

Kindergarten:

Week 1

Activity:

Draw a rhyme monster!

Read the attached poem with your child. Make sure not to say the words that are underlined. The student will guess what they are going to draw based on the missing rhyming word. Once you have complete your drawing, write about you monster. Give your monster a name. Is it a good monster or a bad monster? Is it a silly monster or a scary monster?

Kindergarten Standard:

ELAGSEKW3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Kindergarten Visual Art Standard:

VAK.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Use pictures to tell a story.

Materials:

- The Poem
- Paper
- Pencil
- Crayon (Optional)

Kindergarten:

Activity:

Favorite Places

Draw a place that is special to you. Where is your favorite place? Is it school? Your grandmother's house? Maybe it's the ball field. With a pencil, draw your special place using different types of lines (zigzag, straight, curvy). Make sure to include lots of details so the viewer (the person who looks at your work) will know exactly where your special place is. Once you have completed your drawing, write an opinion piece on why this place is your favorite.

Kindergarten Standard:

ELAGSEKW1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Kindergarten Visual Art Standard:

VAK.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Use pictures to tell a story.

Materials:

- Paper
- Pencil
- Crayon (Optional)

First Grade:

Activity:

Favorite Places

Draw a place that is special to you. Where is your favorite place? Is it school? Your grandmother's house? Maybe it's the ball field. With a pencil, draw your special place using different types of lines (zigzag, straight, curvy). Make sure to include lots of details so the viewer (the person who looks at your work) will know exactly where your special place is. Once you have completed your drawing, write an opinion piece on why this place is your favorite.

First Grade Standard:

ELAGSE1W1 Write opinion pieces that introduce a topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

First Grade Visual Art Standard:

VA1.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Create works of art that attempt to fill the space in an art composition

Materials:

- Paper
- Pencil
- Crayon (Optional)

First Grade:

Activity:

Draw a rhyme monster!

Read the attached poem with your child. Make sure not to say the words that are underlined. The student will guess what they are going to draw based on the missing rhyming word. Once you have complete your drawing, write about you monster. Give your monster a name. Is it a good monster or a bad monster? Is it a silly monster or a scary monster?

First Grade Standard:

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

First Grade Visual Art Standard:

VA1.CR.2 Create works of art based on selected themes.

- a. Create works of art emphasizing one or more elements of art and/or principles of design.
- b. Create works of art that attempt to fill the space in an art composition

Materials:

- The Poem
- Paper
- Pencil
- Crayon (Optional)

Draw-a-Rhyme Story 1

When you draw a monster, it is said,
you always begin with his head.

He'll be able to see when he flies,
if we draw two bright eyes.

To tell which way the cold wind blows,
our monster will need a great big nose.

Look to the north and look to the south,
now we can give our monster a mouth.

Some up above and some beneath,
our monster has lots of teeth.

Now, under his chin, let's just check,
that's where we should put his neck.

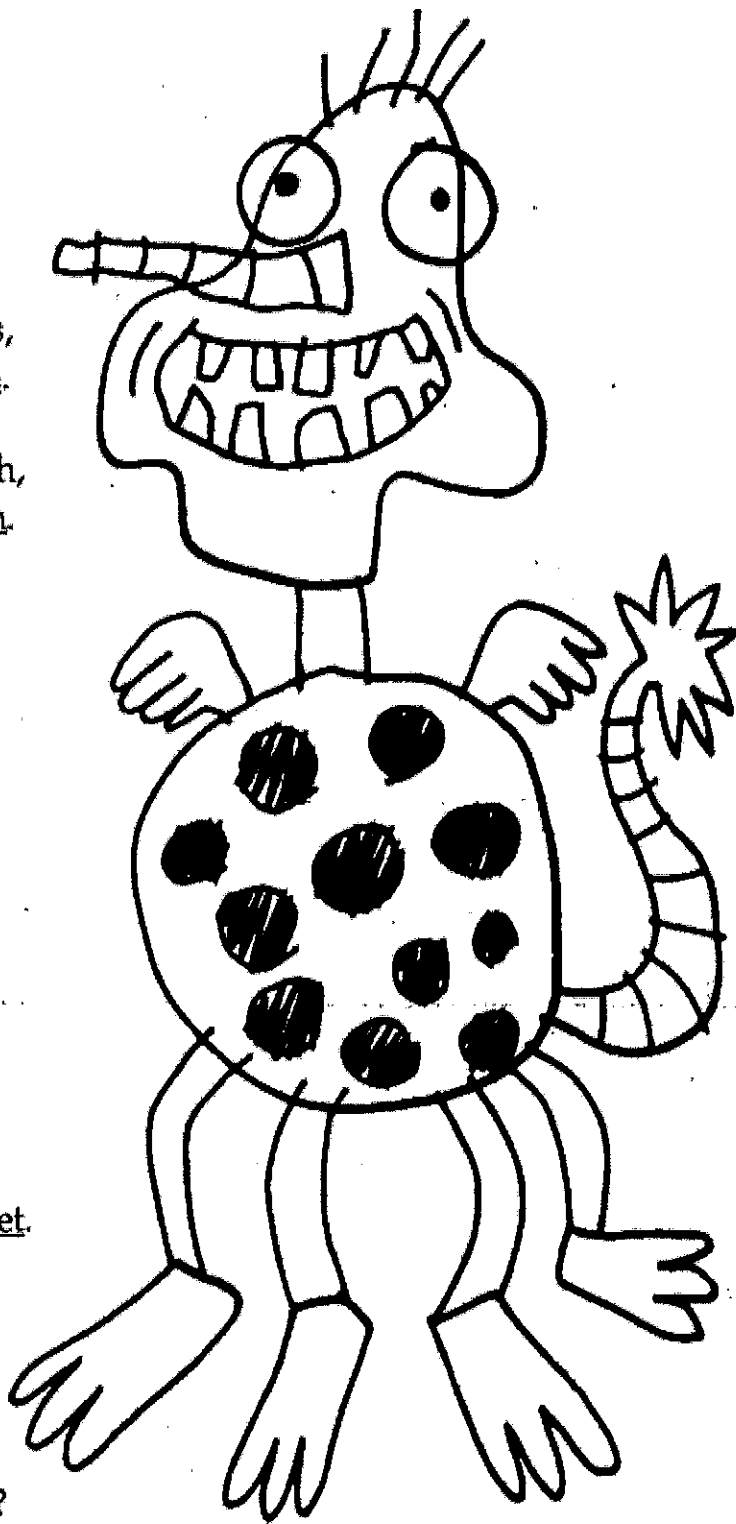
So he won't be tipsy-toddy,
let's give him a polka-dot body.

