



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

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Grade Level(s):5th Grade

Subject:

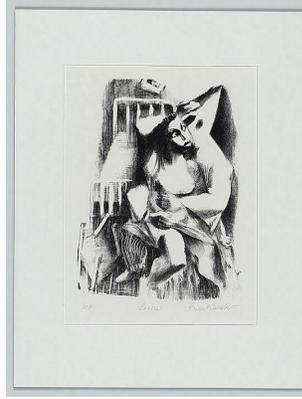
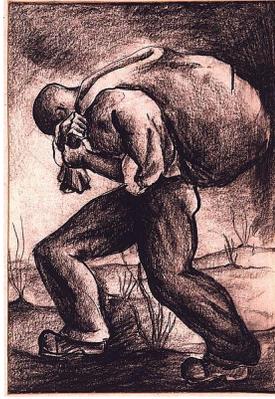
ELA/SS

Length of Class: Three 30 minute sessions

Insert visual or image that accentuates the lesson plan to make it appealing to educators: must be a public domain image

Image Citation:





Harlem Renaissance

Parks, Gordon, photographer. New York, New York. Harlem apartment house. May-June. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/2017851520/>.

New-York tribune. [volume] (New York [N.Y.]), 23 July 1922. *Chronicling America: Historic American Newspapers*. Lib. of Congress.

<<https://chroniclingamerica.loc.gov/lccn/sn83030214/1922-07-23/ed-1/seq-45/>>Gottlieb, William P.

Portrait of Louis Armstrong, Between 1938 and 1948. , Monographic. Photograph. Retrieved from the Library of Congress, <www.loc.gov/item/gottlieb.09611/>.

Harlem Renaissance Art

Hale Woodruff (1900–1980), *By Parties Unknown*, ca. 1935. Linocut. [Prints and Photographs Division](#), Library of Congress (4) The Library of Congress does not have permission to display a larger image of this object.

Robert Blackburn (1920–2003), *Man With Load (or The Toiler, Toil)*, 1936. Charcoal, ink, and graphite. [Prints and Photographs Division](#), Library of Congress (1)

Ernest Crichlow (b. 1914), *Lovers*, 1938. Lithograph (reprint, ca. 1990s). [Prints and Photographs Division](#), Library of Congress (3)

Ronald Joseph (1910–1992), *Untitled*, 1955. Lithograph. [Prints and Photographs Division](#), Library of Congress (2) The Library of Congress does not have permission to display a larger image of this object.

Lesson Title:	Literacy Cafe with the Harlem Renaissance
Overview:	Students will learn about famous musicians, famous people, and famous art of the Harlem Renaissance.
Learning Objective:	Students will learn about the Harlem Renaissance using primary and secondary sources. Students will show what they have learned through creating a mosaic quilt square, biography poem, and drawing a picture.
Standards:	ELA Standard: 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

	<p>SS Standard: 5.2.CX Contextualize the post-war economic climate on the cultural landscape throughout the United States and South Carolina. This indicator was developed to promote inquiry into post World War I changes in the U.S., including the “Roaring Twenties,” the Harlem Renaissance, the role of women outside of the home, and cultural changes for African Americans.</p>
Essential Question:	How did the arts change after World War I?
Supporting Question(s):	Who were the famous people who were showcased during the Harlem Renaissance? Why are they important? What types of art became popular? How did the music change after the war?
Digital Primary and Secondary Sources:	<p>List primary and secondary sources and include links.</p> <p>Book: Tar Beach by Faith Ringgold</p> <p>Harlem Renaissance Introduction https://guides.loc.gov/harlem-renaissance?&loclr=reclnk</p> <p>Prints and Photographs https://www.loc.gov/pictures/search/?q=harlem%20renaissance&sg=true</p> <p>Primary Source Set https://www.loc.gov/classroom-materials/harlem-renaissance/</p> <p>Biographies</p> <p>James Weldon Johnson Was Born, June 17, 1871</p> <p>Bill "Bojangles" Robinson Was Born, May 25, 1878</p> <p>Jazz Giant Louis Armstrong Was Born, August 4, 1901</p> <p>Langston Hughes Was Born, February 1, 1902</p> <p>Mahalia Jackson Was Born, October 26, 1911</p> <p>Billie Holiday Was Born, April 7, 1915</p> <p>Ella Fitzgerald Was Born, April 25, 1918</p> <p>Novelist, Essayist, and Playwright James Baldwin Was Born, August 2, 1924</p> <p>Leontyne Price Was Born, February 10, 1927</p> <p>Dizzy Gillespie Died, January 6, 1993</p>

	Louis Armstrong's Early Musical Influences. 2022. Video. Retrieved from the Library of Congress, <www.loc.gov/item/webcast-10250/>
Required Classroom Materials:	<ul style="list-style-type: none"> ● Laptop ● Smartboard ● Mosaic Quilt Squares (Tar Beach by Faith Ringgold) ● Colored Pencils/Crayons ● White Paper ● Google Doc (Bio Poem)  Bio Poem
Classroom Environment:	Students will work with partners together on the first session. Students will work independently during sessions 2 and 3.
Differentiation and Adaptations:	Students who need extra assistance with the reading will be able to use audio books for research. Students will be partnered based on ability levels.

Focus on Famous People: Week 1

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 minutes	Students will see photographs of famous people from the Harlem Renaissance. Students will complete an I see, I think, I wonder.
10 minutes	Students will watch a video on Louis Armstrong. Teacher will complete a bio poem.
20 min	Students will watch biography videos and read books about famous people from the Harlem Renaissance and create a biography poem.
10 minutes	Students will share their biography poems.

Focus on Music: Week 2

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	Students will read together a newspaper article about Louis Armstrong.
15 minutes	Students will listen to musical clips three times by Louis Armstrong. Students will listen, then create an art piece about how the music makes the think about or feel.
10 minutes	Students will share their artwork.

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	Students will complete a see, think, wonder about the Faith Ringold artwork with stories in the artwork.
10 minutes	Students will listen to an excerpt from, "Tar Beach." Students will think about memories that they can remember with their family.
20 min	Students will create a mosaic quilt square with sentences about a memory that is important to them.
10 minutes	Students will share their mosaic quilt.

Assessments:	<p><i>What are the evaluation (informal and formal) tasks for this lesson?</i></p> <p>Formal Evaluation Students will create a mosaic quilt square, biography poem, and a mural.</p> <p>How do the evaluation tasks connect with the learning objectives? The assessments help students identify the connections with the arts during the Harlem Renaissance.</p> <p>How do the evaluation tasks demonstrate student learning? How will students receive feedback?</p>
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	Students will be given a pre-assessment on the Harlem Renaissance. Students will then take the post-assessment.
Learning Extensions:	Students could research famous people from the Harlem Renaissance and create a newspaper clipping about them.