



The Harlem Renaissance: A Cultural Awakening

2006 - 2007

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1. Description of Primary Learners: High school students in art, music and drama classes

Early Learners
Primary Schools
Upper Elementary
Middle Schools

✓High Schools
✓Young Adults
✓Adult Learners
✓Intergenerational

2. Subject/Topical Areas of Inquiry: Music, art, drama, and literature

Science/Technology
Social Sciences
✓Arts/Humanities
Personal Development

Daily Life Skills
Business/Economics
Local Community
Home, Garden, Auto

3. Library Resources/Media Formats Used:

✓Reference Books
✓Periodicals
✓Web Sites
✓Production Tools

✓Databases
✓Collections
✓Videos, Art Forms
✓Production Equipment

ON LINE REPLICATION KIT FORMAT
The Harlem Renaissance: A Cultural Awakening

Program Description: This is a four week experience for high school students that begins by setting a learning context through experiencing music, art, and literature from the Harlem Renaissance. The experience includes reading the novel ***Bronx Masquerade*** by Nikki Grimes, researching a person from the Harlem Renaissance, and comparing and contrasting today's music, dance, and art to the era of the Harlem Renaissance. The experience concludes with ***Café Renaissance*** during which the students demonstrate proficiency through dance, art, music, and literature using the real world application of their knowledge products.

Program Benefits: This program enables learners to gain knowledge about the gifted Harlem Renaissance artists, writers, and performers. Past participants have valued the program because it helped them to enjoy working with others, learn how to use media center resources, gain knowledge about the Harlem Renaissance and present to an audience.

The Roles the Librarian Plays:

- ✓Information Specialist
- ✓Instructor in Information Literacy/Inquiry Skills
- ✓Partner to Teachers/Instructors/Subject Experts
- ✓Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

The Harlem Renaissance: A Cultural Awakening

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
<p>Concepts</p>	<p>Students will learn about people who were part of the Harlem Renaissance</p>	<p>Students will access information efficiently and effectively</p> <p>ILS1</p>
<p>Practices</p>	<p>Students will interpret art of the Harlem Renaissance</p> <p>Students will design posters about a person from the Harlem Renaissance</p> <p>Students will participate in Café Renaissance</p>	<p>Students will evaluate information critically and competently</p> <p>Students will use information creatively</p> <p>Students will participate effectively in groups</p> <p>ILS 1,3,9</p>
<p>States of Being</p>	<p>Students will enjoy sharing their knowledge products at Café Renaissance</p> <p>Students will feel ease working with each other</p> <p>Students will have positive feelings about the contributions of another culture</p>	<p>Students will appreciate creative forms of expression</p> <p>ILS 5</p>

These objectives correlate with established State standards.

ON LINE REPLICATION KIT FORMAT

INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

	Page
1. KWL: The Harlem Renaissance	4.1
2. Introduction – Harlem Renaissance Videos	4.2
3. Key Literature Piece: <i>Bronx Masquerade</i> by Nikki Grimes	4.3
4. Open Mic Friday	4.4
5. Information Literacy Pretest – T.R.A.I.L.S.	4.5
6. Harlem Renaissance Research Project	4.6
7. Analyzing Art	4.7
8. Music of the Harlem Renaissance	4.8
9. Finale - Café Renaissance	4.9

Day 1: KWL: The Harlem Renaissance

Directions: The “What I KNOW” column is to be completed before the formal unit introduction on Day 1. Students may use a sheet of notebook paper, blank sheet of paper or teacher-made KWL. Students are to keep the KWL throughout the unit. The “What I WANT to Learn” column is to be completed Day 1 or Day 2. The “What I LEARNED” column is to be completed at the end of the unit preferably after Café Renaissance.

KWL: The Harlem Renaissance		
K –What I KNOW	W – What I WANT to Learn	L – What I LEARNED



Day 1 and 2: The Harlem Renaissance Introduction

Activity 1: Potpourri – A Little Bit of Everything

Purpose

To provide a framework for The Harlem Renaissance unit of study.

Materials

Pictures of Harlem Renaissance people

Poems, quotes, artwork etc. by Harlem Renaissance people

Bulletin board

LCD projector

Computer or DVD/VHS player

Room Setup

- Place pictures of Harlem Renaissance people around the room. Also, include poems, quotes, art, or other works. If possible, prepare a bulletin board with some of these items. Suggestions for Pictures: Refer to the website listed under the **Resources** section, 6.2.
- If possible, set up an area of the room for students to perform. This can be as simple or elaborate as you desire. The goal is to have an intimate setting such as a café. Include a spotlight for the performer. If the classroom is darkened, a table or floor lamp could be used for special effects.
- You will need an LCD projector and DVD player or computer to play videos as students enter the room. If you need speakers, make sure you have them connected. As students enter the room on the first day, play the video **Harlem Renaissance**, 6.2. Also, bookmark websites about Harlem Renaissance visual artists to show students. Suggestions for artists: Palmer Hayden, Jacob Lawrence, Lois Mailou Jones, James Van Der Zee, Meta Warrick Fuller, Augusta Savage, Aaron Douglas, and Richmond Barthe.
- Set up a book display for use throughout the unit.

