

Harlem Renaissance Learning Project, Boston

Curriculum Standard Setting

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(Format Strategy)

Chronological Order Beginning with the Diaspora

Captured but never “slaves” Hid their talents

Civil War with mention of African Americans

Emancipation Proclamation

Emancipation Proclamation II

Great Migration/Black Migration

What is the Skin Game

The Coming of a People (and their Vision of a Social Movement called The Harlem Renaissance 1919-2019

Who were some of the Harlem Renaissance Pioneers and where did they come from?

Book and online links for learning more about the Harlem Renaissance Era

“Dear Colleagues: I am pleased to present to you the 2018 Massachusetts History and Social Science Curriculum Framework, which was adopted by the Board of Elementary and Secondary Education on June 26, 2018. This Framework is built upon the foundation of the 2003 and 1997 Massachusetts History and Social Science Curriculum Frameworks. Based in research on effective practice, it represents the contributions of members of the History and Social Science Curriculum Framework Review Panel, scholars who served as Content Advisors, and the more than 700 individuals and organizations who provided comments during the public comment period in early 2018. This revision of the Framework retains the strengths of the previous frameworks and includes these improved features: □ increased emphasis on civics at all grade levels, including a new grade 8 course on civics; □ inclusion of standards that reflect the diversity of the United States and world cultures, with particular attention to the contributions of women and men of all ethnicities and backgrounds in the United States and the connections among world cultures; □ new Standards for History and Social Science Practice and questions

to guide inquiry; □ stronger attention to the intersection of history, social science, and literacy instruction, through the inclusion of literacy standards for history and social science; □ expanded examples of primary sources representing significant texts, maps, photographs, and works of art and architecture in United States and world history; □ new standards for financial literacy and news/media literacy. A companion document, Resources for History and Social Science, contains annotated lists of recommended websites, Massachusetts and New England museums, archives, and historic sites, and important civic holidays and commemorations. A section of the Resource Guide also documents actions taken to promote civic education by the Massachusetts Board of Elementary and Secondary Education, the Massachusetts Board of Higher Education, and the Legislature, 2011–2018. We hope that the Framework will be a resource of lasting value for schools and districts. Thank you again for your ongoing support and for your commitment to a rich and broad curriculum for all students. Sincerely, Jeffrey C. Riley Commissioner of Elementary and Secondary Education ”

The term **Harlem Renaissance** serves as a point of reference for struggle to overcome social barriers and the denial of opportunities for Black People. Some of the same social conditions remain in today’s society as was during the Harlem Renaissance Era and People struggling should embrace what was a mindset during the Harlem Renaissance which was based on love, respect, talent and a determination to struggle rather than accept man imposed limitations, i.e. unequal social opportunities based on skin color. It is people’s view and perception of what beauty is. In the eyes of the general American society and in cultures around the world the lighter your skin, (white) the more beautiful you are inside and out. The darker your skin, (black) the less attractive you are inside and out.

People like Ma Rainey, Meta Warwick, Duke Ellington, Zora Neale Hurston, Ethel Waters, Billie Holiday, Lena Horne, Langston Hughes, Claude McKay, Noble Sissle, Josephine Baker, Madame C.J. Walker, Mary McLeod Bethune, Ida B. Wells, Roland Johnson, Oscar Micheaux, James Weldon Johnson, Louis Armstrong and so many others lived with the stigma of struggling to be accepted for who they were as people. Also what they contributed to society and their community as well. They didn’t want to be judged or criticized for the color of their skin, or be viewed in a negative context because of the color of their skin. Everyone has a story of mistreatment based on their skin color and culture.

Daily on magazine stands, electronic advertisement, billboards, movies and television what and who is considered beautiful by who’s standards? From my observation the contemporary society of today people’s perception of beauty is based on the outer esthetic. From my perspective beauty comes from within and the same says you can’t judge a book by its cover. The importance of self identity and group appreciation is found throughout this curriculum.

The curriculum is a mechanism for teaching the student how the arts can be used to defy the stereotypical elongated concept that has dominated centuries of American culture. The broadening of the scope with the introduction of the Harlem Renaissance Era not just as an art

formation, but as a social movement expands the learning and understanding of the importance of cultural difference and appreciation.. Students will be encouraged to think beyond what is considered the norm to reach their highest potential. The Harlem Renaissance and those early pioneers helped to shape an action plan to confront social injustices that was in the greater community to act outside the box of stereotypical behaviors to confront for change. “Colorism is a real thing. “It is defined as prejudiced attitudes or prejudiced treatment of people based on the relative lightness or darkness of their skin in comparison to others of the same race...”

“Colorism affects a person to the point where a dislike or even hatred towards the self develops. This process is called internalized colorism. It's a similar process to internalized racism...”
http://www.huffingtonpost.com/dr-carmen-cruz/colorism-and-the-most-beautiful-woman_b_5292488.html

At a recent gala celebration the Oscar Micheaux Family Theater Program Company “2nd Annual Bridge Award” at the National Center For Afro-American Artists one of the Awardees of the Wheelock Family Theater put it this way, a little black boy at 4 years old while attending one of the performances screamed as he watched superman flying. “EJ was a young African American boy then, who for the first time in his life saw a superman who looked like him.”

No one realized how powerful that experience was for him. EJ said it changed his view of himself and life forever. It was right then that he knew he could do anything he put his mind to. He went on to become an actor for the theater company at age 13. He has since performed in 19 plays, has been hired as a staff member by Wheelock Family Theater, Wheelock College located in Boston, Ma. Not only is he Black but also hearing impaired. He encouraged every young person there at the Gala through 2 sign language interpreters to go after your dreams and that he is living proof that dreams do come true.

