

Putting the Festival in Context - The History of Harlem



A Questlove Jawn

Summer of Soul

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



JOURNEYS IN FILM
educating for global understanding

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: Putting the Festival in Context: The History of Harlem	7
Handout 1: Timeline of the History of Harlem	11
Teacher Resource 1: Timeline of the History of Harlem (Answer Key)	18
Handout 2: A Local Research Project	25

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

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 Grand Jury Prize – Documentary Audience Awards – Documentary	February 3, 2021
Critics’ Choice Documentary Awards Winner 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 <i>The Rescue</i>) Best Editing, Joshua L. Pearson	November 14, 2021
National Board of Review Winner Documentary Film	December 3, 2021
Los Angeles Film Critics Association Awards Winner Best Documentary/Non-Fiction Film	December 18, 2021
Los Angeles Film Critics Association Awards Winner Best Editing, Joshua L. Pearson	December 18, 2021
Grammy Awards Nominated Best Music Film	January 31, 2022
Producers Guild of America Awards Nominated Outstanding Producer of Documentary Motion Pictures	February 26, 2022
Independent Spirit Awards Nominated Best Documentary Feature	March 6, 2022



Putting the Festival in Context: The History of Harlem

Enduring Understandings

- The history of Harlem is complex and has included diverse groups of people from the time of its founding through today.
- Harlem became a center of Black culture, expression, and population, providing a background for the Harlem Cultural Festival in the summer of 1969.
- National and international events impact cities, towns, and neighborhoods in a number of ways.

Essential Questions

- Why did people refer to Harlem as a Black Mecca?
- In what ways does Harlem's history as an incubator for Black culture and expression help to explain the importance of the Harlem Cultural Festival?
- How did world events impact the history of the neighborhood of Harlem?

Notes to the Teacher

This lesson will give students an overview of Harlem's history to 1960. Harlem has been known internationally as the Black Mecca since the 1920s, but throughout its history Harlem has been home to many races and ethnic groups, including American Indians, the Dutch, the Irish, the Germans, the Italians, and the Jewish. Harlem was originally inhabited by the Wecksquaesgeek (pronounced "WEK-wees-jeek") Indians who farmed some of the rather hilly land that deterred settlement by the Dutch, who arrived in 1658 and gave the place its name, *Nieuw Haarlem*. Later, the English took over the area and it remained mostly farmland and wilderness in colonial times. During the Revolutionary War, General Washington made his headquarters there and it played host to what became known as the Battle of Harlem. Still, the land remained largely undeveloped for nearly another 100 years.

As New York's population grew in the post-Civil War era, the development of the Harlem territory was inevitable. Elevated train lines were built, allowing residential and commercial expansion to move northward. Speculators couldn't resist buying up the land and building handsome townhouses and family-sized apartments, creating a neighborhood where many immigrant families settled. Further expansion of the train lines followed in the early 20th century, opening a number of new suburbs for settlement. This time, investors hoped to lure people to Harlem from lower Manhattan, but with so many other areas now accessible by train, apartments were overbuilt and remained empty.

Black real estate agent and entrepreneur Phillip A. Payton, the "father of Black Harlem," approached several Harlem landlords with a proposal to fill their empty or partially occupied properties with Black tenants. The landlords agreed and Payton began moving Black families into buildings of Central Harlem. In 1910, the population of Central Harlem was about 10% Black. The Great Migration, the movement of Black southerners to the North in search of an escape from the Jim Crow South and in hopes of gaining economic prosperity, further drove Black settlement in the area. The NAACP became active in Harlem in 1910 and soon grew to be the largest chapter in the country. A chapter of Marcus Garvey's Universal Negro Improvement Association was founded there in 1916. A. Philip Randolph lived in Harlem and organized the Brotherhood of Sleeping Car Porters union there. By 1920, central Harlem was 32.43% black.

The 1920s saw Harlem become the center of Black culture and expression and home to the Harlem Renaissance. During this time, Garvey, W.E.B. DuBois, and other Black activists lived and published in Harlem. So did many Black musicians, artists, and writers like Cab Calloway, Langston Hughes, Louis Armstrong, and Zora Neale Hurston; they felt that they could use their creativity to show America and the world that Blacks are intellectual, artistic, and compassionate

and should be treated as such. This movement pushed Black culture into the mainstream, drawing people from around the city and the world to Harlem. This encouraged more settlement by Blacks in the area, and by the 1930 census, 70.18% of Central Harlem's residents were black.

