



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.

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Grade Level	6-8
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 Social Studies Standard

Grade 6

Strand 4 Geography

Concept 2 Places and Regions

PO 2 Describe the factors that cause regions and places to change.

Concept 4 Human Systems

PO 2 Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.

PO 3 Analyze the causes and effects of settlement patterns.

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 (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.

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 how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.

Grade 8

Strand 4 Geography

Concept 4 Human Systems

PO 1 Identify the push and pull factors (e.g., wars, economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive

Arizona Language Arts Standards

READING STANDARD

Grades 6 and 7

Strand 1: Reading Process

Concept 4: Vocabulary

PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).

Strand 3: Comprehending Informational Text

Concept 3: Persuasive Text

PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object..

WRITING STANDARD

Grades 6, 7 and 8

Strand 1: Writing Process

Concept 1: Prewriting

PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).

PO 4. Establish a central idea appropriate to the type of writing.

Strand 2: Writing Components

Concept 1: Ideas and Content

PO 1. Use clear, focused ideas and details to support the topic.

PO 2. Provide content and selected details that are well suited to audience and purpose.

Concept 2: Organization

PO 1. Use a structure that fits the type of writing (e.g., letter format, narrative, play, essay).

Concept 3: Voice

PO 2. Convey a sense of identity through originality, sincerity, liveliness, or humor appropriate to the topic and type of writing.

Strand 3: Writing Applications

Concept 3: Functional

PO 3. Write a friendly letter that includes a: heading, salutation, body, closing, signature

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human migrations.
PO 2 Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.

Grade 6, 7, and 8
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.

Strand 2 World History
Concept 1 Research Skills for History

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

Strand 5 Economics
Concept 1 Foundations of Economics

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

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

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.

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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