfather clauses
gum beater
hincty
jive
jump salty

kitchen mechanic
minstrel shows
Negrotarian
Red Summer
rent party
rug cutter
shim-sham shimmy
slip in the dozens
smoking over
solid
sooner
speakeasy
stomp
Talented Tenth
white flight
wobble
work under cork

Rubric: Picture Dictionary

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Vocabulary Words	<ul style="list-style-type: none"> • Dictionary includes 10 or more words or phrases. 	<ul style="list-style-type: none"> • Dictionary includes at least 8 words or phrases. 	<ul style="list-style-type: none"> • Dictionary includes at least 5 words or phrases. 	<ul style="list-style-type: none"> • Dictionary includes fewer than 5 words or phrases.
Definition	<ul style="list-style-type: none"> • All words/phrases have a complete definition. 	<ul style="list-style-type: none"> • Most words/phrases have a complete definition. 	<ul style="list-style-type: none"> • Some words/phrases have a complete definition. 	<ul style="list-style-type: none"> • Few words/phrases have a complete definition.
Mechanics	<ul style="list-style-type: none"> • There are no grammatical, spelling or punctuation errors. 	<ul style="list-style-type: none"> • There are less than 5 grammatical, spelling, and/or punctuation errors. 	<ul style="list-style-type: none"> • There are less than 10 grammatical, spelling, and/or punctuation errors. 	<ul style="list-style-type: none"> • There are more than 10 grammatical, spelling, and/or punctuation errors.
Illustration	<ul style="list-style-type: none"> • All pictures illustrate the meaning of the word/phrase clearly. 	<ul style="list-style-type: none"> • Most pictures illustrate the meaning of the word/phrase clearly. 	<ul style="list-style-type: none"> • Some pictures illustrate the meaning of the word/phrase clearly. 	<ul style="list-style-type: none"> • Few pictures illustrate the meaning of the word/phrase clearly.
Organization/Creativity	<ul style="list-style-type: none"> • All of the pictures and writing are neat and organized. 	<ul style="list-style-type: none"> • Most of the pictures and writing are neat and organized. 	<ul style="list-style-type: none"> • Some of the pictures and writing are neat and organized. 	<ul style="list-style-type: none"> • Few of the pictures and writing are neat and organized.

Diary Entries

Task Card



Situation: Diary entries give us an insider's view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

Your Task: Pretend to be a person going to Harlem during the Harlem Renaissance. Write three dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

Guidelines:

Be sure to:

- Use first-person point of view
- Date each of the three (3) entries
- Use journal format
- Include sensory language to describe events from the time period and the character's feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character's tone to create the mood of the text
- Include an interesting cover to the diary

Rubric: Diary Entry

Ms. N.A. Bolden

Student's Name

Quality	5 Responses at this level	4 Responses at this level	3 Responses at this level	2 Responses at this level	1 Responses at this level
Meaning: <i>The extent to which the response exhibits understanding and interpretation of the task and text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill all the requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill some requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill few requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill requirements of the diary entries with some confusion 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill none of the requirements of the diary entries
Development: <i>The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries thoroughly, with figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with some figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with a little figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with few sensory details and figurative language 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with no figurative language or sensory details
Organization: <i>The extent to which the response exhibits direction, shape, and coherence</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A thorough and clear lead that invites the reader into the world of your diary entries • Use and maintain a clear and focused method of organization • Use first-person or third-person point of view consistently throughout 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A clear lead that leads the reader into the world of the diary entries • Use a clear and focused method of organization • Use first-person or third-person point of view consistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Attempt to create a lead that invites the reader into the world of the diary entries • Show an attempt to use a clear and focused method of organization • Use first-person or third-point of view inconsistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Little attempt to create a lead that invites the reader into the world of the diary entries • Little attempt to use a clear and focused method of organization • Attempt to use first-person or third-person point of view 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • No attempt to create a lead that invites the reader into the world of the diary entries • No attempt to use a clear and focused method of organization • No consistent point of view
Language Use: <i>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are fluent and easy to read, with a sense of voice • Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose • Use a tone that clearly reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some sense of voice • Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose • Use a tone that reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with little sense of voice • Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose • Use a tone that is unclear for the diary entries • Demonstrates partial control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some confusion • Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose • Use a tone that is inappropriate for the diary entries • Demonstrate emerging control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are not readable • Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose • Demonstrate a lack of tone that is appropriate for the diary entries • Demonstrate a lack of control of the conventions of standard written English

Poetry Café

Task Card



Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, and Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. *You may refer to your poem only twice if you have difficulty remembering the poem.*

Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Poetry Café

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Content	<ul style="list-style-type: none"> Shows a full understanding of the topic with explanations and elaboration 	<ul style="list-style-type: none"> Shows a good understanding of the topic, but there is little elaboration on the information 	<ul style="list-style-type: none"> Shows a good understanding of parts of the topic. You are only able to answer basic questions about your poem and its author 	<ul style="list-style-type: none"> Does not seem to understand the topic very well. You can answer few questions about the poem and its author
Preparedness	<ul style="list-style-type: none"> You are completely prepared and well-rehearsed 	<ul style="list-style-type: none"> You seem pretty prepared, but might have needed a few more rehearsals 	<ul style="list-style-type: none"> You are somewhat prepared, but it is clear that rehearsal was lacking 	<ul style="list-style-type: none"> You do not seem at all prepared to present.
Delivery	<ul style="list-style-type: none"> Stands up straight, looks relaxed and confident Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Stands up straight Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Sometimes stands up straight Sometimes establishes eye contact 	<ul style="list-style-type: none"> Slouches and/or does not look at people during the presentation
Visuals	<ul style="list-style-type: none"> Student uses several props (could include costume) that show considerable work/creativity and which the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop that shows considerable work/creativity and which make the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop which makes the presentation better 	<ul style="list-style-type: none"> Student uses no props OR the props chosen distract from the presentation
Listens to Others Presentations	<ul style="list-style-type: none"> Listens intently Does not make distracting noises or movements 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements

Re-creation of a Piece of Art

(Musical or Visual)



Task Card

Situation: In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

Your Task:

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history. Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February _____.
- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Piece of Art (Musical)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Expression and Style	<ul style="list-style-type: none"> Performs with a creative nuance and style in response to the score and limited coaching. 	<ul style="list-style-type: none"> Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Rarely demonstrates expression and style. Just plays the notes/sings the song.
Note Accuracy	<ul style="list-style-type: none"> Notes are consistently accurate. 	<ul style="list-style-type: none"> An occasional inaccurate note is played/sung, but does not detract from the overall performance. 	<ul style="list-style-type: none"> A few inaccurate notes are played/sung, detracting somewhat from the overall performance. 	<ul style="list-style-type: none"> Wrong notes consistently detract from the performance.
Tone Quality	<ul style="list-style-type: none"> Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality. 	<ul style="list-style-type: none"> Tone is focused, clear, and centered through the normal range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance 	<ul style="list-style-type: none"> Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range. Extremes in range are usually uncontrolled. Occasionally the tone detracts from overall performance. 	<ul style="list-style-type: none"> The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.
Posture and Relaxation	<ul style="list-style-type: none"> Student stands correctly and plays/sings using a proper stance with no visible tension in the body. 	<ul style="list-style-type: none"> Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body. 	<ul style="list-style-type: none"> Student is sometimes standing correctly but often shows tension or improper body position during playing/singing. 	<ul style="list-style-type: none"> Student rarely demonstrates proper posture and stance and tension is highly visible.
Attention in Class	<ul style="list-style-type: none"> Listens intently. Does not make distracting noises or movements. 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements.

Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Capturing a Style/Artist	<ul style="list-style-type: none"> • Color is applied in a manner very consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • Color is applied in a manner that is reasonably consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective. 	<ul style="list-style-type: none"> • No attempt has been made to apply color in a manner consistent with the technique of the artist studied.
Time/Effort	<ul style="list-style-type: none"> • Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time. 	<ul style="list-style-type: none"> • Class time was used wisely. • Student could have put in more time and effort at home. 	<ul style="list-style-type: none"> • Class time was not always used wisely, but student did do some additional work at home. 	<ul style="list-style-type: none"> • Class time was not used wisely. • Student did not put in additional time or effort at home.
Knowledge Gained— Technique	<ul style="list-style-type: none"> • Student can accurately name 4 characteristics of the technique of the artist studied and describe how the characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.

Re-creation of a Recipe

Task Card



Situation: The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

Your Task: Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Recipe

Ms. N.A. Bolden

Student's Name

Category	4	3	2	1
Following the Recipe	<ul style="list-style-type: none"> • Gathered all the ingredients beforehand • Measured and/or prepared ingredients according to instructions • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Gathered most of the ingredients beforehand • Measured and/or prepared most ingredients properly • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time • Measured and/or prepared some ingredients improperly • Cooked ingredients for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time and did not have necessary ingredients for completion (had to go to the store to rescue the dish) • Did not measure and/or prepare ingredients properly • Did not cook food for appropriate length of time
Final Product	<ul style="list-style-type: none"> • Has a pleasing appearance • Looks like a photo • Served according to etiquette • Has a pleasant taste and/or smell 	<ul style="list-style-type: none"> • Had an acceptable appearance • Served according to etiquette • Has an acceptable taste and/or smell 	<ul style="list-style-type: none"> • Appearance is not appetizing • Service of dish is not according to etiquette • Taste and/or smell is not acceptable (one taste is overwhelming) 	<ul style="list-style-type: none"> • Looks disgusting • Not served properly • Taste and/or smell made people ill

