

“For teachers, the best news is...those students classified as Generation Y’s are not so impressed by high tech presentations but will be much more attentive and open if a teacher is spontaneous and interactive in the classroom.” – kate beckmann



I am a native St. Louisan who graduated from the University of Kansas in 1990 and thought the business world would satisfy all my needs.

Fourteen years later, when I finally realized it satisfied only my financial needs, I started to tune into the calling of teaching. Soon thereafter, I took a leave of absence from all obligations and went to Korea to teach English for a year. Once I had the title of teacher, and became a *sungsang-nim* as the Koreans called us, I knew I was finally on the right path. I look forward to sharing some of the life lessons I have learned during and after high school. I know I will learn a lot from my students as well and this will keep my mind and heart open for years to come.

"The way the ancient people lived, the way of the legends, was to accept everything as it is - to accept the sun and the rain and the wind and the ideas of others, and put them all into your life" – Buddhist

Kate Beckmann
Unit 1-Reading
Harlem Renaissance-Langston Hughes
Sophomore/Junior English Literature
Fall 2011

Rationale

High school students are at the point in their lives where they are developing a value system. Whether they realize it or not, they are actively beginning to accept or reject family traditions, friendships, ideas and opportunities as they explore different paths they may walk down in the future. My purpose in creating this reading unit is complex. First of all, I want to expose my students to the creative writing and poetry of Langston Hughes as an example of an esteemed, prolific artist from the Harlem Renaissance who helped future generations understand the human emotion and racial tensions experienced during 1920-1930. Hughes' style of writing is bold and compelling as he creates strong characters that readers can identify with in his novels, while continuing to explore a depth of emotions in his poetry. Second, there are various key themes in this novel with which teenagers can sympathize. The themes of hard work, discipline and punishment versus the seeking of worldly pleasures, entertainment and individuality are juxtaposed throughout this novel. Interestingly, Hughes exposes both the positive and negative aspects of these lifestyles. He then allows the reader to experience the consequences when the young, middle aged, and old generations make choices toward one extreme or the other. Students will then be able to make their own judgments about the "good and evil" in the world and decide which character chose the right path to fulfill their dreams.

Summary

Over a four week period, the students will read sections of the novel *Not Without Laughter* by Langston Hughes during Read Aloud sessions in class and will be assigned select chapters to read each weekend and respond to either online or in a journal. Reader (journal) responses will be collected at the end of each week. During class time the students will participate in whole group or pair discussion using graphic organizers. They will prepare for three or four weekly short answer quizzes to test their comprehension of character development, plot and themes. Finally, they will create a Harlem Renaissance Biography project of their choice for classroom presentation. Every Friday will be designated a Poetry Friday. The teacher will read one Langston Hughes poem and discuss how his themes relate to the Harlem Renaissance period. During one or two weeks, students will be exposed to Langston Hughes' poetry up-close as well as select pieces of jazz music to enhance the experience. They will learn about the use of metaphor, rhythm and questions in poetry as well as the various themes reflected in these poems. They will then create one poem based on their theme of choice. The Harlem Renaissance Biography projects will be presented by the students during the final week of this unit.

Objectives

GLEs/CLEs for this unit include:

R2C: CHARACTER TRAITS: Characterization developed by describing various aspects of the character: physical appearance, personality, speech, behavior/actions, thoughts and/or feelings, interactions with other characters, etc.

R2C: CONFLICT: Struggle or clash between opposing characters or opposing forces

• **external conflict:** a struggle between a character and an outside force

- person versus person
- person versus society
- person versus nature
- person versus “fate”

• **internal conflict:** a struggle within a character

- person versus self

R1I: CULTURE: Customary beliefs and social norms of a group; the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and other products of human work and thought characteristic of a community or population

R2B: DIALECT: Representation of the language spoken by the people of a particular place, time or social group

regional dialect: spoken in a specific geographic region

social dialect: spoken by members of a specific social group or

W3A: DIARY/JOURNAL: Log kept by an individual or group of individuals recording daily events, thoughts and opinions, the weather, or other topics

R1H: DRAW CONCLUSIONS: Use of facts and inferences to make a judgment or decision

R1D: FLUENCY: Ability to read a text accurately, quickly, and with proper expression and comprehension (Fluent readers do not have to concentrate on decoding words and can focus their attention on the meaning of the text.)

