

Comparing and Contrasting the African Migration Experience in the United States

OVERVIEW & OBJECTIVES	GRADES
<p>Using the website <i>IN MOTION The African-American Migration Experience</i> as the initial platform, students will be divided into small groups and be assigned a given period of African-American migration history. Using a variety of resources, students will analyze statistics, maps, and selected readings and draw comparisons between their assigned migration period and other African-American migrations in United States history. The students will present their findings and write an essay describing similarities and differences between their assigned migration periods with other migration periods in United States history.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Investigate and present reasons why Africans/African-Americans migrated to or within the United States and whether the migrations were voluntary or forced migrations. • Use maps to identify where and when migrations occurred in the U.S. • Analyze and explain the impact that their assigned migration had or is having on the U.S. • Explain differences and similarities between chosen migrations in an essay. 	9 th – 12 th
	<p>TIME</p> <p>4 - sixty-five minute class periods (2 days of research; 2 days to present)</p>
	<p>REQUIRED MATERIALS</p> <ul style="list-style-type: none"> ✓ Computer Internet access for students ✓ Website Link: “IN MOTION The African-American Migration Experience” at http://www.yinmotionameyy.org/home.cfm ✓ Handouts: “Essay Rubric”, “Presentation Rubric,” “Student Investigative Worksheet”

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

9.3.1.1.2 Apply geographic information from a variety of print and electronic sources to interpret the past and present and plan for the future; provide rationale for using specific technologies for each application.

Standard 5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems).

9.3.3.5.4 Explain migration patterns in the modern era at a range of scales, local to global.

Standard 16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585—1763)

9.4.4.16.1 Analyze the consequences of the transatlantic Columbian Exchange of peoples, animals, plants and pathogens on North American societies and ecosystems. (Colonization and Settlement: 1585—1763)

Standard 19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a civil war and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory, and continuing conflict over racial relations. (Civil War and Reconstruction: 1850—1877)

9.4.4.19.2 Describe the recurring antebellum debates over slavery and state's rights, popular sovereignty, and political compromise; analyze how the American political system broke down in the 1850s and culminated in southern Secession, the establishment of the Confederate States of America, and the Union response. (Civil War and Reconstruction: 1850—1877)

SUGGESTED PROCEDURE

A. The teacher should begin the lesson by having a classroom discussion asking students the following questions:

1. What do you think of when you hear the term “migration?”
2. What is the difference between an immigrant, emigrant, and migrant?
3. What are some reasons people move to a region or leave a region?
4. What are some major African-American migrations in U.S. history?

Students will brainstorm ideas to these questions as a class.

As a class, we will then differentiate the terms immigrant, emigrant, and migrant and understand the differences between push and pull factors. We will also clarify the concepts of migration and refugee. These are essential terms and concepts for this lesson.

B. The teacher will review the concept of migration, explain the assignment, and go over assignment expectations using the handouts “Essay Rubric”, “Presentation Rubric,” and “Student Investigative Worksheet”. The website, rubistar.4teachers.org, is an excellent site for developing rubrics.

C. The teacher will divide students into groups and assign each to a period of African-American migration to be studied. (Refer to IN MOTION The African-American Migration Experience for a list of 13 time periods.)

D. Students will use the website, IN MOTION The African-American Migration Experience, as the initial platform to gather information for the handout, “Student Investigative Worksheet”, in preparation for their small group presentation. Additional resources are listed under Website Resources.

Students must include reasons why Africans/African-Americans migrated and whether the migrations were voluntary or forced migrations.

Students must include maps showing where and when the migrations occurred in the U.S.

Students must include the impact that the migration had or is having on the U.S.

