

## **“The Education Element of the Harlem Renaissance and Its Impact on The New Negro” by Haywoodene Hines**

**Possible Subject Areas(s):** U.S. History, World History, Economics, Politics, Education, Literature, Performing Arts, Civil Rights, Government, Sociology, Fashion, Entertainment, Social Clubs, Business, Music, Art, Real Estate, Language.

### **Overview:**

Students will become aware of the New Negro Movement/ Harlem Renaissance and how it was influenced by the Great Migration. Students will become familiar with the concepts of W.E. B. DuBois concerning education and the New Negro, as well as the impact of Howard University and Black Greek fraternities and sororities during this “rebirth.” Students will make reader-to-text connections via Thinking Maps, research, readings, writings, projects, note taking, and jigsaw strategy.

### **Essential Understanding:**

- The Harlem Renaissance had a great impact on the education of the New Negro.
- The Great Migration impacted the Harlem Renaissance.

### **Essential Questions:**

- What was the Great Migration?
- How did the Great Migration influence the Harlem Renaissance?
- What was the Harlem Renaissance?
- Who was W.E.B. DuBois?
- What was DuBois’ stand on education?
- What impact did the Harlem Renaissance have on education?
- Why was Howard University a major educational institution for Blacks during this time period?
- How did Black Greek fraternities and sororities embody the concepts of the New Negro Movement?

**CT Standards:** 2.1; 3.3; 4.2; 12.1; 12.4; 13.1; 13.3

**Central Themes:** Racial Pride, Knowledge, Service, Self-Improvement

### **Objectives:**

Students will be able to:

- Discuss the reasons for the Great Migration
- Relate the Great Migration to the Harlem Renaissance
- Compare/Contrast the four immigrant groups to the U.S. to the Great Migration
- Read and discuss excerpts from *The New Negro* as it relates to education.
- Write persuasive and summary paragraphs.

- Research information and make applications to present-day events.
- Apply note taking skills
- Develop vocabulary
- Make reader-to- text connections.
- Create projects based on research/course study
- Create timelines
- Apply learning strategies

**Materials Needed:**

- NUA Thinking Maps (Bubble Map)
- *The New Negro-Voices of the Harlem Renaissance* edited by Alan Locke (pages 312-322, “Howard: The National Negro University.”)
- *Civics-Participating in Government* by Prentice Hall (Chapter 1, “A Portrait of Americans,” pages 1-19)
- *The Great Migration- An American Story Paintings* by Jacob Lawrence
- *We The People: The Harlem Renaissance* by Dana Meachen Rau, (pages 4-6; 12-13)
- *The Harlem Renaissance* by Andy Koopmans (page 21 )
- Website- *The Harlem Renaissance for Kids*
- Website-<http://www.squidoo.com/blackgreeks>
- Website-[http://www.kurahulanda.com/04b09\\_museum\\_temporary.html](http://www.kurahulanda.com/04b09_museum_temporary.html)
- <http://web.csustan.edu/english/reuben/pal/chap9/9intro.html>
- Stomp the Yard (Movie)
- *The Divine Nine* by Lawrence C. Cross, Jr.
- *Crossing the Danger Water* by Deirdre Mullane
- *The African-American Century* by Henry Louis Gates, Jr. and Cornel West
- “*The Topic: Harlem Renaissance*” print-out
- Song, “I’m Black and I’m Proud,” by James Brown
- “Migration” by Walter Dean Myers
- “Harlem” by Frank Horne
- *Increasing Academic Success for Every Student: Practical Strategies for Differentiating Your Classroom Instruction (Grades 6-12)* by Dr. David Vawter

**Suggested Procedure/Activities:**

**Day 1**

- Teacher will read *The Great Migration* by Jacob Lawrence
- Students will listen to the reading of the book and take Cornell Notes.
- Students will discuss from their notes what the Great Migration was, the reasons for the movement from the south to the north, the advantages and the disadvantages of the move.
- Students will share summary paragraphs from their notes re The Great Migration.
- Students will create a Word Wall of terms from their notes such as migration, segregation, boll-weevil, migrants, tenant farmers, “Black Capital of the World,”

The Great Migration.

- Students will read and analyze the poem, "Migration," by Walter Dean Myers

**Homework:** Students will read Chapter 1, "A Portrait of America," pages 1-19, and compare and contrast the reasons and results of the four immigrant groups to America to the migrants of the Great Migration via Bubble Maps with summary paragraphs based on the contents of the Bubble Maps.

## Day 2

- Students will read an excerpt from *The African American Century* by Henry Louis Gates, Jr. and Cornel West, page 99, "Langston Hughes," and "The Topic: Harlem Renaissance," print-out, as well as "A Buzz in the City," pages 4-6, *We the People: Harlem Renaissance* by Dana Meachen Rau
- Students will paraphrase the meaning of the term, "Harlem Renaissance."
- Students will listen to the song, "I'm Black and I'm Proud," by James Brown .
- Students will discuss the relation of the song to the Harlem Renaissance.
- Students will continue the Word Wall with words such as The Harlem Renaissance, The New Negro Movement, W.E.B DuBois, The Talented Tenth.
- Students will read and analyze the poem, "Harlem," by Frank Horne via researching titles, people and phrases of the Harlem Renaissance referenced in the poem.
- Students will share their interpretations of the poem.