ANCHOR ACTIVITY: Picture Timeline

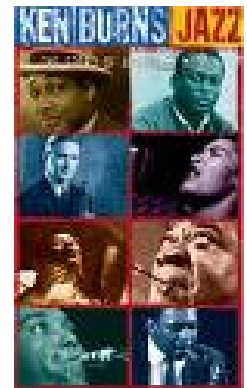


Task Card

If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources to create a timeline with pictures of 7 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 01” (48:55 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US>
- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US>



Rubric: Picture Timeline

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Title	<ul style="list-style-type: none"> The timeline has a creative title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has an effective title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has a title that is easy to locate. 	<ul style="list-style-type: none"> The title is missing or difficult to locate.
Content Facts	<ul style="list-style-type: none"> Facts were accurate for all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for almost all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for most of the events reported on the timeline. 	<ul style="list-style-type: none"> Facts were often inaccurate for events reported on the timeline.
Graphics or Pictures	<ul style="list-style-type: none"> All graphics effectively illustrated the importance of the events and were balanced with text use. 	<ul style="list-style-type: none"> All graphics were effective, but there appear to be too few or too many. 	<ul style="list-style-type: none"> Some graphics are effective and their use is balanced with text use. 	<ul style="list-style-type: none"> Several graphics are not effective.
Dates	<ul style="list-style-type: none"> An accurate, complete date has been included for each event. 	<ul style="list-style-type: none"> An accurate, complete date has been included for almost every event. 	<ul style="list-style-type: none"> An accurate date has been included for almost every event. 	<ul style="list-style-type: none"> Dates are inaccurate or missing for several events.
Style & Organization	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover most of the relevant time period. It contains appropriate yearly gradations. 	<ul style="list-style-type: none"> The time period covered was inappropriate. Yearly divisions were not uniform.
Colors	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern. It helps organize the material. 	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat. 	<ul style="list-style-type: none"> The use of colors is consistent but is not used effectively to organize the material. 	<ul style="list-style-type: none"> The use of colors is not consistent or detracts from the organization.

The Harlem Renaissance: The Journey to Freedom



Langston Hughes Group
Learning Contract

Working Guidelines for Learning Contracts



1. Stay on task at all times with the activities you have chosen.
2. Work on the chosen activities only after the required reading or lesson for the day has been completed.
3. Work quietly so that you do not disturb others.
4. If you must work in another location, stay on task there, and continue following the contract rules.

I agree to the above conditions. I understand that if I do not follow them, I may lose the opportunity to continue with this independent contract.

Contract guidelines must be signed and in your contract folder by Wednesday, February _____.

Student's Signature: _____

Parent/Guardian's Signature: _____

Activities Menu

Choose 4 activities from the following list by the end of class on Friday, February _____ . *You must complete Activity 1 and three other assignments from the list.*

Descriptions follow.

Activity 1: Stamp of Honor (due Friday, February _____)

Activity 2: Venn Diagram: Harlem Renaissance v. Now (due Friday, February _____)

Activity 3: First-person diary (three entries) (due Friday, February _____)

Activity 4: Poetry Café: poem memorized (minimum of 10 lines) (due Friday, February _____)

Activity 5: Re-creation of a piece of work (visual or musical art) from the Harlem Renaissance (due Friday, February _____)

Activity 6: Re-creation of a soul food recipe from the Harlem Renaissance (due Friday, February _____)

****NOTE:** *If you choose to do Activity 4, 5, or 6, you will present your work in class on Friday, February _____ (the last Friday of February).*

You may use the following resources to help you: history and ELA textbooks, library books, Internet, encyclopedias, any piece of literature or notes given to you by Ms. Bolden.

I have chosen Activity 1, _____, _____, and _____ to complete. I understand that if I miss a deadline (for an unexcused absence), I will have two points deducted from my grade for each day the task is late.

Student's Signature: _____

Teacher's Signature: _____



Stamp of Honor

Task Card



Situation: People of all races, colors, creeds, ethnicities, and backgrounds can achieve greatness in their chosen field. People of all backgrounds should be acknowledged for reaching a level of distinction and for opening doors for others to walk through. The Harlem Renaissance was a time when people of all races helped to push African-American and Black American culture to the forefront.

Your Task: Create a 75¢ stamp to honor a person who was influential and/or famous during the Harlem Renaissance. The stamp must include a picture of the person on the front and a detailed biography about the person on the back.

Be sure to include information that answers the following questions:

- When and where was the person born?
- When, where, and how did the person die?
- What was the person's occupation?
- Why should we remember this person and honor him/her with a stamp?
- What are four (4) other things you learned about this person that have not been previously mentioned in this biography?

