

Harlem Renaissance (1920 - 1940)

THEME: Modern Times, Modern Issues

CCGPS Standards and "I Can" Statements

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

1. I CAN draw evidence and give page numbers from the text to support my answers.
2. I CAN correctly cite the evidence from the text that I use to support my answer.
3. I CAN critically review my written work and revise and edit it BEFORE turning it in for a grade.

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

4. I CAN examine the setting, characters, and action of a play and analyze how the author's choices impact the story.

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

5. I CAN determine two or more themes of the story

ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

6. I CAN determine meanings of words and examine the impact word choices have on the development of meaning in the play.

ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

7. I CAN incorporate background knowledge of the author and the time period into my analysis of drama.
8. I CAN examine how the theme of achieving the American dream is treated in three separate texts from the same time period.

Task 1. The Harlem Renaissance - Introduction

In the *Passing the CCGPS American Literature EOCT* work book, read p. 43 (bottom) and 44 (top).

1. How long did the Harlem Renaissance approximately last?
2. Based on the reading in the workbook, tell what type of art each artist produced.

Langston Hughes
Countee Cullen
Jean Toomer
Richard Wright
Zora Neal Hurston



In the RED literature book, read p. 534 - 536, Then answer the following questions

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

Task 2. More on the Harlem Renaissance

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

1. Many African American artists, writers, musicians and performers migrated north to the ____ neighborhood called ____.
2. ____, ____, ____, ____, ____, ____, ____, and ____ congregated, forming a vibrant mecca of cultural ____ and ____.
3. Langston Hughes wrote, "it was the period when the Negro was in vogue." What does he mean by this?
4. Mainstream America was developing a new respect for African ____ and ____.
5. How were intellectually gifted young African Americans encouraged and supported during this time?

6. African American writers of this period addressed issues of ____, ____, ____, and ____.
7. Some writer focused entirely on ____ characters while others addressed ____ among ____ of different ____.
8. What cause the funding for many African American writers and publications to dry up?

Task 3. Langston Hughes

In the RED literature book, read p.760 - 761, then answer the questions that follow ON YOUR OWN PAPER.

1. How was Langston Hughes discovered?
2. Hughes is quoted as follows, "Perhaps the mission of an artist is to interpret beauty to the people..." What do YOU think he meant by that?
3. Answer the following questions about Hughes:
 - 3.1 Languages spoken besides English (two)
 - 3.2 Countries lived/visited besides USA (four)
 - 3.3 How many did he write?
 - a. ____ volumes of poetry?
 - b. ____ novels?
 - c. ____ books of short stories?
 - d. ____ plays?
4. Why were Walt Whitman and Carl Sandburg the most important influences on his poetry?
5. hughes celebrated the experiences of ____, ____, often using ____ rhythms and the ____ structure of the ____ in his poems.
6. He said that his work was an attempt to "_____."

Reading Focus, p. 764

7. Harlem Renaissance writers created many poems that were responses to the ____ of ____ that pervaded the lives of ____ residents.
8. In which time period is the poem "Harlem" (p. 764) set?
9. This period was a time when even a ____-cent increase in the price of bread could be ____, when being ____ and ____ meant that there were limited ____.

Elements of Literature, p. 764

10. ____ is the attitude a writer takes toward the subject of a ____, the ____ or ____ in it, or the ____ it is directed to.
11. In which American literature time period did he write?

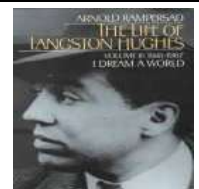
READ THE POEM "Harlem" in the RED LITERATURE BOOK on p. 764. Then answer the questions that follow. THEN answer the following questions.

1. What are the specific hardships and injustices that the people of Harlem remember, according to the speaker in the poem?
2. THREE PART QUESTION. Look for signs of the speaker's emotional state. 1) Is he angry, amused, baffled? 2) Is he more than one of these? 3) Write down words or phrases from the poem that prove your answers.
3. What tone does the repetition of the word "remember" create?

Task 4 - American Drama

In the RED lit book, read over pages 813 – 824 about American Drama and answer the

1. Drama is probably the most ____ form of writing.
2. A play is not finished in the same way that a poem or novel is. There remains the process of ____ the play to ____ on stage.
3. Another difference between drama and other literary forms is that ____ and ____ are essential elements in drama.
4. Stage technicians may dazzle our ____ with intricate and fascinating ____, but if a play doesn't have a ____ story, we find nothing ____ in the end because our ____ have not been touched.



Structure: Organizing our Emotions

5. We respond to a play in very much the same way we respond to a ____.

6. Early on, the playwright organizes our emotions behind some ____ or group of ____ - we are "for" them.
7. The characters are placed in a situation involving ____ in which they have something vital at ____.
8. The protagonist (the main character) struggles with both ____ conflict and ____ conflict.
9. (p. 815) Why is the word participation so important with a play?

