THE SCHOOL DISTRICT OF PHILADELPHIA

# Grade 12 Social Science Quarter 1 Unit 3 : Foundations in Government

**Topic**:
The Philadelphia Renaissance

**Learning Experience**:

**Lesson Focus and Goals**:

*Big Idea* *(Core, transferable concepts that help students make sense of learning beyond the topic.):*

*Inequities in schools*
*Development of inner talents/abilities*
*Impact of past*

*Essential Questions* (Open-ended, thought-provoking questions that encourage exploration and deeper thinking.):

What was the Harlem Renaissance?
How did people from Philadelphia contribute to the Harlem Renaissance?
What impacts access to opportunities to talent development?

*Enduring Understandings* (The key insights students should retain long after the unit ends.):

**Materials Needed**:

- Harlem Renaissance and Today Lesson plan Slide Deck
- Resources Slide Deck
- Chart Paper
- Alain Locke Asset Map
- Alain Locke Bio link
- Alain Locke Video bio link 1 and bio link 2

**Learning Objectives**:

- To examine events and key figures of the past IOT identify and explain how locals contributed to those events as well as asset mapping current talent and opportunities to showcase them

**Notes**: This lesson may take 2-3 days to complete.

**Vocabulary**:

**Day 1**

Things to Keep In Mind:

**Structure & Activity:**

**1. Warm Up (5 minutes)**
Purpose: Brief warm-up to activate prior knowledge.

*Notice and wonder Jacob Lawrence image:*

1) Identify 2-3 things about the picture
2) What is happening in the picture?
3) When do you think this was created?

**2. Instructional Strategy Protocol**
Purpose: Apply learning collaboratively.

I. Brainstorm
   A. Teacher will let class know the image was from the Harlem Renaissance Era (if they do not guess from Warm-up)
   B. Brainstorm questions:
      1. What was the Harlem Renaissance?
      2. Why was it important?
   C. Gather answers and post in class

II. Multi-media review:

Have students break into groups and examine the images that are presented on the Poster paper. Students will write their responses directly on the poster and initial their responses.

Part 1

1) Respond or react to the images/text provided (Set 1) (8minutes)
2) Respond to the discussion questions (Whole Group) (3-5 minutes)

Part 2

3) Respond or react to the images/text provided (Set 2) (8minutes)
4) Respond to the discussion questions (Whole Group) (3-5 minutes)

III. Provide Students with some brief notes on the history and background of the Harlem Renaissance.

**Day 2**

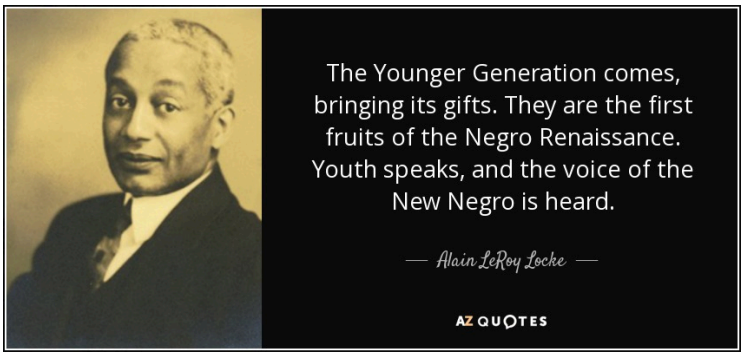
**Structure & Activity:**

**1. Warm Up (5 minutes)**

Provide students with a quote from Alain Locke. (Read, analyze and Respond)

Things to Keep In Mind:

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2. Provide Students with brief notes on Alain Locke.

Asset map activity

Complete the asset map of Alain Locke's life based on the following videos and biography
https://www.youtube.com/watch?v=ETyHVgLT_iE
https://www.youtube.com/watch?v=AJnWkEw9854
https://hiddencityphila.org/2021/06/alain-leroy-locke-father-of-the-harlem-renaissance-and-philly-lgbtq-hero/

3. Discussion Question:

1. How did Locke encourage or inspire the Black community?
2. What things did Locke have that help shape his success?

4. Discussion
Have students read excerpts from Alain Locke. Have students annotate and discuss the content of the text.

**Day 2**
**Warm Up**

Verbal Review

3. Group Research

In groups students will conduct research to answer the following questions:

1. What is Philadelphia's connection to the Harlem Renaissance?
2. Who was involved in the Harlem Renaissance from Philadelphia and in what ways?
3. What was the agenda for the HR and why?
4. Complete an Asset Map for the individual you researched. Complete an Asset Map of your school or community. Explain how they compared to that of the historical figure you researched.
5. How would this look if it occurred today?
6. Explain why there has not been a "Harlem Renaissance" of today within the Black community.

Create a slide presentation presenting the historical figure you researched providing background/biographical

Things to Keep In Mind:

information, contribution to the Harlem Renaissance, an asset map for the historical figure, using the asset map explain why you think something like the Harlem Renaissance has not occurred in more current times?

Must include images, title, resource slide and all above components.

Students can use links provided in the research slide deck to help them.

**Assessment**: **Written Reflection**

Purpose: Wrap-up and formative assessment.

**Standards:**

**SS C3:**
D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. (History)

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. (History)

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. (Civics)

**PA Common Core Standards:**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Things to Keep In Mind: