

## Harlem Renaissance (1920 - 1940)

Standards	Can you... (Essential Questions)
Trace the history of the development of American fiction.	1. describe how writing and storytelling changes through the various time periods of American fiction?
Identify, analyze and apply knowledge of literary structures and elements of American fiction.	2. show me and describe examples of diction, imagery, point of view, figurative language, and symbolism? ...show me specific examples from what you read of these things?
Relate literature to its context and historical background as well as to works from other time periods.	3. tell how the literature of this time period reflects the events, lives, values, beliefs of the people of the time period?
The student identifies, analyzes, and applies knowledge of the themes, structures, and elements of dramatic American literature and provides evidence from the text to support understanding;	4. tell what kinds of themes are present in dramatic American literature? 5. describe the structure and elements of dramatic American literature? 6. show me examples of these things in the stories you've read.?
The student identifies, analyzes, and applies knowledge of the structures and elements of American fiction and provides evidence from the text to support understanding;	7. describe the different genres of American literature – poetry, prose (short story, novel, essay, editorial, biography), and drama?

### PURPOSE OF THIS UNIT:

1. To relate the thinking of the people in this time period to the style and types of writing produced during this time period.
2. To read literature of this time period critically - identifying figurative language devices and examining themes common during this time period.

## Harlem Renaissance (1920 - 1940)

### 1. In the **RED** literature book, **READ** p. 534 - 536, Then **answer the following questions**

1. How did the poets of the Harlem Renaissance revolutionize African-American contributions to American literature? (What did they introduce?)
2. Who was considered the most distinctive voice of the West? Of the South?
3. Page 535. Read the quote in the small blue box by Langston Hughes. What does Hughes envision for the United States?

### 2. In the **RED** literature book, **READ** - 734 - 735, then **answer the following questions:**

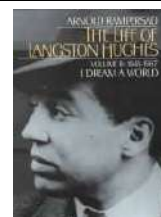
1. Langston Hughes is quoted as saying "It was the period when the Negro was in vogue" about the Harlem Renaissance. What do you think he meant?
2. How were intellectually gifted young African Americans encouraged and supported during this time?

### 3. **Click** on the following link and **watch** the following videos

<http://assignments.discoveryeducation.com/?cdPasscode=T678A-B47C>

**NOTE:** if asked for a passcode, enter this: T678A-B47C

1. *The Rise of the Harlem Renaissance*
2. *The Harlem Renaissance*



3. *The Harlem Renaissance and the Formation of the Negro Baseball Leagues*

4. *The Decline of the Harlem Renaissance*



Then answer the following questions:

1. Why did southern African Americans migrate north during this time period?
2. Why was Harlem an ideal place for these southern African Americans?
3. What sorts of emotions did African American artists express through their art?
4. What factors led to the decline of the Harlem Renaissance?

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#### 4. Influential People Graphic Organizer

i. Find 5 influential people who were important to the Harlem Renaissance period on the Internet. **Find TWO authors, ONE singer, ONE musician, and ONE artist (can be painting, photography, dance or other art form).**

**HINT:** try the below link for people to locate online

<http://www.bookrags.com/research/harlem-renaissance-timeline-hren-01/>

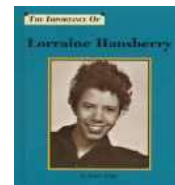
ii. Click on the tab below named "Graphic Org" to complete this assignment

You may print this document, if you wish. Ask your teacher to print it!!

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5. In the **RED** lit book, **read over** pages 813 – 824 about American Drama and **answer the following questions:**

1. What are the basic elements of drama?
2. What is “realistic drama”?
3. List three of the playwrights mentioned and list two of the plays they wrote.
4. Read about Lorraine Hansberry on page 826.
  - a. List AT LEAST five facts.
5. Read “Before You Read” on page 827.
6. Look over Act I, Scene 1 on pages 829 – 841.
  1. List the differences you notice between a play and a novel.  
**NOTE:** You do NOT have to read Act 1, just look at how it is arranged on the page and compare to a novel.
7. Read “A Dream Deferred” by Langston Hughes on page 828. Lorraine Hansberry borrowed a line from his poem for her play. See how it relates to the play as you read/watch the play.



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6. **Click** on the following link and **read** carefully about **STATIC** and **DYNAMIC** Characters. Then answer the following questions.

<http://www.cliffsnotes.com/WileyCDA/Section/What-is-a-dynamic-character-What-is-a-static-character-How-are-they-different-.id-305408.articleId-7986.html>

1. Define dynamic character.
2. Define static character.

**NOTE:** You will need to know this information in order to complete the assignments for *A Raisin in the Sun*.

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7. **Watch** *A Raisin in the Sun* and **complete the following FOUR assignments:**

1. Follow along in the book for the first scene. After the first scene is over pause the movie and **write one paragraph about the similarities/differences between the movie and the play.**



**2. Complete the Character Analysis chart.** Click on the tab below named Char Ana. You may have your teacher print it out if you wish.



**3. Compare and contrast** Beneatha and Walter. (*NOTE: saying one is female and one is male will NOT count!!!!*)

You may do this in a well-written essay or a detailed Venn diagram or Power Point.

**4. In the end, does Walter achieve his dream? Explain your answer in a well-written paragraph using specific examples from the story.**

**5. Discuss how the poem "A Dream Deferred" relates to the play *A Raisin in the Sun* .**

Be sure to use specific examples from the play.

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## **8. Grade yourself**

1. Get a blank standards rubric from your teacher and grade yourself on how well you've mastered the standards.
3. Then bring all completed work and rubrics to your teacher to conference about your work.