

Lesson #6: The Harlem Renaissance

Materials:
Included with download: all pages in

- "The Harlem Renaissance" infor
- "Artists of the Harlem Renaissan
- "Musicians of the Harlem Renais
- "Writers of the Harlem Renaissa

Lesson#5: Migration of African Americans to Northern Cities

Lesson #4: Immigrant Groups in Your Community

heet –

Lesson #3: Factory Life for Immigrants

Materials:
Included with download:

- Factory Life for Immigrants – Voca
- "Factory Life for Immigrants" infor

Lesson #2 – Ellis Island Experience

Materials:
Included with download:

pages (5 total) & keys
versions provided)

Lesson #1: Immigration to New York State

Materials:
Included with download:

- Vocabulary page to illustrate and expl
- "Immigration to New York State Over
- "Immigration to New York State Over
- "Immigration to New York State Over
key for the timeline version as well)
- "Immigration to New York State Over

Start a discussion with your class abou
can point out the various places called ou
from another country, while others migh
vocabulary page to illustrate and explain

Body: Read "Immigration to New York Sta
you go. After reading, use the color code
information to complete either the "Immi
"Immigration to New York State Over Tim
for your students).

Closure: Exit ticket.

Detailed Lesson Plans

IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT

NEW YORK STATE SOCIAL STUDIES FRAMEWORK
4.7 IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development.
4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

- Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them, such as ethnic social clubs and fraternal support organizations.

4.7b Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.

- Students will investigate the reasons that African Americans moved into northern cities.
- Students will investigate artists, writers, and musicians associated with the Harlem Renaissance

Review & Summative Unit Assessment included.

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Migration of African Americans to Northern Cities

In the late 1800s, many Af
was often very hard. Many
Instead, they were sharecro
the landowner. This made it

There were also unfair la
segregation, which means ke
Black people and White pe
places. African Americans c
treated unfairly without th

Because of these problen
opportunities. Starting in th
New York, and Detroit. This
from one place to another t
Great Migration.

In the North, there were
work in the South. People c
life was not perfect in the
a better life.

African Americans also h
fewer segregation laws. Pe
communities with more sup

Even though they still fa
they wanted safety, jobs, ar



DIRECTIONS: (
Underline **push fa**
Underline **pull fa**

Factory Life for Immigrants

In the late 1800s and early 1900s, many immigrants came t
for a better life. Th
pay, and safe hom
factory work was
immigrants found
factories where they
low wages.

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of a factory where
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When the fire start
their lives. This tr
conditions could be

After events lik
formed labor unions
working conditions.
wages. They held s
efforts led to new l
and child labor.

Although factory
important role in
workplaces and bett

★ **Directions:** Go

Immigration to New York State Over Time

Mid-1900s: New Opportunities

of New York's culture.

1990s: A More Diverse Population

In the 1990s, New York State became even more diverse. Immigrants arrived from Asia, Latin America, the Caribbean, and Eastern Europe. Many came looking for better jobs, good schools, and safety. Some immigrants came because of changes in U.S. immigration laws in 1965, which allowed more people from different parts of the world.



While many still settled in New York City, others moved to smaller cities like Syracuse and Albany, and even to suburban areas. They opened businesses, worked in many types of jobs, and helped local communities grow.

Today: Immigration Continues



Today, people continue to come to New York State from all over the world. Some come to study at schools and universities. Others come to work or to join family members.

Immigrants now live in cities, suburbs, and rural areas across the state. They work in many fields, including healthcare, technology, farming, and service jobs. New York remains a place where people from many cultures live together.

Directions: Go back through the text and tag it using the key below.
- Countries people emigrated from.
- Reasons people emigrated (push/pull)
- Places immigrants settled.

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Name: _____ Date: _____

WRITERS OF THE

Name: _____ Date: _____

MUSICIANS OF THE HARLEM RENAISSANCE

very popular during
y. Musicians often
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jazz more popular.

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with many musicians
are still loved by
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his strong, unique
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his time and helped
States and around

s full of joy and energy.
smile with his trumpet

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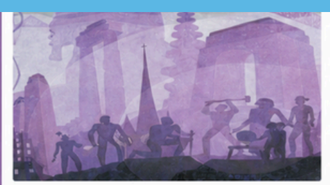
African
She showed
through

yright Toni Stevens-Oliver 2026

Name: _____ Date: _____

ARTISTS OF THE HARLEM RENAISSANCE

Artists of the Harlem Renaissance used paintings, drawings, and sculptures to show African American life, history, and culture. Their artwork often told stories about the past, including African roots, slavery, and the journey to freedom. Many artists used bold colors, strong shapes, and patterns to create powerful images. Their work helped people feel proud of their identity





was a well-known painter and illustrator. He created murals and book illustrations that used shadows, layers, and geometric shapes to show movement and history. His art often told stories about African American experiences over time.