R1I: HISTORIC TIMEFRAME: Era, or time period, in which the plot is set; the cultural era reflected in the literature

R1H: POST-READING SKILLS: Strategies used to reflect on reading and to integrate new information and concepts with previously learned understandings

Length of Curriculum: Unit will last eight weeks, with five 45-minute class periods per week.

Materials and Resources:

Teacher: copy of novel, Smart Board, teacher calendar, grading tools and writing utensils

Students: copy of novel, notebook, writing utensils, laptop computer, MS PowerPoint knowledge for presentation, research knowledge, student calendar

School: Smart Board, laptop computers, copier

Means of Assessment: The students’ comprehension of the material will be gauged by formative assessments including the teacher’s review of the reading response journals and quality and frequency of student participation. The summative assessment will include the evaluation of short answer tests and the final Harlem Renaissance project which will be graded by a rubric.

Heading	CLASS: Literature II / III TEACHER: Kate Beckmann NAME OF LESSON: Harlem Renaissance/Langston Hughes Introduction DAYS 1 and 2
Objective	After listening to a presentation on the Harlem Renaissance artistic movement, students will compare their current knowledge of the Civil Rights movement (as well as the major influencers), with what they learned about the Harlem Renaissance and its major artists, and what they still want to learn.
Instructional Framework	Initiating
Lesson Plan Format	<u>Teacher Centered</u> Presentation (Lecture) lesson plan
Grouping	Whole Class
Materials & Resources	School – Smart Board with MS PowerPoint Teacher – Advance Organizer, PowerPoint Slideshow, Student – Writing utensils
Step by Step Procedures	1. Review goals of lesson 2. Present information on Harlem Renaissance movement and its major writers. Describe its relationship to the Civil Rights movement. 3. Distribute KWL chart and have students list names of famous people, ideas and events they associate with Civil Rights and Harlem to connect with previous knowledge 4. Presentation of timeline for Civil Rights movement and Harlem Renaissance. Then overview of biographical information on Langston Hughes with mention of his major works as well as other noted authors and poets who wrote during this time period and influenced him.
New Material	<ul style="list-style-type: none"> • Harlem Renaissance – cause of movement • Major writers and poets during this time period • Themes explored by these artists • Newsworthy national events occurring during this time period
Guided Practice	Have students draw the timeline of the Civil Rights movement and the Harlem Renaissance movement on a line graph. Then have them list three authors they learned about and three things they learned about Langston Hughes in particular.
Closure to Lesson	Distribute copies of chapters 1-3 from “Not Without Laughter” by Langston Hughes
Assignment	Read Chapters-1-3

Heading	CLASS: Literature II / III TEACHER: Kate Beckmann NAME OF LESSON: Discussing Character Preferences, Role in Novel & Predicting Plot DAY 6
Objective	Students will discuss opinions and predictions about the novel and support these opinions with examples from the story to assist in preparing for short answer quiz
Instructional Framework	Constructing
Lesson Plan Format	<u>Student Centered</u> Discussion Lesson
Grouping	Whole Class /Small Group
Materials & Resources	School – copier Teacher – handouts and grouping of students Student – writing utensils and copies of chapter pages
Step by Step Procedures	1. Establish the ground rules for the discussion, as well as the objective of having students be exposed to different or similar perspectives of the characters and the plot. Distribute Story Map 1. 2. Focus the discussion by asking students to give examples of why they have an opinion about a certain character 3. Monitor student interactions and have one student from each group switch to another group 4. Enforce ground rules where necessary (i.e. each student must have a turn to present their opinion, no interrupting, etc.)
Review Previous Lessons	Review plot and major events that have occurred up to this point in the novel.
New Material / Skills	<ul style="list-style-type: none"> • Getting a different perspective on other students' reactions to the characters' motives and personalities • Solidifying beliefs • Predicting how the story will progress to see how intuitive they were about the author's writing and the character's motives
Guided Practice	Encourage use of Story Map 1 to assist students in focusing their discussion.
Closure to Lesson	Making predictions to allow students to stay connected to the story and anticipate what they will learn in future chapters.
Assignment	Study notes for short answer quiz at end of week

