



Unit-at-a-Glance

This unit is approximately 3 weeks or 14 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RL.7.1, RI.7.1</p>	<p>Build Background Knowledge: The Legacy of the Harlem Renaissance</p> <p>Opening A. Engage the Learner – RL.7.1 (5 minutes)</p> <p>Work Time A. Build Background Knowledge – RL.7.1, RI.7.1 (30 minutes)</p> <p>Closing and Assessment A. Chalk Talk – RI.7.1 (10 minutes)</p> <p>Homework A. QuickWrite About Legacy: Students complete Homework: QuickWrite about Legacy to write about the legacy of the Harlem Renaissance, including in their writing the information from the texts from the Building Background Knowledge activity. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. They select a prompt and write a response in their independent reading journal.</p> <p>Students engage in a Building Background Knowledge protocol by examining short informational and literary texts, visual art, and performances to further develop their sense of how the Harlem Renaissance continues to impact us today. Finally, students share their learning with each other in a Chalk Talk protocol by posting their posters and circulating to comment on them.</p>	<ul style="list-style-type: none"> I can use evidence from art and texts to draw inferences about the legacy of the Harlem Renaissance. 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 3, Lesson 1 (RL.7.1) Work Time A: Building Background Knowledge chart paper responses (RL.7.1, RI.7.1)

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<p>Lesson 2 RL.7.4, RL.7.5</p>	<p>Analyze Structure, Language, and Theme: “On Bully Patrol,” Part I</p> <p>Opening A. Engage the Learner – RL.7.4 (5 minutes)</p> <p>Work Time A. Read and Analyze Structure: “On Bully Patrol” – RL.7.5 (20 minutes) A. Analyze Figurative Language: “On Bully Patrol” – RL.7.4 (10 minutes)</p> <p>Closing and Assessment A. Discover Golden Shovel – RL.7.2 (10 minutes)</p> <p>Homework A. Analyze “On Bully Patrol,” Part I: In preparation for the end of unit assessment, students complete Homework: Analyze “On Bully Patrol,” Part I to answer selected and constructed response questions about the first half of the poem. A. Respond to Poetry: To deepen their understanding and connection to the poetry read today and in preparation for their performance task, students choose a new line from a Harlem Renaissance poem they have read in this module and use it to create a poem, illustration, dance, song, or a personal reflection paragraph.</p> <p>Students read Nikki Grimes’ poem “On Bully Patrol” and the Harlem Renaissance poem from which it borrows—“Hope” by Georgia Douglas Johnson. Students analyze the first half of “On Bully Patrol” for its Golden Shovel structure, figurative language, and theme. Students further explore the Golden Shovel method by writing their own poem with a line from a Harlem Renaissance poem.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of a poem contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “On Bully Patrol.” (RL.7.4) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 2 (RL.7.4) • Work Time A: Analyze Poetry note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5)

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<p>Lesson 3 RL.7.2, RL.7.4, RL.7.5</p>	<p>Analyze Structure, Language, and Theme: “On Bully Patrol,” Part II</p> <p>Opening A. Engage the Learner – W.7.5 (5 minutes)</p> <p>Work Time A. Read and Analyze Structure: “On Bully Patrol” – RL.7.5 (20 minutes) A. Analyze Figurative Language: “On Bully Patrol” – RL.7.4 (10 minutes)</p> <p>Closing and Assessment A. Analyze Theme and Connections – RL.7.2 (10 minutes)</p> <p>Homework A. Analyze “On Bully Patrol,” Part II: In preparation for the end of unit assessment, students complete Homework: Analyze “On Bully Patrol,” Part II to answer selected and constructed response questions about the second half of the poem. A. Respond to Poetry: To deepen their understanding and connection to the poetry read today and in preparation for their performance task, students choose a new line from a Harlem Renaissance poem they have read in this module and use it to create a poem, illustration, dance, song, or a personal reflection paragraph.</p> <p>Students continue their comparative analysis of Nikki Grimes’ poem “On Bully Patrol” and the Harlem Renaissance poem from which it borrows—“Hope” by Georgia Douglas Johnson. Students analyze the second half of “On Bully Patrol” for its Golden Shovel structure, figurative language, and theme.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “On Bully Patrol” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “On Bully Patrol.” (RL.7.4) • I can determine a theme and trace its development over the course of the poem. (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 3 (W.7.5) • Work Time A: Analyze Poetry note-catchers (RL.7.2, RL.7.4, RL.7.5, L.7.5)

