Tracing Lineages
Curriculum Unit Plan Overview

Jyesha Bingham

Unit Title	**The Great Migration**
Unit Length (How long and how often)	4 weeks (Tuesday, Thursday 45-60 minutes
Grade Level(s)/Subject(s)	2nd grade, Social Science
Unit Overview (Include unit narrative of at least 200 words with compelling question)	Students use historical records, literature, maps, photography, artwork, and music *to explore the causes, experiences, and effects of the Great Migration*. The unit focuses on how the migration changed American politics, civil rights, culture and demographics. Students will explore the **cause of the Migration** (the 'why'?) through the push and pull factors that led millions of African Americans to leave the rural South. These include: ● Jim Crow laws and racial violence in the South ● Restricted access to economic opportunities in agriculture ● Industrial jobs in Northern and Midwestern cities like Chicago, Detroit, and New York City ● Recruitment efforts by Northern industries during World War I Students can examine letters and newspaper ads to understand decision-making at the individual level. After exploring the cause of the migration, students will explore **the experiences of the migration** using oral histories, photographs, and literature ● The emotional impacts of moving away from home ● Urban life's challenges, such as housing scarcity, prejudice, and labour competitiveness

	• The creation of new cultural identities and communities (Harlem Renaissance) We will wrap up the lesson with the **effects of the migration** and how it reshaped the lives of Black communities • Politics: Elections and policy choices were impacted by Black voters' increased voting power in Northern cities. • Civil Rights: Later action, such as the Civil Rights Movement, was made possible by the migration. • Culture: As African American culture extended across the country, it had an impact on literature, art, and music. • Demographics: There were notable demographic changes in major cities, which altered the racial makeup and urban environments. Students will use images to compare life before and after the great migration and notice what changed over time.
Objectives & Outcomes (Supporting questions)	Students will be able to… 1. Identify what the Great Migration was, the reason behind the shift and the effects it had on the people 2. Show understanding of the experiences and explore the causes of the Great Migration 3. Show understanding of the impact of the Jim Crow Law 4. Identify reasons people move from one place to another 5. Recognize that families during the Great Migration had different experiences and feelings about moving

	6. Identify ways people helped each other when they moved to new places
Standards	SS.IS.2.K-2: Explore facts from various sources that can be used to answer the developed questions. SS.IS.1.K.-2: Create questions to help guide inquiry about a topic with guidance from adults and/or peers SS.H.1.2: Summarize changes that have occurred in the local community over time. Perspectives SS.H.2.2: Compare individuals and groups who have shaped a significant historical change. Historical Sources and Evidence SS.H.3.2: Explain how different kinds of historical sources (such as written documents, objects, artistic works, and oral accounts) can be used to study the past.
Unit Resources	Texts: The Warmth of Other Suns: The Epic Story of America's Great Migration by Isabel Wilkerson, *The Promised Land: The Great Migration and How It Changed America* by Nicholas Lemann Oral History Brown, Barbara. Great Migration interview. Conducted by Jyesha Bingham, 6 February 2026. Video: The Great Migration: Crash Course Black American History #24 The Great Migration Documentary History Brief: The Great Migration

	Additional visuals to inspire performance task projects: Jacob Lawrence's Migration Series Flow map Images of Black churches, urban Black communities, Jim Crow signs, and sharecroppers. **Teaching Materials:** The Great Migration Map worksheet Timeline template **Additional Resources:** Great Migration: Finding Pictures Author: Melissa Lindberg, *Reference Librarian, Prints & Photographs Division* Created: November 1, 2018 Last Updated: September 30, 2019 The Great Migration, the Urban League, and Its Role in Supporting the African American Community Author: Danna Bell Created :May 14,2024

Performance Task(s)	SWBAT Apply their knowledge of the history of the Great Migration to create a brochure including a migration map, facts about the migration, images and reflection to display their understanding of how people moved north and the journey they took. Including Black life in the North and the impact the migration has made since the 1900s. Migration Map ● Include a compass rose ● Label the North and South direction of the map as well as the states people crossed to travel to Chicago (North) ● Draw a big arrow showing the direction of the journey. ● Skills: ○ Using maps, understanding movement, identifying cardinal directions (north, south). SWBAT Apply their knowledge of the history of the Great Migration to create a timeline of important events that happened over time Great Migration Timeline ● Migration Routes ● Challenges during the Great Migration The Great Migration Brochure ● Facts about the migration ● Images ● People experiences ● Map and timeline included
Accessibility Needs for Children Across Ability and Language	Picture Cards, Gallery Walk

Lesson 1: What is the Great Migration? (First Wave)

Lesson Objective(s) and Supporting Question(s)
Students will be able to • Describe what the Great Migration was • Identify three reasons why people moved
Lesson Materials and Resources
Library of Congress, **Video:The Great Migration: Crash Course Black American History #24** **Images: Great Migration: Finding Pictures** **Author:** Melissa Lindberg, *Reference Librarian, Prints & Photographs Division* **Created:** November 1, 2018 **Last Updated:** September 30, 2019 **The Great Migration, the Urban League, and Its Role in Supporting the African American Community**

Author: Danna Bell
Created :May 14,2024

Book: The Warmth of Other Suns: The Epic Story of America's Great Migration
Isabel Wilkerson (2010)

Lesson Activities

Great Migration Timeline (Ongoing)

Students will show understanding of The Great Migration through documenting important dates and events on a timeline. Students will start documenting important events, beginning 1910 and ending 1940 of the first wave.

