Overview: This lesson will explore the push and pull factors of the first Black American migration out of the American South in the early 20th century through primary sources and a geographic lens.

National Geography Standards: #9 Human Systems: The characteristics, distribution, and migration of human populations on Earth’s surface.

Oregon Geography Content Standards: HS.17. Explain how migration, immigration, and communication (cultural exchange, convergence, and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Connections to Common Core: 11-12.RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain
  - Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution.

Objectives:
Students will be able to describe two push and two pull factors of the first Great Migration through a quick write.

Grade Levels: 11th – 12th  Time: 270 minutes (three 90 minute blocks including 90 minutes for in class research)

Materials:
- Printed primary sources (within Appendix)
- Printed Research Game Plans (within Appendix)
- Document camera with projector
- Timer (physical or online)
- 3 different colored sticky notes (5 of each color for each student)
- Interactive notebooks (or sheet of paper) for quick write
- Mobile labs
- Poster/butcher paper
- Crafting and coloring materials

Background:
Prior to this lesson, students will have some experience with primary sources but are still developing their skills. Students will also be capable at individual and group research but may still require scaffolding and direction. This lesson could be taught as part of a larger Human Geography or US History unit to demonstrate how Black American populations migrated as they did during the first Great Migration in the 1920’s.
Procedures:
Day 1
- Hook: Have a political cartoon (see Appendix 1) underneath the document camera with the following directions for the bell-ringer activity: “Write down at least ten things you see in this image but not what you think or wonder.”

Albert A. Smith, "The Reason," in The Crisis, (March, 1920)  
http://www.intimeandplace.org/Great%20Migration/images/thereason.html

- Using the same political cartoon/primary source, the teacher will model how to use the empty primary source analysis tool (see Appendix 2) underneath the doc cam (if no doc cam, make a three columned t-chart similar to the analysis tool on the board and model that way) – 10 min total
  - How to observe – think aloud: “So in this column I am only going to write down what I see. What do you all write down? (randomly collect student input) So do I see that or do I put that together from what I already know? When we observe we are only noting things that we see not what we think or wonder.”
  - How to reflect – think aloud: “Now I get to write what I think about what I am seeing… (randomly collect student input) When we reflect, we are really pulling on other knowledge that we have gained from past experiences so like…”
  - How to question – think aloud: “What kind of questions do I have about this political cartoon that are ambiguous or not answered? I wonder why… (randomly collect student input)”

- Instructions: “When we get up to do our gallery walk here in a second there will be a bunch of primary sources, or – can anyone define it? – A thing made during the time of your study. So we are going to practice analyzing primary sources like the geographers that we are by looking at source related to the first Great Migration of Black Americans during the 1920’s. During this time, Southern Blacks moved north to a variety of cities. At each station will be a sheet of paper like what I just used to get you thinking about how to observe, reflect, and question what you see in a source. We will go around three times and each time you will use a different colored sticky and will write all of your observations, reflections, or questions on one sticky note for each source. Now let’s count off by five…”

- Gallery walk with five primary sources and coordinating analysis tools (see Appendix 3) set up in separate stations around the room – set timer for 3 minutes; students will switch stations when buzzer goes off – students will write their observation/reflection/question on a sticky note and stick it by each source while the teacher circulates.
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<tr>
<td>Detroit, Michigan. Riot at the Sojourner Truth homes, a new U.S. federal housing project, caused by white neighbors' attempt to prevent Negro tenants from moving in. Sign with American flag &quot;We want white tenants in our white community,&quot; directly opposite the housing project</td>
<td>Image Analysis Tool</td>
<td><a href="https://www.loc.gov/pictures/item/owi2001018484/PP/">https://www.loc.gov/pictures/item/owi2001018484/PP/</a></td>
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<td>Lynchings by states and counties in the United States, 1900-1931 : (data from Research Department, Tuskegee Institute) ; cleartype county outline map of the United States.</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/item/2006636636/">https://www.loc.gov/item/2006636636/</a></td>
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<td>Distribution of the Colored population of the United States: 1890</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/resource/g3701gm.gct00010/?q=&amp;sp=26&amp;st=single">https://www.loc.gov/resource/g3701gm.gct00010/?q=&amp;sp=26&amp;st=single</a></td>
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<td>Distribution of Negro population by county 1950 : showing each county with 500 or more Negro population.</td>
<td>Map Analysis Tool</td>
<td><a href="https://www.loc.gov/item/2013593062/">https://www.loc.gov/item/2013593062/</a></td>
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- Round 1: Observations
  - Verbal directions: “Using your yellow sticky, please write all that you observe in the source. If you get stuck, look at the analysis tool beside the source. When you get back to the source you started with work together to determine if they are all actually observations; set aside those that aren’t.”
  - On the board: “OBSERVE”

- Round 2: Reflections
  - Verbal directions: “Using your blue sticky, please write all that you think you know about this source. If you get stuck, look at the analysis tool beside the source. When you get back to the
source you started with work together to determine if all the statements are actually reflections; set aside those that aren’t.”

