

Unit 4

The Genius of the Harlem Renaissance, Volume 2

Activity Book



GRADE 8 Core Knowledge Language Arts®

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Activity Book

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Unit 4

The Genius of the Harlem Renaissance, Volume 2

Activity Book

This Activity Book contains activity pages that accompany the lessons from the Unit 4 Teacher Guide. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 3, the first will be numbered 3.1 and the second 3.2. The Activity Book is a student component, which means each student should have an Activity Book.

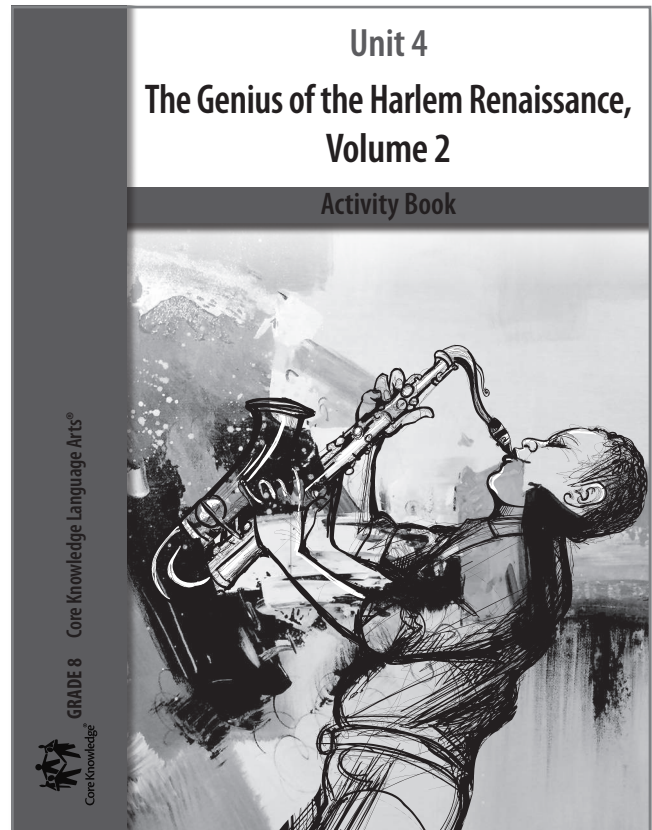
Letter to Family

Unit 4

Our class will begin a unit in language arts in which students will read selections from a Reader titled *The Genius of the Harlem Renaissance, Volume 2*. The Harlem Renaissance was a cultural movement centered in Harlem, a neighborhood in New York City. During this time, Black Americans made cultural advancements across a variety of different art forms. The Reader includes a variety of different authors, including Nella Larsen and Walter White. It also covers different art forms, including literature, music, and visual art.

Much of the work of the Harlem Renaissance deals with race. Students will read essays by Langston Hughes and others as they debate the changes in Black identity and culture. Students will also read from Nella Larsen's *Passing*, a novel that depicts the controversial act of Black people passing for white. Throughout this unit, students will learn about anti-Black racism in the early 1900s and how Black people persisted in the face of that racism.

This unit will give us the opportunity to discuss the diverse cultural backgrounds represented in our classroom, our community, and our country. Through various oral and written activities, students will explore and share their own cultural heritage as well as learn about the heritage of their classmates.



In addition, the topic of anti-Black racism addressed in the book is a timely one, as it is frequently the topic of public discourse. Through this unit, students will also have an opportunity to explore the history of anti-Black racism in the United States since the Civil War through the present. They will come to understand that the vast majority of people in the United States either immigrated to the country themselves or had ancestors who immigrated here.

If you have any questions or concerns, please do not hesitate to contact me.

DATE: _____

History of the Harlem Renaissance

Write one or two paragraphs summarizing everything you know about the Harlem Renaissance. Include information you learned in class as well as any knowledge you had before this unit.

[illegible]

NAME: _____

DATE: _____

**Vocabulary for “George Schuyler Argues Against ‘Negro Art,’”
“The Negro Artist and the Racial Mountain” by Langston Hughes,
“American Identity and African Americans,” and “The Negro’s
Americanism” by Melville Herskovits**

1. **environs, *n.*** the surrounding area (8)
2. **caste, *n.*** a social group that is often part of a hierarchy (8)
3. **paucity, *n.*** a scarcity or lack of (10)
4. **inferiority, *n.*** being lower in status than another (11)
5. **vociferous, *adj.*** strong and loud (12)
6. **guffaw, *n.*** loud laugh (12)
7. **ape, *v.*** to imitate the behavior of someone or something, often in a silly way (aping) (14)
8. **weariness, *n.*** exhaustion (18)
9. **bewildered, *adj.*** confused (22)
10. **prevailing, *adj.*** dominant (23)
11. **deportment, *n.*** a person’s behavior (24)
12. **innate, *adj.*** natural (26)

NAME: _____

1.4

ACTIVITY PAGE

DATE: _____

**“George Schuyler Argues Against ‘Negro Art,’
“The Negro Artist and the Racial Mountain” by Langston Hughes,
“American Identity and African Americans,” and “The Negro’s
Americanism” by Melville Herskovits**

Answer the questions, related to the text selections you read, in complete sentences.

1. What does Schuyler mean when he says, “They are no more expressive or characteristic of the Negro race than the music and dancing of the Appalachian highlanders or the Dalmatian peasantry are expressive or characteristic of the Caucasian race”?

2. What evidence does Schuyler use to support his assertion that art by Black Americans is the same as art by white Americans because they both have European influence?

3. Who are the “sons of Ham” Schuyler refers to?

4. What does Schuyler mean when he refers to a “paucity of themes”?

5. Whom does Schuyler describe as the people who decided there were large, fundamental differences between Black Americans and white Americans?

6. How does Schuyler use the example of racist scientists to make his point?

7. According to Hughes, what is the biggest obstacle to creating “Negro art”?

8. What is the main idea of Hughes’s essay?

9. What might have motivated middle- and upper-class Black Americans to adopt aspects of the dominant culture?

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10. Hughes writes, “The road for the serious black artist, then, who would produce a racial art is most certainly rocky and the mountain is high.” What specific obstacles does Hughes describe for Black artists?

11. How is the Harlem Renaissance different from previous eras of Black art?

12. How do you think Hughes felt about the “society ladies” who told the “young colored writer’s” mother not to come to dinner?

