

ELA: Grade 7, Lesson 16, “The Harlem Renaissance”

Lesson Focus: Students examine Jacob Lawrence’s “Migration Series” paintings and read an informational text about the Harlem Renaissance.

Practice Focus: Students will take notes in an “I Notice/I Wonder” chart to track key details and questions.

Objective: Students will draw inferences using evidence from art and texts to build background knowledge about the Harlem Renaissance.

Academic Vocabulary: migration, metropolises, Harlem Renaissance, venue, Jim Crow laws, lynching, conviction, porters

TN Standards: 7.RI.KID.1, 7.RI.KID.2, 7.RI.CS.4, 7.RI.CS.6, 7.RI.IKI.9, 7.L.VAU.4, 7.W.TTP.2, 7.W.PDW.4

Teacher Materials:

- The Teacher Packet for ELA, Grade 7, Lesson 16

Student Materials:

- Paper, pencil, surface to write on
- The Student Packet for ELA, Grade 7, Lesson 16 which can be found on www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our 7th graders out there, though everyone is welcome to tune in. This lesson is the first in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find them at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others.</p> <p>Today we will be learning about the Great Migration and the Harlem Renaissance. Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Paper, pencil, surface to write on• The Student Packet for ELA, Grade 7, Lesson 16 which can be found on www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content.</p>
<p>Intro (1 min)</p> <p>Today our goal is to use evidence from text and images to build knowledge about the Great Migration and the Harlem Renaissance, two related events in United States history. We will begin with me showing you what that looks like, and then there will be time for you to practice on your own with</p>	<p>Students prepare to follow the gradual-release trajectory, understanding that they will be doing more listening at first and more “doing” toward the end of the lesson.</p>

<p>my support. Finally, I will assign you independent work you can complete after the video ends.</p>	
<p>Teacher Model/Read-Aloud (14 min)</p> <p>We will begin our lesson about the Harlem Renaissance by looking at some paintings by a man named Jacob Lawrence. These paintings are part of a set called “The Migration Series.” There are actually 60 paintings in this collection that tell a story, but we will only look at a fraction of them. Jacob Lawrence wanted to make a visual history of the Great Migration. I know you may not be familiar with the Great Migration yet. This lesson and the next few lessons will change that!</p> <p>Let’s start by talking about what “migration” means. Have you heard of the word “migration” before? [Pause.] Me, too. I know migration from when birds move during the fall to fly south for the winter, and then they come back in the spring. Migration can also refer to <i>people</i> moving from one region to another. Let’s see what we can learn from these paintings about why people migrated from one area to another. Because these images are part of “The Migration Series,” I know the artist is trying to convey some ideas about migration in general, or maybe one specific migration, through these images. To keep track of my thinking, I will make a note-catcher with 2 columns, like this. [Show Slide 1 to show the model note-catcher.] I will write what I notice on the left side, and what I wonder on the right side. It’s my job as a viewer to make sense of what I see, so at the end of our art tour, I will look at my notes and see what the larger ideas might be. I’ll give you a few moments to make this note catcher on your paper. [Pause for students to create the note-catcher.] When we jot notes, we want to make them brief, in words and phrases, not in complete sentences. The notes are there to jog our memories when we review them.</p> <p>[Show Slide 2.] Here is painting #1. Let me take a few seconds to consider what I notice. [Pause.] I see a lot of people crowded together near some doorways, and the doorways have names of cities at the top – Chicago, New York, St. Louis. It looks like they might be at a bus station or maybe a train station. Oh, I just noticed all of the people seem to be African American. I wonder why they are all going to those three cities. Is this the migration the artist is talking about—people going to those cities? I’m going to jot some quick notes on my note-catcher. Make sure you’ve got some in your note-catcher too. [Show Slide 3 to show your notes. Pause for students write notes.]</p>	<p>Students will view paintings to learn about the “Great Migration.” They use teacher think-alouds and tips (e.g., definitions of words) to support their comprehension, and they think or write as directed in response to prompts and questions.</p> <p>Students will identify the important push and pull factors in the Great Migration.</p>

[Show Slide 4.] **This is another painting in the series. Take a minute to jot down what you notice and wonder about this image.** [Pause.]

