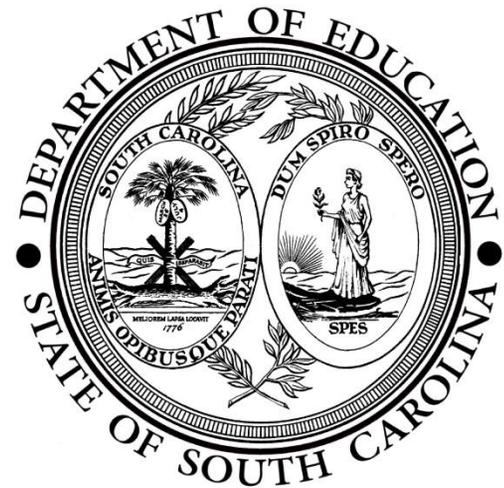


8th Grade Social Studies

The Great Debate on the Great Migration

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
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8th Grade SC/US History: The Great Debate on the Great Migration

This lesson focuses on evaluating multiple points of view and attributes on the perspectives of the influences of individual experiences on societal values. These are critical thinking and information literacy skills as defined by the Profile of the South Carolina Graduate. The instructional plan is intended for 2 days of 60 minutes per day instruction.

Standard(s) and/or Indicator(s)

There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments as they have been previously taught.

Targeted:

Standard 8-5: The student will understand the impact of Reconstruction, industrialization and Progressivism on society and politics in South Carolina in the late nineteenth and early twentieth centuries.

8-5.3 Summarize the successes and failures of Reconstruction in South Carolina, including the creation of political, educational, and social opportunities for African Americans; the rise of discriminatory groups; and the withdrawal of federal protection.

Embedded:

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.

- 1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
- 1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.
- 1.3 Apply effective communication techniques based on a variety of contexts and tasks.
- 1.4 Engage in a range of collaborative discussions about grade appropriate topics; acknowledge new information expressed by others and when necessary modify personal ideas.
- 1.5 Consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding a topic, text, or issue.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2.1 Write informative/explanatory texts that: paraphrase, quote, and summarize to avoid plagiarism;

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking and using feedback from peers and adults to guide the inquiry process.

5.2 Employ past and present learning in order to monitor and guide inquiry.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Provide an objective summary of a text with two or more central ideas; cite key supporting details to analyze their development.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can analyze a primary source document and acknowledge various points of views of Frederick Douglass and Richard T. Greener on the affects and implications of the Great Migration. (8-5.3)*
- *Day 2: I can consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding various points of views of Frederick Douglass and Richard T. Greener on the affects and implications of the Great Migration (8-5.3)*

Essential Question(s)

This is a **suggested** essential question that will help guide student inquiry.

- What were the reasons why Frederick Douglass and Richard T. Greener differed on the affects and implications of the Great Migration?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- Great Migration
- Black Codes

- Sharecropping
- Racial Discrimination
- Emigration
- Exodus

Prior Knowledge

In grade 3, students learned the causes and effects of emigration from South Carolina and internal migration from rural areas to urban areas (discrimination, unemployment, poor sanitation, limited transportation services, lack of electricity, and modern amenities in rural areas) (3-5.2)

Subsequent Knowledge

Using their knowledge of cause and effect, students will summarize the failures of Reconstruction to prevent racial discrimination and unemployment which led to disproportionately number of African-Americans leaving Southern states migrating to Northern cities for better employment opportunities and fair treatment.

Potential Instructional Strategies

Day 1 Learning Target: I can analyze a primary source document and acknowledge various points of views of Frederick Douglass and Richard T. Greener on the affects and implications of the Great Migration. (8-5.3)

Hook: Scenario Writing Prompt

As students enter the classroom, instruct students to write a brief response to the following prompt:

Imagine you are an African-American who lived on a South Carolina farm during Reconstruction. You have applied for employment multiple times, but because of the color of your skin, you are discriminated against, and employers refuse to hire you. You feel angry and hopeless because you have family responsibilities to provide food, clothes, water, and shelter, but are unable to because you are unemployed. As a result, you have no money! Then, you read an advertisement in the local newspaper about a railroad company in northern cities looking to hire African-Americans with an hourly pay of \$10.00. It interests you.

In the same newspaper, you read about the opinions of Frederick Douglass and Richard T. Greener regarding the causes and effects of the Great Migration. Douglass suggests that African-Americans should stay in the South and fight to end racial discrimination and garner employment opportunities. Greener suggest that African-Americans should work together to economically to become self-

sufficient by buying land and owning businesses.

Write a response to one of the following questions and **explain your answer on their notecards**:

1. Would you and your family leave South Carolina to move to a northern city seeking employment at a railroad company who is paying employees \$10.00 an hour?
2. Would you stay in South Carolina and follow the suggestion of Frederick Douglas to fight racial discrimination and garner employment opportunities in the state?
3. Would you stay in South Carolina and follow Richard T. Greener’s suggestion to band together with fellow African-Americans to find ways to buy land and own businesses in the state?

Reflection:

- As a class, take a quick poll on how many students choose each question by requiring students to raise their hands. Write the total number of students who choose questions 1, 2, and 3.
- Ask several students to share their responses with the class.

Note: Copy and paste the Scenario Writing Prompt and questions onto an word processing document (Microsoft Word, etc.).

Analysis:

Materials:

- Primary source document “Frederick Douglass and Richard T. Greener on the Negro Exodus, 1879.”
- Primary Source Analysis Worksheet I

Individually, the student will analyze quotes from the primary source document and complete the analysis worksheet.

