



FOUNDATION
AGAINST
INTOLERANCE
& RACISM

Unit Title: The Great Migration (4 lessons)

Recommended Grades: 6-8

FAIR Learning Standards:

DV.6-8.10; US.6-8.11; US.6-8.12

Recommended Pacing: approximately 90 minutes for each lesson

Theme: Stories of Heroism and Hope

Era: 19th and 20th centuries

Areas of Focus: Civil Rights, Segregation, Community Building

What is the Great Migration?

Lesson 1 of 4

Grades: 6-8

Estimated Time: 90 minutes

Brief Description/Summary

This lesson explores the ways that about 6 million African Americans living in the American South left to live in other parts of American to escape racism and prosecution, and pursue opportunity.

Purpose:

Investigate the period known as The Great Migration and explore the time period and implications of that period.

Objectives: Students will learn about the period of American history called The Great Migration and be able to discuss the significance of transitioning into a new life under extreme circumstances.

Standard/Objective Code Number(s)

10 Diversity	Students will consider the development of American politics, history, and culture through the unique contributions of people of diverse backgrounds.	
11 Understanding	Students will analyze American historical debates and issues from multiple perspectives, cultivating a deep understanding of alternative arguments and respecting the human freedom that gives rise to disagreements.	

<p style="text-align: center;">12 Understanding</p>	<p>Students will learn to think critically about their own opinions and to maintain an open-minded attitude in dialogue with others. They will encounter ideas, opinions, and arguments with which they disagree; learning how to study, analyze, and understand alternative opinions as well as their own.</p>	
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Vocabulary

- Migration
- Reconstruction

Lesson Procedure

1. Ask students the following: What does it mean to migrate? Have students write down as many words as they can think of on a piece of paper in 60 seconds. When finished, select a partner and compare the terms written down for the next two minutes. Once completed, each pairing should share out as the teacher writes terms on the board. Explore similarities and differences in the terms presented. Also explore terms that may be missing (ex: opportunity, change, economics, etc).
2. Inform students that within this lesson, class will focus on the migration of about 6 million African Americans moving from the American south to varying parts of the US. This period of movement is known as The Great Migration.
3. Below is a link to a series of art exhibits known as the Migration Series by Jacob Lawrence. What stories do the images below tell about migration? What assumptions do you make about migration from the images? For instance, who are the people represented in the images? How are they dressed (what do we learn based on their dress)? Where are they from?

Where are they going? When is this taking place? What are the people doing in the images?

<https://lawrencemigration.phillipscollection.org/the-migration-series>

4. Debrief as a class about student assumptions about images by discussing aloud. Be sure to write down assumptions on large paper or board.

5. Play the TED talk video below and ask students to consider the perspective shared about the experiences of individuals who participated in The First Great Migration by Isabel Wilkerson. Inform students that you will be revisiting the assumptions about the images after finishing the video. Play the video from the beginning until the 4:37 mark.

<https://youtu.be/n3qA8DNc2Ss>

6. Ask students to revisit their original assumptions about the pictures. Based on the video, ask students to update their assumptions about the images. Once completed, ask students, as a whole class, to consider similarities and differences between the new and old assumptions about the pictures.

7. Ask students to form into two groups. Assign one of the following

A. Overviews of Great Migration

<https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/>

B.

<https://www.history.com/topics/black-history/great-migration>

8. Create a AKWL chart (assumed, know, what to know, and learned). Complete the first three categories by building on the representation of students assumptions (assumed, know, and want to know).

9. Revisit the Jacob Lawrence paintings by listening to remarks by Civil Rights attorney, Bryan Stevenson. How does his shared insight provide additional understanding about The Great Migration.

<https://www.moma.org/magazine/articles/227>

10. Select one of the Lawrence paintings and write about how this painting does or does not effectively represent your understanding of the Great Migration. Students should first select a painting from the original website viewed at the beginning of the lesson:

<https://lawrencemigration.phillipscollection.org/the-migration-series>

Next, review the AKWL chart. Within no more than 250 words, explain how the picture you selected does or does not represent your understanding of The Great Migration.