Assessment

Small Group Presentation

Essay

WEBSITE RESOURCES

“In Motion: The African-American Migration Experience” at The Schomburg Center for Research in Black Culture

<http://www.inmotionaame.org/home.cfm;jsessionid=f8302751781434854575459?bhcp=1>

Library of Congress Maps:

a. “Map showing the distribution of the slave population of the southern states of the United States. Compiled from the census of 1860”

<http://www.loc.gov/resource/g3861e.cw0013200/>

b. “Map of Virginia: Showing the distribution of its slave population from the census of 1860”

<http://www.loc.gov/resource/glva01.lva00215/>

c. “Underground railroad map of the United States, ca. 1838-1860”

<http://www.loc.gov/item/75696204/>

d. “Distribution of Negro population by county 1950: Showing each county with 500 or more Negro population”

<http://www.loc.gov/item/2013593062/>

e. “Lynchings by states and counties in the United States, 1900-1931: (data from Research Department, Tuskegee Institute); cleartype county outline map of the United States”

<http://www.loc.gov/resource/g3701e.ct002012/>

f. “Race and Hispanic origin population density of the United States: 1990”

<http://www.loc.gov/resource/g3701e.ct003502/>

Library of Congress Resource:

“The African-American Mosaic: A Library of Congress Resource Guide for the Study of Black History and Culture” at Library of Congress

<http://www.loc.gov/exhibits/african/intro.html>

Interactive Maps :

a. “Interactive Population Map” at U.S. Census 2010

<http://www.census.gov/2010census/popmap/>

b. “Immigration Explorer” at the New York Times

<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

c. “Black Belt (U.S. Region)” at Wikipedia

[https://en.wikipedia.org/wiki/Black_Belt_\(U.S._region\)](https://en.wikipedia.org/wiki/Black_Belt_(U.S._region))

d. “The Rise and Fall of Jim Crow: Interactive Maps” at PBS

<http://www.pbs.org/wnet/jimcrow/themap/map.html>

Presentation Rubric

	4	3	2	1
Preparedness	Students are completely prepared & have obviously rehearsed.	Students seem prepared, but needed more rehearsals.	Students are prepared, but it is clear that rehearsal was lacking.	Students do not seem prepared to present.
Listening Skills	Listens intently. Does not make distracting noises or movements. Takes notes on each presentation.	Listens intently, but has one distracting noise or movement. Takes notes on each presentation.	Sometimes does not appear to be listening, but is not distracting. Does not appear to take notes on each presentation.	Sometimes does not appear to be listening & has distracting noises or movements. Does not take notes on any presentation.
Content	Students easily define reasons why Africans or African-Americans migrated, whether the migration was a voluntary or forced migration, & easily uses a map(s) to show how geography impacted the migration. Students clearly state impact of migration on U.S. history.	Students define reasons why Africans or African-Americans migrated, whether the migration was a voluntary or forced migration, & uses a map to show where the migration occurred. Students state impact of migration on U.S. history.	Students list some reasons why Africans or African-Americans migrated. Unclear whether migration was voluntary or forced migration, & uses a map to show where the migration occurred. Students struggle to show impact of migration on U.S. history.	Students appear unable to list reasons why Africans or African-Americans migrated. Uncertain whether migration was voluntary or forced migration, & unable to show where the migration occurred. Students struggle to show impact of migration on U.S. history.
Time Limit	Presentation is 5-6 minutes.	Presentation is 4 minutes.	Presentation is 3 minutes.	Presentation is less than 3 minutes OR more than 6 minutes.

Essay Rubric

	4	3	2	1
Amount of Information	All topics are addressed & all questions answered with at least 2 sentences about each.	All topics are addressed & most questions answered with at least 2 sentences about each.	All topics are addressed, & most questions answered with 1 sentence about each.	One or more topics were not addressed.
Quality of Information	All information in the essay clearly explains the impact the assigned migration had or is having on the U.S. Clearly explains differences & similarities between chosen migrations.	Almost all information in the essay explains the impact the assigned migration had or is having on the U.S. Explains differences & similarities between chosen migrations.	Almost all information in the essay explains the impact the assigned migration had or is having on the U.S., but unable to explain differences & similarities between chosen migrations.	Limited information that explains the impact assigned migration had or is having on the U.S. Unable to explain differences & similarities between chosen migrations.
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information appears to be disorganized.
Grammar/Spelling	No grammatical, spelling or punctuation errors.	Two or fewer grammatical, spelling or punctuation errors	Between 3-4 grammatical, spelling, or punctuation errors.	Five or more grammatical, spelling or punctuation errors.

Student Investigative Worksheet

	Assigned Migration	Comparison Migration
When did migration occur?		
Where did migration occur?		
Why did migration occur?		
What impact did migration have or is having on U.S. history?		
Similarities between migrations		
Differences between migrations		