**Stamp of Honor
Task Card
Possible People to Research
(Including, but not limited to)**



- | | |
|--------------------------|--------------------------------|
| Armstrong, Louis | Hughes, Langston |
| Baker, Josephine | Hurston, Zora Neale |
| Baldwin, James | Jackson, Mahalia |
| Basie, William "Count" | Johnson, James Weldon |
| Bearden, Romare | Joplin, Scott |
| Bennett, Gwendolyn | Lawrence, Jacob |
| Blake, Eubie | Monk, Thelonious |
| Cullen, Countee | Morton, Ferdinand "Jelly Roll" |
| DuBois, WEB | Parker, Charlie |
| Dunbar, Paul Laurence | Rainey, Gertrude "Ma" |
| Ellington, Edward "Duke" | Randolph, A. Philip |
| Ellison, Ralph | Robeson, Paul |
| Fitzgerald, Ella | Robinson, Bill "Bojangles" |
| Garvey, Marcus | Savage, Augusta |
| Gillespie, John "Dizzy" | Schomburg, Arturo |
| Handy, WC | Sissle, Noble |
| Henderson, Fletcher | Smith, Bessie |
| Hines, Earl "Fatha" | Van Der Zee, James |
| Holiday, Billie | Waller, Thomas "Fats" |

Rubric: Stamp of Honor

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Amount of Information	<ul style="list-style-type: none"> All topics are addressed and all questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed and most questions answered with at least 2 sentences about each. 	<ul style="list-style-type: none"> All topics are addressed, and most questions are answered with 1 sentence about each. 	<ul style="list-style-type: none"> One or more topics were not answered.
Quality of Information	<ul style="list-style-type: none"> Information clearly relates to the main topic. It includes several supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. 	<ul style="list-style-type: none"> Information clearly relates to the main topic. No details and/or examples are given. 	<ul style="list-style-type: none"> Information has little or nothing to do with the main topic.
Organization	<ul style="list-style-type: none"> Information is very organized with well-constructed paragraphs and subheadings. 	<ul style="list-style-type: none"> Information is organized with well-constructed paragraphs. 	<ul style="list-style-type: none"> Information is organized, but paragraphs are not well-constructed. 	<ul style="list-style-type: none"> The information appears to be disorganized.
Sources	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but a few are not in the desired format. 	<ul style="list-style-type: none"> All sources (information and graphics) are accurately documented, but many are not in the desired format. 	<ul style="list-style-type: none"> Some sources are not accurately documented.
Internet Use	<ul style="list-style-type: none"> Successfully used the Internet to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Was usually able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Occasionally able to use suggested Internet links to find information and navigated within these sites easily without assistance. 	<ul style="list-style-type: none"> Needed much assistance and/or supervision to use suggested Internet links and/or to navigate within these sites.
Mechanics	<ul style="list-style-type: none"> No grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Almost no grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> A few grammatical, spelling, or punctuation errors. 	<ul style="list-style-type: none"> Many grammatical, spelling, or punctuation errors.

Venn Diagram:

The Harlem Renaissance v. Now

Task Card



Overview: There is a saying—“Everything old is new again.” Many things that were popular and fashionable in the past are coming back into vogue. The Harlem Renaissance was an explosion of Black culture in the areas of literature, music, art, food, and clothing. Some of these areas may be seeing a resurgence.

Your Task: Create a Venn diagram that compares and contrasts life during the Harlem Renaissance and now.