Heading	Class: Literature II / III Kate Beckmann Name of Lesson: Tools Used in Poetry-Metaphor and Simile Day 22
Objective	Students will be able to identify the use of metaphor and simile with 90% accuracy after being exposed to song lyrics and poems.
Instructional Framework	Initiating
Lesson Plan Format	<u>Teacher Centered</u> Concept –Metaphor and Simile in Poetry
Grouping	Whole Class / Partners
Materials & Resources	School – copier, CD player, laptop with MS PowerPoint, Smart Board Teacher – CDs, PowerPoint presentation, handouts Student – writing utensils and notebooks
Step by Step Procedures	1. Name the concept and define metaphor and simile 2. Present examples and non-examples via PowerPoint slides 3. Play music and pass out handout with lyrics 4. Check attainment of concept by asking the Ss for feedback regarding which lines of the songs contained metaphor and/or simile 5. Ask students to write their own example of a poem using metaphor and simile
Review Previous Lessons	Not applicable
New Material	1. Understanding poetry terms through music 2. Langston Hughes' poems
Guided Practice	Ss share poem draft with a partner and discuss ideas for how to make the word choices more vivid and descriptive.
Closure to Lesson	Return the poem drafts to each student and have students complete for homework.
Assignment	Review your favorite music and find examples of metaphor and simile in the lyrics. Print out the lyrics and bring them to class along with the completed poem from draft in class.

Heading	Class: Literature II / III Kate Beckmann Name of Lesson: Choosing Writer for Biographical Presentation Day 25
Objective	Students will learn how to complete general interest research and then develop skills to uncover facts and writing samples of Harlem Renaissance writer of choice.
Instructional Framework	Utilizing
Lesson Plan Format	<u>Student Centered</u> Problem Solving
Grouping	Whole Class
Materials & Resources	School – internet provider, laptop computers, MS PowerPoint Teacher – research tips, handouts and examples Student – writing utensils, notebooks, note cards and portable thumb drive
Step by Step Procedures:	1. Announce goals and project expectations 2. Review information learned about Langston Hughes and steps teacher went through to gather this information 3. Distribute handout and review assignment expectations (see handout below)
Review Previous Lessons	General overview of information teacher gathered after reading Langston Hughes biography.
New Material/ Skills	1. Research strategies 2. Assimilation of new information with information learned over past 6 weeks 3. Developing metacognitive capabilities
Guided Practice	Review internet research strategies via PowerPoint slide presentation and give students practice topic to research online
Closure to Lesson	Have students email the articles or URLs to their personal email account for more in-depth research
Assignment	Students required to perform general interest research over weekend and to report on findings via a 2 page report



Harlem Renaissance Biography Project

Mother to Son

*"...Don't you set down on the steps
'Cause you finds it's kinder hard.
Don't you fall down now-
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair"*

By Langston Hughes

The Harlem Renaissance was a cultural movement that spanned the 1920s and 1930s. Though it centered in the Harlem neighborhood of

New York City, many French-speaking black writers from African and Caribbean colonies were also influenced by the Harlem Renaissance. Some common themes represented during this period were the influence of the experience of slavery and emerging African-American folk traditions on black identity, the effects of institutional racism and the question of how to convey the experience of modern black life in the urban North.

Assignment: Choose one writer from the list below and develop a fifteen minute biographical presentation about this writer. Your presentation should include PowerPoint slides and images to make it visually appealing to your audience. The presentation should also be informative and provide answers to the following questions:

- The dates of lifespan and place of birth
- Was this writer known by any other name?
- What was this writer's educational background?

- When did this writer decide he/she wanted to become a writer?
- Who (if anyone) influenced him/her?
- How did this writer get started and/or publish their first piece of work?
- What was their biggest success and failure?
- If you could interview this writer, what questions would you ask?
- Why did you like this author's writing?
- What questions do you have after reading their writing?