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<p>Lesson 4 RL.7.2, RL.7.4, RL.7.5</p>	<p>Analyze Structure, Language, and Theme: “David’s Old Soul”</p> <p>Opening A. Engage the Learner – RL.7.4 (5 minutes)</p> <p>Work Time A. Read and Analyze “David’s Old Soul” – RL.7.5 (25 minutes)</p> <p>Closing and Assessment A. Practice Synthesis Questions – RL.7.2, RL.7.4, RL.7.5 (15 minutes)</p> <p>Homework A. Respond to Poetry: To deepen their understanding and connection to the poetry read today and in preparation for their performance task, students choose a new line from a Harlem Renaissance poem and use it to create a poem, illustration, dance, song, or a personal reflection paragraph. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students read Nikki Grimes’ poem “David’s Old Soul” and the Harlem Renaissance poem from which it borrows—“The Negro Speaks of Rivers” by Langston Hughes. Students analyze “David’s Old Soul” for its Golden Shovel structure, figurative language, and theme. Students also practice answering text-dependent questions in preparation for their mid-unit assessment.</p>	<ul style="list-style-type: none"> • I can analyze how the structure of “David’s Old Soul” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine the meaning of figurative language in “David’s Old Soul.” (RL.7.4) • I can determine a theme and trace its development over the course of “David’s Old Soul.” (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 4 (RL.7.4) • Work Time A: Analyze Poetry note-catcher (RL.7.2, RL.7.4, RL.7.5, L.7.5) • Closing and Assessment A: Analyze Structure, Language, and Theme: “David’s Old Soul” (RL.7.2, RL.7.4, RL.7.5, L.7.4)

