



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 3

Comparing Multiple Accounts of the Same Topic: Learning about the Great Migration (*Promises to Keep*, Pages 10–13)



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

Supporting Learning Targets

- I can find main ideas and key details in a Readers Theater script about the Great Migration.
- I can compare and contrast different peoples' experiences of the Great Migration.
- I can determine the meaning of new words and phrases about the Great Migration from context.
- I can explain the links between the Robinson family's personal history and the Great Migration.

Ongoing Assessment

- Great Migration Venn diagram



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review (5 minutes)Engaging the Reader (3 minutes)Work Time<ol style="list-style-type: none">Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes)Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes)Comparing and Contrasting Experiences □ of the Great Migration (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Reviewing Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Complete the Great Migration Venn diagram. Answer homework questions on index cards.	<ul style="list-style-type: none">In this lesson, students deepen their understanding of Jackie Robinson's life by examining a key period in American history that affected him and his family: the Great Migration.Students first build general background knowledge about this period in U.S. history. They then compare and contrast the Robinson family's experiences during this period with the experiences of other real-life people in this era, which are described in a Readers Theater script. The use of Readers Theater reinforces work students did during Module 1. And the use of multiple sources to gain knowledge about a particular topic directly addresses Standard RI.5.6.For this lesson, students just read the prologue and Scenes 1 and 2 from the Readers Theater script. The rest of the script is provided for teacher reference. Consider reading the remaining scenes during another part of the school day, or including it as part of a deeper study of the Great Migration during Social Studies.In advance: Familiarize yourself with the Readers Theater script. Consider whether to preassign students to roles or invite volunteers.Students use evidence flags in this lesson. Refer to Module 1, Unit 2, Lesson 6 to refresh your memory about the use of evidence flags.Post: learning targets.



Lesson Vocabulary	Materials
migration, evidence (Unit 1); sharecropper, prologue, segregation (Lesson 2), intimidate	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Evidence flags (small sticky notes, two per student)• <i>The Great Migration</i> script (one per student)• Great Migration Venn diagram (one per student)• Great Migration Venn diagram (sample for teacher reference)• Index cards (three per student)

Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the three index cards they completed for homework and their text <i>Promises to Keep</i>. List three vocabulary words from Lesson 2 on the board, leaving room to write definitions next to each word.• Ask a volunteer to come up to the board, read the sentence the word came from in the text, and write the definition of one word he/she knows from the homework. Invite this student to then pass the marker to another classmate, who does the same.• Check the definitions that the students have written to make sure they are accurate, and clarify if necessary.	<ul style="list-style-type: none">• Consider allowing students to go up to the board in pairs to let struggling students have a support partner in writing the definitions on the board.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can find the key details and main ideas in a Readers Theater script about the Great Migration.”* “I can compare and contrast different peoples’ experiences of the Great Migration.”* “I can explain the links between the Robinson family’s personal history and the Great Migration.”* “I can determine the meaning of new words and phrases about the Great Migration from context.”• Ask students to define <i>migration</i>. Ensure that students know it means “to move,” and look for them to connect it to the words “immigration” and “immigrant.” (Students may also make a connection to Module 1, since Esperanza and her family were “migrant” workers.)• Tell students today they will learn a bit about a time in history known as the “Great Migration.” Ask students to predict what they think this era (time period) in history might have been about. Cold call a few students to share out.• Tell students that in this lesson they will consider what it was like for Jackie Robinson and other African Americans who lived through this period. Along with rereading the section of the book they read for homework, they also will read a very short Readers Theater script about another family’s experiences.	<ul style="list-style-type: none">• Provide a visual clue for the word <i>migration</i>, such as a flock of birds flying in a V formation.



