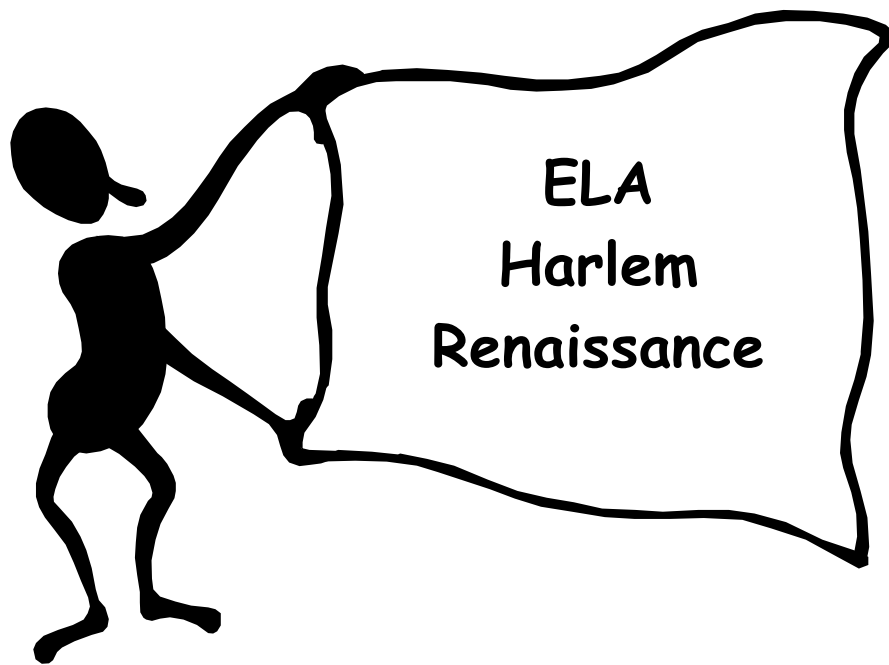


**New York City Department of Education
Magnet Program District 25 & 28**

Kristian Mahlstedt
Kmahlstedt@schools.nyc.gov
IS 237Q



Essential Question: How can the arts move and spark the dreams of a culture?

