

BRIEF LESSON PLANS FOR USE WITH BIOGRAPHIES OF THE NATION (FEBRUARY 2013)
DOCUMENT PACKET—DAY #2
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Lesson #6: The New Negro and the Great Migration

Anticipatory Set:

--Read Quote from Alain Locke on the New Negro

- On a scale of one to ten, how significant is the transformation Locke describes?
- Do the changes he describes remind you of other periods in history?
- Based on Locke's definition, how would you define the New Negro?

Activity:

- Read Quote from Mississippi Senator James K. Vardaman
- Consider the Langston Hughes poem "The South" [see this and other poems on page 46]
- Listen to Billie Holiday's Strange Fruit [see lyrics on page 48]
- Contemplate Jacob Lawrence's Painting, Panel from the Harriet Tubman Series
- View map of the Great Migration
- Read W .E. B. DuBois, *Returning Soldiers* (1919) [See page 44]
- Discuss with a partner the evidence provided.

Wrap Up Questions:

- Based on the evidence provided what caused the Great Migration?
- What was the connection between World War I and the Great Migration?

Extension Activity:

Read the biography of Jacob Lawrence provided [page 55] and review the text of his migration series [page 56-57] Then visit the Jacob Lawrence Migration Series website.

http://www.phillipscollection.org/migration_series/flash/experience.cfm

Once you have viewed the migration series and gathered additional background info about Lawrence and his incredible project, utilize Lawrence's paintings as inspiration for creating a poem, song, short story, painting or other work of art regarding the African American Experience during the Great Migration.

Lesson #7: Harlem Renaissance American Idol

Pre Lesson Preparation:

The instructor should identify five seminal jazz artists of the early twentieth century and write brief biographical descriptions for each [see pages 50-54 for examples] Other musicians might include Louis Armstrong, Count Basie, Billie Holiday etc. Once personalities have been selected, locate brief YouTube videos of one song for each performer. Selections should be diverse in musical style and stage presence. Finally, teachers should create an American Idol Judges Evaluation worksheet for their selected performers [see sample on page 49]

Anticipatory Set:

Read James Weldon Johnson's "Harlem: The Culture Capital (1925)" [see page 47] and discuss the following questions:

- How does Johnson describe Harlem?
- What reasons does he provide for Harlem's emergence as the cultural capital of the New Negro?

Note some background on Jazz may also be helpful, but it's not absolutely necessary.

Activities:

- Explain that today students will become America Idol judges and that their goal will be to evaluate five early jazz masters.
- Distribute and explain the worksheet.
- Play each YouTube video performance and after each, give students time to fill in their forms.
- Once each performance has been viewed, total the scores and determine the winner!

Wrap Up:

Discuss the performers and the songs. What did the students like and dislike about each? Ask students to think about Jazz. What makes it different from other types of music? How does it express African American culture and history during the early 20th century?

Extension:

Invite local jazz musicians into the classroom to share their music and further discuss Jazz as an art form.

Lesson #8: Woody Guthrie, the Dust Bowl and the FSA

Anticipatory Set:

Ask students to read Woody Guthrie's Biography [page 64] and then play several of his songs as samples. See lyrics provided [page 65-66]

- What topics does Woody Guthrie sing about?
- Are his songs sad, funny, or both?
- What details do they reveal about life in the 1930s?

Then read the overview of the Farm Security Administration and the brief bios of its photographers.

- What were the goals of the FSA Photographers?
- Why was their job historically important?

Activities:

- Share several FSA photographs with students via PowerPoint or other method
- Invite students to make comments and ask questions
- Discuss the following:
 - What do the photographs tell us about the Dust Bowl and the people that lived during that time?
 - To what extent do the photos confirm or conflict with the information contained in Woody Guthrie's songs?
- Give students one FSA photograph and instructions for writing an I am Poem [page 58] or a Dust Bowl Song [page 71]. Use the rest of the period (or the next day) to write an original composition about life in the Dust Bowl.

Extension activity: Locate contemporary music and photographs related to a modern crisis. Compare and contrast these works with those from the Dust Bowl Era.