

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	BENCHMARKS	REFERENCES	SUNSHINE STATE STANDARDS
Changing America (1850 – 1954)	SS.A.1.4 Uses chronology, sequencing, patterns, an periodization to examine interpretations of an event.	Banks, James and Cherry, eds. <u>Multicultural Education: Issues and Perspectives</u> . Needham Heights, MA: Allyn and Bacon Publishing Co., 1989.	SS.A.1.4 SS.A.5.2 SS.B.2.2
	SS.A.5.2 Understands the social and cultural impact of immigrant groups and individuals on American society after 1880.	<u>Blueprints for Teaching and Learning About the Harlem Renaissance</u> . National Alliance of Black Educators, Washington, D.C., 1994.	GOAL 3 STANDARDS
	SS.B.2.2 Understands past and present trends in human migration an cultural interaction and their impact on physical and human systems.	Clarke, John Henrick, <u>African People in World History</u> . Baltimore, MD: Black Classic Press, 1993.	3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 Systems Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens
		Franklin, John Hope and Alfred Moss, Jr. <u>From Slavery to Freedom</u> . 7th ed. New York, New York: McGraw Hill, Inc., 1994.	
		Greenberg, Cheryl. <u>Or Does It Explode? Black Harlem in the Great Depression</u> . New York, New York: Oxford University Press, 1991.	
		Hine, Darlene Clark, ed. <u>Black Women In America</u> . Indianapolis, Indiana: University Press, 1993.	
		Huggins, Nathan. <u>Harlem Renaissance</u> . New York, New York: Oxford University Press, 1973.	
		Jones, Maxine D. and Kevin McCarthy. <u>African Americans in Florida</u> . Sarasota, Florida: Pineapple Press, Inc., 1993.	
		Rochester City School District. <u>In Our Own Image</u> . Maywood, New Jersey: Peoples Publishing Group, 1993.	
		Safier, Fannie. ed. <u>African American Literature</u> . Orlando, Florida: Holt Rhinehart, and Winston, Inc., 1993.	

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STRAND A TIME, CONTINUITY AND CHANGE

GOAL: Students will be introduced to the period in American history when African Americans' cultural and political lives experienced a rebirth that influenced the entire nation.

INFUSION POINT

OBJECTIVES

Changing America
(1850 – 1954)

Students will be able to:

- demonstrate how literature, music, art, science and drama were used by American artists to express the range of their emotions.
- analyze the social, economic, educational, and political conditions that caused the “Great Migration” from the rural South to the urban North.
- identify and evaluate causes of the “Great Migration” and its effects on American society and African American culture.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION
<p>Changing America (1850– 1954)</p>	<p>The Harlem Renaissance was the birth of a phenomenal period in American history in which African American philosophers, musicians, singers, poets, writers, and visual artists flourished. The consensus among most scholars is that the Harlem Renaissance took place between the early 1900s and 1940s. It had its origins in the urban migrations from the rural South to the urban North. Intolerable social, economic, educational and political conditions initiated the movement. Three-fourths of the African American population lived in the rural South. Between 1915-1929, over one million African Americans had joined “The Great Migration.”</p> <p>Many Northern-bound travelers made their homes in Harlem. This New York City neighborhood that had seldom welcomed African Americans was transformed into “The Mecca of the New Negro,” “The Cultural Capital,” “The City of Refuge,” and “The Promised Land.”</p> <p>A great number of those settling in Harlem were aspiring writers, artists, musicians, painters, sculptors, actors, and actresses who came from various Southern areas of the United States and the West Indies. Here, African Americans experienced an incomparable period of productivity and artistic fulfillment. Self-determined and creative artists, whose purpose in life was to have their abilities, talents and genius recognized as valid and as a reflection of their experience, excelled during this era. They collectively supported each other spiritually, economically, and artistically. Many became community activists who worked in leadership positions to improve conditions for African Americans. Some received financial aid and other support from European American philanthropists who were patrons of the arts.</p>

