

**The Harlem  
Renaissance  
The Age of Vogue  
1920-1939**

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<http://www.loc.gov>

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What was the Harlem Renaissance Era? It was a time of excitement, creativity, and recognition. According to Langston Hughes, “it was a time when the Negro was in vogue”. The destination was Harlem, an attractive New York neighborhood welcomed blacks. Harlem was more than a neighborhood; it was the Mecca and the cultural center of Black Culture or the New Negro. Aspiring artists came from everywhere to take part in this of historical cultural era. The Harlem Renaissance developed music, theater, and art; and will be always remembered as beginning of Black Awareness and consciousness and *The Negro Was in Vogue*.

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<b>Overview</b>		<a href="#">Back to Navigation Bar</a>
Objectives	Students will: <ul style="list-style-type: none"> <li>• Locate New York City and Harlem</li> <li>• Explain the meaning of the Harlem Renaissance</li> <li>• Understand the contributions of African Americans in the arts</li> <li>• Identify some of the artists, writers, and musicians</li> <li>• View pictures, listen, and read literary work and discuss how their work was a platform of Social Justice.</li> </ul>	
Recommended time frame	3 to 4 class periods (based on 55 minutes)	
Grade level	High School	
Curriculum fit	U.S. History & ELA	
Materials	Individual computers with access to the Internet for students to link to the Library of Congress website ( <a href="http://www.loc.gov">www.loc.gov</a> ), articles, artifacts, printer, pictures, American History Book, ( <a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@fiel(Number+@band(aahtml+0801)">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@fiel(Number+@band(aahtml+0801)</a> ), Handouts, Atlas or Map of New York	
<b>Michigan High School Content Expectations</b>		
U6-USHG-Era 6: The Development of an Industrial,		

Urban, and Global United States, 1870-1930  
U7-USHG-Era 7: The Great Depression and World War II.  
G2-Places and Regions: 2.2 Human Characteristics of Place  
G4-Human Systems: 4.1 Cultural Mosaic, 4.2 Patterns of Human Settlement

## Procedures

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### Day One:

- Identify the state of New York, its relationship to New York City, and Harlem using a map of New York and New York City.
- Brief Narrative of the Great Migration and its relationship to the Harlem Renaissance
- Read a map of Harlem and identify the various cultural spots of the artists.
- Day Two:
- Various pictures of artists and writers will be displayed around the room, and students will be divided into groups 2 or 4. They will read and engage in dialog about the poems or story.
- Students will complete questions for comprehension.
- Day Three: Student will use poem and write about the author's view of society and of America. Students will reflect and write about their feelings.
- Day Four: Students will receive information for a 2 to 3 page report. Students will select their topic from a list of personalities and events to develop into their report. [Students will have 2 or 3 days to complete.

### Evaluation Assessment Questions:

*Answer these questions using complete sentences. Use information collected to complete assessment.*

1. Where is Harlem?
2. What was the Harlem Renaissance?
3. What was the connection between New York City and the work of African American artists in the 1920?
4. Who was Langston Hughes?
5. Who was Zora Neale Hurston?
6. During what years did the Harlem Renaissance occur?

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## Extension

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Write a travel article about Harlem for the Michigan Chronicle, and African American newspaper. You will write about Langston Hughes and the time is 1922.

[http://www.americaslibrary.gov/na/hughes/a\\_hughes\\_renaiss\\_1.html](http://www.americaslibrary.gov/na/hughes/a_hughes_renaiss_1.html)

Interpret the following poem: “Ballard of Booker T.,”[Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division’s First 100 Years]

[http://leweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field\(DOCID+@1it\(mcc/024\)\)](http://leweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@1it(mcc/024)))

## Extension

### HARLEM RENAISSANCE PROJECT

*Directions: Research and write a report on any topic about the Harlem Renaissance Era. You may use the internet, library, and The Library of Congress website to find information. ([www.loc.gov](http://www.loc.gov))*

