

The Great Migration: From the Delta to Chicago

Created By: Schuch **Subject:** US History **Grade Level:** 11 **Time needed for lesson:** 100 minutes

Preliminary Planning

Topic/Focus: The Great Migration

This may be a lesson one would be able to incorporate into a unit on the Great Migration. This lesson will focus in particular on the Chicago Defender and its impact on migration from the Mississippi Delta.

Objectives: The students will be able to:

1. Students will become familiar with the Great Migration, in particular the movement of African Americans from the Mississippi Delta to Chicago.
2. Students will reinforce reading comprehension skills by reading a short article on the Great Migration.
3. Students will understand the push and pull factors that led to the Great Migration.
4. Students will analyze and interpret a railroad map showing routes from the Mississippi Delta to Chicago as well as a map showing the Chicago Defender shipping list.

Illinois Learning Standards:

Making Connections, Working in Teams, Application of Learning

16.5A.5 Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).

16.A3b- Make inferences about historical events and eras using historical maps and other historical sources

16.D.5- Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history

Materials:

1. PowerPoint's to provide background information on the Great Migration.
2. Article on the Great Migration <http://www.lib.niu.edu/1996/ih329633.html>

3. Articles from the Chicago Defender and maps relating to the lesson.
<http://www.lib.niu.edu/1996/ih329633cm.html>

Instructional Plan

Anticipatory Set: Write the words Great Migration on the board. Then question students about the term. Do they know what it means? What does the word migrate mean? Why would someone move to a new place? What do you associate with this term? Write students responses on the board.

Sequence of Learning Activities:

1. Present PowerPoint on the Great Migration. Stop at appropriate points to question students. (25-30 minutes)
2. Pass out the article on the Great Migration. Read it as a class or individually.
3. Pass out the maps and questions that go along with the maps. Have students complete the questions individually.
4. Discuss student responses to the maps.

Closure:

Have student complete an exit pass activity. In order to leave the room they must answer the following questions on a half sheet of paper and give it to the teacher on the way out of the door. (5 minutes)

1. In your own words define Great Migration.

Assessment/Evaluation of Student Learning:

1. Small group discussion/Large group discussion- Students will be informally assessed based on participation.
2. Map worksheet
3. Exit Pass

Follow Up Lesson

1. Students will write article encouraging migration from the Delta to Chicago as well as letters to the editor published in the Chicago Defender.