13. Why did the public (Black and white) not read *Cane* by Jean Toomer?

14. Where does Hughes get the inspiration for his art?

15. How does Hughes feel about the Black poet who does not want to be considered a “Negro poet”?

16. Who do you think was Hughes’s primary audience?

17. What are four similarities Herskovits noticed between Black and white Americans?

18. What is Herskovits’s argument in this essay?

19. What do you think about Herskovits’s argument?

NAME: _____

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20. Given what you read about Herskovits's observations about Harlem, what do you think about his concluding statement: "Why, it's the same pattern, only a different shade!"?

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Schuyler's Essay Against "Negro Art"

Read the following passage from Schuyler's essay against "Negro art." Then, write one paragraph in response to the question below.

This, of course, is easily understood if one stops to realize that the Aframerican is merely a lampblack Anglo-Saxon. If the European immigrant after two or three generations of exposure to our schools, politics, advertising, moral crusades, and restaurants becomes indistinguishable from the mass of Americans of the older stock (despite the influence of the foreign-language press), how much truer must it be of the sons of Ham who have been subjected to what the uplifters call Americanism for the last three hundred years. Aside from his color, which ranges from very dark brown to pink, your American Negro is just plain American. Negroes and whites from the same localities in this country talk, think, and act about the same. Because a few writers with a paucity of themes have seized upon imbecilities of the Negro rustics and clowns and palmed them off as authentic and characteristic Aframerican behavior, the common notion that the black American is so "different" from his white neighbor has gained wide currency. The mere mention of the word "Negro" conjures up in the average white American's mind a composite stereotype of Bert Williams, Aunt Jemima, Uncle Tom, Jack Johnson, Florian Slappey, and the various monstrosities scrawled by the cartoonists.

Given what you know about Schuyler's argument, what evidence does he use in this passage to support it?

NAME: _____

2.1

ACTIVITY PAGE

DATE: _____

Vocabulary for “On Passing—How Some African Americans Dealt with Life in Segregated America” and “The Paradox of Color” by Walter White

1. **conceit**, *n.* excessive pride in oneself (33)
2. **assurance**, *n.* promise (34)
3. **polyglot**, *n.* someone who speaks multiple languages (36)
4. **degenerate**, *adj.* immoral (36)
5. **atrophy**, *n.* loss of effectiveness due to lack of use (37)
6. **discernible**, *adj.* able to be seen (39)
7. **fallacious**, *adj.* based on a mistaken belief (40)

NAME: _____

2.2

ACTIVITY PAGE

DATE: _____

“On Passing—How Some African Americans Dealt with Life in Segregated America” and “The Paradox of Color” by Walter White

Answer the following questions in complete sentences.

1. What is *passing*?

2. Why might some people choose to pass?

3. How did Ellen and William Craft escape enslavement?

4. What is the play *The Emperor Jones* about?

5. How did White feel about *The Emperor Jones*?

6. Why did White and company have a hard time finding a place to eat?

7. According to White, why were New Yorkers less likely to be prejudiced?

8. What reasons does White give for why Black people would create a “city within a city” in New York?

9. What are the two different kinds of passing White describes?

10. How does White’s description of the doctor support his central idea?

11. Why did White choose to pass?

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12. What does White mean when he talks about “color lines within the color line”?

13. How do Black people with light skin benefit from having light skin?

14. Look closely at the poster for the play *The Emperor Jones*. Based on the images, what kinds of emotions do you think Paul Robeson portrayed on stage?

NAME: _____

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Grammar: Citations and Bibliographies

Match each bibliography entry to its source type from the list below.

book

journal article

website with author

blog post

Facebook post

website without author

1. Smith, Camilla J. "A Reading of 'Theme for English B.'" *Palmetto Literary Review*, vol. 6, no. 4, 2015, pp. 110–118.

2. Benson, Alvin L. "Theme for English B." Langston Hughes. *Modern Literature*, 2019, www.coltoncollege.edu.

3. Poetry Corner. "Is 'Theme for English B' Autobiographical?" Facebook, 2 Dec. 2022, www.facebook.com/poetrycorner.

4. Wilson, Janice P. *The Harlem Renaissance*. University of Iowa Press, Iowa City, 2021.

5. Cisneros, Elena. "What Makes What Happened in Harlem a Renaissance?" *The Harlem Renaissance*, 25 Jan. 2022, www.theharlemrenaissance.com/what-makes-what-happened-in-harlem-a-renaissance/.

6. “The Theme of Hughes’s “Theme for English B.”” Langston Hughes. New York Poetry Society, 2021, www.nyyps.org/poets/langstonhughes.html.
-

Match each bibliography entry to an in-text citation from the list below. Enter the citation letter in the blank after the entry.

- A. The Harlem Renaissance produced a “treasure trove” of great writing (Wilson 98).
- B. In “Theme for English B,” Langston Hughes writes a poem in the form of a writing assignment in which the student gives instruction to the teacher (Smith 112).
- C. In “Theme for English B,” Langston Hughes “instructs the instructor” (Benson 112).
- D. Hughes “addresses his English teacher directly as an equal” (“The Theme of Hughes’s “Theme for English B” 24).
- E. The Harlem Renaissance was indeed a “rebirth” (Cisneros).
- F. Some critics think “Theme for English B” is autobiographical (Poetry Corner).
7. Smith, Camilla J. “A Reading of ‘Theme for English B.’” *Palmetto Literary Review*, vol. 6, no. 4, 2015, pp. 110–118.
-
8. Benson, Alvin L. “Theme for English B.” Langston Hughes. *Modern Literature*, 2019, www.coltoncollege.edu.
-
9. Poetry Corner. “Is ‘Theme for English B’ Autobiographical?” Facebook, 2 Dec. 2022, www.facebook.com/poetrycorner.
-

NAME: _____

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10. Wilson, Janice P. *The Harlem Renaissance*. University of Iowa Press, Iowa City, 2021.

11. Cisneros, Elena. “What Makes What Happened in Harlem a Renaissance?” *The Harlem Renaissance*, 25 Jan. 2022, www.theharlemrenaissance.com/what-makes-what-happened-in-harlem-a-renaissance/.

12. “The Theme of Hughes’s “Theme for English B.”” Langston Hughes. New York Poetry Society, 2021, www.nyps.org/poets/langstonhughes/

NAME: _____

DATE: _____

Plan: Gallery Walk

Use the chart to capture ***ideas*** and ***questions*** sparked by stations on the gallery walk.

Station 1	Station 2
Station 3	Station 4
Station 5	Station 6
Station 7	Station 8

NAME: _____

DATE: _____

Plan: Brainstorm Ideas for a Multimedia Report

Use the chart to begin brainstorming research questions for your multimedia report. Remember that your report should be about an artistic or cultural movement. Brainstorm three topics, and create two research questions for each. Do brief research to come up with a few potential sources for the topic. Then choose the best idea.