What did you write down? [Pause.] I'm thinking, hmm, these folks are walking with their luggage, unlike the ones in the previous image who were taking a train or bus. They sure look like they are taking all their belongings in those bags. I am just going to write "luggage" under "What I notice" and "Are they moving?" under "What I wonder."

[Show Slide 5. Pause for students write notes.] **Did you write something similar?** I'm definitely starting to think that these folks moving is the migration the artist is focused on.

[Show Slide 6.] **Okay, what is going on in these images? Take a moment to record what you notice and wonder.** [Pause for students write notes.] Yes, I had the same idea as you! This family looks like they are having a hard time and feeling unsatisfied with the little food they have. I see how the two adults have their heads down and how there is only a single pot on the wall. In the other painting the woman is slicing some sort of slab of food that doesn't look very appealing, while the skinny boy looks on. Let me think what I can write in a few words for what I notice. [Pause.] Ok, I'll jot "poor, hungry family." That makes me wonder if these paintings show a reason people moved. Maybe they are escaping poverty? I'll write that down. "Escaping poverty." [Show Slide 7 to show your notes. Pause.]

[Show Slide 8.] **This is image #13. What does it show? Jot down your thoughts.** [Pause.] To me, this looks a field from a farm, but it looks like the crops are dead. I wonder if there was a drought because I see a bright sun and no rain. I'll jot "dead crops" and "drought?" [Show Slide 9 to show your notes. Pause.]

[Show Slide 10.] **This is another image in the series. What is depicted in this painting?** [Pause.] I had to look really closely, too. The people in it are drinking from different drinking fountains. But, that's not the only thing that is different! The woman in the back is white, and the ladies in the front are African American. This reminds me of when Martin Luther King, Jr. and his friends protested against a lot of things that were unfair and people were separated by color. What was that called? [Pause.] Yes, I think you are right – it was called segregation. Could another reason for the migration be to have more freedom? I'll record that I notice "separate fountains" and that I wonder about

“wanting more freedom.” [Show Slide 11. Pause for students write notes.]

[Show Slide 12.] **Here is image #22. What do you think is happening here?** [Pause.] **These men are handcuffed, and you can’t see their faces. I wonder if Lawrence painted their backs rather than their faces to communicate that this happened to African Americans no matter who they were. If that’s the case, then people may have migrated for more justice and equality. Let me jot that on my note-catcher, “handcuffed men” and “looking for justice and equality.”**
[Show Slide 13. Pause for students write notes.]

[Show Slide 14.] **This is image #28. What do you notice and wonder? Remember to write down notes each time so you have a record of your thoughts.** [Pause for students write notes.] **These African American men seem to be talking to the white man and doing something with a piece of paper. They look interested, and the one man looks like he is signing the paper. What is he signing? I’ll jot down “meeting with a white man” and “What are they signing?” on my note-catcher.** [Show Slide 15. Pause for students write notes.]

[Show Slide 16.] **This is image #31. What do you notice and wonder? Jot your thoughts.** [Pause for students write notes.] **So, you see these tall buildings and think they might be apartments. Oh, you wondered if the men who signed that paper were signing for a new place to live. I can see how you connected those images.** [Show Slide 17. Pause.]

[Show Slide 18.] **Here is image #36. What do see here? Jot your thoughts.** [Pause for students write notes.] **It sure looks like some sort of factory, but there are also some animals fenced in. I see some of you are wondering what kind of factory it is, and others of you are wondering about where this factory is. And I even see some of you are thinking about those men who signed the papers and if they could be working at the factory now. Maybe they had signed a contract.** [Show Slide 19. Pause.]

