

Grade 8

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Comparing and Contrasting the Florentine Renaissance and the Harlem Renaissance (a Four-Day Lesson Plan)

Georgia QCC:	Eighth Grade Social Studies; 8.35, 8.49, and 8.58
Multiple Intelligences:	Spatial, Logical-Mathematical, Linguistic, Interpersonal
Character Education:	Acceptance/Tolerance, Cooperation, Respect
Vocabulary:	inequity, guild, alienation, marginality, Pan-African, prolific, exile, deportation, hero

Goal

Students will compare and contrast the Italian Renaissance in Florence and the Harlem Renaissance in New York City.

Objective

Students will identify the people, places, and things relevant to both Renaissances, infer the lasting contributions of these movements, and evaluate the effect of these on their lives.

Materials

- ◆ Rubber chicken
- ◆ Large plastic egg (10–12 inches in length)
- ◆ Books from Media Center
- ◆ Mobile materials (string, markers, tape, glue, paper)

Preparation

Design a Power Point presentation with basic and interesting facts about the Renaissance in general, and Italian and Harlem Renaissances specifically.

Formulate cooperative learning groups to achieve diversity and equity with each group of 3–4 students.

Check resources out of media center to place in the classroom.

Day One:

Motivation: Show the rubber chicken and large egg and ask what question comes to mind when you see these two objects? Eventually, “Which comes to mind first, the chicken or the egg?” and lead to “Which came first the Florentine Renaissance or the Harlem Renaissance?” Lead discussion to determine readiness for this topic. Utilize Power Point presentation previously designed, showing only those frames necessary to teach lacking prerequisites noted in the pre-test.

Cooperative Learning: Assign cooperative learning groups. (This assumes students are already accustomed to and skills at effectively working in cooperative learning groups.) A representative of the group will select a blue card and a green card from a giant egg (make re-birth connection here with the egg). Each card will have two topics for each group’s research for the day:

Blue

Florence, Italy
Medici
Verrocchio
Donatello
Da Vinci
Boticelli
Guilds

Green

Harlem, New York
W. E. B. DuBois
Zora Neale Hurston
Langston Hughes
Marian Anderson
Nella Larsen
Colored Players Guild

Each group of three will research the topics on their cards and will write “four fun facts” about each topic person. They will use their textbooks, other print resources in the classroom, and the internet for their research.

After writing the facts on the cards and on a slide for the Power Point presentation, the groups will use the cards and other creative materials in the room to make a mobile of Renaissance people, places, and things.

Day Two:

Motivation: Show maps of New York, New York City, Harlem, Italy, and Florence. Play a short game of “Where in the World is . . .” using place names in these cities. Each group asks another group where in the world is Tuscany, or the Hudson River, for instance, and points are given for correct answers.

Cooperative Learning: Each group will share their mobiles in presentations to the class and share their research notes written on the Power Point slide as well. After each group shares, the oral pre-test will be given and results will be used to determine which topics needs attention through additional discussion.

Teacher-led discussion: The eighth grade counselor will discuss good résumé writing with the students and help them develop the skills needed to write a personal résumé. Résumés will be discussed focusing on what contributions a person has made, as well as his/her achievements. For instance, worked at a neighborhood homeless shelter, wrote a book, directed a play, made the varsity soccer team, received the award for best writer, etc.

Individual Learning: Students will write an individual résumé and share it at home in the evening with their families.

Day Three:

Motivation: The teacher will show her own résumé to the students in a Power Point presentation and allow students to ask her any questions that based on the résumé.

Cooperative Learning: Students will return to their cooperative learning groups and plan for the cooperative writing of a résumé of the person of their choice they have learned about from the Harlem Renaissance or the Florentine Renaissance (free choice). These will be presented tomorrow in class via Power Point presentations.

Class Sharing: The teacher will engage the students in discussion related to the conversations they experienced the evening before when they shared their own résumés at home.

Day Four:

Sharing of the résumé and generation of discussion about a person's contributions, to society (home, community, solving problems, inventing), to politics (voters, holding elected office), to the economy (paying income taxes), to the world of art (paintings, sculpture, literature), to education (learning, writing) are a few examples of where the student discussion might lead.