

Antoine Stroman - Black Philly's Underground Art Form

Day 1	Day 2	Day 3	Day 4	Day 5
<p>Lesson Title - "The Backdrop"</p> <p>Objective: Students will examine the socioeconomic, and demographic shifts in Philadelphia during the 1990's and 2000's.</p>	<p>Lesson Title - "Is That Jazz"</p> <p>Objective - Students will connect the influence of Philadelphia's rich legacy of Jazz on the burgeoning spoken word scene in the Philadelphia scene of the 90's and 2000's.</p>	<p>Lesson Title: "B.O.B.'s"</p> <p>Objectives - Students will connect the relationship between the Spoken Word scene in Philadelphia and Black Owned Businesses.</p>	<p>Lesson Title: "Be The Artist!"</p> <p>Objectives - Students will create their own works of spoken word, using a Jazz track (cover) by a Philadelphia jazz artist.</p>	<p>Lesson Title: "The Day Trip"</p> <p>Objective - Students will create murals/ historical markers for the Philly Poetry Scene in conjunction with their art from the previous day's assignment.</p>

Day 1 - "The Backdrop" (55 - 57 Minutes)

SWBAT identify and explain the relationship between the social economic growth in Philadelphia.

Materials - Notebook/Paper, Chromebooks Laptops or Ipads.

- ❖ Warm Up/Do Now Activity: (As students enter the room, have the following question on the board) "How does one's environment impact their art?" (5 Minutes)
*After giving students time to record their responses, provide students time to share.**
(5 - 7 Minute)
- ❖ Next, begin introducing the topic. Introduce Philadelphia as an artistic hub. Highlight mainstream artists like The Roots, **Jill Scott**, Music Soulchild, etc. *In highlighting Jill Scott, introduce Jill Scott as getting her artistic start in poetry.
- ❖ Either individually or with the class, **read** through the attached data from the Pew Research Center. [Blacks in Philadelphia](#) Upon doing this **have students ponder the following**: "What do these numbers reveal about black people in Philadelphia? "How are these statistics visible in your world?" (20 Minutes; 10 for reading, 10 for group discussion.)
- ❖ Next, **play** the following for students and ask them to **turn and talk** to their partner about what aspects they find intriguing. [Philadelphia and Poverty](#) After the turn and talk, have students jot down a response to the following:
"What might this reveal about the identity of Philadelphia?"
- ❖ Next, play the short clip from Poet Crucial on "Panaramic Poetry"
Have students begin thinking about the following:
"He mentions the socioeconomic factors, and how they connected to the vibe in the room." **Conduct a turn and talk on this.**
- ❖ Next, students will listen to **the clip** from King Shyste, on some of the socioeconomic elements of the city during the 90's/2000's. Students will record a response to the following: "Compare and contrast the two sentiments (Shyste's view on Philadelphia's socioeconomic status, and the video viewed prior to.) Also, explain what these views reveal about the identity of Black Philadelphia.

****If you want to push students further, ask them to make an inference to what these views could be saying about Philadelphia as an art hub.****

HW - Further Listening: "Brotha Train." **Listen to this clip from Brotha Train** on

Day 2 "Is That Jazz!?" (57 Minutes)

SWBAT explain the influence of Philadelphia's legacy of Jazz and the bustling spoken word scene.

*Materials: Chromebooks/Laptops/Ipad, Earbuds/Airpods (*Note - This lesson is largely comprised of listening activities*)*