AUGUSTA SAVAGE



Augusta Savage was an important sculptor and teacher. She made lifelike sculptures of people that showed emotion and detail. She also opened an art school and helped many young artists learn, grow, and share their work during the Harlem Renaissance.



DID YOU KNOW?

The artwork created during the Harlem Renaissance helped people feel proud of their identity and inspired future generations to express themselves through art.

Informational Texts with Comprehension Activities

Primary Source Investigations

Name: _____ Date: _____

ELLIS ISLAND: AN IMMIGRANT EXPERIENCE

Expert Task – Excerpt 2



Directions: Read the excerpt below from an immigrant's experience at Ellis Island.
to share your ideas with your group.

dical Inspection & Chalk Marks

Name: _____ Date: _____

ELLIS ISLAND: AN IMMIGRANT EXPERIENCE

Expert Task – Excerpt 1



Directions: Read the excerpt below from an immigrant's experience at Ellis Island.
Then, answer the questions that follow. Be ready to share your ideas with your group.

Excerpt 1 – Arrival, Crowding & Confusion

"We we
or what
difficult
and cor
anythin

1 What is hap

2 What challe

3 How do you

4 What detail

5 What is the

Name: _____ Date: _____

ELLIS ISLAND: AN IMMIGRANT EXPERIENCE

Expert Task – Excerpt 4



Directions: Read the excerpt below from an immigrant's experience at Ellis Island.
e ready to share your ideas with your group.

– Waiting, Crowding & Uncertainty

Name: _____ Date: _____

ELLIS ISLAND: AN IMMIGRANT EX

Expert Task – Excerp

Directions: Read the excerpt below from an immigrant's experi
Then, answer the questions that follow. Be ready to share your i

Excerpt 3 – Fear Duri

Speaker: **Mary Antin** Source: *T*

"They asked us many questions, and we
what they meant. We were afraid to answ
depended on our answers, and we knew t
back. We tried our best, but we were nerv

1

2

3 How do you think the immigrant felt? What words or

4 What details from the excerpt support your thinking

5 What is the big idea or main message of this excerpt

Be ready to share with your group:

- What challenge did your immigrant face
- What was the most important detail fro
- How is this experience similar to or diffe

Name: _____ Date: _____

ELLIS ISLAND: AN IMMIGRANT EXPERIENCE

Expert Task – Excerpt 5



Directions: Read the excerpt below from an immigrant's experience at Ellis Island.
Then, answer the questions that follow. Be ready to share your ideas with your group.

Excerpt 5 – Separation & Fear of the Unknown

Speaker: Unknown Immigrant

Source: *Ellis Island: In Their Own Words (Ellis Island Immigration Museu*

"When my mother and I arrived, my father had to go to another line.
told to wait, but we didn't know if we would see him again. I was very
Everything was strange. We didn't know the language, and we didn't

2 What challenge or challenges did the immigrant face?

3 How do you think the immigrant felt? What words or phrases help you know?

4 What details from the excerpt support your thinking? Write at least two.

5 What is the big idea or main message of this excerpt?

Be ready to share with your group:

- What challenge did your immigrant face?
- What was the most important detail from your excerpt?
- How is this experience similar to or different from other excerpts?

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Name: _____ Date: _____

PUSH AND PULL: WHY DID AFRICAN AMERICANS MOVE FROM THE SOUTH TO THE NORTH?



Directions: Read the primary source provided by your teacher. Then, fill in the chart and answer the questions using evidence from the source.

PUSH FACTORS Reasons people left the South	PULL FACTORS Reasons people moved to the North

1 According to this source, what problems or unfair treatment did African Americans face in the South?

2 According to this source, what opportunities or advantages were in the North?

3 What is one important reason African Americans moved from the South to the North?

★ **THINK AND CONNECT:** How does this source help you understand why African Americans left the South and moved to the North? _____

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Name: _____ Date: _____

Push and Pull: Primary Source #2

Important Note About Language: This primary source uses outdated terms

r to Black people
because it is

fer to Black people.
lisrespectful.

the Push and Pull

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917

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plant that hold the
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outh in
on crops
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many Black
ook for
the North.

