



7th grade

Comprehensive Fine Arts Unit
Integrated with Language
Arts, Health, and Social
Studies

Lesson 1: Literature, Art, and Social Studies

Objectives:

- Students will learn about the social, cultural and political circumstances which gave rise to the Harlem Renaissance.
- Students will also learn about the influences that inspired the work of the Harlem Renaissance's artists and musicians.
- Students will be given several opportunities to create their own Harlem Renaissance inspired work.

Materials

- Handouts
- Overhead projectors
- Student notebooks
- Slide show

Opening Activity :

Discuss the social, political and economic climate of America in the 1920s and 1930s.

- Ask students to compare and contrast the circumstances of African-Americans and whites at this time.
- Focus on what accounted for the differences in people's experiences based on their race.
- Ask students to consider what factors influenced the Great Migration of African Americans from the South to the North and Midwest.
- Ask students why they think the arts are an effective means through which individuals and groups can express their history, their frustrations and their hopes for the future. Ask them to give contemporary examples.

Before you read: The Harlem Renaissance was a significant social and cultural movement which took place in the 1920s and 1930s following the Great Migration during which thousands of African-Americans left the south and moved north and west. The result was the flourishing of art, music and literature that reflected the history and

experience of the African-American. The artistic, literary and musical contributions of Harlem Renaissance artists continue to serve as an inspiration for today's artists.

Procedure:

- **Activity 1**

To set the stage, read "**Harlem**" by Walter Dean Myers to students and ask them to **visualize** the story as you are reading. As you read, you may show students a sideshow of Christopher Myers' illustrations of the poem.

- Give students a copy of the poem and ask them to underline all of the places and locations mentioned in it.
- Have students read the poem a third and final time and highlight or circle all of the people mentioned.
- Ask students why they think Harlem became a social and cultural center for African-Americans in the 1920s and 1930s.
- Conduct a primary document analysis which will allow students to get a sense of Choose selections from Alain Locke's "The New Negro", poems by Langston Hughes ("Cultural Exchange", "Democracy", "Freedom's Plow") James Weldon Johnson ("Lift Every Voice and Sing") and Countee Cullen ("Yet Do I Marvel" and "Heritage")
- Have students work either individually or in small groups to answer the following questions about the documents: Who is the intended audience? What is the subject matter? How does this reflect the themes of the Harlem Renaissance?

Once the analysis is complete, have students return to a large group and share their findings. Focus on the common themes throughout the different documents.

Activity 2

- Introduce students to the art of Harlem Renaissance painters. Begin by viewing **Harlem** at the Oklahoma City Museum of Art.
- Be sure to highlight the work of **Jacob Lawrence** (especially his Migration series), **Aaron Douglas** and **Romare Bearden**. **Ask** students to analyze the artists' respective styles and subject matter. Compare and contrast their work in terms of themes.
- Have students create an original collage or work of art that mimics the style of one of these Harlem Renaissance artists. The subject matter should be based on a specific individual who was prominent during the era.

- Students will curate their own exhibit of Harlem Renaissance inspired art and poetry in the style of the exhibit “Ain’t Nothing Like the Real Thing”.
- Display student work either in the classroom or the hallway. Be sure to have the student artists and writers include a brief artist’s statement with their work.

Activity 3

- Students will write an essay entitled “The Lasting Legacy of the Harlem Renaissance” in which they focus on one aspect of the era – poetry, jazz, visual art, or music – and how it influences contemporary artists. In the interest of time, this may also be assigned as homework.

Reflect and Share

Come back the next day to review students collages and the writer's brief statement. Also ask students if they would like to share their essays that they created.

Lesson 2: Music, Dance, and the 1920's

Materials

- 1920's Music/Dance Reference Sheet 1923 "Rhapsody in Blue" by George Gershwin
- "Yes, We Have No Bananas"
- "Tea for Two" 1925 "
- "Show Me The Way to Go Home
- "The Charleston"
- "Ol Man River"
- "Let a Smile be Your Umbrella"
- "Tiptoe through the Tulips

Objectives: The student will be able to: recognize music from the 1920s, compare and contrast music from the 1920s to today's music, learn dances from the 1920s.