11. Inform students that tomorrow, the class will explore causes of the Great Migration.

Causes of the Great Migration

Lesson 2 of 4

Grades: 6-8

Estimated Time: 90 minutes

Brief Description/Summary

This lesson explores reasons why 6 million African Americans living in the American South, left to live in other parts of American.

Purpose:

Investigate reasons why the period known as The Great Migration actually took place and explore implications of that period.

Objectives: Students will investigate causes of The Great Migration and be able to analyze why varying social issues influenced the actions of 6 million African Americans to move from the American south to other parts of the county.

Standard/Objective Code Number(s)

10 Diversity	Students will consider the development of American politics, history, and culture through the unique contributions of people of diverse backgrounds.	
11 Understanding	Students will analyze American historical debates and issues from multiple perspectives, cultivating a deep understanding of alternative arguments and respecting the human freedom that gives rise to disagreements.	
12 Understanding	Students will learn to think critically about their own opinions and to maintain an open-minded attitude in dialogue with others. They will encounter ideas, opinions,	

	and arguments with which they disagree; learning how to study, analyze, and understand alternative opinions as well as their own.	
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Procedure

1. Place student in small groups. Ask them to discuss the images below and discuss the following questions:
 - a. Have you ever seen advertisements like this before? If so, where? Feel free to search current advertisements for jobs.
 - b. Why are the advertisements below written? What are they seeking to accomplish?
 - c. For whom are these advertisements written? Why did you select this group as the target audience?
 - d. When do you think these advertisements were posted (general years or time period)?
 - e. Where do you think these advertisements were featured?



<http://idt7064greatmigration.weebly.com/blog/category/all>

If You are a Stranger in the City

If you want a job If you want a place to live
If you are having trouble with your employer
If you want information or advice of any kind

CALL UPON

The CHICAGO LEAGUE ON URBAN CONDITIONS AMONG NEGROES

3719 South State Street

Telephone Douglas 9098

T. ARNOLD HILL, Executive Secretary

No charges—no fees. We want to help YOU

*University of Illinois at Chicago, The University Library, Special Collections
Department, Arthur and Graham Aldis Papers*

2. Inform students that they will explore more history related to The Great Migration. We will now explore some of the causes of The Great Migration. Each group will learn about a particular topic and present to the class. Prior to presenting, collect the following: three images that represent your topic, no more than 3 statements to summarize your topic, and 3 key words. Provide 20 minutes for each group to prepare themselves.

Articles to read:

A. Who is Jim Crow?

<https://www.nationalgeographic.com/history/article/150806-voting-rights-act-anniversary-jim-crow-segregation-discrimination-racism-history>

B. What is Jim Crow?

<https://www.ferris.edu/jimcrow/what.htm>

<https://americanhistory.si.edu/brown/history/1-segregated/jim-crow.html>

<https://nmaahc.si.edu/blog-post/traveling-through-jim-crow-america>

<https://folklife.si.edu/magazine/jim-crow-museum-racist-objects-social-justice>

C. Black Codes

<https://www.history.com/topics/black-history/black-codes>

<https://learninglab.si.edu/collections/the-black-codes/G5ddu7NvhnrNgmLu>

<https://nmaahc.si.edu/blog-post/13th-amendment-us-constitution-passed>

<https://www.utc.edu/health-education-and-professional-studies/center-for-reflective-citizenship/2017-faculty-fellow-american-history-and-government-teaching-modules/reconstruction>

D. What is the Klux Klan?

<https://www.nationalgeographic.org/article/ku-klux-klan/>

https://www.si.edu/object/nmah_1121405

<https://www.smithsonianmag.com/videos/category/history/how-prohibition-led-to-the-revival-of-the-ku/>