The Great Depression of 1929 devastated Harlem. The pressure of high rent, unemployment, and racist practices culminated in the Harlem riot of 1935. The riot and rising concerns over violence scared away the wealthy whites who had supported the neighborhood's artists. The Second World War offered Blacks few opportunities for advancement, with many relying on work in the shipyards and the military. Another riot in 1943 killed off any remaining hope that Harlem would recover its former glory.

While the economy of Harlem was weakening, its political influence was growing. Leaders who were involved in local activism set the stage for the 1960s civil rights movement. These new leaders often followed the examples of folks like Garvey and Randolph and took to Speaker's Corner in the heart of Harlem to express their opinions. Such accessible and impassioned rhetoric continued to bring Black thinkers to Harlem as the modern civil rights era dawned.

Part 1 of the lesson is based on a timeline of images designed for students to use to make inferences about the history of Harlem. Information provided in the Notes to the Teacher section above is correlated to individual images in **Teacher Resource 1** to assist you in giving students additional background information. Prior to teaching Part 1 of the lesson, teachers should copy **Handout 1** and become familiar with the handout key. Teachers may also wish to create a slideshow of images for facilitating the discussion. See the New York Public Library Digital Collection at NYPL Digital Collection Images at <https://digitalcollections.nypl.org/> or use the links provided below each image on **Handout 1**. You could also project the images directly from **Handout 1**, enlarging them on screen to improve student grasp of visual details.

Part 2 is an optional activity, but one that is very worthwhile for students. National and international events impact cities, towns, and neighborhoods in a number of ways. In this optional research extension project, students will have the chance to use local newspapers to research the ways a major event impacted the area where they live. Ensure that you have access to local newspaper archives as well as state, national, and even international papers.

If you choose to complete this optional extension, it is helpful to encourage students to look around their community for hints of lasting impacts, like monuments, statues, and historic markers. Ask them to take digital photos of these markers to refer to in class. You can also decide if you want students to produce a specific kind of product or give them some agency over what they choose to produce.

The time required for the optional research extension will vary widely based on the depth of research required and the research outcome required. Teachers may wish to provide specific options that will best fit the time allowed or to allow students more agency in determining the direction and scope of the project if more time is available.



Common Core Standards addressed by this lesson

CCSS.ELA-LITERACY.CCRA.SL.4

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

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Duration of Lesson

The lesson will require at least two hours of class time. If only one hour is available, **Handout 1** may be assigned as homework. The optional extension (Part 2) includes a research project and will add additional time to the lesson, depending on the extent and goals of the project. If there are time limitations, explain those at the beginning of Part 2.

Assessments

Class discussions
Handouts
Research project presentation

Materials

Handout 1: Timeline of Harlem's History

Handout 2: Local Research Project

Teacher-made slideshow of images (optional but recommended)

Access to local and national newspaper archives (for optional Part 2 only)



Procedure

Part 1: Using visual sources to make historical inferences and tell the story of Harlem

1. Before viewing *Summer of Soul*, ask students to consider how the history of a place might be essential in understanding the cultural importance of an event. Brainstorm a list of reasons on the board. Ask students to think about examples they know of where the history of an area makes something more important than it might otherwise be. (Examples might include battlefields, statues, buildings, cemeteries, memorials, etc.)

2. Distribute **Handout 1: Timeline of the History of Harlem**. This is a timeline of images designed for students to use to make inferences about the history of Harlem. Pair students up and ask them to use the first image provided to infer what was going on in Harlem around the year that is noted. Some national and international events have been added to help provide context. Ask students to make notes on the handout where space is provided.

3. Ask students to share their guesses. Ask students what they saw in the image, what they already knew about the time period, or what they learned from the other events listed on the timeline that helped them make their guess about what was happening in Harlem during the time that image represents. If you created a slideshow of images, this is a good time to project it. You may wish to have students come up to the front of the room to point out any specific items or information that helped them to decide what they thought was happening.

4. After you have discussed what students think is happening in each image, share the information provided on **Handout 1 Key**. Ask students to assess their own inferences and share feedback about how accurate their inferences were.