1. Introduction (10–15 minutes)

- Briefly introduce the Great Migration (define it, time period, and significance).
- Provide a short overview of conditions in the South and opportunities in the North.

Teacher Guidance:

- Emphasize push vs. pull factors (write these terms on the board).
- Use guiding prompts:
    - How was the first wave?
    - What were some important events that happened from the 1910-1940s?
    - How was Black life in the South?
    - Why did people want to migrate North?

2. Modeling the Timeline (10 minutes)

- Show students an example timeline entry (date + event + brief explanation + image).

Teacher Guidance:

- Think aloud as you model:
  - "I'm choosing this event because it shows why people were leaving the South."
- Highlight expectations:
  - Accurate dates
  - Concise description of the event that happened
  - Connection to migration causes or effects

3. Student Work Time: Journal Writing|Building the Timeline (15–20 minutes)

Part 1: Students journal about important details shared in the video and overview, including interesting facts

Part 2: Students begin creating their timelines (individually or in pairs).

- They should include key events between 1910–1940 (e.g., economic conditions, laws (Jim Crow laws, major historical events, migration updates

Teacher Guidance:

- Circulate and support students by:
  - Redirecting if events fall outside the time range
  - Asking probing questions:
    - What happened during the first wave?
    - "How does this event connect to migration?"
    - "Is this a push or pull factor?"

Provide scaffolding:

- Offer a list of possible events for struggling students
    - Check for Understanding, which students need support offer scaffolds

4. Group Discussion (5–10 minutes)

Use the following discussion questions:

- How was the first wave of the Great Migration?
- What were some important events that happened from the 1910s–1940s?
- How was Black life in the South?
    - Oral data interview
    - **Interviewer (D. Jones)** "Can you tell me about you or your family's experience during the Great Migration? What made you decide to move?"

Ms. Brown :"Well now, that was a long time ago, but I remember pieces of it like it was yesterday.During the migration, I was between the age of 7 and 8. I remember living down South, and life was hard-hard in ways that even as a child I felt it. My parents worked day and night, but it never seemed like we got ahead. We only could go in certain areas, we could only sit in certain places and what we could do. I knew my parents were tired because they used to write letters to get support. I remember there were always conversations about unequal rights and wanting better pay to have a better life.One day, I remember my father talking about jobs up North. He heard from a friend that there were factories hiring, paying real wages—enough to take care of a family. My mother, she wanted something different for us children. She used to say, "I want you to grow up with more choices than I had." I remember at some point, my father urgently making us pack up as if we weren't safe. Back then, I didn't understand why we had to migrant but I know we had selective areas where colored people can go.

The decision wasn't easy. We had family there, roots there, memories there. But there was also fear… and not feeling safe all the time. So one day, they decided we were going to leave that behind for a chance at something better.

The trip itself felt like an adventure to me back then. I didn't fully understand what we were leaving, only that we were going somewhere new. But I could see it on my parents' faces—they were hopeful, but also worried.

When we got to the city, things were different, yes—but not perfect. There were more opportunities, like my father working steady and my mother finding work too. But there were still struggles—crowded housing, people who didn't want us there. Still, my parents always said it was worth it."

- **Interviewer (M. Terry) "What was different about living in the South compared to living in the North (or another place you moved to)?"**

Ms. Brown :"Oh, honey… it was like stepping into a whole different world, even though some things followed you no matter where you went.

Down South, everything was separated—schools, buses, restaurants. There were places we just knew we couldn't go, and nobody had to say it out loud all the time… it was just understood. My parents were always careful, always watching what they said and did. Life felt smaller somehow, like there were limits all around you.

When we moved North, the first thing I noticed was that it wasn't as strictly separated like that. You could go more places, and that felt freeing, especially as a child. I remember thinking, "Oh, things are different here." And in some ways, they really were.

But it wasn't perfect—not by a long shot. People didn't always say things to your face like they might down South, but you could still feel it. There were neighborhoods we weren't really welcome in, jobs that were harder to get, and schools that were crowded and not always well taken care of.

One big difference, though, was opportunity. My father was able to find steady work, and that made a huge difference for our family. We had a little more stability than we did before. My mother always said that up North, you had a better *chance*, even if you still had to fight for it.

So I'd say the South was more open about its rules, and the North… well, it had its own ways of doing things, just not always as obvious. But even with the challenges, moving gave us room to grow, and that meant everything to my family."

- **Interviewer (M. Wooten) "What were some challenges you or your family faced after moving? How did you deal with them?"**

Ms. Brown "we faced our share of challenges, that's for sure. Moving North didn't mean everything suddenly became easy—it just meant a different kind of struggle.

One of the first things I remember was how crowded everything was. We moved into a small apartment, and there were a lot of families packed into the same building. Folks were coming from all over, just like us, looking for a better life. It wasn't always comfortable, but we made do.

Then there was the feeling of not quite being welcome. People didn't always say it outright, but you could tell. There were certain neighborhoods we couldn't move into, and even at school, I remember feeling like we didn't always belong. It was quieter than back South, but it was still there.

Finding and keeping good jobs was another challenge. My father worked hard—long hours—and even then, it felt like he had to prove himself over and over again just to be treated fairly. My mother picked up work too, doing what she could to help keep us going.

As for how we dealt with it… we leaned on each other. Family was everything. We also built community—neighbors looking out for one another, sharing food, helping with children. And church… that was a big part of our lives. It gave us strength and a place to come together.

