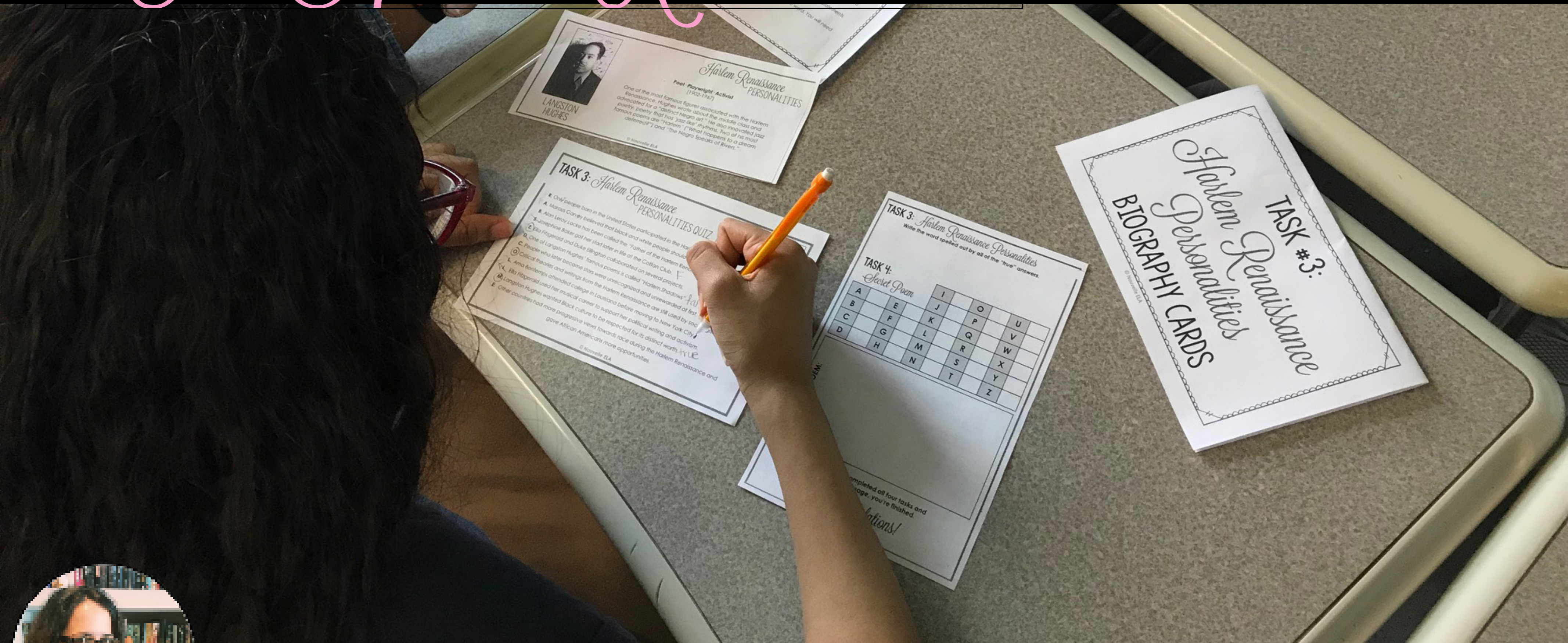


# The Harlem Renaissance ESCAPE ROOM



**Harlem Renaissance PERSONALITIES**  
Poet, Playwright, Activist  
(1902-1967)  
One of the most famous figures associated with the Harlem Renaissance, Hughes wrote about the middle class and advocated for a "distinct Negro art." He also innovated jazz poetry; poems that had "jazz-like" rhythms. Two of his most famous poems are "Harlem" ("What happens to a dream deferred?") and "The Negro Speaks of Rivers."

**TASK 3: Harlem Renaissance PERSONALITIES QUIZ**

- Only people born in the United States participated in the Harlem Renaissance.
- Alvin Karpis believed that black and white people should work together.
- Josephine Baker got her start later in life at the Cotton Club.
- One of Langston Hughes' famous poems is called "Harlem Shadows".
- Other countries had more progressive views towards race during the Harlem Renaissance and gave African Americans more opportunities.

