

## THE GREAT MIGRATION

### AN ACROSS THE CURRICULUM LESSON PLAN

This lesson is comprised of the following Core Subject areas: Language Arts, History, Math, Fine Arts, and Computer technology.

#### **INTRODUCTION:**

To begin the lesson on the Great migration I use a K-W-L Chart, asking the following questions.

**(K) WHAT DO YOU KNOW?**

**(W) WHAT DO YOU WANT TO KNOW?**

**(L) WHAT YOU HAVE LEARNED?**

This is a useful tool that I use on a regular basis. It helps to open up discussions, and evokes responses. This helps me and my students with organizational skills, tap prior knowledge, create interactions among the class, be able to evaluate students' grasp of their understanding, and knowledge of the topic. And the utilization of many resources available to acquire information and knowledge on the subject.

After readings, note-taking, discussions, using various instructional materials, and activities the students were asked to do various assignments relating to the Great Migration, across the content area.

#### **CURRICULUM & ACTIVITIES**

##### **HISTORY**

**Research the Great Migration. You must answer the following questions, in addition to other information you have. Why did it take place? When did it take place? Who were migrating? Why? A 2 page paper will be required.**

**Using a map or an atlas, plot out the routes and destinations of those migrating.**

**Use an atlas, or geography book to examine a variety of map forms. Compare and contrast elements in maps that are similar and, different, in Ohio, and a southern migrating state.**

**Define and research "Jim Crow" laws. What was Jim Crow? How were these laws used to restrict or eliminate the rights of black people in Southern cities? How did this help or hinder the Great Migration?**

**Create a timeline of important events in African-American history depicting before during and after the Great Migration.**

**A field trip to Western Reserve Historical Society.**

**Field trip to "Down in the Delta", a play.**

**Field trip to the African-American Museum.**

### **MATH**

**Compute of number of miles, and the time it would have taken to reach their destinations, using various modes of transportation. Make a graph to show your information.**

### **LANGUAGE ARTS**

**Do you know of anyone that was part of the Great Migration, or event lived during the time? Get an interview with them.**

**Make an alphabet tree using words that describes the migration. [ex. D-Delta, E-Emancipation, F-Farms, G-Georgia].**

**Create a crossword puzzle.**

**Find an historical figure, event, invention etc. during this time period, research, and orally gives (5) facts about choice.**

### **ARTS**

**Go to the library, and use the Web to research fashions, dance, or music. Gather information to use for a visual arts presentation. You can include videos. movies, pictures etc. Anything of a visual nature.**

**Make a collage.**

**Create a VENN DIAGRAM comparing the music of then, and now.**

**Use the internet to find, African-Americans who were part of the arts, (ex., artists, entertainers, potters, sculptures etc). Present a 5 min. oral report on your person. Remember the 5W's, and the H.**

**Computer Use: The computer labs, will provide assistant for the students in instruction, and/or enhanced methods of using basic computer information, the web, and the various programs that could be used for integrate into the project.**

**Class time provided during history and reading.**

**Duration of project 1 month.**

### **EVALUATIONS**

**TESTS, VARIOUS ACTIVITIES PROVIDED BY THE PORFOLIO OF THE CLASS TEXTS**

**TEACHER MADE TESTS, AND INSTRUCTIONAL ACTIVITIES**

**RUBRICS**

## **REVISED LESSON PLAN**

- The revisions I would add to my previous lesson plan would be to incorporate more technology to my students. Specially provide instruction on computer use. How to bring up relevant websites and how to use the computer as the primary resource, to gather information and to generate enough information to complete assignments.
- Provide a bibliography.
- Provide websites.
- Provide hands-on instruction to show the students how to conduct a good search.
- Develop an in classroom library.
- Provide an example of an oral interview.
- Provide a “hook”. (Ex., bring in a person that was part of the Great Migration, pictures, music during introduction, dress in period clothes etc.)

I would also integrate the above into my new curricular (lesson Plan)

## **THE GREAT MIGRATION & ITS IMPACT ON THE HARLEM RENAISSANCE**

Dorothy Fair

Collinwood High School

Reading Class 40 min. each day for 3 weeks

Grades 9 - 12

### **ELA Standards**

- Reading: with accuracy & fluency to comprehend a variety of texts.
- Reading: from a variety of genres for a variety of purposes.
- Writing: using a writing process to generate written products.
- Writing: in a variety of genres for a variety of purpose, using standard English conventions, grammar & usage in writing.
- Speaking effectively, listen critically, and respond to visual & auditory media.