E. What is the significance of World War I upon The Great Migration?

<https://www.britannica.com/event/World-War-I>

<https://americanhistory.si.edu/topics/world-war-i>

<https://www.si.edu/spotlight/wwi100>

<https://www.sites.si.edu/s/topic/0TO36000000acs4GAA/world-war-i-lessons-and-legacies>

F. What is the significance of World War II upon The Great Migration?

<https://airandspace.si.edu/topics/world-war-ii>

<https://americanhistory.si.edu/treasures/depression-wwii>

<https://www.smithsonianchannel.com/details/series/apocalypse-the-second-world-war>

<https://blog.google/outreach-initiatives/arts-culture/commemorating-end-world-war-ii-smithsonian/>

The Great Migration

Lesson 3 of 4

Grades: 6-8

Estimated Time: 180 minutes

Brief Description/Summary

This lesson explores where some of the 6 million African Americans, who left the American South during the Great Migration, left to settle.

Purpose:

Understand the impact of the migratory experiences of Black Americans who participated in the Great Migration.

Objectives: Investigate the varying destinations for Black Americans who participated in the Great Migration to analyze the appeal of those locations, the impact of the population growth on those locations, and the outcomes of those communities after the migration.

Standard/Objective Code Number(s)

10 Diversity	Students will consider the development of American politics, history, and culture through the unique contributions of people of diverse backgrounds.	
11 Understanding	Students will analyze American historical debates and issues from multiple perspectives, cultivating a deep understanding of alternative arguments and respecting the human freedom that gives rise to disagreements.	
12 Understanding	Students will learn to think critically about their own opinions	

	and to maintain an open-minded attitude in dialogue with others. They will encounter ideas, opinions, and arguments with which they disagree; learning how to study, analyze, and understand alternative opinions as well as their own.	
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Procedure

1. Show a map of America. Now, ask students, based on knowledge about the Great Migration previously discussed, to identify where they think Black Americans who participated in the Great Migration migrated. Ensure that students justify their responses.
2. As a means of debriefing about student responses, place students in groups based on their responses (ex: cities in the south, midwest, west, north). Hand each a large sheet of paper. Ask students, by group, to discuss their responses and write down their justifications. Once completed, have each group post their large paper around the room. Each group should elect one representative to discuss responses with the entire class.
3. Inform students that they will, with a partner, research some of the locations that many Black Americans settled within. Encourage students, based on their responses/groups, to select cities that are different from their original guesses.
4. Once selected, students should research the following:
 - a. What was the appeal of your assigned location for Black Americans? (remember that you are focusing on the appeal from the early migratory period and not today)
 - b. Who were some notable figures who lived in your assigned city during that time? What were the accomplishments of these individuals? Identify at least three.

- c. What was life like for those who lived in your assigned location?
- d. What years did your assigned community flourish? What major events occurred in the country during the flourishing period?
- e. Describe the status of the assigned community today? (ex: is it flourishing still? Why or why not?)

Harlem, New York (1920's)

<https://www.history.com/topics/roaring-twenties/harlem-renaissance>

<https://nmaahc.si.edu/blog-post/new-african-american-identity-harlem-renaissance>

<https://www.nga.gov/learn/teachers/lessons-activities/uncovering-america/harlem-renaissance.html>

<https://www.ushistory.org/us/46e.asp>

Tulsa, Oklahoma- The Black Wall Street

<https://www.history.com/news/black-wall-street-tulsa-race-massacre>

<https://www.nytimes.com/interactive/2021/05/24/us/tulsa-race-massacre.html>

<https://www.cnbc.com/2021/05/31/black-wall-street-was-shattered-100-years-ago-how-tulsa-race-massacre-was-covered-up.html>

<https://www.britannica.com/place/Black-Wall-Street>

U Street, Washington, DC, Black Broadway

<https://savingplaces.org/guides/explore-washington-dc-black-broadway#.YRUtjYhKiUk>