Topic #1:		
Research question 1	Research question 2	Possible sources
Topic #2:		
Research question 1	Research question 2	Possible sources
Topic #3:		
Research question 1	Research question 2	Possible sources

NAME: _____

DATE: _____

Vocabulary for Nella Larsen and *Passing*

1. **parched, *adj.*** very thirsty (45)
2. **resolute, *adj.*** determined (45)
3. **potent, *adj.*** powerful (46)
4. **strain, *n.*** stress; tension (46)
5. **fervently, *adv.*** enthusiastically (50)
6. **perspiration, *n.*** sweat (50)
7. **gaiety, *n.*** merriment; festivity (52)
8. **feat, *n.*** an achievement that requires skill or strength (52)
9. **latent, *adj.*** hidden or concealed (53)
10. **indignation, *n.*** anger or annoyance at unfair treatment (55)
11. **aversions, *n.*** strong dislikes (55)

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Nella Larsen and *Passing*

Answer the following questions in complete sentences.

1. How was passing potentially different for men and women?

2. What does Clare's sitting room suggest about her life?

3. The narrator says Gertrude is not passing, like the other women. Why is this?

4. Why is Irene annoyed at Gertrude's presence?

5. What does Clare's husband do for a living?

6. What does Gertrude's husband do for a living?

7. Why does Clare declare she will likely not have any more children?

8. What signs of colorism do you see in the dialogue in this scene?

9. What do you think about Clare's decision to keep the conversation from touching on anything regarding race?

10. How do you think Clare feels about her husband's nickname for her?

11. What does the dialogue reveal about Jack?

12. How does Irene feel about Jack?

NAME: _____

DATE: _____

13. Given what you know about the historical context, what do you think about Irene's decision not to tell Jack she's Black?

14. How does Irene feel about Clare after meeting Jack?

15. What are some of the risks Clare takes in passing?

16. Do you think Irene is right to blame herself for the unpleasant afternoon?

3.4 TAKE-HOME

TAKE-HOME

Write one or two paragraphs about Larsen's portrayal of racial passing. What overall statement about passing does Larsen seem to make?

[illegible]

NAME: _____

DATE: _____

Vocabulary for “Jazz and Home” by J. A. Rogers and “The Great Depression and Its Impact on American Music”

1. **marvel**, *n.* an astonishing thing (62)
2. **mundane**, *adj.* boring; ordinary (63)
3. **cabaret**, *n.* a nightclub that offers live entertainment (65)
4. **elusive**, *adj.* difficult to obtain or achieve (65)
5. **wane**, *v.* to decrease; to diminish (**waned**) (70)

NAME: _____

DATE: _____

**“The Musical Dimensions of the Harlem Renaissance,”
“Jazz and Home” by J. A. Rogers, “Discrimination in Music,”
“Jazzonia” by Langston Hughes, “The Great Depression
and Its Impact on American Music,” and “Black Culture
During Hard Times”**

Answer the following questions in complete sentences.

1. According to Rogers, where did jazz originate?

2. Why was jazz such an important part of Black culture?

3. What does Rogers mean when he refers to jazz as “a thing of the jungles”?

4. How was poverty a contributor to the creation of jazz?

5. Rogers says, “There still remains something elusive about jazz.” What does *elusive* mean?

6. Why were many Black people unable to enjoy jazz in Harlem’s clubs?

7. How does Hughes feel about jazz music?

8. What details does Hughes use in “Jazzonia” to suggest how he feels about jazz music?

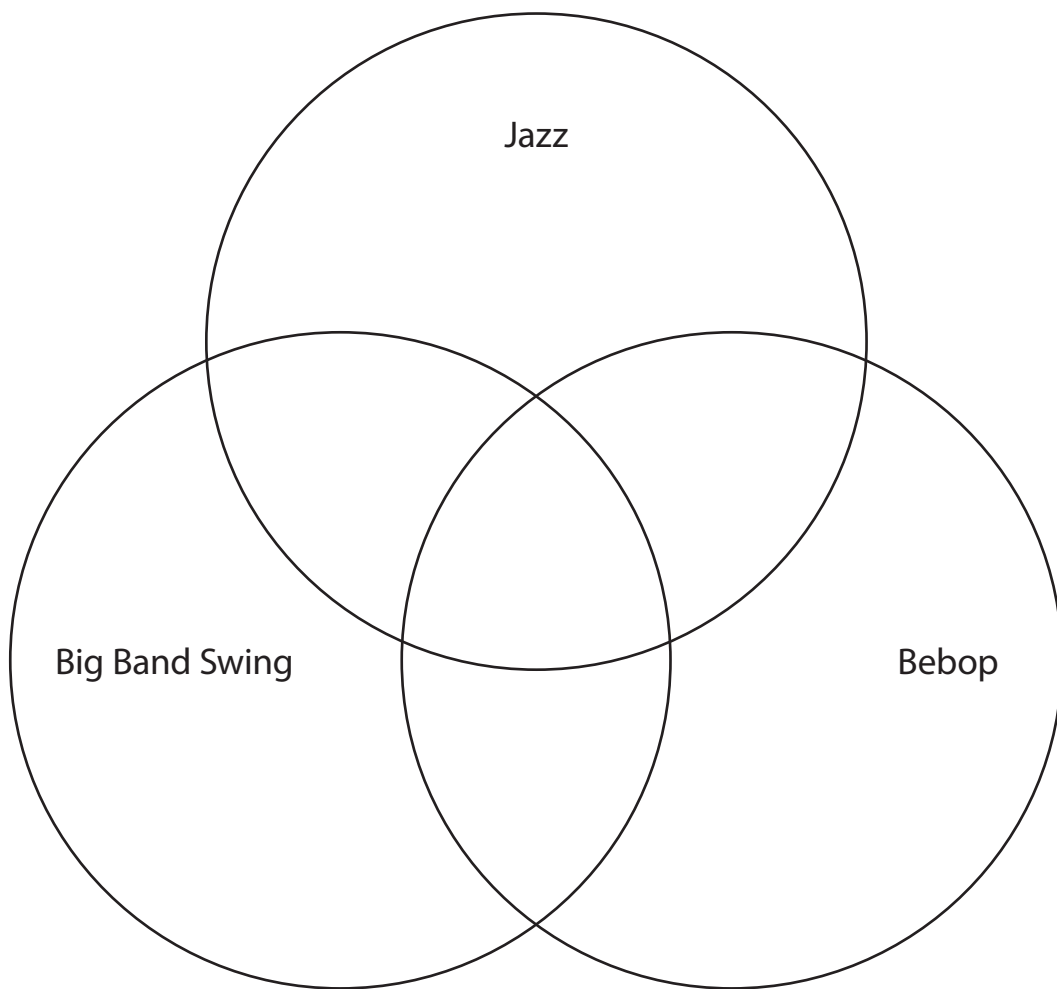
9. What is Hughes referring to when he mentions Eve?