Work Time	Meeting Students' Needs
<p>A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes)</p> <ul style="list-style-type: none">• Ask students to hold on to their text <i>Promises to Keep</i> and arrange students in groups of four.• Display the Jackie Robinson and Life in America anchor chart (begun in Lesson 2; see example in supporting materials). Add a new row, and in the middle column write: 1915–1930.• Set purpose: Tell students that as you read aloud, they should follow along and listen for information about the Great Migration. Read aloud, from page 10, Paragraph 2 (“My father was six months old ...”) through the end of page 11.• Cold call students to share one piece of information they now have about the Great Migration. Listen for students to name the “Red Summer” and to list facts such as: “nearly 1.5 million people migrated from the South to the North.” Probe by asking questions such as:<ul style="list-style-type: none">* “What is resentment?”* “Why might white workers have felt resentment?”• Record answers in the right-hand column (see sample filled-in chart in supporting materials).• Tell students that the next two pages of the book (which they read for homework) include details about what was happening in Jackie Robinson's life during this time period.• Distribute two evidence flags to each student. Give the students 7 or 8 minutes to complete the following:<ul style="list-style-type: none">– On your own, reread pages 12 to 13, looking for “evidence” (facts, specific details, information) about how segregation affected Jackie Robinson's life during this period.– Mark the evidence you locate with evidence flags.– With your group, discuss the evidence you locate.• Circulate to support as needed.	<ul style="list-style-type: none">• Some students may need the portion of text reread in order to process the information.• Chart, or write, the directions for How to Use Evidence Flags on the white board for students to reference as they look for evidence.• Some students may need to be directed to specific paragraphs to find evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 7 or 8 minutes, refocus students whole group. Ask:<ul style="list-style-type: none">* “What evidence [facts, details] did you find about how segregation affected Jackie Robinson and his family?”• Listen for:<ul style="list-style-type: none">– “His family left Georgia because they couldn’t stand the life of sharecropping.”– “He went to a segregated school.”– “He wasn’t allowed to go to the parks, the YMCA, or the soda fountain, and had to sit in one section of the movie theater.”– “His mother had to pretend they were white to buy a house.”– “The neighbor threw rocks at him.”• Add these responses to the left-hand column of the Jackie Robinson and Life in America anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes)</p> <ul style="list-style-type: none"> • Be sure all students can access <i>The Great Migration script</i> (link in supporting materials). • Remind them of all they learned about Readers Theater in Module 1, Unit 3 (<i>Esperanza Rising</i> and the UDHR). Ask them to turn and talk to a partner about the definition of Readers Theater. • Invite students to share out. Listen for these key points: <ul style="list-style-type: none"> – “Script is read aloud.” – “Not memorized.” – “Dramatic reading.” – “List of characters.” – “Script with names of speakers.” – “Divided into scenes.” • Orient students to the script by reading the title and the list of characters together. Alert them to the note under the list of characters, which indicates that almost all people in this script were real people. Clarify to students that the Robinson family in this script is no relation to Jackie Robinson’s family. • Ask students to remember or infer the meaning of the word <i>prologue</i>: the section that precedes the main dialogue in the script. • Read the prologue aloud as students follow along. • Ask students to think: <ul style="list-style-type: none"> * “What information in this paragraph do you already know from reading <i>Promises to Keep</i>?” * “What new information did you learn from the prologue?” 	<ul style="list-style-type: none"> • Strategically assign roles to students so that less challenging ones are assigned to students who struggle with language. • Pre-highlight scripts for students who struggle with a lot of text on a page. • If another adult is available, divide the class into two separate groups and perform the Readers Theater in each group so that all students have a part and a chance to read.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call a few students to share. Add any new ideas to the right-hand column of the Jackie Robinson and Life in America anchor chart. Examples could include:<ul style="list-style-type: none">* “After slavery ended, African Americans in the South were faced with poverty and segregation.* “Before the Great Migration, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.”• Assign roles from Scenes 1 and 2 to different students. Give remaining students the task of tracking the experience of one of the main characters.• Give students about 5 minutes to independently read Scenes 1 and 2 of the Readers Theater and think about what is happening in the scenes.• Ask students to discuss in their groups:<ul style="list-style-type: none">* “What is happening in these scenes?”• Tell students who don’t have a role that their task will be as follows:<ol style="list-style-type: none">1. Read along silently as your peers perform.2. Listen carefully to the story of your assigned character.3. Be ready to summarize the story for the class after the performance.• Begin a brief performance of Scene 1. Then invite the “audience” to summarize what happened to their character. Ask those students who were performing the parts to confirm the summaries.• Repeat with Scene 2.	



Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Experiences of the Great Migration (10 minutes)</p> <ul style="list-style-type: none">For this part of the lesson, students will need to access both pages 10 to 13 of <i>Promises to Keep</i> and <i>The Great Migration</i> Readers Theater script.Distribute the Great Migration Venn diagram (in supporting materials). Ask students to label the left-hand circle “Hetty Robinson’s Family,” the intersection between the two circles “Both Families,” and the right-hand circle “Jackie Robinson’s Family.”Review how to fill out a Venn diagram: Aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles (see example in supporting materials).Give students a few minutes at their tables to discuss and fill in one idea for each section of the Venn diagram. Pause them in their work and ask each table to share out one example.Let students keep working on the Venn diagram for the remainder of the work time. Use the Great Migration Venn diagram (sample for teacher reference) to guide you on what to look for in students’ work.	<ul style="list-style-type: none">Students who struggle with language may benefit from a partially filled-in Great Migration Venn Diagram note-catcher.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Ask a volunteer to read the learning target out loud:<ul style="list-style-type: none">* “I can explain the links between the Robinson family’s personal history and the Great Migration.”Say:<ul style="list-style-type: none">* “Now that you know a little bit about the Great Migration, turn and talk to a neighbor about how Jackie Robinson’s family was part of this period in history.”Listen for students to share ideas about the struggles that caused the Robinson family to leave the South, and the instances of segregation and racism they faced in California.Distribute index cards for students to use for homework.	<ul style="list-style-type: none">Students who struggle with language would benefit from sentence starters or stems (e.g., “One way that the Robinson family was part of the Great Migration was that _____.”) to help in their discussions.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Great Migration Venn diagram.• Choose three of the following vocabulary words from the lesson today: <i>migration</i>, <i>sharecropper</i>, <i>prologue</i>, <i>segregation</i>, <i>intimidate</i>.• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the information to go in the Venn diagram and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 3