Harlem Renaissance notable figures and their works

Novels

- Arna Bontemps — *God Sends Sunday* (1931), *Black Thunder* (1936)
- Countee Cullen — *One Way to Heaven* (1932)
- Jessie Redmon Fauset — *There is Confusion* (1924), *Plum Bun* (1928), *The Chinaberry Tree* (1931), *Comedy, American Style* (1933)
- Rudolph Fisher — *The Walls of Jericho* (1928), *The Conjure-Man Dies* (1932)
- Langston Hughes — *Not Without Laughter* (1930)
- Zora Neale Hurston — *Jonah's Gourd Vine* (1934), *Their Eyes Were Watching God* (1937)
- Nella Larsen — *Quicksand* (1928), *Passing* (1929)
- Claude McKay — *Home to Harlem* (1927), *Banjo* (1929), *Gingertown* (1931), *Banana Bottom* (1933)
- George Schuyler — *Black No More* (1931), *Slaves Today* (1931)
- Wallace Thurman — *The Blacker the Berry* (1929), *Infants of the Spring* (1932), *Interne* (1932)
- Jean Toomer — *Cane* (1923)
- Carl Van Vechten — *Nigger Heaven* (1926)
- Walter White — *The Fire in the Flint* (1924), *Flight* (1926)

Short Story Collections

- Eric Walrond — *Tropic Death* (1926)

Harlem Renaissance Biography Project Rubric:

The following rubric will be used to score your presentation. Scoring guides and specific directions for the assignments will be explained in class.

Initial 2 page report	0-5	10	15
	Sketchy and completed with little effort	Some research and effort evident but not many resources reviewed	Detailed research and evidence of exploring many web pages and information
Outline	0-10	11-15	16
	Sketchy	Some research, effort and interest in HR writer evident but not complete	Excellent in-depth research, planning and interest in HR writer
	0-15	16-30	31-35
Content:	Lacks preparation and/or depth. Assigned questions not answered	Assigned questions answered but lacking depth and connection to personal interest	Information answers all assigned questions and delves even further to demonstrate research efforts and personal connection
	0-15	16-25	35-40
Presentation:	Lacks preparation, missing key elements from presentation, lacks visual aids and creativity.	Generally prepared and thorough, use of visual aids, could use more preparation or creativity.	Presentation is creative, complete, engaging to audience, excellent use of visual aids, extremely prepared.
Total Pts Possible:	45	80	100

Harlem Renaissance

Langston Hughes-Not Without Laughter-Poetry

Teacher/Student Calendar (Weeks 1-8)

	Monday/Tuesday	Wednesday/Thursday	Friday
Week 1	<p>Unit Introduction</p> <ul style="list-style-type: none"> - Introduction to Harlem Renaissance and Langston Hughes Biographical Notes <p>HW: Read Chapter Abstracts 1-3 and complete Reader Response in journals...due every Friday</p>	<p>Lesson: Review Chapters 1-3 and have Ss take turns reading select passages of Chapter 1-3 aloud.</p> <ul style="list-style-type: none"> -Character handout -Discussion of the main characters: Sandy, Hager and the three aunts. 	<p>Introduction to Poetry Fridays</p> <p>Read Langston Hughes Question poem and do reflection in class</p> <ul style="list-style-type: none"> -Collect Journals and poetry reflection <p>Lesson: Continue discussion of Chapters 1-3, clarify any questions about novel thus far</p> <p>HW: Read Chapters 7-9 and complete Reader Response online</p>
Week 2	<p>Opening: Return journals and announce learning objectives for week</p> <p>Lesson: Discuss Aunt Hager and her role in novel</p> <p>-Quick write RE: Who does Aunt Hager remind me of? Do I know anyone like her? Does she symbolize a person in my past or present?</p> <p>HW: Write reader responses and prepare for short answer quiz</p>	<p>Opening: Pose questions about Hager and Sandy</p> <p>Lesson: Review important passages of Chapters 7-9 and students read aloud</p> <p>Thursday: Short answer quiz on Hager and Sandy and plot</p>	<p>Opener: Read Langston Hughes "Life is Fine" and "Problems" poem and write reflection</p> <ul style="list-style-type: none"> -Collect journals <p>Lesson: Continue discussion of Chapters 7-9, clarify any questions about novel thus far</p> <p>HW: Read Chapters 13-15 and complete Reader Response online</p>
Week 3	<p>Opening: Return journals and announce learning objectives for week</p> <p>Lesson: Discuss the character Harriet and her role in novel</p> <p>-Quick write RE: Impression of Harriet</p> <p>HW: Write reader responses and prepare for short answer quiz</p>	<p>Opening: Pose questions about Anjie and Jimboy</p> <p>In-class: Read aloud important portions of Chapters 10-12 to discuss themes</p> <p>Thursday: Short answer quiz on developing themes</p>	<p>Lesson: Read Langston Hughes poem re: Social Unrest & Protest ... "Justice" and "Democracy"</p> <ul style="list-style-type: none"> -collect journals <p>HW: Review NWL Chapter abstracts and Read Chapters 18-21 and complete Reader Response online</p>