To link The Great Migration to Harlem, New, York

**This lesson will show how the Great Migration helped to change the world for African-Americans, and the impact it had on Harlem, New York.**

### **BACKGROUND & INTRODUCTION**

THE GREAT MIGRATION (1915-1930) - The movement of African-Americans from the rural south to the Northern urban centers.

THE HARLEM RENAISSANCE (1920 ) - The African-Americans left their southern cities to make their way north for jobs, better schools, better living conditions, and equality. Although African-Americans went to various northern cities, many found their way to Harlem, New York, who opened their doors and soon became known as the Mecca of the New Negro, the Cultural Capital of the Black World, the City of Refuge, and the Promised Land. Harlem did not live up to its expectations. African-Americans soon faced overcrowded conditions, unequal employment opportunities. Despite this Harlem still boasted the largest population of African-Americans, anywhere in the world. Harlem became the center of African-American political and cultural life. It was this fact that had scholars recognizing this, and naming it the Harlem Renaissance.

Curriculum:

After various reading, research, discussions, and interviews, student will have a solid background of the Harlem Renaissance, and its past, and the influence that remains today.

- The students will research persons, events, inventions etc. that happened during the Harlem Renaissance. The students must be creative in their searches, and not be afraid to use persons and events that are new to them. The student must seek out individuals from Carolina, but do not have to limit their findings to only persons from the Carolinas.
- After research, students will be put into groups, and students to brainstorm the format to be used to showing at least 5 persons and/or events associated with the Harlem

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- Renaissance. Final product will be in the form of a paper and visual arts. An oral or visual presentation must also be presented to the class.

## REMEMBER TO USE THE 5W'S & THE H

### CULMINATING ACTIVITY

Computer generated presentation. Grades will be evaluated individually, and by group depending upon academic level, and computer literacy.

## **INSTRUCTIONAL METHODS & STRATEGIES**

SMALL GROUP

SCAFFOLDING

GUIDED PRACTICE

K-W-L

DIRECT INSTRUCTION

## **EVALUATIONS**

TESTS & QUIZZES

RUBRICS

## **BIBLIOGRAPHY**

- Brewer, J. Mason, **American Negro Folklore**, Quadrangle Books, 1968.  
Eyes on the Prize, PBS  
Hardy, Stephen P., **Extraordinary People of the Harlem Renaissance**, New York: Children's Press, 2000.  
Haskins, Jim, **the Harlem Renaissance**, Brookfield, CT: Millbrook, 1996.  
Harris, Middleton, **The Black Book**, Random House Publishing, 1974.  
Holt, Rinehart and Winston, **African-American Literature**, 1998.  
Hughes, Langston, **The Dream Keeper and Other Poems**, New York: Knopf, 1994.  
Igus, Toyomi, **I See the Rhythm**, Children's Book Press, 1998.  
Pyatt, Sherman, **a Dictionary and Catalog of African-American Folklife of the South**, Greenwood Press, 1999.  
Smallwood, Arwin D., **The Atlas of African-American History and Politics" From the Slave trade to Modern Times**, 1998.  
Time Life, **African-Americans Voices of Triumph**, 1993.

## **ADDITIONAL RESOURCES & WEBSITES**

- Bradley, Doris - Cleveland to Charleston connection (English teacher for CMSD)  
Hardy, Johnnie – retired teacher (CMSD)  
Williams, Regennia, Ph.D. Cleveland State University  
Roberts, Gwen, Cleveland Teachers Academy - literacy coordinator  
[www.yahooligans.com](http://www.yahooligans.com)  
[www.encarta.com](http://www.encarta.com) Encarta Africana [Africana.com](http://Africana.com)  
[www.crayola.com](http://www.crayola.com)  
<http://memory.loc.gov/ammem/aahtml/www.oberlin.edu/library/research/aas.html>  
[www.wrhs.com](http://www.wrhs.com)[www.ala.org/srrt/csking](http://www.ala.org/srrt/csking)  
[www.oplin.lib.oh.us/products/oks](http://www.oplin.lib.oh.us/products/oks)  
[www.ajkids.com/gateway.orgnypl.org/research/scsc.html](http://www.ajkids.com/gateway.orgnypl.org/research/scsc.html)

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