**TASK 3: Harlem Renaissance Personalities**  
Write the word spelled out by all of the "true" answers.

**TASK 4: Secret Poem**

A	E	I	O	U
B	F	J	P	V
C	G	K	Q	W
D	H	L	R	X
		M	S	Y
		N	T	Z

**TASK #3:**  
*Harlem Renaissance*  
PERSONALITIES  
BIOGRAPHY CARDS



**COLLABORATIVE BACKGROUND BUILDING**

# Questions

**Hint for #8**  
You may be unfamiliar with the answer to #8, but you definitely know it's an **antonym**. It's what you call someone fighting or playing against you. (9)

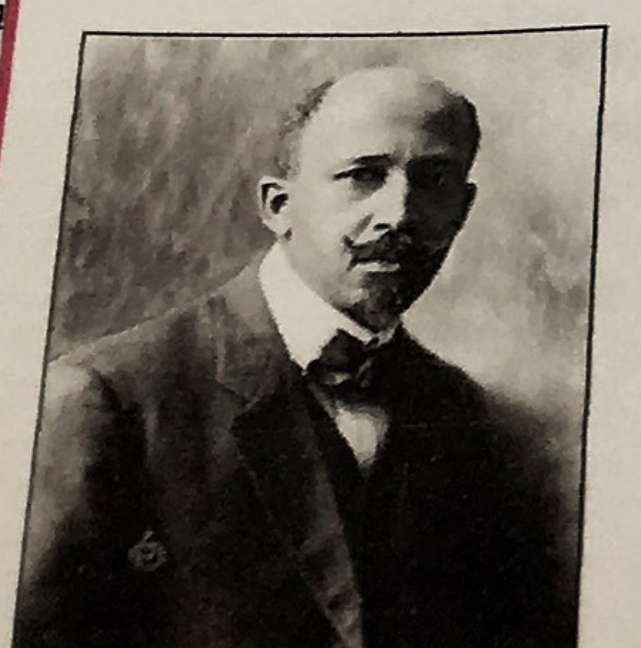
## #2 The Great Migration JOURNAL ENTRY

When I was 9 or 10 years old, my father started a bank here in Chicago. He was a minister with the head of a businessman, you see, and had gotten the kind of education he couldn't get as a freed slave in Atlanta. My father was content in the South for a long time, but said my father always had too many opinions to be happy there. And my father's bank - what a sight! He wanted to help teach folks how to get loans, and buying houses - to get them out of the strife they'd had in the South. ... no one coming up from the South knew how to do it. Mandatory folks wanted to keep it that way.

Bright Hayre  
Novelle ELA

## Harlem Renaissance PERSONALITIES

**Educator · Writer · Activist**  
(1868-1963)



William Edward Burghardt DuBois  
earned a PhD from Harvard  
the Advancement of  
NAACP's most important  
this important work  
wrote critical



**Singer**  
(1917-1996)

Billie Holiday debuted at Harlem's Apollo Theatre when she was 17 years old. She rightfully won her first singing contest, they wouldn't give her the prize because her clothes were so raggedy. She was famous for a jazz ensemble, though, and the rest is history. She collaborated with other famous jazz musicians over her lifetime and was the first African American woman to be inducted into the Grammy Hall of Fame. She also collaborated with Duke Ellington, and Frank Sinatra, and Frank Zappa.

## Harlem Renaissance PERSONALITIES

Activist · Anthropologist · Author



ZORA NEALE HURSTON

After studying at Howard University, she was published in the Crisis magazine. Zora Neale Hurston was a leading figure in the Harlem Renaissance and wrote about the experiences of African Americans in the South and North.

### TASK 3: Harlem Renaissance Personalities

Write the word spelled out by all of the "true" answers.

### TASK 4: Secret Poem

A		E
B		F
C		G
D		H

THE POEM:

## ANSWER SHEET

Fill out this sheet in PENCIL!

### TASK 1: Journal Entry Sort

Which person...  
 was motivated by their health  
 found protection in a church community  
 saved money for a house

### TASK 2:

Read

#1

Four core activities introduce students to The Great Migration, the Cotton Club and Prohibition, famous figures, and works of the Harlem Renaissance





# BIOGRAPHY

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## TASK 3: Harlem Renaissance PERSONALITIES QUIZ

**Instructions:**  
Using the Personalities Cards, answer the following True/False questions. The letters from the "true" answers will spell out a word.

