

Project Bright IDEA 2: Interest Development Early Abilities

**A Jacob Javits Gifted Education Program
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Concept: Power

Topic: The impact of human migration.

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Grade Level: 8

**The North Carolina Department of Public Instruction
Exceptional Children Division
Academically or Intellectually Gifted Program**

The American Association For Gifted Children at Duke University

Big Ideas Manifested

Topic – The impact of human migration.
Text – Moving North
Author – Monica Halpern
Publisher/Date – National Geographic Society,
2006

| Concepts | Themes |
|--|---|
| Power Migration Adversity | Sacrifice is an element of success. Progress requires change. Human spirit prevails. |
| Issues or Debates | Problems or Challenges |
| Change vs. progress Migration vs. non-migration Power vs. oppression | Logistical, economic and social issues of migration. Decision-making based on circumstances and available information. |
| Processes | Theories |
| Historical inquiry Artistic interpretation Making connections | History repeats itself. Knowledge is power. Change is always good. |
| Paradoxes | Assumptions or Perspectives |
| Two steps forward, one step back. Out of the frying pan and into the fire. The American Dream. | Migration causes change. The struggle for power drives history. Adversity makes you stronger. |

Concept: Power

Topic: The Great Migration

Suggested Text Selection(s): Moving North - African Americans and The Great Migration

NC Standards: Grade 8 Social Studies Goal 5.03: Describe the social, economic, and political impact of migration on North Carolina.
(This topic builds on Grade 7 Social Studies Competency Goal 13 and leads into Grade 9 Social Studies Competency Goal 6.)

Local Pacing Guide Timeline: Less than one class period.
Suggestion: use as an independent enrichment (extension) project.

Thinking Skills Focus: Cause and effect

Topic Focus: Political, economic, and social aspects

Concept Focus: The role of power during The Great Migration.

Overarching Generalizations:

Human migration may occur because people want power over their own lives.
Social, economic, and political power often create reasons for and barriers to migration.
Human migration can be caused by and result in shifts in power.

More Complex Generalizations:

Change in power structures may influence the causes and results of human migration.

Suggested Topics for Discussion:

Power
Adversity
Sacrifice
Human migration
Cause and effect
The Great Depression
The Great Migration
Slavery
Oppression
Transition from slavery to freedom
Political power
Changes in economic structure
Social power
Economic power
Quality of Life (housing, welfare, employment, religion)

Suggested Vocabulary Words for Discussion:

| | | |
|------------------|----------------|--------------|
| brownstone | hostile | relief |
| coast | jazz | renaissance |
| community | Jim Crow Laws | rural |
| discrimination | migrate | segregation |
| economy | poll tax | sharecropper |
| equality | prejudice | stereotype |
| evict | Reconstruction | urban |
| Great Depression | recruiter | |

A Six-Step Process for Teaching Academic Vocabulary Terms:

1. Provide a description, explanation or example of the new vocabulary term.
2. Ask students to restate the description, explanation or example in their own words using complete sentences.
3. Ask students to construct a picture, symbol or graphic representing the term or phrase.
4. Engage the students periodically in activities that help them add to their knowledge of the terms in a booklet that they have created (Keep it simple.)
5. Periodically ask students to discuss the terms with one another (**Think** of your favorite vocabulary words from the unit; **pair** with a vocabulary buddy, **share** by discussing the vocabulary terms with your vocabulary buddy.) Teacher should model process each time before students do the Think, Pair, Share with Vocabulary Buddy.
6. Construct games to periodically involve students and allow them to play with the terms.

Robert Marzano

Vocabulary Extension:

Three-Way Tie Strategy

1. Provide each student the Three-Way Tie graphic organizer (either as a handout or by directing students to draw one on a blank sheet of notebook paper).
2. Select three words from the vocabulary list or have each student select his/her own three words.
3. Direct students to write one word in each of the 3 boxes on the triangular graphic organizer.
4. Along each line, students should explain the relationship between the two connecting words.
Note: Students will need to be creative in developing relationships between seemingly unrelated words.

Select a generalization(s) and essential questions. Introduce one or more of the following topics:

Six Facets of Understanding

| |
|---|
| <p>Facet 1 – EXPLANATION</p> <p>Why do people move? What causes change? How has North Carolina changed and how might it change in the future as a result of migration? How do politics and economics and social structures interrelate?</p> |
| <p>Facet 2 - INTERPRETATION</p> <p>What is power? What forms does power take? Why is power important? In what ways does regional diversity affect social institutions? How is power gained, used, and justified?</p> |
| <p>Facet 3 – APPLICATION</p> <p>How do a region’s social, economic, and political systems affect the way people live and work? How do the patterns of cause and effect manifest themselves in the chronology of history? What social, political, and economic opportunities and problems arise from changes in technology?</p> |
| <p>Facet 4 - PERSPECTIVE</p> <p>How does where I live influence how I live? How can abuse of power be avoided?</p> |
| <p>Facet 5 – EMPATHY</p> <p>Is it always true that those who do not learn from history are doomed to repeat it? How does something acquire value?</p> |
| <p>Facet 6 – SELF-KNOWLEDGE</p> <p>How am I connected to the people in the past? How does power shape my views?</p> |

