Unit #5 Individual Research Project & Speech

Researching the Harlem Renaissance

Assignment:
The Harlem Renaissance was one of the most influential time periods in history. Out of it was born jazz, blues, ragtime, various forms of art, and an explosion of literature. For this project you will be researching a person from this time period in order to learn about this person’s contribution to the Harlem Renaissance and also about the impact that this movement had on the African American community and beyond. If you researched a singer for the Roaring Twenties project, try to choose a singer for this project, etc. You will complete (1) a works cited page with at least three sources to show what sources you used to conduct your research, (2) and outline, and (3) a presentation that you will give to your fellow classmates. This is NOT a power point project.

People to Choose:

• Aaron Douglas (artist)
• Alain Locke (writer)
• Angelina Weld Grimke (playwright)
• Anita Scott Coleman (poet)
• Arna Bontemps (writer)
• Bessie Smith (singer)
• Bill “Bojangles” Robinson (actor/dancer)
• Billie Holiday (singer)
• Blanche Taylor Dickinson (poet)
• Charles Alston (artist)
• Charles Gilpin (actor)
• Claude McKay (poet)
• Countee Cullen (poet)
• Dizzy Gillespie (musician)
• Duke Ellington (musician)
• Ella Fitzgerald (singer)
• Ethel M. Caution (poet)
• Ethel Waters (actress/musician)
• Eubie Blake (musician)
• Eulalie Spence (playwright)
• Fats Waller (musician)
• Florence Mills (musician)
• Georgia Douglas Johnson (playwright)
• Gladys Bentley (musician)
• Gwendolyn Bennett (poet)
• Hall Johnson (musician)
• Henry Bannarn (artist)
• Jacob Lawrence (artist)
• James Van Der Zee (artist)
• James Weldon Johnson (writer)
• Jean Toomer (writer)
• Jessie Redmon Fauset (writer)
• John Matheus (playwright)
• Joseph Seamon Cotter, Jr. (playwright/poet)
• Josephine Baker (actress)
• Joyce Sims Carrington (poet)
• Lewis Grandison Alexander (poet)
• Lillian Byrnes (poet)
• Lois Mailou Jones (artist)
• Louis Armstrong (musician)
• Mae V. Cowdery (poet)
• Marcus Garvey (politics)
• Noble Sissle (musician)
• Norman Lewis, (artist)
• Papa Charlie Jackson (singer/songwriter)
• Paul Laurence Dunbar (writer)
• Paul Robeson (actor)
• Richard Bruce Nugent (playwright)
• Roland Hayes (musician)
• Romare Bearden (artist)
• Rose McClendon (actress)
• Ruth G. Dixon (poet)
• Sterling A. Brown (poet)
• Trixie Smith (musician/actress)
• Wallace Thurman (writer)
• W.E.B Dubois (politics/writer)
• William Grant Still (musician)
• William Henry “Chick” Webb (musician)
• Zora Neale Hurston (author)

❖ You may choose someone who is not on this list, but you may not choose Langston Hughes.
❖ If you are choosing someone who is not on this list, but sure to write down the name of the person you are going to study on the sign-up sheet.
Mrs. Luciano - English 3B

Research & Analysis:
A big part of this project is research. You will become the expert in your person or topic. The second part of the project is completing an analysis of an important work by the author/musician/artist. The following represents the items that you will research in order to prepare for your presentation:

- **Background**
  - Give short biography of your person’s life.
  - When did this person come to Harlem? Why?

- **Accomplishments/Contributions**
  - Describe major works/accomplishments made by the person during his/her lifetime.
  - How did these accomplishments contribute to the changing face of America and African Americans of the time period?

- **Work Sample**
  - Choose one of your person’s accomplishments/contributions to analyze.
  - This could be a song clip, a poem, a passage from a novel, or piece of art, etc.
  - During the presentation, you will show the sample and explain what it is before going to the next step.

- **Analyzing Sample**
  - You need to analyze the work sample by thoroughly answering the following questions:
    1. What does this piece mean or what is it about?
    2. What is the author saying with this piece?
    3. What is it showing us about the culture of the Harlem Renaissance, the time period, and/or how African Americans felt during this time period?

- **Conclusion**
  - What long lasting effects did this person’s contributions have on The Harlem Renaissance, the African American community/culture, and America as a whole?

Presentation:
For your presentation you will present the five things that you researched and prepared. If you are presenting a piece of music, please burn this music onto a CD to bring in or have a link for a YouTube clip available. If you are presenting a piece of artwork, then bring in a picture of the piece of art. If you are presenting a poem or novel, bring in the poem or a paragraph of the novel to read to the class.