My parents always reminded us why we came. They'd say, "We didn't come all this way to give up." So we kept going, kept working, kept believing things could get better.

And little by little, they did. Not all at once, but enough for us to see that the struggle meant something."

Interviewer, Q. Temples: "How did moving change your life or your family's future?"

Ms. Brown : "When it's all said and done, we were granted some sense of freedom and opportunity to work towards a better life."

5. **Closure (5–10 minutes)**

- Students briefly share one event from their timeline and explain why it is important.

Teacher Guidance:

- Reinforce key takeaway:
  - The Great Migration was driven by both hardship and opportunity
- Option: Exit ticket

○ "One reason people left the South was…" ○ "One important event I learned was…"
Lesson Materials
Paper, Pencil, Timeline Template

Lesson 2: The Journey during The Great Migration (Second Wave)

Lesson Objective(s) and Supporting Question(s)

Students Will Be Able To…
• Explain the challenges before the migration and after
  ▪ What were the biggest challenges during the migration?
  ▪ What were some resources people needed while they traveled
  ▪
• Explain how the Great Migration changed people lives

Lesson Materials and Resources
Book: The Warmth of Other Suns: The Epic Story of America's Great Migration Isabel Wilkerson (2010)

Video: The Great Migration

Lesson Activities

Students will show understanding of The Great Migration through documenting important dates and events on a timeline. Students will start documenting important events, beginning 1940 and ending 1970 of the second wave. Students will go on a gallery walk and share what they notice and wonder about each image to guide discussion.

1. Introduction to the Second Wave (5–10 minutes)

- Briefly review the First Wave (1910–1940).
    - Students turn and talk to their partner and recall the first wave
- Introduce the Second Wave (1940–1970), emphasizing continued migration and new changes.

Teacher Guidance:

- Explicitly compare waves:
    - "Last time we looked at why people left. Today, we'll explore how things changed."
- Highlight key differences:
    - Number of migrants who left during the first and second phase
    - Movement to new regions (West Coast, Midwest cities)
- Ask:
    - "Do you think the reasons for leaving stayed the same or changed?"
        - Opportunity for student discourse

2. Modeling the Timeline (7 minutes)

- Show a sample timeline entry from this period.

Example:
1964 – Civil Right Act

- Civil Rights Act ends segregation in public places

Teacher Guidance:

- Think aloud:
  - "This event shows a *pull factor*—equal rights opportunities during the migration"
- Reinforce expectations:
  - Dates within 1940–1970
  - Clear connection to migration or Black life
  - Short explanation of the important event

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3. Student Work Time: Timeline Creation (15–20 minutes)

- Students create a timeline including key events from 1940–1970.

Teacher Guidance:

- Circulate and support:
  - Prompt deeper thinking:
    - "How did this event change people's daily lives?"
    - "Does this show opportunity, challenge, or both?"
- Scaffold as needed:

    - Provide event scripts with dates for support (e.g., WWII, Civil Rights Movement milestones)
- Push advanced learners:
    - Indicate if it's a push or pull factor and explain how you know

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4. Gallery Walk Activity (10 minutes)

- Post images around the room (3-5 images e.g., factory work, urban life, protests, housing, family life).
- Students rotate in small groups, observing each image.

Student Task:

- For each image, record:
    - What do you notice?
    - What do you wonder?

Teacher Guidance:

- Model observation vs. interpretation:
    - "I notice people working in a factory."
    - "I wonder what kind of jobs they have."
- Use prompts:
    - "What details stand out?"
    - "What might this tell us about life during this time?"
- Manage movement and timing (2–3 minutes per station)

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5. Debrief|Whole Class Discussion (5–10 minutes)

Teacher Guidance:

- Facilitate discussion by connecting observations to content:
    - "Which images showed opportunity? Which showed challenges?"

Use the following discussion questions:

- How was the second wave different from the first wave?
- What were some important events that happened from the 1940s–1970s?
- How was Black life in the North?
- Were opportunities different then? How did people's lives change?
- Clarify misconceptions as needed

Teacher Guidance:

- Require evidence:
    - "What did you see in the gallery walk or timeline that supports that?"
- Use follow-up prompts:
    - "Can someone build on that idea?"
    - "Do we agree or disagree? Why?"
- Guide nuance:
    - Emphasize that opportunities increased, but inequality persisted
- Support sensitive discussions:

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6. Closure (5 minutes)

- Students share one key takeaway from either:
    - Their timeline

- The gallery walk

Teacher Guidance:

- Reinforce big ideas:
  - The Second Wave expanded opportunities but also revealed ongoing challenges
- Optional Exit Ticket:
  - "One way life changed for Black Americans in the North was…"
  - "One question I still have is…"

Optional Differentiation (If needed)

- Support:
  - Provide sentence starters for gallery walk:
    - "I notice…"
    - "I wonder…"
  - Offer pre-selected timeline events
- Extension | Early Finishers:
  - Compare First vs. Second Wave using a Venn diagram

Lesson Materials
Paper, Pencil, Timeline Template, Image Cards, **Book:** The Warmth of Other Suns

Lesson 3: Impact of the Jim Crow Laws

Lesson Objective(s) and Supporting Question(s)

Students Will Be Able To…

- Describe what the Jim Crow Laws were
- Give examples of the law
- Explain the challenges with the Jim Crow Laws
- Explore the impact of the law

Lesson Materials and Resources

Book: The Warmth of Other Suns: The Epic Story of America's Great Migration
Isabel Wilkerson (2010)
Video: Jim Crow Laws and the Segregated South
Image: Jim Crow. Sold wholesale and retail by L. Deming, at the sign of the Barber's pole Hanover St., Boston, and at Middlebury, Vt. [Image] Retrieved from the Library of Congress, https://www.loc.gov/item/amss-as106690/.