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<p>Lessons 5–6 RL.7.2, RL.7.4, RL.7.5, L.7.4a</p>	<p>Mid-Unit 3 Assessment: Analyze Structure, Language, and Theme: “The Sculptor”</p> <p>Opening A. Engage the Learner (5 minutes) A. Return End of Unit 2 Assessments with Feedback (5 minutes)</p> <p>Work Time A. Mid-Unit 3 Assessment: Analyze Structure, Language, and Theme: “The Sculptor” (30 minutes) A. Track Progress – RL.7.4 (10 minutes) A. Language Dive: “The Sculptor,” Lines 6–7 – RL.7.4 (10 minutes)</p> <p>Closing and Assessment A. Add to the Museum Collection – RL.7.2 (15 minutes) A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p>Homework A. Respond to Poetry: To deepen their understanding and connection to the poetry read today and in preparation for their performance task, students choose a new line from a Harlem Renaissance poem and use it to create a poem, illustration, dance, song, or a personal reflection paragraph. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>In this mid-unit assessment, students read Nikki Grimes’ poem “The Sculptor” and the Harlem Renaissance poem from which it borrows—“Calling Dreams” by Georgia Douglas Johnson. Students answer selected and constructed response questions to analyze “The Sculptor” for its Golden Shovel structure, figurative language, and theme. Next, students track their own progress and engage in a Language Dive on a sentence from “The Sculptor,” analyzing the lines for figurative language. Finally, students share their Independent Research Reading text with one or more classmates.</p>	<ul style="list-style-type: none"> • I can determine the meaning of figurative language in “The Sculptor.” (RL.7.4) • I can analyze how the structure of “The Sculptor” contributes to its meaning. (RL.7.4, RL.7.5) • I can determine a theme and trace its development over the course of “The Sculptor.” (RL.7.2) 	<ul style="list-style-type: none"> • Work Time A: Mid-Unit 3 Assessment: Analyze Structure, Language, and Theme: “The Sculptor” (RL.7.2, RL.7.4, RL.7.5, L.7.4a) • Work Time C: Language Dive: “The Sculptor,” Lines 6–7 note-catcher (RL.7.4, L.7.5)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 7 RL.7.2, SL.7.4</p>	<p>Create a Museum Exhibit: Analyze a Model Curator’s Statement</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Review the Performance Task – SL.7.4 (5 minutes) A. Analyze a Model Curator’s Statement – SL.7.4 (25 minutes)</p> <p>Closing and Assessment A. Brainstorm Unifying Themes and Texts – RL.7.2 (10 minutes)</p> <p>Homework A. Optional: Create Art: Students have the option of creating a poem, story, song, dance, artwork, or nonfiction piece in response to a Harlem Renaissance work. They may choose to include this as their contemporary piece in their Harlem Renaissance exhibit for the performance task. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students review the Performance Task anchor chart to ensure that they understand the expectations for the Harlem Renaissance museum exhibit. Next, students analyze a curator’s statement and label from a model Harlem Renaissance exhibit. Finally, students work together to identify themes and possible works they could draw together for their exhibits.</p>	<ul style="list-style-type: none"> • I can generate criteria for the curator’s statement of a museum exhibit on the Harlem Renaissance. (SL.7.4) • I can identify themes developed across works of the Harlem Renaissance. (RL.7.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 7 • Work Time B: Analyze a Model Curator’s Statement and Label note-catcher (SL.7.4) • Closing and Assessment A: Exit Ticket: Unit 3, Lesson 7 (RL.7.2)

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Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lessons 8–9 RL.7.2, W.7.4, W.7.5, SL.7.4</p>	<p>Create a Museum Exhibit: Gather Materials and Draft Curator’s Statement</p> <p>Opening A. Engage the Learner – SL.7.4 (5 minutes)</p> <p>Work Time A. Gather Materials – RL.7.2 (20 minutes) A. Draft Curator’s Statement and Label – W.7.4, SL.7.4 (30 minutes)</p> <p>Closing and Assessment A. Tuning Protocol: Content – W.7.5 (20 minutes) A. Revise Curator Statement and Label – W.7.5 (15 minutes)</p> <p>Homework A. Optional: Create Art: Students have the option of creating a poem, story, song, dance, artwork, or nonfiction piece in response to a Harlem Renaissance work. They may choose to include this as their contemporary piece in their Harlem Renaissance exhibit for the performance task. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students gather texts and artwork related by theme for their Harlem Renaissance exhibit. They draft their curator’s statement and the label for the visual piece of their exhibit. Next, students engage in a Tuning Protocol to give and receive feedback on their curator’s statement and label. Finally, students revise their curator’s statement and label according to their peer’s feedback.</p>	<ul style="list-style-type: none"> • I can identify themes developed across works of the Harlem Renaissance. (RL.7.2) • I can write and revise a curator’s statement and label for a museum exhibit on the Harlem Renaissance. (SL.7.4) • I can offer kind, specific, and helpful feedback to my peers. (W.7.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lessons 8–9 (SL.7.4) • Work Time B: Curator’s statement and label (RL.7.2, SL.7.4) • Closing and Assessment A: Tuning Protocol feedback (W.7.4, W.7.5)

