Keep on Moving:
Studying African Americans Movements

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Dr. Gordon
Education Policy and Leadership 834

An Interpretive History of African American Education
Part II: 1950 to the Present
**Purpose:** The purpose of this year long theme is to challenge and empower young African American students for the future. It is my belief that academic achievement is related to a positive understanding of one’s identity and culture despite the majority’s attempts to malign and denigrate it through media stereotypes, majority perspectives, and lack of culturally representative texts. After reading several books in this class and much discussion, it became imperative for me to develop not just a unit for this class, but a theme that could be used for the entire year to engage my students. The title of this year long theme is “Keep on Moving” because as a group of people, African Americans have moved past obstacles and barriers to assert their position in America. Further, Peter Murrell (2002) stated that as part of the specific cultural practices in an African-Centered Pedagogy, teachers must employ a living curriculum, like a “movement history”, to help students address the historical and contemporary struggles of African American people. As Peter Murrell (2002) asserted there is a definitive cultural and intellectual history that has emerged from the collective experiences of African Americans…and it has an important relationship to what education truly means in the collective memory of descendants of Africans in America.

**Generative Questions for theme:** Have you ever moved (micro-level question)? How would you handle a move (micro-level question)? How do people form new communities (meso-level question)? What factors influence a person’s decision to move (meso-level)? When people are forced to move, how can they turn a negative situation into a positive situation (meso-level)? What type of mass movements can you think of that forced people to move physically or mentally (macro-level question)? How has these movements influenced your life (macro-level question)?

**Possible Unit Topics and Possible Subjects under the topic for the entire academic year:**

**African Society (Pre-colonial)**
- Types of Governments in pre-colonial Africa

**The Transatlantic Slave Trade**
- The development of the trade
- The Middle Passage
- African Ethnicities in America

**The Domestic Slave Trade**
- Exporters and Importers
- The Victims of the Trade
- The National Debate (abolitionists- David Walker’s Appeal)

**Runaways and the Underground Railroad**
- Reasons to Escape
- Example of Fugitives and Revolts
- Maroon Communities
- Canada- the promised land?
Civil War and Reconstruction
- African American Women and Men who served
- Reconstruction
- Jim Crow

Colonization and Emigration
- Reasons for Colonization and Emigration
- Colonization of Sierra Leone and Liberia
- The Debate on Colonization and Emigration
- Marcus Garvey’s Back to Africa movement

Immigration to America
- Haitian Revolution and movement to America

Heading out West
- Kansas
- Oklahoma and Black Wall Street
- After World War II

The Great Migration
- A hard life in the industrial north
- Harlem Renaissance
- Red Summer

The Second Great Migration
- World War II and the Second Exodus from the South
- A. Phillip Randolph and the Sleeping Car Porters
- Veterans Return Home

The Civil Rights Movement

The Black Power Movement

Returning to the South
- Jim Crow Dismantled?
- Atlanta as the new Black Mecca or Promised Land?

Global Migration
- Caribbean
- Haitian and Cuban Migration
- African Migration

Globalization of Hip Hop
- Media influences
Urban Movement
- Gentrification
- Schools

Using the Internet to Create Movement
- Political Movements like Barack Obama and Jena 6

Connecting to Ohio’s Academic Content Standards:
There are endless possibilities for this project to be connected to Ohio’s Standards. Due to the scope of this massive endeavor, I have selected one possible unit to present for discussion. The following unit could use the State of Ohio’s language arts, social studies, fine arts, and technology Academic Content Standards. Some examples of possible Ohio’s content standards are:

Reading Applications: Informational, Technical and Persuasive Text Standard
Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

Indicators for grade 8
1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.
2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.
3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.
4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.
5. Assess the adequacy, accuracy and appropriateness of an author's details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.
6. Identify the author's purpose and intended audience for the text.
7. Analyze an author's argument, perspective or viewpoint and explain the development of key points.
8. Recognize how writers cite facts, draw inferences and present opinions in informational text.
9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).

Example of a Unit: The Harlem Renaissance (From the Great Migration Theme)

U.S. History/Language Arts
Grade: 8

Title of Unit: Harlem Renaissance
Length of Unit: 3 weeks

Social Studies Standards addressed in this unit:
- Identify and explain racial segregation and discrimination.
- Identify and understand struggles and contributions of African American leaders of the 1900’s-1930’s.

