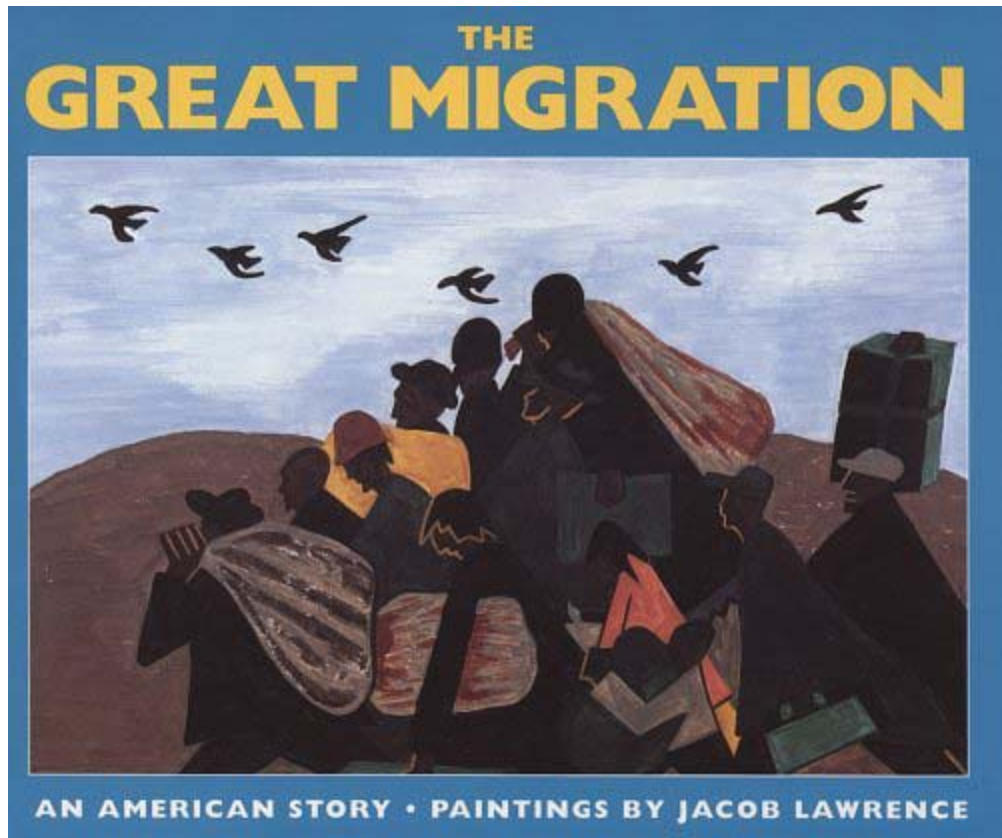


Forging a New Path for Freedom
Linda Hardwick, Forest Hill Parkway Academy
Grade level
Summer 2003

Title: Forging A New Path For Freedom
Author/ School: Linda T. Hardwick, Ph.D., Forest Hill Parkway Academy
Course: Social Studies, Art, Music and English
Grade level:
Standards met:



THE GREAT MIGRATION RESEARCH PROJECT

I. Introduction

We know and recognize at Early College that student's development and success means planning creative teaching unit lessons and projects that transform learning in a variety of ways. In the past week, The Great Migration experience to Charleston and St. Helena, South Carolina provided a wealth of information and knowledge to better understand the Gullah Culture and The Great Migration. Since I am not directly involved with the planning of unit lessons, (only with the evaluation process), I find becoming more aware of what is being taught, I can assist teachers to be more creative and informative in their

delivery for student interaction. These lessons should reflect the utilization of Bloom's Taxonomy's highest levels, (*analyses, synthesis, etc.*). I have chosen to tailor a unit lesson on The Great Migration that truly depicts the path for freedom for African Americans from 1850 to 1900.