<p style="text-align: center;">Week 4</p>	<p>Opening: Distribute handout on Harlem Renaissance Biography Project and discuss</p> <p>-Return journals and announce learning objectives for week</p> <p>Lesson: Discuss the character Harriet and her role in novel</p> <p>-Quick write RE: Impression of Harriet</p> <p>HW: Write reader responses and peruse list of HR Writers for interest</p>	<p>Opening: Short discussion on HR writers</p> <p>In-class: complete Problem Solving lesson and conduct online research for HR Biography Project</p> <p>HW: Complete 2 page report on preliminary research of HR Biography writer- due Monday</p>	<p>Opening: Read Langston Hughes poem "<i>The Negro Speaks of Rivers</i>" and discuss impressions aloud</p> <p>-collect journals</p> <p>Lesson: Continue discussion of Chapters 18-21</p> <p>HW: Review NWL chapter abstracts for Chapters 22-24 and read chapters and complete Reader Response online</p>
<p style="text-align: center;">Week 5</p>	<p>Opening: Return journals and announce learning objectives for week</p> <p>-collect 2 page Biography research report</p> <p>-Complete NWL this week with final analysis of characters and themes</p> <p>Lesson: Small group discussion of chapters 22-24</p> <p>HW: Write reader responses and prepare for short answer quiz on Thursday</p>	<p>Lesson: Review Chapter abstracts and important passages of Chapters 22-24</p> <p>Thursday: Short answer quiz on remainder of plot and character actions</p>	<p>Opening: Opening: Read Langston Hughes poem "<i>Theme for English B</i>" and discuss impressions aloud</p> <p>Lesson: Compare poem with Harlem Renaissance themes</p> <p>-collect journals</p> <p>-catch up day</p> <p>HW: Complete outline of HR Biography presentation</p>
<p style="text-align: center;">Week 6</p>	<p>Opening: Return journals and announce learning objectives for week</p> <p>-collect Outline of Biography presentation</p> <p>In-class: Conference with students on HR Outlines and allow online research</p> <p>HW: Continue to research for content of presentations</p>	<p>Opening: Beginning of Langston Hughes Poetry up close</p> <p>In-class: Cite examples of LH poems already discussed on Poetry Fridays and play jazz music of HR time period</p> <p>HW: none</p>	<p>Opening: Review of Langston Hughes "<i>The Weary Blues</i>" poem</p> <p>In-class: Draw images of select poem read on Poetry Fridays. Discuss drawing with partner in class</p> <p>HW: Continue to work on Biography presentation. Draft of slides due next Wednesday</p>
<p style="text-align: center;">Week 7</p>	<p>Opening:</p> <p>In-class: Conference with students on PowerPoint and creation of slides</p> <p>HW: Biography project</p>	<p>Opening: Langston Hughes Poetry up close – "<i>Juke Box Love Song</i>"...Blues, Jazz and Harlem Nights themes</p> <p>In-class: Distribute bunches of words used in Langston Hughes poetry. Students work in pairs to</p>	<p>Opening: Which Langston Hughes poem did you enjoy the most?</p> <p>In-class: Work individually on creating original theme poem based on Harlem Renaissance themes</p>

		create new poems HW: none	HW: Theme poem due on Monday
Week 8	In-class: Harlem Renaissance Biography project presentations	In-class: Harlem Renaissance Biography project presentations	In-class: Harlem Renaissance Biography project presentations