NAME: _____

DATE: _____

Types of Jazz

Compare and contrast the different kinds of jazz music that arose in the 1920s and 1930s, including jazz, big band swing, and bebop.



DATE: _____

Creative Response to “Jazzonia”

Write a creative response to Langston Hughes's poem "Jazzonia." You can write a poem or a description of jazz using imagery and other literary devices.

[illegible]

NAME: _____

4.1

ACTIVITY PAGE

DATE: _____

**Vocabulary for “The Visual Art of the Harlem Renaissance,”
Aaron Douglas, Archibald John Motley,
Richmond Barthé, James Van Der Zee**

1. **cubism, *n.*** an art movement of the early 1900s that used geometric shapes (73)
2. **robust, *adj.*** strong; healthy (74)
3. **flourish, *v.*** to thrive (**flourished**) (74)
4. **ridicule, *n.*** mockery (75)
5. **establishment, *n.*** business or public institution (77)
6. **heyday, *n.*** the period of a person or movement’s greatest success (77)

Morphology: Greek/Latin Roots *para*, *canto*, *duct*, and *rupt*

Use your knowledge of this lesson's word roots and context clues to match a word from the list below with each of the word descriptions that follow. Then write the word in the blank space after its description. Use each word only once.

disrupt

enchant

conductor

parachute

abrupt

cantor

ductile

parapsychology

corrupt

canto

producer

parable

1. This word was created by combining the word *parasol* with the root *chute*, which means “to fall.” _____
2. This word means to cause an unwelcome and unproductive break in a process or activity. _____
3. This word describes a material like copper or gold that can be drawn or “led” into thin wire. _____
4. This word refers to a person who sings or leads singing or music in a religious setting.

5. This word describes something that breaks off suddenly, like the ending of a story that just stops unexpectedly. _____
6. This word means a section of a long poem or song. _____

7. This word means a material that allows electricity to pass through it and also a person who leads passengers to their seats on a train. _____
8. This word refers to the study of phenomena that some think might exist alongside those studied in the field of psychology. _____
9. This word means to have a magical effect on someone or something by saying or singing the words of a spell. _____
10. The person who has this title leads others in the making of a movie or music album.

11. This word means a story that is “thrown up alongside” something else as a comparison to help people understand it. _____
12. As a verb, this word means to break down a person’s moral character. As an adjective, it can also describe a person without honesty or integrity. _____

NAME: _____

DATE: _____

Plan: Multimedia Report Concept Map

Use this Concept Map to plan your multimedia report.

Introduction Background information about the topic and your thesis
--

Main Idea 1 Main Idea + Supporting Details	Main Idea 2 Main Idea + Supporting Details	Main Idea 3 Main Idea + Supporting Details
---	---	---

Possible Media

Possible Media

Possible Media

Conclusion

Restate thesis and summarize main ideas

NAME: _____

DATE: _____

Grammar: Citations and Bibliographies

Modify each bibliography entry as directed. Use each entry given as a model for creating another entry of the same type.

1. Entry: Smith, Camilla J. "A Reading of 'Theme for English B.'" *Palmetto Literary Review*, vol. 6, no. 4, 2015, pp. 110–118.

Modification: Change to "The Harlem Renaissance Revisited," by Mary C. Chen, on pages 221–225 in vol. 9, no. 3, of the journal *Literary History*, published in 2018.

2. Entry: Benson, Alvin L. "Theme for English B." Langston Hughes. *Modern Literature*, 2019, www.modernliterature.org/langstonhughes/themeforenglishb/.

Modification: Change to "A Raisin in the Sun," by Jung Park, published in 2020 on the website African American Poetry, with the URL www.africanamericanpoetry.org/hughes/harlem/.

3. Entry: Poetry Corner. “Is ‘Theme for English B’ Autobiographical?” Facebook, 2 Dec. 2022, www.facebook.com/poetrycorner.

Modification: Change to the post “A Dream Deferred” on the Facebook page African American Poets, dated 19 Mar. 2000, with the URL www.facebook.com/africanamericanpoets.

4. Entry: Wilson, Janice P. *The Harlem Renaissance*. University of Iowa Press, 2021.

Modification: Change to the book *Twentieth-Century Renaissance*, by Gayatri Patel. The book was published in 2019 by the University of Chicago Press.

5. Entry: Cisneros, Elena. “What Makes What Happened in Harlem a Renaissance?” *The Harlem Renaissance*, 25 Jan. 2022, www.theharlemrenaissance.com/what-makes-what-happened-in-harlem-a-renaissance/.

Modification: Change to the blog post “Here’s What Happens to a Dream Deferred,” by Raissa Federovna. The blog is called Responses to Literature, and this entry is dated 12 Aug. 2017. It has the URL www.responses-to-literature.com/here’s-what-happens-to-a-dream-deferred/.

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6. Entry: “The Theme of Hughes’s “Theme for English B.” Langston Hughes. New York Poetry Society, 2021, www.nyps.org/poets/langstonhughes/.

Modification: Change to “Langston Hughes’s ‘Harlem,’” an article written in 2019 on the website Friends of Langston Hughes. The URL is www.friendsoflangstonhughes.org/harlem/.

Create an in-text citation for each of the six new entries you wrote above. Citations 7–12 should correspond to entries 1–6, respectively.

7. [for an idea found on page 224] _____

8. _____

9. _____

10. [for a quotation from page 271] _____.

11. _____

12. _____

NAME: _____

DATE: _____

Draft: Multimedia Report

Use this page to begin drafting your multimedia report.

Introduction: State your thesis clearly

Body paragraphs:

- Use sufficient relevant evidence to support main ideas.
- Use precise word choice.
- Use transitions to connect ideas.
- Add ideas for media

Conclusion: Restate thesis in a fresh way and wrap up the essay.

