

AAPS Blended Unit Planning Document #2

Grade Level/Content Area

9-12 World History/US History/African American History

Unit Title

Harlem Renaissance

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

The Students will create a short monologue, role play, and pick from a variety of choices listed here [Tic Tac Toe Grid of options with links to rubrics](#). Students will better understand how the Harlem Renaissance was developed and how it impacted history. Students will research the politics of famous Harlemites and explore how those beliefs meshed with the ideologies of the Interwar Period, the Spanish Civil War, and World War II. The students will also be following Paul Robeson through much of the 1900's to see how one individual can impact and be impacted by history.

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

W7 Global Crisis and Achievement
7.2.2 Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II
U7 The Great Depression and World War II
7.1.1 The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including • cultural movements, such as the Harlem Renaissance and the “lost generation”
G6 Global Issues Past and Present 6.1 Global Topic Investigation and Issue Analysis (P2)
G4 Human Systems 4.1 Cultural Mosaic 4.2 Patterns of Human Settlement 4.3 Forces of Cooperation and Conflict 4.4 Economic Interdependence

C6 Citizenship in Action 6.1 Civic Inquiry and Public Discourse (P3) 6.2 Participating in Civic Life (P4)
Social Studies Knowledge, Processes, and Skills K1 General Knowledge [College-Readiness] P1 Reading and Communication [Close and Critical Reading; Analysis; Interpret Primary and Secondary Sources; Argumentation] P2 Inquiry, Research, and Analysis [Information Processing; Conducting Investigations; Problem-Solving; Technology Use]

Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

How did the arts (specifically the art of Jazz and the Harlem Renaissance) impact and be impacted by history?
How did Jazz break down barriers of race?
How can one individual impact and be impacted by history?
How did economics and ideology impact the world during the Interwar Period and World War I?
How was/are ideology/race/class/gender linked?

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

Students will better understand how the Harlem Renaissance was developed and how it impacted history.
Students will research the politics of famous Harlemites and explore how those beliefs meshed with the ideologies of the Interwar Period, the Spanish Civil War, and World War II. The students will also be following Paul Robeson through much of the 1900’s to see how one individual can impact and be impacted by history.

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

The students will have a deep understanding of at least one individual and a greater understanding how someone is impacted by and influences the world they live in.

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

[Pre Quiz](#)

Students will read short biographies of at least 5 famous Harlemites and fill out a very brief reading log on them.

Students will watch and discuss excerpts of Ken Burn's [Jazz](#).

Student will Choose one famous Harlemite to write and perform a one minute monologue on. Then, they will choose 3 more assignments/projects/performance from [Tic Tac Toe Grid of options with links to rubrics](#)

[Teacher version of Tic Tac Toe with links to assessments and other stuff](#)

Harlem Pen Pals: Students will write (in character) to another famous Harlemite. They will write back to each other at least 3 times. This can be then used as the foundation to build their level 3 group project (skit, debate, etc...).

Students will present their group performance.

Video of former students performing their monologues.

Students will do additional research online (books and other printed resources will be available).

Students will research the politics of famous Harlemites and explore how those beliefs meshed with the ideologies of the Interwar Period, the Spanish Civil War, and World War II. The students will use this information in future projects, units, assessments, and essays. Following this unit are they will be learning about the Spanish Civil War (doing a role play with the Spanish Class where they debate the different Ideologies that would eventually lead to World War II).

[Discussion Questions](#)

[Exit Survey](#)

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

A La Carte, Blended, Differentiated, Performance-based Assessment

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

F2F	Online
Students will read short biographies of at least 5 famous Harlemites and fill out a very brief reading log on them.	Tic Tac Toe Grid of options with links to rubrics The assignment is shared to the Google Classroom

<p>Students will watch and discuss excerpts of Ken Burn’s <u>Jazz</u> to better understand how the Harlem Renaissance was developed and how it impacted history.</p> <p>Student will Choose one famous Harlemito to write and perform a one minute monologue on.</p> <p>We will watch Video of former students performing their monologues.</p> <p>Harlem Pen Pals: Students will write (in character) to another famous Harlemito. They will write back to each other at least 3 times. This can be then used as the foundation to build their level 3 group project (skit, debate, etc...).</p> <p>Students will present their group performance.</p>	<p>https://classroom.google.com/u/0/c/MTAwNjk3MzA2Njla Teacher version of Tic Tac Toe with links to assessments and other stuff</p> <p>Students will do additional research online (books and other printed resources will be available).</p> <p>Students will research the politics of famous Harlemites and explore how those beliefs meshed with the ideologies of the Interwar Period, the Spanish Civil War, and World War II.</p>
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Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

F2F	Online
<p>Pre Quiz Exit Survey</p>	

Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

F2F	Online
<p>A packet of brief biographies.</p> <p>A reading log.</p> <p>Samples of former student work (Children’s Books, Diorama, etc...)</p> <p>Video of former students performing their monologues.</p> <p>Books on African American History.</p> <p>Students will watch and discuss excerpts of Ken Burn’s <u>Jazz</u> to better</p>	<p>There are Rubrics for each activity embedded in Tic Tac Toe Grid of options with links to rubrics Teacher version of Tic Tac Toe with links to assessments and other stuff Simple Profile (to help you write your monologue) List of Harlemites (with students) Ten very brief bio of Harlemites</p>

understand how the Harlem Renaissance was developed and how it impacted history. And a very short excerpt from the movie Malcolm X.
CDs [Rhapsody in Black](#) and [Harlem Speaks](#) (Music and poetry performed by the Harlemites)

[Sample: Pen Pal Dialog](#)
[Sample: Harlem Hot Spots](#)
[Sample "Trumpet" 5 Paragraph Essay \(Level 2 assignment\)](#)
Garageband for Musical Mash Up

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

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