NOTE: You might consider creating a PowerPoint presentation using your various resources.

Activity 2: KWL: The Harlem Renaissance

Students are to complete the middle column “**What I WANT to Learn**”, **5.1**, after watching the video and circulating around the room to see the various books, posters, quotes, etc.

Activity 3: Writing Journal

Students are to write the name of one person from the Harlem Renaissance that they might be interested in researching. They should list three things they would like to find out about the person.



Day 3 – Day 7: Key Literature Piece

Bronx Masquerade by Nikki Grimes
(ISBN 0-14-250189-1)

Available from Amazon – <http://www.amazon.com>

Reading Assignments

Directions – These reading assignments are divided to complete the reading in five days. Students will need to read outside of class in order to finish on time. If reading is to be completed totally within class, it will take ten days. To change to a 10-day in-class reading assignment, assign the homework readings. Example: Day 2 will be the homework reading for Day 1.

DATE	IN CLASS	HOMEWORK
Day 1	Read pgs. 3-17/Do Prediction Guide for Wesley, Tyrone, and Chankara.	(1) Read pgs. 18-33. (2) Do Prediction Guide for Raul, Diondra, and Devon. (3) Keep a Personal Journal about Tyrone throughout the book. Enter your ideas as “Dear Journal,”
Day 2	(1) Discuss readings/Prediction Guide from Day 1. (2) Read pgs. 34-50 and do Prediction Guide for Lupe, Gloria, and Janelle. Discuss readings and guides.	(1) Read pgs. 51-69. (2) Do Prediction Guide for Leslie and Judianne. (3) Do Personal Journal about Tyrone.
Day 3	(1) Discuss readings/Prediction Guide from Day 2 Homework. What additional information do you learn about Lupe? (2) Read pgs. 70-86 and fill out Prediction Guide for Tanisha and Devon. (3) What other information do you learn about Janelle?	(1) Read pgs. 87-107. (2) Do Prediction Guide for Sterling and Amy. (3) Do Personal Journal about Tyrone.
Day 4	(1) Discuss readings/Prediction Guide from Day 3 Homework. What additional information did you learn about Diondra? (2)	(1) Read pgs. 130-145. (2) Write a summary of “News at Five.” How does the rapping by Tyrone, Steve, and Wesley

**SCREEN 4+
INSTRUCTIONAL GUIDE**

	Read pgs. 108-129. Do Prediction Guide for Sheila, Steve, and Raynard.	compare to the Prediction Guide information you wrote? (3) Do Personal Journal about Tyrone.
Day 5	(1) Discuss readings/writings from Homework (2) Read pgs. 146-167. (3) Fill out Prediction Guide for Porscha.	(1) Complete Personal Journal about Tyrone. (2) Epilogue – Compare Mai Tren to some of the students from your Prediction Journal.

Reading Activities – To be completed after each day’s reading assignment

1. Prediction Guide – Students will describe each character, write a conflict they are having, write one line from the poem written by the character, and make a prediction about the character’s future. The worksheet for this activity is available online at Nikki Grimes’ website: <http://www.nikkigrimes.com/teacher/tgbronx.pdf>, 5.2.
2. **Tyrone Bittings’ Journal** – Tyrone has comments about each student. As you read each day’s assignment, pretend you are Tyrone and write his feelings about the poems that each student writes and his comments about the characters. (Handout for this activity – 5.3)

Day 1 Pages 7-9, 17, 23, 28, and 33 Date:	Dear Journal,
Day 2 Pages 39, 45, 50, 57, 64, and 69 Date:	Dear Journal,
Day 3 Pages 73, 81, 86, 94, and 101, and 107 Date:	Dear Journal,
Day 4 Page 113, 121-122, 128-129, 139, and 144-145 Date:	Dear Journal,
Day 5 Pages 151, 156, and 162-165 Date:	Dear Journal,

Optional Activity: Student Speech Practice – This activity will take place in small groups in the Media Center. Students will choose one of the poems from ***Bronx Masquerade*** to recite in class. This will give them the opportunity to practice in front of an audience. The Media Specialist will tape their poems so that students can analyze their readings. They will practice in small groups Day 1 – Day 5 with a tape recorder. On Day 6, they will recite in front of the class for the ***Open Mic*** videotaped session. The teacher will send a small group – preferably 3-4 students – to the Media Center while keeping the larger class to do the ***Bronx Masquerade*** activities.