- On the board: “REFLECT”

- Round 3: Questions
  - Verbal directions: “Using your green sticky, please write all that you wonder about the source. If you get stuck, look at the analysis tool beside the source. When you get back to the source you started with work together to determine the most interesting or important questions; put those ones off to the side.”
  - On the board: “QUESTION”
  - These will be their research questions

- Think-Pair-Share: “As a group on one sheet of paper, answer the following questions… Make sure all of your names are on it as this will be your exit ticket for the day. You are welcome to go back to their seats or to stay around the sources as you may need to reference them.” The following questions placed on the board:
  - Which sources were the most interesting? Why?
  - Was there anything weird about the sources?
  - How do you think this migration changed the culture of the destination cities?
  - Do we know any other examples of human migration that we should look into?

Day 2

- Hook – The Research Game Plan sheets (see Appendix 4) are on the main table and written on the board will be the following instructions:
  - “Go back to your group’s final poster from last class and decide which of the questions will be your research question then grab one sheet of paper for your group from the front table. Be sure to get your Game Plan signed off on before starting your research!”
    - Students will collaborate in gallery walk groups to determine what they will be researching together
    - The teacher can circulate during this time and attend to individual needs as necessary
  - Research Game Plan – students will organize their research and write in their planners or on a sheet of paper what they are responsible for when. This will be signed off on by the teacher before students can access computers.

- When the Research Game Plan has been reviewed, the teacher will direct the group to the directions and checklist (see Appendix 5) or the assignment on top of the mobile lab.

- Research in classroom via mobile lab – remaining class time
  - Students should have some basic research skills at this point but be sure to direct students to different helpful websites while they are researching
- www.loc.gov
- Research database used by your school
  - If a mobile lab is not available, a computer lab or out of class research is appropriate

Day 3
- Hook: Have students collect laptops/go to the lab – 5 minutes
- Wrap-up research and presentation prep – 45 minutes
  - Students continue working, teacher circulates
- Each group will present their research question and findings to the class—35 minutes total
  - 5 minutes each group
  - 2 minutes of questions for each group
- Write the following quick write prompt on the board for students to answer in their interactive notebooks or on a separate sheet of paper: - 5 minutes
  - “Why did Black Americans leave the South? Why were they drawn to the North? Give two factors for each question using complete sentences.”

Extensions and/or Adaptations:
- Lower Grades: This lesson can be easily applied to any grade level as the writing and reading demands are low. For lower grades, providing extra scaffolding for research would be beneficial.
- After this lesson: The class could go any number of directions whether that be into a deeper understanding of this Great Migration, the subsequent other Great Migrations, White Flight, or a more explicit origin and diffusion lesson.

Assessment:
Students will create two different assessments for this unit a formal summative presentation of the research and an informal formative quick write after the presentations have been completed. Feel free to change the amount of points to best suit your classroom and grading atmosphere.
- Presentation: The presentations will be scored as a group using one single rubric with regard to the Research Game Plan that the students put together and the project check list that they were given. The Game Plan will hold each student accountable to the portion of the work that they were responsible for and will help quell any grade disagreements as they all understood their agreement from the beginning. The rubric follows the check list through various visual, research, and content components of their project.
- Quick Write: After all of the research presentations have been completed each student will answer the following prompt within their interactive notebooks or on a loose sheet of paper: “Why did Black Americans leave the South? Why were they drawn to the North? Give two factors for each question using complete sentences.” This will allow you to gauge each students level of understanding of the Great American Migration overall and will alert you to any gaps of knowledge to be addressed within the next unit.
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<th>Names:</th>
<th>Research, Presentation, and Visual Rubric</th>
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<td>4</td>
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<tr>
<td><strong>Presentation</strong></td>
<td><strong>Completeness</strong></td>
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<tr>
<td><strong>Presentation</strong></td>
<td><strong>Visual</strong></td>
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<td><strong>Research: Accuracy</strong></td>
<td>All information accurate</td>
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<tr>
<td><strong>Sources</strong></td>
<td>Three sources are provided</td>
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<tr>
<td><strong>Citations</strong></td>
<td>Citations are done in MLA format with minimal errors</td>
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<td>Push Factors</td>
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<td>Two completely correct reasons.</td>
<td>One completely correct reason</td>
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<td>AND</td>
<td>One partially correct reason</td>
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<td>Pull Factors</td>
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