[Show Slide 20.] **Here are images #37 and #38. What do you notice and wonder with these images? Jot your thoughts on your note-catcher.** [Pause for students write notes.] **Did you notice these are different industries – steel and railroad? Yes, the steel was tricky to figure out. Good thinking! You might be wondering about whether the factory and these two images mean there were better jobs in these industries**

compared to that field we saw earlier. Remember the dead-looking crops and the bright sun? [Show Slide 21. Pause.]

[Show Slide 22.] **This is image #44. What do you notice and wonder?** [Pause for students write notes.] **Yes, as compared to an earlier image, this one shows some delicious food – ham and steak, I think. I was wondering that, too. If all this is about a migration, or movement of people from one region to another, maybe the place they went had better food as well as better jobs? Did they tell their friends back home to migrate, too?** [Show Slide 23. Pause.]

[Show Slide 24.] **This is image #45. What’s happening in this painting? Take some notes.** [Pause for students write notes.] **This family looks like they are on the train and are excited to be in the city because they are looking out the window the factory. Are more people migrating to be near the factory jobs?** [Show Slide 25. Pause.]

[Show Slide 26.] **These are images #49 and #51. What’s going on in these images?** [Pause for students to write notes.] **You’re right. These paintings depict unhappier situations. Image #49 shows more segregation between black and white people, like with those water fountains we saw earlier, but this time it is in a restaurant. And then on the right is an artistic representation of fires in buildings. Lots of different questions out there! How did the fires start? Was it on purpose? Was there segregation in the new place, too, even with the better jobs and food? How did that feel to the African Americans who had migrated to these new places?** [Show Slide 27. Pause.]

[Show Slide 28.] **This is image #54. What do you notice here?** [Pause for students write notes.] **Yes, this is a church. People are praying together. What do you wonder?** [Pause.] **Me, too. I wondered how the church helped people face difficulties, like the fires and segregation.** [Pause. Show Slide 29.]

[Show Slide 30.] **This is image #58. What does Lawrence portray in this painting? What does it make you wonder? Jot down your thinking.** [Pause for students write notes.] **I definitely agree with you. The girls are writing numbers on the chalkboard, so he is saying something about school here. Maybe, in addition to better food and jobs, there were better educational opportunities for African Americans in the places they migrated to as well? That could be a good reason to move.** [Show Slide 31. Pause.]

Students, let's review our notes from "The Migration Series" and see if we can articulate what Jacob Lawrence taught us through his artwork about the historical event we call the Great Migration. Here are things we noticed. [Show Slide 32.]

- African Americans waiting at a station to go to big cities
- luggage
- poor, hungry family
- dead crops
- segregated fountains
- handcuffed men
- meeting with white man
- tall buildings
- factory and animals
- steel and railroad
- ham and steak
- happy family on a train
- segregation in a restaurant; building fires
- people praying in church
- girls learning at school

When I reread this list, it seems like a pattern is that the images generally tell a story of going from negative circumstances to more positive ones—except for that one point about segregation and fires. Now, let's look at our questions and see if you can see a story in them, too. [Show Slide 33.]

- Why are they going to the big cities?
- Are they moving?
- Escaping poverty?
- Drought?
- Wanting more freedom?
- Looking for justice and equality?
- What are they signing?
- New home?
- Where is the factory?
- Better jobs?
- Was everything better?
- More migration to factory cities?
- Why similar challenges?
- How did church help?
- Better educational opportunities?

