

NEW YORK NEW YORK

Grade Level: 7

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Length of Unit: 6 Lessons

I. ABSTRACT

In this *Core Knowledge* Unit, students will study the five New York City boroughs. They will explore the impact of population, geographic location, and artistic endeavors on New York City. Lessons will include opportunities for students to build models of the city, to gain employment experience, and to become as knowledgeable as a true New Yorker. In addition, students will experience authentic New York culture by being involved in a Broadway musical.

II. OVERVIEW

A. Concept Objectives:

1. Students will understand how the environment plays a major role in human development and recognize how historical events have multiple effects.
2. Students will recognize that literature and art reflect the inner life and culture of a people.
3. Students will understand the significance of relative location of New York.

B. Content from *Core Knowledge Sequence*:

1. Geography of the United States: New York City, page 167.
2. Harlem Renaissance, page 164.
3. Music: Grade 7, page 170.

C. Skills to be taught:

1. Students will compare places and regions of New York in terms of physical and human characteristics using demographic concepts.
2. Students will apply absolute and relative chronology through the sequencing of significant time periods, events, and individuals.
3. Students will use standard grammar, spelling, punctuation, and sentence structure.
4. Students will analyze information by categorizing graphs, charts, and maps, identifying cause and effect relationships, comparing and contrasting, locating the main idea, summarizing, making generalizations and predictions, and drawing conclusions.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. New York City. *COBBLESTONE: The History Magazine for Young People*.

B. For Students

1. All the previous portions of Geography of the United States.

IV. RESOURCES

- A. New York City. *COBBLESTONE: The History Magazine for Young People*.
- B. http://www.nku.edu/~diesmanj/harlem_intro.html, Harlem Renaissance
- C. <http://www.unc.edu/courses/eng81br1/harlem.html>, Harlem Renaissance
- D. www.eb.com, *Encyclopaedia Britannica Online* Harlem Renaissance
- E. <http://discoverytheater.si.edu/sweet/ssindex.htm>, Smithsonian Institute
- F. <http://www.candyland.citysearch.com/nycny/nycvb/index.html>,
Convention and Visitors Bureau

- G. <http://www.iloveny.state.ny.us/howto.htm>, Travel Planner
- H. <http://www.cityguideny.com/places.html>, New York Places to Go
- I. <http://www.ci.nyc.ny.us>, The Official New York City Web-Site
- J. <http://publishing.grolier.com>, New York

V. LESSONS

Lesson One: Boroughs Puzzle

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand the significance of relative location of New York.
 - 2. Lesson Content
 - a. Boroughs of New York
 - 3. Skill Objectives
 - a. Students will compare places and regions of New York in terms of physical and human characteristics using demographic concepts.
- B. *Materials*
 - 1. Foam board
 - 2. Pencils
 - 3. Butcher Paper
 - 4. Large Traceable Maps of New York
 - 5. Scissors
 - 6. Exacto Knife
 - 7. Black Markers
- C. *Key Vocabulary*
 - 1. Borough- a section or portion like a county.
- D. *Procedures/Activities*
 - 1. The teacher will show the students a map of the boroughs on the overhead while naming the boroughs for the students.
 - 2. The teacher will ask the students to brainstorm things they know about New York City and its boroughs. These items will be listed on the board or overhead.
 - 3. The teacher will give a brief historical overview of the boroughs.
 - 4. In cooperative groups, students will trace a map of the boroughs of New York City onto white butcher paper. This is the practice map.
 - 5. After students have finished the practice map, they will trace the map a second time onto their foam board.
 - 6. Students will carefully go over the pencil tracing with black marker, and write the name of each borough on the correct shape.
 - 7. Next, students will cut apart the pieces using scissors or an exacto knife.
 - 8. On a sheet of butcher paper large enough for the puzzle to fit on, students will write the words north, south, east, and west.
 - 9. Direct students to go to the edges of their paper with their writing so that the puzzle will not cover up the words.
 - 10. Place the puzzle in accordance with north, south, east, and west on the butcher paper.
 - 11. To memorize the boroughs, students will cover up the names of the boroughs.
 - 12. Then students will scramble the pieces.
 - 13. Next, students will put the puzzle pieces back in order and name them.
- E. *Assessment/Evaluation*
 - 1. Give students a blank map of New York City.
 - 2. Students will label the boroughs.
 - 3. Teacher will assess the maps.

Lesson Two: Demographics

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand the significance of relative location of New York.
 2. Lesson Content
 - a. Immigrants of New York City
 3. Skill Objectives
 - a. Students will compare places and regions of New York in terms of physical and human characteristics using demographic concepts.
 - b. Students will apply absolute and relative chronology through the sequencing of significant time periods, events, and individuals.
- B. *Materials*
1. Information on ethnic groups in New York City.
 2. Letter-sized maps of New York City and New Jersey that include Ellis Island.
 3. Colored Paper.
 4. Scissors.
 5. Glue.
- C. *Vocabulary*
1. Immigrants-people who moved to U. S. from another country.
 2. Ethnic- pertaining to various racial or cultural groups of people.
- D. *Procedures/Activities*
1. Distribute the information about the ethnic groups.
 2. Go over each segment of information thoroughly with the students.
 3. Have the students choose an immigrant at random.
 4. Distribute the maps to the students.
 5. Students will draw a path from Ellis Island to the borough where the immigrant group clustered.
 6. The starting point can be elsewhere if the immigrant group was most likely to arrive in New York other than through Ellis Island (i.e. Blacks from the South).
 7. Next, students will make a paper doll that depicts the immigrant in the style of dress that he or she would be most likely to have worn at the time of his or her arrival.
 8. Make sure that students have enough variety materials to use to complete the paper doll.
- E. *Evaluation/Assessment*
1. The students will write a paper entitled, "My First Day in the _____ Borough of New York."
 3. This essay should incorporate the five senses.

Lesson Three: Working in the City

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will understand the significance of relative location of New York.
 2. Lesson Content
 - a. Immigrants
 3. Skill Objectives
 - a. Students will analyze information by categorizing graphs, charts, and maps, identifying cause and effect relationships, comparing and contrasting, locating the main idea, summarizing, making generalizations and predictions, and drawing conclusions.

- B. *Materials*
1. The U. S. Population Statistics of New York City from 1970-2000

C. *Key Vocabulary*

1. Prosperous- wealthy
2. Diversity- varied or multi-faceted.

D. *Procedures/Activities*

DAY ONE

1. Using the US Census counts of the population of New York City, students will research population levels over the last 30 years (1970-2000).
2. Students will look for job trends in type of employment and wages paid.
4. Using the population data, students will construct a bar graph projecting various employment opportunities for the years 2000-2010.
5. After students have completed the research, the teacher will ask the following questions for discussion:
Why is employment and city growth closely related?
Why do vibrant cities attract people?
Why are the healthiest cities constantly changing?
6. Students will be given an opportunity to write their answers to the discussion questions.

DAY TWO

1. Using the New York Times classified, students will explore jobs available in New York City.
2. Students will decide what kind of job they would like to have and write a one-page report.
3. They will research or otherwise explore experiential and educational background they would need for their vocations.
4. Then, they will create a resume outlining their qualifications, education, and experience.
5. In a computer lab or as homework, students would create their resumes using a standard available template.
6. The students will role-play both the employee and employer role using their resumes.

E. *Assessment/Evaluation*

1. The teacher should assess the resumes and one-page reports.
2. The teacher will also assess the written responses to the discussion questions.

Lesson Four: Places to Visit

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand the significance of relative location of New York.
2. Lesson Content
 - a. New York landmarks
3. Skill Objectives
 - a. Students will analyze information by categorizing graphs, charts, and maps

B. *Materials*

1. Foam Board Puzzles
2. Markers
3. Brochures of New York City
4. I Love New York Travel Planner website:
<http://www.iloveny.state.ny.us/howto.htm>

- C. *Key Vocabulary*
 - 1. Urban-city
 - 2. Exhibit- a display of objects such as art
- E. *Procedures/Activities*
 - 1. Distribute to the students brochures and literature about points of interest in New York City.
 - 2. Have students in groups discuss what they are observing.
 - 3. Each student should decide what places in New York City that he/she would like to visit and make a list.
 - 4. In the cooperative groups made in Lesson One, students should return to their foam board puzzles to label the landmarks that appear on each group member's list.
 - 5. Students may complete an online travel itinerary of New York City as an enrichment activity by going to the website listed in "Materials" above.
- F. *Assessment/Evaluation*
 - 1. The teacher will check the foam board puzzles for accuracy.
 - 2. Teacher made puzzles are another way to assess students' knowledge of New York City Landmarks.