It certainly was a learning experience to conduct research at the Avery Center and to visit the Penn Center, the only Black Historical Landmark on the National Register in the State of South Carolina. These experiences support the interdisciplinary way of learning. Through an interdisciplinary approach, the instruction at Early College moves beyond teaching subject matter in isolation. Teaching subjects in the interdisciplinary way helps students see relationships and interrelatedness of these subjects in a series of lessons.

The Great Migration will involve the following subjects and topics:

- **Social Studies** – North by South, Middle Passage
- **Art** – Jacob Lawrence, Tom Feelings, and The Great Migration
- **English** – The Fugitive Slave Trial reenactment
- **Music** – Development of Jazz

NOTE: The Great Migration interdisciplinary unit lessons will be scheduled for 10 days, block-scheduled per subject.

The Great Migration Research Project
ENGLISH

The Trial of Simeon Bushnell for Violation of the Fugitive Slave Law of 1850

Objective: Students will experience and analyze the impact of the fugitive slave law of 1850 on the lives of Clevelanders.

Students will reenact the trial of Simeon Bushnell for the violation of the fugitive slave law of 1850. Students will have studied the law and its implications at length in their social studies classes prior to this authentic assessment project. After reading a narrative account of the story in English, students will discuss it in a Socratic seminar. Students will be assigned roles and given reading materials to accompany these roles. Students will write their own opening and closing remarks, verdicts with rationales, defenses, and/or judgments. At the conclusion of the trial, students will evaluate the law, process, and reasons for possible differences in the outcome of their trial as compared to that of Bushnell's in 1859 in a reflective essay. The students will generate a rubric for evaluation with the teacher serving as facilitator.

Standards:

9-10:R2.1 Analyze how both fictional and non-fictional texts reflect the culture that shaped them.

Critique the power, validity, and truthfulness of arguments set forth in expository texts, examining their appeal to reason, to authority and to emotions.

Make inferences and draw conclusions about fictional and non-fictional contexts, events, characters, and settings.

Interpret ambiguities, contradictions, ironies, and nuances.

Differentiate between fact and opinion.

Understand the role of tone in presenting both fictional and non-fictional texts.

Explain the effect of point of view.

9-10:R3.3 Discuss reading to enrich comprehension

9-10:W2.3 Produce functional writing.

9-10:W2.5 Persuade an audience through persuasive writing.

The Great Migration Research Project

SOCIAL STUDIES, ART, MUSIC and SCIENCE

Objective: To involve students in a comprehensive series of unit lessons tracing time periods that will review and analyze the pre and post migration periods. The comprehensive themes will include:

- **The Middle Passage** – A viewing of segments of Alex Haley’s, *Roots*, along with analyzing Tom Feeling’s book, *The Middle Passage*, will provide visual and sensory stimuli for learning. Assessment will be made through student writing and art sketches that depict the forced removal of African Americans.
- **Enslavement/Plantation Life** – As students continue to view segments of *Roots*, they will identify political, social and economic reasons for enslavement in America. Students will discuss how beliefs and ideologies shape events in history. Illustrations will depict some of the beliefs in America at this time.
- **Life After the 14th Amendment/Reconstruction** – This will begin an in-depth study of the pre-migration time period. Students will outline causes and effects for events such as the 14th Amendment, Reconstruction, and lynchings by the Klu Klux Klan. Students will compare and contrast politics of the Democrats and Republicans.
- **The Great Migration** – The primary resources for this time period will be Jacob Lawrence’s, *The Great Migration*, the Kenyon College Great Migration website, (*which was completed in collaboration with the Cleveland State University History Department*), and selected resource materials from the Cleveland State University Library. In addition, students will:
 - ~ Discuss social, political, and economic factors that contributed to African Americans moving from the South to the North or West.
 - ~ Discuss the innovations of the time period such as Jazz and automobiles.
 - ~ Interpret how literature, music, art and politics reflected reform movements in the early 1900’s.

Students will utilize these facts to identify and illustrate conditions that led to The Great Migration.

- **Life in the North or West** – Students will decide on a specific geographic location as the topic for research. Once decided, they will compose a document that depicts a story of a move from one location to another and telling a story of Freedom. They will demonstrate an understanding of the reasons why conditions in the South were less favorable than in the North or West.

