The Harlem Renaissance
The Age of Vogue
1920-1939

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Detroit Public Schools

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What was the Harlem Renaissance Era? It was a time of excitement, creativity, and recognition. According to Langston Hughes, “it was a time when the Negro was in vogue”. The destination was Harlem, an attractive New York neighborhood welcomed blacks. Harlem was more than a neighborhood; it was the Mecca and the cultural center of Black Culture or the New Negro. Aspiring artists came from everywhere to take part in this of historical cultural era. The Harlem Renaissance developed music, theater, and art; and will be always remembered as beginning of Black Awareness and consciousness and The Negro Was in Vogue.

Overview

Objectives

- Locate New York City and Harlem
- Explain the meaning of the Harlem Renaissance
- Understand the contributions of African Americans in the arts
- Identify some of the artists, writers, and musicians
- View pictures, listen, and read literary work and discuss how their work was a platform of Social Justice.

Recommended time frame

3 to 4 class periods (based on 55 minutes)

Grade level

High School

Curriculum fit

U.S. History & ELA

Materials

Individual computers with access to the Internet for students to link to the Library of Congress website (www.loc.gov), articles, artifacts, printer, pictures, American History Book, (http://memory.loc.gov/cgi-bin/query/r?ammem/aaodussey:@field(Number+@band(aaodhtml+0801)), Handouts, Atlas or Map of New York

Michigan High School Content Expectations

U6-USHG-Era 6: The Development of an Industrial,
### Procedures

**Day One:**
- Identify the state of New York, its relationship to New York City, and Harlem using a map of New York and New York City.
- Brief Narrative of the Great Migration and its relationship to the Harlem Renaissance
- Read a map of Harlem and identify the various cultural spots of the artists.

**Day Two:**
- Various pictures of artists and writers will be displayed around the room, and students will be divided into groups 2 or 4. They will read and engage in dialog about the poems or story.
- Students will complete questions for comprehension.

**Day Three:**
- Student will use poem and write about the author’s view of society and of America. Students will reflect and write about their feelings.

**Day Four:**
- Students will receive information for a 2 to 3 page report. Students will select their topic from a list of personalities and events to develop into their report. [Students will have 2 or 3 days to complete.]

### Evaluation Assessment Questions:

*Answer these questions using complete sentences. Use information collected to complete assessment.*

1. Where is Harlem?
2. What was the Harlem Renaissance?
3. What was the connection between New York City and the work of African American artists in the 1920?
4. Who was Langston Hughes?
5. Who was Zora Neale Hurston?
6. During what years did the Harlem Renaissance occur?

[Back to Navigation Bar]
Write a travel article about Harlem for the Michigan Chronicle, an African American newspaper. You will write about Langston Hughes and the time is 1922.

[http://www.americaslibrary.gov.na/hughes/a/a_hughes_renaiss_1.html](http://www.americaslibrary.gov.na/hughes/a/a_hughes_renaiss_1.html)

Interpret the following poem: “Ballad of Booker T.,” [Words and Deeds in American History: Selected Documents Celebrating the Manuscript Division’s First 100 Years] [http://leweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/024))](http://leweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/024)))
HARLEM RENAISSANCE PROJECT

Directions: Research and write a report on any topic about the Harlem Renaissance Era. You may use the internet, library, and The Library of Congress website to find information. (www.loc.gov)

The report must be 3 pages double space in length.

List of Important Events, People, and Topics of this Era:

1. The Harlem Renaissance
2. Langston Hughes
3. Jessie Fauset
4. Zora Neale Hurston
5. Louis Armstrong
6. Duke Ellington
7. The Famous Cotton Club
8. Bessie Smith
9. Eubie Blake
10. Harlem New York
11. James Weldon Johnson
12. J. Rosemond Johnson
13. Claude Mc Kay
14. Marion Anderson
15. Aaron Douglas
16. Alaine Locke
The Great Migration of the twentieth century was one of the most significant developments to occur in our history. It signals the movement of African Americans from the rural south to the northern cities; and this migration lasted for fifty years. Three fourths of the African American population lived in the rural south; by 1960, three fourths of this population was urban and the majority lived outside the southern states. The need for a better life, jobs, education, and the escape of blatant racism called our love ones to the Promised Land or to the North.

For many, the final destination was Harlem; an attractive New York City neighborhood welcomed African Americans. Harlem was more than a neighborhood; it was the Mecca and the cultural center of Black Culture of the New Negro. During the 1920s, Harlem was like a magnet for the Negro intellectual, pulling him from everywhere. Aspiring writers like Jessie Faust (Philadelphia), Zora Neale Hurston (Florida), Claude McKay (Jamaica), Langston Hughes, James Weldon Johnson, and his brother J. Rosamond Johnson called from different parts of the country.

The Harlem Renaissance developed such genres as jazz music, Negro spirituals, musicals, theater, literature, and art. For example, Negro Spirituals were performed on the concert stage by such famous artists as Marian Anderson, Roland Hayes, and Paul Robeson. The period also gave birth to a new form of religious music called gospel. This music borrowed some of its lyrics from spirituals; the accompaniment sounded like blues. The Jazz Age developed such well known entertainers as Duke Ellington, Louis Armstrong, Bessie Smith, Fletcher Henderson, and Josephine Baker. Noble Sissie and Eubie Blake introduced the Charleston Dance.

