

Homework from Last Week (Optional)

- HANDOUTS: • *Migration Documents* Packet (Rdngs + Document Worksheet)
or Appropriate readings from Class Textbook

HOMEWORK***Migration Documents* Packet****3 min**

Read four source documents on the Great Migration
choose one document

- Choose one document and complete Document Worksheet
- Be prepared to share one observation next week

Migration Documents
Packet

Lesson One (Classroom)

- MATERIALS: • Laptop with *MyWorld & Data Capture Sheet*; Projector
- TRANSPARENCY: *Segregated Waiting Room...* and *Photo Questions*
- Partner and County assignments
- HANDOUTS: Assignment Sheet (1 per student)
Letters from Migrants (unique letter, 2 per student pair)
Document Worksheet (1 per student)

ACTIVITIES**1. Introduce Great Migration****8 min**

Photo discussion (Anticipatory Image)

- Show *Segregated Waiting Room* on overhead.
- Use *Photo Questions* to make observations, inferences, questions about the photograph
- Explain that this is a rare photo of a migrants waiting in a segregated railroad station during the “Great Migration”
- Discuss Migration or textbook readings from last week

Segregated Waiting
Room... and *Photo*
Questions

What is a MIGRATION? Develop a shared definition on board

- Explain difference: *internal migration* vs. *immigration*
- What causes people to move from one place to another?
- Introduce vocabulary: PUSH FORCES, PULL FORCES, ENABLERS

2. Concept Web: African American life in 1900**7 min**

Put a circle in middle of the board: “African American life in 1900” and build a web of connected circles – events, themes, questions. Put “??” if something is not sure

- What do we know about it? Where? Why? How?
- What have we studied that is related to it?
- Connect themes that students mention with social studies terms ECONOMICS, SOCIETY, POLITICS
- Students copy finished Concept Web into their notes

3. MyWorld Map Discussion**15 min**

Use projector to display MyWorld map view “GreatMigration.”

- Discuss map: What are the lines? What do you recognize?
 - See Observation Guide for prompts
- Explain LAYERS in MyWorld.
 - Turn on “Afr Am population.” Set the year to 1900.

Observation Guide

What can we observe?

- Open a blank Data Capture Sheet (or list on the board)
- Copy/paste the map and write down observations – students decide how to state them. Volunteer adds to Concept Web.
- Demonstrate MyWorld tools: ZOOM, GET INFO

Data Capture Sheet
(electronic, not paper)

How do you think this will change by 1930? Predictions?

- Set the year to 1930. What differences do you see? Similarities?
- How much has changed or stayed the same?
- What inferences can we make from our observations?
- What questions can we ask?

4. Assign Counties**10 min**

Explain Great Migration assignment.

- Hand out Assignment Sheet and go over it.
- Assign pairs of students to a County in the South.
- They will use MyWorld to study a county and compare it to different counties and to the nation.
- They will read primary documents from their area and Chicago.
- Individuals will also become experts in an assigned Theme of the Great Migration.

Assignment Sheet

- HOMEWORK: *Letters from Migrants* (reading + Document Worksheet)