



Grade 7: Module 3: Module-at-a-Glance

Unit 1

Unit 1: Collaboration in the Harlem Renaissance

Weeks 1–2 (Lessons 1–6)

In the first half of the unit, students compare musical and textual techniques in the play *Shuffle Along* and how these techniques affect meaning and develop themes. (RL.7.2, RL.7.7)

- Mid-Unit 1 Assessment: Compare and Contrast Versions of “Lift Every Voice and Sing”

Weeks 2–3 (Lessons 7–12)

In the second half of the unit, students analyze the structure, figurative language, and themes in the “The Negro Speaks of Rivers” by Langston Hughes and “Calling Dreams” and “Hope” by Georgia Douglas. (RL.7.2, RL.7.4, RL.7.5, L.7.5) Students also participate in a collaborative discussion comparing Claude McKay’s poem “I Shall Return” to artwork by Meta Warrick Fuller and Winold Reiss for thematic connections around drawing strength from and longing for home or Africa. (RL.7.2, SL.7.1)

- End of Unit 1 Assessment: Analyze Structure, Language, and Theme: “I Shall Return”

Unit 2

Unit 2: The Context of the Harlem Renaissance

Weeks 1–2 (Lessons 1–7)

In the first half of the unit, students read two short stories, “His Motto” by Lottie Burrell Dixon and “The Boy and the Bayonet” by Paul Laurence Dunbar, analyzing point of view and the interactions between story elements such as character, plot, and setting. (RL.7.3, RL.7.6) Additionally, students discuss how both stories develop themes about working hard to achieve dreams and how community helps to bring out our best selves. (RL.7.2)

- Mid-Unit 2 Assessment: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III

Weeks 2–3 (Lessons 8–16)

In the second half of the unit, students write pair and independent essays, discussing how three pieces of work from the Harlem Renaissance are connected by themes. (W.7.1, W.7.1a, W.7.1b, W.7.1c, W.7.1d, W.7.1e, W.7.6, W.7.10) Students then engage in a Tuning Protocol and revise their essays for use of phrases, clauses, and sentences. (W.7.5, L.7.1a, L.7.1b)

- End of Unit 2 Assessment, Part I: Write a Literary Argument
- End of Unit 2 Assessment, Part II: Revise and Edit

Unit 3: The Legacy of the Harlem Renaissance**Weeks 1–2 (Lessons 1–6)**

Students study several of Nikki Grimes' poems, analyzing them for structure, figurative language, and theme. (RL.7.2, RL.7.4, RL.7.5)

- Mid-Unit 3 Assessment: Analyze Structure, Language, and Theme: "The Sculptor"

Weeks 2–3 (Lessons 7–14)

In the second half of Unit 3, students write a curator's statement and label then practice their presentation for skills such as eye contact, volume, and clarity as well as use of visuals and formal English. (W.7.2, SL.7.4, SL.7.5, SL.7.6) Students present their exhibit in the Harlem Renaissance museum by sharing these important works with their community.

- End of Unit 3 Assessment: Present Museum Exhibit
- Performance Task: Create a Museum Exhibit: Present Museum Collection