

**Teacher:** Ms. Dwainalyn L. Cleveland      **Subject:** Mississippi Studies

**Topic:** *Segregation/ Great Migration*

**Objectives:**

- 1e. Analyze the historical and political significance of key events in our state's development.
- 2b. Discuss the impact of agribusiness and industry.
- 3a. Trace the effects of migration to and from the state (e.g., The Great Migration, etc.).
- 4b. Create or use flow charts, pictograms, photographs, graphs, and documents to analyze patterns of trade, production, and resource distribution.
- 3d. Analyze the significance of key events in our state's history.
- 3e. Analyze the ways Mississippians have resolved conflict and adapted to change and continue to address cultural issues unique to our state.
- 3f. Identify how changes in one environment can produce changes in another (e.g., human).

**Opening: Anticipatory Set: To get Attention**

**Do Now (5 minutes pen to paper)**

In your own words, tell what the words “Segregation” and “Migration” mean?

**Input: (Teaching) (Explain what the objective is and why it is important)**

The teacher will introduce new objectives and give the importance of them.

**Modeling:** The teacher will introduce the lesson by reviewing the geographic theme of movement, place, region, and human-environment interaction. Graphic organizer will be drawn.

**Check for understanding:** The students will answer teacher made worksheet, complete web and venn diagram.

**Work Period: (TTW) The teacher will & (TSW) The student will**

**Guided practice: DOK1-3**

TTW introduce new chapter terms to students. Teacher will give the overview of the previous chapter and give students questions to answer as they work in their groups. The teacher will monitor the groups and engage them in discussions as they continue to work in groups.

**TSW:**

- *Discuss the effects of segregation upon life in Mississippi at the beginning of the new century.*
- *Explain and draw conclusions on how the sharecropping system operated.*
- *Compare and contrast sharecropping to slavery on a Venn diagram*
- *Discuss how the Great Migration helped the blacks who stayed in Mississippi.*
- *Discuss what cause the Great Migration and complete a graphic organizer.*

**Closing: (Reflection of lesson)**

Teacher will ask questions to make sure students have the correct understanding.

Independent practice: The student will work independently on questions from the chapter.

**Evaluation:**

Monitor the discussion in the groups, graphic organizers, teacher given questions and group participation.

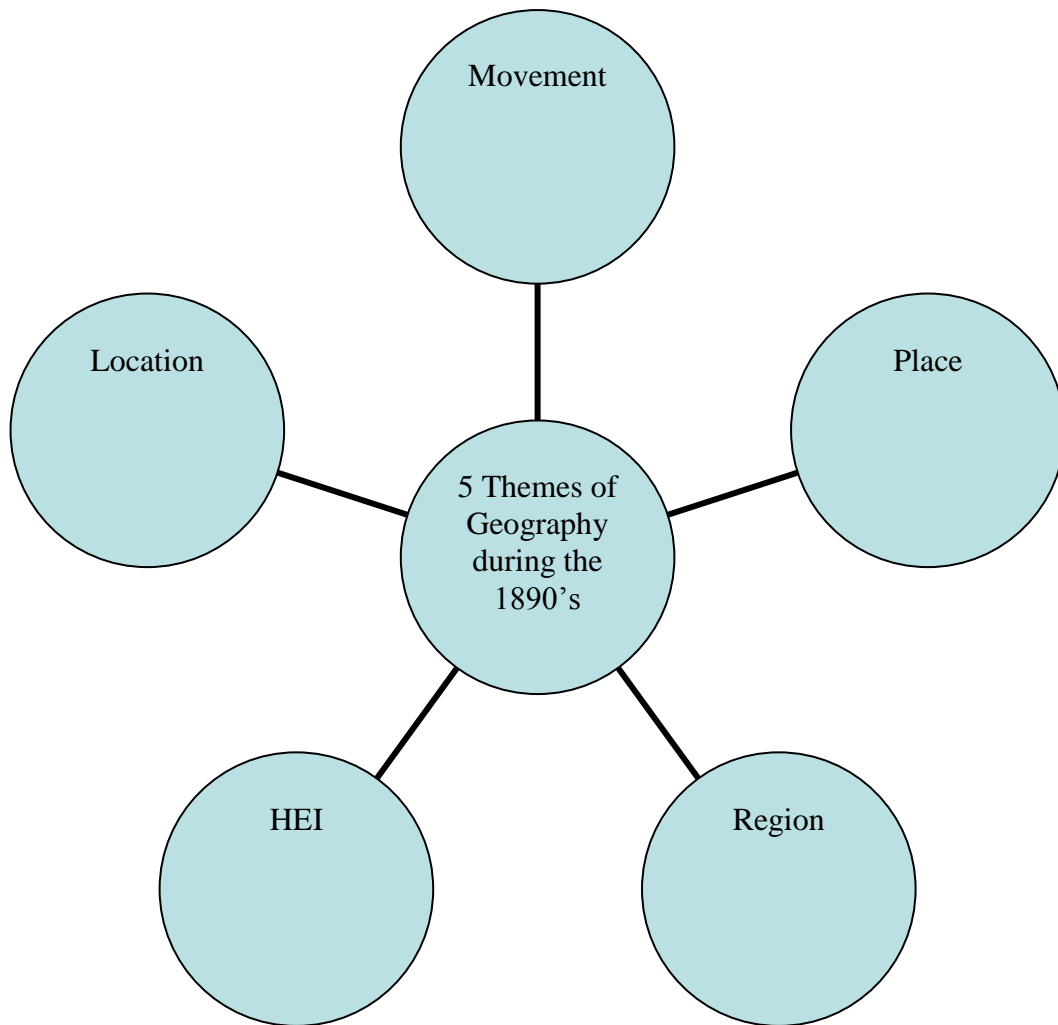
**Enrichment/Remediation:**

Small group activities and peer tutoring; nonreaders will watch two 10 minutes clips and document the answers from the assignment on a teacher given voice recorder.

**Materiel/Technology:** Graphic organizers, computer, overhead projector, voice recorder and LCD projector

Other handouts that can be used:

<http://www.nps.gov/malu/forteachers/upload/SEGREGATION%20Exhibit.pdf>



### Questions for each group to answer

**Directions:** Answer all questions completely using as many details as possible explaining your response to the questions in order to receive complete credit.

1. How were blacks treated in 1890's?
2. When did legal segregation began and where?
3. How did the black community handle segregation?
4. What type of people were sharecroppers?
5. How was a sharecropper's life?
6. What did a sharecropper's diet consist of?
7. A sharecropper's children went to school when?
8. How did a sharecropper go into debt?