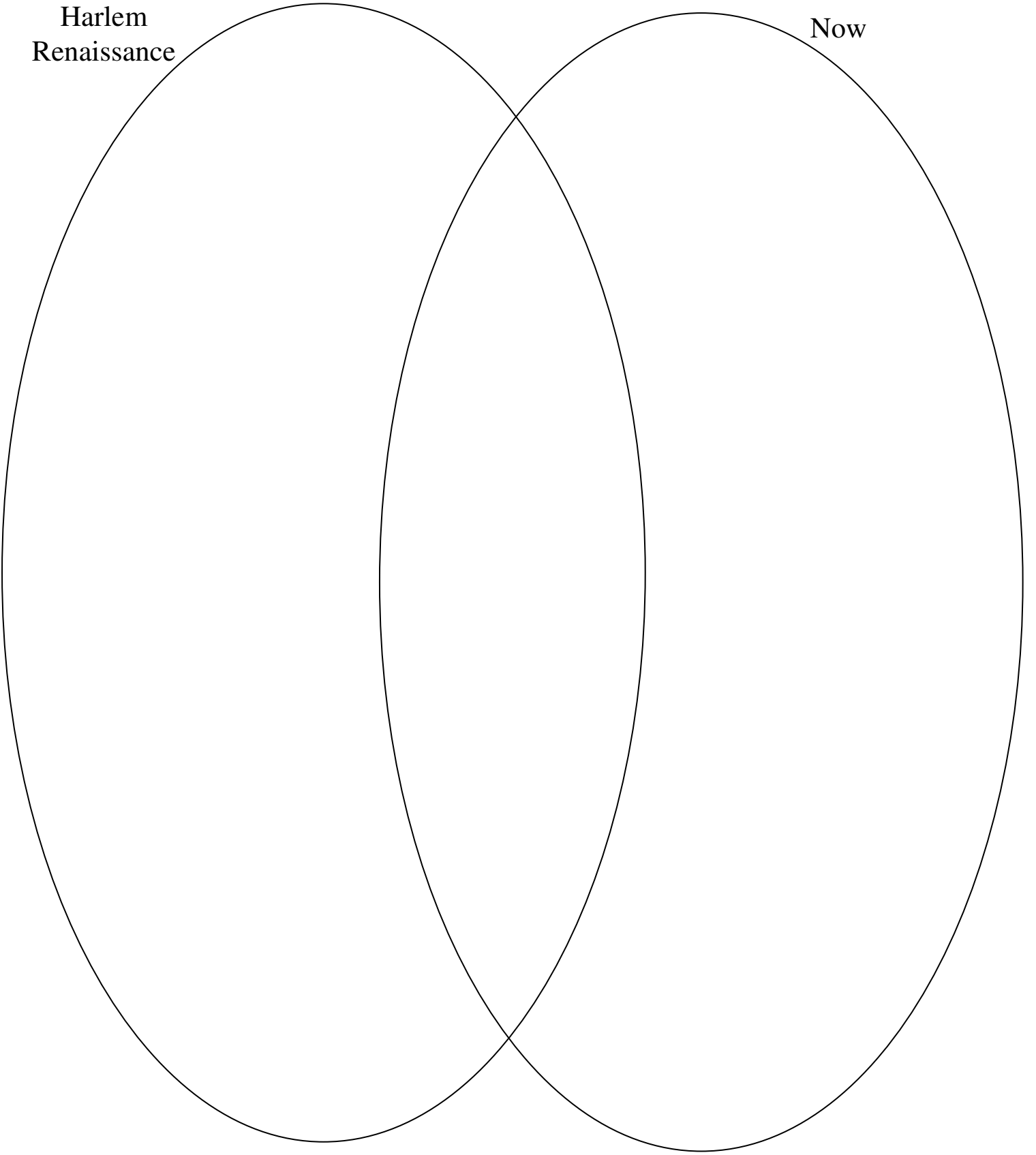
Guidelines:

Be sure to address:

- Favorite/popular musicians
- Favorite/popular authors
- Types/style of clothing
- Types of food

Harlem
Renaissance

Now



Rubric: Venn Diagram

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Topic Addressed	<ul style="list-style-type: none"> Accurately compared and contrasted all characteristics. 	<ul style="list-style-type: none"> Compared and contrasted most characteristics accurately. 	<ul style="list-style-type: none"> Compared and contrasted some characteristics accurately. 	<ul style="list-style-type: none"> Compared and contrasted few characteristics accurately.
Amount of Information	<ul style="list-style-type: none"> All topics are addressed with at least 3 details each. 	<ul style="list-style-type: none"> All topics are addressed with at least 2 details each. 	<ul style="list-style-type: none"> All topics are addressed with at least 1 detail each. 	<ul style="list-style-type: none"> One or more topics were not addressed or addressed with only 1 detail each.
Organization	<ul style="list-style-type: none"> Information is well-organized with subheadings in the various areas. 	<ul style="list-style-type: none"> Information is well-organized in the various areas. 	<ul style="list-style-type: none"> Information is organized in the various areas. 	<ul style="list-style-type: none"> Information appears to be disorganized.
Mechanics	<ul style="list-style-type: none"> No grammatical, spelling, and/or punctuation errors. 	<ul style="list-style-type: none"> Almost no grammatical, spelling, and/or punctuation errors. 	<ul style="list-style-type: none"> A few grammatical, spelling, and/or punctuation errors. 	<ul style="list-style-type: none"> Many grammatical, spelling, and/or punctuation errors.

Diary Entries

Task Card



Situation: Diary entries give us an insider's view to what people are thinking about the various situations in which they find themselves. The most memorable diaries can help us understand our world and ourselves. Sometimes we learn from reading these entries, and the lives and words of the people who wrote them become part of who we are.

Your Task: Pretend to be a person going to Harlem during the Harlem Renaissance. Write two dated diary entries from the point of view of this character. Thoroughly reflect on the situations this character faces, or emotions this character feels. Be sure to include insights or lessons about life that the character has gained throughout his or her experiences.