Lesson Activities

Students will show understanding of the impact of the Jim Crow laws and have it affected people in the first and second wave of the Great Migration by documenting important dates and events on a timeline. Students will start documenting important events, beginning 1910 and ending 1970 of the second wave. Students will go on a gallery walk and share what they notice and wonder about each image to guide discussion.

1. Introduction (10–15 minutes)

- Activate prior knowledge by asking students, what do they know about segregation, discrimination, and migration in U.S. history

- Provide a short overview of segregation and discrimination conditions in the South and in the North.

Teacher Guidance:

- Emphasize segregation vs. discrimination (write these terms on the board).
- Use guiding prompts:
    - What is the Jim Crow Law ?
    - How did it impact children?
    - What is "separate but equal"? Was it really equal?
    - Did kids during Jim Crow have to be brave? How?
    - How would you feel if you couldn't play at a park because of your skin color?

2. Model the Timeline Activity (Display a student's work and share its ongoing meaning events are still being added: (10 minutes) Point how the student placed an event on a timeline (e.g., a law passed, a major migration shift, or a cultural development). Think aloud as you explain why the event is significant and how it connects to the broader impact of Jim Crow laws.

Set Clear Expectations:
Explain that students will document key events from 1910 to 1970, covering both waves of the Great Migration. Encourage them to include:

- Dates
- Brief descriptions
- Explanations of how the event reflects the impact of Jim Crow laws

3. Student Work Time: Finish Timeline Creation (15–20 minutes)

- Students finish a timeline including key events from 1910–1970 including labels that indicate segregation or discrimination.
    - Remind students to look for patterns such as push factors (e.g., discrimination, violence) and pull factors (e.g., job opportunities, safer communities).

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Teacher Guidance:

- Circulate and support:

Prompt deeper thinking: how is this considered an example of segregation? discrimination?

5. Debrief | Whole Class Discussion (5–10 minutes)

Teacher Guidance:

- Facilitate discussion by connecting observations to content:
  - "Which key event showed segregation? discrimination?"

Use the following discussion questions:

- How did segregation under the Jim Crow laws affect daily life (schools, transportation, housing, jobs)?
- Why do you think segregation laws were created and enforced?
- Do you think moving completely solved the problems caused by discrimination? Why or why not?

Teacher Guidance:

- Require evidence:
  - "What did you see in the timeline that supports that?"
- Use follow-up prompts:
  - "Can someone build on that idea?"
  - "Do we agree or disagree? Why?"

6. Closure (5 minutes)

- Students share one key takeaway from either:
  - Their timeline
  - The gallery walk

Lesson Materials

Paper, Pencil, Timeline Template, Image Cards,
Video: Jim Crow Laws and the Segregated South
Image: Jim Crow. Sold wholesale and retail by L. Deming, at the sign of the Barber's pole Hanover St., Boston, and at Middlebury, Vt. [Image] Retrieved from the Library of Congress, https://www.loc.gov/item/amss-as106690/.

Lesson 4: Moving for a Better Life: The Great Migration

Lesson Objective(s) and Supporting Question(s)

Students Will Be Able To…

- Explain what the Great Migration was and the impact it made on Black people
- Tell why people moved and where they went
- Show what they learned by creating a brochure

Lesson Materials and Resources

Brochure Template

Images: Great Migration: Finding Pictures

Author:
Melissa Lindberg, *Reference Librarian, Prints & Photographs Division*

Created: November 1, 2018

Last Updated: September 30, 2019

The Great Migration, the Urban League, and Its Role in Supporting the African American Community

Author: Danna Bell
Created :May 14,2024

Book: The Warmth of Other Suns: The Epic Story of America's Great Migration Isabel Wilkerson (2010)

Lesson Activities

Students will show understanding of the impact of the Great Migration from 1910 to 1970 highlighting important events by creating a brochure. The brochure will highlight important events, images, experiences and opportunities.

Introduction & Project Overview (10–15 minutes)

- Introduce the brochure project as a way to "teach others" about the Great Migration.
- Review both waves (1910–1940 and 1940–1970) and their key themes.

Teacher Guidance:

- Frame the task:
  - "You are creating a brochure that could be used to inform someone about the Great Migration and its impact."
- Emphasize synthesis:
  - Students should combine knowledge from previous lessons (timelines, discussions, gallery walk)
- Ask:
  - "What should someone understand after reading your brochure?"

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2. Model the Brochure (5-7 minutes)

- Show an example (digital or paper) with labeled sections.

Suggested Sections:

- Title & Overview
- First Wave (1910–1940)
- Second Wave (1940–1970)
- Key Events
- Experiences & Daily Life
- Opportunities & Challenges
- Images/Visuals

Teacher Guidance:

- Think aloud:

- "I'm including this event because it shows "why people wanted to migrate".Highlight expectations:
- Accurate information
- Display success criteria to support students
- Visual appeal (images, color, layout)

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3. Planning the Brochure (5–10 minutes)

- Students brainstorm and outline what they will include.