Day 8: Open Mic Friday

Purpose

To give students an opportunity to recite literature or perform drama for an audience.

Note: This is a chance for students to practice and polish their performances before Café Renaissance.

Setup

Equipment needed: microphone and video cameras (with tripods)

Preferably this will be done in the Media Center. The setting should be intimate with the seating close to the performance area. The audience should be in semi-darkness with the stage spotlighted. There should be a microphone and a stool for seating.

The video cameras should be strategically placed on either side of the performance area.

An emcee should be chosen to announce the various acts.

Presentations

Students should be encouraged to write their own poetry or read a selection **from *Bronx Masquerade***.

Followup

Students will watch the videotape and critique their performances.



Day 9: Information Literacy Pretest/Posttest

T.R.A.I.L.S.

Directions:

1. **The Media Specialist should get a list of names from the collaborating teacher.**
2. **Go to the website: <http://www.trails-9.org/index.php> and register. Registration is free. Directions are on the website.**
3. **Choose the assessment to give your students. You may give a General Assessment which asks questions about all the Information Literacy Skills or you may choose from the following:**
 - **Develop Topic**
 - **Identify Potential Sources**
 - **Develop, Use, and Revise Search Strategies**
 - **Evaluate Sources and Information**
 - **Recognize How to Use Information Responsively**

Suggestion: Give the General Assessment to all students. If you notice in the test results that a student did not do well in one of the areas, then give that particular test.
4. **Give the pretest before students begin their research for their Harlem Renaissance person.**
5. **Give the post test after students have finished their research project.**

Suggestion: Give the post test after learning about the music and art of the Harlem Renaissance because students will be doing some small assignments in the Media Center.



Days 9 - 13: Harlem Renaissance Research Project

Directions: Students should sign up for a person to research before the first visit to the Media Center. Either make a list of people for them to choose from or have them visit the website below and go to the section called “Biographies of the Harlem Renaissance” to choose a person.

Biographies of the Harlem Renaissance - <http://www.42explore2.com/harlem.htm>

Activity 1: Know Your Sources

Students are to complete an activity on primary and secondary sources prior to beginning their project. After going through the questions, the media specialist will show examples of primary and secondary print and Internet sources.

Resources:

Primary Resources - <http://www.archives.state.al.us/activity/actvty43.html>

Secondary Resources - <http://www.archives.state.al.us/activity/actvty06.html>

Activity 2: Citing Sources to Avoid Plagiarism

1. Ask the collaborating teacher for a piece of work done by a student. At the beginning of the lesson, read the work as if it belongs to you.
Example: “I’d like to read an essay I recently wrote.”

Hopefully, the student will recognize his/her work and some dialogue can take place between the media specialist and student.

Possible Questions:

- What proof do you have that this is your essay?
- How did it feel to have me claim your paper?
- Does anyone know the name for what I did?

2. Introduce the word **plagiarism**.

Handouts for Class Discussion:

Avoiding Plagiarism - <http://sja.ucdavis.edu/files/plagiarism.pdf>

Examples of Plagiarism -

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

3. Show class the following presentation about plagiarism:

How to Avoid Plagiarism -

http://webhost.bridgew.edu/J1KAGAN/PLAGiARISM_files/frame.htm

4. Citing Sources – Do a lesson on citing sources prior to beginning the actual research.

Resources:

Citation Styles - <http://www.liu.edu/cwis/cwp/library/workshop/citation.htm>

Citing Resources: Print

www.utexas.edu/tip/Scholars/ct_links/CitingResourcesPrint.pdf

Citing Images -

http://www.libraries.uc.edu/libraries/daap/resources/visualresources/how_to/documents/CitingImages_PDF_000.pdf

Citing Internet Resources -

http://web4j1.lane.edu/tilt/tools_teacher/workshop/citing_resources/reference_pages.pdf

Other Resources:

How to Paraphrase -

http://owl.english.purdue.edu/handouts/print/research/PDFs/r_paraphr.pdf

Activity 3: The Big 6

Students will utilize The Big 6 as their research method. The media specialist will utilize the following handout to introduce/review The Big 6 model.

Resources:

The Big 6 Skills

<http://www.big6.com/files/Big6Handouts.pdf>

Other Resources:

The Big Six Matrix - <http://www.janetsinfo.com/big6info.htm>

Activity 4: Harlem Renaissance Poster/Brochure Project

Students will look for information on their Harlem Renaissance person. Give them the handout “Biographical Poster or Brochure Project” to record their information.