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY, AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>Changing America (1850 – 1954)</p>	<p>The Harlem Renaissance was the period in American history when the “New Negro” emerged bringing with him/her the rebirth of African and African American culture, heritage and pride. Amidst this splendor, racial conditions continued to deteriorate. The pen, the brush, the music, the stage and the philosophy of tolerance were used to express resistance to the inequities suffered by African Americans.</p> <p>Scholars differ on when this great explosion of genius ended. Most say its decline began with the Great Depression of 1929 when the stock market crashed. Factories and banks closed, jobs were non-existent, and people had to wait in bread lines for food. Others say it ended after World War II.</p> <p>Poets and writers such as Langston Hughes from Missouri, Claude McKay from Jamaica, Jessie Fauset from Pennsylvania, and James Weldon Johnson and Zora Neale Hurston from Florida, were drawn to Harlem by the powerful and outreaching potential of having their writings featured in <u>The New Negro</u>, edited by Alain Locke. Likewise, sculptors Richmond Barthe of Mississippi and Augusta Savage of Florida joined a cadre of painters and musicians, who recorded this cultural movement in all artistic mediums.</p> <p>Women were prominent figures during this period. Augusta Savage and Zora Neale Hurston, both Floridians, left indelible marks on this movement. Augusta Savage, a renowned sculptor, was born in Green Cove Springs, Florida, in 1900. She moved to West Palm Beach, Florida, with her family in 1915. In 1921, she won her first prize (best exhibit) at the Palm Beach County Fair where she displayed a bust of Henry Flagler. Afterwards she joined “The Great Migration” to the North and journeyed to New York City with \$4.60 in her pocket.</p>

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
<p>Changing America (1850 – 1954)</p>	<p>Zora Neale Hurston was born in Notasulga, Alabama but she grew up in an all African American town, Eatonville, Florida. In 1925, she left for Harlem with \$1.50 in her pocket and the hope of making sense of her world.</p> <p>Working with great literary artists such as Langston Hughes, Zora Neale Hurston became one of the leading literary forces of the Harlem Renaissance. Hurston also received support from patrons of European descent such as Carl Van Vechten, Charlotte S. Johnson, and Fannie Hurst. Her greatest masterpiece and most widely acclaimed literary work is <i><u>Their Eyes Were Watching God</u></i>, written in 1937. This amazing period in history declined from splendor to hopelessness as African Americans began to suffer indignities in Harlem, similar to those that drove them away from the rural South .</p> <p style="padding-left: 40px;">In 1866 when Congress passed the first Civil Rights Act, the response by some white Americans was the formation of the “Black Codes” and the rise of the Ku Klux Klan. The Civil Rights Act of 1866 was followed in 1868 with the passage of the Fourteenth Amendment which guaranteed equal rights to all Americans. The Fifteenth Amendment was passed in 1870 guaranteeing voting rights to all citizens. The period between 1867 and 1877 was known as Reconstruction. During this time, African Americans were elected to Congress. They also held other positions such as judges, school superintendents, mayors, and police officers. Reconstruction ended with a system of segregation and a series of laws that were created to maintain segregation. Violence and racism increased against African Americans.</p> <p style="padding-left: 40px;">The Nadir was a time of important political, economic, and social disillusionment for African Americans. By the end of the 19th century, most African Americans had lost the right to vote, and few held skilled jobs. In 1895, Booker T.</p>

THE HARLEM RENAISSANCE: REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
Changing America (1850 - 1954)	<p>Washington, with the support of W.E.B. DuBois and other scholars delivered his “Atlanta Compromise” (“cast down your buckets where you are”) speech advocating economic compromise with European Americans. The Plessy vs. Ferguson decision followed in 1896, declaring the “separate but equal” doctrine constitutional. Philosophical differences between DuBois and Washington caused a deep division in the African American community. DuBois stated that “if we make money the object of man-training we shall develop money-makers, but not necessarily men” W. E. B. DuBois and over twenty other African American leaders along with other Americans who advocated for equality under the law, formed the Niagara Movement. In 1910, the National Association for the Advancement of Colored People (NAACP) was formed as an outgrowth of the Niagara Movement.</p> <p>Migration from the rural South to the urban North increased between 1900 and 1920. European Americans were leaving the south because job opportunities were shrinking due to agricultural crises such as flooding and failing cotton crops. African Americans were leaving because of the social unrest brought on by the competition for jobs, the re-emergence of the Ku Klux Klan, the inequities in educational opportunities, and political oppression. World War I increased the demand for American products and cheap labor. It also limited the flow of European American immigrants into the country, resulting in a deep void in the work pool. Job opportunities and improved conditions lured African Americans and European Americans northward.</p> <p>Many African American soldiers, who had fought in World War I also added to the mass migration movement from the south</p>

