

ELA LESSON PLAN: The Immortal Life of Henrietta Lacks, Lesson THREE

Lesson Title, Overview	The Context for Jim Crow and the Great Migration(s): Timeline and Geography (lesson #3 of 4)	
Unit	<i>The Immortal Life of Henrietta Lacks:</i> An Introduction to Jim Crow and the Great Migrations	
Lesson Length	2–3 hours, over 2 sessions	
Class	ELA, Pre-ASE/GLE 4–8, STAR, CCRSAE C & D	
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STAGE 1 – PLANNING for DESIRED RESULTS		
LESSON OBJECTIVES — <i>By the end of this lesson, students will be able to:</i>		
<ul style="list-style-type: none"> • Explain Jim Crow in the historical context of slavery, The Civil War, reconstruction, and Civil Rights. • Explain the Great Migrations in the historical context of Jim Crow, World War I, World War II, and other major social-political changes in America. • Describe the geography of Jim Crow and the Great Migrations. • Accurately use Social Studies vocabulary related to Jim Crow and the Great Migrations. 		
Level-Specific CCR Standards that support and align with the Lesson Objectives	CCRS AE Instructional Shifts addressed in this lesson	
<p>R.7.D: Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p>W.7.C: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Practice with complex text and its academic language</p> <p><input checked="" type="checkbox"/> Ground reading, writing, and speaking in evidence from literary and informational texts.</p> <p><input checked="" type="checkbox"/> Build knowledge through content-rich nonfiction.</p>	
Essential Question	Prior Knowledge Needed	
Where do Jim Crow and the Great Migrations fit into the larger narrative of American History?	None	
STAGE 2 – EVIDENCE of LEARNING		
<i>Ways that students and I will know the extent to which objectives have been met:</i>		
<ul style="list-style-type: none"> • Students will create a map with Jim Crow and Great Migration information. • Students will accurately match images to events/time periods. • Students will accurately complete a timeline that places Jim Crow and the Great Migrations in their historical context. • Students will accurately complete the Jim Crow Chapter One organizer. • Students will accurately complete the Final Project Organizer section related to the Great Migration and destination state for their character. 		

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STAGE 3 – ACTION

INTRODUCTION—*Why is this important for students to learn? (hook, connection, relevance)*

Understanding history/historical experience is relevant to help us understand how we arrived here—in our circumstances, in our time—and to help analyze how our choices might affect where we will end up. Understanding the African American experience from slavery to today is an important part of understanding American history. Jim Crow and the Great Migrations are two big themes in that history.

MAIN ACTIVITIES

*Each activity listed here is described in detail in the **Lesson Narrative Guide**, with times and materials.*

PRE-ASSESSMENT: *Geography/Events pre-assessment*

Check to see what students know about “North” and “South” in particular.

Matching Images to Events on a Timeline

Images help students to associate events and concepts (slavery, emancipation) with descriptions. Teachers can add additional images to the ones supplied.

Key Dates Timeline

Helps to put Jim Crow and the Great Migrations in a larger context. Shows the sequence from slavery to civil rights while highlighting a few key events. Teachers may want to add other events they feel are important to this timeline.

Geography of Jim Crow and the Great Migrations

Students create a map that overlays Jim Crow on the Confederate States of America. They add the paths of the Great Migration to this map.

CLOSING: *Students complete a section of their Character Template that will be used for their final project. They will need to use that information, and other information covered in this lesson to successfully complete their final project.*

Materials

1. Pre-Assessment Map
2. Vocabulary for Jim Crow and the Great Migrations
3. Timeline Images
4. Student Timeline and Student Images
5. Glue or Tape
6. Key Dates Timeline
7. Map of US with appropriate overlays or arrows
8. Jim Crow Law Organizer
9. Colored pencils
10. Websites (see narrative guide)

Notes to Teachers:

Scaffolding: *Students will be using information from reference maps, creating their own maps, and reading and creating timelines.*

Several of the activities are paired or group activities. It is expected that there needs to be background teaching about The Triangle Slave Trade, the difference between Federal and State Law, Reconstruction and so on. This teaching doesn't have to be extremely detailed for students to get the key understandings from the lesson. But the level of scaffolding will vary with how granular the teacher wants to get with any of these topics.

After teaching this lesson, add a *Reflection* on what to remember when teaching it again, including what adaptations you would make.

Useful documents on the SABES website:

[“Standards-Aligned Classroom”](#), [“Instructional Planning Guide for ELA”](#), [“Three Key Shifts”](#)