<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Why do People Move</th>
<th>Teacher</th>
<th>Bryant</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>8th</td>
<td>Duration of Lesson</td>
<td>1-2 class periods</td>
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| Lesson Topic | Students will do a self investigation of the very open-ended question “Why do people move?” This investigation will lead to a discussion on people moving during the Great Migration and a discussion on the Harlem Renaissance. |

| SC Standards and Indicators | 8.6.2: Explain the causes and effects of changes in South Carolina and the nation as a whole in the 1920s, including Prohibition, the destruction caused by the boll weevil, the rise of mass media, improvements in daily life, increases in tourism and recreation, the revival of the Ku Klux Klan, and the contributions of South Carolinians to the Harlem Renaissance and the Southern Literary Renaissance. |

| Common Core Strategy(ies) addressed | Integrate visual information (eg in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Analyze the relationship between a primary and secondary source on the same topic. |

| Academic Vocabulary | Push Factors Pull Factors Migrate Great Migration Harlem Renaissance |

| Lesson Materials Needed (attached at end of lesson) | Computers (1 per group of 4) Butcher paper, poster paper, or some medium for students to make a presentation on Markers Pencil, paper, notebooks for notes |

| Content Narrative (What is the background information that needs to be taught to understand the context of the lesson? Be sure to include) | This lesson is based on PBL (problem based learning) and S.O.L.E. (self organized learning environments). I have been teaching using the PBL model for a few months now and I have seen the benefits from teaching this way. This activity is adaptable to many different kinds of classrooms and many different topics. Take this idea and make it work for you and your students. |
Content:

People have been moving since the beginning of time and the reasons for their moves are generally the same. The reasons that people move can be grouped into push factors and pull factors.

In the 1920s, over 6 million African Americans decided to move from the deep south to the north.

The main push factors were Jim Crow laws and the resulting discrimination from the resurgence of the KKK during the 1920s. Pull factors were personal freedoms and the prospect of jobs in the north. As African Americans moved to the north, they started to develop their own cultural identities – that they were reluctant to share in the South (discrimination).

In Harlem, New York, a cultural rebirth began and it was known as the Harlem Renaissance. The Great Migration caused the Harlem Renaissance to happen... or at least, the Harlem Renaissance could not have happened without the Great Migration.

One of the more famous people from South Carolina – that was a part of the Harlem Renaissance – was William H. Johnson, a painter from Florence, SC.

Lesson Set

| Content Objective(s) | Students will answer a very open – ended question that will eventually lead them to learn about the Great Migration and the Harlem Renaissance. |
| Lesson Importance | The importance of this lesson is for students to understand the cause and effect relationship between the Great Migration and the Harlem Renaissance. In addition, students must learn about life in the 1920s and the push/pull factors for people moving during that time. |
Connections to prior and future learning

In fifth grade, students studied the changes in daily life in the boom period of the 1920s. (5-4.1)

In United States History and the Constitution, students will explain the impact of the changes in the 1920s on the economy, society, and culture, including the cultural changes exemplified by the Harlem Renaissance. (USHC 7.2)

Movement is also a theme in history classes – this can be related back to the movement of Native people from Africa, Europe, and Asia to the Americas. In addition, it can be related back to the European arrival in the New World, etc… The question “why do people move” can connect many different standards and historical topics.

Anticipatory Set/Hook (Engage)

Take a survey of students – “Raise your hand if you have ever moved.” Designate these students as the “experts” for this assignment.

Skill Development

Initial “explain” portion of the lesson. Introduce vocabulary, explain/demonstrate/model the skill required for the literacy objective, introduce content components.
The content portion is only a brief introduction; the bulk of the student learning will take place during the guided practice activity.

Introduce content components

When students come into class, explain that they will be working in small groups to answer a very open-ended question.

“I do” Skill from objective introduce/explain/model

Explain to students how grouping works in SOLE lessons. Explain what materials are available and where they can be found. Finally, explain to students that they should develop some “final product” to present their findings. In addition, the final product will be presented to the class and a short lesson will follow presentations.

Grouping Rules (according to S.O.L.E.)

1. Groups can have between 1 and 4 people
2. Students can look and see what other groups are doing and take that information back to their own groups
3. Students can move around freely
4. Students can change groups at any time, for any reason
5. Students will have an opportunity to tell their classmates what they learned during the process

Guided Practice

This is the inquiry portion of the lesson, student-centered & often cooperative learning strategies used, teacher acting as facilitator, also known as Explore.

“We do” Activity Description

Include student “explore” components and opportunities for them to explain their learning.

1. Students break up into groups (see above).
2. Students are given time (10 – 25 minutes) to answer the question – “Why do people move?”
3. As students are investigating they are making notes, designing a poster, and preparing a short presentation on why people move.
4. The teacher will walk around the room talking with groups and making suggestions – “go see what this other group has come up...”
with”, “does anyone have experience with moving that they want to share with the small group so we can get some additional ideas.”