Your presentation should be roughly 5 minutes long. You may want to use note cards to help you as you present. If you plan to do this, list the points you wish to make and to remind you of what you intend to say next, but **DO NOT** read from them. Most likely you will want to use a copy of your outline. Regardless, you need to practice your presentation enough so that you can mostly speak from memory. No chewing gum; this is distracting. You may **NOT** use Power Point as a means to give your presentation. We are practicing on our presentation skills – making eye contact with the audience, not reading off of notes, and basically being all around prepared to give your speech.

**Due Date**
We will begin presentations on 3/6. On this date, all students will turn in their printed out Works Cited page, printed out outline, and be ready to present. Late presentations will receive a 25% deduction.
Sample Outline

I. Background of Langston Hughes
   A. Born on Feb. 1, 1902 in Joplin, Missouri
   B. Father
      1. Emigrated to Mexico to escape racial discrimination.
      2. Had little contact with his son for 11 years.
   C. Mother
      1. A teacher who struggled to support herself and Langston
      2. Moved frequently for jobs.
      3. Left Langston in the care of relatives frequently.
   D. Young life
      1. Lived with Grandmother for a time.
      2. Was elected as class poet in 7th grade
      3. Went to high school in Cleveland, Ohio.
         a. Was elected to class offices
         b. Acted in school plays
         c. Joined track and field

II. Accomplishments/Contributions
   A. The Weary Blues - first collection of poems published.
   B. Fine Clothes to the Jew – second collection of poems published
C. Montage of a Dream Deferred.

1. Re-created the structures and rhythms of blues and jazz music
2. Used poetry to immortalize other African-American art forms.

III. Work Sample/Analysis – “A Dream Deferred” (poem)

A. Meaning behind poem

1. Most people use their dreams as a way of setting future goals for themselves.
2. Dreams can help to assist people in getting further in life because it becomes a personal accomplishment.
3. This poem speaks about what happens to dreams when they are put on hold.
4. Hughes uses comparisons that tell of a quality of a postponed dream and attempts to paint a picture.
   a. A grape is juicy green (sometimes purple) fruit.
   b. A dream, like a grape, when newly born, is full of life and energy. It inspires enthusiasm and drives us.
   c. When it is delayed, it becomes devoid of that life energy liked a raisin in the sun and is no longer recognizable.
   d. A dream, if put off for long, festers like a sore.
   e. A bottled dream emits frustration and has a dynamo effect (like a sore it spreads).
   f. Frustration renders the dreamers useless and purposeless.
   g. They do not enjoy the perks of life. It may also imply that the other dreamers also get frustrated in the process.
   h. Then eventually those deferred dreams leak out and probably leaving a permanent scar.
   i. When people’s dreams are deferred, they are compelled to take actions against those who prevented their dreams.
   j. This is a result of their frustration and despair; this ‘explosion’ will only cause destruction.

B. Author’s message in poem

1. Hughes is reflecting on the state of the black America during this time.
2. Hughes relates how African Americans still suffered from inequality & discrimination

3. Blacks were regarded as second-class citizens and were allowed to do only menial jobs and could not use the same public facilities.

4. The condition of the African Americans and the building resentment between the black and the white were Hughes’ inspiration for writing the poem.

5. Hughes’ negative imagery shows that dreams or life goals of African Americans that have not been met are very burdensome.

6. Hughes warns what will happen if African Americans continue to be a target of racism and aren’t allowed their chance at the American dream.

C. Reflection of culture of the Harlem Renaissance

1. This poem reflects how the African American people felt during this time.

2. Through this poem, Hughes shows how the “dream deferred” was the dream in which all Americans, except blacks, were able to participate.

3. The American Dream was coming true for white America, but not for African Americans.

4. This poem shows how African Americans longed for the fulfillment of their dreams and desires.

5. Their dreams and desires felt out of reach; some people are able to have them and others are denied.

IV. Conclusion

A. Influenced many through his work

B. Portrayed the nightlife and everyday experiences through his work.

C. Used writing to protest racial discrimination.

D. First African-American to earn a living solely from writing.

Tips for your Outline -

- You need to turn in your typed outline on 3/6
- If you decide to use your outline to help you in your presentation, you need to print off two copies (one for me and one for your use).
- Remember that outlines use phrases – not complete sentences and definitely not paragraphs
# Harlem Renaissance Research Project Presentation Evaluation

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<tr>
<th></th>
<th>Excellent</th>
<th>Pretty Good</th>
<th>Average/Half Complete</th>
<th>Incomplete/Needs more work</th>
<th>Missing</th>
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<td>Work Sample / Analyzing of Sample</td>
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<td>Conclusion</td>
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<td>Makes regular eye contact with the audience / Doesn’t read directly from outline or notes</td>
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<td>15</td>
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<td>Speaking – appropriate pace &amp; enthusiasm (no excessive ummms, etc.)</td>
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<td>Body Language – no distractive body language (no gum!)</td>
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**Presentation Grade**

/120

**Works Cited Page**

/15

**Outline**

/15

**Name of Student:**

**Name of artist:**

**Name of analyzed work(s):**

Total Score ____________/150