

**In Search of the Promised Land  
African American Migration Between: 1910-1950**



A NEGRO FAMILY JUST ARRIVED IN CHICAGO FROM THE RURAL SOUTH

<http://lccn.loc.gov/2005616653>

**Lesson Abstract**

**The Great Migration of the twentieth century was one of the most significant developments to occur in African American History. It signals the movement of African Americans from the rural South to urban cities of the North. This migration lasted for fifty years; creating the need for a better life, jobs, education, and to escape of blatant racism called our love ones to the *Promised Land* or to the North.**

Overview	
<b>Objectives</b>	<b>Students will:</b> <ul style="list-style-type: none"> <li>• Evaluate the causes of the Great Migration</li> <li>• Evaluate the shifts and increase in populations to Northern cities</li> <li>• Identify the migration routes and railroads on the Atlantic Coast.</li> <li>• Understand the cultural and environmental challenges of the Northern cities</li> <li>• View pictures and read narratives on the migration experience</li> </ul>
<b>Recommended Time Frame:</b>	<b>3 to 4 class periods (based on 55 minutes)</b>
<b>Grade Level</b>	<b>High School</b>
<b>Curriculum Fit:</b>	<b>Development of the Industrial Urban Centers, Auto Industry, and other Manufacturing Industries.</b>
<b>Materials</b>	<b>Individual computers with access to the internet for students to link to the Library of Congress website, articles, and other websites on the Great Migration. Maps, atlases, and printer.</b>

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July 26, 2010

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**Michigan Content Expectations**

**History:**

**USHG ERA 6- The Development of Industrial of an Industrial, Urban and Global United States ( 1870-1930) 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.1.5; 6.3.1, 6.3.2**

**USHG ERA 7- The Great Depression and World War II (1920-1945) 7.1.1, 7.1.2, 7.1.3**

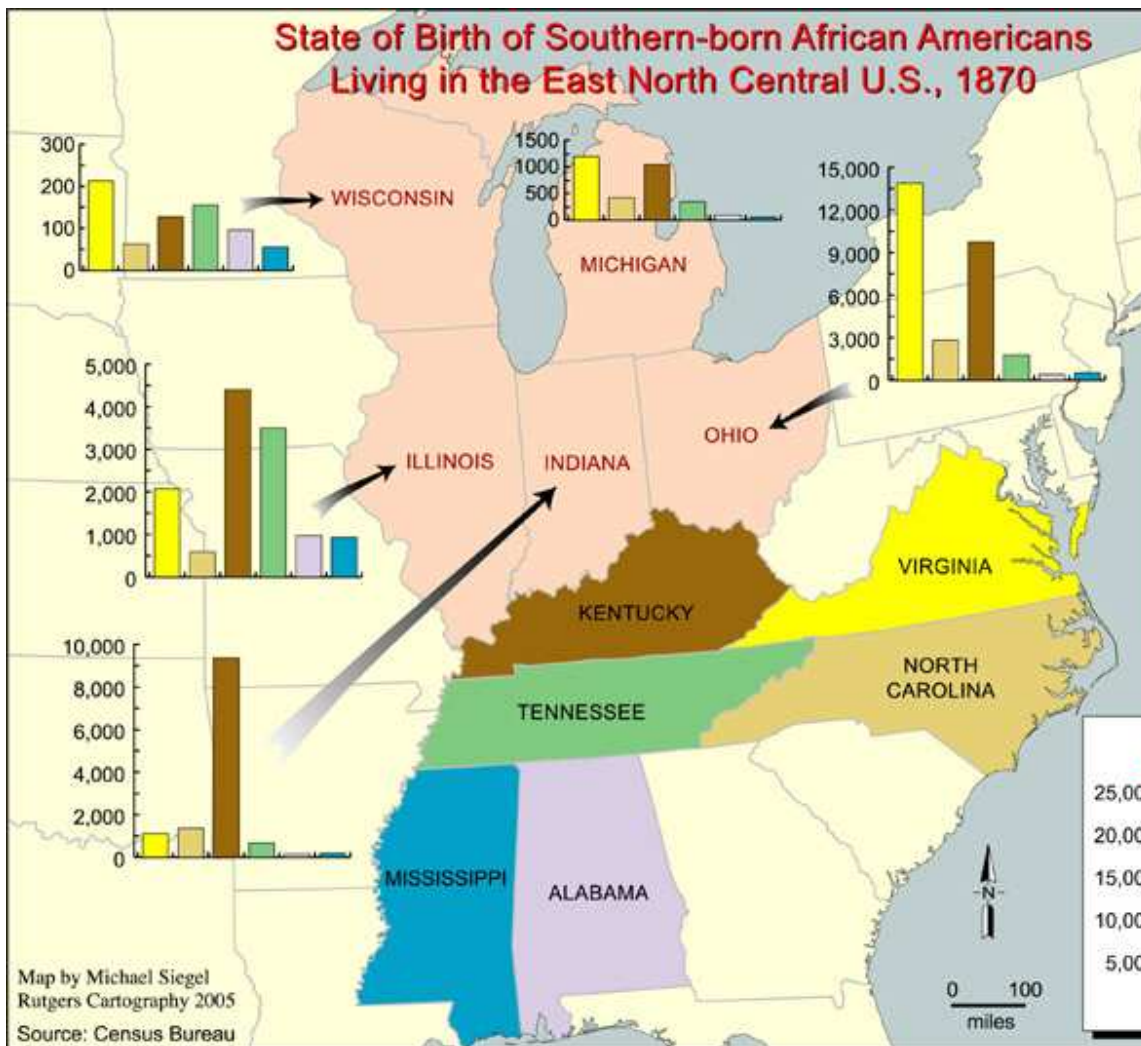
**USHG ERA 8- Post- World War II United States (1945-1989) 8.2.1, 8.2.3**