If he really, really begs,
I guess we could give him legs.

To make our monster nice and neat,
we'll have to teach him to wipe his feet.

A notice sent by air mail!
We can't forget the monster's tail.

He isn't fierce, he isn't hairy,
but don't you think he's a little scary?



Second Grade:

Activity:

Imaginary Towns

Buildings are mostly made of geometric shapes. These are shapes such as squares, rectangles, circles, and triangles. Building must be made with these shapes otherwise it would fall apart. Today, you will have the opportunity to create your own town or village out of organic shapes. What is an organic shape? Organic shapes are shapes found in nature. These types of shapes wouldn't work when it came to building a "real" house. Today, we don't have to worry about that! Be creative and have fun! Be sure to add variety to your drawing by overlapping some of your buildings and having buildings that are different sizes. Some examples of this would be the little old lady who lived in a shoe or Sponge Bob's pineapple house. What fun houses will you come up with?

Once you have completed the drawing of your imaginary town or village, write an opinion paragraph on why someone should move to your imaginary town or village.

Second Grade Standard:

ELAGSE2W1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section

Second Grade Visual Art Standard:

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.
- c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).

Materials:

- Paper
- Pencil
- Crayon (Optional)



Second Grade:**Activity:*****Athletic Animals***

Using your imagination, pick an animal and draw it playing a sport. Make sure to use a variety of lines (straight, curvy, zigzag, thick, and thin) and shapes to create an interesting work of art. Use your imagination and have fun!

Once you have completed the drawing of your animal, write a list of adjectives (describing words) about your animal, where your animal is, the sport your animal is playing, and how your animal feels about playing that sport.

Second Grade Standard:

ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Second Grade Visual Art Standard:

VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

- a. Create drawings and paintings with a variety of media.
- c. Create art using basic spatial concepts (e.g. overlapping, horizon line, size).

Materials:

- Paper
- Pencil
- Crayon (Optional)

Third Grade:

Activity:

Imaginary Towns

Buildings are mostly made of geometric shapes. These are shapes such as squares, rectangles, circles, and triangles. Building must be made with these shapes otherwise it would fall apart. Today, you will have the opportunity to create your own town or village out of organic shapes. What is an organic shape? Organic shapes are shapes found in nature. These types of shapes wouldn't work when it came to building a "real" house. Today, we don't have to worry about that! Be creative and have fun! Some examples of this would be the little old lady who lived in a shoe or Sponge Bob's pineapple house. What fun houses will you come up with?

Once you have completed the drawing of your imaginary town or village, write an opinion paragraph on why someone should move to your imaginary town or village.

Third Grade Standard:

ELAGSE3W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Third Grade Visual Art Standard:

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional art.

- a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).
- b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).
- c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage).
- d. Develop and apply an understanding of color schemes to create works of art.
- e. Use spatial concepts to create works of art (e.g. foreground, middle ground, background, size, placement, detail).

Third Grade:

Activity:

Athletic Animals

Using your imagination, pick an animal and draw it playing a sport. Make sure to use a variety of lines (straight, curvy, zigzag, thick, and thin) and shapes to create an interesting work of art. Use your imagination and have fun!

Once you have completed the drawing of your animal, write a list of adjectives (describing words) about your animal, where your animal is, the sport your animal is playing, and how your animal feels about playing that sport.

Third Grade Standard:

ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Third Grade Visual Art Standard:

VA3.CR.3 Understand and apply media, techniques, processes, and concepts of two dimensional art.

a. Develop drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, tempera, watercolor).

Materials:

- Paper
- Pencil
- Crayon (Optional)

Materials:

- Paper
- Pencil
- Crayon (Optional)



Fourth Grade:

Activity:

Interesting Interiors!

Using your imagination, create an interesting interior (inside or a section of the room of your dreams) using different types of lines, shapes, and textures. Make sure to include key details like tables, chairs, tv, bed etc. Be sure to add variety to your drawing by adding different patterns.