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Jackie Robinson and Life in America Anchor Chart
(Example for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s 1700s 1800s	
Family fled from sharecropping in Georgia to move to California. Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black. Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States. 1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings. African Americans in the South were faced with poverty and segregation.

The Great Migration Script

Note: For this lesson, students just read the prologue and Scenes 1 and 2. The whole script is provided in case your class wants to use it as an extension activity.

Prologue

In 1865, the 13th Amendment freed millions of Southern blacks from slavery. But for most of them, life remained a struggle. They had little power to break the cycle of poverty. They also suffered from racial segregation. In 1910, about 7 million African Americans lived in the South; fewer than 1 million lived in all the rest of the U.S. Then an industrial and economic boom up North opened a path to opportunity. From 1915 to 1930, an estimated 1.5 million Southern blacks poured into Northern cities. Historians call that movement the Great Migration. Back then, people called it the exodus.

Character:

Hetty Robinson, a former slave

Bob, Hetty's oldest son

Hilda, Hetty's daughter

Sissy, Hetty's daughter

Reverend Edward Perry Jones, a preacher

* **Janelle Clay**, a black girl living in Vicksburg, Mississippi

Bob's boss, a white barbershop owner in Vicksburg

Milt Hinton, Hilda's son

* **Conductor**, on a train

Benny Goodman, a white boy living in Chicago

Narrators A–E

**An asterisk indicates an imaginary character. All others were real people.*

SCENE 1

Narrator A: Hetty Robinson was born a slave on a plantation near Vicksburg, Mississippi. She was freed while quite young. Nearly two decades later, though, she is still struggling to survive. Her husband has died, leaving her to raise a large family on her own.

Narrator B: Like the rest of the Deep South, Vicksburg is deeply divided by race. Blacks live in the poor area near the Mississippi River, whites on higher ground. Hetty works for a wealthy white family.

The Great Migration Script

Hetty Robinson: I have to go to work. Come by around two o'clock, and I'll give you kids some dinner.

[She leaves.]

Bob: I hate seeing Mama work so hard. She cleans that family's house, washes and irons their clothes, and cooks all their meals.

Hilda: Well, she also does their food shopping, and makes sure that there is always enough left over for us.

Bob: I hate living off their leftovers—and the \$3.50 a week they pay her! I want to get a good job, and help □us all.

Hilda: No matter how hard black folks work, we can't get ahead. Even if we could, white folks here would never let us move to a nice part of town.

SCENE 2

Narrator C: By 1910, Hetty's children are all grown. That June, Hilda's son, Milt Hinton, is born. One Sunday, during church services ...

Reverend Edward Perry Jones: There is a better life for you and your children! But you won't find it in Vicksburg. *[He holds up a newspaper.]* This is the *Chicago Defender*, published by Mr. Robert S. Abbott. He is a black man, the son of Georgia slaves! He went to Chicago and made something of himself. You can, too. The Lord helps those who help themselves.

Narrator D: After the service ...

Hilda: Reverend, do you really think black folks can live better up North?



The Great Migration Script

Rev. Jones: I get letters from young men and women who left the South for Chicago. They're making good money now, helping their families and improving themselves.

Janelle Clay: I'm going to Chicago!

Hilda: By yourself? You're only fifteen!

Janelle: We know a lady there who'll let me stay with her. I'll make plenty of money for myself and my folks.

Hilda: I want my son to grow up with that kind of opportunity—and dignity.

NOTE: STOP HERE.

Additional scenes below provided as a possible extension activity.

The Great Migration Script

SCENE 3

Narrator E: A few months later, Bob has news for his family.

Bob: I've finally saved enough for my fare to Chicago.