**Procedures**

- 1. Ask students if they ever heard of the words Promised Land?**
- 2. Students will research definition of Promised Land and discuss definitions**
- 3. Provide an overview of the lesson. Purpose, expectation, evaluation**
- 4. Students will identify and discuss their family origins and family home state**
- 5. Student will review migration maps, routes from southern states to urban cities using the Library of Congress websites**
- 6. Students will be create migration maps using maps and atlases**
- 7. Ask students the following questions:**
  - How would you feel, if you had to move away for a better life?**
  - Can you imagine what it would be like to have no job, no money, no home, no food and no hope?**
- 8. Explain the reasons for the bleak economic conditions and blatant racism of the south.**
- 9. Discuss the changes and challenges migrants encountered in the north**
- 10. Discuss the growth and demand of manufacturing products and the growth of American industry.**
- 11. Students will use analysis sheets to view photos and maps.**

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Primary Resources from The Library of Congress



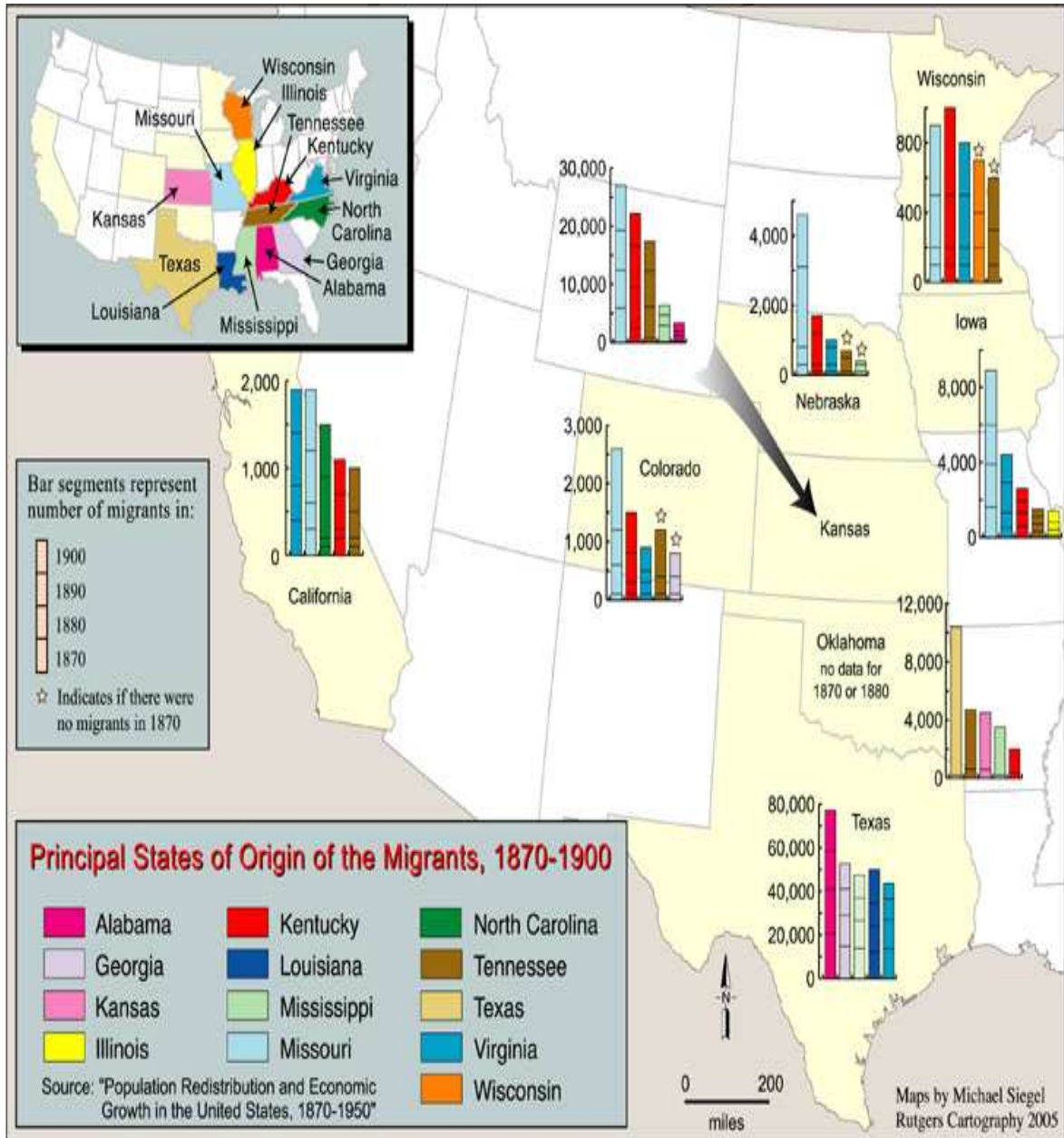
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<http://www.inmotionaame.org/hon>