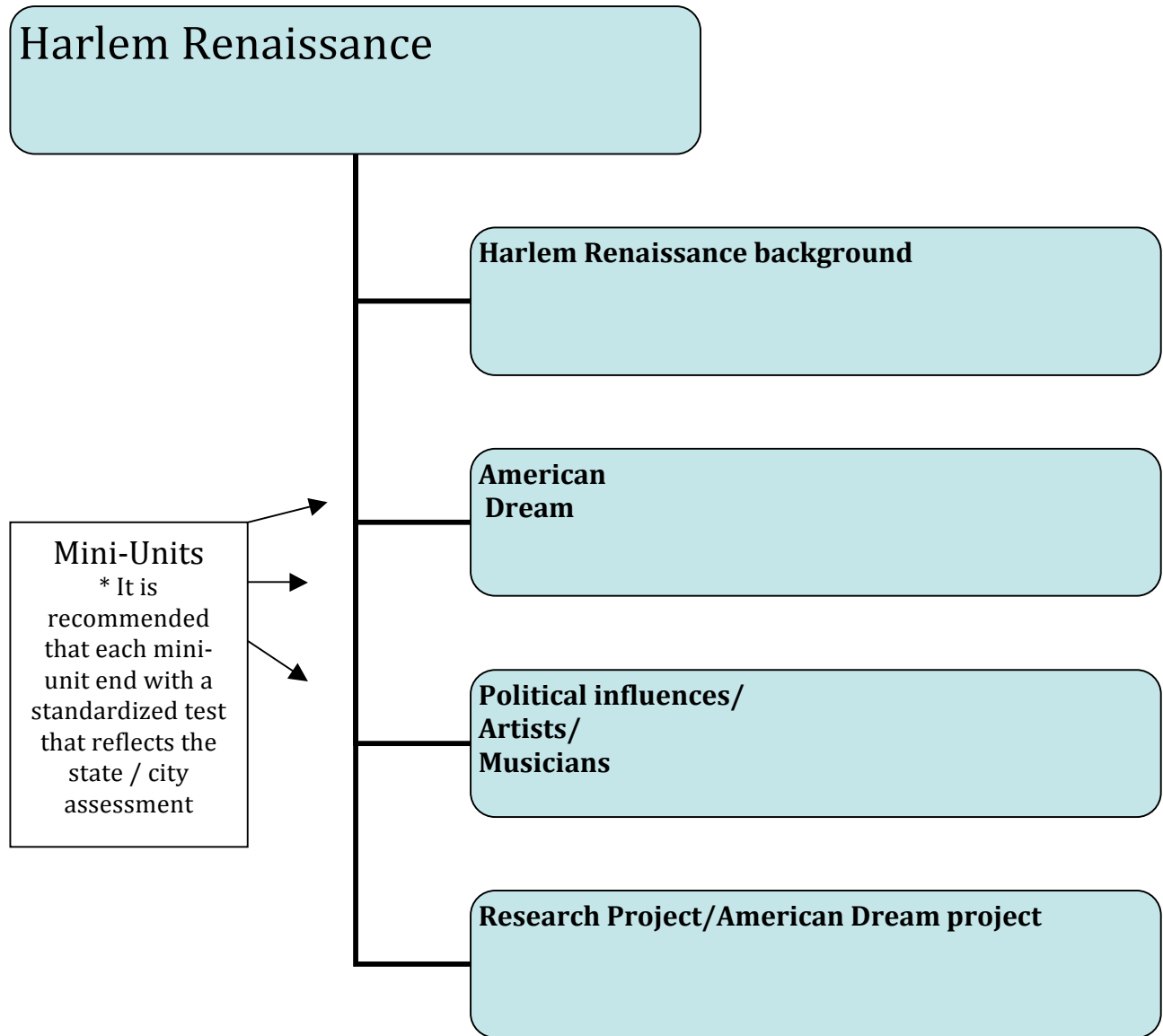
Suggested Time Frame: Four Weeks

Theme: The American Dream

Graphic Overview of Unit

Suggested Time Frame: 4 weeks

Essential Question: How can the arts move and spark the dreams of a culture?



Unit's Culminating Project: (briefly explain in 2-3 sentences):

- 1) Students will research a select individual who has had a great impact on the growth of the American Dream during the Harlem Renaissance.

- 2) Students will create an art form revealing and representing their American Dream consistent with the genre of their researched person.
- 3) Students will present their information from their research and Individual American Dream art form to the class.

Stage 1- Desired Results	
<p>Standards-Based Learning Goals: NYC ELA standards E1 c,d,e. E2 a,b,c. E3 a,b,c,d. E4 a,b. E5 a,b.</p> <p>NYS Standards 1,2,3,4.</p>	
Concepts	
<p>Big Ideas for this Unit</p> <p>The concept of the American Dream has influenced many time periods in our Country’s history.</p> <p>Inequities and lack of freedoms have affected people and the way they relate/react to others.</p> <p>People use the arts as a way to express their journey towards the American Dream.</p>	<p>Magnet School Theme: Arts</p> <p>How does the Big Idea in your unit connect to your theme?</p> <p>How the arts (poetry, music, paintings, etc.) conveyed, portrayed, and affected the American Dream.</p>
<p>Enduring Understandings</p> <p>Struggles with one’s self and their place in this society affect the way one lives and the culture.</p> <p>When freedoms are denied, people react and resist conformity in a multitude of ways.</p>	<p>Overarching Essential Question: (this question should connect to your school theme)</p> <p>How can the arts move and spark the dreams of a culture?</p>
Content and Skills	
<p>Content Students will know...</p> <p>Harlem Renaissance background of: Social inequality, racism, why it started, areas affected, important people involved, northern migration.</p> <p>American Dream:</p>	<p>Skills Students will be able to...</p> <p>Analyze/interpret Myer’s American Dream in the book “Harlem.”</p> <p>Infer the concept of the American Dream</p>