Teacher Guidance:

- Provide a planning template or graphic organizer
- Support organization by prompting:
  - "Which events belong in the first wave vs. second wave?"
  - "What examples show daily life or experiences?"
- Encourage intentional choices:
  - Not just listing events, but explaining importance
- Check for understanding before moving on

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4. Work Time: Creating the Brochure (30–45 minutes)

- Students create their brochures (paper or digital).

Teacher Guidance:

- Circulate and provide feedback:
  - "Are you showing both opportunities and challenges?"
- Support different learners:
  - Provide sentence starters:
    - "One important event was…"
    - "This changed people's lives because…"
- Encourage use of visuals:
  - Photos, drawings, symbols, maps

- Remind students:
  - Neatness and readability matter
  - Each section should be complete and clear

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5. Peer Review or Share (15–20 minutes)

- Students exchange brochures or present to small groups.

Teacher Guidance:

- Provide feedback prompts:
  - "One thing I learned…"
  - "One thing that stands out…"
  - "One question I have…"
- Encourage constructive feedback
- Monitor for accuracy and respectful engagement

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6. Whole Class Reflection (10–15 minutes)

Discussion Prompts:

- What were the most important events of the Great Migration?
- How did life change for Black Americans from 1910–1970?
- What opportunities emerged? What challenges remained?

Teacher Guidance:

- Push for synthesis:
  - "How did the First and Second Waves connect to each other?"
- Encourage students to reference their brochures as evidence
- Highlight big ideas:
  - Migration reshaped cities, culture, and opportunities
  - Progress and inequality existed at the same time

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7. Closure (5–10 minutes)

- Students complete a brief reflection in their writing journals

Optional Exit Ticket:

- "One major impact of the Great Migration was…"
- "Something that surprised me was…"

Teacher Guidance:

- Reinforce key takeaway:
  - The Great Migration had lasting effects on American society
- Preview future learning if applicable (e.g., Civil Rights Movement connections)

Brochure Success Criteria

- Front Cover
  - Title: The Great Migration
  - Images of a train, family, or map (something that symbolize the Great Migration to them)
- Inside Panel 1 – What Was It?
  - "Families relocated during the Great Migration."
  - Providing the what, when, why, where and how?
- Inside Panel 2 – Why Did People Move?
  - Providing the why ?
- Inside Panel 3 – Where Did They Go?
  - Providing the where?
- Back Panel – Family Experiences | Feelings
  - How Did It Feel?

• Student will include a write up of how they would've felt if they were alive during the Great Migration
Lesson Materials
Brochure Template, News articles, image cards, brochure rubric

Supplementary Materials:

Examples of Student Work

February 10
2026

---The great Migration--They---had

--Make:75 but the white people

Make--5 dollars--and--They traveled

to Chicago Los angles so They

--want equal--rights--That--why--

move to Chicago

NAME: MALIYAH T

DATE: FRIdaY MARCH 20 2026

TIMELINE

1910

90% MOST BLACK AFRCAN AMERICAN LIVED IN the SOUTH

1916

Rail ROAD FACTORIER BEGIN TO LOOK FOR BLACK PEOPLE TO WORK

1917 – 1919

RIOTS BEAK OUT IN DOZENSOR CITIES

1920

PEOPLE MOVED TO NEW YORK CITY

1930 – 1940

PEOPLE WERE PUSHED OUT THERE WAS NOT A LOT OF JOBS

1940 – 1970

PEOPLE MOVED TO NEW YORK FOR BETTER LIVES AND BETTER PAIDS

the great migration

CREATED BY:

Faith

Black africans move to north from south to get paid more money get JOBS and Betterhouse and have a happy life and to be treard right.

Better house

equal Rights

Better JOBS

they moved to Los Angeles Chicago and detroit New York

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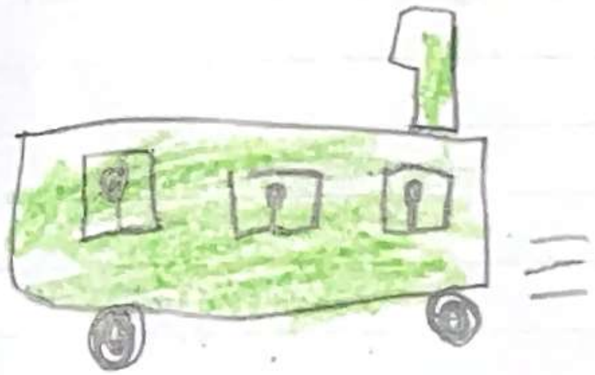
What is it?

Faith
Why did people move?



Where did they go?

Faith

How did people feel?

they feelt happy. Becuus there in a new world

Where did they go?

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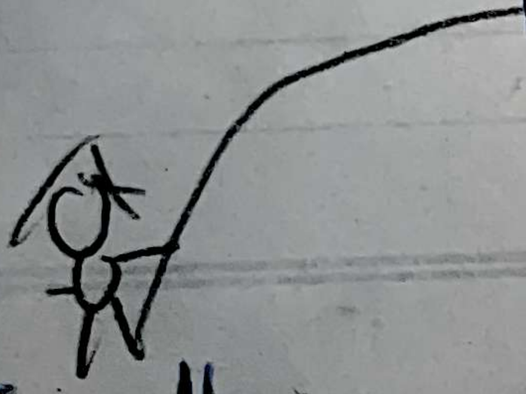
The great migration

equal rights



North
Better
Jobs
equal
right

South
Less
Pay
unequal
right

CREATED BY
Ar Tayfi

African American vote for equal rights But they didn't get it so They moved to North They had equal rights and more money.