Fourth Grade Visual Art Standard:

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.

Materials:

- Paper
- Pencil
- Crayon (Optional)

Fourth Grade:

Activity:

Graphic Novel

Lesson Plan adapted from Art Class Curator-

Construct a comic strip of 3-4 panels of a narrative based on an issue that is important to you.

1. Plan out your story before you begin! Who are your characters? What is their conflict? What happens first? next? last?
2. Add details like props, facial expressions, and text to help tell your story.
3. Add color neatly to complete your artwork.

Fourth Grade Visual Art Standard:

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.

Materials:

- Paper
- Pencil
- Ruler or straight edge
- Crayon (Optional)

Fifth Grade:

Activity:

Interesting Interiors!

Using your imagination, create an interesting interior (inside of a section of the room of your dreams) using different types of lines, shapes, and textures. Make sure to include key details like tables, chairs, tv, bed etc. Be sure to add variety to your drawing by adding different patterns.

Fifth Grade Visual Art Standard:

VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images

Materials:

- Paper
- Pencil
- Crayon (Optional)

Fifth Grade:

Activity:

Graphic Novel

Lesson Plan adapted from Art Class Curator-

Construct a comic strip of 3-4 panels of a narrative based on an issue that is important to you.

1. Plan out your story before you begin! Who are your characters? What is their conflict? What happens first? next? last?
2. Add details like props, facial expressions, and text to help tell your story.
3. Add color neatly to complete your artwork.

Fifth Grade Visual Art Standard:

VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Utilize multiple approaches to plan works of art, incorporating imaginative ideas, universal themes, and symbolic images

Materials:

- Paper
- Pencil
- Rule or straight edge
- Crayon (Optional)

Music Emergency Learning Days Plans

Week 1:

1st-2nd

Printed

- Trace the names of the woodwind instruments worksheet,
- Match the woodwind instruments to their names worksheet
- Trace the names of the brass instruments worksheet
- Match the brass instruments to their names worksheet

Digital

- Read about the woodwind and brass instruments in the "Instrument Storage Room" on sphinxkids.org
- Match the woodwind and brass instruments to their names (Kahoot!)

3rd-5th

Printed

- Read an article about the composer Ludwig van Beethoven
- Take a quiz on Ludwig van Beethoven after reading the article

Digital

- Read an article about the composer Ludwig van Beethoven (on Canvas Mrs. Cooper's Canvas Page)
- Take a quiz on Ludwig van Beethoven after reading the article (Kahoot!)

Music Emergency Learning Days Plans

Week 1:

1st-2nd

Printed

- Trace the names of the woodwind instruments worksheet,
- Match the woodwind instruments to their names worksheet
- Trace the names of the brass instruments worksheet
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3rd-5th

Printed

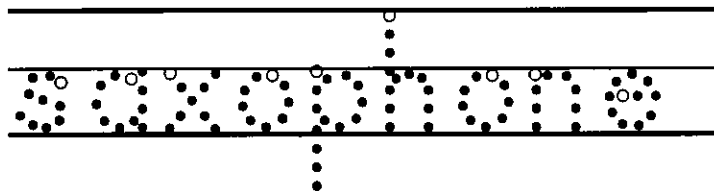
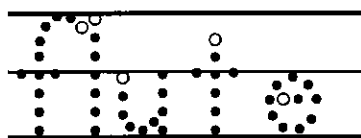
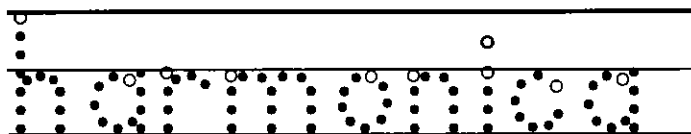
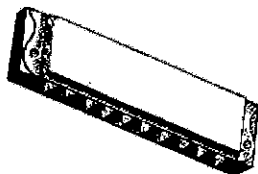
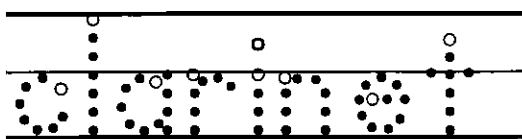
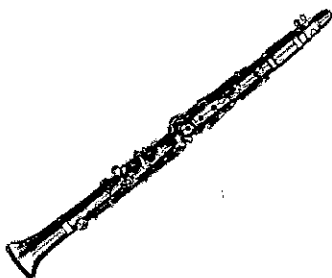
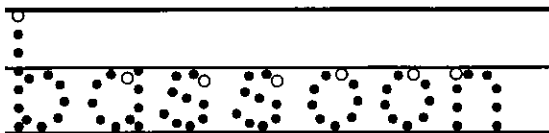
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Digital

- Read an article about the composer Ludwig van Beethoven (on Canvas Mrs. Cooper's Canvas Page)
- Take a quiz on Ludwig van Beethoven after reading the article (Kahoot!)

Woodwind Instruments

Trace the name of each woodwind instrument.



Woodwind Instruments

Draw a line from each instrument to its name.