5. Now that students understand the process, instruct them to complete the sheet with their partner. Once students have finished, repeat the process in steps 3 and 4. If students need additional time, the handout can be completed as homework and another class day may be devoted to discussion.

Part 2: How did national and international events change your own community? (Optional Research Extension)

1. Before beginning this section of the lesson, encourage students to look around their community for hints of lasting impacts, like monuments, statues, and historic markers. Ask them to take digital photos of these markers to refer to in class.

2. Have students share what they learned from their explorations. Brainstorm possible topics for further study. Explain how you would like students to share their findings; for example, they may write a research paper, do an oral presentation, present a PowerPoint, record a podcast, do a poster presentation, etc.

3. Explain to students how they can access local newspaper archives as well as state, national, and even international papers, depending on the topic.

4. Ask students to choose one event and to research its impacts on the local community. Generally, this is easiest if students can scan local sources in a date range that is near the date of the event. If the event is recent enough, talking to local family members, school faculty and staff, or other local trusted adults can also provide insights. Distribute **Handout 2** to help students to gather essential information.


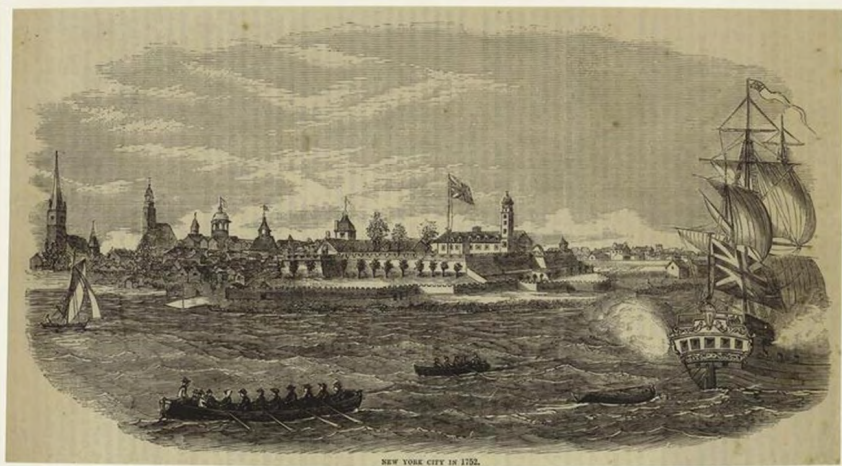
5. Once the research is complete and the students have finished their preparation of their presentation or paper, ask them to share their findings with the class.




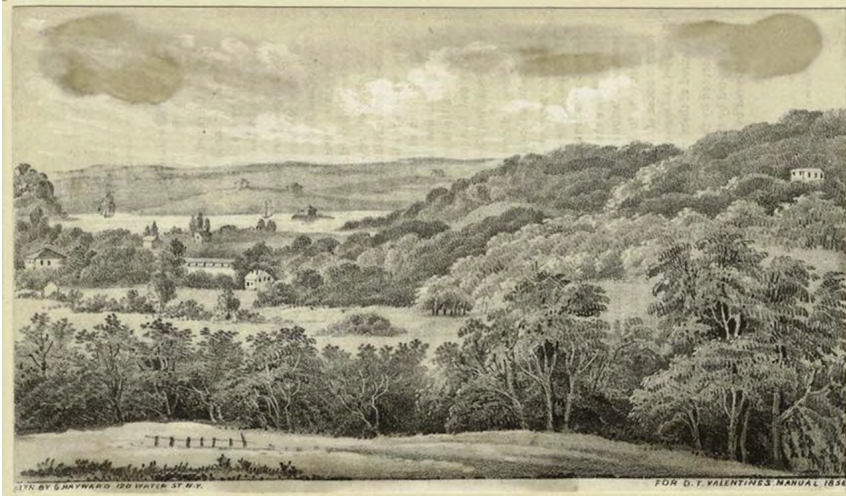
Handout 1

Timeline of the History of Harlem

Directions: Using the timeline and images below, make inferences about what was happening in Harlem history in the time period indicated. Be prepared to share what you think with your classmates and explain how you came to your conclusions.