Enduring Understanding:
- Students will understand the connection between historical events and civil unrest during the Harlem Renaissance and the popular culture of the period.

Essential Questions:
What impact did African American leaders & artists of the Harlem Renaissance have on U/S. history and culture?

Unit Assessment:
Choice #1: Pretend you are a writer and artist during the Harlem Renaissance. You want to create a poem, essay, story, painting, or song, to protest or improve people’s lives, and to teach about what life was like for African Americans during the Harlem Renaissance.

Choice #2: Pretend you are a critic for a newspaper or during the Harlem Renaissance. Select a poem, essay, story, painting, or song, from the Harlem Renaissance and write a review. In your article you must explain how the literature or art/music piece teaches about life during that time period and analyze the usefulness of the piece to protest, change, or improve the lives of African Americans during the Harlem Renaissance.
Harlem Renaissance Assessment
Choice #1: Pretend you are a writer and artist during the Harlem Renaissance. You want to try to create a poem, essay, story, painting, or song, to protest or improve people’s lives, and to teach about what life is like for African Americans during the Harlem Renaissance.

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<th>Teacher Assessment</th>
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<td>Creates and completes one of the approved art forms.</td>
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<tr>
<td>Final product communicates accurate historical information about the Harlem Renaissance.</td>
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<td>Final product attempts to protest or improve conditions for African Americans during the Harlem Renaissance.</td>
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<tr>
<td>Final product represents student’s best effort and careful preparation.</td>
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Additional Comments:
Harlem Renaissance Assessment

Choice #2: Pretend you are a critic for a newspaper during the Harlem Renaissance. Select a poem, essay, story, painting, or song, from the Harlem Renaissance and write a review. In your article, you must explain how the piece selected teaches about life during that time period and analyze the usefulness of the piece to protest, change, or improve the lives of African Americans during the Harlem Renaissance.

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<th>Artist’s Presentation</th>
<th>Self Assessment</th>
<th>Peer Assessment</th>
<th>Teacher Assessment</th>
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<td>Writes and completes art or literature from the Harlem Renaissance.</td>
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<td>Review and analyzes what the art or literature teaches about life during the Harlem Renaissance.</td>
<td>Excellent</td>
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<tr>
<td>Review and analyzes the art or literature for usefulness as a form of protest or agent of change during the Harlem Renaissance.</td>
<td>Excellent</td>
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Additional Comments:
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<td>Storybook Analysis “The Great Migration” Jacob Lawrence</td>
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<td>2. Historical collage/timeline of the Harlem Renaissance</td>
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<td>3. Notes - Civil Disorder 1917 - 1935 and formation of</td>
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<td>NAACP, UNIA, and Urban League</td>
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<td>4. Graph U.S. Lynching Statistics (Poem “They come by Tens)</td>
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<td>(Northstar PBS Minnesota Lynching segment)</td>
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<td>5. Hughes &amp; McKay (Biographies &amp; Poetry selections)</td>
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<td>6. W.E.B. Dubois and The Philadelphia Study</td>
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<td>8. Music: Bessie Smith, Marian Anderson, Josephine Baker</td>
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<td>9. Summative Assessment Lesson</td>
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Lesson 1

Lesson Title: Literature Analysis Activity
(“The Great Migration” by Jacob Lawrence)

1. Expectations: The students will examine the summative assessment for the Harlem Renaissance unit. As a first step in preparing for the assessment students will be able to describe the “Great Migration” of African Americans from the Southern United States to the cities of the North. They will be able to identify reasons for the movement north and problems faced by African Americans in the cities once they arrived.

2. Engagement: Students will be asked if art can be used to understand history. “Today we will look at paintings about a period of time called the Great Migration. Your challenge is to write a profile of the migration with only the paintings as your source of information.” Remind students of the assessment and the relevance of the lesson to success on the assessment.

3. Exploration: Students will take notes and write down impressions as they view and analyze the Lawrence paintings. After interpreting the paintings students will meet in groups to share their ideas and write a profile of the Great Migration based on Lawrence’s art.

4. Explanation: Working in groups the students will write a profile of the migration answering the following questions. What was the Great Migration? What were the reasons for the migration? How were their lives different after the move? What problems did they face in their new home?

