

Lesson Plan  
Black leaders of the 1920's and 30's

Teacher Name: Kevin Gorman

Grade level(s):10, 11

Course: American Hist

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- Cooperative learning assignment. I'm doing this in hopes of the kids can learn things from each other in their research.
- Using primary and secondary resources they will put together a 2 pg. paper, with each of them being responsible for research on an individual, and their accomplishments

Rationale (why are you doing this?)

- My school is changing demographically, and the study of famous black Americans has been lacking, especially in the 1920's. I believe this is golden opportunity to increase student knowledge in this area.

Required time frame: 1 week

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?

- Dr. Makalani ( from Rutgers) who spoke to the class at the conference week of July 20-24

Lesson objectives – the student will:

- Improve knowledge of accomplishments of famous black Americans of the Twenties
- See differences in how white filmmakers of the time viewed blacks, and vice versa.
- Movements within the Black community in the Twenties.

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- District goal: #7. The district will work to make the students more inclusive, and to promote multiculturalism in the classroom
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Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Visual recording The Birth of a Nation; DW Griffith 1915
- Article from Jim Crow and the African American Experience by Dr. Minkah Makalani
- Handout on Chicago race riot 1919, and visual recording of Oscar Micheaux Within Our Gates

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- Article from book Life In the Roaring Twenties by Diane Yancey

- Articles from A Dream Deferred; The Jim Crow Era by Ann Wallace Sharp

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Fully describe the activity or assignment in detail. What will both you and the students do?

- In a week, I will assign readings, lecture, give handouts, over the Black leaders of the period. Also I will show 2 different tapes. Birth of a Nation and then show Within Our Gates. This is a great chance for students to see how differently blacks were viewed from white films, versus black filmmaker. Plus I would like to introduce many people such as W.E. B. Dubois, Marcus Garvey, A. Philip Randolph, and Hubert Harrison “Black Socrates”. Movements like UNIA and Niagara Movement, and the NAACP will also be discussed.

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- Each cooperative group of no more than 4 students will be required to turn in their paper ( 1 paper per group) for 100pts at end of the week. Additionally, each student will individually hand in a sheet telling me what figures they studied and contributed to the paper.