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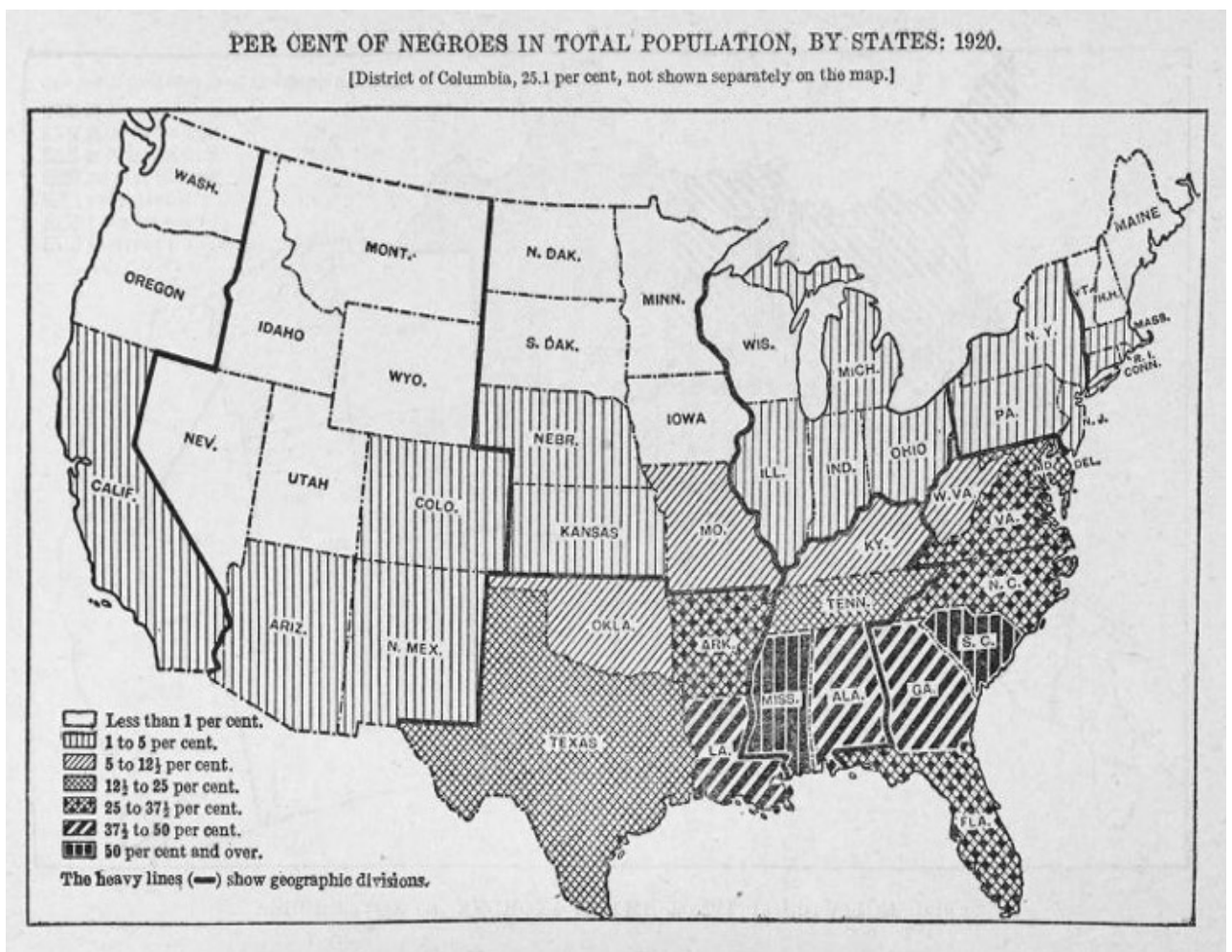
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