Guidelines:

Be sure to:

- Use first-person point of view
- Date each of the two (2) entries
- Use journal format
- Include sensory language to describe events from the time period and the character's feelings
- Use varied sentence lengths and beginnings
- Develop your ideas in an interesting and imaginative way
- Use vocabulary that depicts the character's tone to create the mood of the text
- Include an interesting cover to the diary

Rubric: Diary Entry

Ms. N.A. Bolden

Student's Name _____

Quality	5 Responses at this level	4 Responses at this level	3 Responses at this level	2 Responses at this level	1 Responses at this level
Meaning: <i>The extent to which the response exhibits understanding and interpretation of the task and text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill all the requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill some requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill few requirements of the diary entries 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill requirements of the diary entries with some confusion 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Fulfill none of the requirements of the diary entries
Development: <i>The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries thoroughly, with figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with some figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with a little figurative language and sensory details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with few sensory details and figurative language 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Develop the diary entries with no figurative language or sensory details
Organization: <i>The extent to which the response exhibits direction, shape, and coherence</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A thorough and clear lead that invites the reader into the world of your diary entries • Use and maintain a clear and focused method of organization • Use first-person or third-person point of view consistently throughout 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • A clear lead that leads the reader into the world of the diary entries • Use a clear and focused method of organization • Use first-person or third-person point of view consistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Attempt to create a lead that invites the reader into the world of the diary entries • Show an attempt to use a clear and focused method of organization • Use first-person or third-point of view inconsistently 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Little attempt to create a lead that invites the reader into the world of the diary entries • Little attempt to use a clear and focused method of organization • Attempt to use first-person or third-person point of view 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • No attempt to create a lead that invites the reader into the world of the diary entries • No attempt to use a clear and focused method of organization • No consistent point of view
Language Use: <i>The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</i>	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are fluent and easy to read, with a sense of voice • Use varied sentence structure and above grade-level vocabulary that clearly demonstrates an awareness of audience and purpose • Use a tone that clearly reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some sense of voice • Use some varied sentence structure and some above grade-level vocabulary that demonstrates an awareness of audience and purpose • Use a tone that reflects the diary entries • Demonstrate control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with little sense of voice • Use simple sentences and basic vocabulary that demonstrates some gaps in awareness of audience and purpose • Use a tone that is unclear for the diary entries • Demonstrates partial control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are readable, with some confusion • Use simple sentences and minimal vocabulary that demonstrates a confused awareness of audience and purpose • Use a tone that is inappropriate for the diary entries • Demonstrate emerging control of the conventions of standard written English 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> • Are not readable • Use fragmented sentences and below grade-level that does not demonstrate an awareness of audience or purpose • Demonstrate a lack of tone that is appropriate for the diary entries • Demonstrate a lack of control of the conventions of standard written English

Poetry Café

Task Card



Situation: The Harlem Renaissance was an era that saw an explosion in the literature of a culture. The Harlem Renaissance brought Langston Hughes, Zora Neale Hurston, and Paul Laurence Dunbar among others to the forefront.

Your Task: Find a poem of at least ten (10) lines, written by an author of the Harlem Renaissance. Rehearse and memorize the poem. ***You may refer to your poem if you have difficulty remembering the poem.***

Create note cards about the poem and its author. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Poetry Café

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Content	<ul style="list-style-type: none"> Shows a full understanding of the topic with explanations and elaboration 	<ul style="list-style-type: none"> Shows a good understanding of the topic, but there is little elaboration on the information 	<ul style="list-style-type: none"> Shows a good understanding of parts of the topic. You are only able to answer basic questions about your poem and its author 	<ul style="list-style-type: none"> Does not seem to understand the topic very well. You can answer few questions about the poem and its author
Preparedness	<ul style="list-style-type: none"> You are completely prepared and well-rehearsed 	<ul style="list-style-type: none"> You seem pretty prepared, but might have needed a few more rehearsals 	<ul style="list-style-type: none"> You are somewhat prepared, but it is clear that rehearsal was lacking 	<ul style="list-style-type: none"> You do not seem at all prepared to present.
Delivery	<ul style="list-style-type: none"> Stands up straight, looks relaxed and confident Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Stands up straight Establishes eye contact with everyone in the room during the presentation 	<ul style="list-style-type: none"> Sometimes stands up straight Sometimes establishes eye contact 	<ul style="list-style-type: none"> Slouches and/or does not look at people during the presentation
Visuals	<ul style="list-style-type: none"> Student uses several props (could include costume) that show considerable work/creativity and which the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop that shows considerable work/creativity and which make the presentation better 	<ul style="list-style-type: none"> Student uses 1 prop which makes the presentation better 	<ul style="list-style-type: none"> Student uses no props OR the props chosen distract from the presentation
Listens to Others Presentations	<ul style="list-style-type: none"> Listens intently Does not make distracting noises or movements 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements

Re-creation of a Piece of Art

(Musical or Visual)

Task Card



Situation: In the early 1920's, African-Americans and whites were a great part of a cultural movement known as the Harlem Renaissance. The Harlem Renaissance brought out powerful musical talent. Singers and musicians played an important role in this cultural inspiration, as well as writers, shopkeepers, painters, etc. Jazz was rooted in the musical tradition of American blacks. Jazz became popular with the help of musicians such as Scott Joplin, Duke Ellington, Louis Armstrong, among others.