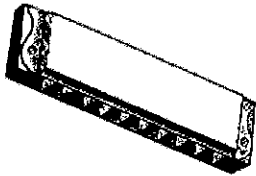
flute



saxophone



harmonica



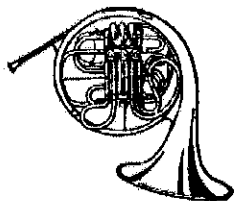
bassoon



clarinet

Brass Instruments

Trace the name of each brass instrument.



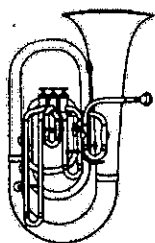
french horn



trombone



trumpet



tuba



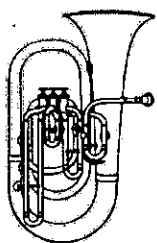
cornet

Brass Instruments

Draw a line from each instrument to its name.



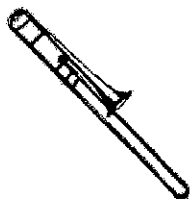
french horn



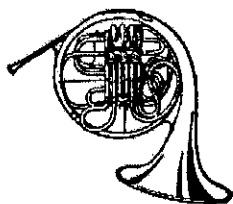
trombone



trumpet



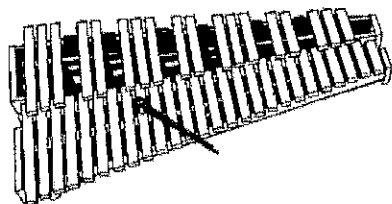
tuba



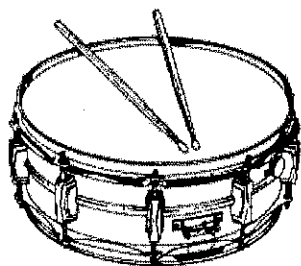
cornet

Percussion Instruments

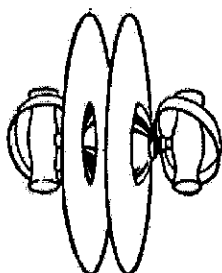
Trace the name of each percussion instrument.



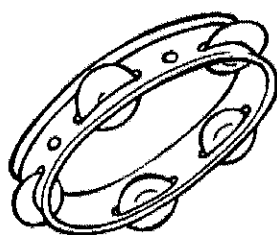
xylophone



drum



cymbals



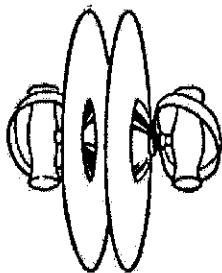
tambourine



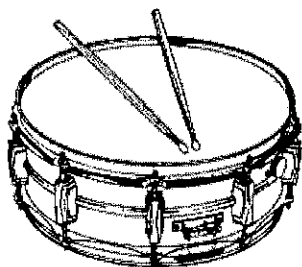
bell

Percussion Instruments

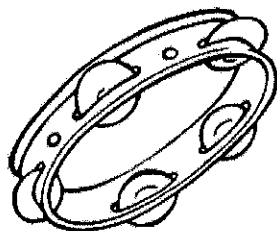
Draw a line from each instrument to its name.



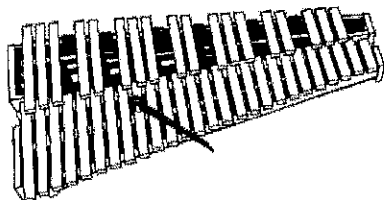
drum



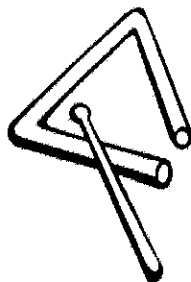
xylophone



cymbals



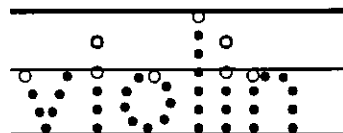
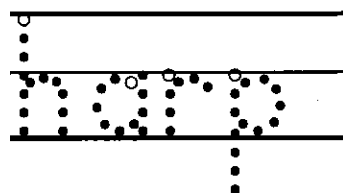
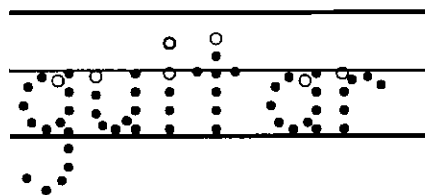
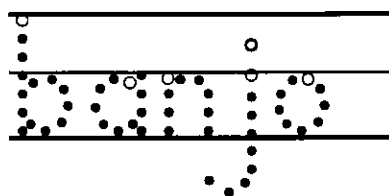
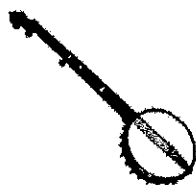
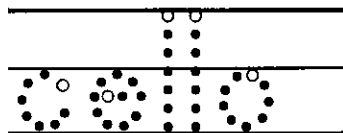
triangle



tambourine

String Instruments

Trace the name of each string instrument.



String Instruments

Draw a line from each instrument to its name.



guitar



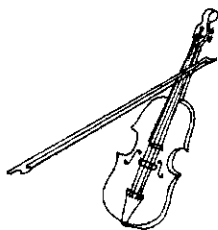
violin



banjo



cello



harp

3rd 5th

Hey Kids, Meet Ludwig van Beethoven

German Classical/Romantic Period Composer (Baptized 1770-1827)



Ludwig van Beethoven was born in Bonn, Germany in 1770, to Johann van Beethoven and Maria Magdalena Keverich. Although Beethoven's exact birth date is not known, his family celebrated it on December 16. Ludwig's first musical instruction came from his father Johann who was said to have been a harsh instructor. Johann later asked his friend, Tobias Pfeiffer, to teach his son. It seems that the harsh treatment continued, as Johann and his friend would come home late on occasion to pull young Ludwig from his bed to practice until morning.

