

Class—Numbered	Class Description with Homework Listed
<p>Class Day 1</p>	<p>Obj: Create goals for personal, small group, and whole class learning. Research and define the Harlem Renaissance.</p> <p>Segment One: <i>Learning Rotations:</i> Individual Goals, Whole-Class Goals, Group Share.</p> <p>Segment Two: In partners using Google Slides you will create a brief (5-8 minute) presentation with:</p> <ul style="list-style-type: none"> • Definition of The Harlem Renaissance (5 W's and H). How is it a departure from American art of the past? Why is it significant to American culture? • Choose one artist (author, poet, visual artist, musician) that is NOT named Langston Hughes. <ul style="list-style-type: none"> • Brief Biography • Analysis of at least ONE of their works, including how the work fits within the Harlem Renaissance. <p>Rubric: Visuals—10, Definition—10, Biography—10, Analysis—20 (50 pt. Quiz) HW Grades: Deadline (10 pt) and Class Conduct (10 pt.)</p>
<p>Class Day 2</p>	<p>Obj: See sample of defined Harlem Renaissance, Author Biography, and Poem.</p> <p>Langston Hughes Biography Presentation and Analysis of “I, Too”</p> <p>Film: The Harlem Renaissance</p> <p>Discussion: What elements of Harlem Renaissance culture are evident today?</p> <p>HW: Finish your presentations for next class.</p>
<p>Class Day 3</p>	<p>Harlem Renaissance/Poetry Analysis Presentation Day. Rubric/Project Description listed on “Class Day 1.”</p> <ul style="list-style-type: none"> • Establish Presentation Order (Volunteers then Random Student Selector) <p>HW: Although there is no formal homework, tomorrow you will be completing your midterm assessment, a performance task outlined below.</p>
<p>Class Day 4</p>	<p>*Midterm Assessment Day 1*</p> <p>Before we begin: Explain “Theme for English B” Project and answer questions regarding project.</p> <p>Midterm Directions:</p> <p>Objective: Students will use evidence from multiple texts to create a written argument on a topic.</p> <p>Directions: For the duration of the next two periods, you have the ability to plan, write, and revise your work. You are able to use any resource in this packet in addition to the work in your reading journal and the resources shown on screen. Any talking, suspicious behaviors, or use of unapproved electronic devices will result in a zero on the assignment and administrative action.</p> <p>Your focus question: How does the poetry in <i>Lenox Avenue Mural</i> reflect the time period surrounding it (especially The Great Migration)?</p> <p>Step One: Read and highlight/mark the following resources about The Great Migration and the poems from <i>Lenox Avenue Mural</i>. You are allowed to make notes in the article any way you see fit.</p> <p>Step Two: Plan, write, and revise an organized 2-3 page evidence-drive analysis that connects the poems from <i>Lenox Avenue Mural</i> to the time period surrounding it, especially The Great Migration using the evidence from the articles, the poems, and any other information or experiences you have to contribute. Make sure to include both points in support of your article and counterclaims to fully make your statement.</p>

Note: It is the responsibility of the STUDENT to be aware of all due dates and their inevitable change during the winter months. Weather delays/school closures will affect the schedule and students will be updated via Google Classroom.

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Class Day 5	*Midterm Assessment Day 2* Once Complete: Students will work on “Theme for English B” Project.
Class Day 6	Obj: Identify and analyze the sampling of music. Starter: “Strange Fruit” by Nina Simone and “Blood on the Leaves” by Kanye West In partners: Go to http://www.whosampled.com/ and discover another song that you enjoy that has been sampled. In an informal presentation (20 pt. Quiz score), answer the following focus question: Under the assumption that every decision (even the smallest) an artist makes is deliberate, why is the artist choosing to sample this track? What relationship do the artist’s track and the sample hold?
Class Day 7	“Theme for English B” Project Due Brief Presentation and Celebratory Hanging of “Theme for English B” Projects.

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