“Grade 6 and 7 American History as in the study of the Harlem Renaissance as a Social Movement for Grades 6 and 7 form a two-year sequence in which students study an under reporting of one of the most culturally significant times in American History by examining how a group of People bought from freedom to capture for almost four centuries in America hid their talents but used them to remind themselves that living in capture was not the end of their lives and that hope was a driving force in believing that one day they would all be free.

The time period of the Harlem Renaissance began in 1919 following the Great or Black Migration as those who were the descendants of the Emancipation Proclamation suddenly began to leave places where there were no or limited opportunities to build their lives and become better citizens. The History of the Harlem renaissance remains a growing influence across the Arts. The traces or roots of the Harlem Renaissance can be found in many countries in Europe as many of these Ancestors left America to use their talents and introduce their culture to better define and refine attitudes about race. Some would later return to America and others never returned. Students with investigating and guiding questions such as “How were the artist that

left America able to communicate and live in Europe? What are some links in the music? Was bebop the source of Hip-Hop? Were the artists more welcome to perform in Europe? Why? Was the Harlem Renaissance Era only for Black Americans?

Grade 6 and 7 History and Social Science Topics Topic 1. Studying complex societies past and present on what is social acceptance Topic 2. Human origins, the capturing of a People and taking them from their homes and imposing a culture that was not their own and to have their culture “reborn” that has brought them closer and made them better able to challenge racial barriers and overcome many, but still struggling today. Topic 3. With the introduction of books about the Harlem Renaissance Era, the political situation, Jim Crow laws, the underreporting of this particular History and the Social Science dynamics when studying these topics sparks discussion and conclusion. The students will apply reading, writing, and speaking and listening skills and learn vocabulary and concepts related to history and social science. They will learn about U.S. history from the Emancipation days, the Great or Black Migration during this 100 year period 1818-2019 that has and still does impact the 20th century Civil Rights Movement.

“Standards for History and Social Science Practice, Pre-K–12 1. Demonstrate civic knowledge, skills, and dispositions. 2. Develop focused questions or problem statements and conduct inquiries. 3. Organize information and data from multiple primary and secondary sources. 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. 5. Evaluate the credibility, accuracy, and relevance of each source. 6. Argue or explain conclusions, using valid reasoning and evidence. 7. Determine next steps and take informed action, as appropriate. * A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the beginning of the Standards section”*

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*“Acknowledgements Massachusetts Curriculum Framework for History and Social Science Review Panel 2017–2018 *Antonio Arvelo, Humanities Teacher, Margarita Muñoz Academy, Boston Public Schools Kathleen Babini, Social Studies Curriculum Coordinator, Plymouth Public Schools (Retired) Laura Baker, Professor of History and History Education, Fitchburg State University Debra Block, Consultant, English Language Arts and History/Social Studies Adrienne Billingham Bock, Social Studies Program Coordinator, grades K–12, Andover Public Schools *Kelley Brown, Social Studies Department Head and Professional Development Coordinator, Easthampton High School Richard Cairn, Emerging America Program Director, Collaborative for Educational Services Kathleen Conole (Retired) Director of Curriculum and Instruction, Greater Lowell Technical High School *Casey Cullen, History Teacher, Westborough High School Jack Cutone, Professor of Economics, Quinsigamond Community*

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to me

“Drawing on the Past: Reflecting the Principles of Liberty, Justice, and Equality The 2003 History and Social Science Curriculum Framework began with these words from a 1987 essay: “Our cultural heritage as Americans is as diverse as we are, with multiple sources of vitality and pride. But our political heritage is one—the vision of a common life in liberty, justice, and equality as expressed in the Declaration of Independence and the Constitution (more than) two centuries ago.⁴ Drawing on the past is an established tradition in American political philosophy. In 1852, Frederick Douglass, despite his own history as a slave, looked to the heritage of democratic principles as an anchor for the future. As he put it, “...I have said that the Declaration of Independence is the very ring bolt to the chain of your nation’s destiny...The

principles contained in that instrument are saving principles. Stand by those principles, be true to them on all occasions, in all places, against all foes and at whatever cost.”⁵ Likewise, in 1863, Abraham Lincoln made eloquent connection with the Founding Era in the Gettysburg Address. In the 20th century, Martin Luther King, Jr. often evoked the Declaration’s principles of equality and liberty to bolster the argument for expanded civil rights. Political theorists of the 21st century have followed the tradition, arguing that that the language of the Declaration of Independence linking equality and liberty is ever more relevant as the United States population becomes increasingly diverse.⁶ Linking Past, Present, and Future: Features of the 2018 Framework The 2018 History and Social Science Framework preserves the content of the previous editions of 2003 and 1997. Yet, at the same time, it responds to current scholarship and includes features designed to help students develop the skills to participate in and perhaps lead a society that will be more demographically and culturally diverse than any democratic society of the past.⁷ Consistent with the fundamental principles of liberty, justice, and equality, the 2018 History and Social Science Framework provides, at the elementary level, a stronger foundation in history and government, adding standards that address the Civil War, Reconstruction, and the 20th century Civil Rights movement to existing standards on the American Revolution and early Republic. At the middle school level, a new civics course occurs in grade 8 designed to ensure that all students will have background knowledge of principles and structures of United States government and individuals’ rights and response”

Books and other documents for suggested reading for understanding the importance of using your talents for building communities.

JAMES WELDON JOHNSON, NOTABLE WORKS

- “The Autobiography of an Ex-Colored Man”
- “God’s Trombones”
- “Lift Every Voice and Sing”

Ralph Ellison

“The Invisible Man”

Dr. Leon Bennett

“Before the Mayflower

Dianne Yarborough Teacher’s Guide for the play, “The Harlem Renaissance Revisited With a Gospel Flavor.”

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