<https://blackbroadwayonu.com/>

<https://www.washingtonian.com/2017/02/12/forgotten-history-u-street-black-broadway/>

<https://www.districtbridges.org/u-street-the-historic-black-broadway/>

Hayti District- Durham, North Carolina

<https://abc11.com/durham-hayti-community-freeway-history-black/10362504/>

<https://www.opendurham.org/category/neighborhood/hayti>

<https://hayti.org/>

<https://www.ibiblio.org/hayti/background.html>

<https://www.wunc.org/arts-culture/2019-03-20/the-history-of-hayti-the-anchor-of-durhams-african-american-neighborhood>

Tenth Street Historic District, Dallas, TX

https://dallascityhall.com/departments/sustainabledevelopment/historicpreservation/Pages/tenth_street.aspx

<https://atlas.thc.state.tx.us/Details/5507018318/>

<https://spectrumlocalnews.com/tx/south-texas-el-paso/news/2020/07/30/tenth-street-historic-district-dallas-preservation-grant>

<https://preservationdallas.org/location/tenth-street-historic-district-oak-cliff>

<https://cityofdallaspreservation.wordpress.com/tag/tenth-street/>

Fourth Avenue, Birmingham, AL

http://www.bhamwiki.com/w/4th_Avenue_Historic_District

<https://styleblueprint.com/birmingham/everyday/fourth-avenue-historic-district/>

<https://www.birminghamtimes.com/2019/02/big-changes-ahead-for-birmingham-s-fourth-avenue-historic-district/>

<https://www.mainstreetalabama.org/birmingham-s-historic-4th-avenue-business-district/>

<https://4thavebham.com/>

Jackson Ward, Richmond, VA

<https://digital.library.vcu.edu/islandora/object/vcu%3Ajwh>

<https://www.hjwa.org/history/>

<https://blog.virginia.org/2021/05/jackson-ward-richmond-black-history/>

<https://vadogwood.com/2020/12/18/the-glory-days-of-jackson-ward-a-look-back-at-the-harlem-of-the-south/>

<https://historicrichmond.com/our-impact/jackson-ward/>

Seventh Street, Oakland, CA

https://www.foundsf.org/index.php?title=The_Rise_and_Fall_of_Seventh_Street_in_Oakland

<https://localnewsmatters.org/2020/05/06/harlem-of-the-west-oaklands-once-bustling-jazz-and-blues-scene-along-seventh-street/>

<https://bartable.bart.gov/featured/stroll-walk-fame-west-oakland>

<https://www.sfgate.com/bayarea/article/Once-lively-Seventh-St-a-shadow-of-itself-but-2531608.php>

5. Once having completed the research, ask students to generate a Tik Tok video (or some other social media platform that requires them to summarize the information in no more than 2 minutes). This will require them to create a script, generate relevant pictures, organize their thoughts, and select who will present.
6. Once videos are completed, the links for each video should be shared with the entire class. Each group should watch all of the videos of produced by the classmates.
7. After viewing each of the videos, groups should reassemble to explore similarities and differences between the cities, including outcomes for the different locations, through the completion of a venn diagram. Consider which communities continued to flourish and which did not? What were factors that resulted in the outcomes for the different communities? How did participants of the Great Migration contribute towards the outcomes of the communities?

Impact of the Great Migration

Lesson 4 of 4

Grades: 6-8

Estimated Time: 90 minutes

Brief Description/Summary

This lesson explores the impact of The Great Migration in America.