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<p>Lesson 10 SL.7.4, SL.7.5, SL.7.6</p>	<p>Create a Museum Exhibit: Practice Presentation</p> <p>Opening A. Engage the Learner – SL.7.5 (5 minutes)</p> <p>Work Time A. Practice Exhibit Presentation – SL.7.4, SL.7.5, SL.7.6 (15 minutes) A. Tuning Protocol: Presentation Skills – SL.7.4 (20 minutes)</p> <p>Closing and Assessment A. Debrief Tuning Protocol – SL.7.4 (5 minutes)</p> <p>Homework A. Optional: Create Art: Students have the option of creating a poem, story, song, dance, artwork, or nonfiction piece in response to a Harlem Renaissance work. They may choose to include this as their contemporary piece in their Harlem Renaissance exhibit for the performance task. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. They select a prompt and write a response in their independent reading journal.</p> <p>To prepare for the end of unit assessment and performance task, students practice the presentation of their Harlem Renaissance exhibit. Students engage in a Tuning Protocol to give and receive feedback on their presentation skills. Finally, students debrief the feedback to plan for improving their presentation.</p>	<ul style="list-style-type: none"> • I can present my curator’s statement in a formal, focused, and clear way, emphasizing important points. (SL.7.4, SL.7.6) • I can use appropriate eye contact, adequate volume, and clear pronunciation to present. (SL.7.4) • I can use visual displays in my presentation and exhibit to clarify and emphasize points. (SL.7.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lesson 10 (SL.7.5) • Work Time B: Presentation checklist (SL.7.4, SL.7.5, SL.7.6, L.7.3)

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<p>Lessons 11–12 W.7.2, SL.7.4, SL.7.5, SL.7.6</p>	<p>End of Unit 3 Assessment: Present Museum Exhibit</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 3 Assessment: Present Museum Exhibit (45 minutes) A. Shared Writing: Introduction to the Harlem Renaissance Museum – W.7.2 (25 minutes)</p> <p>Closing and Assessment A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p>Homework A. Optional: Create Art: Students have the option of creating a poem, story, song, dance, artwork, or nonfiction piece in response to a Harlem Renaissance work. They may choose to include this as their contemporary piece in their Harlem Renaissance exhibit for the performance task. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>For the end of unit assessment, students present the curator’s statement, one label, and the visual from their Harlem Renaissance museum exhibit. Next, students engage in a shared writing activity to create materials to introduce and orient visitors to their Harlem Renaissance museum. Finally, students share their Independent Research Reading text with one or more classmates.</p>	<ul style="list-style-type: none"> • I can present my curator’s statement in a formal, focused, and clear way, emphasizing important points. (SL.7.4, SL.7.6) • I can use appropriate eye contact, adequate volume, and clear pronunciation to present. (SL.7.4) • I can use visual displays in my presentation and exhibit to clarify and emphasize points. (SL.7.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lessons 11–12 • Work Time A: End of Unit 3 Assessment: Present Museum Exhibit (SL.7.4, SL.7.5, SL.7.6) • Work Time B: Shared Writing Introduction to Harlem Renaissance posters (W.7.2)
<p>Lessons 13–14 SL.7.4, SL.7.5, SL.7.6</p>	<p>Performance Task: Create a Museum Exhibit: Present Museum Collection</p> <p>Opening A. Engage the Learner – SL.7.4 (5 minutes)</p> <p>Work Time A. Write Exhibit Labels – SL.7.4 (20 minutes) A. Set Up Museum – SL.7.5 (20 minutes)</p> <p>Closing and Assessment A. Practice Conversations – SL.7.4 (15 minutes) A. Harlem Renaissance Museum –SL.7.4, SL.7.6 (30 minutes)</p> <p>Homework A. None for this lesson</p> <p>Students complete their Harlem Renaissance exhibit by writing their remaining labels. They work together as a class to set up the museum space, creating as authentic an experience as they can for visitors. Next, students practice with peer conversations they might have with visitors. Finally, students open their museum and share it with the community.</p>	<ul style="list-style-type: none"> • I can use appropriate eye contact, adequate volume, and clear pronunciation to present my museum exhibit. (SL.7.4) • I can use visual displays to clarify and emphasize points in my museum exhibit. (SL.7.5) • I can use formal English while presenting my museum exhibit. (SL.7.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lessons 13–14 (SL.7.4) • Work Time A: Exhibit Labels (SL.7.4)