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Name: _____ Date: _____

Push and Pull: Primary Source #1

Important Note About Language: This primary source uses the word *Negro*. *Negro* is an outdated term that was used in the past to refer to Black people or people of mixed race. This term is no longer used today because it is considered disrespectful. Today, we use the term **Black**.

Read the primary source below. Then, use it to help you complete the Push and Pull Question page.

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Source:
New-York Tribune
New York, New York

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to respond
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DIRECTIONS: STATIONS ACTIVITY

You will work with a partner to learn about the Harlem Renaissance by rotating through three different stations.

AT EACH STATION, YOU WILL:

1. **READ THE INFORMATIONAL TEXT TOGETHER.** Read the text with your partner and make sure you both understand it.
2. **LOOK CLOSELY AT THE IMAGES OR MEDIA.** Study the pictures and, if at the music station, listen to the music carefully.
3. **COMPLETE THE ACTIVITY SHEET TOGETHER.** Discuss the questions with your partner and write your answers together.

BE SURE TO:

Take turns reading.

ROTATION

When your teacher tells you, clean up your area and rotate to the next station.

GOAL

By the end of the activity, you will understand how artists, m and writers shared their ideas and culture during the Harlem

Name: _____ Date: _____

STATION 1: ART

Harlem Renaissance

During the Harlem images to share id for a better future

DIRECTIONS: Look at the artwork by the two artists

ARTIST 1: AARON DOUGLAS

Name: _____

STATION 2:

Harlem Renaissance

During the Harlem Renaissance, m to share their ideas, their culture, a music was full of rhythm, creativity

MUSICIAN 1: DUKE ELLINGTON



MUSICIAN 2: LOUIS ARMSTRONG



THINK & REFLECT

- What is similar about the music you heard
- What is different about their music? _____
- What did you learn about the Harlem Renaissance through this music? _____

Name: _____ Date: _____

STATION 3: POETRY

Harlem Renaissance

During the Harlem Renaissance, writers used words to share powerful ideas about life, hope, freedom, and dreams. Langston Hughes was one of the most important poets of this time.

DIRECTIONS: Read the poem by Langston Hugh Then answer the questions.

POEM: DREAMS

Dreams

by Langston Hughes

Hold fast to dreams

— *Langston Hughes*

ABOUT LANGSTON HUGHES

Langsto writer, a poems joys, an Americ were si of mear

ANSWER THE QUESTIONS

1. What is the poet telling us to do with our dreams? _____
2. What happens to life if dreams die or go away? _____
3. Why do you think Langston Hughes compares life without drea and a "barren field"? _____
4. What does this poem make you think or feel? Explain.

THINK & REFLECT

- ★ How does this poem help you understand the ideas and culture
- ★ What is a dream you have for yourself? _____
- ★ How can art, music, and writing help people share important

Primary & Secondary Source Station Activity

Name: _____ Date: _____

BECOMING A U.S. CITIZEN

WEBSITE SCAVENGER HUNT

★ Use the website to find the answers to the questions below. ★

Website: https://www.usa.gov/naturalization

Explore the site carefully to find the information!

1. What is the minimum age to apply for U.S. citizenship? _____
2. What language skills are required? _____

Name: _____ Date: _____

★ U.S. CITIZENSHIP TEST ★

25 PRACTICE QUESTIONS – ANSWER KEY

Choose the best answer for each question.

