



A Questlove Jawn

Summer of Soul

(...OR, WHEN THE REVOLUTION COULD NOT BE TELEVISED)



Table of Contents

<i>Click the title to be taken to that page</i>	
About <i>Journeys in Film</i>	3
A Letter from Questlove	4
Introducing <i>Summer of Soul</i>	5
Awards and Nominations	6
Lesson: Harlem Today	7
Handout 1: Understanding Gentrification	11
Handout 2: Exploring Harlem Today	12
Teacher Resource 1: Exploring Harlem Today (Answer Key)	15
Handout 3: Plan Your Own Music Festival	17

About *Journeys in Film*

Founded in 2003, *Journeys in Film* operates on the belief that teaching with film has the power to prepare students to live and work more successfully in the 21st century as informed and globally competent citizens. Its core mission is to advance global understanding among youth through the combination of age-appropriate films from around the world, interdisciplinary classroom materials coordinated with the films, and teachers' professional development offerings. This comprehensive curriculum model promotes widespread use of film as a window to the world to help students to mitigate existing attitudes of cultural bias, cultivate empathy, develop a richer understanding of global issues, and prepare for effective participation in an increasingly interdependent world. Our standards-based lesson plans support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

Selected films function as springboards for lesson plans in subjects ranging from math, science, language arts, and social studies to other topics that have become critical for students, including environmental sustainability, poverty and hunger, global health, diversity, and immigration. Prominent educators on our team consult with filmmakers and cultural specialists in the development of curriculum guides, each one dedicated to an in-depth exploration of the culture and issues depicted in a specific film. The guides merge effectively into teachers' existing lesson plans and mandated curricular requirements, providing teachers with an innovative way to fulfill their school districts' standards-based goals.

Why use this program?

To be prepared to participate in tomorrow's global arena, students need to gain an understanding of the world beyond their own borders. *Journeys in Film* offers innovative and engaging tools to explore other cultures and social issues, beyond the often negative images seen in print, television, and film.

For today's media-centric youth, film is an appropriate and effective teaching tool. *Journeys in Film* has carefully selected quality films that tell the stories of young people living in locations that may otherwise never be experienced by your students. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*, tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala*, or experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble*.

In addition to our ongoing development of teaching guides for culturally sensitive foreign films, *Journeys in Film* brings outstanding documentary films to the classroom. Working with the Rossier School of Education at the University of Southern California, *Journeys in Film* has identified exceptional narrative and documentary films that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, and a World War II concentration camp near Prague. *Journeys in Film* guides help teachers integrate these films into their classrooms, examining complex issues, encouraging students to be active rather than passive viewers, and maximizing the power of film to enhance critical thinking skills and to meet the Common Core Standards.

Journeys in Film is a 501(c)(3) nonprofit organization.

A Letter from Questlove



Dear Teacher,

There was always an educational component to *Summer of Soul*. At first, it was my own education. I couldn't believe that I had not heard about this major music festival in the summer of 1969, just weeks away from Woodstock, featuring the top Black artists of the day.

As I made the movie, it became more and more apparent that the film could, and should, also be a source of education for others. For starters, the rediscovery of the festival—the way in which it was rescued from the forgotten corners of history—contained an important lesson about the dangers of erasure. History isn't just what we know. It's also what we don't know. The more generations that were born and schooled without this festival on their radar, the more people would be operating with only a partial field of vision. An obstructed view is not a clear one.

And then there are the performances themselves, vibrant acts of Black genius that not only illuminate the singers and the bands but also those who came to Harlem to hear them. The festival and the movie sit at the heart of a living, breathing body of stories about Black life, Black living, and Black joy in the late sixties. I am thrilled that this curriculum exists to help the film do its part in explaining our shared American past—and by extension, our present.

Sincerely,

Questlove

A handwritten signature in black ink, appearing to be "Q" followed by a stylized flourish.