5. Evaluation: Students will evaluate their own evaluations based on similarities they find between their conclusions and the written text of Lawrence’s book. Groups will read the story together and highlight areas of their profile that are similar to the story told in the book. Students will be given a folder to organize all unit materials. The group profile should be kept in the folder.

Web Resource:
http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html
Great Migration: Literature Analysis

Directions: Record any thoughts or impressions you have while looking at the images. For example: What are people wearing? Carrying? Doing? What is the setting? What is happening in the visual? What is the time period? What other thoughts do you have?

Image A:

Image B:

Image C

Image D:

Image E:

Image F:

Image G:
Directions: Working with your group, write a profile of the migration attempting to answer the following questions.

Using the book and pictures, describe the Great Migration.

What were some of the reasons for the migration?

How were the lives of the migrants different after the move?

What problems did African Americans face in their new home during the migration?

Evaluate the problems of the Great Migration and compare it to the problems of urban cities today.
Lesson 2

Lesson Title: Timeline Activity

1. **Expectations:** The students will be able to read an article about the Harlem Renaissance and highlight important historical events. Students will create a timeline/collage of the period. (visual could be a paper or computer product)

2. **Engagement:** Students will be asked if they can make a visual/artistic representation of important historical events. How could you make this visual a useful resource to help you with your work during the Harlem Renaissance unit? Display the summative assessment for students. Discuss the assessment choices and the usefulness of the timeline activity as a resource for the unit.

3. **Exploration:** Students will read the article “The Harlem Renaissance” from http://en.wikipedia.org/wiki/Harlem_Renaissance. It highlights important historical and artistic events of the period.

4. **Explanation:** Students will use their highlighted article to create a visual (timeline/collage) document. Students should pair important historical information with associated artistic images. (Teacher should create an example of a timeline for students and demonstrate the necessary skills. For example, setting up the timeline 1915-1940, and copying and pasting images to a word processing document. Students should keep their timeline in their unit folder and be reminded all folder materials can be used to assist them with the summative assessment.)

5. **Evaluation:** Students will peer edit their timeline/collages with a peer to check for important elements that may be missing or incomplete.
Lesson 3

Lesson Title: Improving Conditions 1917-1935
Direct Instruction Lesson

1. **Expectations:** The students will take notes on the Harlem Renaissance, focusing on the essential points, important historical figures and organizations of the Renaissance, and the Civil Disorder and social unrest of the times.

2. **Engagement:** Display the summative assessment for students. Discuss the assessment choices and the usefulness of the note taking activity as a resource for the unit.

3. **Exploration:** As an exploration activity they will select a person or an organization.

4. **Explanation:** Students will take notes in their history notebooks. The notebooks will also include their research on a person or organization from the notes. They should keep these materials to assist them with the summative assessment.

5. **Evaluation:** Jigsaw activity will be used. Students will work with other experts on their selected person or organization to ensure competency in subject matter. Students will then pair up with a partner and teach each other about their additional research topics. The partners should record each other’s additional notes in their notebooks.

*Civil Disorder and Resistance during the Harlem Renaissance (Essential Points)*

I. **Harlem Renaissance:** Harlem was a community of African American leaders, writers, artists, and musicians who exploded onto a national stage.

II. **Harlem during the 1920’s:** Many African Americans moved to northern cities during the Great Migration. Cities like Harlem were wild with speakeasies dancing, music, and a rich cultural life despite difficulties and hardships.

III. **Civil Disorder:** 1919 was called “Red Summer” because of the work of the KKK. 11 people burned at the stake, 75 lynchings, 27 race riots. Racial violence continued into the mid 1920’s.

IV. **Resistance:** Harlem was home to leaders like W.E.B Dubois and Marcus Garvey, writers like Langston Hughes and Zora Neale Hurston, musicians like Duke Ellington and Bessie Smith, painters like Aaron Douglass and William H. Johnson. They fought for the rights of African Americans with their words and art. Groups formed like the NAACP, UNIA, and the Urban League, to protect African Americans from Racial violence and discrimination.
V. The Harlem Renaissance ends with the beginning of the Great Depression.