NAME: _____

DATE: _____

Write a Multimedia Report Rubric

	Exemplary	Strong	Developing	Beginning
Content	Information is factual and from high-quality, credible sources. Thesis is interesting and engaging and thoroughly supported with well-researched information.	Most information is factual and from credible sources. Thesis is interesting and mostly supported with researched information.	Information is somewhat factual, and sources are somewhat credible. Thesis is somewhat supported.	Information is not factual. Thesis is missing or unsupported.
Organization and Format	Main ideas are clear, and supporting details are relevant and sufficient.	Main ideas are mostly clear, and supporting details are mostly relevant and sufficient.	Main ideas are somewhat clear, and supporting details may not be entirely relevant or sufficient.	Main ideas are unclear, and supporting details insufficient and irrelevant.
	Citations and bibliographic entries are used and formatted correctly.	Most citations and bibliographic entries are used and formatted correctly.	Some citations and bibliographic entries are used and formatted correctly.	Citations and bibliographic entries are absent or incorrect.
Use of Media	Three or more different types of media are used to add interest and meaning and support main ideas.	Fewer than three types of media are used to add interest and meaning and support main ideas.	Some different types of media are used, but these do not always relate clearly to main ideas.	No additional media is used to support the report's content.

	Exemplary	Strong	Developing	Beginning
Conclusion	The report concludes in a satisfying way.	The report concludes in a mostly satisfying way.	The report concludes in a somewhat satisfying way.	The conclusion of the report is far too brief or missing.
Language	Transitional words, phrases, and clauses are used to make connections between ideas clear.	Some transitional words, phrases, and clauses are used to make connections between ideas.	Few transitional words, phrases, and clauses are used to connect ideas.	Very few or no transitional words, phrases, or clauses are used.
	Style is consistently formal and appropriate to the task and audience.	Style is mostly formal and appropriate to the task and audience.	Style is somewhat formal and mostly appropriate to the task and audience.	Style is informal and not appropriate to the task and audience.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Write a Multimedia Report Peer Review Checklist

Complete this checklist as you read the draft of the multimedia report written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The multimedia report is written in a formal style.

_____ The multimedia report clearly states a thesis.

_____ The multimedia report is well organized, presenting main ideas and supporting evidence in a logical way.

_____ The multimedia report uses different types of media to add meaning.

_____ The multimedia report uses precise language to make ideas clear.

_____ The multimedia report uses transitional words, phrases, and clauses to make clear connections between ideas.

_____ The multimedia report includes properly formatted citations and bibliographic entries.

_____ The multimedia report comes to a conclusion that is satisfying.

Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

Morphology: Greek/Latin Roots *para*, *canto*, *duct*, and *rupt*

Use your knowledge of this lesson's word roots and context clues to match a word from the list below with each of the word descriptions that follow. Then write the word in the blank space after its description. Use each word only once.

erupt

recant

deductive

comparable

bankrupt

cantata

inductive

paradox

rout

incantation

conduct

paralegal

1. This word contains the root *dox*, meaning to think, and describes something that is beyond thought or unthinkable. _____
2. This word refers to a musical composition, often using a sacred text.

3. Using this kind of reasoning, one puts two and two together and knows they lead to four. _____
4. Using this kind of reasoning, one knows that *x* causing *y* ten times in a row leads to the probability that *x* will cause *y* again. _____
5. A volcano does this when magma breaks out of it. _____
6. This word describes work in a law firm that is performed by people who are not lawyers. _____

7. A synonym for this word is *comportment*, which is how one “carries” (*port*) oneself.
This word is how one “leads” oneself. _____
8. This refers to a set of words that are chanted or sung to cast a spell or perform a ritual.

9. This is what a person does when they take back the kind of things that they have
been saying. _____
10. This word’s root is harder to spot. The word refers to the breaking of an opponent’s
forces, causing them to run away in defeat. _____
11. This word describes two things that can be set side by side and demonstrate obvious
similarities. _____
12. If your bank account is empty, then you are probably this.

NAME: _____

DATE: _____

Write a Multimedia Report Editing Checklist

Multimedia Report Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
• I have used precise language. • I have used specific words related to the topic.	
Format	
• I have inserted paragraph breaks at logical places in the narrative. • I have titled my writing. • I have included the proper heading, including my name, my teacher's name, the class title, and the date. • I have formatted citations and bibliographies correctly.	
Grammar	
• I have used complete, correctly formed sentences. • I have maintained a formal style. • I have used verb tenses and participles correctly. • I have used verbals, including gerunds and infinitives, correctly. • I have corrected misplaced and dangling modifiers.	
Spelling	
• I have used resources to check my spellings. • I have spelled words with Greek and Latin roots and affixes correctly. • I have used commonly confused words correctly.	

Multimedia Report Editing Checklist	After reviewing for each type of edit, place a check mark here.
Punctuation	
• I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in quotations. • I have used hyphens, ellipses, and dashes correctly.	

NAME: _____

7.1

ASSESSMENT

DATE: _____

Unit Assessment—*The Genius of the Harlem Renaissance, Volume 2*

Today you will read a poem by Langston Hughes. After reading the poem, you will answer several questions based on it. Some of the questions have two parts. You should answer Part A of the question before you answer Part B.

“Elevator Boy”

1. I got a job now
2. Runnin’ an elevator
3. In the Dennison Hotel in Jersey,
4. Job ain’t no good though.
5. No money around.
6. Jobs are just chances
7. Like everything else.
8. Maybe a little luck now,
9. Maybe not.
10. Maybe a good job sometimes:
11. Step out o’ the barrel, boy.
12. Two new suits an’

13. A woman to sleep with.
14. Maybe no luck for a long time.
15. Only the elevators
16. Goin' up an' down,
17. Up an' down,
18. Or somebody else's shoes
19. To shine,
20. Or greasy pots in a dirty kitchen.
21. I been runnin' this
22. Elevator too long.
23. Guess I'll quit now.

Questions

1. Who is the narrator of "Elevator Boy"?

NAME: _____

DATE: _____

2. How does the narrator feel about his new job?

- A. He loves everything about it.
- B. He likes the job but dislikes his boss.
- C. He feels the job is not a good one.
- D. He enjoys it but is scared of elevators.

3.

Jobs are just chances
Like everything else.
Maybe a little luck now,
Maybe not.
Maybe a good job sometimes:

What does the narrator mean when he says this?

4. What is the tone of the poem?

- A. somber
- B. cheerful
- C. humorous
- D. distraught

5. PART A: What jobs does the narrator mention in the poem?

PART B: What do the jobs the narrator mentions suggest about his race and class?

Reading Comprehension Score: _____ of 5 points.

DATE: _____

ASSESSMENT

[illegible]

Writing Prompt Score: _____ of 4 points.

NAME: _____

DATE: _____

Grammar: Citations and Bibliographies

Create a bibliography entry for each of the sources described.

1. An article by Camilla J. Smith with the title “A Reading of “Theme for English B.”” The article is found in a journal called *Palmetto Literary Review*. The issue of the journal is volume 6, number 4. It was published in 2015, and the article appears on pages 110–118.

2. A page written by Alvin L. Benson with the title “Theme for English B” on a website called *Modern Literature*. The page was last updated in 2019 and has the URL www.modernliterature.org/langstonhughes/themeforenglishb/.

