

Allie Andraski-Black Migration, Cont.

2009-2010 Lesson Proposal

Black Migration to the Harlem Renaissance, Cont.

Settlement Patterns/Blues Connection to Negro Spirituals

Topic/Background: During the Great Migration, with major migration peaks between 1916 and 1921, roughly 5 percent of all southern African Americans migrated north and west. How did they decide to where to move? How would they get there? While white southerners worked to dissuade Negroes from leaving, noting northern racism ironically, such as the race riots and Red Summer riots in East St. Louis, African Americans packed up their meager possessions hopping trains northward. Far more valuable than tattered “knapsack” tangibles the rich cultural experiences of African Americans, replete with Negro Spirituals and Field Hollers that later experts agree evolved into the blues, still popular today.

So what is freedom? I want my students to understand that freedom means having the ability to move anywhere at any time, even if you have only the clothes on your back, that freedom is expression of thoughts, concepts and ideas-often through the Arts, including music. My students will learn to make connections to their own lives of movement and music.

Teaching Strategies: Often students come into my Reading Intervention class feeling that history does not pertain to them, and yet, when the human experience becomes unwrapped in terms of moving homes and music, all of my students can relate. This is at the heart of making history come alive. In order for history to become *relevant* for my special education, ELL, and students of poverty, so many of whom come from transient backgrounds, they must experience and relate the human element.

The Thinking Like a Historian framework, like Understanding by Design incorporate inquiry skills and higher level processing that promote conceptual understanding and connections of historical content. Historical literacy, as the foundation for historical interpretation, infuses reading and writing with critical thinking and problem solving. This we call the *rigor*, thus the most excellent educational learning experiences incorporate both rigor and relevance.

The Reading Intervention strategies include reading and writing in the content area, so the emphasis is on identifying and interpreting text structures such as cause and effect and compare and contrast. Students will identify these text structures, identify the signal words unique to these structures, and ultimately write using the signal words and the text structures.

Description: Continuing with the Black Migration theme, this year students will investigate Black Migration Settlement Patterns, the impact of institutions such as railroads, newspapers, and churches and The Blues Connection. I will continue focusing on the *Understanding by Design* and *Thinking Like a Historian* models, both requiring a backward design in lesson structure.

Historical Themes for the Units Lessons:

1. Black Migration Settlement Patterns:

- *People migrate in response to a variety of physical, social, psychological, or economic needs.
- *Economic changes are tied to natural resources, work opportunities, and technological advances.
- *Society's attitudes toward ethnic groups affect how people act and the choices they make.
- *Systems and institutions form to meet individual or group needs.
- *Settlement patterns reflect the resources and opportunities of an area or region.
- *Census data supports inferences about migration and settlement patterns of people.

2. The Blues Connection:

- *The Arts reflect the ideas, culture, needs and outlooks of people in a given period of time.
- *Ideas, beliefs, and experiences affect how people express themselves creatively.
- *Migration leads to the spread of ideas, culture, and The Arts.

WASAH Scholars: I will continue to be in touch with Bobbi Malone (Thinking Like a Historian), who has graciously taken calls and e-mails from me this past year. In addition, I will work with Ken Ristow from Sheboygan (Understanding by Design) and Edward O'Donnell on using and presenting images.

Grade Levels/Subject: Reading Intervention, grades 6, 7, & 8. All classes include Special Ed., Regular Ed., and ELL students reading 3 or more grade levels behind their current grade level.

Resources: Primary source documents, articles, letters, census information, songs, lyrics, and recordings from the following websites:

<http://www.nps.gov>

<http://www.gisforhistory.org>

<http://www.shomburgcenter.org>

<http://www.inmotionaame.org/migrations>

<http://historymatters.gmu.edu/>

[http://www.pbs.org/the blues/classroom/essaysblues.html](http://www.pbs.org/theblues/classroom/essaysblues.html)

<http://www.americanmemories>

[http://www..libraryofcongress](http://www.libraryofcongress)

W.E.B. Debois “Of Sorrow of Songs”

“The Lullaby of Harlem” Video Documentary

Standards:

B.8.1, B.8.2, B.8.3, B.8.4, B.8.5

B.8.6. B.8.7, B.8.8, B.8.9, B.8.10, B.8.12