Introducing *Summer of Soul*

In the eventful summer of 1969, the countercultural music festival of Woodstock caught the nation's eye and received reams of press coverage for its celebration of drugs, sex, and rebellious youth, as well as for rock and roll. Meanwhile another major music festival was under way, running in the north end of Manhattan for six weekends—the Harlem Cultural Festival, featuring many of the top Black performers in the country and attended by thousands of enthusiastic celebrants—all largely ignored by major press outlets. Despite performances by Stevie Wonder, Nina Simone, Sly & the Family Stone, Gladys Knight & the Pips, Mahalia Jackson, B.B. King, The 5th Dimension, and more, the festival soon faded into historical oblivion, except in the memories of concert-goers.

Through this documentary, new generations are coming to appreciate the wide range of Black music: spirituals, gospel, rhythm and blues, jazz, soul, hip hop, and more. Music of the Black diaspora, including Afro-Cuban music, is included as well. Questlove's brilliant direction has located the music in the context of the 1960s: from the excitement of the NASA's moon landing to the devastating assassinations of pioneers and political leaders like Medgar Evers, Malcolm X, and Martin Luther King, Jr., and from the optimism of the civil rights movement to the destruction of Black neighborhoods in urban rioting.

Premiering at the Sundance Film Festival in 2021, *Summer of Soul* won a Grand Jury Prize and an Audience Award. Subsequently, the documentary has been nominated for many additional film prizes and has won frequently, while receiving almost universal critical acclaim.

DIRECTED BY: Ahmir “Questlove” Thompson

PRODUCED BY: Joseph Patel p.g.a., Robert Fyvolent p.g.a., David Dinerstein p.g.a.

EXECUTIVE PRODUCERS: Jen Isaacson, Jon Kamen, Dave Sirulnick, Jody Allen, Ruth Johnston, Rocky Collins, Jannat Gargi, Beth Hubbard, Davis Guggenheim, Laurene Powell Jobs, Jeffrey Lurie, Marie Therese Guirgis, David Barse, Ron Eisenberg, Sheila C. Johnson, Ahmir “Questlove” Thompson

MUSIC SUPERVISOR: Randall Poster

EDITED BY: Joshua L. Pearson

MUSIC BY: Adam Peters

DIRECTOR OF PHOTOGRAPHY: Shawn Peters

Awards and Nominations

Sundance Film Festival Winner

February 3, 2021

Grand Jury Prize – Documentary
Audience Awards – Documentary

Critics' Choice Documentary Awards Winner

November 14, 2021

Best Documentary Feature
Best Archival Documentary
Best Music Documentary
Best First Documentary Feature, Ahmir “Questlove” Thompson
Best Director, Ahmir “Questlove” Thompson
(tied with Elizabeth Chai Vasarhelyi and Jimmy Chin for *The Rescue*)
Best Editing, Joshua L. Pearson

National Board of Review Winner

December 3, 2021

Documentary Film

Los Angeles Film Critics Association Awards Winner

December 18, 2021

Best Documentary/Non-Fiction Film

Los Angeles Film Critics Association Awards Winner

December 18, 2021

Best Editing, Joshua L. Pearson

Grammy Awards Nominated

January 31, 2022

Best Music Film

Producers Guild of America Awards Nominated

February 26, 2022

Outstanding Producer of Documentary Motion Pictures

Independent Spirit Awards Nominated

March 6, 2022

Best Documentary Feature



Harlem Today

Enduring Understandings

- The demographic and cultural makeup of Harlem has changed significantly since the Harlem Cultural Festival took place in 1969.
- The demographic and cultural changes in Harlem have had an economic impact on many families living in New York.
- There are both pros and cons associated with the changes that have occurred to make Harlem what it is today.

Essential Questions

- What demographic changes have happened in Harlem since 1969?
- What are some causes of the changes?
- How might we describe the current culture of Harlem?

Notes to the Teacher

The Harlem that is depicted in *Summer of Soul* represents an ideal of the historic area within New York City. Many people have known Harlem to be one of the “capitals” of Black America and certainly the blueprint for Black urban living and culture. We have seen Harlem to be a place of refuge for Black families during the Great Migration; a blank canvas for thriving Black art, music, poetry, and other creative expression during the Harlem Renaissance; and an organizing home for countless Black and Brown racial justice activists over the past several decades. That depiction has slowly changed, faded, and morphed to be something different as Harlem has been in transition.