Moving North: African Americans and The Great Migration
Task Rotation Learning Activities

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

Essential Questions: Why do people move? (explanation)
 How does where I live influence how I live? (perspective)

The Education Podcast. A landmark Project. <http://epnweb.org/>

The Rise and Fall of Jim Crow Laws
http://epnweb.org/index.php?request_id=242&openpod=11#anchor11

| | |
|---|--|
| <p align="center">Mastery Learner (A) Sensing- Thinking</p> <p>Select and listen to at least three podcasts in the Rise and Fall of Jim Crow Laws section.</p> <p>Write a paragraph that explains and elaborates on the ways that African Americans were viewed and treated by whites in the South during the Jim Crow Era.</p> <p>Use evidence from the podcasts to support your findings.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _ Habits of Mind Student: 1, 3, 4, 6, 7, 8, 9, 10, 16</p> | <p align="center">Interpersonal Learner (B) Sensing-Thinking</p> <p>Select and listen to at least three podcasts in the Rise and Fall of Jim Crow Laws section.</p> <p>Imagine that you are an African American teenager during the Jim Crow Era. Write a diary entry of your feelings and experiences on a typical day.</p> <p>Use evidence from the podcasts to support your writings.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _ Habits of Mind Student: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16</p> |
| <p align="center">Understanding Learner (C) Intuitive-Thinking</p> <p>Select and listen to at least three podcasts in the Rise and Fall of Jim Crow Laws section.</p> <p>After listening to the podcasts, write down two or three reasons that you feel Jim Crow laws were created.</p> <p>Discuss and debate your ideas with a partner.</p> <p>Combine the best ideas that the two of you came up with, and prepare a paragraph that explains your ideas.</p> <p>Use evidence from the podcasts to support your reasoning.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _ Habits of Mind Student: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 15, 16</p> | <p align="center">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Select and listen to at least three podcasts in the Rise and Fall of Jim Crow Laws section.</p> <p>After listening to the podcasts, write a poem that asks, "What if the Jim Crow Laws had never existed in North Carolina?"</p> <p>Use examples and ideas from the podcasts to add depth to your poem.</p> <p align="center">V _ L _ S _ M _ B _ P _ I _ N _ Habits of Mind Student: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 16</p> |

Concept: Power

Topic: The impact of human migration.

Generalization(s): You are living in North Carolina at the time of The Great Migration. You have the option of staying in your small town or migrating to Chicago.

Essential Question(s):

Task Rotation Menu

| Level | Mastery | Understanding | Self-Expressive | Interpersonal |
|-------|---|--|--|---|
| 1 | Identify a large number of social, political, and economic facts that might affect your decision. | Compare and contrast important social, political, and economic aspects of staying and migrating. | Develop options other than going (following in the steps of other migrants) or staying (continuing the same life). Consider social, political, and economic aspects. | Determine the social, political, and economic aspects most important to you personally as you consider whether you will go or stay and show their relevance to you. |
| 2 | Create a chart or diagram showing the social, political, and economic pros and cons of going and staying. | Support the decision to go or stay with social, political, and economic data. | What real-life situation presents social, political, and economic dilemmas similar to those presented by The Great Migration? | Imagine you are on the way to Chicago from North Carolina. Write a journal. Include social, political, and economic aspects. |
| 3 | Create a display including social, political, and economic aspects to help people decide whether to go or stay. | With a partner, organize and participate in a debate about going or staying. Include social, political, and economic topics. | Create a plan for your small North Carolina town to keep its citizens from migrating. Include social, political, and economic aspects. | You have arrived in Chicago. Write an editorial for your North Carolina hometown newspaper. Consider social, political, and economic aspects. |

Student Reflections and Assessments
Task Rotation Learning Experience
Grade 8

All conceptual activities must include discussing and/or relating to the selected generalization(s) through essential questions.

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|--|--|
| <p style="text-align: center;">Mastery Learner (A) Sensing- Thinking</p> <p>What was The Great Migration? Create a historical overview that shows how The Great Migration changed social, economic, and political life in North Carolina. The final product is a museum exhibit.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p> | <p style="text-align: center;">Interpersonal Learner (B) Sensing-Thinking</p> <p>What social, economic, and political issues would a North Carolinian consider in making the decision to join The Great Migration? The final product is a museum exhibit.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p> |
| <p style="text-align: center;">Understanding Learner (C) Intuitive-Thinking</p> <p>Why was The Great Migration a catalyst for social, economic, and political systems in North Carolina? The final product is a museum exhibit.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p> | <p style="text-align: center;">Self-Expressive Learner (D) Intuitive-Feeling</p> <p>Consider the human aspects of The Great Migration. What if you had to deal with the social, economic, and political issues of the time? Show the human emotion involved in that event.</p> <p style="text-align: center;">V _ L _ S _ M _ B _ P _ I _ N _</p> |

Teacher Reflections

Date _____ School _____ Grade _____

1. What were the strengths of the task rotations and/or other activities?
2. How did the task rotations and/or activities reveal students' Intelligent Behaviors? Please discuss how each Intelligent Behavior manifested it self.
3. What would you change or add the next time you taught this lesson?
4. What opportunities for growth does the resource unit have?
5. What were "ah ha's?" for the students? For teachers?

"Additional Comments