Note: Please have students use the Primary Source Analysis Worksheet I to complete this activity. Copy and paste the graphic organizer and directions onto an Word document (Microsoft Word, etc).

Day 2: I can consider new ideas and diverse perspectives of others when forming opinions; qualify or justify views based on evidence presented regarding various points of views of Frederick Douglass and Richard T. Greener on the affects and implications of the Great Migration. (8-5.3)

Hook: Analyze students’ points of view of Frederick Douglass and Richard T. Greener on the affects and implications of the Great Migration.

Materials:

- Completed from students Primary Source Analysis Worksheet I
- Primary Source Analysis Worksheet II
- Rubric for Primary Source Analysis Worksheet II
- Explain the directions of the analysis worksheet to students.

Analysis:

- With a partner, students will select four statements (Two Frederick Douglass and Two Richard T. Greener) from the analysis worksheet column “What is the author trying to say?” and write their selected statements in the appropriate column.
- Instruct paired groups to exchange their analysis worksheets with another paired group.
- Instruct paired groups to discuss the statements and check whether they “Agree” or “Disagree” in the appropriate column on the analysis worksheet.
- Instruct paired groups to explain why they “Agree” or “Disagree” in the appropriate column on the analysis worksheet
- After paired groups complete their analysis worksheet, conduct a short discussion. Ask some of the paired groups to explain why they agree or disagree with statements with the class.

Note: Please have students use their Primary Source Analysis Worksheet I to complete this activity. Copy and paste the Primary Source Analysis Worksheet II and Primary Source Analysis Sheet II rubric onto a word processing document (Microsoft Word, etc.). Give students time to complete the analysis sheet. Retrieve the primary source document from <http://glc.yale.edu/frederick-douglass-and-richard-t-greener-negro-exodus-1879>

Potential Assessment Task

Day 1: Reflection (8-5.3)

Day 2: Primary Source Analysis Worksheets (8-5.3)

Resources

H. Aptheker. (1951). *A Documentary History of the Negro People in the United States*. Retrieved from <http://glc.yale.edu/frederick-douglass-and-richard-t-greener-negro-exodus-1879>.

Primary Source Analysis Worksheet I

Directions: From the "Quote" column, write the quote in your own words in the appropriate column. Then explain what the author is trying to say in the appropriate column.

Quote	Write quote in your own words	What is the author trying to say?
<p><u>Frederick Douglass</u>: "He has, discovered and adopted a measure which may assist very materially in, the solution of some of the vital problems involved in his sudden elevation: from slavery to freedom, and from chattelhood to manhood, and citizenship ... he has adopted a simple, lawful and peaceable measure. It is emigration—the quiet withdrawal of his valuable bones and muscles from a condition of things which he considers no longer tolerable".</p>		
<p><u>Frederick Douglass</u>: "With a moderate degree of intelligent leadership among the laboring class at the South, properly handling the justice of their cause, and wisely using the Exodus example, they can easily exact better terms for their labor than ever before. Exodus is medicine, not food. If it is attempted by force or fraud to compel the colored people to stay, then they should by all means go; go quickly, and die, if need be, in the attempt ... In no case must the Negro be "bottled up" or "caged up" ...</p>		

<p>Woe to the oppressed and destitute of all countries and races if the rich and powerful are to decide when and where they shall go or stay”</p>		
<p><u>Richard T. Greener</u>: “it may be said, no favorer of migration claims it as the sole, proper or only permanent remedy for the aggravated relation of landlord and tenant at the South. It is approved as one remedy, thus far the most salutary, in stopping lawlessness and exactions”</p>		
<p><u>Richard T. Greener</u>: We must organize societies, contribute our dimes, and form a network of communication. between the South and every principal point North and West. We should raise \$200,000 to form a company; we should have a National Executive Committee, and have agents to buy land, procure cheap transportation, disseminate accurate information, and see to it that they are neither deluded nor defrauded. Such an organization, working through our churches and benevolent societies, would do more to develop our race than all the philanthropic measures designed to aid us since the war.</p>		

Primary Source Analysis Worksheet II and Rubric

Directions: With your partner, select four statements (**Two Frederick Douglass and Two Richard T. Greener**) from the **Primary Source Analysis Worksheet I** column **“What is the author trying to say?”**. Then write their selected statements in the “Statements” column on the analysis sheet. Discuss the statements and check whether both of you **“Agree”** or **“Disagree”** in the appropriate column on the analysis sheet. Then explain **why** both of you “Agree” or “Disagree” in the appropriate column with evidence (you can use the primary source document, textbooks, notes etc).

Statements	Agree	Disagree	Explain “Why” (Write one or more statements)
<u>Frederick Douglass:</u>			
<u>Frederick Douglass:</u>			
<u>Richard T. Greener:</u>			

<u>Richard T. Greener:</u>			

Paired Group Names: _____

Date: _____

Period: _____

Assignment: Frederick Douglass and Richard T. Greener Primary Source Analysis Worksheet II

Good (4 points)	Fair (3 points)	(Incomplete 1)
All columns are completed.	Only a few columns are completed.	All columns are not completed. Explanations in the “ Why ” column give opinions, but no specific reasons.
Explanations in the “ Why ” column are completed.	On a few columns in the “ Why ” columns are completed.	Explanations in the “ Why ” column is not completed.
Explanations in the “ Why ” column are reflective and thoughtful. Clear examples and reasons are given and supported with evidence.	Explanations in the “ Why ” column are reflective and have some specific reasons with evidence.	No reasoning given in explanation of statements in the “ Why ” column with evidence or, no explanation in the “ Why ” column completed.
1 point for turning the assignment on time.		

Total _____/12