Internet Resources:

INSPIRE Databases (Available in Indiana)

- Biography Resource Center
- SIRS Discover (Click on “Biographies”)
- Student Resource Center (Click on “People Search”)

Various Print Resources are available from the Indianapolis Marion County Public Library (IMCPL) or school media center. The media specialist may have to do interlibrary loan if print resources are not available locally. A list of resources is listed on Day 1: The Harlem Renaissance Introduction.

Activity 5: Harlem Renaissance Poster/Brochure Project

Students will design a poster or brochure about their Harlem Renaissance person using the information they researched in the media center.

A more detailed rubric than the one with the handout can be found or designed at the following website. You must register; however, the membership is free.

<http://rubistar.4teachers.org>

Days 14 and 15: Analyzing Art



Analyzing Art Assignment

Directions: Students are to look at the art of at least four Harlem Renaissance artists. You may assign more for them by giving them additional copies of page 2 of the student handout. (Handout, 5.4)

The web resources for the students are listed below. You may photocopy the page for students or create a link on the computer. Print resources may be chosen from the list of resources included with The Introduction to the Harlem Renaissance on Day 1.

Teacher Guide is available from ArtsEdge:

http://artsedge.kennedy-center.org/content/2248/2248_harlemvoices_teacherguide.pdf

Analyzing Art of Harlem Renaissance Artists

Web Resources:

Artlex

<http://www.artlex.com/ArtLex/h/harlemrenaissance.html>

Eyeconart: The Harlem Renaissance

<http://www.eyeconart.net/history/Harlem.htm>

Art Cyclopedia

<http://www.artcyclopedia.com/history/harlem-renaissance.html>

Biographies of the Harlem Renaissance

<http://www.42explore2.com/harlem2.htm>

Harlem Renaissance Artist List (with biographies)

http://artsedge.kennedy-center.org/content/2248/2248_harlemvoices_artists.pdf

Drop Me Off in Harlem

http://artsedge.kennedy-center.org/exploring/harlem/faces/artists_launch_text.html

Music of the Harlem Renaissance



Days 16-18: Music of the Harlem Renaissance

The Harlem Renaissance would have been less exciting without the music and dance contributed by so many talented performing artists. This section will introduce students to some of the singers, musicians, and dancers who are associated with The Harlem Renaissance. The Harlem Renaissance period introduced jazz music. The Merriam-Webster dictionary defines jazz as **“American music developed especially from ragtime and blues and characterized by propulsive syncopated rhythms, polyphonic ensemble playing, varying degrees of improvisation, and often deliberate distortions of pitch and timbre.”**

The Music Department Choir contributed one song for Café Renaissance. They sang “Do You Know What It Means to Miss New Orleans?” performed by Louis Armstrong. If the school’s choir cannot participate then perhaps the music teacher can teach this song to the class. The lyrics are included with this lesson.

Activity 1: Exploring Harlem Renaissance Jazz

Web Site - <http://datadragon.com/education/instruments/>

Students will explore four groups of instruments: strings, woodwinds, brass, and percussion so they can learn to recognize the sounds as they listen to music from the Harlem Renaissance. Students will vote for their favorite instrument in each category for the “Most Popular Instruments in Class”.

Enrichment: If iMacs or iBooks are available, allow the students to use Garageband to create a song using some of the instruments they have explored.

Activity 2: Group Song

The students will learn **“Do You Know What It Means to Miss New Orleans?”** This song was chosen because it’s a great choir song and it was sung by Louis Armstrong who was part of the Harlem Renaissance. Some sources say he wrote the song and others say he only performed the song.

Do You Know What It Means to Miss New Orleans -

Sung by Louis Armstrong

Do you know what it means to miss New Orleans
And miss it each night and day
I know I'm not wrong this feeling's gettin' stronger
The longer, I stay away
Miss them moss covered vines the tall sugar pines
Where mockin' birds used to sing
And I'd like to see that lazy Mississippi hurryin' into spring

The moonlight on the bayou a creole tune that fills the air
I dream about magnolias in bloom and I'm wishin' I was there

Do you know what it means to miss New Orleans
When that's where you left your heart
And there's one thing more I miss the one I care for
More than I miss New Orleans

(Instrumental Break)

The moonlight on the bayou a creole tune that fills the air
I dream about magnolias in bloom and I'm wishin' I was there

Do you know what it means to miss New Orleans
When that's where you left your heart
And there's one thing more I miss the one I care for
More more than I miss New Orleans



Finale - Café Renaissance

The Harlem Renaissance: A Cultural Awakening Presents Cafe' Renaissance

Cafe' Renaissance is the culminating event for the study of the Harlem Renaissance. During this event, students showcase the people from the Harlem Renaissance. It is a time of song; dance; literature expressions of drama, poetry readings, and speeches; artistic reflections; and other reflections from the study of the Harlem Renaissance.

