

MIDDLE SCHOOL

GRADES 6-8



NATIONAL CORE ARTS STANDARDS: General Music

- ▶ **Anchor Standard 11:** Connecting: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
MU: Cn 11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- ▶ **Anchor Standard 4:** Performing: Select, analyze, and interpret artistic work for presentation.
MU: Pr 4.2.7c Identify how cultural and historical context inform performance and results in different music interpretations.
- ▶ **Anchor Standard 7:** Responding: Perceive and analyze artistic work
MU: Re 7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- ▶ **Anchor Standard 9:** Responding: Apply criteria to evaluate artistic work.
MU: Re 9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

COMMON CORE STATE STANDARDS: English Language Arts

Key Ideas and Details:

- ▶ **CCSS.ELA-LITERACY.RH.6-8.1**
Cite specific textual evidence to support analysis of primary and secondary sources.
- ▶ **CCSS.ELA-LITERACY.RH.6-8.2**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- ▶ **CCSS.ELA-LITERACY.RH.6-8.3**
Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

- ▶ **CCSS.ELA-LITERACY.RH.6-8.4**
Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas:

▶ **CCSS.ELA-LITERACY.RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

▶ **CCSS.ELA-LITERACY.RH.6-8.9**

Analyze the relationship between a primary and secondary source on the same topic.



MEN WITHOUT A COUNTRY: HISTORICAL CONTEXT AND IMPACT OF WORLD WAR I'S 369TH INFANTRY BAND

PURPOSE: The purpose of this unit is to engage learners in the middle school grades in exploring the historical, social, and racial conditions in America that precipitated the need to raise a regiment of negro soldiers to fight in World War I.

OVERVIEW: Students will use a 21st Century lens to examine the oppressive conditions that James Reese Europe and the soldiers of the 369th Harlem Hellfighters and regimental band experienced at the turn of the 20th Century. Jim Crow laws were pervasive through the United States in the early 20th Century. The 369th joined the WWI fight, only to face the same oppression during their experiences during the war. Lt. James Reese Europe and the men of the 369th prevailed against the racist tropes of the times to become one of the most highly decorated units of the war and used their music to influence the further development of Jazz, the music of African Americans into the latter parts of the 20th century. These developments are directly tied to the earliest parts of the Harlem Renaissance and also tied to the birth of the Civil Rights movement that began to emerge during the middle part of the 20th century.

Through the analysis of primary and secondary sources, students will gain an understanding of the heroic and creative acts of Lt. James Reese Europe and other important figures in the 369th Regiment, popularly known as the Harlem Rattlers or Harlem Hellfighters - a name bestowed upon them by the French soldiers with whom they served in battle. When guiding middle schoolers' understandings of history and culture, it is important to provide them with both primary and secondary source materials for analysis to assist in developing different perspectives resulting in a more thorough and complete understanding of the events that have influenced and shaped our world today. By engaging with an array of arts and media, students can gain a greater understanding of these important events and figures. Through connections with these materials students can also develop a more personal connection to these important people and events.

In this unit, students will have the opportunity to explore writings, photography, visual art, and music to help construct an understanding of the time period and significance of the people and events related to the 369th Regiment during World War I. These primary sources will be balanced with secondary sources of text and media so students can access and analyze information. Students will demonstrate their understanding through creating their own works of writing, music, art or media.

OBJECTIVES:

Students will be able to:

- ▼ Identify societal restrictions faced by African Americans during Post Reconstruction and the start of World War I.
- ▼ Demonstrate an understanding of how these societal restrictions created the conditions that led to the formation of the 369th Regiment.
- ▼ Discuss how these conditions influenced Lt. James Reese Europe and other men to join the regiment and fight for America during World War I despite these conditions.
- ▼ Create a poster, poem, protest chant, or song to demonstrate understanding of the experience of the 369th Infantry Regiment in WWI.

SUGGESTED LESSON SEQUENCE:

PRE-ASSESSMENT

Share the term Jim Crow. Engage the students in expressing their knowledge and understanding of the concept of Jim Crow Laws and what this meant for African Americans during the early 20th century.

▶ Looking - Primary Source #1:

- ▼ Share a photo portraying a common practice of the Jim Crow South such as the following:
https://upload.wikimedia.org/wikipedia/commons/thumb/e/ec/Jim_Crow.jpg/800px-Jim_Crow.jpg
- ▼ Engage students in constructing understanding by asking such questions as: What do you see? What does that make you think? How do you feel looking at this photo? Why do you feel that way?
- ▼ Explain that this photo exemplifies Jim Crow practices of racial segregation that characterized the United States, especially in the south, in the early 1900's.



EXPLORING THE HISTORICAL CONTEXT OF THE 369TH

VIEWING - SECONDARY SOURCE # 1:

Engage students in viewing *The Harlem Hellfighters Great War*

Time stamp 0.00- 8.13.

Ask students to keep in mind the following essential question while viewing: What were the cultural/societal conditions that led to the formation of the 369th WWI infantry?

While viewing, encourage students to use the 369th Fact Finder graphic organizer to categorize and inventory facts about James

Reese Europe and Henry Johnson. (Where were these two men from? From what part of the country did they migrate? What conditions during this time period would cause someone to move from the south to the north? What were their occupations?)

