



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

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Grade Level	5 and 7
Duration	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		
Preparation Adapting content Linking to background Linking to content	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Arizona ELP Standards

ELL Stage IV

Basic

Comprehension of Oral Communications

Standard 2: The student will express orally his or her own thinking and ideas.

The student will communicate orally by:

B-3: expressing personal needs and emotions in complete sentences.

Reading

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.

The student will demonstrate knowledge of reading comprehension by:

B-7: connecting information and events in text to life experiences and to related text and sources (text-to-self, text-to-text).

B-14: drawing conclusions from information implied or inferred in a literary selection.

Writing

Standard 1: The student will express his or her thinking and ideas in a variety of writing genres.

The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:

B-7: writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.

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

Get on the Track

- 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; 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)**

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