Students utilize various technologies and artistic resources to bring the Harlem Renaissance alive to their audience(s). The use of presentation cameras, digital video recorders, digital still cameras, LCD projectors, display easels, spotlights, sound equipment, etc. will enhance the presentations by the students.

"All roads (of study of the Harlem Renaissance) lead to Cafe' Renaissance."

ON LINE REPLICATION KIT FORMAT

LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

TABLE OF CONTENTS

The Learners' Materials are listed, in order of use:

	Page
1. KWL Worksheet: What I Know, What I Want To Learn, What I Learned	5.1
2. Bronx Masquerade worksheet	5.2
3. Tyrone Bittings' Journal	5.3
4. Biographical Poster or Brochure Project	5.4
5. Analyzing Art	5.5
6. Sign Up Sheet for Café Renaissance	5.6

NAME: _____ Date _____

KWL: The Harlem Renaissance		
K –What I KNOW	W – What I WANT to Learn	L – What I LEARNED

**Teacher's Guide for
Bronx Masquerade by Nikki Grimes**

Prediction Guide:

Fill out the following chart as you read *Bronx Masquerade*. Choose a line from each poem that best represents them, and predict how each student will change by the end of the book.

	Description	Conflicts	Line from Poem	Prediction
Wesley Boone				
Raul Ramirez				
Tyrone Bittings				
Diondra Jordan				
Chankara Troupe				
Devon Hope				
Lupe Algarin				
Gloria Martinez				

**SCREEN 5+
LEARNERS' MATERIALS**

	Description	Conflicts	Line from Poem	Prediction
Janelle Battle				
Leslie Lucas				
Porscha Johnson				
Judianne Alexander				
Tanisha Scott				
Sterling S. Hughes				
Amy Moscovitz				
Sheila Gamberoni				
Steve Ericson				
Raynard Patterson				

Name _____

Period _____

Tyrone Bittings' Journal

Instructions: Tyrone has comments about each student. As you read each day's assignment, pretend you are Tyrone and write his feelings about the poems that each student writes and his comments about the characters.

<p>Day 1 Pages 7-9, 17, 23, 28, and 33</p> <p>Date:</p>	<p>Dear Journal,</p>
<p>Day 2 Pages 39, 45, 50, 57, 64, and 69</p> <p>Date:</p>	<p>Dear Journal,</p>
<p>Day 3 Pages 73, 81, 86, 94, and 101, and 107</p> <p>Date:</p>	<p>Dear Journal,</p>
<p>Day 4 Page 113, 121-122, 128-129, 139, and 144-145</p> <p>Date:</p>	<p>Dear Journal,</p>
<p>Day 5 Pages 151, 156, and 162-165</p> <p>Date:</p>	<p>Dear Journal,</p>

Name _____

Session 1 2 3 4

Biographical Poster or Brochure Project

Step 1: Choose a Harlem Renaissance Person _____

Step 2: Research – Answer at least eighteen of the following questions about your scientist. Be sure to use authoritative sources and write all of your notes on this paper or on a separate sheet of lined paper. The only printing you may do is of one or two pictures. No copy & paste of text into a word processor (like Word)!

1. Where was this person born? In what year?
2. Where did this person grow up?
3. What was their family like?
4. What does (did) this person do for a living?
5. Why is this person famous? What does (did) this person do to become famous?
6. In what ways was the life remarkable?
7. In what ways was the life despicable?
8. In what ways was the life admirable?
9. What human qualities were most influential in shaping the way this person lived and influenced his or her times?
10. Which quality or trait proved most troubling and difficult?
11. Which quality or trait was most beneficial?
12. Did this person make any major mistakes or bad decisions? If so, what were they and how would you have chosen and acted differently if you were in their shoes?
13. What are the two or three most important lessons you or any other young person might learn from the way this person lived?
14. Some people say you can judge the quality of a person's life by the enemies they make. Do you think this is true of your person's life? Explain why or why not.

SCREEN 5+
LEARNERS' MATERIALS

15. An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true of your person? Explain.
16. Many people act out of a "code" or a set of beliefs that dictate choices. It may be religion or politics or a personal philosophy. To what extent did your person act by a code or act independently of any set of beliefs? Were there times when the code was challenged and impossible to follow?
17. What do you think it means to be a hero? Was your person a "hero?" Why? Why not? How is a hero different from a celebrity?
18. How has this person made an impact on others' lives?
19. What is your opinion of this person and their accomplishments, based on what you have read?
20. When did this person die? How old were they? What was the cause of death?
21. Is there any other noteworthy information about this person that is worth mentioning?

