

African American Literature: Unit 5—Lesson 3

Announcements

- ❖ Unit Assignment: Black & Blue Journey to Harlem (*parameters & due dates on Google Classroom*)
- ❖ Readings: “How it Feels to Be Colored Me” by Zora Neale Hurston
- ❖ Mapping Discussion Question—begins today!!!
 - Don’t forget to turn in your question and works cited in Google Classroom

FINISH Blues Writing activity: share and discuss students’ blues lyrics

MAPPING DISCUSSION: Student A & Student B

DISCUSS: The Blues had given rise to the explosion of Jazz and was taking the country by storm by the 1930s. This was significant because its creators and its best artists were black. This was the first form of African American expression to really go mainstream. And the jazz scene was hot in Harlem. It’s no coincidence that all of this was going on when the explosion of black literature known as the Harlem Renaissance took place.

At the center of the Harlem Renaissance was the writer Langston Hughes, who believed that blues and jazz were actually at the core of all African American expression, not just music.

- ❖ Listen to Louis Armstrong’s “When the Saints Go Marchin’ In”
<https://www.youtube.com/watch?v=wyLjbMBpGDA>
- ❖ Listen to Miles Davis’s “Blue in Green”
<https://www.youtube.com/watch?v=TLDFlhhdPCg>

DISCUSS the relationship of double consciousness and invisibility to Hughes’ blues/jazz principle

- ❖ So far, we’ve studied double consciousness and invisibility:
 - **These are the things done TO African Americans.**
- ❖ We’ve also looked at the foundational nature of the Aunt Hester’s scream.
- ❖ Hughes’ Blues/Jazz principle is our first look at how the black community responds, reacts, pushes back. According to Langston Hughes, there is something in blues and jazz music so fundamental to black reality, that it’s in all their expression, including their literature.
 - We should find elements of the blues and jazz in their poetry, their fiction, their essays and memoirs.

ACTIVITY: Divide into two groups. Group A takes Cullen’s “Tableau;” Group B takes Brown’s “Southern Road.” Each group should discuss how their poem shows the influence of the blues and blues principles. List these and prepare to share with class.