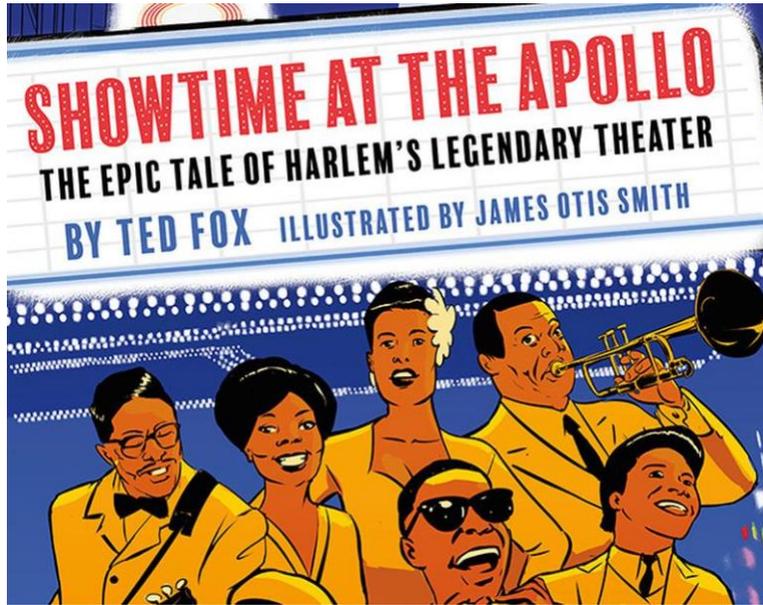


**UofSC TPS Project
Lesson Plan Template**

School: Gilbert High School		Author(s): Maggie Todd
Course: African American Studies		Grade Level(s): 11 th , 12 th Grade
Length of Class: 90 minutes	Number of Students: Varies	



Fox, T., & Smith, J. O. (2019). *Showtime at the Apollo: The Epic Tale of Harlem's Legendary Theater*. Abrams.

Lesson Title:	Apollo Theatre of Harlem, NY Creating Social Change
Overview:	After reading a graphic novel about the Apollo Theatre in Harlem, NY, students will be analyzing primary sources to look at the influence of the theatre in civil rights across its existence. Students will just problem solving by bringing their thinking to the modern day and the theatres impact now.
Learning Objective:	Given analysis of primary sources and graphic novel pages, students will be able to synthesize the impact of the Apollo Theatre throughout time on civil rights through creating a tweet chain or Instagram post for two class periods.
SC Social Studies College and Career-Ready Standards:	USHC.5.CC Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. USHC.4.CX Contextualize changes in American culture within new migration patterns, participation in global conflict, and capitalist business cycles.

Essential Question:	Why is the Apollo Theatre important to black history?
Supporting Question(s):	Why is the Apollo Theatre still important to the black community today? How does the Apollo theatre impact civil rights throughout its history?
Digital Primary and Secondary Sources:	<p>Primary Sources:</p> <ol style="list-style-type: none"> 1. Marquee, Apollo Theater, 253 West 125th St., Harlem 2. Marquee, Apollo Theater, 253 West 125th St., Harlem 3. View of the Apollo Theatre marquee, New York, N.Y., between 1946 and 1948 4. "Say It Loud - I'm Black And I'm Proud" Lyrics 5. The Apollo and WNYC Announce The 16th Annual Dr. Martin Luther King, Jr. Day Celebration 6. "Strange Fruit" Lyrics 7. There are also a vast number of performances at the Apollo across time that the teacher can find and use with discretion. <p>Other resources: Fox, T., & Smith, J. O. (2019). <i>Showtime at the Apollo: The Epic Tale of Harlem's Legendary Theater</i>. Abrams.</p>
Required Classroom Materials:	Students will need access to <i>Showtime at the Apollo: The Epic Tale of Harlem's Legendary Theater</i> . They will also need access to the internet, primary sources listed above, paper, pencils, and personal devices.
Classroom Environment:	Students will be participating in a gallery walk protocol; therefore, the classroom needs to have room to move from station to station with the sources taped onto the wall with large butcher or chart paper. The rest of the lesson will have students working on their own or engaging in a whole class discussion therefore, desks should be arranged in a circle or similar arrangement to foster this learning.

