

**UofSC TPS Project  
Lesson Plan Template**

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



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

<b>Lesson Title:</b>	It's Your Showtime at the Apollo
<b>Overview:</b>	Students will be analyzing the history of the Apollo Theater in Harlem, NY, specifically looking through the lens of important artists that performed there. Students will create their own act that shows the importance and appreciation of the theater.
<b>Learning Objective:</b>	Given analysis of primary sources and graphic novel pages, students will be able to explain the impact the Apollo Theater has had on black history through creating their own act that pays respect to the theater for five class periods.
<b>SC Social Studies College and Career-Ready Standards:</b>	<b>USHC.5.CC</b> Evaluate continuities and changes during the Civil Rights Movement and other subsequent movements for equal rights. <b>USHC.4.CX</b> Contextualize changes in American culture within new migration

	patterns, participation in global conflict, and capitalist business cycles.
<b>Essential Question:</b>	Why is the Apollo Theatre important to black history?
<b>Supporting Question(s):</b>	How does the graphic novel, <i>Showtime at the Apollo</i> , present the importance of the theatre?
<b>Digital Primary and Secondary Sources:</b>	<p>Primary sources:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Portrait of Benny Carter, Apollo Theatre, New York, N.Y., ca. Oct. 1946</a></li> <li>2. <a href="#">View of the Apollo Theatre marquee, New York, N.Y., between 1946 and 1948</a></li> <li>3. <a href="#">Portrait of Arnett Cobb and Walter Buchanan, Apollo Theatre, New York, N.Y., ca. Aug. 1947</a></li> <li>4. <a href="#">Amateur Night</a></li> <li>5. <a href="#">Lilly Lindo</a></li> <li>6. There are also a vast number of performances at the Apollo across time that the teacher can find and use with discretion.</li> </ol> <p>Other resources: Fox, T., &amp; Smith, J. O. (2019). <i>Showtime at the Apollo: The Epic Tale of Harlem's Legendary Theater</i>. Abrams.</p>
<b>Required Classroom Materials:</b>	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.
<b>Classroom Environment:</b>	Students will need a space in order to perform their acts at the end of the lesson, which could be just the front of the room or access to the school's theater. 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.**

2.5%	Independent reading	%	Partner work	45%	Engaging in whole group discussion
2.5%	Independent writing	45%	Group work	5%	Direct Instruction by teacher

<b>Lesson Sequence/Procedures</b>	
<b>Estimated Time Needed (Should = full class period)</b>	<b>Detailed Description of Teaching and Learning</b> (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)
Day 1 – 75 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 will analyze pages of the graphic novel that specifically highlight the historical figures of the book. Specific pages to look at could be: Pages 10 – 28 (Chapter 1), 70, 73-74</p>
Day 1/2 – 60 min	Students will look at primary sources of the Apollo that show the true depiction of the pages they analyzed. They will compare the illustration to the primary sources. Students will look at specific examples of the people mentioned in the book and what they actually did, listening to their music and looking at their manuscripts.
Day 2/3/4 – 180 min	<p>Students will create an act within groups that would highlight the history of the Apollo, focusing on the people highlighted within the graphic novel. Students will use both the primary sources and graphic novel pages to develop their “script.” Students will be required to map out their act, whether that be a skit, song, or any other performance that would be performed at the Apollo. Just like at the Apollo, there are multiple options of what would be performed, so students should be encouraged to be creative and think of acts such as skits, stand-up comedy, monologues, songs of all kinds, and more.</p> <p>Each group will perform their act the following class period (the teacher should determine the time-table based on the students’ development and interest in the project). While the other groups are performing, they should be engaged and preparing to discuss the topics across the different performances.</p>
Day 4 – 60 min	After watching all the performances, the whole class will have a debriefing discussion. The discussion should be student-led and start with the performances overall, looking into the positives of each and the interesting aspects they noticed. As they continue, the teacher should help steer the conversation to one that dives into the sources they used to craft their act alongside the details from the graphic novel. The discussion should round out with a look at why the Apollo in Harlem is so important to black history.

<b>Homework for Tomorrow</b>
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 formative assessment for this lesson would be the students' analysis of the primary sources and graphic novel pages. The summative assessment would be the acts the groups all perform. The scripts and descriptions will be vital in order to actually gauge the students' ability to draw larger connections about the importance of the theatre. Unless used in a theatre class, the students should not be graded on their actual performance, but the historical thinking skills used to create it.

### **Learning Extensions**

This unit could be paired with other lesson on the book, such as something about how the Apollo is still used today for black history. This would be a good way to start off a unit on black musicians and artists, traversing across the twentieth and twenty first centuries as many of the performers that would be discussed have performed here.

### **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 this, the teacher could encourage them to quote and make direct references to sources in their act.