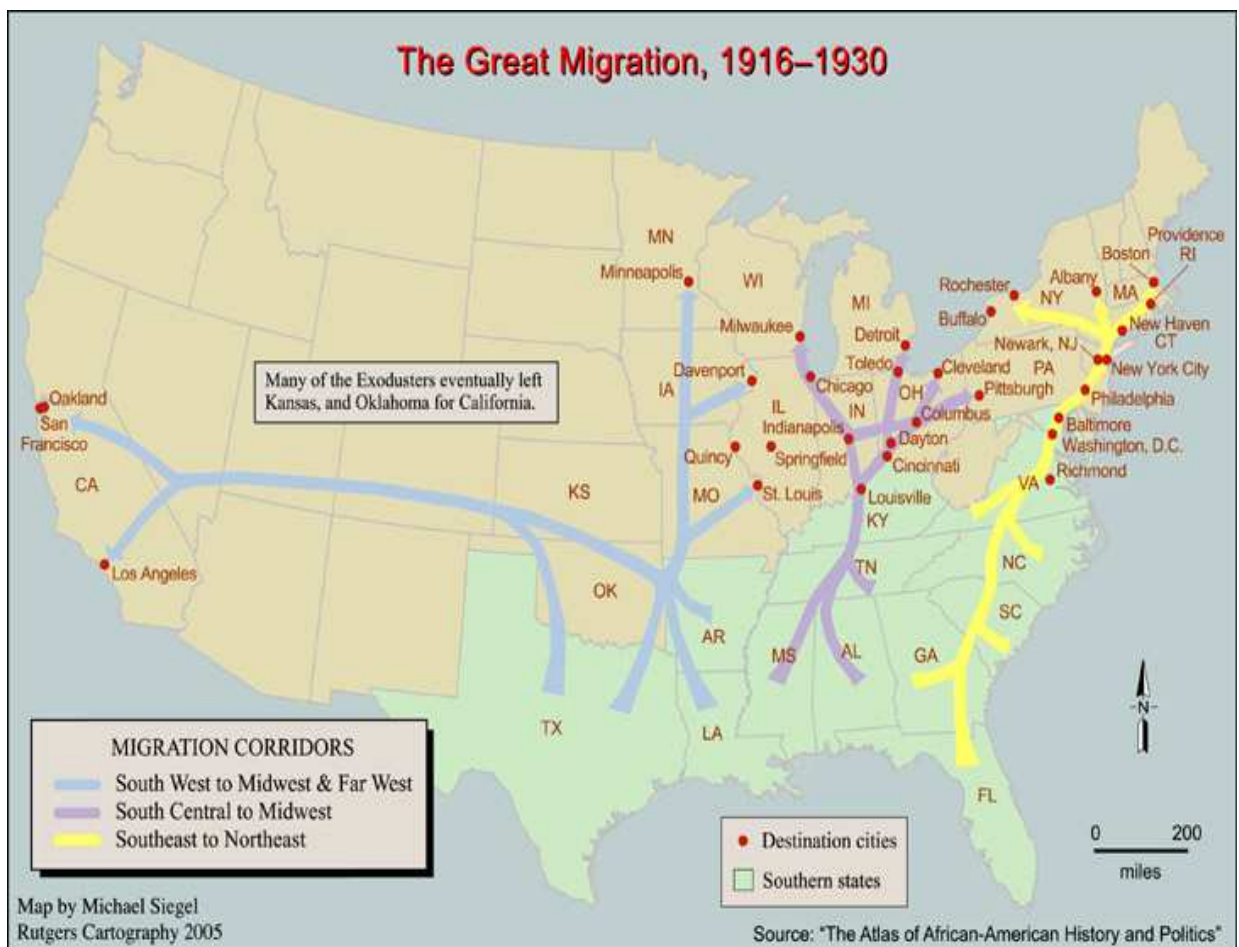
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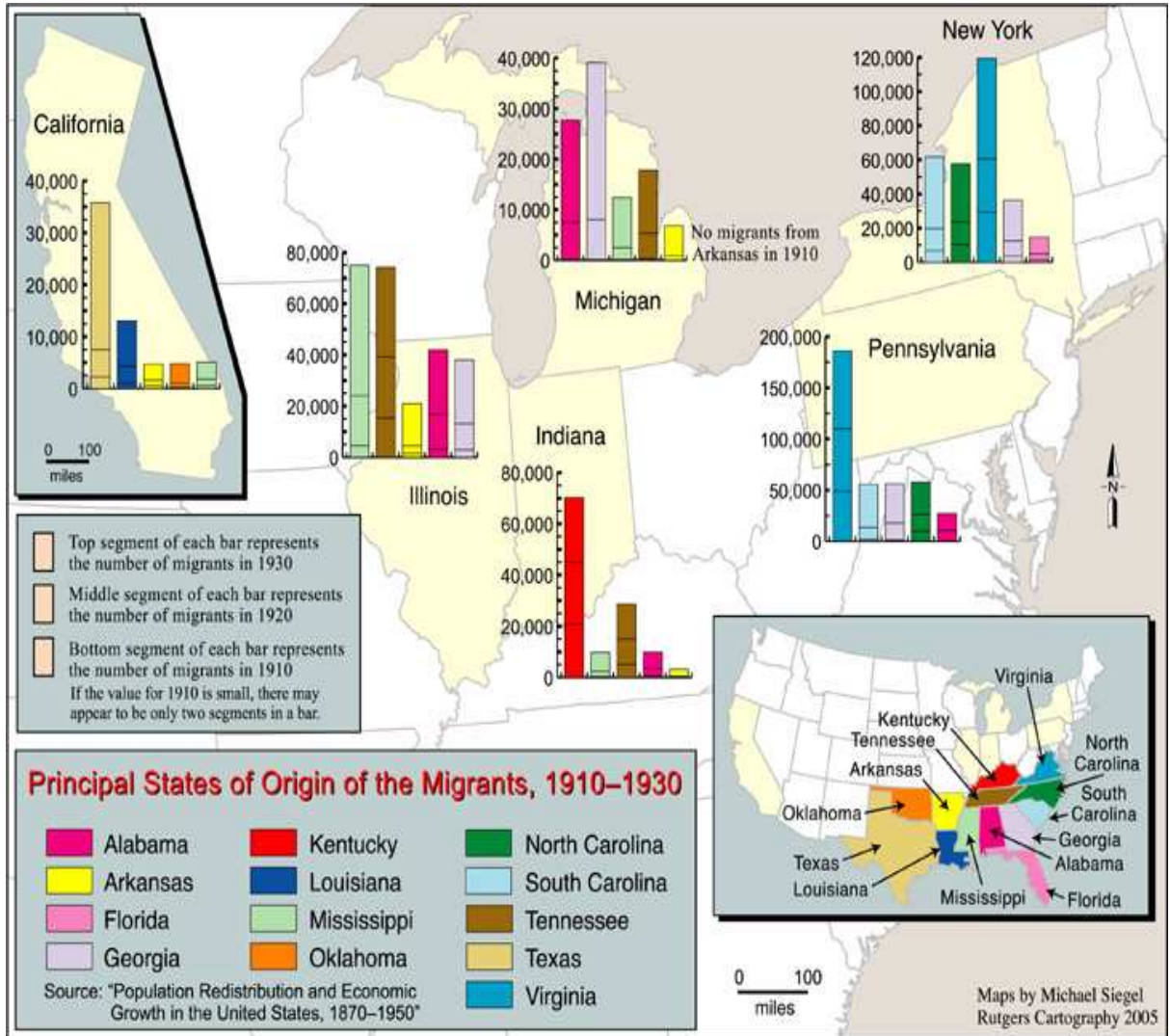