Lesson Five: Model of the City

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand the significance of relative location of New York.
 - 2. Lesson Content
 - a. New York City
 - 3. Skill Objectives
 - a. Students will compare places and regions of New York in terms of physical and human characteristics using demographic concepts.
- B. *Materials*
 - 1. Teacher made table sized maps and sections.
 - 2. Photos of New York City boroughs.
 - 3. Very small boxes.
 - 4. Markers and/or crayons.
 - 5. Glue
 - 6. Scissors
- C. *Key Vocabulary*
 - 1. Three-dimensional- representation of shapes that can be seen and felt.
 - 2. Two-dimensional- representation of shapes on a flat surface.
- E. *Procedures/Activities*
 - 1. The teacher needs to make one table-sized master map of New York City.
 - 2. Additionally, the teacher needs to make a second map that can be cut up into shapes that match the master map. Create enough sections for the total number of student groups.
 - 3. Students should get back into cooperative groups from Lesson One.
 - 4. Each group will be given a section of the city, a size smaller than a borough.
 - 5. Students will create buildings and landscape for that section.
 - 6. Student groups will research the landmarks that exist in their section.
 - 7. Once the student groups have determined the landmarks, they will need to decide what to create for their area.
 - 8. Students can represent some things three-dimensionally, but at least 50% of the landmarks will need to be two-dimensional.

9. A good rule of thumb for students will be that they can make 20 to 25 landmarks and the rest will need to be drawn or suggested.
 10. Each student in a group should be responsible for making 4 to 5 landmarks.
 11. As three-dimensional landmarks are completed, students should affix them to their section of the map, not the master map.
 12. After the group has finished affixing the three-dimensional objects, they should fill in with the two-dimensional areas.
 13. When the student group is completely finished with its section, it should be glued to the master map.
- F. *Assessment/Evaluation*
1. The teacher will evaluate each group's section for neatness, adherence to criteria, overall effect, and aesthetics.

Lesson Six: Harlem Renaissance

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will recognize that literature and art reflect the inner life and culture of a people.
 2. Lesson Content
 - a. Harlem Renaissance
 3. Skill Objectives
 - a. Students will apply absolute and relative chronology through the sequencing of significant time periods, events, and individuals.
- B. *Materials*
1. Poetry of Langston Hughes and Countee Cullen
 2. Music of Duke Ellington and Louis Armstrong
 3. Selected artists of the Harlem Renaissance
 4. Paper
 5. Pen
- C. *Key Vocabulary*
1. Renaissance- a rebirth
 2. Artistic Forms- ways people express themselves
- E. *Procedures/Activities*
1. Students will be examining the poetic, artistic, and musical achievements of the designated artists of the Harlem Renaissance.
 2. The teacher should chose works that reflect the time period. Works mentioned here will serve as examples of pieces that can be examined. Do visit the sites mentioned in the "resources" section.
 3. Provide the students with a written or oral overview of the Harlem Renaissance.
 4. At this point, students should be able to identify Harlem on a map.
 5. Distribute to students poems of Langston Hughes and Countee Cullen.
 6. In cooperative groups, students will be trying to identify Harlem life and culture in the poetry. Additionally, students should seek examples of the frustrations and joys of the artists being examined. Reflections should be written and posted in the room.
 7. Display for the class paintings of two or three artists of the Harlem Renaissance.
 8. Many of the paintings of this time period showed a search for identity. As a class discover if that statement is true. Students should provide concrete reasons for their beliefs.

9. Play for the class the music of Duke Ellington and Louis Armstrong. Ask students what musicians of today are influenced by their work. Explain to the class the importance of music to blacks of the Harlem Renaissance.
 10. Students will write an essay about the Harlem Renaissance and its artists. They will identify the major themes in the poetry, paintings, and music of this time period.
- F. *Assessment/Evaluation*
1. The teacher will evaluate the essays and may assign the following homework assignment. Which work from the Harlem Renaissance most effected you and why?

VI. CULMINATING ACTIVITY

- A. The performing arts are a distinct and important part of the culture of New York City. Each spring at O. L. Slaton Junior High School, a Broadway musical is performed. Students have the opportunity to participate in its production. To make the Broadway musical experience as authentic as possible for the students who will not be participating in the actual production, students will be able to replicate other activities:
1. Students will make, serve, and eat a dinner prepared before one of the evening productions.
 2. Students who attend the performance will write a critique or a lifestyle report about the dinner and the performance.

VII. BIBLIOGRAPHY

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