

HOME SWEET HOME

Grade Level: 3 to 5

IN THIS LESSON

Students will learn about the role of photography in documenting the past. They will compare and contrast life in the South and the North during the time of the Great Migration.

OBJECTIVES

- To develop habits of historical inquiry by analyzing visual evidence
- To learn how to interpret visual information and improve visual literacy
- To develop language skills and thought processes while working with photographs

ILLINOIS LEARNING STANDARDS

ENGLISH LANGUAGE ARTS

Goal 3: Write to communicate for a variety of purposes.

Goal 4: Listen and speak effectively in a variety of situations.

Goal 5: Use the language arts to acquire, assess, and communicate information.

SOCIAL SCIENCE

Goal 16: Understand events, trends, individuals, and movements shaping the history of Illinois, the United States, and other nations.

SUGGESTED ARTIFACTS

Marcel hair iron, c. 1918

Trunk, c. 1920s

Feather hair pin, c. 1920s

Faux pearls or other costume jewelry

Tin Christmas ornament

Diary, c. 1920s

ADDITIONAL MATERIALS

Color Me Dark, The Diary of Nellie Lee Love, The Great Migration North by Patricia C. McKissack

A Bronzeville Story artifact images (http://www.greatchicagostories.com/pdf/artifacts/artifacts_bronzeville.pdf)

Photograph Analysis worksheets (http://www.greatchicagostories.com/pdf/worksheets/elementary/photograph_wk_elem_edited2.pdf)

The Great Migration by Monica Halpern (National Geographic Reading Expeditions)

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ACTIVITY

1. Have students read *Color Me Dark*, *The Diary of Nellie Lee Love*, *The Great Migration North*.
2. Lead a class discussion about why the father decides to move the family north to Chicago (after page 65). Incorporate objects and images of the period into the discussion to enhance the lesson.
3. Distribute Photograph Analysis worksheets from the *Great Chicago Stories* website. Work with students to model a worksheet using the picture from page 5 of National Geographic's *The Great Migration*. Discuss what can be learned from the photograph about the people shown and how they lived at that time. Be sure to explain that the Great Migration happened over a long period of time, and that migrants in the 1920s and 1940s had both shared and unique experiences.
4. Divide students into small groups and give each a magnifying glass and two images from the *Bronzeville Story* artifact image set. Have the groups evaluate their photographs. Walk around and facilitate as needed.
5. When worksheets are complete, request volunteers from each group to present the photographs and findings to the class.

EXTENSION ACTIVITY

Have students read *A Bronzeville Story*, a historical fiction narrative from the *Great Chicago Stories* website about a young girl who migrates with her family from the South to the North during the 1940s. (<http://www.greatchicagostories.com/bronzeville/index.php>)