

Lesson Plan: The Great Migration
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June 18, 2009

Objective: Students will understand the Great Migration which occurred between 1919 and 1950 through Jacob Lawrence's Great Migration Series. They will do this by relating to their personal experiences.

Third Grade Art Standards:

S1C1po101: Students will contribute to a discussion about ideas for his/her own art work

S1C3po101: Students will identify and use elements of theme, repetition and pattern in his/her own artwork

Key Vocabulary:

- Theme
- Repeat/repetition
- Pattern
- Series
- Movement
- Rhythm

Resources: Book –*The Great Migration* by Jacob Lawrence; The Jacob Lawrence Teaching Kit, The Phillips Collection, Washington, DC. The kit is designed for K-12 teachers across the curriculum.

Skills: Listening, comprehension, following directions, critical thinking, fine motor.

Procedure:

- Display five prints from Jacob Lawrence's *Migration Series* paintings.
- Ask the students what they see happening in each of the paintings. Possible answers include:
 1. People are in railroad stations.
 2. People are voting.
 3. Children are writing on a chalkboard.
- Ask the students if they see any commonalities in the paintings. The answers include:

1. All of the paintings contain people.
 2. All of the people are African-American.
 3. In all of the paintings solid shapes are used to create the people and the objects.
- Ask the students if the paintings have any colors in common. Possible answers include:
 1. Red
 2. Blue
 3. Yellow
 4. Brown
 5. Black
 - Ask the students if they have or members of their families have moved from one place to another. Possible answers:
 1. I have moved from one house to another.
 2. My family has moved from one town to another.
 3. My parents moved to the United States from another country.
 - Explain that in Jacob Lawrence's Migration Series (60 paintings total) he documented the migration North of the African-Americans who had lived in the Southern part of the United States during the years 1916-1919.
 - Ask the students why they think the African-Americans moved to the Northern cities. Possible answers:
 1. Better working conditions.
 2. Better living conditions.
 - Explain to the students that they will be making a painting in Jacob Lawrence's style and that it will be based on their life experience i.e.: moving from one place to another.
 - Model how the students will do this.
 1. Draw a rough draft.
 2. Demonstrate how the students will label where each color will be in the painting.
 3. Remind the students that each color needs to be repeated within the painting.

Closure: Pass out drawing paper and pencils. Have the students start to plan out their idea.

Assessment:

- Did the students answer the questions appropriately?
- Did the students ask relevant questions?
- Did the students understand the vocabulary words?
- Did the students follow the directions?