<p>What story do the questions suggest about the Great Migration? Jot down your ideas. [Pause for students write notes.]</p> <p>I see you have some thoughtful ideas. You probably wrote one of these ideas:</p> <ul style="list-style-type: none"> • People migrated to escape bad situations and to have more freedom and opportunity. • People migrated in hopes of a better future. • People migrated because they wanted a better life for themselves and their families. • People wanted the opportunity to make their dreams come true. <p>I don't know about you, but I think it is incredible how Jacob Lawrence conveyed such important ideas about the Great Migration in these paintings. They say a picture is worth a thousand words, and now I understand what that saying means. Images communicate meaning, too!</p>	
<p>Guided Practice (11 minutes)</p> <p>Now that we have been introduced to some of the central ideas of the Great Migration – opportunity, hope, dreams, freedom – let's learn more about the details of this time period. We are going to read "The Harlem Renaissance: A Cultural Rebirth," by James Hall. Make a new I notice/I wonder chart on another piece of paper to capture your thinking. Remember, these are notes, so you will just write down words or phrases. I especially want to jot things that are key ideas. [Show Slide 34. Pause for students to create new chart.]</p> <p>[Show Slide 35.] Great waves of African Americans migrated to northern cities to take advantage of the many factory jobs that opened up in response to World War I (1914–1918). [Pause.] Students, I'm going to jot this down because it helps me remember the Great Migration. World War I led to factory jobs in northern cities. [Show Slide 36.] Now I know the people in Lawrence's art were moving from the south to the north. You can jot this note. [Pause for students write notes.] I'll keep reading.</p> <p>[Show Slide 37.] Unfortunately, social attitudes of the early 20th century forced these black folks to settle in segregated urban housing. So, they created bustling black metropolises—cities within cities.¹ This caused a period of remarkable artistic and intellectual activity in New York City's</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence.</p> <p>Students will recognize that the Harlem Renaissance was a period of political conviction as well as artistic and literary rebirth in the African American community.</p>

African American community, leading to the Harlem Renaissance. [Pause.]

What's a metropolis? [Pause.] Yes, it is not just a city, but a busy city with lots of activity. We know this because the sentence uses the word "bustling" to describe "metropolises." A renaissance is a revival period of intellectual or artistic achievement and activity. It comes from a French word, *naissance*, which means "birth." So, renaissance is like a rebirth, in this case of ideas and art, in the African American community in New York City.

Let me show you where New York City is. [Show Slide 38.] Tennessee is not on this map but it is located below where Indiana is, past Kentucky. There are many states in between New York and Tennessee. Harlem is in New York City on the island of Manhattan. It is located at the top of Manhattan Island.

Let's jot what we want to remember here. I definitely want to remember that Harlem is in New York City and it was the neighborhood where many African Americans lived. I want to remember the phrase Harlem Renaissance, but I what I want to know is, "How did it begin?" Go ahead and record that. [Show Slide 39. Pause for students write notes.]

[Show Slide 40.] While other cities saw similar developments and had their own rebirths, at the time New York City was very much the cultural capital of the United States. It was a publishing and writing center, home to most of the significant museums and galleries, and site of major music venues. (A venue is a place where concerts and other events occur). Thus, the largely African American neighborhood called Harlem, located in northern Manhattan, is viewed as the starting point of the modern black artistic movement. From around 1923 to the beginning of the Great Depression in 1929, black writers and artists who gathered in Harlem generated an extraordinary amount and diversity of conversation, debate, and culture. [Pause.]

Hmm. What notes should I capture? I think I should note that New York City was the cultural capital and Harlem was the center of the black artistic and intellectual movement in the 1920s. I wonder who were the most significant writers and artists in the Harlem Renaissance. [Show Slide 41.] I'll give you a moment to record these notes. [Pause for students write notes.]

[Show Slide 42.] An important first impact of the Harlem Renaissance was the wide range of political action taken by both organizations and individuals who demanded improvements in African American economic and educational opportunities. After black soldiers had participated honorably during World War I, they hoped to come back to an America ready to accept and recognize their contributions and accomplishments. But outbreaks of racial violence due to the legality of Jim Crow laws often dashed these hopes. Students, Jim Crow laws were the legal practice of discriminating against and suppressing African Americans. [Pause.] I see your brain gears turning! Yes, you are right! The segregated drinking fountains and restaurants in Jacob Lawrence's paintings were part of the Jim Crow laws. So were laws against voting by African Americans and many other laws!