**Homework:** Students will read "A New Identity," pages 12-13, *We the People: The Harlem Renaissance*, by Dana Meachan Rau; "W.E.B DuBois: The New Negro", page 21, *The Harlem Renaissance* by Andy Koopmans; and passages from "The Talented Tenth," pages 382, 386, 389, 392, *Crossing the Danger Water*, by Deirdre Mullane. Students will write a Quick Write paragraph of 8+ sentences explaining their interpretation of the quote by W.E.B DuBois which states, "Education is that whole system of human training within and without the school house walls, which molds and develops men." The Quick Write must contain at least one example to emphasize the student's viewpoint.

## Day 3

- Students are divided into 4 teams by the teacher.
- The assigned readings/study materials are divided into 4 sections. ( Two teams will read " Howard: The National Negro University;" one team will read about Black Greek letter fraternities, and one team will read about Black Greek letter sororities.)
- Students will read passages from " Howard : The National Negro University," as well as passages from *The Divine Nine* and *Harlem Renaissance* about the Black Greek letter fraternities and sororities.( Alpha Phi Alpha, Kappa Alpha Psi,

**Day 3 (Hand-out)**  
**Jigsaw Strategy**

**A. Education**

**Directions-** Answer the following questions based on your reading:

**Teams #1 and #2** (Read pages 312-322, “Howard: The National Negro University,” from *The New Negro-Voices of the Harlem Renaissance* by Alan Locke)

**Questions- Team #1**

1. What is the founding history of Howard University?
2. What were the educational needs of the Negro student?
3. In what ways did Howard University meet these needs?
4. Was the title “university” justifiable for Howard as an institution of higher learning? Explain.

**Questions- Team #2**

5. What were the goals /objectives of Howard University for Negro students?
6. How did Howard University fulfill the criteria of producing DuBois’ Talented Tenth?
7. Did Howard University merit its name, “The Capstone on Negro Education?” Explain.
8. List some of the past and present alumni of Howard University and their contributions to the community.

**B. Black Greek Letter Fraternities and Sororities**

**Directions-** Answer the following questions based on your reading:

**Teams #3 and #4** (Read chapters from *The Divine Nine*, by Lawrence C. Ross, Jr.)

**Team #3- Fraternities** (Read Chapter 1, pages 3-160); **Team #4- Sororities** (Read Chapter 2, pages 163-307)

**Questions** (Both groups answer the same set of questions for each of the 5 fraternities and the 4 sororities))

1. What were the goals/objectives of the founders when initiating the organization?
2. Explain how these goals/objectives embraced DuBois’ philosophy of education.
3. In what kinds of programs/activities was the organization involved in the past?
4. What characteristic(s) made the organization unique?
5. What similarities exist between the fraternities and sororities?
6. Under what political climate, if any, was the organization exposed?
7. Does the organization continue to embody the ideas of DuBois’ Talented Tenth , today? Explain.
8. Who are some of the noteworthy members of the organization past/present? What contributions have they made to the community?

Omega Psi Phi, Phi Beta Sigma fraternities and Delta Sigma Theta, Zeta Phi Beta, Alpha Kappa Alpha, Sigma Gamma Rho, Iota Phi Theta sororities)

- Team members will read, study, and answer questions individually about their topics.
- Teams will **jigsaw** into Expert Groups.
- Expert Groups will meet, share, and design teaching strategies.
- Teams will reassemble.
- Experts will teach to their teams.
- Students will share in a whole class review
- Students will maintain the Word Wall with terms such as Howard University, fraternity, sorority.

**Homework:** Students will research and create the following timelines related to their topics such as:

- a. The founding dates/location of the Black Greek letter fraternities
- b. The founding dates/location of the Black Greek letter sororities
- c. The founding dates/location of the historically Black colleges and universities

### **Suggested Activities/Procedures**

Students will select one project from a menu of choices to complete. A rubric will be part of the assessment. Students must share their projects in class.

### **Possible Extensions/Resources:**

- Research the people, places, ideals impacted by and resulting from the Harlem Renaissance in literature/writers, art/artists, theater, music, dance, sports, religion, politics, and social groups.
- Visit “Drop Me Off in Harlem from Arts Edge to discover themes and works of the Harlem Renaissance @ <http://artsege.kennedy-center.org/exploring/harlem>
- www. United Negro College Fund

### **Books:**

- *Langston Hughes, The Dream Keeper and Other Poems* by Alfred A. Knopf
- *Love to Langston* by Tony Medina
- *Black Heroes* by Jessie Carney Smith
- *Civil Rights Chronicle, The African-American Struggle for Freedom* by Claybourne Carson, Ph.D.
- *Historical and Cultural Atlas of African Americans* by Molefi K. Asante and Mark T. Mattson
- *Encyclopedia of the Harlem Renaissance* by Aberyhani and Sandra L. West
- *Atlas of African-American History* by James Ciment