What do you think was happening in Harlem during the time this image reflects?	
English settlers land in Jamestown.	1607
 <p><i>Purchase of Manhattan Island by Peter Minuit 1626</i> <i>From the Painting by Willem Verelsteden for the Title Guarantee Trust Company</i></p> <p>https://digitalcollections.nypl.org/items/510d47e0-f37f-a3d9-e040-e00a18064a99</p>	1626
 <p><i>NEW YORK CITY IN 1783.</i></p> <p>https://digitalcollections.nypl.org/items/510d47e1-2bf6-a3d9-e040-e00a18064a99</p>	1752



The U.S. declares its independence from Britain.	1776
 <p>https://digitalcollections.nypl.org/items/510d47da-2e92-a3d9-e040-e00a18064a99</p>	1776
The Revolutionary War ends with a victory for the U.S.	1783
 <p>https://digitalcollections.nypl.org/items/510d47e0-d30f-a3d9-e040-e00a18064a99</p>	1814
The U.S. fights a Civil War, resulting in a Union victory.	1861–1865



<https://digitalcollections.nypl.org/items/bcdf3fbe-a5a6-88d6-e040-e00a1806445a>

1870

The U.S. experiences the Second Industrial Revolution as technology and industry change the landscape of America.

1870–1914

Reconstruction ends. Though the situation for Blacks in the South improved for a short time, states begin to pass legislation that legalizes segregation.

1877



<https://digitalcollections.nypl.org/items/b5f594a0-9dd3-0133-210c-00505686d14e>

1889



Photo: [Elevated railroad in New York City, possibly 110th St.],
New York Public Library Digital Collections

1896



<https://digitalcollections.nypl.org/items/507c2fa0-68bc-0130-893b-58d385a7b928>

1915

U.S. fights in World War 1. With so many men enlisting in the military, southern Blacks flocked to Northern cities to find industrial jobs with the hope of escaping racial prejudice and finding prosperity.

1917–1919



1920

<https://digitalcollections.nypl.org/items/510d47df-7943-a3d9-e040-e00a18064a99>

The Great Depression begins.

1929

1930



Cap Calhoun and his orchestra - chorus girls in S. G. - c. 1930. Note: Calhoun branches to upper left and over Calhoun's head. This was part of the scene.

<https://digitalcollections.nypl.org/items/fcafba0-1346-0136-de9c-396c77d77bb6>



<https://digitalcollections.nypl.org/items/81f397c0-461d-0134-90b2-00505686a51c>

1935

U.S. fights in World War 2.

1941–1945



<https://digitalcollections.nypl.org/items/bc4fd834-0b03-53ea-e040-e00a18066743>

1945




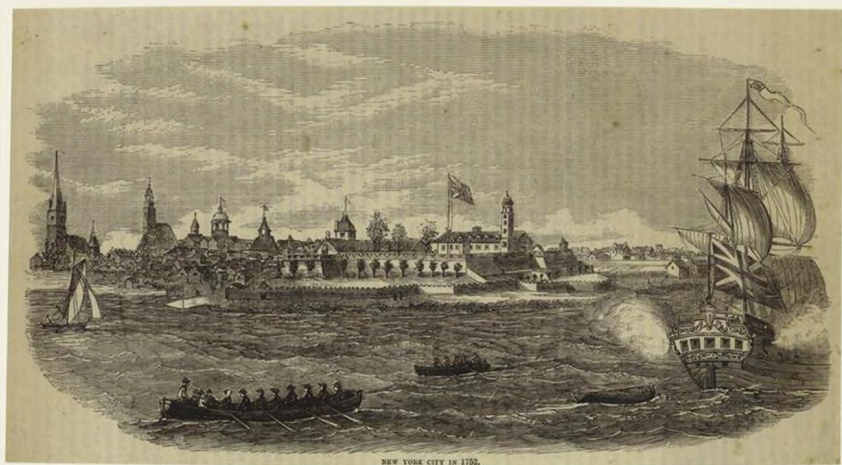
Supreme Court declares segregation illegal in <i>Brown v. Board of Education</i> .	1954
Montgomery Bus Boycott	1955–1956
 https://digitalcollections.nypl.org/items/3edf0770-d771-0139-9ba8-0242ac110002	1956