How a Play is Produced (It's a Miracle)

10. Why is it considered a miracle when an American play gets written and produced? (What is the drama dependent upon?)
11. What is the minimum cost to produce a new writer's play on Broadway?
- 12 (p. 817) The production of a play depends on a successful ____ relationship among the ____, the ____, the ____ and the ____.

The History of American Drama: The Caboose of Literature

13. ____ ____ is considered the most important playwright the US has produced.
14. Instead of breaking new ground, theater tends to dramatize accepted ____ and ____.
15. Theater is a ____ art, one we attend as a part of a ____ _____. We seem to respond to something new much more slowly as a ____ than as an ____.

The Influence of Europe: Psychology and Taboo Subjects

16. What three European playwrights contributed significant influences on American drama?

The Revolt against Realism: Theater of Fragmentation

17. In the mid-19th century, realism in drama was conceived as a revolt against ____ ____.
18. Currently there is a revolt against ____ in American drama and a movement toward ____, with an emphasis on ____ ____ and imaginative ____.
19. Define "expressionist drama."

Task 5 - Lorraine Hansberry, author of *A Raisin in the Sun*

In the RED literature book, read p. 826 - 827, then answer the following questions.

1. Why did her father move the family into a hostile white neighborhood?
2. Hansberry's play '*A Raisin in the Sun*' was an instant ____ and marked the beginning of a vigorous ____ theater ____.

Reading Focus, p. 827

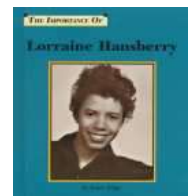
3. Define the word "defer". <http://www.merriam-webster.com/dictionary/defer>
4. The American dream has at its core a promise that, with ____ ____, every American can make his or her ____ come ____.

Elements of Literature, p. 827

5. A ____ is the central struggle between opposing ____ or ____ in a story.
6. In the play you are about to read, *A Raisin in the Sun*, what generates the conflict?
7. What internal conflicts will the characters struggle with?
8. What external conflicts will they struggle with?

Background, p. 827

9. *A Raisin in the Sun* is in the tradition of the ____ play.
10. The play is about a poor family in a ____ situation, where each member struggles to realize a dream that ____ with the ____ and ____ of the other family members.
11. In this play the characters' problems are not only ____; they also stem from the fact that the characters are ____ ____ and living in the US in the mid-____ century.



Task 6. *A Raisin in the Sun* - watch the film

Use the following links to help you define dynamic and static characters. You will need to know this information as you complete activities for the film!!

1. Define dynamic character. <http://dictionary.reference.com/browse/dynamic+character>
2. Define static character. <http://dictionary.reference.com/browse/static+character>

In the RED literature book, turn to p. 828.

3. Read the poem under the title of the play on p. 828. What point is Langston Hughes making about deferred dreams?
4. Read over the character lists to familiarize yourself with their names. In what order are the characters listed?
5. Look carefully at the first two pages of the play (p. 829-830). How does the format of a play look different than the format of a novel?
6. As you begin the film, follow along in the book for the first scene.

After the first scene is over pause the movie and **make a list of** the similarities and differences between the movie and the play.

Task 7. *A Raisin in the Sun*- Culminating Activities

Complete the following questions and activities about the story.

1. Setting
 - 1.1 In what city and time period is this play set?
 - 1.2 Where does the main action take place?
 - 1.3 How might the story have ended differently if it had been set in an earlier time period, such as the early 1900s?
2. What is the MAIN theme of this play?

Name AT LEAST ONE other theme present. (HINT: think about Beneatha and Ruth)
3. What is ironic about the family receiving \$10,000?
5. Return to the poem "A Dream Deferred" (p. 828). What does the raisin symbolize in the play?
5. Complete the Character Analysis chart. It should be attached to the unit syllabus.
6. Compare and contrast Beneatha and Walter. (NOTE: saying one is female and one is male will NOT count!!!!)

You may do this in a detailed chart or Venn diagram

7. In the end, does Walter achieve his dream? Support your answer using specific examples from the story.
8. In a chart on your paper (or on computer paper), compare Walter's search for the American Dream to Daisy from *The Great Gatsby* and George from *Of Mice and Men* . Include the following observations FOR EACH CHARACTER on your chart.

	Walter	Daisy	George
What is his/her ideal American dream?			
What attempts did he/she make to achieve the dream?			
Was each successful in achieving the dream? WHY OR WHY NOT?			

Task 8. Semester Final Exam Project

1. The Semester Final Exam Project is your final exam in this course and counts as a final exam grade.

It is a Power Point presentation, in which you will reflect upon what you learned in each unit you complete in your English class, you will reflect upon what you did, what standards were addressed and what you learned in each task.

Instead of waiting until the end of the semester to complete this final exam, you will work on it as you complete each unit. That way your final exam will be finished when you complete your last unit for this course.

2. Get the instructions for the Final Exam Project from your teacher.

Task 9. Grade Yourself

1. Get a blank standards-based rubric from your teacher
2. Write each "I Can..." statement from the Standards chart in a separate box.
3. Then rate yourself as to how well you mastered each "I Can..." statement.
4. Bring all your work & the completed rubric to your teacher to discuss your work & your grade.