▶ Looking - Secondary Source #2

- ▼ Engage students in looking closely at Panels 21 and 60 of Jacob Lawrence's Migration Series
- ▼ Without sharing the captions, allow students to analyze what they see asking: What do you see? What does that make you think of? How do these paintings relate to what you learned in the video? What else do you wonder?
- ▼ Share the captions and explain that Jacob Lawrence created a collection of paintings called The Migration Series depicting the mass migration of blacks leaving the south to seek refuge from the oppressive Jim Crow Laws and looking for new opportunities beyond working as cottonfield workers or sharecroppers.

Revisit the Essential Question:

What were the cultural/societal conditions that led to the formation of the 369th WWI infantry?

THE 369TH WWI INFANTRY BAND

LISTENING 1- PRIMARY SOURCE # 2

- ▶ Engage the students in listening an instrumental work by Lt. James Reese Europe and the 369th U.S. Infantry Band such as **Memphis Blues** (<https://youtu.be/4CUkTUZbTpE>)

Engage students in discussion asking, What instruments do you hear? In what time period do you think this music was played? What makes you say that? How would you describe this style of music? What would you call it? How would you describe the tempo? What does this style and tempo make you feel? Explain to students that this piece was composed and recorded by Lt. James Reese Europe in 1914 and that this recording is a primary source that we will use in our study of James Reese Europe and the 369th Regiment. Ask what makes this a primary source? [e.g., it was created at the time we are studying by the person we are studying]; What information have you learned about the time period and James Reese Europe by listening to this recording?

LOOKING 1 - PRIMARY SOURCE # 3

Share photos of Lt. Europe and Henry Johnson (photos can be found in *Harlem Hellfighters: African American Heroes of World War I* by John Micklos, Jr., *The Harlem Hellfighters: When Pride Met Courage*, by Walter Dean Myers and Bill Miles, or online:

https://commons.wikimedia.org/w/index.php?search=James+Reese+Europe&title=Special%3ASearch&go=Go&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:-James_Reese_Europe.jpg

https://commons.wikimedia.org/w/index.php?search=File%3AHenry+Johnson+369th+Infantry&title=Special:Search&profile=advanced&fulltext=1&advancedSearch-current=%7B%7D&ns0=1&ns6=1&ns12=1&ns14=1&ns100=1&ns106=1#/media/File:William_Henry_Johnson_in_the_New_York_Times_on_June_28,_1918.png

Ask, What do you see? What does that make you think? What do you wonder? Why do you think it was significant to be part of an all African-American regiment during this time period?

Explain that photographs are an especially significant source of information for this time in history as photography was a relatively new technology/art form.

VIEWING 2 - SECONDARY SOURCE # 3

- ▶ Engage the students in viewing Ken Burns *Jazz: Hellfighters* (timestamp 22:40- 28:54)
https://www.amazon.com/gp/video/detail/B002P3OCUE/ref=atv_dl_rdr?autoplay=1

Ask, what did you see and hear? What was said about Lt. James Reese Europe and his music? What did they say about the band's performance of La Marsiaise? What did the regiment receive while in France? How were they recognized for their actions in battle? What was Europe's plan for his music once the war was over?

Provide the students the opportunity to turn and talk to their partner about what it would be like to be going to a foreign country to fight in a war. Have them ask each other what they think would be like fighting a country that didn't want you, but fighting gallantly in spite of that fact. Have them discuss what it would be like to be a part of the most decorated United States regiment of World War 1

LISTENING 2 - PRIMARY AND SECONDARY SOURCES #4

- ▶ Engage the students in listening to Lt. James Reese Europe's arrangement of La Marsiella and compare and contrast it with the standard version of the song.

The Spirit of Chicago Jazz Orchestra Tribute to Lt. James Reese Europe:

<https://youtu.be/PTNSFBemTfs>

The Spanish Navy Marine Symphonic Band

<https://www.youtube.com/watch?v=fsp4JQWJ4n4>

- ▶ Engage students in discussion asking, What instruments do you hear? In what time period do you think this music was played? What makes you say that? How would you describe this style of music? What would you call it? How would you describe the tempo? What does this style and tempo make you feel? Have the students use a graphic organizer or Venn Diagram to keep an inventory of the similarities and differences between the two versions.

SUMMATIVE ASSESSMENT

READING 1 - PRIMARY SOURCE #5

- ▶ Engage the students in reading Letter to the Returning Soldier, penned by W.E.B. DuBois .Source: W.E.B. DuBois, "Returning Soldiers," The Crisis, XVIII (May, 1919), p. 13. WEB DuBois, "Returning Soldiers" (May, 1919)
- ▶ After reading, engage the students in discussion about the tone and meaning of this writing. How does this letter encapsulate the treatment and feelings of the returning soldier? What feelings or sentiments can be related to things occurring in today's America?
- ▶ Task students to demonstrate their understanding of the experience of Henry Johnson, Lt. James Reese Europe and the members of the 369th Infantry Band in WWI by creating their choice of the following:
 - ▼ Write a poem.
 - ▼ Compose a song.
 - ▼ Create a digital slide show.
 - ▼ Create a visual art work.

Assess student understanding through the writing of an Artist Statement explaining the meaning of the piece they have created. Assess student understanding of the following:

- ▼ Treatment of African Americans in the early 20th Century.
- ▼ Life experiences of historical figures such as Henry Johnson and James Reese Europe.
- ▼ The experience of members of the 369th during and following WWI.
- ▼ The cultural and societal influences that led to the establishment of the 369th.