New York City is a highly sought-after place to live and work, and over the years several communities within the city have seen significant demographic change due to

gentrification’s effects on housing, education, the job market, and the culture of community that characterizes areas like Harlem. In the past 20 years, Harlem has seen a steady increase of white residents and steady decrease of Black residents, which is directly tied to a larger history of communities of color being displaced as a result of changes that happen without their input or consideration. Retail companies and housing developers decided to invest in Harlem, ultimately driving up housing costs, displacing many Black and Brown families, and forcing them to figure out how to leave behind the very place they put so much effort into building and sustaining. While Harlem still has many aspects of its social character and historical significance, it is also very clear that more change is on the horizon. This lesson is about the current makeup of Harlem and the characteristics of its demographics and culture.

In this lesson, students begin by reviewing different perspectives on gentrification to understand its causes and effects. They use that understanding to frame their research of what Harlem looks like today, using data from the most recent census, local housing and neighborhood sources, and commentary from a national perspective to help them get a clear picture of how Harlem has changed since 1969. Students then write an essay outlining the pros and cons of the changes they have uncovered. An extension activity allows students to be creative and come up with a proposal for a Harlem Cultural Festival that represents Harlem today.

You may find the following references helpful:

“Harlem Lost 10k Black Residents, Gained 18k Whites This Decade”

<https://patch.com/new-york/harlem/harlem-lost-10k-black-residents-gained-18k-whites-decade>

“No Longer Majority Black, Harlem is in Transition”

<https://www.nytimes.com/2010/01/06/nyregion/06harlem.html>

Common Core Standards addressed by this lesson

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.WHST.9-10.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.B

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Duration of Lesson

3 or 4 class periods

Assessments

Completion of **Handouts 1 and 2**

Completion of writing assignment

Extension activity (optional) **Handout 3**, promotional materials, extra credit review, and presentation

Materials needed

Handout 1: Understanding Gentrification

Handout 2: Harlem Today

Handout 3: Planning Your Own Music Festival (optional)

Access to laptops, tablets, Chromebooks, or other electronic devices to conduct research and complete handouts

Access to the following online sources:

“What is Gentrification? How it Works, Who it Affects, and What to Do About It” at

<https://www.teenvogue.com/story/what-is-gentrification-how-works>

“Why He’s Holding Out in East Harlem, Despite the Gentrification” at <https://youtu.be/PJCfNMQXr00>

“A Short Documentary on Gentrification” at <https://youtu.be/tJha0BL5P8U>

“Harlem Lost 10K Black Residents, Gained 18K Whites This Decade” at <https://patch.com/new-york/harlem/harlem-lost-10k-black-residents-gained-18k-whites-decade>

“Explore Harlem NYC” at <http://exploreharlemnyc.com/neighborhoods/>

“Point2Homes – Harlem Demographics” at <https://www.point2homes.com/US/Neighborhood/NY/Manhattan/Harlem-Demographics.html>

Procedure

Part 1: Understanding Gentrification

1. The day before the lesson, ask students to read and annotate the following article: <https://www.teenvogue.com/story/what-is-gentrification-how-works>. Distribute copies of **Handout 1: Understanding Gentrification** and tell them to take notes in the first column about the key information they learn. In the second column, have them record their own reflections on what they have learned. At the bottom, have students list any questions about gentrification that they would like to learn more about.

2. On the day of the lesson, show the following videos and have students write down their thoughts, adding to their **Handout 1: Understanding Gentrification**.

“Why He’s Holding Out in East Harlem, Despite the Gentrification” at <https://youtu.be/PJCfNMQR00>

“A Short Documentary on Gentrification” at <https://youtu.be/tJha0BL5P8U>

3. Ask students to recall important information from the *Teen Vogue* article they read the night before and facilitate a class discussion based on the written and visual content they have seen. The following discussion prompts will be helpful in guiding the conversation:

- In your own words, how would you define “gentrification”?
- In what ways is gentrification more than an economic issue?
- What are some causes and effects of gentrification?
- In both the article and the two videos, the term “social character” was used. What do you think this refers to?