Approximately what percentage of the time are students doing each of the following? (Should = 100%) Ideally, the teacher should not spend more than 50% of the class instructional time doing direct instruction.

28%	Independent reading	%	Partner work	15%	Engaging in whole group discussion
27%	Independent writing	25%	Group work	5%	Direct Instruction by teacher

Lesson Sequence/Procedures

Estimated Time Needed (Should = full class period)	Detailed Description of Teaching and Learning (Include language to identify instructional goals – activate prior knowledge, engage, model, investigate, apply, review, closure, etc.) (Type in cells. They will expand as more space is needed. Add more cells as needed)
90 min	<p>Students will read <i>Showtime at the Apollo: The Epic Tale of Harlem's Legendary Theatre</i>. This could be done individually, as a class, or in groups. The teacher should use discretion in order to decide on how the graphic novel will be read to best reach their students.</p> <p>Students should analyze specific pages that highlight the impact the Apollo has had on society overall. Specific pages to look at could be: Page 96 – 100, 116, 164 – 166, 187, 197 - 198</p>
90 min	<p>Students will participate in a gallery walk that combines primary sources from the Apollo Theatre throughout its history. First, students will be sent to different stations and will work with the group of students there. At each station, students will analyze the document for one of the following: Historical Context, Intended Audience, Purpose, Point of View (HIPP). They should only answer ONE of the four, focusing on what has not been done first. They will move throughout the other stations following so. Once all four have been done, students should be adding what they find from the document that others have not.</p> <p>Once students have visited each of the sources, they will be given seven minutes to walk around the classroom and see what others have written about the sources. Students should be synthesizing here and drawing connections across the documents. The teacher could use guiding questions such as: What themes do you see across the documents? Why were these documents chosen? What connections can you make across different documents?</p>
45 min	<p>After students have had time to look back at the documents and class analysis, students will lead a whole class discussion that goes through each document and details what they could pull from each one. They should then dive into the questions from above.</p> <p>Look at images of the Apollo in 2020 during the Black Lives Matter Protests, specifically focusing on the marquee. Students will grapple with the question: How does the Apollo Theatre in Harlem still impact black lives in modern society?</p>
45 min	<p>Students will take what they have learned from the gallery walk and discussion to create a tweet chain or Instagram post. Students should be responding to the following scenario through a tweet chain:</p> <p>The Apollo Theatre in Harlem is about to be shut down and torn down. Why is the Apollo so important to this day that it should remain standing?</p> <p>Students should use a template to create a tweet chain or an Instagram post with caption that tells us why the Apollo is still relevant today. Students should be giving detail in their responses and should think about this as if it were something to actually be posted. Their responses should still encompass everything they have learned, with tweet chains that are significant and</p>

	Instagram captions that show relevance.
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Homework for Tomorrow

Students could be reading the graphic novel for homework leading up to the lesson. The teacher could set aside this as homework for the weeks leading up, giving students time to debrief daily or weekly based on what they read so far.

Assessments

The formal assessment for this lesson would be the tweet chain or Instagram post produced by the students. This will show their true understanding of the importance of the Apollo across time. If this is part of a larger unit, this assessment could be adjusted in order to make it a summative assessment by requiring students to use documents and pages from the graphic novel to support their argument.

Learning Extensions

This unit would be a good interdisciplinary unit, in which students read the book itself in English class. They could analyze and focus on the graphic novel itself in the English classroom and apply their learning to look at the historical context and current responsibility in the social studies classroom.

Adaptations

This unit could be adapted in many ways, such as with the primary sources. For classes that need more scaffolding, the teacher can choose the most prominent primary sources and assign them to individual students. For students that show interest in the lesson, they could dive into the research of what the Apollo is doing now for social justice. Their website has many resources to help them learn more about this.
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