THE GREAT MIGRATION RESEARCH PROJECT
(Social Studies, Art, Music and Science cont'd)

Day 1-2 THE MIDDLE PASSAGE

Social Studies (Guided Questions)

1. How were Africans housed on the ships when taken from their homeland?
2. What was one main reason that communication was difficult between Africans?
3. How were the young women treated?
4. What kind of water was used to clean debris and wounds while on the ship?

Interdisciplinary Activity: Draw a scene from the Middle Passage for homework.

DAY 3-4 ENSLAVEMENT/PLANTATION LIFE

Read orally to the class, *“Voices of Carolina Slave Children”* by Nancy Rhyme. Select various narratives to present a perspective of the institution of slavery, the civil war and the Carolinas that has appeared in few history books.

Social Studies (Guided Questions)

1. Name two (2) things that were taken from the Africans in order to control them.
2. Name two (2) ways that the Europeans broke the spirit of African women or men.

Interdisciplinary Activity: Draw a sketch of a scene from plantation life that was most vivid in your mind after watching *“Roots”*.

DAY 5 LIFE AFTER THE 14th AMENDMENT/RECONSTRUCTION

Social Studies (Guided Questions):

1. How was life for African-Americans in the South during reconstruction?
2. Why was it difficult for African-Americans to own land after enslavement?
3. Name the group that murdered African Americans because of hatred and jealousy?
4. Name and African-American female journalist that documented the hate crimes of the South in the late 1800's.

Interdisciplinary Activity: Draw a sketch of a scene from Reconstruction, sharecropping, or lynching. Compare and contrast the works of Jonathan Green and Jacob Lawrence.

DAY 6-7 THE GREAT MIGRATION**Social Studies (Guided Questions)**

1. What effect did World War I have on the migration of African and European Americans?
2. How many paintings did Jacob Lawrence use to tell the story of the African American migration to the North?
3. When was Jacob Lawrence born?
4. Where are Jacob Lawrence's paintings, today?
5. How was Lawrence's life affected by the migration?
6. Name another book that Mr. Lawrence illustrated.

Art: After listening to the information about Jacob Lawrence, draw a scene from The Great Migration using the style of Jacob Lawrence.

Interdisciplinary Activity: Write one statement or question that comes to mind after reading the poem, "Migration" by Walter Dean Myers. Draw a sketch that illustrates the question or statement.

DAY 8 – 10 NEW LIFE IN THE NORTH OR WEST

Social Studies: Using the Cause and Effect graphic organizer, list seven causes and effects from the first six historical eras.

Art: While looking at student models in front of the class, practice the style of Jacob Lawrence as you draw profiles.

Music: music teacher will introduce Students to various genres of Jazz Music.

Culminating Activities:

1. Research Papers will be due on the last day of activity
2. Students will create a series of panels in the style of Jacob Lawrence that depict The Great Migration. Panels will be displayed sequentially to tell the story.

THE GREAT MIGRATION RESEARCH PROJECT

AUTHENTIC ASSESSMENT

- **After being assigned a research paper topic, students will be able to:**
 1. Apply information from time periods studied to develop an introduction to a specific topic.
 2. Prepare an outline of the significant events to be covered.
 3. Categorize social, political and economic aspects of American life that caused changes during the early 1900's.
 4. Describe differences and commonalities in the North and South before and after Reconstruction.
 5. Explain conditions in lands or places that caused people to migrate.
 6. Decide whether or not the reasons for migration were beneficial.

- **Students will generate a class bibliography utilizing books and materials, websites and resources of topics related to The Great Migration.**

Topics may include, but not be limited to:

 - ~ Influences/Experiences that shaped beliefs in America
 - ~ Tactics/Strategies for Reform in the 1900's

- **Follow-up**

Students will be able to compare and contrast the changes and trends in the early 1900's with respect to the following areas:

 1. Politics
 2. Foreign Relations
 3. Business
 4. Nature of the Workplace

THE GREAT MIGRATION RESEARCH PROJECT

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