5. Students will present their posters to the class – each group only adding ideas that were not previously shared.

6. Students will display posters in a place that the whole class can see them.

7. The teacher will ask how the reasons for moving can be categorized.

8. Students may suggest “reasons for leaving and reasons for coming.” The teacher may need to prompt this after discussions of other ways to categorize reasons for moving.

9. Students will be tasked with creating a new poster that shows reasons for moving – but are categorized into pull factors.

10. Students will regroup and share again to make sure that push factors and pull factors are correct. The teacher will check (again) for understanding.

11. Students will move back to their seats for a mini-lesson.

12. The teacher will display the following pictures on the board and let the kids take a minute or two to look at them. (I attached the website that I found the pictures on, but pictures with more sourcing information may be better for this discussion).

http://pragmaticobotsunite.com/tuesday-open-thread-the-great-migration/
13. The teacher will ask students what the pictures are about.
14. The teacher will lead students to the following information.... African Americans, moving somewhere, during a time when pictures are in black and white, and they are moving because of push and pull factors.
15. The teacher will ask students to get back into groups (same groups or different groups) and answer the following question. “What was the Great Migration?”
16. Students will take about 15 – 20 minutes to develop some product to show their understanding of the Great Migration. Information should include who, what, when, where, why, and how. Products/posters should include many primary sources (pictures, video to share with the class, paintings, etc.... and citations of sources).
17. Students will share their information with the class.
18. Students will move back to their seats for a mini-lesson.
19. The teacher will display the following pictures on the board and let the kids take a minute or two to look at them. (I attached the website that I found the pictures on, but pictures with more sourcing information may be better for this discussion).
http://www.longwharf.org/aint-misbehavin-hot-spots-harlem


20. The teacher will ask the students what the pictures are about.
21. The teacher will lead the students to things like – night life, music, African Americans, famous people, Apollo Theater, New York
22. The teacher will explain that these are pictures of the Harlem Renaissance and ask students to find information and prepare a presentation for the class about the Harlem Renaissance. Information they should focus on is who, what, when, where, why, and how. Students should also be responsible for finding information on famous South Carolinian’s that were part of the Harlem Renaissance (William H. Johnson) and the story of his life.
23. Products/posters should include many primary sources (pictures, video to share with the class, paintings, etc.… and citations of sources).
24. After information is collected, students will share the information they found with the class.

Checking for Understanding- “Informal” Assessment
Each time students present their information in groups, the teacher will check for student understanding. See detailed procedures above.

Closure
Teacher will re-visit content and answer students’ questions developed during the Guided Practice component. Summarize the lesson, clarify content, and revisit content and literacy objectives.

Content Solidified
At the end of the presentations, the teacher will assign students to quickly review the following concepts for the class:
Why people move – push and pull factors
The Great Migration
The Harlem Renaissance

During the review, students may want to write down some of this information in their own notes for Independent Practice and/or review later on in the year.

**Independent Practice**

<table>
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<tr>
<th>“You Do”</th>
<th>Independently, students will answer the question:</th>
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<tr>
<td></td>
<td>What is the relationship between the Great Migration and the Harlem Renaissance? Provide evidence to support your answer.</td>
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**Summative/ “Formal” Assessment**

| Assessment | Independent practice question can be taken for a formal assessment. In addition, on a future test or quiz, the teacher can ask another question. For example – Did the Harlem Renaissance cause the Great Migration or was it the other way around? Provide evidence to support your answer. |

**Differentiation**

| During Lesson | Student groups can be differentiated based on the climate and culture of your classroom. You may choose to group students based on ability or how well they collaborate with others. In addition, you will find that some groups may need more assistance from the teacher. As the facilitator, try to guide students to the correct questions by showing them helpful primary sources, maps, or websites with relevant information. When using the computers, you may also consider showing students what happens on the computer when you press “control f” in a website. |

**Reflection**

| Lesson Reflection | I have been using a PBL approach to my classroom for the past few months. I have students working on many different projects each day and this is just one of the critical thinking questions that I have the kids discover for themselves. This lesson plan limits students to creating a poster to present their information. In my classroom, the lesson is not structured as much as this one is. Students can choose to work on any number of projects and they can present their findings any way they chose to. I have really enjoyed watching my students learn about the Harlem Renaissance and Great Migration. I think that they can make connections to their own lives pretty easily through the open ended question – Why do people move? |
I think that because students are learning for themselves and making their own connections to the curriculum, students have a deeper understanding of the standards. Students are not walking away from my classroom after hearing a lecture about something that happened 50 years ago... they are making a real connection to the Harlem Renaissance.

### Materials Needed for Lesson

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<thead>
<tr>
<th>Lesson Materials</th>
<th>Optional Materials:</th>
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<tr>
<td></td>
<td>“Journeys of Promise” – a documentary on the Great Migration</td>
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<tr>
<td></td>
<td><a href="http://www.youtube.com/watch?v=MEmZ32o-NDw">http://www.youtube.com/watch?v=MEmZ32o-NDw</a></td>
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<td></td>
<td>Posters</td>
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<td>Butcher Paper</td>
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<td>Glue</td>
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<td>Computers (At least 1 for every 4 students)</td>
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<td>Pictures – Use the ones that I posted above or find some of your own.</td>
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