*The report must be 3 pages double space in length.*

*List of Important Events, People, and Topics of this Era:*

- 1 The Harlem Renaissance**
- 2 Langston Hughes**
- 3 Jessie Fauset**
- 4 Zora Neale Hurston**
- 5 Louis Armstrong**
- 6 Duke Ellington**
- 7 The Famous Cotton Club**
- 8 Bessie Smith**
- 9 Eubie Blake**
- 10 Harlem New York**
- 11 James Weldon Johnson**
- 12 J. Rosemond Johnson**
- 13 Claude Mc Kay**
- 14 Marion Anderson**
- 15 Aaron Douglas**
- 16 Alaine Locke**

# Historical Background

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The Great Migration of the twentieth century was one of the most significant developments to occur in our history. It signals the movement of African Americans from the rural south to the northern cities; and this migration lasted for fifty years. Three fourths of the African American population lived in the rural south; by 1960, three fourths of this population was urban and the majority lived outside the southern states. The need for a better life, jobs, education, and the escape of blatant racism called our love ones to the Promised Land or to the North.



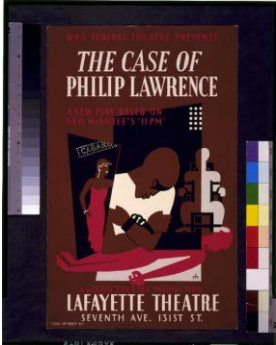
For many, the final destination was Harlem; an attractive New York City neighborhood welcomed African Americans. Harlem was more than a neighborhood; it was the Mecca and the cultural center of Black Culture of the New Negro. During the 1920s, Harlem was like a magnet for the Negro intellectual, pulling him from everywhere. Aspiring writers like Jessie Faust (Philadelphia), Zora Neale Hurston (Florida), Claude McKay (Jamaica), Langston Hughes, James Weldon Johnson, and his brother J. Rosamond Johnson called from different parts of the country.




The Harlem Renaissance developed such genres as jazz music, Negro spirituals, musicals, theater, literature, and art. For example, Negro Spirituals were performed on the concert stage by such famous artists as Marian Anderson, Roland Hayes, and Paul Robeson. The period also gave birth to a new form of religious music called gospel. This music borrowed some of its lyrics from spirituals; the accompaniment sounded like blues. The Jazz Age developed such well known entertainers as Duke Ellington, Louis Armstrong, Bessie Smith, Fletcher Henderson, and Josephine Baker. Noble Sissie and Eubie Blake introduced the Charleston Dance.

The Harlem Renaissance was an era in U.S. History so full of creativity that it was short lived due to the Great Depression in 1929 and the beginnings of World War II. This period will always be remembered as the beginning of Black Awareness and Consciousness; and to quote Langston Hughes, "*The Negro was in Vogue*

## Primary Resources from the Library of Congress

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Images	Description	Citation	Perm URL
	<p>Henry "Red" Allen and his band played jazz to Langston Hughes's poetry</p>	<p>The Library of Congress America's Story from America's Library <a href="http://www.loc.gov">www.loc.gov</a></p>	<p><a href="http://www.americanlibrary.gov/aa/hughes/aa_hughes_renaiss_1.html">http://www.americanlibrary.gov/aa/hughes/aa_hughes_renaiss_1.html</a></p>
	<p>Portrait of Zora Neale Hurston</p>	<p>The Library of Congress Van Vechten, Carl photographer April 3, 1938 Teaching with Primary Sources</p>	<p><a href="http://www.loc.gov/pictures/item/2004663047/">http://www.loc.gov/pictures/item/2004663047/</a></p>
	<p>"WPA Federal Theatre Presents "The Case of Phillip Lawrence" Poster Federal Art Project, 1936 or 1937</p>	<p>The Library of Congress <i>By the People, For the People</i>: Posters from WPA, 1936-1943</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?amem/wpapos:@field(NUMBER+@band(cph+3c14522))">http://memory.loc.gov/cgi-bin/query/r?amem/wpapos:@field(NUMBER+@band(cph+3c14522))</a></p>

