

# Service Learning Certification Form

On Campus  
 Off Campus

## SECTION 1

Instructor(s):

School:

Course: United States History

Department: Social Studies

Period(s) Participating

Grade Level(s): 11th

Project Name: Sounds of the 1920s Project

Anticipated # of students:

Date Submitted:

## SECTION 2 Project Description:

While studying the cultural developments of the 1920s, students will prepare a program with examples of the literature of the Harlem Renaissance and works of important composers of that period. Students will perform dramatic presentations of the works of Langston Hughes and Zora Neal Hurston. They will play excerpts from recordings by Duke Ellington and Louis Armstrong. They will explain how these artists influenced today's literature and music. They will present this program to other United States History classes. A video tape of the performance will be contributed to the school library.

## SECTION 3 Community Need(s):

Students often are unaware of the influence of writers and musicians from past generations on the music of today. This project gives students an opportunity to help fellow students become familiar with the great personalities of the Harlem Renaissance. It will help students have a better understanding of the origins of today's music and literature. It will also build a sense of respect for other cultures.

## SECTION 4 Community Partner(s):

Los Angeles Public Library, Los Angeles Jazz Society and , local colleges and universities.

## SECTION 5 Student Voice

- Students will determine which pieces of poetry, music, and literature to perform.
- Students will decide what piece of music they will present.
- Students will write a script that connects the presentations to the present.

## SECTION 6 California Content/Skill Standard(s)

History/ Social Science

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

Language Arts

Research and technology

1.6. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)

Speaking and Writing

2.3 Deliver oral responses to literature

(OVER)

**SECTION 7 Project Components:**

- Students research poetry, literature, and music of the 1920s.
- Students select poetry, literature and music for presentation.
- Students are given tasks-perform, record, prepare script, narrate.
- Students invite classes to assembly or offer to visit other classes.
- Students will record musical excerpts.
- Students rehearse presentations .
- Students present program to other students.
- Students write a reflective essay.

**SECTION 8 Reflection Prompts**

- Students write a poem expressing how they felt about the project.
- Students will write an essay about the benefits of understanding the origins of contemporary music.
- Students will write an essay on how music, literature and art reflect the social environment in which they are created.

**SECTION 9 Outcomes and Assessments:**

- Students will be able to identify and interpret major works of poetry and literature from the 1920s.
- Students will be able to explain how poets and composers of the 1920s have influenced contemporary artists.
- Students will be able to discuss the major achievements of the Harlem Renaissance

**SECTION 10 Accommodations/Support for Diverse Learners:**

- ❑ Appropriate tasks will be assigned to all students.
  - ❑ Students will be encouraged to work collaboratively and respect the talents of each of the members of their group.
  - ❑ Locations will be accessible. When not available alternative sites will be sought.
  - ❑ Each member of the group will have an equal opportunity to make significant contributions to the project.
  - ❑ Students with IEPs will be identified and individual needs will be addressed.
- I agree to the above accommodations for diverse service learners. Initials \_\_\_\_\_**

**SECTION 11 Administrator Comment(s) / Recommendations:**

Submitted by: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher Signature

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
Principal or designee Signature

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**Original to:** \_\_\_\_\_ APSCS      **Copies to:** \_\_\_\_\_ SIS Coordinator      \_\_\_\_\_ Teacher(s)