

AGENDA
OUT OF THE SOUTH: THE AFRICAN AMERICAN MIGRATION NORTH

Conference for High School Teachers

August 9 - 10, 2010

SUNDAY August 8

5:00 p.m. Reception, Jazz music, and Traveling Trunk Exhibit
Sumter County African American Cultural Society

DAY ONE

MONDAY August 9

8:00 Breakfast (provided)

8:30 Marc David, Welcome and introduction to the conference and the goals to:
1. Observe and demonstrate models of teaching American Art, History, and culture with the picturing America portfolio and Accompanying Teachers Resource Book; and
2. Explore the curricular value of picturing America for core subjects (For example using images in the teaching of history or literature as A powerful investigative tool, a stimulus to Socratic inquiry, or a catalyst to improve student writing)

9:00 Suzanne Wright, Keynote and visual analysis of Jacob Lawrence's Great Migration Series, followed by discussion
Readings: *Lawrence, Jacob. The Great Migration: An American Story* *Jacob Lawrence paintings, Drawings, and Murals.*

10:15 Break

10:30 period Patricia Sullivan, The History of the Great Migration and the visual history of the

Contrasts will be drawn with the other Twentieth Century migrations using images from the series like *the Doreatha Lange image Mother, 1936 (80)*. Teacher round table discussions will occur.
Readings: Select one. *Black Exodus: The Great Migration from the American South; Black Protest and the Great Migration*

12:00 Lunch: Phil Schaap, The impact of the migration on the Harlem Renaissance using jazz portraits, music and discussion. How through the study of Jazz we can rethink aspects of teaching history, literature, music art and film while broadening students understanding of the impact that an artistic movement can have.
Readings: Select one. *Autobiography of Black Jazz; Voices of the Harlem Renaissance; Essays on American Culture.*

1:30 Break and travel to the Sumter County Library for sessions with Robert Harden and Thomas Powers for a review of the literature, and primary sources and an introduction to maps as primary sources, with discussion on the role the Railroad played on the migration.
Readings: Select One. *The History of the Black Experience Through Documents; From Slavery to Freedom: A History of African Americans; Historical Guide to Langston Hughes; Rose Piper: Slow Down Freight Train; Using Primary Sources in the Classroom (pages 117-135) the use of maps as primary sources; "Sir I will Thank You with All My Heart:" Seven Letters From the Great Migration;*

3:30 Adjourn

DAY TWO

TUESDAY August 10

8:00 Breakfast (provided)

8:30 Marc David, Welcome and review of day one and overview of day two

9:00 Jerry Ward, The Works of Richard Wright, and discussion of *Black Boy*
Romere Bearden's *The Dove, 1964 (74)* in the portfolio will be used to demonstrate how Bearden used collage to express the disjunction of the African American Experience.
Reading: *Black Boy*

10:15 Break

10:30 Val Littlefield, The History of the Great Migration and how it can be used in an interdisciplinary manner in the classroom and discussion on how the picturing America images can be used by teachers in the classrooms.
Readings: Select One. *New Negro: Readings on Race, Representation, and African American Culture, 1892-1938; Hearing Eye: Jazz & Blues Influences in African American Visual Art; Portraits of the New Negro Woman: Visual and Literary Culture in the Harlem Renaissance.*

12:00 Lunch: Eric Bultman directs teachers in the reading of Monologues from August Wilson's play, *Joe Turner's Come and Gone* and teachers explore most fully the collage motif and rendering of a fragmented culture. *The Dove, 1964 (74)* in the portfolio. Teachers will discuss the concept of creating collages out of the forced fragmentation of the Great Migration just as Romere Bearden and August Wilson established a cohesive African-American cultural heritage with their artistic vision.
Readings: *The Play Joe Turner's Come and Gone; May All Your Fences Have Gates: Essays on the Drama of August Wilson.*

1:30 Break

2:00
colors, and shapes

Minuette Floyd, Discussion on Visual literacy and interpreting patterns,

Curriculum session on the Jacob Lawrence Teaching kit and the Picturing America Resource Book

Readings: *Learning In and Through the Arts: Practices, Products, and Content*

3:30

Wrap-up discussion will occur about ways in which the Picturing America collection can be used with other content studies. During the Wrap-up session a follow-up meeting with teachers in January will be scheduled on their calendars to share ways in which the Picturing America collection has been used to enhance their curriculum.

Adjourn