3. A post on the Facebook account Poetry Corner. The title of the post is “Is ‘Theme for English B’ Autobiographical?” No author is given for the post, and the pages are not numbered. The post is dated 2 Dec. 2022. The URL is www.facebook.com/poetrycorner.

4. A book, written by Janice P. Wilson, with the title *The Harlem Renaissance*. The book was published in 2021 by University of Iowa Press, which is located in Iowa City, Iowa.

5. A blog post on a blog called The Harlem Renaissance. The title of the post is “What Makes What Happened in Harlem a Renaissance?” There are no page numbers. The author of the blog is Elena Cisneros. The URL is www.theharlemrenaissance.com/what-makes-what-happened-in-harlem-a-renaissance/.

6. A page with the title “The Theme of Hughes’s “Theme for English B.”” on the website of the New York Poetry Society. No author is listed. The URL is www.nyps.org/poets/langstonhughes/.

NAME: _____

DATE: _____

Complete the in-text citation for the corresponding source above.

7. [for an idea found on page 112] In “Theme for English B,” Langston Hughes writes a poem in the form of a writing assignment in which the student gives instruction to the teacher (_____).
8. [for a quotation taken from page 114] In “Theme for English B,” Langston Hughes “instructs the instructor” (_____).
9. Some critics think “Theme for English B” is autobiographical (_____).
10. [for a quotation taken from page 98] The Harlem Renaissance produced a “treasure trove” of great writing (_____).
11. The Harlem Renaissance was indeed a “rebirth” (_____).
12. [for a quotation found on page 24] Hughes “addresses his English teacher directly as an equal” (_____).

<i>Grammar Score: _____ of 12 points.</i>

NAME: _____

DATE: _____

Morphology

Fill in the blank after each numbered definition with the matching word from the list below.

disrupt

paramedic

recant

deduce

corrupt

parapsychology

incantation

ductile

eruption

parasol

cantor

viaduct

1. a bridge that allows a road to pass over another road _____
2. to cause a breakdown in functioning _____
3. a musical recitation of words used to cast a spell _____
4. capable of being drawn out into thin wire _____
5. to draw a conclusion from evidence _____
6. the explosion of a volcano _____
7. someone who is trained to give medical treatment but is not a physician

8. the study of powers of the mind that lie beyond ordinary mental activities

9. someone who sings or leads music in a religious setting _____
10. to cause a moral breakdown in someone _____

11. to retract one's previously avowed opinions _____

12. an umbrella used to keep off the sun _____

<i>Morphology Score: _____ of 12 points.</i>
<i>Total Score for Unit Assessment: _____ of 33 points.</i>

NAME: _____

7.2

ACTIVITY PAGE

DATE: _____

Unit Feedback Survey

Unit 4: *The Genius of the Harlem Renaissance*, Volume 2

Please use a scale of 1–5, with 1 being “not at all,” 3 being “OK,” and 5 being “very much.” Circle the number that best describes your opinion. Then answer the remaining questions.

How much did you like reading the text *The Genius of the Harlem Renaissance*, Volume 2?

1

2

3

4

5

What, if anything, did you like about the book?

What, if anything, did you not like about the book?

Were you able to read and understand most of the book on your own, or did you have difficulty?

Would you recommend this book to your friends or other students?

YES

NO

In your opinion, how well did your teacher teach this unit?

1

2

3

4

5

What kinds of activities did you like best?

What kind of activities did you like least?

What could your teacher have done differently in teaching the unit to improve your experience with this unit?

NAME: _____

DATE: _____

Black Artist Bio

Choose one of the following Black artists mentioned in Langston Hughes's essay, and write a one-paragraph biography of that artist.

- *Clara Smith*
- *Charles Chesnutt*
- *Laurence Dunbar*
- *Charles Gilpin*
- *Jean Toomer*
- *Paul Robeson*
- *Bessie Smith*

NAME: _____

E.4

ENRICHMENT

DATE: _____

Jazz and Hip-Hop

After you watch Sound Field's video about jazz and hip-hop, answer the following questions:

1. Based on the examples in the video and your own experience, what are some similarities between the sounds of jazz and hip-hop?

2. Based on the examples in the video and your own experience, what are some differences between the sounds of jazz and hip-hop?

3. How did jazz contribute to the rise of hip-hop?

4. What aspects of Black history and culture are relevant to the evolution of music over time?

5. What are **two** things you would like to know more about with regard to jazz and hip-hop?

Grammar: In-Text Citations and Bibliographies

When you use other people's ideas or research in your writing, you must give them credit. This applies not only to direct quotations but also to ideas you put in your own words. Citations are brief credits you include in the body of your paper. Your bibliography or reference list at the end of your paper contains complete information about each work you have cited.

Read the in-text citations below, and then answer the questions that follow.

- A. The Harlem Renaissance was a “remarkable flowering” of artistic talent (Willoughby 262).
 - B. One of the foremost poets of the Harlem Renaissance was Langston Hughes (“The Harlem Renaissance” 285).
 - C. Hughes’s poem “Theme for English B” is written as if it were both the fulfillment of a writing assignment and a critique of the assignment (Burgess 121).
1. Which of the citations includes the name of the work cited rather than the name of the author? _____
 2. What is the page reference of the Willoughby citation? _____
 3. Which citation contains a direct quotation? _____
 4. Which citation credits an idea about a specific literary work produced by the Harlem Renaissance? _____
 5. What is the title of the source credited for a general statement about the poet Langston Hughes? _____
 6. Which is the name of the author credited for an idea about the poem “Theme for English B”? _____

Read the bibliography entries below, and then answer the questions that follow.