Ludwig's talent was recognized early on, and by 1778 he was learning to play the organ and viola in addition to his piano studies. His most important teacher in Bonn was Christian

Gottlob Neefe, a Court organist. It was Neefe who helped Beethoven publish his first piece of music.

In 1787, young Beethoven decided to travel to Vienna, hoping to meet and study composition with Wolfgang Amadeus Mozart. It is not clear if he succeeded in meeting or studying with Mozart. By his twenties Beethoven began to suffer from hearing loss. He did, however, continue to compose, conduct and perform, even after he was completely deaf. One story recalls that after conducting the premiere of his Ninth Symphony he had to be turned around to see the overwhelming applause of the audience. When he heard nothing, he began to weep.

Ludwig van Beethoven's most popular pieces are his Fifth Symphony, *Für Elise* for piano solo, and his Ninth Symphony, which includes the melody *Ode to Joy*. He is remembered as an important composer in the transitional period between the Classical Era and Romantic Era in music and continues to be one of the most famous and influential composers of all time.



www.makingmusicfun.net

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Name _____

Beethoven Quiz

Answer the following questions after reading the article on composer Ludwig van Beethoven.
Circle the best answer to each question.

1. Beethoven was born in _____.
 - a. Bonn, Germany
 - b. London, England
 - c. Vienna, Austria
 - d. Venice, Italy
2. Who was Beethoven's first musical instructor?
 - a. His father
 - b. His mother
 - c. His cousin
 - d. His brother
3. What instruments did Beethoven learn to play?
 - a. violin and cello
 - b. organ, viola, and piano
 - c. piano and violin
 - d. trumpet, organ, and piano
4. Beethoven began to suffer hearing loss in his _____.
 - a. 30's
 - b. 40's
 - c. 20's
 - d. 50's
5. Beethoven was a composer during what musical period?
 - a. Baroque
 - b. Romantic
 - c. Classical
 - d. Transitional period between Classical & Romantic Period
6. True or False : Beethoven was completely deaf when he conducted his Ninth Symphony.

The Harlem Renaissance

By USHistory.org and Library of Congress, adapted by Newsela staff on 02.27.17

Word Count 443

Level 590L



Trumpeter, bandleader and singer Louis Armstrong was an important innovator of early jazz and the Harlem Renaissance. Photo from the Library of Congress.

Culture includes ideas, art, music, food and more.

America's culture was changing in the 1920s. One major change was the Harlem Renaissance. Harlem was a mostly black neighborhood in New York City. Renaissance means rebirth. It can be a period when things are changing for the better. Or there is a new interest in something that has not been popular in a long time.

Large numbers of black people had moved to the North around 1890. Before, they were living in the South. They used to be slaves there. Slavery is when one person owns another person for work.

Slavery had ended, but black people were still not treated fairly. Laws separated blacks and whites. Sometimes white people even hurt black people.

Moving to the North for a better life

After the Civil War, black people were promised their own land. But, they never did get it. Most blacks did not make enough money working on farms. They had even less after insects damaged

their crops.

All these reasons pushed black people to move to the North. They were looking for better lives there.

But, white people in the North treated black people unfairly, too.

Most black people were segregated. They lived in poorer parts of cities. Harlem was a neighborhood in New York City that many blacks moved to.

Making art and music in Harlem

In Harlem, people shared what they had been through. They celebrated black culture. They also created new music, art, plays and stories.

A new culture was born.

Famous writers from Harlem were Langston Hughes, Claude McKay and Jean Toomer. Zora Neale Hurston is famous for her book "Their Eyes Were Watching God." She used the stories of others to write plays and books.

The play "Shuffle Along" made funny musicals popular. It was created by Eubie Blake. It was written and produced by black people.

Jazz music draws huge crowds

Jazz was an important part of this new culture. It was not like other music of the time. Its sound and instruments made it different. Jazz musicians improvised. They didn't just read music notes on paper and play them. The music they made was different every time they played.

Thousands of people gathered night after night. Big-band jazz musician Duke Ellington and singers Bessie Smith and Billie Holiday made jazz popular. Jelly Roll Morton and Louis Armstrong drew huge crowds of both whites and blacks.

There was a spotlight on blacks' writing, music and shows. This happened because they had all come together in Harlem.

The Harlem artists of this time changed America's culture. White America could not look away from black America anymore.

Quiz

- 1 Read the second paragraph of the article.

America's culture was changing in the 1920s. One major change was the Harlem Renaissance. Harlem was a mostly black neighborhood in New York City. Renaissance means rebirth. It can be a period when things are changing for the better. Or there is a new interest in something that has not been popular in a long time.

How does this paragraph help you understand a MAIN idea of the article?