	<p>Women of the Harlem Renaissance</p>	<p>Bing.com (Images of the Harlem Renaissance)</p>	<p><a href="http://aawomeninhr.blogspot.com/">http://aawomeninhr.blogspot.com/</a></p>
	<p>The Negro Speaks of Rivers Words by Langston Hughes</p>	<p>The Library of Congress African American Odyssey</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@field(NUMBER+@band(aohtml+0801))">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodysey:@field(NUMBER+@band(aohtml+0801))</a></p>
	<p>Portrait of Langston Hughes</p>	<p>Creator Carl Van Vechten The Library of Congress Print &amp; Photographs</p>	<p><a href="http://www.loc.gov/rr/print/res/079vanv.html">http://www.loc.gov/rr/print/res/079vanv.html</a></p>

http://www.archives.gov/education/lessons/worksheets/  
[Use this site to copy activity sheets]

# Rubric

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## Rubric

<b>CATEGORY (Content)</b>	<b>4 Follow Directions and sources are cited</b>	<b>3 Followed directions and sources are cited</b>	<b>2 Some sources are cited and information missing</b>	<b>1 No sources are cited and information is incomplete</b>
<b>Grammar &amp; Spelling</b>	<b>No errors in grammar or spelling that distract the reading</b>	<b>1-2 errors in grammar or spelling that distract the reader</b>	<b>3-4 errors in grammar or spelling that distract the reader</b>	<b>More than 5 errors in grammar or spelling that distract reader</b>
<b>Organization</b>	<b>Well organized and in sequence</b>	<b>Details are organized and in sequence</b>	<b>Some details are not organized in sequence</b>	<b>Details are not organized or in any type of order</b>
<b>Accuracy of Facts</b>	<b>All supportive facts are accurate</b>	<b>Almost supportive facts and accurate</b>	<b>Some supportive facts are accurate</b>	<b>No facts are reported or information is not accurate</b>
<b>Creativity</b>	<b>Writer used photos, maps, and graphics</b>	<b>Writer used some graphics and photos</b>	<b>Writer used a few photos and graphics</b>	<b>Writer did not use any photos, graphics or maps</b>



# Handouts

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Insert each handout as a separate page so that it can be printed for student use. We have provided four blank pages for you to copy and paste your student handouts.



[http://search.babylon.com/?s=img&babsrc=HP\\_ss&rlz=0&q=HarlemRenaissance](http://search.babylon.com/?s=img&babsrc=HP_ss&rlz=0&q=HarlemRenaissance)

*Directions: Students will analyze picture of this street scene. Students will use Picture Analysis Sheets from the [www.loc.gov](http://www.loc.gov)*



Bing.com [Images of the Harlem Renaissance]

***DIRECTIONS: Analyze and Read the Poem “I, too, sing America” by Langston Hughes and reflect on his version of African American Pride.***

**I, too, sing America**

**I am the darker brother  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.**

**Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
“Eat in the kitchen”,  
Then.  
Besides,  
They'll see how beautiful I am  
And be ashamed-**

**I, too, am America.**



## Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <input type="radio"/> Newspaper <input type="radio"/> Map <input type="radio"/> Advertisement <input type="radio"/> Letter <input type="radio"/> Telegram <input type="radio"/> Congressional Record <input type="radio"/> Patent <input type="radio"/> Press Release <input type="radio"/> Census Report <input type="radio"/> Memorandum <input type="radio"/> Report <input type="radio"/> Other
2.	UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more): <input type="checkbox"/> Interesting Letterhead <input type="checkbox"/> Notations <input type="checkbox"/> Handwritten <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Typed <input type="checkbox"/> Other <input type="checkbox"/> Seals
3.	DATE(S) OF DOCUMENT:
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT:  POSITION (TITLE):
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.) A. List three things the author said that you think are important:  B. Why do you think this document was written?  C. What evidence in the document helps you know why it was written? Quote from the document.  D. List two things the document tells you about life in the United States at the time it was written.  E. Write a question to the author that is left unanswered by the document:

## Poster Analysis Worksheet

1.	What are the main colors used in the poster? _____
2.	What symbols (if any) are used in the poster? _____
3.	If a symbol is used, is it a. clear (easy to interpret)? _____ b. memorable? _____ c. dramatic? _____
4.	Are the messages in the poster primarily visual, verbal, or both? _____
5.	Who do you think is the intended audience for the poster? _____
6.	What does the Government hope the audience will do? _____
7.	What Government purpose(s) is served by the poster? _____
8.	The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster? _____

**Designed and developed by the  
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Washington, DC 20408**

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