What was it? CIVIL RIGHTS

There want to have freedom

more money

Better Jobs

Why did people move? Artists

The African American move to Los Angeles chicago new York and detroit

Where did they go?

How did people feel?

African American feel good because it's no more unequal rights and no more less pay

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The great migration

north

south

CREATED BY:

Laiah

In the Great migration a million of Black African American move from south to north to get Better JOBS.

What was it?!

to have equal rights

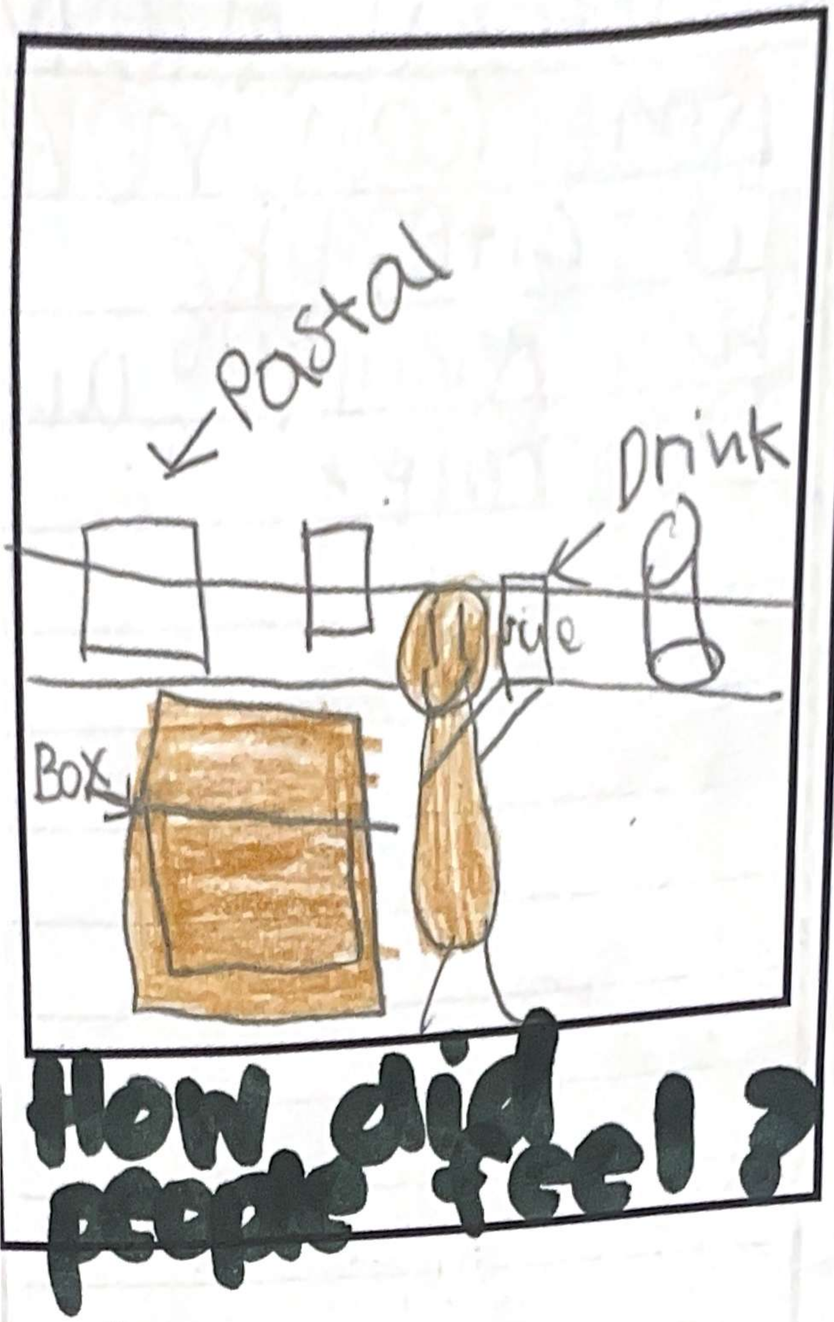
higher Pay

Better Schools

Why did people move?

Black African American move to cites like Los Angeles and Detroit.

Where did they go?



How did people feel?

Black African American Had challenges on the way to north But they was still Happy-Because they Have Factory JOB and higher Pay.

