

LITERATURE & THOUGHT

THE HARLEM RENAISSANCE



TEACHER GUIDE

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Literature & Thought

The Harlem Renaissance

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	TG: pp. 15–16, 19, 27–28, 30, 31, 34, 44, 46, 55, 56 IWL: 1.1, 1.2, 2.1, 2.2
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	TG: pp. 41–42 IWL: 3.1, 3.2
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	TG: p. 21
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: p. 46 TG: pp. 15–16, 24, 26, 29, 40, 43, 44, 50, 54, 59 IWL: 1.1, 1.2, 1.3, 1.4
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 44, 57
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	TG: p. 55
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: p. 60
8. Distinguish among fact, opinion, and reasoned judgment in a text.	TG: p. 31
9. Analyze the relationship between a primary and secondary source on the same topic.	TG: pp. 52–53 IWL: 4.1, 4.2
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 67 include selections that are challenging, average, and easy.

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<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SB: p. 46 TG: pp. 24, 62, 63 IWL: 1.3, 1.4</p>
<p>3. Not applicable as a separate requirement.</p>	<p>Not applicable as a separate requirement.</p>
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<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: pp. 46, 76 TG: pp. 24, 36, 38–39, 64 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4, 4.3, 4.4</p>
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<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: p. 61</p>
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<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>TG: pp. 36, 60, 61</p>

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All Standards Correlated by Selection >> Grade 7

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Cluster One: What Was Life Like During the Harlem Renaissance?							
Teaching the Critical Thinking Skill: Describing	TG: pp. 15–16 IWL: 1.1, 1.2		RI.7.1 RI.7.4			RH.6–8.1 RH.6–8.4	
Cluster One Vocabulary	TG: p. 17	RL.7.4	RI.7.4			RH.6–8.4	
Seventh Avenue: The Great Black Way, Jervis Anderson	TG: p. 18		RI.7.2	W.7.9		RH.6–8.2	WHST.6–8.9
Laundry Workers' Choir, Vivian Morris	TG: p. 19		RI.7.1			RH.6–8.1	
The Typewriter, Dorothy West	TG: p. 20	RL.7.3 RL.7.4					
Rent Parties, Frank Byrd	TG: p. 21		RI.7.3			RH.6–8.3	
The Tropics in New York, Claude McKay	TG: p. 22	RL.7.1					
Harlem Wine, Countee Cullen <i>CCSS Exemplar Author</i>	TG: p. 23	RL.7.1 RL.7.4					
Responding to Cluster One Writing Activity: Creating Word Pictures	SB: p. 46 TG: p. 24 IWL: 1.3, 1.4	RL.7.4	RI.7.4	W.7.2 W.7.4 W.7.9 W.7.10		RH.6–8.4	WHST.6–8.2 WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Cluster One Vocabulary Test	TG: p. 26	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Two: How Were Issues of Race Addressed?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 27–28 IWL: 2.1, 2.2	RL.7.1	RI.7.1			RH.6–8.1	
Cluster Two Vocabulary	TG: p. 29	RL.7.4	RI.7.4			RH.6–8.4	
All God's Chillun Got Eyes, E. Franklin Frazier	TG: p. 30		RI.7.1 RI.7.6	W.7.3		RH.6–8.1	
Race Pride, W.E.B. Du Bois	TG: p. 31		RI.7.1 RI.7.8			RH.6–8.1 RH.6–8.8	