Hetty: But black folks here can't buy train tickets unless a white boss gives permission in writing or goes to the station to okay it in person.

Bob: I asked a friend who lives in Memphis to write a letter saying that my aunt is dying, and wants to see me while she still can.

Hilda: We don't have a dying aunt.

Bob: My boss doesn't know that!

Narrator A: Bob works for a barber. His boss and all the customers are white. Bob's tasks include sweeping up hair clippings and bringing hot towels for shaves. One afternoon ...

Bob: Have you read the letter, sir?

Bob's boss: Yes. Your aunt is dying? I suppose you want to go to Memphis.

Bob: Yes, sir, by the next train.

Bob's boss: I'll okay one round-trip ticket. But be back here in two days.

Narrator B: Bob catches the next train to Memphis. Once there, he trades his return ticket for the fare to Chicago. He gets a job right away, earning fifty dollars a day as a hotel bellhop. He sends home as much money as he can.

SCENE 4

Narrator C: During World War I (1914–1918), Chicago and other industrial cities are booming. Demands for labor draw more and more Southern blacks north. In Chicago, Detroit, New York, and other big cities, the African American population increases rapidly.

The Great Migration Script

Narrator D: In time, Bob manages to send home enough money for his brother Matt to move to Chicago. Sisters Pearl and Hilda follow. Hilda's son Milt stays in Vicksburg with his grandmother and Aunt Sissy. Then, in the fall of 1919, when Milt is nine ...

Hetty: Look at this, Milt. Your Uncle Bob sent us tickets to Chicago!

Milt Hinton (*thrilled*): We're going?

Hetty: We sure are. Now help us pack!

Narrator E: A few mornings later, Hetty, Sissy, and Milt try to catch a train. But a rainstorm makes them late.

Sissy (*in tears*): The train left without us—and we're soaked. This is awful!

Hetty: Hush now. There's another train this evening. We'll catch that one.

Narrator A: They do. Once aboard ...

Conductor: Take your seats.

Milt: But this car is noisy and crowded!

Conductor: Sorry, but the rest of the train is whites-only.

Hetty: Don't fret, Milt. We'll soon be in Chicago.

Narrator B: The next evening, the train pulls into the station in Chicago.

Sissy: Look, Milt! Uncle Bob, Uncle Matt, and Aunt Pearl came to meet us. Your mom, too—with a coat for you.

Milt: Great! It's cold here.

The Great Migration Script

SCENE 5

Narrator C: Milt finds Chicago exciting. He has never seen buildings so tall, or streets so crowded. He also has never seen so many black people looking well dressed and important.

Narrator D: But the first day at his new school, Milt returns home in tears.

Hetty: What's wrong?

Milt: I was in fifth grade back in Vicksburg. But this school is making me repeat three grades!

Hilda: That's because your old school was awful. That's partly why we came here—so you can get a real education.

Narrator E: Milt soon starts making friends. For the first time in his life, he gets to know some white kids.

Milt: Everyone here seems to be from someplace else! I'm from Mississippi. How about you?

Benny Goodman: I was born here in Chicago, but my parents came from Russia. They were so poor and Jews were treated so badly there, they came here. All we want is a fair chance to make it.

Milt: That's a lot like my family's story. Hey, is that a clarinet case?

Benny: Yup. I'm taking music lessons.

Milt: Me too. Violin. Here, even poor kids get a chance to learn such things.

Narrator A: The boys walk on, talking music. Neither knows that both will become famous jazz musicians.

The Great Migration Script

SCENE 6

Narrator B: One day on his way to high school, Milt runs into Janelle Clay.

Janelle: Aren't you Hilda Hinton's son?

Milt: Yes, ma'am.

Janelle: I knew your folks back in Vicksburg. How's the family?

Milt: Can't complain, ma'am.

Janelle: Oh, I can. That's why I'm moving back to Vicksburg. Chicago is too big, too fast, and way too cold for me. I just never got used to it. Plus, the North has its own share of racism.

Milt: That's true. But there's still a lot of opportunity here.

Janelle: Sure. Some black folks from down South became doctors, social workers, teachers, and lawyers. But some are like me. I was an illiterate servant in Vicksburg, and I'm the same here. So I'd rather be home. Well, I have a train to catch. Good luck, Milt.

Milt: Thanks. Same to you!

Narrator C: For every black Southerner who returns home, there are many more who stay. Milt Hinton is one of the success stories.

Narrator D: Hinton switches from violin, to tuba, and then to stand-up bass. It is as a bassist that he makes his mark, performing and recording with many of the world's greatest jazz musicians. The move from Vicksburg to Chicago became the first step toward a career that takes him all across America and around the world.