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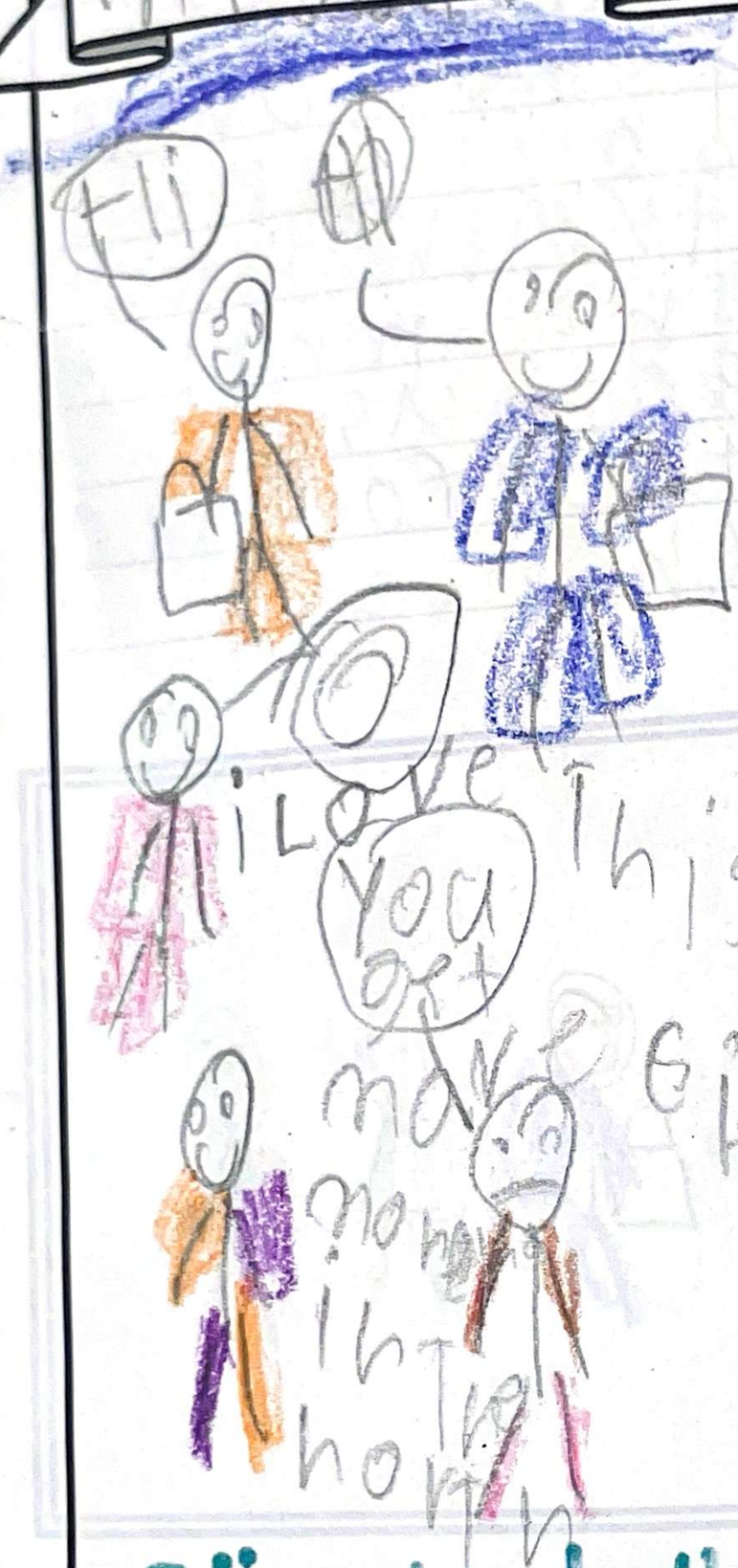
Noah

The great migration



CREATED BY:

Noah

The Black
people moved
and found
a chance
to get jobs
better jobs
and higher
money over
a million
traived to
the north
because
they found a
chance

What was it?

Noah

To get
more
money

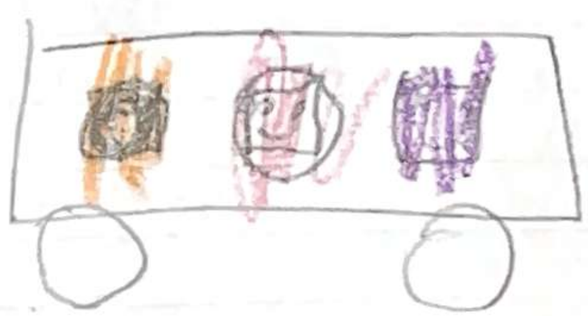
to stop
lynching

to stop
speratting

Why did people
move?

They travied
to chicago
Detroit and
los Angeles
so they
better jobs
and money

How did people
feel?



Where did they
go?

Noah

How did people feel?

Black people felt happy Because They saw a Chance Where They could have Better lives and be Happy

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De Andre

The Great migration

The kid is moving to to get Happy to imbde Better Life

Ethi CREATED BY:
De Andria ms. B
[redacted] 105

MBlack people
Move to south
To nothothso
they can have
Better Life
all Jobs

What was it?

DeAndria

Black people
Move Because
white people
wast chreople
pairty

to get
beetter life
pay

people moveove
Because They
what to have
Jobs

Why did people move?

and also They move
to chicago and
to Dechoit
and They move
to chicago so
They can have
Better Jobs
and Better
school and
Better Lifes

How did people feel?

Where did they go?

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DeAndria

Black

thank you for paying

How did people feel?

The Black people was happy because the got chreated faerly and get Better paid

Where did they go?