Step 3: Create a Poster (or brochure) detailing this person's life and important life events.

Grading Scale:

- ___ / 10 Research Completed
- ___ / 10 Quality of Research
- ___ / 10 Research and Poster in your own words
- ___ / 10 Overall Quality of Poster (or Brochure)
- ___ / 5 Neatness of Poster (or Brochure)
- ___ / 5 Creativity of Poster (or Brochure)
- ___ / 50 Total Score: A B C D F

Adapted from:

<http://www.chambersburg.k12.pa.us/about/schools/cams/Sites/Site/Bio.html>

Name _____ Per. _____ Date _____

Analyzing Art

Directions: You are going to look at the work of four different Harlem Renaissance artists. Complete the information for each piece on one of the charts below.

#1

Name of Work:	Artist:
Type of Medium:	Year Produced:
Describe the Work (Include colors, people, shapes, etc.):	
Analyze any symbols or unusual drawings:	
What is your reaction to the work?	
What story is this work telling?	

#2

Name of Work:	Artist:
Type of Medium:	Year Produced:
Describe the Work (Include colors, people, shapes, etc.):	
Analyze any symbols or unusual drawings:	
What is your reaction to the work?	
What story is this work telling?	

#3

Name of Work:	Artist:
Type of Medium:	Year Produced:
Describe the Work (Include colors, people, shapes, etc.):	
Analyze any symbols or unusual drawings:	
What is your reaction to the work?	
What story is this work telling?	

#4

Name of Work:	Artist:
Type of Medium:	Year Produced:
Describe the Work (Include colors, people, shapes, etc.):	
Analyze any symbols or unusual drawings:	
What is your reaction to the work?	
What story is this work telling?	

SUMMARY: Which work of art did you like the most? Why? (Be ready to share your ideas with the class.)

Café Renaissance Sign Up Sheet

NAME	PRESENTATION	NAME	PRESENTATION
1.		16.	
2.		17.	
3.		18.	
4.		19.	
5.		20.	
6.		21.	
7.		22.	
8.		23.	
9.		24.	
10.		35.	
11.		26.	
12.		27.	
13.		28.	
14.		29.	
15.		30.	

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LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

TABLE OF CONTENTS

Library Resources contains these components, in order of use:

	Page
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

Librarian's Role in the Program

The library media specialist is your number one resource for this program. The LMS will collaborate with the classroom teacher in planning, implementing, and evaluating, and culminating the unit. While the collaborating teacher is responsible for the content, the LMS will ensure that information literacy skills are taught throughout the unit and not in isolation. Some of the possible key roles of the LMS are as follows:

- **Technology coordinator – This will be needed for Internet or computer access, distance learning, programs, and research using print materials.**
- **Promotion Agent – If the LMS has a flexible schedule, he/she would have more time to design advertisements, send emails, etc. Also, the teacher could send students to the media center to help with the designing and production of advertising media.**
- **Trainer – The LMS could work with small groups of students to teach them how to operate the necessary equipment for programs.**
- **Resources – The LMS will order books, multimedia, and other items needed for the project.**

Materials from the Library's Collection

RESOURCES

Websites

- 42 Explore – Biographies of the Harlem Renaissance – Find pictures and other materials needed for room setup
<http://www.42explore2.com/harlem2.htm>
- Art Cyclopedia – Artists by Movement: The Harlem Renaissance
<http://www.artcyclopedia.com/history/harlem-renaissance.html>

Audio/Visual (Check www.amazon.com for all Audio Visual materials)

- **Against the Odds: The Artist of the Harlem Renaissance** (2006) – Available from Amazon.com
- **Harlem Renaissance/Fats Waller, Duke Ellington, Count Basie, Nat King Cole** (2004) available from Amazon.com
- **Ken Burns' Jazz** (DVD Collection)

Books

Nonfiction:

- ***African American Literature: Voices in Tradition*** (1992)– William L. Andrews
- ***Artists and Writers of the Harlem Renaissance*** (2002) – Wendy Hart Beckman
- ***Authentic Blackness: The Folk in the New Negro Renaissance*** (1999) – J. Martin Favor
- ***Beloved Harlem: A Literary Tribute to Black America's Most Famous Neighborhood: From the Classics to Contemporary*** (2005) – William H. Banks, Jr.
- ***Black Stars of the Harlem Renaissance*** (2002)– Jim Haskins
- ***Children's Literature of the Harlem Renaissance*** (2004) – Katharine Capshaw Smith
- ***Classic Fiction of the Harlem Renaissance*** (1994) – Edited by William H. Andrews
- ***Encyclopedia of the Harlem Renaissance*** (2003) – Aberjani
- ***Extraordinary People of the Harlem Renaissance*** (2000) – P. Stephen Hardy
- ***The Harlem Renaissance: Hub of African-American Culture, 1920-1930*** (1995) – Steven Watson

