

Jazz from A to Z
Lesson Plan Template

Title of the Lesson: Black Cultural and Political Identity

Subject: Social Studies

Grade: 7-8

Common Core Standard for Reading, Writing *or* Speaking and Listening:

6-8.RH.1. Cite specific textual evidence to support analysis of primary and secondary sources.

6-8.WHST.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

Arizona Social Studies Standard:

Concept 1: Research Skills for History

PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.

PO 8. Analyze two points of view on the same historical event.

Concept 7: Emergence of the Modern U.S.

PO 2. Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:

- a. Civil Rights issues
- b. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)

Concept 9: Postwar U.S.

PO 6. Describe the importance of the following civil rights issues and events:

- a. Jim Crow Laws
- b. nonviolent protests
- c. desegregation
- d. Civil Rights Act of 1964
- e. Voting Rights Act of 1965

Overview (*Brief description of lesson*): Explore the history of jazz music as an expression of black intellectual and artistic development, its relationship to literary and political thought, and the subsequent political viewpoints of the civil rights quest of the 1960s. This is a 1-2 week mini-unit.

Essential Question(s): How do cultures express themselves in their own unique way, and how does this expression lead to social change?

Key Vocabulary: Harlem Renaissance, integrationist, separatist, rhythm, improvisation, uptown.

Lesson Objective(s): The student will: (1) understand the history of jazz music and its unique role in black cultural identity, (2) connect the rhythm of jazz to the rhythm of Harlem Renaissance poet Langston Hughes, (3) connect Hughes' and other Harlem Renaissance poets' ideologies to Harlem Renaissance political figures' ideologies (integrationist, moderate, separatist), and (4) connect these Harlem Renaissance ideologies to their more modern counterparts during the 1960s.

Procedure to Teach the Lesson:

- **Beginning (set)** What are the criticisms of rap music today? These same criticisms were applied to jazz music in the 1920s (and then to rock & roll in the 1950s).
- **Middle** (1) Introduce history of jazz [lecture and/or video]. (2) Introduce basic conventions of jazz—What makes it jazz? [musical selections + lecture]. (3) Overview/review Roaring Twenties, the role of jazz music in the nightlife, and the development of black culture in Harlem. (4) Read poetry by Langston Hughes while listening to jazz. How does jazz rhythm manifest itself in Hughes' work? (5) Read poetry by Countee Cullen, Claude McKay, Gwendolyn Bennett, etc. (6) Introduce Booker T. Washington, W.E.B. DuBois, and Marcus Garvey. Discuss their political ideas. Define the terms integrationist, moderate, and separatist and apply these labels to the three men. (7) Apply these labels to the poets studied in step 5. (8) Introduce MLK, Malcolm X, and Bobby Seale. Discuss their political ideas. Apply the labels of integrationist, moderate, and separatist to these men.
- **End (closure)** Despite a shared desire for “black power” or racial identity, the men of the Harlem Renaissance and the men of the 1960s had differing views on how to achieve this. Compare/contrast the ideas of the three Harlem Renaissance men. Compare/contrast the ideas of the three 1960s men. Select one of the Harlem Renaissance men and identify his closest philosophical ally from the 1960s. Why do you think so?

Assessment:

- (1) How did jazz music impact the American civil rights movement? Compare with another cultural innovation and its impact on American social justice.
- (2) Discuss the merits of the integrationist, moderate, and separatist points of view. Which would be most effective for social change? Why do you think so? Research and apply to another situation in which a group of people sought a change in its social position. OR Identify a current social issue which needs intellectual clarity, and apply one of the points of view, developing strategies consistent with that idea. OR Create a fictional social campaign and apply one of the points of view, developing strategies consistent with that idea.

Sources of Information:

Video for introducing jazz music (*The Story of Jazz*, BMG, is a good one)
PBS *Culture Shock* series (*Jazz: The Devil's Music*)
Poetry anthologies

Materials Needed:

Selected readings
Videos (above)
Jazz recordings
Materials for assessment depend upon assessment selected and product chosen