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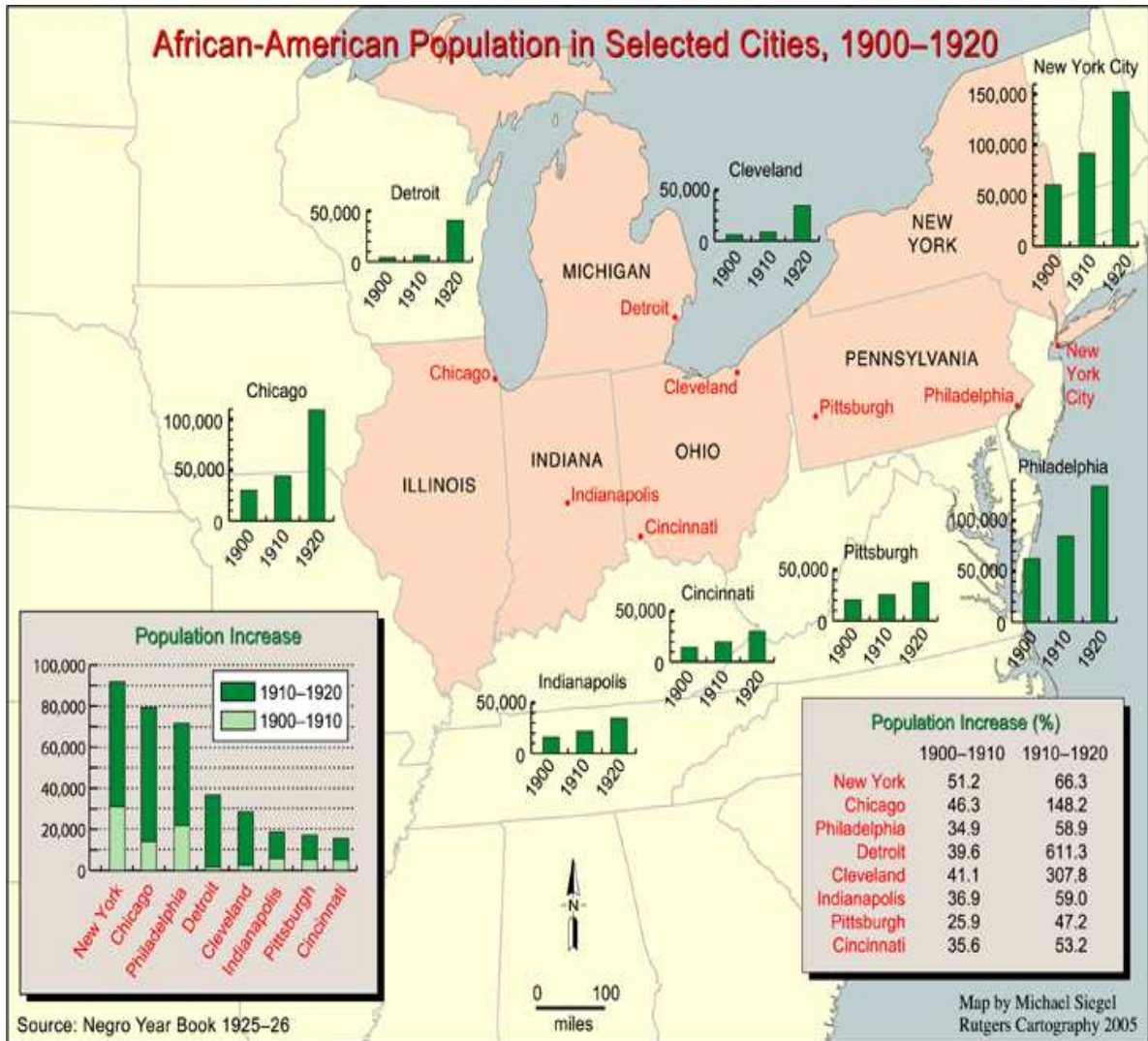
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<b>Teachers Resources</b>
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**Assessment Questions:**