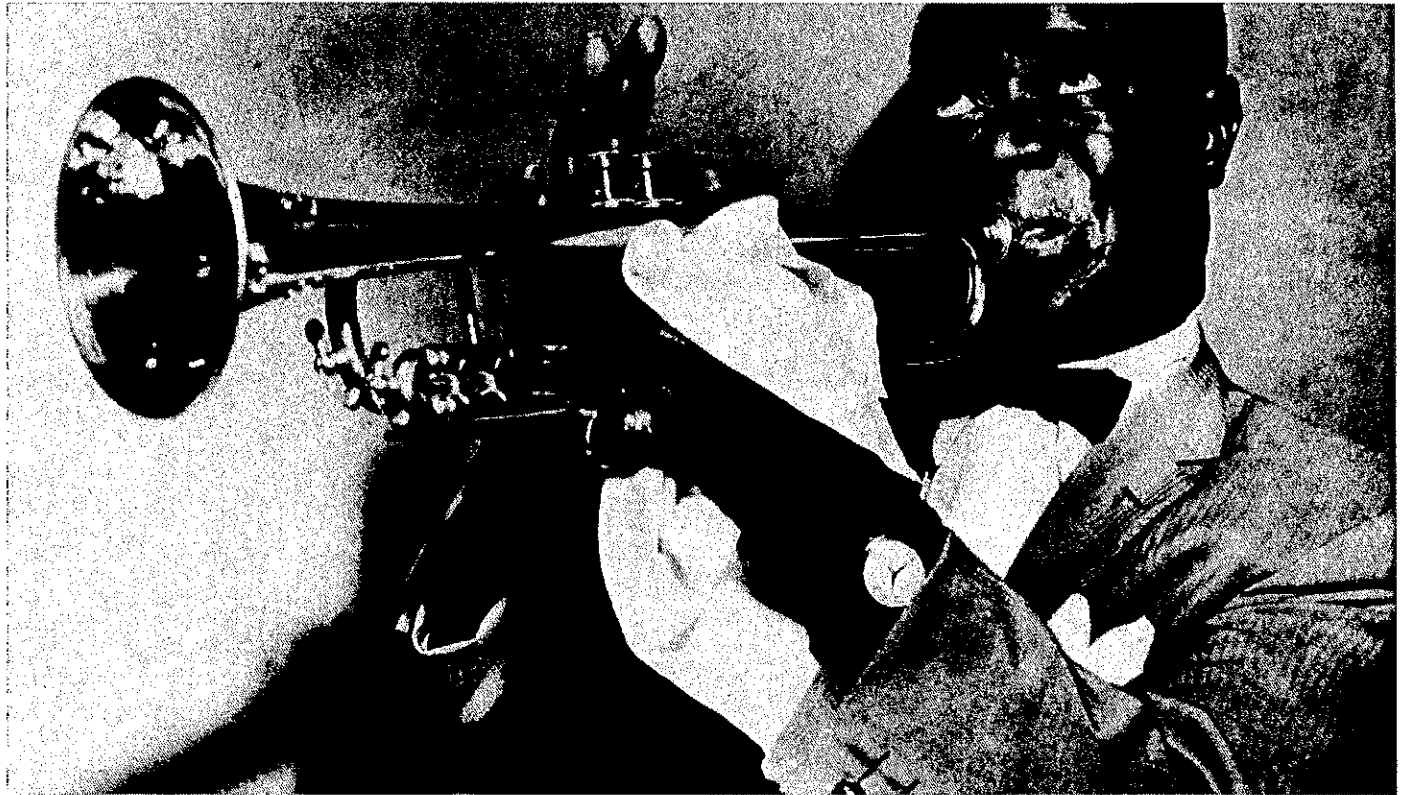
- (A) by explaining why many black people moved to Harlem
 - (B) by explaining what a Renaissance is and where one took place
 - (C) by describing a neighborhood in New York City
 - (D) by describing why people became interested in new things
- 2 What was the MAIN reason why black people moved to the North after the Civil War?
- (A) They did not like the land they had been given in the South.
 - (B) They were treated unfairly by laws and people in the South.
 - (C) They had been slaves when they lived in the South.
 - (D) They heard that Harlem was more interesting than the South.
- 3 What is the MAIN idea of the section "Making art and music in Harlem"?
- (A) Many different kinds of art and writing celebrated black culture.
 - (B) Many new people were moving to Harlem all the time.
 - (C) Many people enjoyed plays and books by Zora Neale Hurston.
 - (D) Many musicals were written and produced by black people.
- 4 Read the section "Jazz music draws huge crowds."
- How was jazz music different from other music of the time?
- (A) Its musicians used new kinds of instruments.
 - (B) It was enjoyed by many different people.
 - (C) Its songs were different each time they were played.
 - (D) It had famous stars that made it popular.

The Harlem Renaissance

By USHistory.org and Library of Congress, adapted by Newsela staff on 02.27.17

Word Count 540

Level 660L



Trumpeter, bandleader and singer Louis Armstrong was an important innovator of early jazz and the Harlem Renaissance. Photo from the Library of Congress.

It was the 1920s in the United States. America's art and culture was changing.

African-American people had been slaves for hundreds of years. Black people still were not treated equally after slavery ended.

Most black Americans lived in the South then. There, laws separated blacks and whites. Sometimes white people were even violent toward black people.

Large numbers of African-Americans started to move to the North around 1890.