Instead of using direct political means, African-American artists employed culture to work for goals of civil rights and equality. Its lasting legacy is that for the first time (and across racial lines), African-American art became absorbed into mainstream culture.

Your Task:

- Find a song popular during the Harlem Renaissance. Create note cards about the song and its history. Practice and memorize your song. You will present your work at our Poetry Café to be held on Friday, February _____.
- Find a piece of artwork popular during the Harlem Renaissance, or by a popular Harlem Renaissance artist. Create note cards about the work of art and its history. Create it at home. You will present your work at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Piece of Art (Musical)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Expression and Style	<ul style="list-style-type: none"> Performs with a creative nuance and style in response to the score and limited coaching. 	<ul style="list-style-type: none"> Typically performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Sometimes performs with nuance and style that is indicated in the score or which is suggested by instructor or peer. 	<ul style="list-style-type: none"> Rarely demonstrates expression and style. Just plays the notes/sings the song.
Note Accuracy	<ul style="list-style-type: none"> Notes are consistently accurate. 	<ul style="list-style-type: none"> An occasional inaccurate note is played/sung, but does not detract from the overall performance. 	<ul style="list-style-type: none"> A few inaccurate notes are played/sung, detracting somewhat from the overall performance. 	<ul style="list-style-type: none"> Wrong notes consistently detract from the performance.
Tone Quality	<ul style="list-style-type: none"> Tone is consistently focused, clear, and centered throughout the range of the instrument/voice. Tone has a professional quality. 	<ul style="list-style-type: none"> Tone is focused, clear, and centered through the normal range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance 	<ul style="list-style-type: none"> Tone is often focused, clear, and centered, but sometimes the tone is uncontrolled in the normal range. Extremes in range are usually uncontrolled. Occasionally the tone detracts from overall performance. 	<ul style="list-style-type: none"> The tone is often not focused, clear, or centered regardless of the range, significantly detracting from the overall performance.
Posture and Relaxation	<ul style="list-style-type: none"> Student stands correctly and plays/sings using a proper stance with no visible tension in the body. 	<ul style="list-style-type: none"> Student stands somewhat correctly and most of the time demonstrates a proper stance with limited tension in the body. 	<ul style="list-style-type: none"> Student is sometimes standing correctly but often shows tension or improper body position during playing/singing. 	<ul style="list-style-type: none"> Student rarely demonstrates proper posture and stance and tension is highly visible.
Attention in Class	<ul style="list-style-type: none"> Listens intently. Does not make distracting noises or movements. 	<ul style="list-style-type: none"> Listens intently but has one distracting noise or movement. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening but is not distracting. 	<ul style="list-style-type: none"> Sometimes does not appear to be listening and makes distracting noises or movements.

Rubric: Re-creation of a Piece of Art (Visual)

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Capturing a Style/Artist	<ul style="list-style-type: none"> • Color is applied in a manner very consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • Color is applied in a manner that is reasonably consistent with the technique of the artist studied. 	<ul style="list-style-type: none"> • An attempt has been made to apply color in a manner that is consistent with the technique of the artist being studied, but it is not effective. 	<ul style="list-style-type: none"> • No attempt has been made to apply color in a manner consistent with the technique of the artist studied.
Time/Effort	<ul style="list-style-type: none"> • Much time and effort went into the planning and design of the piece. It is clear that the student worked on this at home as well as during class time. 	<ul style="list-style-type: none"> • Class time was used wisely. • Student could have put in more time and effort at home. 	<ul style="list-style-type: none"> • Class time was not always used wisely, but student did do some additional work at home. 	<ul style="list-style-type: none"> • Class time was not used wisely. • Student did not put in additional time or effort at home.
Knowledge Gained— Technique	<ul style="list-style-type: none"> • Student can accurately name 4 characteristics of the technique of the artist studied and describe how the characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student can accurately name 3 characteristics of the technique of the artist studied and describe how these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name 2-3 characteristics of the technique of the artist studied, nor describe how 2-3 of these characteristics are used in the piece. 	<ul style="list-style-type: none"> • Student cannot accurately name any characteristics of the technique of the artist studied, nor describe how the characteristics are used in the piece.