Lesson 4

Lesson Title: Negative Consequences of the Great Migration
Learning Centers Lesson

1. **Expectations:** Students will watch the North Star DVD about the Duluth lynching, and write questions they have about “Lynching” while they watch the segment. Students will then move to four different stations and examine KKK membership statistics, lynching statistics by state, articles on the Red Summer 1919, Sterling Brown’s poem “Old Lem” and Claude McKay’s poem “If We Must Die”.

2. **Engagement:** The DVD segment about the Duluth Lynching should function as an anticipatory set, fostering questions, comments, outrage, and curiosity about the injustice of Lynchings.

3. **Learning Centers:** Students will explore lynching/KKK topics at five stations. One station will be a map activity where students graph KKK membership by state. A second center will involve analyzing news articles reporting on the Red Summer of 1919. The third station will involve a mapping activity using U.S. lynching statistics. The fourth station will be an analysis of Claude McKay poem “If We Must Die” and Sterling Brown’s poem “Old Lem”. Finally students will complete a webquest to learn about lynchings and answer discussion questions.

4. **Assessment:** Students will pair up and compare their maps to check for accuracy and make improvements/suggestions. Students will discuss analysis of the 2 poems and add comments/suggestions from their Interpretations.

Web Resources:
http://www.tpt.org/northstar/PDF/ns_H3dul_LP.pdf

http://www.afropoets.net/claudemckay.html

http://www.afropoets.net/sterlingbrown1.html

http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=8499
http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=8598
http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=8578
http://dbs.ohiohistory.org/africanam/page1.cfm?ItemID=8618
If We Must Die

If we must die, let it not be like hogs
Hunted and penned in an inglorious spot,
While round us bark the mad and hungry dogs,
Making their mock at our accursed lot.
If we must die, O let us nobly die,
So that our precious blood may not be shed
In vain; then even the monsters we defy
Shall be constrained to honor us though dead!
O kinsmen! we must meet the common foe!
Though far outnumbered let us show us brave,
And for their thousand blows deal one death-blow!
What though before us lies the open grave?
Like men we'll face the murderous, cowardly pack,
Pressed to the wall, dying, but fighting back!

Claude McKay

"The City White," "North and South," "Baptism," and "If We Must Die" reprinted from
**LYNNING STATISTICS**
**HISTORY LESSON #5**
Negro Almanac

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</tbody>
</table>

Indiana was the scene of these lynchings which took place in the 1920s. (Library of Congress)
Old Lem

I talked to old Lem
and old Lem said:
"They weigh the cotton
They store the corn
We only good enough
To work the rows;
They run the commissary
They keep the books
We gotta be grateful
For being cheated;
Whippersnapper clerks
Call us out of our name
We got to say mister
To spindling boys
They make our figgers
Turn somersets
We buck in the middle
Say, "Thankyuh, sah."
They don't come by ones
They don't come by twos
But they come by tens.

"They got the judges
They go the lawyers
They got the jury-rolls
They got the law
They don't come by ones
They got the sheriffs
They got the deputies
They don't come by twos
They got the shotguns
They got the rope
We git the justice
In the end
And they come by tens.

"Their fists stay closed
Their eyes look straight
Our hands stay open
Our eyes must fall
They don't come by ones
They got the manhood
They got the courage
They don't come by twos
We got to slink around
Hangtailed hounds.
They burn us when we dogs
They burn us when we men
They come by tens . . .

"I had a buddy
Six foot of man
Muscled up perfect
Game to the heart
They don't come by ones
Outworked and outfought
Any man or two men
They don't come by twos
He spoke out of turn
At the commissary
They gave him a day
To git out the county
He didn't take it.
He said 'Come and get me.'
They came and got him
And they came by tens.
He stayed in the county--
He lays there dead.

They don't come by ones
They don't come by twos
But they come by tens."

Written by Sterling A. Brown (1901-1989)
Lesson 5

Lesson Title: Langston Hughes & Claude McKay use of Protest Poetry

Lesson Description:

Step 1: Students will use a biography style graphic organizer to take brief notes on the lives of McKay and Hughes.

Step 2: Students will read Langston Hughes’s poem “I too”. The students will work with a partner and paraphrase each line of the poem to develop their own similar poem.

Step 3: Students will write an analysis guide to Claude McKay’s poem “White Houses”.