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	CULTURAL CONCEPTS/INFORMATION Continued
Changing America (1900 – 1954)	<p>to the north. African American soldiers who had fought to preserve democracy abroad, expected democracy at home upon their return. Many soldiers migrated to the large urban areas in the north such as New York City and Chicago. These soldiers asked questions about America’s commitment to freedom and equality for all. The NAACP took the leadership in establishing programs that attacked bigotry and injustice in America. The NAACP held conferences on lynching and other forms of persecution.</p> <p>The Harlem Renaissance was one of the driving forces that thrust the patriotism of African Americans into intense scrutiny. The artists and writers who were a part of this movement were intent on confronting the racists who pervaded every aspect of American life. The protest literature that grew out of the Harlem Renaissance movement stressed the need for equality of opportunity for African Americans and protection under the law. The plantation, segregation, Jim Crow, the lynchings and discrimination created a set of circumstances that brought all of the artisans of the Renaissance together under the mantle of freedom and justice for all Americans, including those of the African Diaspora.</p>

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY
Changing America (1850-1954)	<ul style="list-style-type: none"> ➤ 1850 - Fugitive Slave Act is passed by Congress. ➤ 1852 - "Uncle Tom's Cabin" is published by Harriett Beecher Stowe. ➤ 1853 - Oshman Institute becomes the first Black college, later known as Lincoln University. ➤ 1854 - Kansas and Nebraska pass Fugitive Slave Act. ➤ 1855 - Wilberforce College of Ohio becomes the second Black college established in the United States of America. ➤ 1857 - United States Supreme Court issues the Dred Scott Decision. ➤ 1859 - John Brown raids the military armory at Harper's Ferry. ➤ 1861 - The Civil War begins. ➤ 1862 - Share cropping system begins. ➤ 1863 - President Abraham Lincoln signs the Emancipation Proclamation. ➤ 1865 - The 13th Amendment to the United States Constitution is enacted. ➤ 1865 - Civil War ends. ➤ 1865 - President Andrew Johnson vetoes the bill that provided for "40 acres and a mule" for freed Black slaves. ➤ 1866 - The 14th Amendment to the United States Constitution is enacted. ➤ 1866 - Edward Waters College is established in Jacksonville, Florida. ➤ 1866 - Fisk University is established in Nashville, Tennessee. ➤ 1868 - Morehouse College is established in Atlanta, Georgia.

HARLEM RENAISSANCE : THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY Continued
Changing America (1850-1954)	<ul style="list-style-type: none"> ➤ 1869 - Jonathan C. Gibbs serves as secretary of state for Florida from 1869-1872 and later serves as Florida State Superintendent of Public Instruction. ➤ 1870 - The 15th Amendment to the United States Constitution is enacted to give Blacks the right to vote. ➤ 1872 - Pinckney Benton Stewart Pinchback is sworn in as the first African American governor of Louisiana. ➤ 1873 - Florida Memorial College is established in St. Augustine, Florida (formerly Florida Normal & Industrial College). ➤ 1875 - President Hayes removes federal troops from the South. ➤ 1875 - The end of the Reconstruction Era as Northerners unite with the Southerners. ➤ 1881 - Spelman College is established in Atlanta, Georgia. ➤ 1881 - Tuskegee Univeristy, formerly Tuskegee Institute, is established by Booker T. Washington in Tuskegee, Alabama. ➤ 1881 - More than 2,800 Blacks are lynched through 1905. ➤ 1885 - European nations devise plans for colonizing Africa. ➤ 1887 - Florida Agricultural and Mechanical College (FAMU), formerly Florida Normal College, is established in Tallahassee, Florida. ➤ 1888 - The age of accommodation begins and continues through 1889. ➤ 1895 - The Atlanta Compromise speech is delivered by Booker T. Washington.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	LINKAGES TO AMERICAN HISTORY Continued
Changing America (1850-1954)	<ul style="list-style-type: none"> ➤ 1896 - United States Supreme Court issues the Plessy vs. Ferguson Decision. ➤ 1900 - White vigilante activities increase throughout the United States of America. ➤ 1904 - Bethune-Cookman College, formerly Daytona Normal and Industrial Institute for girls, established by Dr. Mary McLeod Bethune. ➤ 1904 - The immigration of European descent peoples increases leading to the establishment of Ellis Island, New York, as a processing center. ➤ 1909 - The NAACP is formed to fight for the rights of African Americans. ➤ 1910 - Marcus Garvey establishes the United Negro Improvement Association. ➤ 1911 - The National Urban League is formed to fight for economic development and the rights of African Americans. ➤ 1914 - World War I begins and continues to 1918. ➤ 1917 - Thirty-nine African Americans are killed in riots in East St. Louis, Illinois. ➤ 1918 - Pan African Congress is organized by W.E.B. DuBois. ➤ 1919 - "Red Summer", when thirty-four persons are killed in violence directed toward African Americans by whites in Chicago. ➤ 1921 - Black culture is recognized through the beginning of artistic works embarked upon during the Harlem Renaissance. ➤ 1926 - The first Negro History Week is organized by Dr. Carter G. Woodson. ➤ 1929 - The Great Depression in the United States begins to expand. ➤ 1934 - There is extensive evidence of Black urban ghettos.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT

LINKAGES TO AMERICAN HISTORY Continued

Changing America
(1850-1954)

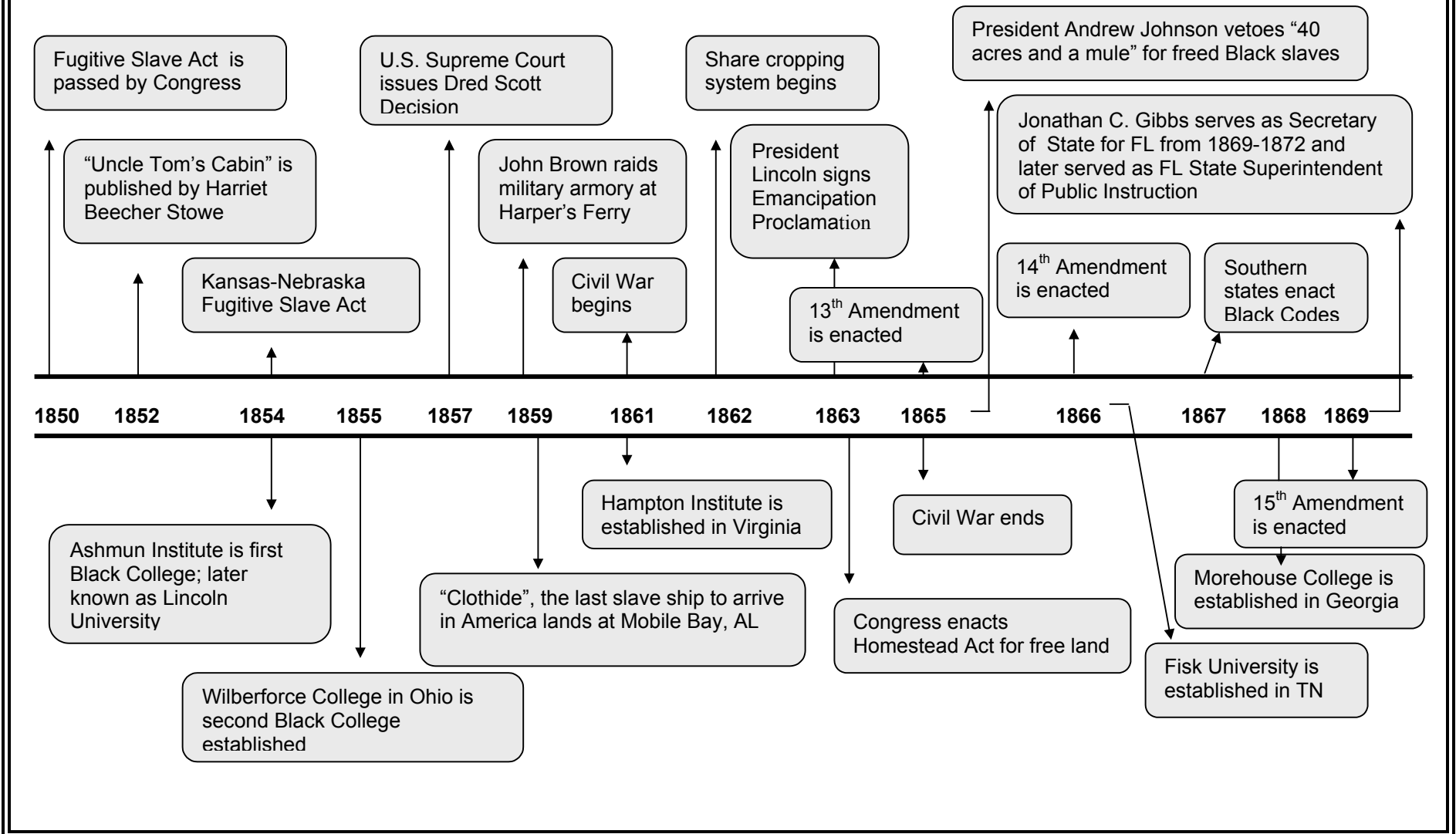
- 1935 - Charles H. Houston is named director of NAACP legal campaign. He begins the "Road to Brown."
- 1935 - Blacks are accepted into unions.
- 1936 - Dr. Mary McLeod Bethune is named director of Negro Affairs of the National Youth Administration. She becomes the first African American woman to receive the highest ranking appointment within the presidential cabinet and federal government.
- 1939 - World War II begins and continues to 1945.
- 1940 - African Americans organize their political influence for national candidates and the two parties.
- 1940 - Benjamin O. Davis, Sr. becomes the first Black brigadier general in the United States Army.
- 1941 - Japanese planes bomb Pearl Harbor.
- 1942 - Urban Renewal National Program begins its implementation.
- 1950 - Ralph Bunche becomes the first African American to receive the Nobel Peace Prize.
- 1950 - Harry T. Moore, president of the Florida NAACP, is killed by a bomb blast in his home.
- 1950 - The NAACP continues its attack on school segregation at the elementary and high school level in Kansas and South Carolina.
- 1951 - There is vivid evidence that the United States highway system is destroying the communities of African Americans.
- 1954 - Benjamin Oliver Davis, Jr. becomes the first African American Air Force and the first Black man to command an airbase.
- 1954 - The Supreme Court decision in Brown vs. Board of Education desegregates public schools.

