



# Get on the Track: Migration - An African American Adventure During WW I

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| <b>Grade Level</b> | 5 and 7         |
| <b>Duration</b>    | 2 class periods |

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

6. How culture and experience influence people's perceptions of places and regions.

#### Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.

#### Element 6: Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

##### Craft and Structure

5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

##### Writing

##### Production and Distribution of Writing

5.W.4 and 7.W.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

**Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.**

5.G3.1 Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.

**Global interconnections and spatial patterns are a necessary part of geographic reasoning.**

5.G4.1 Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.

7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global)

### HISTORY

**Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.**

7.H3.2 Analyze how economic and political motivations impact people and events.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.

| SIOP Elements   |  |  |
|---|--|--|
| <b>Preparation</b><br><b>Adapting content</b><br><b>Linking to background</b><br>Linking to content | <b>Scaffolding</b><br>Modeling<br>Guided practice<br>Independent practice<br><b>Comprehensible input</b>         | <b>Grouping Option</b><br><b>Whole class</b><br><b>Small groups</b><br><b>Partners</b><br><b>Independent</b> |
| <b>Integrating Processes</b><br><b>Reading</b><br><b>Writing</b><br>Speaking<br>Listening           | <b>Application</b><br>Hands on<br><b>Meaningful</b><br><b>Linked to objectives</b><br><b>Promotes engagement</b> | <b>Assessment</b><br><b>Individual</b><br><b>Group</b><br><b>Written</b><br>Oral                             |

**Arizona ELP Standards**

**Grade 5**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea (in informational text) and theme (in literary text) and explain how they are supported by key details.

B-2: recount a text including specific details and information.

B-4 utilize visual information to understand the text

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-2: use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.

**Listening, Speaking, Reading, and Writing**

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-1: participate in discussions about familiar topics and texts.

B-2: participate in written exchanges about familiar topics and texts.

B-5: contribute information and evidence to collaborative oral and written discussions.

**Grade 7**

**Basic**

**Listening and Reading**

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-1: determine the central idea or theme and explain how they are supported by using some text evidence.

B-2: recount specific details and information in a variety of texts.

**Speaking and Writing**

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-2: compose written narratives using appropriate conventions that include details to develop a topic.

Standard 5 By the end of each language proficiency level, an English learner can adapt language

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choices to purpose, task, and audience when speaking and writing.

B-2: use general academic and content specific words, phrases, and phrases to express ideas.

### Listening, Speaking, Reading, and Writing

Standard 6 By the end of each language proficiency level, an English learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

B-5: contribute relevant information and evidence to collaborative oral and written discussions.

Standard 8 By the end of each language proficiency level, an English learner can analyze and critique the arguments of others orally and in writing.

B-5: use academic words and phrases to express ideas and phrases.

## Overview

Why people migrate is predictable. Understanding push and pull factors can help students make sense of their world.

## Purpose

In this lesson, students will identify the rural to urban migration patterns that helped shape 20th century America.

## Key Vocabulary

**migration** – movement from one place to another

**migrant** – a person who moves from one place to another

**push factors** – things that encourage people to leave their homes

**pull factors** – things that encourage people to move to a new place

**boll weevil** – a beetle that causes damage to cotton crops

**civil rights** – rights belonging to a person

## Materials

- T Chart Worksheet
- Vocabulary Cards
- Vocabulary Worksheet
- Book Discussion Questions and Answer Key
- Recommended: *The Great Migration* but any book on same topic could work
- Push and Pull Factors of Migration
- Letter Writing Assignment
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## Objectives

The student will be able to:

1. Identify push and pull factors.

2. Apply push and pull factors to African American migration in the time of WWI.

## Procedures

*Prerequisite Writing Skill - Students should know how to write a friendly letter*

### SESSION ONE

1. As a class, discuss students' past experiences regarding moving from one place to another. Consider the reasons for moving. Have a student write these on the overhead or blackboard. **(Preparation: Linking to Background)**.
2. Distribute and project the T chart worksheet. Have the students place the reasons for moving in the Push or Pull columns. This activity can be done with partners or as a whole class discussion. Have students save this T Chart as it will be used later in the lesson. **(Application: Linked to objectives; Grouping Option: Whole class or Partners)**.
3. Project the Vocabulary Cards and/or distribute cards to those who might need them. Define and discuss the vocabulary terms. Distribute the Vocabulary Worksheet and have students define and illustrate the words. **(Preparation: Adapting Content; Application: Promotes engagement)**
4. Read aloud *The Great Migration an American Story* – Paintings by Jacob Lawrence. Use this book as an introduction to the South to North migration of African Americans **(Grouping: Whole Class)**. Have students return to their T Chart and add any pushes or pulls that they now know.

### SESSION TWO

1. Distribute the Book Discussion Questions. Using *The Great Migration* book or a similar book, have students group for reading. Have students look for "Opportunities in the North" and "Why African Americans were leaving the South" and answer the Book Discussion Questions. They should refer to the Vocabulary Worksheet or Cards during the reading of the book. **(Grouping: Small Groups;**

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### **Integrating Processes: Reading; Scaffolding: Comprehensible Input)**

2. Project Push and Pull Factors of Migration.

Discuss the factors. Ask which factors apply to the book's situation. Have students add any factors to the T chart that aren't already there. **(Application: Meaningful; Scaffolding: Comprehensible Input)**

3. Assign the Letter Writing Assignment worksheet. Have students work in pairs or individually and use their Push/Pull Factor worksheet. **(Grouping: Small Groups or Individual; Integrating Processes: Reading and Writing; Assessment: Written, Individual or Group)**

## Assessment

### **ELA and Social Science**

The friendly letter can be graded according to the points given for each section. Mastery will be considered 8 pts or more.

The Book Discussion Questions, the Vocabulary Worksheet, and the T Chart Worksheet can be

graded for accuracy and completeness. Mastery will be considered a score of 80% or higher.

## Extensions

Use this lesson for an introduction to a unit on the Civil Rights Movement.

Compare the pushes and pulls of this migration to other migrations within the U.S. (Westward Expansion, winter visitors, movement to West after WWII).

## Sources

*The Great Migration - An American Story - Paintings by Jacob Lawrence with a Poem* by Walter Dean Myers. New York Museum of Modern Art, Phillips Collection - New York. Harper Collins, C 1993. ISBN 0064434281.

National Geographic Reading Expeditions – *Seeds of Change: The Great Migration* – order # JK41208