

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)

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

Opening

A. Homework Review (5 mins)

Take out the three index cards that you completed for homework last night.

I need volunteers to share where they found the word in the text, and the definition they came up with for each word.

B. Engaging the Reader; Learning Targets

- I can find the key details and main ideas in a Readers Theater script about the Great Migration
- I can compare and contrast different people's 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

What does the word *migration* mean?

Today you will learn a bit about a time in history known at the “Great Migration.”

What do you predict this era (time period) in history might have been about?

In this lesson you will consider what it was like for Jackie Robinson and other African Americans who lived through this period.

Along with reading the section of the book you read for homework, you'll also read a short Readers Theater script about another family's experiences.

Work Time

- A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 mins)

Jackie Robinson and Life in America Anchor Chart

Let's add the years 1915-1930 to our anchor chart.

As I read the text aloud, you should follow along and listen for information about the Great Migration.

(Page 10, paragraph 2-page 11)

Share with your elbow partner about what you now know about the Great Migration.

What information can we add to our anchor chart?

The next two pages of the book (which you read for homework) include details about what was happening in Jackie Robinson's life during this time period.

You have 7-8 minutes to:

- On your own, reread pages 12-13, looking for “evidence” (facts, specific details, information) about how segregation affected Jackie Robinson’s life during this period.
- Mark the evidence you locate
- With your group, discuss the evidence.

What evidence [facts and details] did you find about how segregation affected Jackie Robinson and his family?

Let's add this new information to our anchor chart.

B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 mins)

Turn and talk to a partner about the definition of Readers Theater and some of the elements that you remember about it from module 1

Let's look at the list of characters.

The Robinson family in this script is NOT related to Jackie Robinson's family

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.

What is a prologue?

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.

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.

What information in this paragraph do you already know from reading *Promises to Keep*?

What new information did you learn from the prologue?

Assignment of Roles (scene 1 and 2)

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

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Narrators A–E

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

You have 5 mins to:

- Independently read scenes 1 and 2 of the Readers Theater and think about what is happening in the scene
- Discuss with your group what is happening in these scenes

If you don't have a role...

- Read along silently as your peers perform
- Listen carefully to the story of your assigned character
- Be ready to summarize the story for the class after the performance

C. Comparing and Contrasting Experiences of the Great Migration (10 mins)

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family



**Begin by filling in ONE
idea for each section**

Closing and Assessment

- A. Debrief and Reviewing Learning Targets
(5 mins)

I can explain the links between the Robinson family's personal history and the Great Migration.

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

Homework

- Complete the Great Migration Venn diagram.
- Choose three of the following vocabulary words from the lesson today: *migration*, *sharecropper*, *prologue*, *segregation*, *intimidate*.
- 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.