HARLEM RENAISSANCE: THE REBIRTH

STRAND D

TIME, CONTINUITY, AND CHANGE

TIME LINE: 1850 – 1869

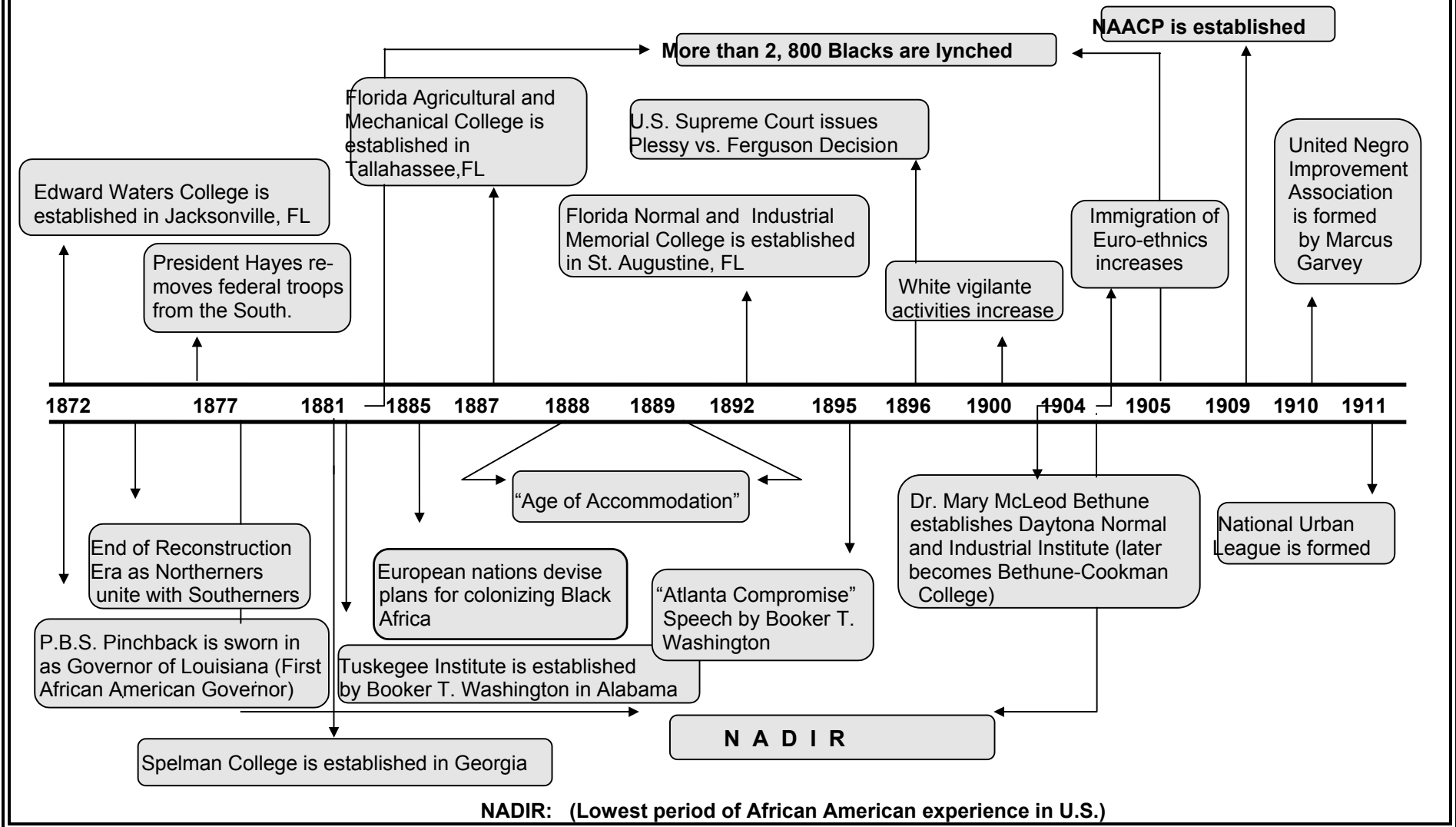


HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1872 – 1911

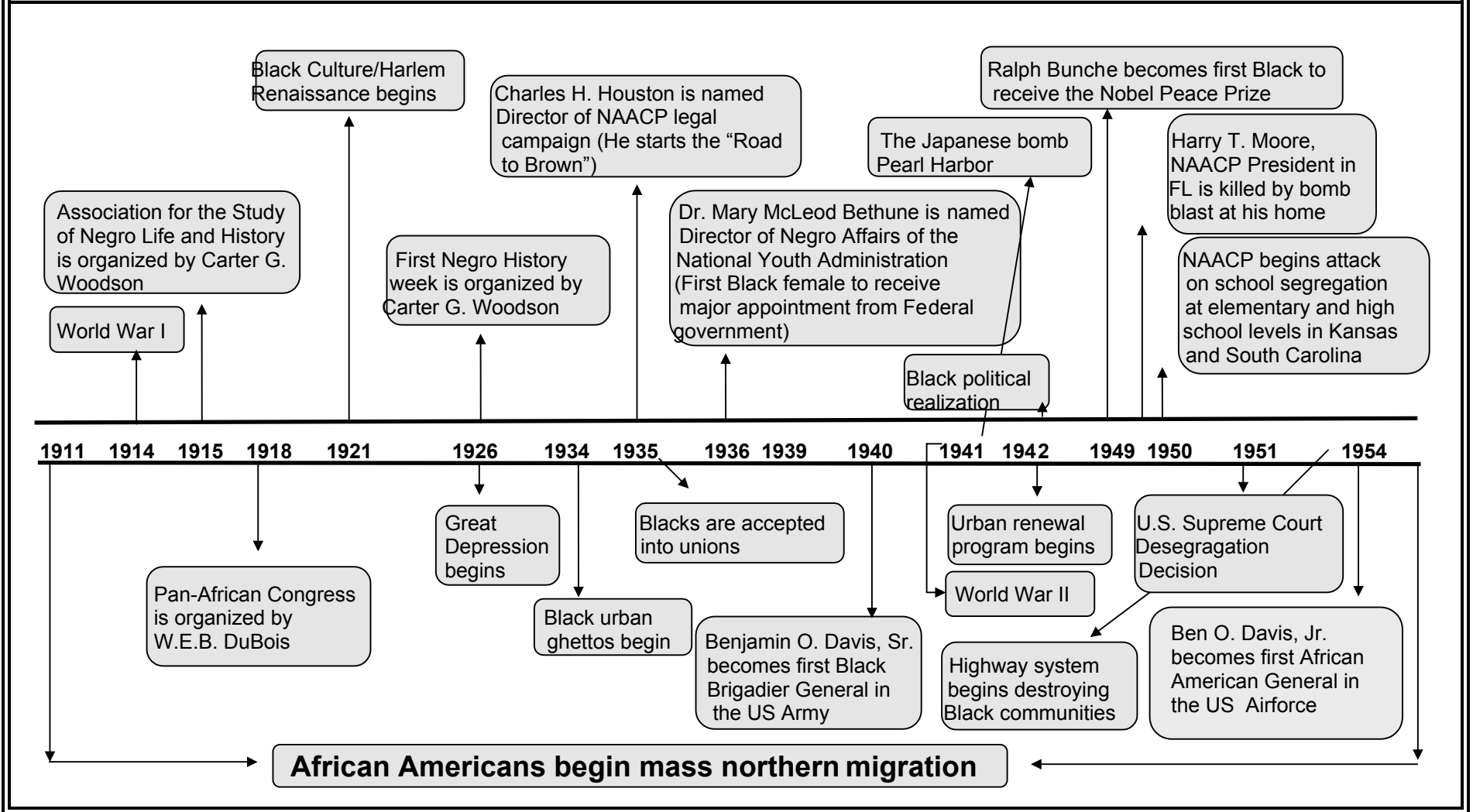


HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

TIME LINE: 1911 - 1954



HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

INFUSION POINT	DEFINITION OF KEY TERMS
Changing America (1850 - 1954)	<ul style="list-style-type: none"> ➤ Atlanta Compromise - Advocated accommodation of African Americans to European Americans in a speech delivered by Booker T. Washington in 1895 ➤ Black Codes - A series of rules that regulated behavior of African Americans. ➤ Discrimination – The differential treatment of individuals or groups based on categories such as race, ethnicity, gender, social class, or expectancy. ➤ Educational Equity - Promotes the real possibility of equality of outcomes for all students beyond equal educational opportunity and based on fairness. ➤ Fifteenth Amendment - The amendment to the U.S. Constitution passed in 1870 that guaranteed voting rights to all citizens. ➤ Fourteenth Amendment - The amendment to the U.S. Constitution passed in 1868 that guaranteed equal rights and protection to all Americans. ➤ Harlem - Uptown