Great Migration Venn Diagram

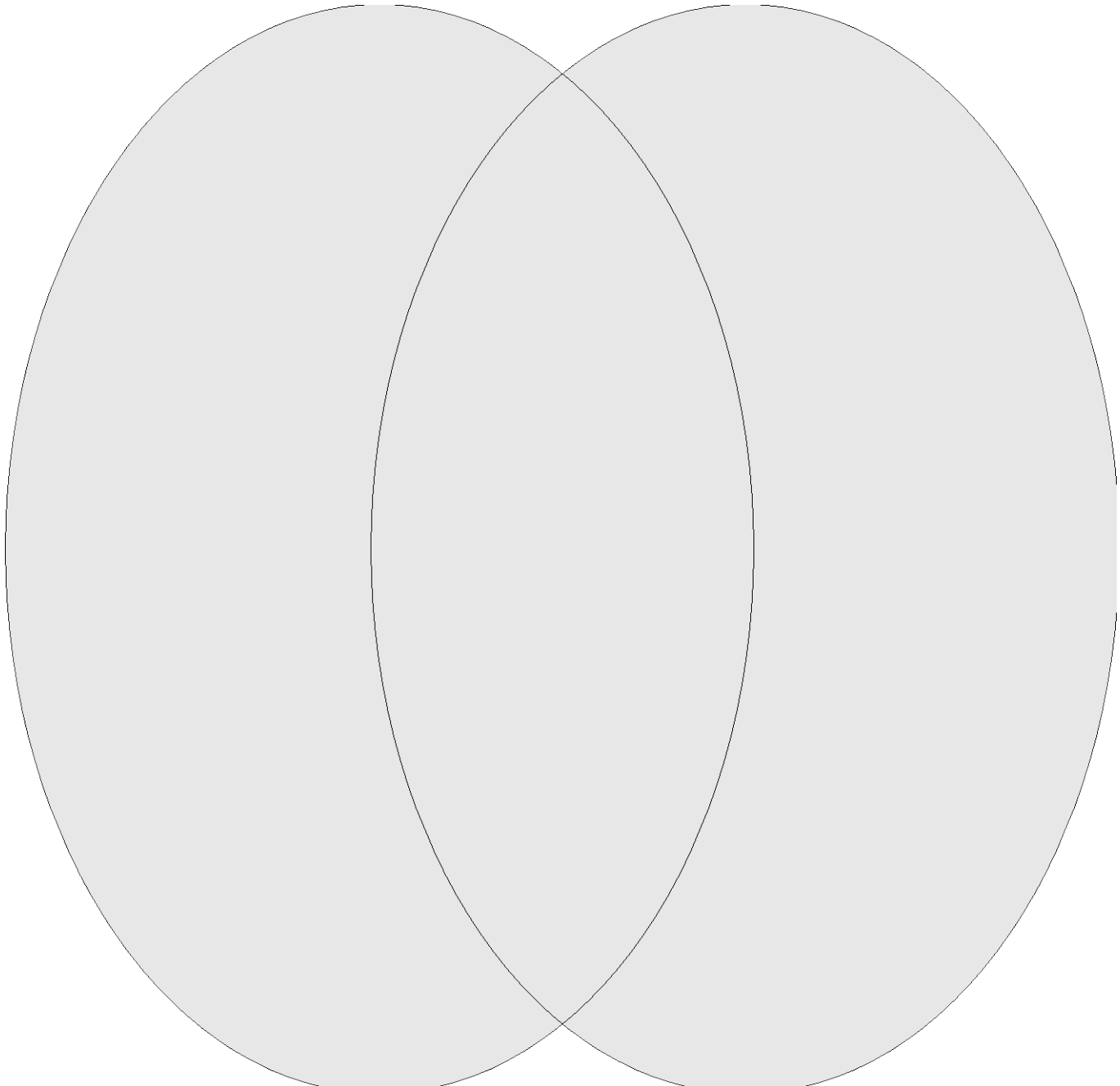
Name: _____

Date: _____

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family





Great Migration Venn Diagram
(Sample for Teacher Reference)

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family

**Moved from Cairo,
Georgia.**

**Moved to Pasadena,
California.**

**Jackie got average
grades in school,
but was a great
athlete.**

**All the students in
Jackie's school were
black.**

**Single mother, no
father.**

**Experienced
segregation after
the move.**

**Wanted a better life
for their families.**

**Stayed with
relatives when they
moved.**

**Moved from
Vicksburg,
Mississippi.**

**Moved to Chicago,
Illinois.**

**Milt had to repeat
three grades in
school after he
moved.**

**Milt makes friends
with some white boys
(Benny).**