- D. Willoughby, Janine. *A Garden of Delights: A History of the Harlem Renaissance*. Cambridge University Press, 2016.
- E. Burgess, Ayesha. "Langston Hughes 'Theme for English B' as Protest." *Critical Reflections*, vol. 30, no. 4, 2019, pp. 441–452.
- F. Ortega, Sandra. "The Friendship That Begat the Harlem Renaissance." *The Atlantic*, 24 Feb. 2021, www.theatlantic.com/literature/archive/2021/02/harlem-renaissance-beginning/620134/

7. In what Journal did Burgess publish her article about Langston Hughes?

8. Which bibliography entry is for an online magazine? _____

9. What is the name of the publisher of Willoughby's book? _____

10. At what website can "The Friendship That Begat the Harlem Renaissance" be found?

11. On what pages can Burgess's article about "Theme for English B" be found?

12. Which of the works listed was published most recently?

NAME: _____

DATE: _____

Morphology: Greek/Latin Roots *para*, *canto*, *duct*, and *rupt*

Review the list of word roots and their meanings. Then, write the word in each sentence that contains one of the roots.

para: beside, beyond

canto: sing

duct: lead

rupt: break

1. Unfortunately, my appendix ruptured. _____
2. Did you clean the air ducts? _____
3. Have you ever led a chant at a football game? _____
4. She always carried a parasol. _____
5. I'm disappointed in your disruptive behavior. _____
6. Glass does not conduct electricity well. _____
7. What an enchanting voice you have! _____
8. My brother is trained as a paramedic. _____
9. The street performance was interrupted by a sudden thunderstorm. _____
10. My favorite player was inducted into the Baseball Hall of Fame. _____
11. *Canticle of Canticles* is another name for *Song of Songs*. _____
12. Parallel lines do not ever intersect. _____

NAME: _____

DATE: _____

Student Resources

In this section you will find:

- SR.1—Glossary for *The Genius of the Harlem Renaissance, Volume 2*
- SR.2—The Writing Process
- SR.3—Write a Multimedia Report Rubric
- SR.4—Write a Multimedia Report Peer Review Checklist
- SR.5—Write a Multimedia Report Editing Checklist
- SR.6—Proofreading Symbols
- SR.7—Citation and Bibliography Anchor Chart
- SR.8—Greek and Latin Roots Anchor Chart

Glossary for *The Genius of the Harlem Renaissance*, Volume 2

A

ape, *v.* to imitate the behavior of someone or something, often in a silly way (**aping**)

assurance, *n.* promise

atrophy, *n.* loss of effectiveness due to lack of use

aversions, *n.* strong dislikes

B

bewildered, *adj.* confused

C

cabaret, *n.* a nightclub that offers live entertainment

caste, *n.* a social group that is often part of a hierarchy

conceit, *n.* excessive pride in oneself

cubism, *n.* an art movement of the early 1900s that used geometric shapes

D

degenerate, *adj.* immoral

deportment, *n.* a person's behavior

discernible, *adj.* able to be seen

E

elusive, *adj.* difficult to obtain or achieve

environs, *n.* the surrounding area

establishment, *n.* business or public institution

F

fallacious, *adj.* based on a mistaken belief

feat, *n.* an achievement that requires skill or strength

fervently, *adv.* enthusiastically

flourish, *v.* to thrive (**flourished**)

G

gaiety, *n.* merriment; festivity

guffaw, *n.* loud laugh

H

heyday, *n.* the period of a person or movement's greatest success

I

indignation, *n.* anger or annoyance at unfair treatment

inferiority, *n.* being lower in status than another

innate, *adj.* natural

L

latent, *adj.* hidden or concealed

M

marvel, n. an astonishing thing

mundane, adj. boring; ordinary

P

parched, adj. very thirsty

paucity, n. a scarcity or lack of something

perspiration, n. sweat

polyglot, n. someone who speaks multiple languages

potent, adj. powerful

prevailing, adj. dominant

R

resolute, adj. determined

ridicule, n. mockery

robust, adj. strong; healthy

S

strain, n. stress; tension

V

vociferous, adj. strong and loud

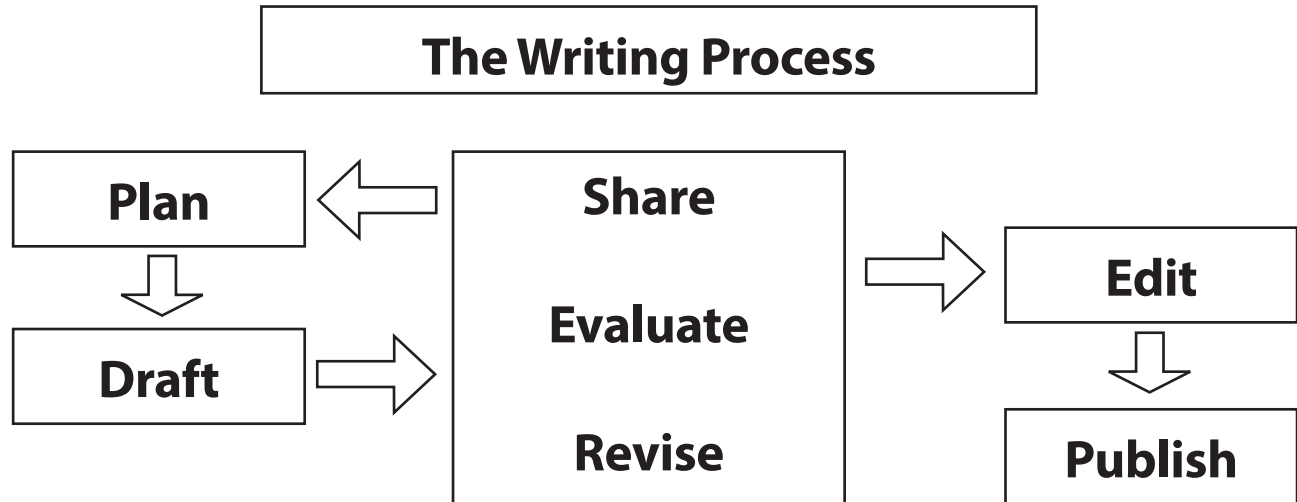
W

wane, v. to decrease; to diminish (**waned**)

weariness, n. exhaustion

NAME: _____

DATE: _____



NAME: _____

DATE: _____

Write a Multimedia Report Rubric

	Exemplary	Strong	Developing	Beginning
Content	Information is factual and from high-quality, credible sources. Thesis is interesting and engaging and thoroughly supported with well-researched information.	Most information is factual and from credible sources. Thesis is interesting and mostly supported with researched information.	Information is somewhat factual, and sources are somewhat credible. Thesis is somewhat supported.	Information is not factual. Thesis is missing or unsupported.
Organization and Format	Main ideas are clear, and supporting details are relevant and sufficient.	Main ideas are mostly clear, and supporting details are mostly relevant and sufficient.	Main ideas are somewhat clear, and supporting details may not be entirely relevant or sufficient.	Main ideas are unclear, and supporting details insufficient and irrelevant.
	Citations and bibliographic entries are used and formatted correctly.	Most citations and bibliographic entries are used and formatted correctly.	Some citations and bibliographic entries are used and formatted correctly.	Citations and bibliographic entries are absent or incorrect.
Use of Media	Three or more different types of media are used to add interest and meaning and support main ideas.	Fewer than three types of media are used to add interest and meaning and support main ideas.	Some different types of media are used, but these do not always relate clearly to main ideas.	No additional media is used to support the report's content.