section of the Manhattan Borough in New York City. ➤ Ku Klux Klan (KKK) - An organization formed in Tennessee in the 1800's to block the federal government's efforts on behalf of southern African Americans; responsible for the lynching and mutilation of thousands of African Americans between 1882 and 1920. ➤ Nadir – The lowest period of the African American experience in the U.S. for political, economic, and social existence. (1877-1940) ➤ National Association for the Advancement of Colored People (NAACP) - An organization formed in 1909 and composed African American leaders and European Americans (male and female) to protest rising violence and discrimination against African Americans.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

INFUSION POINT	DEFINITION OF KEY TERMS
Changing America (1850 - 1954)	<ul style="list-style-type: none"> ➤ New Negro – A term used to describe an “urbanized” African American who moved from rural South to urban North. ➤ Niagara Movement - Forerunner to NAACP. A group opposing the policies of Booker T. Washington’s “Atlanta Compromise”. ➤ Plessy vs. Ferguson - The 1896 Supreme Court decision that declared the separate but equal doctrine constitutional. ➤ Racism - A belief that human groups can be classified according to color; a belief that these identifiable groups inherit certain inferior mental, physical, and cultural characteristics that determine their behavior. ➤ Reconstruction - The period between 1867 and 1877 which followed the Civil War. The federal government reorganized the South resulting in the election of African Americans to the United States Congress. ➤ Segregation - A deliberate system of separation of racial groups. ➤ The Great Depression - The 1929 crash of the stock market causing unemployment and destitution for over 15 million people. ➤ The Great Migration – The journey of hundreds of thousands of African Americans from the rural South to the North in the early 1900’s.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Read the poem "Mother to Son." Write your feelings about this poem and share them with your class.
- Study the paintings of Tanner. Investigate how color, form, and function can convey meaning to the viewer.
- Demonstrate that you have unmasked the meaning of the following African proverb "Until the Lions have their Historians, the Tales of the Hunt will continue to Glorify the Hunter" by writing in a journal what this proverb means to you.
- Analyze the language in Chapter one of "Their Eyes Were Watching God." What do you think the author's intent was? Who was to be the author's audience?