Part 2: Exploring Harlem Today

1. Have students find a partner. Distribute **Handout 2: Exploring Harlem Today** and instruct students to complete the handout with their partner using their research skills. Remind students of what makes an online source reliable and what red flags to look for as they search for answers.

Share the following sources with students to get them started:

“Harlem Lost 10K Black Residents, Gained 18K Whites This Decade” at <https://patch.com/new-york/harlem/harlem-lost-10k-black-residents-gained-18k-whites-decade>

“Explore Harlem NYC” at <http://exploreharlemnyc.com/neighborhoods/>

“Point2Homes – Harlem Demographics” at <https://www.point2homes.com/US/Neighborhood/NY/Manhattan/Harlem-Demographics.html>

Depending on the length of your class period, you may have to assign another day for research or ask students to finish their research for homework.

2. Use the time at the end of the class period to review student responses to the handout and facilitate a conversation about the changes they see in Harlem from what’s depicted in *Summer of Soul* to what they learned about Harlem today. It is important to note that not all students will have the exact answers and numbers for each question, and that is okay.

Part 3: Conducting an Analysis of Change

1. Begin class by reminding students of the nuances related to gentrification and other changes to neighborhoods. These things are not as simple as “right or wrong.” Students will use their notes from the previous class periods for a writing assignment outlining some pros and cons of the changes that have occurred in Harlem and providing explanations. Give students the choice to write a traditional five-paragraph essay, to take a narrative approach by writing a journal entry from the perspective of a former or current resident of Harlem, or to write an op-ed newspaper column on the topic.
2. Let students spend the class period writing while you conduct writing conferences with individuals who need assistance.
3. Have students complete this assignment for homework.

Extension Activities

As a final creative activity, have students form groups and come up with a proposal for a Harlem Cultural Festival taking place today. Students should put together a presentation detailing what entertainment, food, speakers, and activities should be included to represent the current culture of Harlem.

1. Distribute copies of **Handout 3** and review it with students. Explain that they will plan their own music festival. **Handout 3** asks students to list the location of the festival, the musical artists that are featured, the genre(s) that they represent, the artistic style or form that the festival incorporates, and any additional events or “newsworthy” occurrences that students choose to add.
2. Explain to students that, while they are encouraged to be as creative as possible, they should also pay attention to how their selection of artists, genre(s), and artistic styles would impact the local community and what these decisions say about the political, social, and cultural climate of the setting in which their festival takes place.
3. When their planning is completed, have students design and create supplemental materials to publicize their festival, such as promotional materials (flyers, websites, etc.) For extra credit, have students write news articles reviewing the music festival as if it had recently happened.
4. Students or groups will present their music festivals in class, outlining all of the above information. Optionally, they may play a selection of tracks that might be performed at their festival. Appropriate online clips may also be played in class or shared on digital learning management systems to immerse students in their festivals as much as possible.

Lesson

(Current Events, Sociology, Economics)

Handout 1



JOURNEYS IN FILM™
educating for global understanding

Name _____

Date _____

Understanding Gentrification

Directions: Please use this graphic organizer to make note of key information and reflections from the *Teen Vogue* article explaining gentrification.

New Information:

Your Reflections:

Your Questions:

Lesson

(Current Events, Sociology, Economics)



JOURNEYS IN FILM™
educating for global understanding

Handout 2

Name _____

Date _____

Exploring Harlem Today

Directions: Please use reliable online and print sources to complete the handout.

Question:	Answer:	Sources:
What are the six neighborhoods that make up Harlem today?		
What is the breakdown of Harlem's racial demographics?		
What is the median listing home price in Harlem? What percentage of Harlem residents rent vs. own their housing?		



Question:	Answer:	Sources:
What is Harlem's unemployment rate? What kinds of jobs do Harlem residents have?		
What is the median income in Harlem? What is the average income?		
What percentage of households include children? What percentage of households do not include children?		
Who is the mayor of New York City? Who are the U.S. Senators from New York? Who is the U.S. House Representative for Harlem (13th District)?		