What key ideas should we jot here? [Pause.] Yes, I was surprised, too, students! The last paragraph talked about artists and thinkers, so I thought I would read about them. But this paragraph says it's important to know that black individuals and organizations advocated for improving economic and educational opportunities. Now I'm wondering if and how they succeeded. [Pause.] Great connection! Yes, the African American migrants, or people who moved from one place to another, in Lawrence's works had dreams of better jobs and educational opportunities. Now I'm wondering how they fought Jim Crow laws. [Show Slide 43.] Please jot these notes. [Pause for students write notes.]

[Show Slide 44.] Legal protection then, especially against lynching, became a priority for African Americans. Lynching was a violent act of a mob that killed African Americans, usually by hanging. Organizations such as the Universal Negro Improvement Association (UNIA), the Brotherhood of Sleeping Car Porters (train attendants), the National Urban League, and the National Association for the Advancement of Colored People (NAACP) all had headquarters in New York. They started magazines, held rallies and marches, and argued their ideas in all kinds of ways. [Pause.]

What key ideas do you notice? Jot them in your note-catcher. [Pause for students to write notes.] Right, you probably wrote something like this: organizations argued for legal protection of African Americans using a variety of public methods, or protecting African Americans under the law was important. Jot something you wonder. [Pause.] What are

<p>your questions? Jot it down. [Pause for students write notes.] That’s a good question: How much did these groups work together? [Show Slide 45.]</p> <p>[Show Slide 46.] Though the political beliefs of each group differed, they shared the conviction, or belief, that it was time for the emergence of a “new Negro” in both person and attitude, one who was no longer willing to accept the status quo. [Pause.] Status quo means existing conditions, so it refers to the unequal treatment of African Americans. Indeed, many historians believe that “New Negro Movement” is a more accurate term for the development of black life in the 1920s than “Harlem Renaissance.” [Pause.]</p> <p>Jot a key idea and a question. [Pause for students write notes.] Yes, one key idea is that the groups believed in rejecting the status quo—in changing the way things were in society. Another key idea could be “New Negro Movement,” if that helps you remember that it rejected the current conditions of the African American. Jot something you are wondering. [Pause for students write notes.] Were you wondering how this struggle to change the status quo connected to the art and literature of this period? [Show Slide 47.]</p> <p>[Show Slide 48.] A number of individuals, including W.E.B. Du Bois, James Weldon Johnson, and Arthur Schomburg, began to reflect on how cultural activity might aid the African American community in its struggle. [Pause.]</p> <p>Students that was the last paragraph of this passage. I cannot believe it ends there because it starts to talk about the very question we just asked about how the art and literature (or culture) connects with the fight for equality and protection under the law! There’s still more to learn about the Harlem Renaissance in the coming days, especially the literature.</p>	
<p>Independent Work (2 minutes) Today, we learned about the Great Migration by examining Jacob Lawrence’s artwork in “The Migration Series” and determining the key ideas he conveyed. Then we read about the Harlem Renaissance and pulled out key ideas from the text as well. Now, we’ll need to weave our learning about the Great Migration and the Harlem Renaissance together.</p> <p>[Show Slide 49.] For independent practice, use your notes from today to write a short response to this question: How do the ideas in Lawrence’s paintings of the Great Migration</p>	<p>Students will write a short paragraph that explains how the ideas in Lawrence’s paintings (dreams of a better future) connect to the beliefs in the Harlem Renaissance (taking political action to improve conditions for African Americans to make reality closer to those dreams).</p>

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connect to the beliefs in the Harlem Renaissance? Please copy down the question on your paper. [Pause for students to copy.]	
<u>Closing</u> (1 min) I enjoyed learning about the Great Migration and Harlem Renaissance with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!	

<https://openupresources.org/ela-curriculum/>