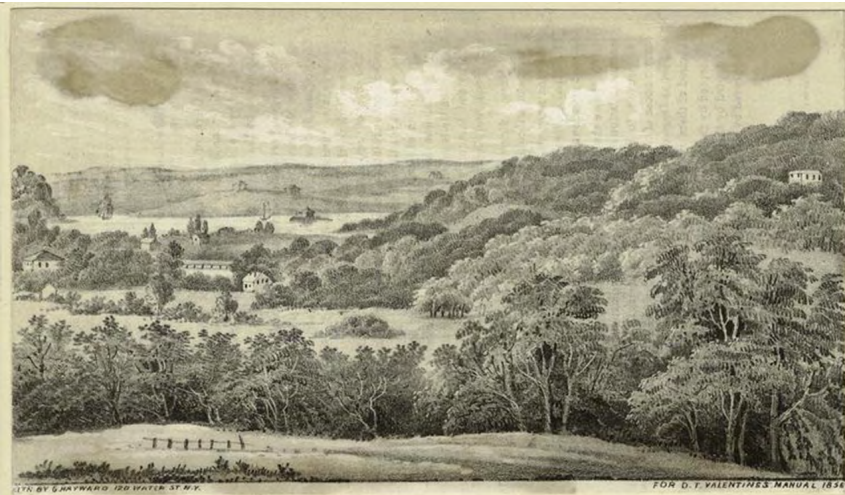
Teacher Resource 1

Timeline of the History of Harlem (Answer Key)

Directions: Using the timeline and images below, make inferences about what was happening in Harlem history in the time period indicated. Be prepared to share what you think with your classmates and explain how you came to your conclusions.

What do you think was happening in Harlem during the time this image reflects?	
English settlers land in Jamestown.	1607
 <p><i>Purchase of Manhattan Island by Peter Minuit 1626</i> <i>From the Painting by Willem Verelsteden for the Title Guarantees Trust Company</i></p> <p>https://digitalcollections.nypl.org/items/510d47e0-f37f-a3d9-e040-e00a18064a99</p>	1626 Harlem was originally inhabited by the Wecksquaesgeek Indians who farmed there. The rather hilly land deterred settlement in the area by the Dutch who arrived in 1658 and gave the place its name, <i>Nieuw Haarlem</i> . However, the Dutch settled primarily in what would become lower Manhattan.
 <p><small>NEW YORK CITY IN 1752.</small></p> <p>https://digitalcollections.nypl.org/items/510d47e1-2bf6-a3d9-e040-e00a18064a99</p>	1752 The English took over the Dutch land. The area near Harlem remained mostly farmland and wilderness in colonial time, though there were settlements and well-established trading posts built in other areas of what would become known as New York.



The U.S. declares its independence from Britain.	1776
<div><p><small>THE BATTLE OF HARLEM HEIGHTS, OCTOBER 25, 1776—Painted by J. B. Wainwright</small></p></div> <p>https://digitalcollections.nypl.org/items/510d47da-2e92-a3d9-e040-e00a18064a99</p>	1776 During the Revolutionary War, General Washington made his headquarters in Harlem. The area also played host to what became known as the Battle of Harlem.
The Revolutionary War ends with a victory for the U.S.	1783
<div><p><small>1776, BY G. HAYWARD. 120 SOUTH ST. N.Y. FOR D. T. VALENTINE'S MANUAL 1834</small></p></div> <p>https://digitalcollections.nypl.org/items/510d47e0-d30f-a3d9-e040-e00a18064a99</p>	1814 Land in Harlem was still mostly undeveloped and would remain so until the post-Civil War era.
The U.S. fights a Civil War, resulting in a Union victory.	1861–1865



 <p>https://digitalcollections.nypl.org/items/bcdf3fbe-a5a6-88d6-e040-e00a1806445a</p>	<p>1870</p> <p>New development in Harlem led to the clearing of land and the construction of more buildings, but the rural nature of the place remained.</p>
<p>The U.S. experiences the Second Industrial Revolution as technology and industry change the landscape of America.</p>	<p>1870–1914</p>
<p>Reconstruction ends. Though the situation for Blacks in the South improved for a short time, states begin to pass legislation that legalizes segregation.</p>	<p>1877</p>
 <p>https://digitalcollections.nypl.org/items/b5f594a0-9dd3-0133-210c-00505686d14e</p>	<p>1889</p> <p>Multi-story buildings and fenced-in areas demonstrate further development in the area.</p>



Photo: [Elevated railroad in New York City, possibly 110th St.],
New York Public Library Digital Collections

1896

Elevated train lines were built, allowing residential and commercial expansion to move northward.