The Harlem Renaissance was an era in U.S. History so full of creativity that it was short lived due to the Great Depression in 1929 and the beginnings of World War II. This period will always be remembered as the beginning of Black Awareness and Consciousness; and to quote Langston Hughes, “The Negro was in Vogue.”
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<thead>
<tr>
<th>Images</th>
<th>Description</th>
<th>Citation</th>
<th>Perm URL</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>Henry “Red” Allen and his band played jazz to Langston Hughes’s poetry</td>
<td>The Library of Congress America’s Story from America’s Library</td>
<td><a href="http://www.loc.gov">www.loc.gov</a></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Portrait of Zora Neale Hurston</td>
<td>The Library of Congress Van Vechten, Carl photographer April 3, 1938 Teaching with Primary Sources</td>
<td><a href="http://www.loc.gov">www.loc.gov</a></td>
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<tr>
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<td>The Library of Congress By the People, For the People: Posters from WPA, 1936-1943</td>
<td>[memory.loc.gov](<a href="http://memory.loc.gov/cgi-bin/query/r?amem/wpapos">http://memory.loc.gov/cgi-bin/query/r?amem/wpapos</a>: @field (NUMBER+@band(cph+3c14522))</td>
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<td><img src="image1.png" alt="Women of the Harlem Renaissance" /></td>
<td>Women of the Harlem Renaissance</td>
<td>Bing.com (Images of the Harlem Renaissance)</td>
<td><a href="http://aawomeninhr.blogspot.com/">http://aawomeninhr.blogspot.com/</a></td>
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<td><img src="image2.png" alt="The Negro Speaks of Rivers" /></td>
<td>The Negro Speaks of Rivers Words by Langston Hughes</td>
<td>The Library of Congress African American Odyssey</td>
<td><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(aaohtml+0801))">http://memory.loc.gov/cgi-bin/query/r?ammem/aaodyssey:@field(NUMBER+@band(aaohtml+0801))</a></td>
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http://www.archives.gov/education/lessons/worksheets/ [Use this site to copy activity sheets]
<table>
<thead>
<tr>
<th>CATEGORY (Content)</th>
<th>4 Follow Directions and sources are cited</th>
<th>3 Followed directions and sources are cited</th>
<th>2 Some sources are cited and information missing</th>
<th>1 No sources are cited and information is incomplete</th>
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<td>1-2 errors in grammar or spelling that distract the reader</td>
<td>3-4 errors in grammar or spelling that distract the reader</td>
<td>More than 5 errors in grammar or spelling that distract reader</td>
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<td>Organization</td>
<td>Well organized and in sequence</td>
<td>Details are organized and in sequence</td>
<td>Some details are not organized in sequence</td>
<td>Details are not organized or in any type of order</td>
</tr>
<tr>
<td>Accuracy of Facts</td>
<td>All supportive facts are accurate</td>
<td>Almost supportive facts and accurate</td>
<td>Some supportive facts are accurate</td>
<td>No facts are reported or information is not accurate</td>
</tr>
<tr>
<td>Creativity</td>
<td>Writer used photos, maps, and graphics</td>
<td>Writer used some graphics and photos</td>
<td>Writer used a few photos and graphics</td>
<td>Writer did not use any photos, graphics or maps</td>
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Insert each handout as a separate page so that it can be printed for student use. We have provided four blank pages for you to copy and paste your student handouts.

http://search.babylon.com/?s=img&babsrc=HP_ss&rlz=0&q=HarlemRenaissance

*Directions:* Students will analyze picture of this street scene. Students will use Picture Analysis Sheets from the [www.loc.gov](http://www.loc.gov)
DIRECTIONS: Analyze and Read the Poem “I, too, sing America” by Langston Hughes and reflect on his version of African American Pride.

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.
Harlem Renaissance, 1920s

Harlem's Expansion
Migrants came to New York City from the South and the islands of the West Indies. During the 1920s, some 25 percent of Harlem's black population was foreign born.

Place
What was the extent of African American settlement in Harlem in 1920?

Manhattan Island

- Site of Marcus Garvey's UNIA rallies
- Countee Cullen's column, "The Dark Tower," provides the name for this Harlem literary salon.
- Famous club where Duke Ellington and other black entertainers perform for whites-only audiences.
- This branch library features exhibits by African American artists and poetry readings by Countee Cullen.

New York City

Johnson's 1922 anthology, The Book of Negro Poetry, helps launch the Harlem Renaissance. His parties draw noted intellectuals, such as Paul Robeson and Clarence Darrow.
Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):
   - Newspaper
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press Release
   - Report
   - Advertisement
   - Congressional Record
   - Census Report
   - Other

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):
   - Interesting Letterhead
   - Handwritten
   - Typed
   - Seals
   - Notations
   - "RECEIVED" stamp
   - Other

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

   POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)
   A. List three things the author said that you think are important:

   B. Why do you think this document was written?

   C. What evidence in the document helps you know why it was written? Quote from the document.

   D. List two things the document tells you about life in the United States at the time it was written.

   E. Write a question to the author that is left unanswered by the document:
# Poster Analysis Worksheet

1. What are the main colors used in the poster?

2. What symbols (if any) are used in the poster?

3. If a symbol is used, is it
   a. clear (easy to interpret)?
   b. memorable?
   c. dramatic?

4. Are the messages in the poster primarily visual, verbal, or both?

5. Who do you think is the intended audience for the poster?

6. What does the Government hope the audience will do?

7. What Government purpose(s) is served by the poster?

8. The most effective posters use symbols that are unusual, simple, and direct. Is this an effective poster?

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Designed and developed by the
Education Staff, National Archives and Records Administration,
Washington, DC 20408
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   - ☐ Report
   - ☐ Other

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