**SCREEN 6+
LIBRARY RESOURCES**

- ***Harlem Stomp!***: A Cultural History of the Harlem Renaissance (2003)– Laban Carrick Hill
- ***The Portable Harlem Renaissance Reader*** (1994) – Edited by David Levering Lewis
- ***Voices from the Harlem Renaissance*** (1995) – edited by Nathan Irvin Huggins
- ***When Harlem Was in Vogue*** (1997) – David L. Lewis
- Other books about prominent Harlem Renaissance people such as Langston Hughes, Louis Armstrong, Countee Cullen, W.E.B. Du Bois, James Weldon Johnson, and others may already be in your Media Center or available from the public library. Many of these may be purchased from book vendors or online at Amazon.

Fiction:

- ***Bronx Masquerade*** (2003) – Nikki Grimes
- ***Jazz*** – Walter Dean Myers
- ***Jazz ABC*** – Wynton Marsalis
- ***Their Eyes Were Watching God*** (2006) – Zora Neale Hurston

Library Space

The programs are designed to take place in the school library media center. Print, audio-visual and online resources must be accessible to students. There should be tables arranged so that students can work in small groups. Arrange the tables so that the media specialist and teacher can easily move among them to help students, as needed. Some key considerations:

- **Computer access for research**
- **Work area for designing poster, ads for programs, etc. If this area could be reserved for the duration of the project, that would be ideal.**
- **For Open Mic Friday, an intimate corner space would be ideal. A spotlight or lamp with soft light should be utilized to highlight the stage or performance area.**
- **The area for Café Renaissance should be larger. Seating should accommodate the viewing of the stage area as well as the screen for projection of presentations.**

Library Equipment

- **Computers**
 - **LCD projector**
 - **Presentation camera (Ex. Elmo or Pro Max)**
 - **DVD/VCR**
 - **Distance learning equipment ***
 - **Microphones**
 - **Camcorders (Preferably with 20-30 gb hard drives)**
 - **Digital cameras (with recording media such as SD cards – minimum of 256 mb)**
 - **Portable tape recorder/recording tapes**
 - **Tripods**
 - **Laminator**
 - **Poster maker**
- * **Needed if a program is found that relates to The Harlem Renaissance**

Supplies Outside the Collection

- **poster boards**
- **markers**
- **scissors**
- **glue stick**
- **tape**
- **audio tapes**

Some school systems may have district warehouses from which staff may order supplies. If this is the case, buying in bulk from the warehouse may be the best choice. Other inexpensive choices may be dollar stores such as Deals or Everything for a Dollar.

ON LINE REPLICATION KIT FORMAT

PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Measurement Guidelines	7.3
4. Project Resources with Budget	7.4

Project Timeline and Critical Logistics

The Harlem Renaissance: A Cultural Awakening

Activity	Week 1					Week 2					Week 3					Week 4					
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
	Day:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
KWL: K		X																			
Activity 1: Potpourri		X																			
Activity 2: KWL: W			X																		
Activity 3: Journal		X																			
Key Literature Piece				X	X	X	X	X													
Open Mic F Night									X												
Information Literacy Pretest										X											
Research Project								X	X		X	X	X	X							
Analyzing Art														X	X						
Music of the HR																	X	X			
Information Literacy Posttest																		X	X		
Workshops																		X	X		
Café Renaissance																					X

Schools that have block scheduling can fit more of the activities into the day. For example, the KWL: K, Activity 1, and Activity 2 can be combined into one day.

Partners' Role/Profiles

Art Teacher

- Provides overview of Harlem Renaissance artists.
- Teaches students about the various art media used by the artists
- Relates the historical significance to the artist's work

Music Teacher

- Provides overview of the performing artists of the Harlem Renaissance
- Relates historical significance of the 1920's and 1930's to the music of the artists

Media Specialist

- Gives book talk about the key literature piece *Bronx Masquerade*
- Incorporates information literacy skills into the class room lessons
- Finds online and print resources to support the curriculum

Measurement Guidelines
Information Literacy Pretest/Posttest

Give the T.R.A.I.L.S. assessment as a pre and post test to identify strengths and weaknesses in information skills among students.