Re-creation of a Recipe

Task Card



Situation: The Harlem Renaissance was an era that saw the birth of soul food. These were dishes based on southern dishes from the American slavery era. Soul food was so-named in honor of the black cooks who had prepared the food during the slavery era and helped to feed the souls of all.

Your Task: Find a soul food recipe popular during the Harlem Renaissance. Create note cards about the recipe and its history. You will present your food at our Poetry Café to be held on Friday, February _____.

Rubric: Re-creation of a Recipe

Ms. N.A. Bolden

Student's Name

Category	4	3	2	1
Following the Recipe	<ul style="list-style-type: none"> • Gathered all the ingredients beforehand • Measured and/or prepared ingredients according to instructions • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Gathered most of the ingredients beforehand • Measured and/or prepared most ingredients properly • Cooked food for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time • Measured and/or prepared some ingredients improperly • Cooked ingredients for appropriate length of time 	<ul style="list-style-type: none"> • Did not gather ingredients ahead of time and did not have necessary ingredients for completion (had to go to the store to rescue the dish) • Did not measure and/or prepare ingredients properly • Did not cook food for appropriate length of time
Final Product	<ul style="list-style-type: none"> • Has a pleasing appearance • Looks like a photo • Served according to etiquette • Has a pleasant taste and/or smell 	<ul style="list-style-type: none"> • Had an acceptable appearance • Served according to etiquette • Has an acceptable taste and/or smell 	<ul style="list-style-type: none"> • Appearance is not appetizing • Service of dish is not according to etiquette • Taste and/or smell is not acceptable (one taste is overwhelming) 	<ul style="list-style-type: none"> • Looks disgusting • Not served properly • Taste and/or smell made people ill

ANCHOR ACTIVITY:

Picture Timeline

Task Card



If you have completed all the activities you have chosen for your learning contract, you are to complete this anchor activity.

View scenes from the Ken Burns documentary JAZZ (Episode Two: “The Gift”), and use other resources (Internet, encyclopedia, social studies textbooks) to create a timeline with pictures of 5 people and/or events significant to the Harlem Renaissance. Be sure to create captions to go with each picture included.

- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 01” (48:55 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=F3FB8308-20E3-4C65-BC31-85785269EB6C&blnFromSearch=1&productcode=US>
- Ken Burns’ JAZZ “The Gift: 1917-1924: Part 02” (1:00:12 minutes)
<http://player.discoveryeducation.com/index.cfm?guidAssetId=A0E2C595-B3F5-4B4B-ACA5-89122E9B93F5&blnFromSearch=1&productcode=US>



Rubric: Picture Timeline

Ms. N.A. Bolden

Student's Name _____

Category	4	3	2	1
Title	<ul style="list-style-type: none"> The timeline has a creative title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has an effective title that accurately describes the material and is easy to locate. 	<ul style="list-style-type: none"> The timeline has a title that is easy to locate. 	<ul style="list-style-type: none"> The title is missing or difficult to locate.
Content Facts	<ul style="list-style-type: none"> Facts were accurate for all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for almost all events reported on the timeline. 	<ul style="list-style-type: none"> Facts were accurate for most of the events reported on the timeline. 	<ul style="list-style-type: none"> Facts were often inaccurate for events reported on the timeline.
Graphics or Pictures	<ul style="list-style-type: none"> All graphics effectively illustrated the importance of the events and were balanced with text use. 	<ul style="list-style-type: none"> All graphics were effective, but there appear to be too few or too many. 	<ul style="list-style-type: none"> Some graphics are effective and their use is balanced with text use. 	<ul style="list-style-type: none"> Several graphics are not effective.
Dates	<ul style="list-style-type: none"> An accurate, complete date has been included for each event. 	<ul style="list-style-type: none"> An accurate, complete date has been included for almost every event. 	<ul style="list-style-type: none"> An accurate date has been included for almost every event. 	<ul style="list-style-type: none"> Dates are inaccurate or missing for several events.
Style & Organization	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains appropriate yearly gradations of set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover the relevant time period. It contains yearly gradations, but not at set intervals. 	<ul style="list-style-type: none"> The timeline was set up to cover most of the relevant time period. It contains appropriate yearly gradations. 	<ul style="list-style-type: none"> The time period covered was inappropriate. Yearly divisions were not uniform.
Colors	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern. It helps organize the material. 	<ul style="list-style-type: none"> The use of colors is consistent and shows a logical pattern for the most part. It helps organize the material somewhat. 	<ul style="list-style-type: none"> The use of colors is consistent but is not used effectively to organize the material. 	<ul style="list-style-type: none"> The use of colors is not consistent or detracts from the organization.