<p>Importance of dreams</p> <p>Walter Dean Myer’s interpretation (“Harlem”)</p> <p>Countee Cullen’s poem about dreams (“For a Poet”)</p> <p>Langston Hughes’ poem about dreams (“Dream Deferred”)</p> <p>Departure of Caucasian Americans from Harlem</p> <p>Rent Parties</p> <p>Political influences: W.E.B Duboise, Booker T. Washington</p> <p>Influence of Louis Armstrong on today’s music.</p> <p>Influence of Duke Ellington on today’s music.</p> <p>Influence of Ella Fitzgerald on today’s music.</p>	<p>Evaluate own concept of Am. Dream.</p> <p>Analyze social inequalities/racism of the era.</p> <p>Judge the social inequalities/racism affecting their lives.</p> <p>Compare/contrast Cullen’s “For a Poet” and Hughes’ “Dream Deferred” for analysis of the American Dream: value of, hope for, protection of, etc.</p> <p>Create an American Dream poem.</p> <p>Analyze their musical influences and how these musicians drive, move, energize their lives/ or the society in which they live.</p> <p>Analyze musical effects of Armstrong, Ellington, Fitzgerald and how they drove, moved, and energized the society of the Harlem Renaissance.</p>

Stage 2- Summative Assessment Evidence

If students understand, know and are able to do the items in Stage 1, they should be able to show their understanding by completing an authentic task found in the world beyond the classroom.

➤ Design the Culminating/Summative Task:

- Please note: The Essential Question and the Grasp are interconnected. The GRASP is a way for students to demonstrate their knowledge and understanding unit by answer of the Essential Question. Or you can say, they are answering the essential question through their GRASP.

G- (goal)

Demonstrate an understanding of the importance of the impact of art on our dreams and culture.

R- (role) Poet/Artist/Songwriter/Political leader/Analyzer

A- (audience)

Class, Students of the school, Talent Agent, Time Magazine Interviewer.

S- (situation)

Research a poet, artist, songwriter, or political leader to report their significance to the time period and create a work of art in their medium.

P- (purpose and product)

Final Project including research paper/essay and creative example.

S- (standards for performance)

Students will assess the impact of art on a culture and their dreams and create an artistic example that will express their own American Dream and its significance in their culture through an artistic medium (poem, song, speech, etc.)

(Alternate scenario: The students have been recruited by The Studio Museum of Harlem as artists, writers, songwriters, etc. to participate in the opening of a museum exhibit on The Harlem Renaissance by presenting their art as described earlier. The art and written pieces that the students create then could be displayed

for a time as artifacts from the exhibit, “The American Dream Then and Now”.)

Student Task

In the space below, write the task exactly as students will see it. You should give this task to them on the first day of the unit. This way they know where they are going.

You will explore the concept of the American Dream and how it influenced people artistically during the time period known as the Harlem Renaissance. When people are faced with inequities or problems in their lives, they express themselves in many different ways. You will analyze the different art forms created during the Harlem Renaissance and how they support the artists' individual dreams; as well as expressing your own view of your American Dream. In this Unit you will:

- 4) Analyze the inequities that people faced during the Harlem Renaissance and how this fueled the growth of the arts.
- 5) Explore the concept of the American Dream in two select poems and analyze how the author's views compare/contrast.
- 6) Create your own American Dream.
- 7) Determine the influence of select musicians, physical artists, poets, politicians of Harlem.
- 8) Research a select individual who has had a great impact on the growth of the American Dream during the Harlem Renaissance.
- 9) Create an art form revealing and representing your American Dream consistent with the genre of your researched person.
- 10) Present your information from your research and Individual American Dream art form to the class.

Rubric For Culminating Project

www.rubistar.com

Project Component	1	2	3	4
Understanding (40%)				
Product (30%)				
Presentation(Visual) (15%)				
Presentation (Physical) (15%)				

***Students will create rubric of components with guidance and support from the teacher.**