1. What is the supreme law of the land? A. the President B. the Constitution C. the Bill of Rights D. the Supreme Court	**2. What does the Constitution do?** A. sets up the government B. tells how to vote C. declares war D. all of the above	**3. The idea of self-government is in the first three words of the Constitution. What are these words?** A. We the People B. Life, Liberty, Pursuit C. United States of D. In God We Trust	**4. What is an amendment?** A. a new law B. a change (to the Constitution) C. the Pledge of Allegiance D. a type of government	**5. What do we call the first ten amendments to the Constitution?** A. The Bill of Rights B. The Preamble C. The Declaration D. The Amendments
6. What is one right or freedom from the First Amendment? A. freedom of speech	**7. How many U.S. Senators are there?** A. 50	**8. We elect a U.S. Senator for how many years?** A. 2	**9. Who can vote in federal elections, run for federal office, and serve on a jury in the United States?** A. anyone under the age of 35	**10. The House of Representatives has how many voting members?** A. 50
16. What is the commander in chief of the military? A. the President B. the Congress C. the Supreme Court D. the Governor	**17. Who signs bills to become laws?** A. the President B. the Speaker of the House C. the Chief Justice D. the Vice President	**18. What is one responsibility that is only for U.S. citizens?** A. serving on a jury B. paying federal taxes C. running for public office D. all of the above	**19. What is one power of the President?** A. makes treaties B. declares war C. appoints judges D. all of the above	**20. What is the highest court in the United States?** A. the Supreme Court B. the District Court C. the Court of Appeals D. the Senate
21. How many justices are on the Supreme Court? A. 5 B. 7 C. 9 D. 13	**22. What is one duty of every citizen?** A. to vote B. to serve on a jury C. to pay federal taxes D. all of the above	**23. In what month do we vote for President?** A. January B. April C. July D. November	**24. What is the Pledge of Allegiance?** A. I pledge allegiance to the flag of the United States of America... B. We the People... C. In God We Trust... D. Liberty and justice for all...	**25. What are two rights in the Declaration of Independence?** A. life and liberty B. freedom of speech C. the right to vote D. life and the pursuit of happiness

Becoming a U.S. Citizen Web Hunt & Test

Questions pulled from: https://www.uscis.gov/sites/default/files/document/questions-and-answers/2025-Civics-Test-128-Questions-and-Answers.pdf

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Name: _____ Date: _____

Immigrants in Our Community

Research an immigrant group in your local community or the nearest city. Focus on where they settled, the types of jobs they held, and the services available to them, such as ethnic social clubs and fraternal support organizations.

Immigrant Group You Chose: _____

1 Where Did They Settle?
In what part of your local community or nearest city did this group settle? Why do you think they chose that location?

2 What Types of Jobs Did They Hold?
What kinds of work did members of this group do? List examples and describe the working conditions if you can.

3 What Servi
What kinds of
How did these

6 Sources
List the source

Immigrant Community Project Rubric

Use this rubric to guide your work and to assess your project.

Criteria	4 – Excellent	3 – Proficient	2 – Developing	1 – Begi
(Types of Jobs They Held)	Clearly explains where the group settled in the the group and explains working conditions or daily life.	Explains where the held by the group with some details.	Provides basic jobs with limited details.	Information at where the gro settled is uncl missing. nformation at jobs is unclear missing.
Services & Support (Clubs and Organizations)	Identifies and explains a variety of services, social clubs, or fraternal organizations and how they helped the group.	Identifies some services, clubs, or organizations and explains how they helped the group.	Identifies a service, club, or organization with limited explanation.	Information at services or organizations unclear or mis
Use of Details & Evidence	Uses many specific details and evidence (from sources) to support the information.	Uses some specific details and evidence to support the information.	Uses few details or evidence; information is sometimes general or limited.	Little or no evi or details are u support the information.
Creativity & Presentation	Project is creative, well-organized, and visually appealing. Information is easy to understand.	Project is organized and attractive. Information is mostly easy to understand.	Project is somewhat organized. Visuals or explanations may be limited.	Project is hard to follow or lacks organization and visual appeal.

Total Points: ___ / 20 **Comments:** _____

Local History Connection

IMMIGRATION & MIGRATION in New York State

ANSWER KEY

PART 2 IMMIGRATION OVER TIME

3 Choose ONE time period and explain:

Name: _____ Date: _____

IMMIGRATION & MIGRATION

Name: _____ Date: _____

IMMIGRATION & MIGRATION IN NEW YORK STATE

Name: _____

PART 5 BECOMING

8 What is one requir a U.S. citizen? Expl

9 What is one step i

PART 6 HARLEM R

11 How did people share during the Harlem Re (Circle all that apply.)

Art Music

Name: _____

PART 2 IMMIGRA

Choose ONE time peric

3 Choose ONE time per Explain the following:

- Where immigrants ca
- Why they came
- Where they settled in

PART 3 ELLIS ISLA

4 What was one challeng when they arrived at El

5 How do you think immig Use evidence from wha

Name: _____ Date: _____

IMMIGRATION & MIGRATION in New York State

★ FINAL ASSESSMENT ★

immigration and migration?

2 What are push and pull factors? Give one example of each.

PUSH PULL

Push factor *(a reason people leave):*

Pull factor *(a reason people come):*

Formative and Summative Assessments with Keys

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