They had shared common experiences. But they didn't feel sorry for themselves. They celebrated the rebirth of their new culture. This time period is known as the Harlem Renaissance.

Segregation and poverty push African-Americans North

After the Civil War, African-Americans were living as free people. But, their lives were not as they had hoped.

They faced segregation. Hate groups and their actions scared black families in the Deep South. The promise of owning land did not happen. Most blacks did not make enough money working on farms. In the 1890s, insects damaged the cotton crops. This made their lives even worse.

All these reasons pushed African-Americans to move to the North. They were looking for better lives there. There were many jobs for workers who would accept low pay.

Unfortunately, white people in the North treated black people unfairly, too.

Most black people found themselves segregated in neighborhoods in the North. The largest of these was Harlem, a neighborhood in New York City.

Harlem writers inspire and create

Harlem's writers, actors, artists and musicians praised African-American traditions of art and culture. But they also created new art. A new culture was born.

One of the most famous writers and poets from Harlem was Langston Hughes. Other writers were important, too. Claude McKay urged African-Americans to stand up for their rights in his writing. Jean Toomer wrote plays and short stories that captured the spirit of the time.

Zora Neale Hurston was noticed quickly with her book "Their Eyes Were Watching God." Hurston studied culture in New York to find stories for her own plays and books.

Meanwhile, the "Shuffle Along" play is credited with making funny musicals popular. Eubie Blake was an important composer from Harlem and a creator of "Shuffle Along." This show was written and produced by African-Americans. Actor and singer Paul Robeson performed around the world. He also fought for black rights.

Jazz music shapes America, and the world

Jazz music from Harlem shaped America and the entire world. Jazz was different than other music of the times because of its sound and instruments. Jazz musicians improvised instead of just reading music off of sheet paper.

Thousands of people gathered night after night to see the same performers. The musicians played differently every night. No two shows would ever be the same. Harlem's Cotton Club showed off big-band jazz musician Duke Ellington. Singers such as Bessie Smith and Billie Holiday popularized blues and jazz. Jelly Roll Morton and Louis Armstrong drew huge crowds of both whites and blacks.

There was a spotlight on blacks' writing, music and shows. This happened because they had all come together in Harlem. The Harlem artists of this time changed African-American culture.

The effects on all of America were equally strong. White America could not look away from black America anymore.

Quiz

- 1 How did life in the South after the Civil War help create the Harlem Renaissance?
 - (A) The war had destroyed the land owned by African-Americans and they went to Harlem to find new land.
 - (B) Many African-Americans moved North to escape unfair laws and gathered in the neighborhood of Harlem.
 - (C) African-Americans who had made a lot of money in the South used it to move to Harlem to create art and music.
 - (D) People who had visited African-American artists after the war invited them to move North to Harlem.

- 2 What would be another good title for the section "Harlem writers inspire and create"?
 - (A) "Capturing the spirit of the time"
 - (B) "Performing around the world"
 - (C) "African-American traditions"
 - (D) "An important composer"

- 3 Which sentence from the article is MOST important to include in its summary?
 - (A) Most black people found themselves segregated in neighborhoods in the North.
 - (B) One of the most famous writers and poets from Harlem was Langston Hughes.
 - (C) Thousands of people gathered night after night to see the same performers.
 - (D) The Harlem artists of this time changed African-American culture.

- 4 What effect did the Harlem Renaissance have on America?
 - (A) It changed how Americans viewed other countries.
 - (B) It caused many laws in the South to be changed.
 - (C) It convinced the country to dislike jazz musicians.
 - (D) It created appreciation for black talent and culture.

The Harlem Renaissance

By UShistory.org and Library of Congress, adapted by Newsela staff on 02.27.17

Word Count 673

Level 810L



Trumpeter, bandleader and singer Louis Armstrong was an important innovator of early jazz and the Harlem Renaissance. Photo from the Library of Congress.

It was the 1920s in the United States. It was a time of celebration of art and culture — and America's culture was changing.

African-Americans had endured centuries of slavery. This was followed by the struggle to do away with it. But, the end of slavery did not bring equal treatment for black people.

Instead, white supremacy was quickly, legally and violently restored in the southern part of the United States. This is where 90 percent of African-Americans lived.

African-Americans started to move to the North in great numbers around 1890. Eventually, hundreds of thousands of African-Americans had moved from the rural South to the cities of the North.

They had shared common experiences. But they didn't wallow in self-pity. They celebrated their own, new culture together. In the 1920s they created a new culture in New York City. This time period is known as the Harlem Renaissance.

Seeking better lives up North

The Great Migration from the South to the North began because of a "push" and a "pull."

African-Americans had lived as slaves. But as free people, they faced segregation. Hate groups and hate crimes cast alarm among African-American families of the Deep South. The promise of owning land had not materialized. Most blacks worked on farms, but did not make enough money and also had to pay rent to landowners. In the 1890s, insects damaged the cotton crops in the South, which made their lives even worse.

All these reasons pushed African-Americans to seek better lives. Many hoped for a new life up in the North. There were many jobs because factory owners wanted people who would work for low pay.

Unfortunately, northerners did not welcome African-Americans with open arms. White people treated black people unfairly in the North, too.

White workers complained that African-Americans were lowering the pay for everyone. Most black people found themselves segregated and living in run-down neighborhoods. The largest of these was Harlem, a neighborhood in New York City. Though it was poor, Harlem also had many educated people who made it a center for culture.