I, Too
By: Langston Hughes

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am America.
The White House
by Claude McKay

Your door is shut against my tightened face,
And I am sharp as steel with discontent;
But I possess the courage and the grace
To bear my anger proudly and unbent.
The pavement slabs burn loose beneath my feet,
A chafing savage, down the decent street;
And passion rends my vitals as I pass,
Where boldly shines your shuttered door of glass.
Oh, I must search for wisdom every hour,
Deep in my wrathful bosom sore and raw,
And find in it the superhuman power
To hold me to the letter of your law!
Oh, I must keep my heart inviolate
Against the potent poison of your hate.

Web Resources:
http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/hughes
http://www.theotherpages.org/poems/mckay00.html#intro

Lesson 6

A ditto should be made of the following excerpt from *The Philadelphia Negro*. The work is entitled “The Contact of the Races.”

Once this has been distributed and read, discuss what is brought out in the excerpt. Have the students list different examples of prejudice and have students write out DuBois’ definition of color prejudice. Ask them if this definition is applicable today. Once students thoroughly understand this study, ask them if they agree with the proposition laid down by DuBois in 1899. Is this proposition applicable today?

After this has been completed, a discussion of Harlem should take place. Include DuBois’ statements, found in the text, from “Social Evolution of the Black South.” A ditto should be made and should include the following facts about Harlem as the intellectual and cultural center of American Negroes: the emergence of the renaissance because of the development of a Negro middle class, the decline of the renaissance because of the Depression, and finally the emergence of Harlem as a slum. Explain the influx of blacks into Harlem and the complications that arose with the arrival of black Caribbean immigrants. Discuss inferior wages, high rents, inappropriate housing, and difficult living conditions. Ask the students to define a slum. Once comments from students have been discussed, discuss the fact that amid the dirt and decadence emerged a new Negro.
Summary and Evaluation

Students will do library research on DuBois. Assign students to study his life and some of his works. A good approach is to divide the class into groups and give each group a task. Once the research is completed a forum should be formed. The forum, it is hoped will bring out the following points:

1. The Philadelphia Negro is still a model of racial and urban studies.
2. DuBois conducted most of the research, including interviewing 5,000 people.
3. The Philadelphia Negro reported that the Negro problem was one involving the poor and dispossessed and had nothing to do with inherent inferiority.
4. DuBois’ writings constitute the most important body of work in the history of the Black movement.
5. The applicability of DuBois to current conditions.

Lesson 7

Lesson Title: The Great Debate


Lesson Description:

Step 1: Students will work in groups of 3. Each student will study the biographical sketch and speech of one of these leaders or cultural critics. (“Powerful Words: More Than 200 Years of Extraordinary Writing by African Americans” by Wade Hudson. Scholastic, 2004 could be used as one source or “Words of Fire” Edited by Beverly Guy-Sheftall)

Step #2: Students will each present their view of what would best help improve conditions for African Americans from the perspective of the leader they studied. After each person speaks, the other two leaders get a chance for rebuttal.

Step #3: When students are finished debating, each should fill out a debate report form. They should include quality arguments made by each participant, and select the leader they think had the best plan for African Americans. Students must support their selections with information from the speeches, biographies, and the debate.
Lesson 8

Lesson Title: Music of the Harlem Renaissance

Lesson Description:

Step 1: Students will use a timeline graphic organizer to take brief notes on the development of African American music from the early development to the Harlem renaissance era.

Step 2: Students will use the Duke Ellington Web site to write a short biographical sketch about his life. They can also listen to musical selections by Duke Ellington and write a review style article about the music.

Step 3: Students will discuss the role of the blues during the Harlem Renaissance and study some classic blues lyrics by Bessie Smith and others. Students will write their own blues lyrics using the classic blues format.

Step 4: Students will use Cab Calloway’s websites to learn about musical slang of the Harlem Renaissance.

Web Resources:
http://afroamhistory.about.com/od/bluesmusic/a/bluesmusic.htm
http://afroamhistory.about.com/cs/bessiesmith/p/bio_smith_b.htm
http://www.dukeellington.com/ellingtonbio.html
http://en.wikipedia.org/wiki/Cab_Calloway
Web-Based Resources


Teacher References


