



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

Students learn the reasons of the South to North migration of African-Americans during World War I.

Author	Sheila Nice
Grade Level	7
Duration	2-3 class periods

National Geography Standards

ELEMENT TWO: PLACES AND REGIONS

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

ELEMENT FOUR: HUMAN SYSTEMS

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

ELEMENT SIX: USES OF GEOGRAPHY

17. How to apply geography to interpret the past.

Arizona Geography Strand

Grade 7 Strand 4 Geography Concept 4 Human Systems

PO 1 Discuss the implications of the demographic structure of places and regions.
 PO 2 Describe the push and pull factors that cause human migrations (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom).
 PO 3 Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.
 PO 4 Analyze why human populations choose to live where they do (e.g., natural resources, farmland, water, mild climate, family, employment).

Other Arizona Standards

Strand 1 American History

Concept 1 Research Skills for History

PO 7 Analyze cause and effect relationships between and among individuals and/or historical events.

Concept 7: Emergence of the Modern United States

PO 3. Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).

PO 5. Analyze the impact of industrialization on the United States:

- rural to urban migration
- factory conditions
- unions
- influence of big businesses

Strand 5 Economics

Concept 1 Foundations of Economics

PO 2 Determine how scarcity, opportunity costs, and trade-offs influence decision-making.

ELA Common Core Standards

Reading Standards for 6-8 for Literacy in History/Social Studies

Key Ideas and Details

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Craft and Structure

6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8 Writing Standards for Literacy in

Get on the Track

History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

6-8.WHST.1 Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.

Adapted from the North Carolina Geographic Alliance "Geography for Life and the African American Experience (1999) Lesson #5 - Promised Land: Rural to Urban Migration"

Overview

Using literature, students will explore the push/pull factors that influenced the South to North migration of African-Americans during WWI.

Purpose

Students will identify the rural to urban migration patterns that helped shape the urbanization of 20th century America.

Materials

- at least 6 copies of *The Great Migration* - National Geographic Reading Expeditions
- Push/pull Factors of Migration worksheet
- Book Discussion Questions and Answer Key

- Vocabulary Worksheet
- Letter Writing Assignment

Objectives

The student will be able to:

- list the push factors why so many African-Americans migrated from the South to the North in the United States during W.W.I.
- explain pull factors of the different freedoms and opportunities offered in the North to African Americans during WWI.

Procedures

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

Get on the Track

SESSION ONE

1. Define and discuss the vocabulary terms on the Vocabulary Worksheet

2. Using *The Great Migration* in the NGS Reading Expeditions series, have students group for reading based on the number of books available. Have the students read Chapter 2 "Opportunities in the North" and Chapter 3 "We are Leaving". They should refer to the vocabulary words during the reading of the book.

SESSION TWO

3. Have students answer the comprehension questions. This can be done as an individual assignment or group discussion. Have students write in complete sentences.

4. Distribute the push/pull factors of migration worksheet. Discuss the factors. Ask which factors apply to the book's situation.

5. Assign students the writing assignment. Have students use the push pull and vocabulary sheets to help with writing the letter.

Assessment

Grade the friendly letter using the 6-Trait Writing Rubric. Grade the body for ideas/content, and the heading, salutation, closing, and signature for organization. Letters need to include the following:
___Heading

___Salutation

___Body (must include 3 push and 3 pull factors)

___Closing

___Signature

A score of 4 or higher will be considered mastery.

Grade answers on the book discussion worksheet. Mastery will be considered a score of 80% or higher.

Extensions

Read aloud *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

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

Compare this migration to other groups who traveled to the U.S.

Sources

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