Vocabulary:

Tell the students that music has characteristics that describe the song or music

- Speed
- melody
- meaning/ message
- structure

Directions:

- The teacher should choose several songs to play from the accompanying "1920s Music/Dance Reference Sheet.
- Students might learn to sing one or more songs if sheet music is available
- Students should then discuss how these songs are similar to each other and determine possible characteristics of 1920s music to be written on the board
- These may include references to lyrics, speed and/or simplicity of melody, and should include a discussion on the meaning or message of the lyrics

- Students should then create lists of their current favorite songs, and in small groups come up with possible characteristics of today's music
- The teacher should then help students to compare and contrast today's music with music from the 1920s using the accompanying "Music Worksheet
- Students may learn the Charleston (1925) or the slow foxtrot (1927), two fashionable dances from this time period; instructions for learning the Charleston accompany the article entitled "Charleston"

After the lesson reflect on :

- Talk about the characteristics of music today and of the 1920's.
- Ask students what are some common themes between the two eras.
- Ask the students what are some of the biggest differences between the two.
- Ask the students what are some ways people expressed themselves in the 1920's?

Lesson 3: Dance and Music

Materials:

- <http://www.homesteadmuseum.org/jtt/1920s%20charleston.pdf>
http://artsedge.kennedy-center.org/content/2129/2129_charleston_rubric.pdf

Objectives:

- compare and contrast past methods of dance with today's dance styles and musical practices.
- learn the four steps to the Charleston
- dance the basic four-step Charleston, adding one or more complementary moves of their choice.
- compare and contrast at least two elements of music and dance from the 1920's with today's popular music styles.

Outside Factors:

- Some students may be shy, have poor gross motor/movement skills or are not used to moving with music with others.
- Have students work with supportive partners; provide lots of encouragement and praise for moving with the music.
- For those who truly do not want to dance allow them to explore the historical aspects, draw a picture of the dance, or dance steps.

Warmup:

- Play Charleston Music
- have students tap out the beat with their feet and hands at their desks
- next have them stand by their desks and simply take some steps forward and backward while snapping their fingers to the music.

- Then begin to show them the 8- count. Discuss the following vocabulary words with your students: This dance started during the early 1900's then became particularly popular during the 1920's.
- Roaring 20s: An era in American history during the 1920s of great economic growth and cultural and social changes.
- Charleston: Popular dance in the 1900's utilizing partner and individualized moves.
- Eight Count: Each melody segment in popular music is often found in counts of eight.

Directions:

- Begin by asking students to raise their hand if they listen to music.
- Ask them if they dance to music. Have students share what types of music they listen to, their favorite groups, why they listen to music, when they listen to music, and how it makes them feel.
- Write responses on the board. Have students write for five minutes in their journals, reflecting on why they listen and dance to music, when they like to do this, and how it makes them feel.
- When students are finished writing, pose the question: "Did people in the U.S. dance the same way we do today, say, 100 years ago? Was the music the same?" Provide time for groups to discuss these questions. After five minutes, elicit responses from each group.
- Play a sample of the music from a recent school dance. Show the video of dancing from this dance. Discuss when the music was from and how the students were dancing. (There may be examples of rock, rap, punk). Play a sample of waltz music by Johann Strauss (i.e., "The Blue Danube Waltz"). Ask students to listen again and consider the style, tempo, and rhythm of the piece, as well as the instruments used.
- Play the music again. Ask for observations from class. How might someone dance to this music? Have a brave volunteer demonstrate.
- Prepare students for a video clip, having them pay attention to style of the clothing, dance, and music composition. Show a video clip of waltz dancing. (Videos such as Music Man or The Age of Innocence offer good clips.) Tell

students that this form of music was popular in the U.S. about 100 years ago, when people danced the waltz.

- Use a second video clip to illustrate the fact that just twenty years later people were dancing in a different way. Play "Charleston" from The Great Gatsby soundtrack. Ask students how the style of the music changed, and whether they think the style of dance changed as well.
- Allow time for students to brainstorm and record observations. Show a video clip of dancing from the movie The Great Gatsby. Discuss changes in fashion, dance, and music. Record students' observations. Explain how the Charleston was a break from the traditional, memorized dances of the past, and allowed for personal expression and style.
- Give historical background for the era of the Roaring 20s, a time of great economic growth and social decadence. Long Term Possibility: Tell students that the Charleston is the first dance they will learn for a class performance, "Dancing through the Decades." As they learn the steps, students should think about how this dance is similar to and/or different from dance movements today

Demonstrate:

Provide, or have students clear, a space for dancing. Teach students the four steps to the Charleston, focusing first on the placement of the feet.

