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STUDENT HANDOUT · REFLECTION

YELLOW LEVEL
GRADE LEVEL

Move Like Harlem

Grades 5–8 · PE

ADMIT ONE

NAME

DATE

CLASS

Context: The Lindy Hop and Charleston were not simply entertainment — they were cultural expression and, in the context of Jim Crow America, a form of resistance and celebration. The Savoy Ballroom was one of the few integrated public spaces in New York City. Dance was a language that crossed racial barriers that law and custom enforced everywhere else.

REFLECTION

Movement, Music, and Meaning

1. In the creative sequence activity, your group used movement to express a concept. Describe what you created and explain the connection between your movement choices and your concept word:

2. Swing music accents the off-beat (the syncopated beat). How did feeling syncopation physically change your understanding of it as a musical concept?

3. Lindy Hop dancers describe the dance as a conversation between partners — you have to listen and respond. How does this connect to the call-and-response structure in jazz?

4. What does it mean for a physical activity — dancing — to be a form of cultural resistance?

MINI MUSEUM CONNECTION

At the Jazz Lab: listen to Chick Webb’s “Stompin’ at the Savoy.” Try clapping the off-beat (the “and” between counts) while you step the beat — the feel you danced to today.

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