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I, Too, Langston Hughes <i>CCSS Exemplar</i> Author	TG: p. 32	RL.7.1 RL.7.4 RL.7.5					
Any Human to Another, Countee Cullen <i>CCSS Exemplar</i> Author	TG: p. 33	RL.7.1					
Black Men, You Shall Be Great Again, Marcus Garvey	TG: p. 34		RI.7.8	W.7.1	SL.7.3	RH.6–8.1	WHST.6–8.1
How It Feels to Be Colored Me, Zora Neale Hurston <i>CCSS Exemplar</i> Author	TG: p. 35		RI.7.2 RI.7.3		SL.7.1		
The Pink Hat, Caroline Bond Day	TG: p. 36	RL.7.1		W.7.4 W.7.7			WHST.6–8.4 WHST.6–8.7
A Black Man Talks of Reaping, Arna Bontemps	TG: p. 37	RL.7.4					
Responding to Cluster Two Writing Activity: Encounter with the Past	SB: p. 76 TG: pp. 38–39 IWL: 2.3, 2.4		RI.7.4	W.7.4 W.7.9 W.7.10	SL.7.3		WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Cluster Two Vocabulary Test	TG: p. 40	RL.7.4	RI.7.4			RH.6–8.4	
Cluster Three: What Contributions Were Made to American Art and Culture?							
Teaching the Critical Thinking Skill: Generalizing	TG: pp. 41–42 IWL: 3.1, 3.2	RL.7.2	RI.7.2			RH.6–8.2	
Cluster Three Vocabulary	TG: p. 43	RL.7.4	RI.7.4			RH.6–8.4	
The Negro Artist and the Racial Mountain, Langston Hughes <i>CCSS Exemplar</i> Author	TG: p. 44		RI.7.1 RI.7.4 RI.7.5			RH.6–8.1 RH.6–8.4 RH.6–8.5	

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Miss Cynthia, Rudolph Fisher	TG: p. 45	RL.7.3			SL.7.5		
from Ellington's "Mood in Indigo," Janet Mabie	TG: p. 46		RI.7.1			RH.6-8.1	
Jazzonia, Langston Hughes CCSS Exemplar Author	TG: p. 47	RL.7.1 RL.7.4 RL.7.7					
Responding to Cluster Three Writing Activity: Musical Poetry	SB: p. 106 TG: pp. 48-49 IWL: 3.3, 3.4	RL.7.3		W.7.4 W.7.10			WHST.6-8.10
Cluster Three Vocabulary Test	TG: p. 50	RL.7.4	RI.7.4			RH.6-8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 52-53 IWL: 4.1, 4.2	RL.7.9	RI.7.7 RI.7.9			RH.6-8.9	
Cluster Four Vocabulary	TG: p. 54	RL.7.4	RI.7.4			RH.6-8.4	
Spike's Gotta Do It, Spike Lee	TG: p. 55		RI.7.1 RI.7.6			RH.6-8.1 RH.6-8.6	
If Black English Isn't a Language, Then Tell Me, What Is?, James Baldwin	TG: p. 56		RI.7.1 RI.7.5			RH.6-8.1	
In Search of Zora Neal Hurston, Alice Walker CCSS Exemplar Author	TG: p. 57		RI.7.1 RI.7.3 RI.7.5			RH.6-8.5	
There's a Harlem Renaissance in My Head, Maurice E. Duhon, Jr.	TG: p. 58	RL.7.1 RL.7.4					
Cluster Four Vocabulary Test	TG: p. 59	RL.7.4	RI.7.4			RH.6-8.4	

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Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 60			W.7.3 W.7.7 W.7.10	SL.7.2		WHST.6–8.7
Assessment and Project Ideas	TG: p. 61			W.7.6 W.7.7 W.7.10			WHST.6–8.6 WHST.6–8.7 WHST.6–8.10
Answering the Essential Question	TG: p. 62			W.7.2 W.7.9	SL.7.2		WHST.6–8.2 WHST.6–8.8
Essay Test	TG: p. 63			W.7.2 W.7.9 W.7.10			WHST.6–8.2 WHST.6–8.8 WHST.6–8.10
Rubric for Project Evaluation	TG: p. 64			W.7.4 W.7.5 W.7.8 W.7.9	SL.7.4 SL.7.5 SL.7.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 67	RL.7.10	RI.7.10			RH.6–8.10	

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