1. Step forward with the right foot.
2. Touch forward with left toe. (*Note: this is a touch and not a complete step. This is important so that the foot is ready to move back or forward easily for the next dance move.)
3. Step back with the left foot.
4. Touch back with right toe.
5. Repeat the sequence above, this time starting with the opposite foot. Step forward with your left foot, touch forward with your right toe, step back with your right foot and touch back with your left toe.

6. Start the next sequence with the right foot, the next with the left, and so on. While the student's attention should be focused on the feet, always do the moves with the arms as well.

7. Have students stand up as a class and find their personal space. Guide them slowly, talking them through the steps, "Step forward, touch forward, step back, touch back." Proceed methodically, repeating the steps out loud. Have students repeat the steps out loud as well. For written instruction on how to perform the dance, refer to the Homestead Museum lesson plan "How to Dance the Charleston."

8. As students continue going through the steps slowly, sing the song "Charleston, Charleston, made in Carolina" to their tempo. Use your voice to emphasize the points at which students should step down with their steps. Walk around checking and helping anyone having trouble. Work with individuals as needed. *Caution them not to take large steps, just normal walking steps.*

Teach arm and hand placement

1. As the foot touches forward, say the right toe, the left arm, slightly bent, should swing up to chest, with the palm flexed upward.
2. The right arm swings out to the side in the same position. When the right toe touches back, the left arm drops down and the hand points down to the ground.
3. The right arm swings to the back and points upward to the sky. When you point down, your body should go downward as well, so you are bending at the torso.
4. Guide students slowly through the moves, combining feet and hand movements. Keep practicing, helping students as you circulate.
5. Practice dancing to Charleston music. Once students are comfortable, you can teach additional moves.

Demonstrate the three eight count dance routine to music.

- *For the first eight counts, do the four-step Charleston; on the second eight counts, do the Wing Dance; on the third eight counts, do the four step Charleston, again.*
- *Repeat this three eight count series, alternating the Wing Dance or the Shake the Hand move, but always return to the Charleston. Allow time for students to practice dancing.*
- *Use this time to evaluate whether students are able to perform the three eight count series. Other partner moves can be introduced at another dance session. Offer help as needed.*

Closure:

- Have students share their feelings about the dance. In groups, have students reflect on what they learned about the Charleston, as well as what they liked or didn't like.
- Pass out butcher paper and markers and have each group create a large Venn diagram modeled after the Dance and Music Venn Diagram handout.
- The title should say "Dance and Music" and the two circles should be labeled "The Roaring 20s" and "Now". Have students compare and contrast the two, also listing the similarities in the middle section of the Venn diagram.
- Students may list observations of style, movement, and sound, as well as their own opinions. Groups then share their observations. Put the song "Charleston" on and listen to it while the students work. The Venn Diagram can be located at the website listed in the next line.

http://artsedge.kennedy-center.org/content/2129/2129_charleston_venn.pdf

Lesson 4: Drama and research

Materials:

- Computer access to watch YouTube video, and for students to complete assignment YouTube Video
- Graphic Organizer website
- Image of 19th Amendment poster
- Image of Amelia Earhart
- Image of Ford vehicles

Directions:

1. 1. Introduce the topic by showing a YouTube video titled The “Roaring” 1920s (Found in Appendix II).
2. Have students be thinking about the different things they see. Allow students to take some notes about what the video is showing and have them write down some words they might see that are unfamiliar to them.
3. Discuss what differences they saw and any terms they might have questions about.
4. Inform students they will be researching the 1920’s and how times have changed.
5. Explain that they need to find at least five contrasting photographs/images from the 1920’s and currently. The pictures should be categorized under five main topics: Politics, Entertainment, Important People, World News, and Technology.
6. There must be at least one set of images for each topic (one image from current time, and one from around the 1920’s)
7. The images need to be organized on a PowerPoint, with descriptions of what the images are, why they are important, and how they relate to the topic they are under. Sources must be cited.
8. Students will have a couple of class periods to then create their powerpoints, and create short skits for each slide/ topic.
9. Students will be asked to gather any materials they will need such as clothing on their own
10. Props need to be included in each skit.
11. Each skit will be no shorter than 30 seconds, and no longer than 2 minutes

Reflect and Share:

Lead the whole class in discussion by using some or all of the following questions:

- What did you learn from this project?
- What were the major events you noticed in the presentations?
- Were there any other major events you learned about while researching?
- Do you think you would have enjoyed living during this time period? Why or why not?
- What are some things you see changing 100 years from now?