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Lesson Plan

1. Harlem Renaissance: A Portrait Investigation

2. Overview
- Students in small group will make three hypotheses about an assigned portrait of a key player in the Harlem Renaissance, based on pose, facial expression, clothing, setting, and activity in portrait. They will then be given the name of their subject and do some basic research about who that person was, and their role in the Harlem Renaissance. Finally, they will produce a one slide Google Slide "poster" that shows their findings, how accurate their original hypotheses were, and additional facts, quotes, or short phrases about their subject.

3. Objectives
- The student will be able to analyze a portrait of a (most likely) unknown subject from the Harlem Renaissance.
- The student will be able to hypothesize characteristics and roles of unknown subject from the Harlem Renaissance.
- The student will be able to determine accuracy of hypotheses based on research.
- The student will be able to explain what and why there were correct or incorrect in their hypotheses.
- The student will be able to create a visual aide to help explain their findings.

4. Standards (State and Common Core)
- CCSS.ELA-LITERACY.W.7.2.B
  Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.7.2.F
  Provide a concluding statement or section that follows from and supports the information or explanation presented.
- CCSS.ELA-LITERACY.W.7.7
  Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- CCSS.ELA-LITERACY.SL.7.1
  Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.SL.7.4
  Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.7.5
  Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

5. Time Required
  ● One 90 minute ELA block class period for hypotheses, research and poster creation.
  ● 30 minutes of following class period for presentations, reflection and questions.

6. Recommended Grade Range
  ● Grades 6-8

7. Subject/Topic
English Language Arts, Social Studies

PREPARATION

8. Materials Used
  ● Google Slide presentation to introduce **portrait**, whole model example, and expectations. http://kondraschow.weebly.com/uploads/1/5/4/8/15489106/portraits_defining_people__1_.pdf
  ● [Portrait of Louis Armstrong, between 1938 and 1948] https://www.loc.gov/item/gottlieb.09611/
  ● [Portrait of Zora Neale Hurston] http://www.loc.gov/pictures/item/2004663047/
  ● [Portrait of Romare Bearden] https://www.high.org/Educators/Teachers/Picasso-To-Warhol-Teacher-Resources/Meet-the-Masters/Romare-Bearden
  ● Robinson at first for Dodgers https://www.loc.gov/item/99400830/
  ● Primary Source Analysis Tool http://kondraschow.weebly.com/uploads/1/5/4/8/15489106/primary_source_analysis_tool.pdf
  ● Teacher Guide for Analyzing Photographs and Images http://kondraschow.weebly.com/uploads/1/5/4/8/15489106/teacher_guide_for_analyzing_photographs_and_prints.pdf

9. Resources Used
  1. Louis Armstrong
      a. **Title:** [Portrait of Louis Armstrong, between 1938 and 1948]
      b. **Contributor Names:** Gottlieb, William P. -- 1917- (photographer)
      c. **Created / Published:** 1938, monographic.
      d. **URL:** https://www.loc.gov/item/gottlieb.09611/
  2. Zora Neale Hurston
      a. **Title:** [Portrait of Zora Neale Hurston]
      b. **Creator(s):** Van Vechten, Carl, 1880-1964, photographer
      c. **Date Created/Published:** 1938 Apr. 3.
      d. **URL:** http://www.loc.gov/pictures/item/2004663047/

3. **Romare Bearden**
   a. **Title:** Portrait of Romare Bearden
   b. **Contributor(s) Names:** High Museum of Art Atlanta: Meet the Masters
   c. **Created / Published:** 1944.
   d. **URL:**
      https://www.high.org/Educators/Teachers/Picasso-To-Warhol-Teacher-Resources/Meet-the-Masters/Romare-Bearden
4. **Jackie Robinson**
   a. **Title:** Robinson at first for Dodgers
   b. **Created / Published:** 1947 April 11.
   c. **URL:** https://www.loc.gov/item/99400830/

PROCEDURE

10. Description of Procedure

1. Briefly discuss what a portrait is, and provide portrait examples where students can pick out information about the subject. (5 min.)
2. Define **portrait** for students (2 min.)
3. Model/Whole Class analysis of Jackie Robinson; define qualities and defining characteristics of subject and discuss how/why we came up with such descriptors. (7 min.)
4. Assign small groups one of three portraits, Louis Armstrong, Zora Neale Hurston, and Romare Bearden. (2 minutes)
5. Students will work in small groups to analyze, discussion and agree on three hypotheses of qualities and characteristics of their subject. They will use the Primary Source Analysis Tool, with a provided copy of the Primary Source Analysis Tool Teacher's Guide for Analyzing Photographs and Prints   (10 - 15 min.)
6. Students will share hypotheses with teacher, and then will be given the name of their subject (3 min.)
7. Students will conduct basic research on their subject to reveal who their subject is, and their role in the Harlem Renaissance. (40 min.)
8. Students will create a Google Slides "poster" of their findings, including correctness or inaccuracies in their hypotheses, and what they found out about their subject in their research. (20 min.)
9. Students will present posters to class of findings and respond to student and teacher questions based on their research and presentation. (20-25 min.)
10. Discuss findings as a whole group; with explanation for reason of inaccuracies in original hypotheses, as well as interesting information they found out about their assigned person. (5-10 min)

11. Extension Ideas

This lesson plan can be extended to more figures in the Harlem Renaissance, can be extended to a research paper on their subject and ties to Harlem Renaissance. I will use this lesson to introduce Harlem Renaissance.

EVALUATION

12. Evaluation

Students will be evaluated on collaborative skills, critical thinking, product creation, accuracy of research, and speaking and listening skills.

CREDITS

13. Designer(s)

Scott Kondraschow