Purpose:

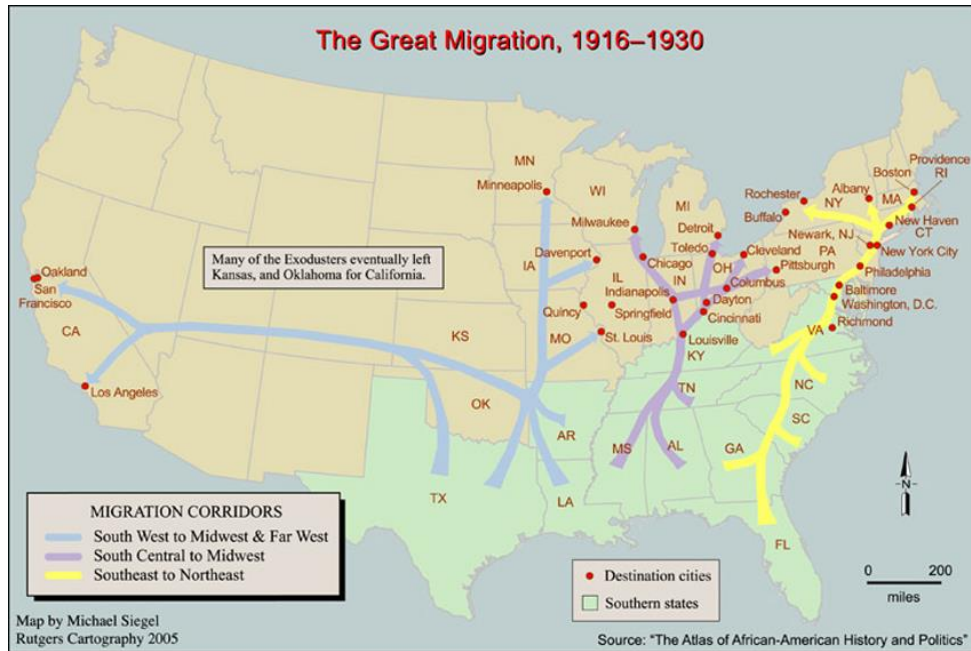
Investigate the implications of The Great Migration upon life in American for both African Americans as well as all Americans

Objectives: Students will investigate the long term implications of The Great Migration upon American life.

Standard/Objective Code Number(s)

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<http://idt7064greatmigration.weebly.com/blog/category/all>

1. Within a small group, discuss the following:
 - a. What does the map (featured above) evidence? What story is told through this map? How does this map give insight about the impact of the migration on economics, racial equality and dynamics, sports, family dynamics, education, and segregation/Desegregation?
2. “What were the major impacts of the The Great Migration?” After reading, complete a venn diagram emphasizing the impact of the Great Migration upon society.

<https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/>

The Red Summer of 1919

<https://www.archives.gov/research/african-americans/wwi/red-summer>

https://dc.statelibrary.sc.gov/bitstream/handle/10827/32147/MUSEUM_Field_to_Factory_1990.pdf?sequence=1&isAllowed=y

<https://storymaps.arcgis.com/stories/77a1f67c185c4dda82ac702607647870>

<https://www.loc.gov/exhibits/african/afam011.html>

3. Be sure to discuss as a class. Complete the AKWL chart (emphasizing the L component). After completing the chart, have students generate a flip grid video highlighting: an overview of The Great Migration, causes as well as its impact.
4. Is The Great Migration the most appropriate term for the exodus of 6 million African Americans from the American South? Understanding the causes of this period and its impact, explain why the name should or should not be changed. If changed, be sure to generate a new term and justify. Consider revisiting the TED talk video introduced on the first day of class discussion regarding this topic.

<https://youtu.be/n3qA8DNc2Ss>

Appendix: Photographs

A.



*Schomburg Center for Research in Black Culture, Jean Blackwell Hutson
Research and Reference Division, The New York Public Library (1168439)*

B.



<https://www.smithsonianmag.com/history/long-lasting-legacy-great-migration-180960118/>

C.



<https://www.ourheritagemagazine.com/great-migration/>

D.



Wisconsin Historical Society. Five foundry workers at Fairbanks, Morse, and Company pose for a photo outside of a factory building in 1925: Solomon Deberry, Curtis Barber, two unidentified co-workers, and Deberry's son, Booker T. Deberry. <https://www.wiscontext.org/great-migration-and-beloits-african-american-heritage>