

The Great Migration – Educator Guide

The following activities and assessment ideas will help students address one or more of these guiding questions for this interactive.

- How did economic factors influence the Great Migration?
- How did the Great Migration affect other aspects of American society?

Middle School

Learning Objective: Students will understand the push and pull factors that influenced the Great Migration.

- Activate students' prior knowledge (or introduce the activity) by asking:
 - *What causes or pushes people to move away from where they are living?*
 - *What pulls people to decide where to relocate to when they move from where they are living?*
- Make sure students are specific about their responses. For example, they should say something like “lack of job opportunities” for a push factor and “better job opportunities” for a pull factor, but not simply “jobs.” Prompt students to think of as many different factors as possible, including factors related to family, economy, civil/human rights, education, etc. Write students' responses on the board or flip chart to use later in the activity.
- Project the interactive map **The Great Migration** (<http://mapmaker.annenberg.org/g5fxkMDH5Brn9Sx2c8zgJz/>). Open the 1910 African American Population bookmark and project it for the class. Explain how the various shadings are used to show levels of population. Ask students to describe where in the country most African Americans were living in 1910. Ask students why they think these areas were the heaviest population areas at this time. (Student responses should include ideas about African Americans heavily employed in rural areas as farm workers and the traditional family homes of African Americans being in the American South.)
- Divide students into pairs and provide each pair with printed copies of the 1910 African American Population map and the 1970 African American Population map. (You can download and print the bookmarked maps by clicking on “Print” in the upper left corner—under the Annenberg Learner and National Geographic logos.) Give students 5 minutes to work in their pairs, looking for ways in which the maps are different. Ask them to be ready to respond to these questions: *What is different about the 1970 map? Where do you now see heavy populations of African Americans that you don't see in the 1910 map?* Then bring the class together to discuss.

Note: If you have one-to-one computer technology in your class, you can have one student in the pair open the 1910 map and the other open the 1970 map—rather than downloading and printing the maps.

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- Introduce the full interactive map and show students how to access the information found in the markers in the bookmarked maps. Tell students that they will be using the maps to learn about the movement of six million African Americans out of rural southern United States to urban areas in the Northeast, Midwest, and West between 1910 and 1970.
- Divide students into pairs and ask each pair to create a two-column chart on a piece of paper and label one column Push and the other column Pull. Have students work in their pairs to read through the text and links to additional in each of the markers. As they go through each bookmarked map, have them write in the Push column any factors that pushed the African American population from where they were living. In each Pull column they should list factors that pulled them to their new locations.
- When the lists are complete, have the pairs read their lists to the whole class. Ask students to describe any insights they got from the activity or the list sharing. Then ask students to compare their lists with the lists of push/pull factors they made at the beginning of the activity. Again, ask students to look for similarities and differences, and discuss their reflections.
- Assessment: Have students assume the role of an African American faced with the need to migrate from their home in the South. Ask them to write a letter to a relative or friend telling their story—why they need to leave their home and what they are hoping to find in their new location.

High School

Learning Objective: Students will gain understanding of the influences and impacts of the Harlem Renaissance and the role of this cultural movement in the evolution of American society.

- Project the interactive map **The Great Migration** (<http://mapmaker.annenberg.org/g5fxkMDH5Brn9Sx2c8zgJz/>) and show students how to access the information found in the markers in the bookmarked maps.
- Open the 1910 African American Population bookmark. Explain how the various shadings are used to show levels of population. Then open the 1970 African American Population bookmark. Ask students what changes they see in the two maps related to the distribution of the African American population. Ask students to tell you what they know about the reasons for that shift in population. (If students can't recall information about the Great Migration, use information in the first paragraph of the "Great Migration" website for an introductory overview. <http://bit.ly/11CX8xt>)

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- Have students work individually or in pairs to read the information provided in the bookmarked maps. Ask students as they work through the resources to jot down the things that stand out for them—ideas about push and pull factors, feelings generated by images in the markers or additional information links, connections to other migration stories, questions that come to mind.
- When students have had a chance to work through the maps and note their thoughts, bring the class together and have a general discussion about their perceptions/thoughts noted during the activity. Prompt students by asking them what stood out for them or what questions the information raised.
- Tell students that you are going to focus the activity on the Harlem Renaissance—its causes and impacts. Have students return again to those two markers on the interactive map.
- Provide students with the link to the **“Welcome to the Harlem Renaissance”** (<http://historyoftheharlemrenaissance.weebly.com/>) website, which provides lists of artists, musicians, writers, and others who had key roles in the Harlem Renaissance.
- Have students select one of the famous people in the Harlem Renaissance—from the interactive map resources or the lists on the “Welcome to the Harlem Renaissance” web page.
- Have students conduct research on their selected person and prepare a poster presentation that includes—but is not limited to—the following:
 - Biographical information
 - Cultural/artistic contributions to the Harlem Renaissance
 - Photographs or other images
 - Graphic representations of the person’s work or life (be creative!)
 - Any other information that will make this person “come alive” for the class
- Exhibit students’ posters around the classroom and have a gallery walk to share everyone’s work.
- Lead students in a discussion that focuses on the events and situations that influenced the Harlem Renaissance and its key impacts—impacts on the African American population and the American society as a whole.
- **Assessment:** Assess students on their posters—the level of information provided, the research conducted, and the effectiveness of the poster in telling the story of the person represented.

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Connections to National Standards

National Curriculum Standards for Social Studies (National Council for the Social Studies) - Middle school and high school

Theme #2: Time Continuity, and Change

Theme #3: People, Places, and Environments

National Geography Standards - Grades K-12

- Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.
- Geography Standard 3: How to analyze the spatial organization of people, places, and environments on Earth's surface.
- Geography Standard 6: How culture and experience influence people's perception of places and regions.
- Geography Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics.
- Geography Standard 12: The processes, patterns, and functions of human settlement.
- Geography Standard 17: How to apply geography to interpret the past.

National History Standards (National Center for History in the Schools)

United States Era 7: Standard 3B: How the United States changed from the end of World War I to the eve of the Great Depression.

Grades 5-12:

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life.
- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity.

Historical Thinking Standard 2: The student comprehends a variety of historical sources: Therefore, the student is able to: Appreciate historical perspectives--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.

Historical Thinking Standard 3: The student engages in historical analysis and interpretation: Therefore, the student is able to: Analyze cause-and-effect relationships bearing in mind multiple causation, including (a) the importance of the

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individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.

Common Core State Standards—English Language Arts: Grades 6-12 Literacy in History/Social Studies

- Key Ideas and Details: CCSS.ELA-LITERACY.PH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- Key Ideas and Details: CCSS.ELA-LITERACY.PH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- Key Ideas and Details: CCSS.ELA-LITERACY.PH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.
- Comprehension and Collaboration: CCCSS.ELA-LITERACY.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue.
- Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Common Core State Standards: English Language Arts

- Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- Presentation of Knowledge and Ideas: CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.