- 2. Only people born in the United States participated in the Harlem Renaissance.
- 3. Alan Leroy Locke has been called the "Father of the Harlem Renaissance."
- 4. Josephine Baker got her start later in life at the Cotton Club.
- 5. Ella Fitzgerald and Duke Ellington collaborated on several projects.
- 6. One of Langston Hughes' famous poems is called "Harlem Shadows".
- 7. People who later became stars were unrecognized and unrewarded at first.
- 8. Critical theories and writings from the Harlem Renaissance are still used by sociologists today.
- 9. Arna Bontemps attended college in Louisiana before moving to New York City.
- 10. Ella Fitzgerald used her musical career to support her political writing and activism.
- 11. Langston Hughes wanted Black culture to be respected for its distinct worth.
- 12. Other countries had more progressive views towards race during the Harlem Renaissance and gave African Americans more opportunities.

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A		E		J		P		V	
B		F		K		Q		W	
C		G		L		R		X	
D		H		M		S		Y	

DUKE ELLINGTON

SECRET POEM:

Once you have decoded the message...


Con

## TASK #3: Harlem Renaissance PERSONALITIES

Your goal is to reveal a code word.

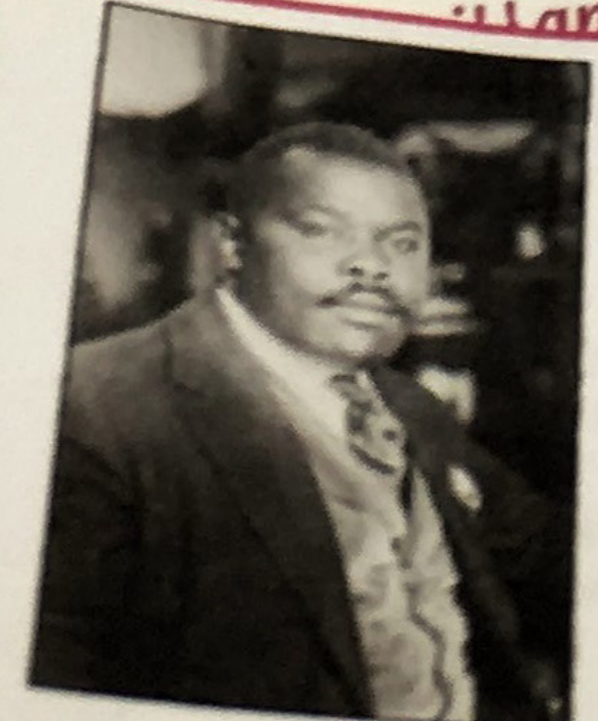
1. Find nine biography cards. Some or all of them may be hidden in the classroom.
2. Read each biography card. Use them to identify the code word on the **Statements Sheet**.
3. The letters of the "True" statements will spell out a code word that you will use later in the game.

### Harlem Renaissance PERSONALITIES



Activist - Arna Bontemps

After studying at Howard University, she was published in magazine. Countee Cullen, Langston Hughes, and other Harlem Renaissance writers were about culture.



Journalist - Phillis

Task #3: Students read Biography Cards of several famous figures. They answer questions based on these cards and uncover more hints to the Secret Poem.

# TASK 4: Secret Poem

**Instructions:**  
You find the following mysterious message. Decode it, using clues you've found throughout your journey. Write the secret poem on your Answer Sheet.

## TASK 4: Secret Poem

I		O		U					
J		P		V					
A		E		K		Q		W	
B		F		L		R		X	
C		G		M		S		Y	
D		H		N		T		Z	

SECRET POEM:

# TASK #4: Decoding a Secret Poem

Your goal is to reveal a poem, using the code you've found throughout the game. If you haven't completed the other puzzles first, you will have difficulty solving this.

1. Collect as many letters and words as you can from other puzzles in this game.
2. Write the code on your **Answer Sheet** to keep track. Be careful! Some symbols look similar!
3. Write the symbols you know above the code in pencil. Make an educated guess for any symbols you don't know.

Task #4 - Students use all of the correct answers from previous tasks to decode the Secret Poem. After the game, you can have them analyze this poem.