*Answer these questions using complete sentence typed out on the Computer.*

- 1. What was the Great Migration? What was the time period?**
- 2. Why the North was called the Promised Land?**
- 3. Name four major cities and what were their industries**
- 4. What were three cultural changes migrants had to adjust to up north?**
- 5. What were some of the environmental challenges migrants faced up north?**

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**Family Interview**

**Directions: Interview a family member or someone you know about their journey to Michigan, and what cultural changes and environmental challenges did they encounter. Length of the interview should be 3 to 4 pages. Use photos, maps, and other graphics to develop your interview.**

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Student Name \_\_\_\_\_

<b>Rubric</b>
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<b>CATEGORY (Content)</b>	<b>4 Follow directions and sources are cited.</b>	<b>3 Followed directions and some sources are cited</b>	<b>2 Some sources are cited and information missing</b>	<b>1 No sources are cited and information is incomplete</b>
<b>Grammar &amp; Spelling</b>	No errors in grammar or spelling that distract the reader	1-2 errors in grammar or spelling that distract the reader	3-4 errors in grammar or spelling that distract the reader	More than 5 errors in grammar or spelling that distract reader
<b>Organization</b>	Well organized and in sequence	Details are organized and in sequence	Some details are not organized or in sequence	Details are not organized or in any type of order
<b>Accuracy of Facts</b>	All supportive facts are accurate	Almost supportive facts and accurate	Some supportive facts are accurate	No facts are reported or information is not accurate
<b>Creativity</b>	Writer used photos, maps, and graphics	Writer used some graphics and photos	Writer used a few photos and graphics	Writer did not use any photos, graphics or maps

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**Reflections**

**Directions: Select a photo of a family preparing to move up North, discuss what you see in the photo and write response within the box. Then reflect on your experiences and feelings, if you are moving away to another state or across the country.**