Directions:

1. The Media Specialist should get a list of names from the collaborating teacher.
2. Go to the website: <http://www.trails-9.org/index.php> and register. Registration is free. Directions are on the website.
3. Choose the assessment to give your students. You may give a General Assessment which asks questions about all the Information Literacy Skills or you may choose from the following:
 - Develop Topic
 - Identify Potential Sources
 - Develop, Use, and Revise Search Strategies
 - Evaluate Sources and Information
 - Recognize How to Use Information Responsively

Suggestion: Give the General Assessment to all students. If you notice in the test results that a student did not do well in one of the areas, then give that particular test.
4. Give the pretest before students begin their research for their Harlem Renaissance person.
5. Give the post test after students have finished their research project.

Suggestion: Give the post test after learning about the music and art of the Harlem Renaissance because students will be doing some small assignments in the Media Center.

Project Resources with Budget

Poster Boards – 4 for \$1.00
Markers - \$1.00 a package
Scissors - \$1.00 a pair
Glue Stick - \$1.00/tube
Tape -\$1.00/roll
Audio tapes – 2 for \$1.00

These prices are typical of Dollar General, Family Dollar, or Deals. Some of these items may be free if the school is part of Teacher Treasures (www.teachertreasures.org) or some other organization that donates supplies to teachers. Also, some school systems have district warehouse catalogs that teachers from which teachers can get supplies at greatly reduced prices.

ON LINE REPLICATION KIT FORMAT

PROMOTION TO AUDIENCES

This is a guide for the librarian and the project partner who jointly take responsibility for attracting a capacity audience for the program. It is important that all participants are a good match for the program's information literacy and content objectives.

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Advertisement for Café Renaissance	5.1
2. Program for Café Renaissance	5.2
3. Information Literacy Indicators	5.3

1.



Café Renaissance

May 20, 2007

6:30 p.m.

T.C. Howe Ramey Media Center

T.C. HOWE ACADEMY

4900 Julian Avenue

Indianapolis, IN 46201

CAFE' RENAISSANCE

A Cultural Awakening!



***Featuring the Wards and Wardettes* of :
Ms. Grider, Mrs. Pontius, Ms. Morgan, & Mr. Howard***

VISUAL/MULTIMEDIA PROJECTS

Andrenai: *Art of Jacob Lawrence* (PhotoStory 3)
Lenzie & Shelby: *Madame C.J. Walker* (Diorama)
Patrice, Mia, & Sherry: *Singers of the Harlem Renaissance* (Mural)
Garry: *Photography of James Van der Zee* (Collage)
Dana: *Art of Romare Bearden* (Poster)
Jessica: *Sculptures of Augusta Savage* (PowerPoint)
John: *Langston Hughes* (PowerPoint)
Jordan: *Film Director Oscar Micheaux* (PowerPoint)
Nick, Eric, & Jameel: *Harlem Renaissance Visual Artists* (PowerPoint)

LITERATURE

Reneeca & Eric: *Poem by Langston "Mother to Son"*
Shawntae'sha: *Poem by Claude McKay "If We Must Die"*
Adrian, Cameron & Timothy: *Excerpt from God's Trombones (James Weldon Johnson)*
Channing, Jabree, & Johnathon: *Excerpt from Their Eyes Were Watching God*
David, Selina, & Tiffany: *Dramatization of Harlem by Walter Dean Myers*
Tommie, Mellisa, & Kristina: *Excerpts from Bronx Masquerade by Nikki Grimes (Key Literature Piece)*

POLITICAL PERSPECTIVES

Arthur: *Contributions of W.E.B. DuBois*

SONG/DANCE

Keisha & Shawntae: *"Lift Every Voice and Sing" by James Weldon Johnson*

Karlos, Edward, & Courtney – *Jazz from "Satchmo"*

Gospel Choir – *I Remember New Orleans by*

Sylvia: *Swing Low, Sweet Chariot*

Keisha & Shawntae: *A Conversation & Song Excerpts from Billie, Ethel, and Bessie*

TECHNICAL TEAM

Nick & Jesse: *Digital Video Cameras*

Michelle: *Digital Still Camera*

Lighting: *Jameel, Carrie, and Jessica*

Setup: *Arthur, Eric, James, Kiara, & Toni*

Thanks to all who participated and attended! We hope you were culturally awakened about The Harlem Renaissance.



*Wards and Wardettes from *Bronx Masquerade* by Nikki Grimes

INFORMATION LITERACY INDICATORS

- IL 1. Students will evaluate information critically and competently
- IL 3. Students will use information creatively
- IL 5. Students will appreciate creative forms of expression
- IL 9. Students will participate effectively in groups