Writers and poets influenced by blues and jazz

Writers, actors, artists and musicians glorified African-Americans' traditions. At the same time, they created new art and culture.

One of the most famous writers and poets from Harlem was Langston Hughes. Hughes wrote in a style that was influenced by blues and jazz.

Other writers were important, too.

Zora Neale Hurston was noticed quickly with her book "Their Eyes Were Watching God." Hurston used the music and stories that she collected around New York to write her stories, plays and books.

Meanwhile, the "Shuffle Along" musical is credited with making funny musicals popular. Eubie Blake was an important composer from Harlem and a creator of "Shuffle Along." This show was written and produced by African-Americans. It opened in New York in 1921 to great success. Actor and singer Paul Robeson wowed audiences around the world with his stage shows. He also fought for black rights.

Harlem jazz draws huge crowds

Jazz music from Harlem shaped America and the entire world. Jazz was different than other music of the times because of its rhythms and instruments. Jazz musicians improvised instead of just reading music off of sheets.

Thousands of city dwellers flocked night after night to see the same performers. The musicians played differently every night so that no two shows would ever be the same. Harlem's Cotton Club showed off big-band jazz musician Duke Ellington. Singers such as Bessie Smith and Billie Holiday

popularized blues and jazz singing. Jelly Roll Morton and Louis Armstrong drew huge audiences, as white Americans and African-Americans caught jazz fever.

The continuing hardships faced by African-Americans in the Deep South and cities in the North were severe. But Harlem brought notice to art that might otherwise have been lost or never produced. The Harlem artists of this time transformed African-American culture.

The effects on all of America were equally strong. For the first time, white America could not look away from black America.

Quiz

- 1 Based on the article, why was the location of Harlem important to the celebration and development of African-American art and culture?
- (A) A fairer set of laws and employers in Harlem gave African-Americans arriving there more time to work creatively.
 - (B) The musicians playing jazz in Harlem attracted many young people who were eager to copy African-American culture.
 - (C) As Harlem grew larger, it became filled with many educated African-Americans who produced art and brought attention to it.
 - (D) There were many good schools in Harlem that taught African-American students how to develop art and culture.
- 2 What was the relationship between Langston Hughes and jazz?
- (A) Hughes developed many new jazz songs.
 - (B) Hughes became a famous jazz musician.
 - (C) Hughes wrote poems influenced by jazz.
 - (D) Hughes popularized jazz singing.
- 3 Which two of the following are MAIN ideas of the article?
- 1. *Many different writers and artists came together to share their experiences during the Harlem Renaissance.*
 - 2. *Some white workers complained that African-Americans were lowering their pay.*
 - 3. *The funny and popular musical "Shuffle Along" was created during the Harlem Renaissance.*
 - 4. *African-Americans moved North to Harlem because they wanted to escape unfair treatment in the South.*
- (A) 1 and 2
 - (B) 2 and 3
 - (C) 3 and 4
 - (D) 1 and 4
- 4 Which detail would be MOST important to include in a summary of the article?
- (A) Harlem's Cotton Club showed off jazz musicians like Duke Ellington and Louis Armstrong.
 - (B) White people in the North complained that African-American workers were taking jobs.
 - (C) Hate groups caused fear among African-American families who were living in the Deep South.
 - (D) The Great Migration caused many African-Americans to settle in the neighborhood of Harlem.

Name:

Week 1 PE Activities

K-2

Perform Daily Stretches.

Dance Warmup

Fitness Challenge: 30 seconds running in place, 20 jump n jacks, 10 behind the line, 10 pushups, 10 sit-ups

Perform Locomotor Skills (Skip, Hop, Walk, Gallop, Run.)

3-5

Perform Daily Stretches.

Fitness Challenge: 2 sets - 45 seconds running in place, 45 seconds of jump n jacks, 20 toe touches, 20 pushups, and 20 sit-ups

| Day | Activity 1 | Activity 2 | Activity 3 | Total |
|-------------------|-------------------------------------|---|------------------------------------|-------------------|
| Sample Day | Fitness Challenge 15 Mins | Play with Friends/ Basketball 30 Mins | Walked my Dog 15 minutes | 60 minutes |
| Day 1 | | | | |
| Day 2 | | | | |
| Day 3 | | | | |
| Day 4 | | | | |
| Day 5 | | | | |
| Day 6 | | | | |
| Day 7 | | | | |

Week 2 PE Activities

K-2

Perform Daily Stretches.

Dance Warmup

Fitness Challenge: 30 seconds running in place, 20 jump n jacks, 10 behind the line, 10 pushups, 10 sit-ups

Perform Locomotor Skills (Skip, Hop, Walk, Gallop, Run.)

3-5

Perform Daily Stretches.

Fitness Challenge: 2 sets - 45 seconds running in place, 45 seconds of jump n jacks, 25 behind the line, 25 pushups, and 25 sit-ups

| Day | Activity 1 | Activity 2 | Activity 3 | Total |
|-------|------------|------------|------------|-------|
| Day 1 | | | | |
| Day 2 | | | | |
| Day 3 | | | | |
| Day 4 | | | | |
| Day 5 | | | | |
| Day 6 | | | | |
| Day 7 | | | | |