# Escape Room

## PRINT CHECKLIST

For the Escape Room, you will need to print out a label and instructions for each station, but the

of the first three tasks. Each station should have a label and instructions. You can move freely between the

# Decoding the Secret Poem

# Escape Room

# Teacher's Guide

The fourth task is to solve this puzzle. You can probably figure out what seems important, but you will make decisions without help.

•2

## EMOTION

Each group should get this out in 10 minutes. Students

## STATIC

Set up the stations. Each group should have a station, but each

## INVOICE

This resource also includes a list of questions to ask your students.

This activity is perfect for introducing your Harlem Renaissance unit. It includes tasks and present "keys" to prove completion. To win, all keys must be found. Great Migration, Prohibition & the Cotton Club. You can extend the secret poem into a writing activity. Key figures will be required to complete the Harlem Renaissance. The four tasks are designed to be completed after the game.

Includes a full Teacher's Guide to help you prepare this game with confidence!  
Everything is laid out step-by-step.



# Sources & Resources

## THE GREAT MIGRATION

"The Great Migration" from Hist

"Go North" by West Chester  
Philadelphians about the Great  
#1 are inspired by this project

"In Motion: The African-Ame  
Black Culture

## PROHIBITION

"Speakeasies, Flappers, a  
Riverwalk Jazz Program

"The Cotton Club of Harl  
The Harlem Renaissance

"Prohibition" from Histor

## THE HARLEM RENAISSANCE

Langston Hughes an

aching the Harle

alizing Jazz Sc

ISIS: Magaz

ber, Octob

AL APP

## THE HARLEM RENAISSANCE

# QUESTIONS FOR FURTHER Research & Discussion

Consider the following questions. Develop and support your answers with evidence from your Escape Room experience as well as further research.

## THE GREAT MIGRATION

What are some reasons Black people

What kind of reception did they receive

**Research** another person who moved. What were their reasons for moving? What s

## PROHIBITION

What were the social and economic effects

In what ways is Prohibition still in effect today

**Research** the connection between race,

# "The Day-Breakers"

What does the speaker argue in the poem "The Day-Breakers"? Do you agree with this idea? Why or why not? Write your answer in a well-developed paragraph on the back of this paper.

Consider from m
Uses releva
su

Notes:

What did you think of this activity? Discuss how well your team worked together. How would you do differently next time? Write your response on the back of this paper.

# Reflection

Includes an optional analysis, reflection, and questions for further research.

# Harlem Renaissance



## DIGITAL ESCAPE ROOM

by Danielle @ Nouvelle ELA

# Harlem Renaissance



## PAPER & DIGITAL ESCAPE

by Danielle @ Nouvelle ELA

(Digital Version also available)

# Frequently Asked Questions

## **How long will this take students?**

I generally estimate that on-level ninth graders can complete the digital version in 60 minutes and the paper version in 75 minutes. However, since this is a reading-heavy game, this could vary widely. It will also take longer if your students haven't done many escape rooms before. Some teachers like to split this game over two 45-minute class periods.

## **Can students work in groups?**

Yes! Students can “divide and conquer” tasks #1-3 and complete them in any order. Then, they approve these answers with you before receiving the **Secret Poem**. Groups can also choose a leader who will write down clues and keep their team on track.

## **How can I adapt this for younger students?**

It is a very reading-heavy game. For 5th-7th graders, you'll definitely want to spread the game out over two lessons. You can also use the easier **Close Reading** article and hints. You know your students best, so I recommend you test the game first. You can also figure out if you want to give students hints at certain points.

## **Do I have to test the game first?**

I strongly recommend you do. This will help you anticipate what your students may find tricky.

# Frequently Asked Questions

## **How can I make this more challenging?**

At the end of Game Day, have students wind down by completing the included Written Analysis of the Secret Poem and the reflection on the escape room experience. Then, have students do more research using the included sources about people and topics they learned about during the game.

## **Can I add physical locks?**

This game does not require physical locks. However, you can easily add physical locks to any of my paper escape rooms. [Here's a video showing you how.](#)

## **I'd like to make my own games. Can you teach me how?**

Yes! Here are some resources I've created to help you make (and sell!) games for any text or topic:

[ELA Escape Room \(editable for any text\)](#)

[ELA Escape Room Template Kit](#)

If you have any other questions, you can email me at [nouvelle.ela@gmail.com](mailto:nouvelle.ela@gmail.com)

*Happy Teaching!*