	Exemplary	Strong	Developing	Beginning
Conclusion	The report concludes in a satisfying way.	The report concludes in a mostly satisfying way.	The report concludes in a somewhat satisfying way.	The conclusion of the report is far too brief or missing.
Language	Transitional words, phrases, and clauses are used to make connections between ideas clear.	Some transitional words, phrases, and clauses are used to make connections between ideas.	Few transitional words, phrases, and clauses are used to connect ideas.	Very few or no transitional words, phrases, or clauses are used.
	Style is consistently formal and appropriate to the task and audience.	Style is mostly formal and appropriate to the task and audience.	Style is somewhat formal and mostly appropriate to the task and audience.	Style is informal and not appropriate to the task and audience.
	Excellent spelling, grammar, and punctuation are used.	Spelling, grammar, and punctuation are mostly correct.	Spelling, grammar, and punctuation have several errors.	Spelling, grammar, and punctuation have many errors, and this interferes with the reader's ability to understand meaning.

You may correct capitalization, punctuation, and grammar errors while you are revising. However, if you create a final copy of your writing to publish, you will use an editing checklist to address those types of mistakes after you revise.

NAME: _____

DATE: _____

Write a Multimedia Report Peer Review Checklist

Complete this checklist as you read the draft of the multimedia report written by a classmate.

Author's Name: _____

Reviewer's Name: _____

_____ The multimedia report is written in a formal style.

_____ The multimedia report clearly states a thesis.

_____ The multimedia report is well organized, presenting main ideas and supporting evidence in a logical way.

_____ The multimedia report uses different types of media to add meaning.

_____ The multimedia report uses precise language to make ideas clear.

_____ The multimedia report uses transitional words, phrases, and clauses to make clear connections between ideas.

_____ The multimedia report includes properly formatted citations and bibliographic entries.

_____ The multimedia report comes to a conclusion that is satisfying.

Use the checklist above to help you complete the Peer Feedback on the back of this Activity Page.

Peer Feedback #1: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Writing Power: What was the greatest strength of this draft? Why was it so powerful? How did it add to the draft as a whole?

Writing Inspiration: What aspect of this draft inspired you? What did you like about it? How can you incorporate it into your writing?

Writing Innovation: What part of the draft was most original? What made it so inventive? How can it be included in other writings?

Feedback #1:

Peer Feedback #2: Please select ONE prompt below to provide specific, constructive feedback to your partner. CIRCLE the prompt you select, and RESPOND with your feedback below.

Building Stamina: What information was missing from the draft? Where would more details strengthen the writing?

Building Technique: What aspect of this draft needs reworking? How would this revision strengthen the draft?

Building Clarity: What part of the draft was unclear? What can be adjusted to provide clarity in the draft?

Feedback #2:

NAME: _____

DATE: _____

Write a Multimedia Report Editing Checklist

Multimedia Report Editing Checklist	After reviewing for each type of edit, place a check mark here.
Vocabulary	
- I have used precise language. - I have used specific words related to the topic.	
Format	
- I have inserted paragraph breaks at logical places in the narrative. - I have titled my writing. - I have included the proper heading, including my name, my teacher's name, the class title, and the date. - I have formatted citations and bibliographies correctly.	
Grammar	
- I have used complete, correctly formed sentences. - I have maintained a formal style. - I have used verb tenses and participles correctly. - I have used verbals, including gerunds and infinitives, correctly. - I have corrected misplaced and dangling modifiers.	
Spelling	
- I have used resources to check my spellings. - I have spelled words with Greek and Latin roots and affixes correctly. - I have used commonly confused words correctly.	

Multimedia Report Editing Checklist	After reviewing for each type of edit, place a check mark here.
Punctuation	
• I have used end marks (periods, question marks, exclamation points) correctly. • I have used a comma after introductory words, phrases, and clauses. • I have used quotation marks, commas, and end marks correctly in quotations. • I have used hyphens, ellipses, and dashes correctly.	

NAME: _____

DATE: _____

Proofreading Symbols

^	Insert
⊙	Insert period
^,	Insert comma
^'	Insert apostrophe
#	Insert space
¶	New paragraph
no ¶	No new paragraph
○	Close up the space
<u>b</u> cap	Capitalize
B lc	Make lowercase (small letter)
e	Delete
rwd.	Reword
←	Move according to arrow direction
↔	Transpose
[	Move to the left
]	Move to the right
^a	Add a letter

NAME: _____

DATE: _____

Citation and Bibliography Anchor Chart

Source	In-Text Citation	Bibliography Entry
Book	The Harlem Renaissance produced a “treasure trove” of great writing (Wilson 98).	Wilson, Janice P. <i>The Harlem Renaissance</i> . University of Iowa Press, Iowa City, 2021.
Journal	In “Theme for English B,” Langston Hughes writes a poem in the form of a writing assignment in which the student gives instruction to the teacher (Smith 112).	Smith, Camilla J. “A Reading of ‘Theme for English B.’” <i>Palmetto Literary Review</i> , vol. 6, no. 4, 2015, pp. 110–118.
Website with Author	In “Theme for English B,” Langston Hughes “instructs the instructor” (Benson 112).	Benson, Alvin L. “Theme for English B.” <i>Langston Hughes</i> . Modern Literature, 2019, www.coltoncollege.edu .
Website with No Author	Hughes “addresses his English teacher directly as an equal” (“The Theme of Hughes’s ‘Theme for English B’” 24).	“The Theme of Hughes’s ‘Theme for English B.’” <i>Langston Hughes</i> . New York Poetry Society, 2021, www.nyps.org/poets/langstonhughes.html .
Blog Post	The Harlem Renaissance was indeed a “rebirth” (Cisneros).	Cisneros, Elena. “What Makes What Happened in Harlem a Renaissance?” <i>The Harlem Renaissance</i> , 25 Jan. 2022, www.theharlemrenaissance.com/what-makes-what-happened-in-harlem-a-renaissance/ .
Facebook Post	Some critics think “Theme for English B” is autobiographical (Poetry Corner).	Poetry Corner. “Is ‘Theme for English B’ Autobiographical?” Facebook, 2 Dec. 2022, www.facebook.com/poetrycorner .

NAME: _____

DATE: _____

Greek and Latin Roots Anchor Chart

Root	Meaning	Example
para	beside or beyond	A parasol keeps a person beyond the reach of the sun.
canto	to sing	An incantation is a magical poem or song.
duct	to lead	A conductor leads an orchestra.
rupt	break	To interrupt is to break into what someone is doing or saying.



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Unit 4

The Genius of the Harlem Renaissance, Volume 2

Activity Book

GRADE 8



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