Question:	Answer:	Sources:
What social/political issues are facing Harlem today?		
What recent news regarding Harlem is happening today?		
What other interesting information have you found about today's Harlem?		



Teacher Resource 1

Exploring Harlem Today (Answer Key)

[Note: These answers were compiled in January 2022. Answers will gradually change over time.]

Question:	Answer:	Sources:
What are the six neighborhoods that make up Harlem today?	<i>Central Harlem East Harlem/El Barrio Manhattanville Morningside Heights Washington Heights /Inwood West Harlem/ Hamilton Heights/ Sugar Hill [Note: Different sources break down the neighborhoods in slightly different ways.]</i>	<i>Sources will vary</i>
What is the breakdown of Harlem's racial demographics?	<i>37.41% Hispanic/Latino 36.86% Black 15.64% White 5.38% Asian</i>	<i>Sources will vary</i>
What is the median listing home price in Harlem? What percentage of Harlem residents rent vs. own their housing?	<i>Median listing home price is \$805,000 13.5% Owner-occupied 86.5% Renter-occupied</i>	<i>Sources will vary</i>
What is Harlem's unemployment rate? What kinds of jobs do Harlem residents have?	<i>9% Unemployment rate 60.35% Private companies 16.34% Nonprofit companies 13.87% Government workers 9.44% Self-employed</i>	<i>Sources will vary</i>



Question:	Answer:	Sources:
What is the median income in Harlem? What is the average income?	<i>Median household income is \$49,100</i> <i>Average household income is \$79,095</i>	<i>Sources will vary</i>
What percentage of households include children? What percentage of households do not include children?	<i>25.34% households with children</i> <i>74.66% households without children</i>	<i>Sources will vary</i>
Who is the mayor of New York City? Who are the U.S. Senators from New York? Who is the U.S. House Representative for Harlem (13th Congressional District)?	<i>New York City Mayor: Eric Adams (Democrat)</i> <i>New York Senators: Chuck Schumer (Democrat) and Kirsten Gillibrand (Democrat)</i> <i>House Representative: Adriano Espaillat (Democrat)</i>	<i>Sources will vary</i>
What social/political issues are facing Harlem today?	<i>Gentrification and displacement, high air pollution, unemployment</i>	<i>Sources will vary</i>
What recent news regarding Harlem is happening today?	<i>Student answers will vary</i>	<i>Sources will vary</i>
What other interesting information have you found about Harlem today?	<i>Student answers will vary</i>	<i>Sources will vary</i>



Plan Your Own Music Festival

Directions: You have seen *Summer of Soul* and have been studying about the Harlem Cultural Festival that took place over 50 years ago. Now you are going to plan a music festival that reflects the character of today's Harlem. Fill out the chart below, being as thorough and creative as possible. Then design your own flyer or promotional materials to publicize your festival. For extra credit, you may write a hypothetical news article covering the festival.

Name of Your Music Festival:
Location: Why did you choose this location? How did you think it will impact attendance at the festival, the way it is received or covered in the press, etc.?
Musical Artist(s) Which musical artists comprise your festival's lineup? Why did you choose these particular artists? How do you think the gender(s), race(s), ethnicity(ies), and other identities of these musical artists will impact festival attendees or the press?



Genre(s)

To which musical genre(s) do these artists belong? Did you intentionally choose a single genre or a wide variety? What is the current cultural significance of the genre(s)?

Artistic Style(s)

What kind of artistic style(s) will you use for the stage(s), costumes, promotional materials, etc.? For example, will there be a “retro” aesthetic that imitates styles from the past? A minimalist style? What kind of fonts, colors, and/or architectural style(s) will you use? How will these decisions impact the overall reception of the festival?

Additional Notes/Events

Are there any events affiliated with your festival that you want to mention (for example, film screenings, poetry readings, community happenings, etc.)? Are there any major news items to report from your festival? Be creative and connect it to the time and place in which your festival occurs!



JOURNEYS IN FILM™
educating for global understanding

PO Box 65357
Albuquerque, NM 87193