1915

Speculators bought the land and built townhouses and apartment buildings, creating a neighborhood where many immigrant families settled. Additional train lines opened new suburbs for settlement; with so many areas now accessible by train, apartments were over-built and remained empty.

Black real estate agent Phillip A. Payton, the “father of Black Harlem,” offered to bring Black tenants to settle the area.

<https://digitalcollections.nypl.org/items/507c2fa0-68bc-0130-893b-58d385a7b928>

U.S. fights in World War 1. With so many men enlisting in the military, southern Blacks flocked to Northern cities to find industrial jobs with the hope of escaping racial prejudice and finding prosperity.

1917–1919

1920

The Great Migration, the movement of Black southerners to the North in search of an escape from the Jim Crow South and in hopes of economic prosperity, further drove Black settlement in the area. The NAACP became active in Harlem in 1910 and soon grew to be the largest chapter in the country. A chapter of Marcus Garvey's Universal Negro Improvement Association was founded there in 1916. A. Philip Randolph lived in Harlem and organized the Brotherhood of Sleeping Car Porters union there. By 1920, central Harlem was 32.43% black.



<https://digitalcollections.nypl.org/items/510d47df-7943-a3d9-e040-e00a18064a99>

The Great Depression begins.

1929

1930

The 1920s had seen Harlem become the center of Black culture and expression, home to the Harlem Renaissance. During this time, Garvey, W.E.B. DuBois, and other Black activists lived and published in Harlem. So did many Black musicians, artists, and writers like Cab Calloway, Langston Hughes, Louis Armstrong, and Zora Neale Hurston, who felt that they could use their creativity to show America and the world that Blacks are intellectual, artistic, and compassionate and should be treated as such. The Harlem Renaissance pushed Black culture into the mainstream, drawing people from around the city and the world to Harlem. This encouraged more settlement by Blacks in the area and by the 1930 census, 70.18% of Central Harlem's residents were black.



Cab Calloway and his orchestra - jumps girls in 1930. Note: Calloway branches to upper left and over Calloway's head. This was part of the record.

<https://digitalcollections.nypl.org/items/fcfafba0-1346-0136-de9c-396c77d77bb6>



<https://digitalcollections.nypl.org/items/81f397c0-461d-0134-90b2-00505686a51c>

1935

The Great Depression of 1929 devastated Harlem. The pressure of high rent, unemployment, and racist practices culminated in the Harlem riot of 1935. The riot and rising concerns over violence scared away the wealthy whites who had previously supported the neighborhood's artists.

U.S. fights in World War 2.




<https://digitalcollections.nypl.org/items/bc4fd834-0b03-53ea-e040-e00a18066743>

1941–1945

1945

The Second World War offered Blacks few opportunities for advancement with many relying on work in the shipyards and the military. Another riot in 1943 killed off any remaining hope that Harlem would recover its former glory. While the economy of Harlem was weakening, its political influence was growing.

<p>Supreme Court declares segregation illegal in <i>Brown v. Board of Education</i>.</p>	<p>1954</p>
<p>Montgomery Bus Boycott</p>	<p>1955–1956</p>
<div data-bbox="131 646 971 1329" data-label="Image">  </div> <p>https://digitalcollections.nypl.org/items/3edf0770-d771-0139-9ba8-0242ac110002</p>	<p>1956</p> <p>Leaders who were involved in local activism set the stage for the civil rights movement in the 1960s. These new leaders often followed the examples of people like Garvey and Randolph and took to Speaker's Corner in the heart of Harlem to express their opinions. Such accessible and impassioned rhetoric and writing continued to bring Black thinkers to Harlem as the modern civil rights era dawned.</p>



Handout 2

A Local Research Project

Directions: Learn more about a national or international event that had a direct effect on your local community. Research to learn more about this impact and prepare a report in the format that your teacher has requested. Continue on back if more space is needed.

National/International event: _____

Date: _____

Location: _____

Brief description of event:

Related local event: _____

Date: _____

Location: _____

Brief description of event:

Immediate and long-term
impacts of local event:

Your information sources:



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