

See the **Lesson Plan** for this Narrative Guide

**Total Time:** 3+ hours

### Materials

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|---|---|
| <input type="checkbox"/> Great Migrations Organizer | <input type="checkbox"/> Chapter Two Vocabulary Exercises 1 and 2 |
| <input type="checkbox"/> Chapter Two Study Guide    | <input type="checkbox"/> Chapter Two Inferences                   |
| <input type="checkbox"/> Chapter Two Vocabulary     | <input type="checkbox"/> Push_Pull Worksheets (3)                 |

### Websites

- The African-American Migration Experience <http://www.inmotionaame.org/>
- The Great Migration: Historical Overview <https://greatmigrationphl.org/node/24>
- The Great Migration, A Story in Paintings by Jacob Lawrence <https://lawrencemigration.phillipscollection.org/>
- Teaching Resources for A Story in Paintings: [http://teachers.yale.edu/curriculum/viewer/initiative\\_07.03.09\\_u#top](http://teachers.yale.edu/curriculum/viewer/initiative_07.03.09_u#top) (Lesson One)
- The Great Migration: The African American Exodus from The South <https://priceconomics.com/the-great-migration-the-african-american-exodus/>
- The Great Migration Explained: US History Review (video, 3:12:34) [https://wn.com/second\\_great\\_migration\\_\(african\\_american\)](https://wn.com/second_great_migration_(african_american))
- Mapping the Great Migration 1916-1930: African American Movement from the South to the North [http://teachers.yale.edu/curriculum/viewer/initiative\\_07.03.09\\_u#top](http://teachers.yale.edu/curriculum/viewer/initiative_07.03.09_u#top)
- <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-great-migration.cfm>
- The Great Migration (1915-1960) <http://www.blackpast.org/aah/great-migration-1915-1960>

### Orientation ..... 10 minutes

Ask students to remember the Personal Narrative they wrote in Lesson One, particularly the sections about location (living in one place, moving, and the reasons why or why not to move). In Chapter Two of *The Immortal Life of Henrietta Lacks*, the Lacks family moves from rural Virginia (Clover) to Turners Station (near Baltimore, Maryland.) In the 1940’s Baltimore was one of the 10 largest cities in the US. Their journey was not unique.

Before 1910, approximately 90% (7 million) of the African-Americans in the US lived in the rural South. By 1970, that percentage had dropped 53%. In numbers, that is millions of people changing where they lived. Most of the African-Americans who moved ended up in cities in the North. We call this the **Great Migrations**. (The Great Migrations happened in two major waves,

The First Great Migration, 1910-1940, and The Second Great Migration, 1940-1970). Henrietta was part of the Second Great Migration.

In this lesson, we will analyze the reasons why people and their families move. We will research the specific circumstances of the Great Migrations. And, we will learn that Henrietta, and the story of her family’s move, was very much a part of those migrations.

### **Immigration/Migration: Push-Pull Factors ..... 30 minutes**

#### **Set Up**

- Have copies of the three Push Pull worksheets.
- If teachers intend to use the Jacob Lawrence paintings and related organizer, have copies of those ready also.

#### **Action**

1. Teach immigration and migration using the framework of push-pull. When a person makes a decision to move there will be factors “pushing” the person from the place they are leaving, and “pulling” the person to their new place.
2. These factors are typically mirror images of each other. These push-pull factors can be described using combinations of three categories: economic factors, environmental factors, and social-political factors.
3. Use the two push-pull worksheets for general practice that will reinforce these concepts. A third worksheet is provided that uses some of the specific factors of Jim Crow and the time period of the Great Migrations.

### **HELA: Read Chapter Two ..... 45 minutes**

#### **Set Up**

- Have copies of the chapter two vocabulary.
- Have copies of the HELA Chapter Two Study Guide.
- Copies of *The Immortal Life of Henrietta Lacks* (or the audio book).

#### **Action**

1. Introduce the Chapter Two Vocabulary. STAR teachers may want to use a quadrant chart.
2. Read chapter two. GLE 7-8+ readers can read the chapter independently. Lower level readers will benefit from having a fluent reader like the teacher read it out loud, or using the audio book.
  - a. Have students write answers to the chapter two study guide questions. Review their answers and discuss when complete.

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**Reread HELA: Chapter Two..... 60 minutes****Set Up**

- Copies of the Jim Crow Organizer for Chapter Two.
- Have copies of the Great Migrations organizer.

**Action**

1. Ask students to read *The Immortal Life of Henrietta Lacks*, chapter two, a second time. Have students use the Jim Crow Organizer to pick out examples of Jim Crow from the text.
2. Have students use the Great Migrations Organizer to pick out examples of the Great Migrations from the text.
3. Have students complete HELA Chapter Two Vocabulary Assignment One

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**Great Migrations Research..... 45 minutes****Set Up**

- Students need their partially completed Character Organizer.

**Action**

Students use the material from this lesson, the previous lesson, and new research to fill out the Great Migration section of their final project Character Organizer.

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**Enhancements**

- HELA Chapter Two Vocabulary Assignment Two
- STAR: Comprehension, HELA Chapter Two Inferences
- STAR Level 7-8+ readers can use the chapter (or any of the non-medical/science chapters) for fluency using any appropriate strategy.
- Yale University: There is a fantastic simulation exercise with a decision-tree scenario that takes you from the Jim Crow South to the North using money, distances, choices and so on. Teachers who want to spend an additional period of time on this subject may want engage students in that simulation. *Lesson Six: The Philadelphia Story* is the simulation:

[http://teachers.yale.edu/curriculum/viewer/initiative\\_07.03.09\\_u#top](http://teachers.yale.edu/curriculum/viewer/initiative_07.03.09_u#top)