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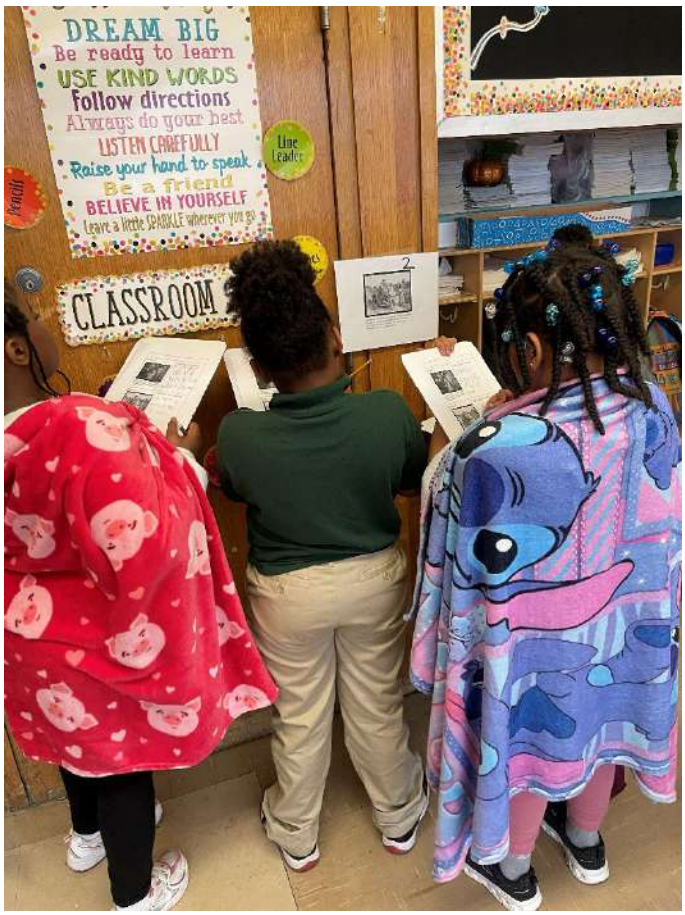
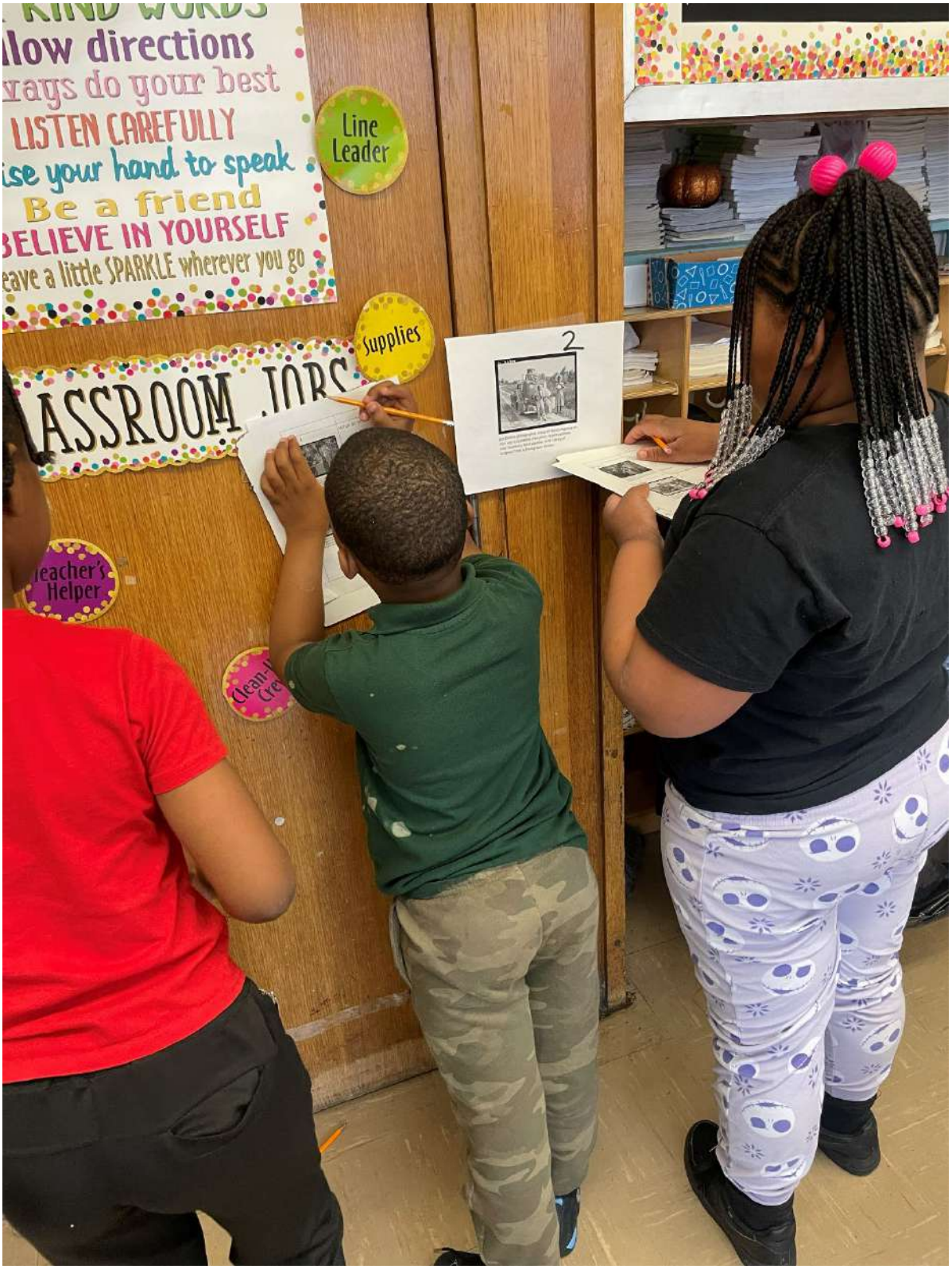
Examples of Student Work




low directions
ways do your best
LISTEN CAREFULLY
se your hand to speak
Be a friend
BELIEVE IN YOURSELF
eave a little SPARKLE wherever you go
Line Leader
Supplies
ASSROOM JOBS
2

Faith

The Great Math Path
FINISH