**Curriculum
Infusion**

Mathematics

- Create a flow chart that describes the human migration towards urban areas in the early and mid-twentieth century.
- Work in a group to construct a scaled drawing of a rooming house in Harlem where people of the Harlem Renaissance may have lived.
- Design a clock: estimate the time needed to go from Albany, GA to Harlem, NY by: car, bus, train, and plane. Determine the most likely mode of transportation during the 1930's. (Measure both in miles and kilometers)

Science

- Construct a compass. Include cardinal and intermediate directions on your compass.
- Research and report on IMHOTEP, the Egyptian "Father" of medicine.
- Construct a diagram of a Graphite Lubricator invented by Elijah McCoy (patented April 20, 1915).
- Explain the function of the graphite lubricator, and how it revolutionized the railroad industry.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Social Studies

- Construct a street map of Harlem, New York City, N.Y. Label the names of the streets and the various sections of Harlem, such as Central Park, Uptown, and the Apollo Theater area.
- Write a letter to the editor expressing the view that the passage of the Fourteenth Amendment guaranteed equal rights to all Americans.
- Survey twenty-five adults on their knowledge of the Harlem Renaissance.
- Collect and analyze information from the newspaper on the artistic lives of African Americans living in America today.

Curriculum Infusion

Critical Thinking Skills

- Use visual aids to present the artistic contributions and products of the artists in this period.
- Distinguish the qualities of the different forms of art such as visual, sculptor, paintings, music, performing, etc.
- Students will use an interactive journal to analyze the information in the Harlem Renaissance. The instructor will critique the journal each week.
- Compare and contrast the experiences of elders in the community who experienced the "Great Migration", the "Great Depression", and the Harlem Renaissance.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the internet, prepare a position paper on variations in the artistic contributions of the array of artists in the Harlem Renaissance.
- Prepare a computer generated report on "The Importance of the Harlem Renaissance to the African American people".
- Students will use a scrapbook to collect dated (but authentic) materials including, fliers, posters, articles (newspaper/magazines) and other data on the Harlem Renaissance
- Use the library to document at least three different views about the significance of the Harlem Renaissance to African Americans and African descent people in the Caribbean, Central America, and South America.

Curriculum Infusion

Humanities/Arts

- Create a visual arts presentation on the contributions of the artists in the Harlem Renaissance.
- Create a display of the musicians and sculptors during this period.
- Present a play which captures the debate on "African American dialect" versus "pure English."
- Select an artist from the Harlem Renaissance and present his/her artistic work in a one person show.

HARLEM RENAISSANCE: THE REBIRTH

STRAND A

TIME, CONTINUITY AND CHANGE

INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>Changing America (1850 - 1954)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to work cooperatively in groups to select a project that will demonstrate their understanding of the causes and effects of the Harlem Renaissance on individuals and on American History. 2. Students will be assessed on their abilities to illustrate in drama, events from the Harlem Renaissance period. 3. Students will be assessed on their abilities to select and critique in oral and written reports their views on the poetry, music, literature, and other elements that most characterize this period in American History and the history of African Americans. <p><i>Pre/Post Assessment</i></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument. ➤ Determine students' knowledge of the artistic and cultural contributions of African Americans during the Harlem Renaissance. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Assess the accuracy of a timeline on the Harlem Renaissance. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals and portfolios to assess gains. ➤ Use multiple choice exams and essays. ➤ Use product evaluation of a scrapbook on slave life in Florida. ➤ Use a matrix to assess book reviews and research papers on artists during the Harlem Renaissance Period. </div>