- ❖ **Warm Up/Do Now Activity (5 Min.)** - Read the attached article, focusing on the section titled, "Quaker City Jazz." [Jazz in Philly](#) Students should **write** a quick reflection on the section. Students should highlight the following in their responses:
 1. Describe the impact of the Jazz scene in Philadelphia.
 2. Make an inference: How might formation of this scene have influenced the formation of communities/sub cultures? **(15 Minutes)**
- ❖ **Student share out (5 Minutes)**
- ❖ Listen to the radio show presented by WBUR titled, "Mapping Out Philadelphia's Jazz History." Then, read through the text. (Both can be found in [Mapping Out Philadelphia's Jazz History](#)) After or as they read/listen, students will respond to the following:
 1. Describe the significance of John Coltrane's House in North Philadelphia to the Jazz connection.
 2. Explain the extent to which Jazz played a socioeconomic role during Jim Crow.
 3. The text/article describes a very important historical landmark that is at risk. How do you feel preservation of this landmark is important to the overall history of Black Jazz in Philadelphia? **(30 Minutes)**
- ❖ After students share out, students will **engage (independently, or as a group)** with the following clip from Allen "Train" Clark on Philadelphia and Jazz. **(5 Minutes)**
- ❖ After doing so, students will **turn and talk** discussing the following: "What does this reveal about Jazz's relationship with spoken word poetry?" **(2 Minutes)**
- ❖ End Task - Students will **write** out a reflection to the following quote, highlighting the connection from spoken word to Jazz:

"It's the improvisation of jazz. Whatever I'm feeling at the moment is how it's going to go.... So I would go up the next time... I might go low on it." - King Shyste on performing spoken word.

HW: Further Listening - Listen to the clip from King Shyste on "Just Words."

Day 3: "B.O.B.'s" (48 Minutes)

SWBAT connects the contributions of Black Owned Businesses in Philadelphia to the spoken word scene.

Materials - Notebook, Utensil, Chromebook/Laptop, Ipad

- ❖ **Warm Up (15 Minutes) - Read** the attached article. **Write** a response to the following after doing so: "How does the author here define spoken word poetry as an inherently Black art form? How do they compare it to other major forms of Black Art? [Hold on To That History](#)
- ❖ **Share out** (5 Min)
- ❖ **Listen/watch** the clip from King Shyste on the role of "Black Owned Businesses." (5 Min.) After doing so students will turn and talk to debrief. (2 - 3 Minutes)
- ❖ Teachers should facilitate **group discussion** on the topic. Below are a series of suggested questions (10 Min):
 1. Why are Black Owned Businesses significant in society at large?
 2. Expound upon the points made by King Shyste, add detail to the connection between Black Owned Businesses and the Philadelphia Poetry Scene?
- ❖ Next, students will read the text on the October Gallery which expounds upon this idea of Black Owned Businesses. After doing so, have students annotate the text for key ideas that support this notion. (10 Min) [The October Gallery](#)

HW: Further Listening - "Re Listen to the following clip from Poet Crucial on "Panaramic Poetry"

Day 4: Be The Artist (No Time Constraints)

SWBAT create their own works of spoken word poetry.

Materials - *Writing utensils, audio recording devices, video recording devices.*

Be sure to recap the work from the week. Be sure to focus your attention on highlighting the previous three days' main ideas; Black Owned Businesses, Philadelphia's Socioeconomic State, and The Rich History of Jazz in connection with the interviews.

Directions: Create your own piece of Spoken Word Poetry. The poem can exist in multiple formats including written, audio, video, etc. Utilize your creativity! (You can either split students into sections, or allow them to write freely.) You may write/record your poems on the following topics:

1. The role of Black Owned Businesses on the Spoken Word Scene.
2. The Jazz Connection in conjunction with Philadelphia's Spoken Word Scene.
3. The culture that existed within these Spoken Word Venues.
4. The socioeconomic impacts of Philadelphia on the Spoken Word scene, and how it may have impacted the growth of some of the venues.

Day 5: (Bonus Track) "Field Trip"

*Note:

1. If students are still working on the previous day's project, that's fine. This can be pushed forward.
2. There can be a modification to this project. You can split students into groups in conjunction with the above project. Students can be split into groups between the 4 above poetry prompts and the below project. Upon doing this, students can create a art exhibit surrounding this topic.

Materials - *Writing utensils, audio recording devices, video recording devices.*

Directions: To finish our exhibit, we will now create a venue, based on the descriptions in the videos, by our interviewees. The venues include Panaramic Poetry, hosted by Poet Crucial, Just Words, hosted by King Shyste, and Say Word Wednesdays, hosted by Allen Clark.

Students may also create murals, in conjunction with the city's reputation of the event spaces/the scene.