Harlem Renaissance and Jazz Age

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Major Topic for the Unit of Instruction: The Harlem Renaissance and Jazz Age people

STAGE 1: DESIRED RESULTS
Standards of Learning:
Standard USII.6c- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance.

Major understandings:

The 1920s and 1930s were important decades for American art, literature, and music.

The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.

Essential Questions:
Who were the leaders in art, literature, and music during the 1920s and 1930s?

What were the contributions of these leaders?

Student Objectives:
Students will be able to:
- Do controlled research to learn about an important figure of the Harlem Renaissance and the Jazz Age
- Collaborate on the creation of a wiki to share the important information that they have found about their assigned individual
- Teach other students about their person through the use of a wiki
- Use Photo Story to graphically represent information

Bloom's Taxonomy Skills
Creating, understanding, and remembering
21st Century Learning Skills
Creativity
Information Literacy
Communication

STAGE 2: ASSESSMENT EVIDENCE
List the Performance Task(s)

1. Students will choose a Harlem Renaissance or Jazz Age artist, at random, to research for their project. (10 minutes, depending on class size)
2. Using a Google Custom Search designed by the teacher, the students will create a Photo Story project (3 days)
3. Upload the Photo Story to a class wiki (15 minutes)
4. Present their Photo Story to the class (two days)
5. Students will grade each other using the same rubric as the teacher

STAGE 3: LEARNING PLAN
1. Materials & resources: List all including technology tools, web resources, maps.
   - Laptops with wi-fi access or computer lab
   - Photo Story
   - List of people from the SOL standard
   - Google Custom Search engine
   - A teacher create wiki

2. Timeline: next to each step, indicate approximate length of time you expect each step to take.

Introductory activities:
- The teacher could read "Bessie Smith and the Night Riders" by Sue Stauffacher (15 minutes)
Developmental activities:
- At the beginning of the unit, all the key people of the Harlem Renaissance should be introduced at the most basic level. Since the students are basically teaching this unit, teacher input should be minimal. (30 minutes)
- The teacher will need to model how to create a Photo Story and how to upload information to the wiki (15 minutes)
Closing activities:
- Students will vote, via a survey software like Survey Monkey, on the person who, based on the presentations given, that they would most like to meet. (Five minutes)

Photo Story Biography

This week you will create a Photo Story biography of one of the key people that we have studied this year. This is one of your options for the "History Fair".

Purpose: Through your Photo Story, you will tell the story of the person or people you chose at random when we did the History Fair topic drawing.

Expectations:

All projects will contain the following

_____ 10-15 pictures that describe the life of your person

_____ each slide has text that describes the picture of the person

_____ the source of for each picture is cited either within the slide or at the end

_____ the slides are in chronological order (in order of date from birth to death)

_____ the final "story" slide contains information about the lasting impact of the person

Rubric

Adapted from http://ms.harlan.k12.ia.us/Hall/PhotoStory/PhotoStoryRubric.pdf

Photo Story Appearance and Content Rubric

Name _____ Score _____/24

Category	4 pts	3 pts	2 pts	1 pt	Points
1. Effectiveness 10-15 Pictures All pictures edited Title slide Credits slide Text for every picture Complete story	Project is a complete story and includes all material needed to gain a comfortable understanding of the topic and a satisfying story. All elements listed on the left are included.	Project is lacking one of the elements listed on the left.	Project is missing more than two elements listed on the left.	Project is lacking several key elements. The story is incomplete.	
2. Creativity	Creativity and original ideas enhance the story in an innovative way.	Most of the slides show use of creativity and original ideas to enhance the story.	Some use of creativity or original ideas is evident that enhances the story.	No use of creativity or original ideas is evident that enhances the story.	
3. Sequencing of Information	Graphics and story line are organized in a clear, logical way. The story is easy to follow.	Most information is organized in a clear, logical way. One picture or dialog piece seems out of place. The story can be followed	Two or more pictures or dialog pieces seem out of place, making the story difficult to follow.	There is no clear story. Pictures and/or dialog seem to be sequenced randomly.	
4. Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings or grammatical errors.	Presentation has more than 2 grammatical and/or spelling errors.		
5. Motion/ Transitions	Motion or transitions on all pictures/graphics are appropriate for the subject and enhance the picture and the story.	The motion or transitions on 1-2 pictures is distracting or detracts from the story.	Motion or transitions on 3-4 pictures are distracting or detract from the story.	Motion or transitions on 5 or more pictures are distracting or detract from the story.	
6. Pictures or Graphics	All pictures/graphics are (1) clear and in focus, (2) help to tell the story, (3) cropped if necessary, and (4) appropriate for the subject.	Most pictures/graphics have the qualities stated on the left. One picture is missing some of the qualities.	Some pictures/graphics have the qualities stated on the left. Two – three pictures are missing some of the qualities.	More than 3 pictures are missing some of the qualities stated on the left.	
				Total Points	**/24**