

TRAVELERS IN TIME

Grade Level: 3 to 5

IN THIS LESSON

By examining artifacts from the era of the second wave of the Great Migration, students will learn about one of the biggest population shifts in the history of the United States.

OBJECTIVES

- To understand how and why people migrate
- To make a positive link with the people of the past through objects
- To develop visual acuity and visual literacy
- To develop investigative and analytical skills
- To cultivate creative thinking, imagination, and cooperation

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

ALL CIRCA 1940–50

- Suitcase
- Household goods and kitchen gadgets
- Hair styling tools
- Women's hats, gloves, jewelry, and accessories
- Men's hats, clothes, and accessories
- Children's clothing and toys
- Record player and vintage records
- Music and culture magazines
- Schylling harmonica (reproduction)

ADDITIONAL MATERIALS

A Bronzeville Story from the *Great Chicago Stories* website (<http://www.greatchicagostories.com/bronzeville/index.php>)

A Bronzeville Story background information (<http://www.greatchicagostories.com/bronzeville/background.php>)

A Bronzeville Story discussion questions (<http://www.greatchicagostories.com/bronzeville/reading.php>)

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

DK Collector's Guide by Judith Miller with Nicholas M. Dawes (DK London, 2005)

Markers, glue, scissors, colored paper, and large folders

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This lesson was developed and written by Beatrice Quatroke.

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ACTIVITY

1. When class begins, have your artifact kit on display and allow students a few minutes to interact with the objects.
2. Review with students background information about the *Great Migration* from the Chicago History Museum's *Great Chicago Stories* website.
3. Distribute copies of *A Bronzeville Story* for students to read aloud. Afterward, discuss the reading-comprehension and critical-thinking questions that accompany the story.
4. Divide your class into "families" of four to six students. Have each student choose a role in the family (e.g. mother, father, grandmother, teenager, young child).
5. Imagining they are an African American family migrating from the South to Chicago, each group should design a portfolio that includes: a map of the United States showing their journey; a description of their new life in Chicago; and a description of what was different about the South. Students should think about their own experiences moving to a new town or new school. Explain that moving can be both an exciting and a scary experience. You might want to play jazz or blues music from the period to set the mood while students are working.
6. Each "family member" should then choose an item from the artifact kit that they feel best represents their character. They can use the *DK Collector's Guide* or other books or websites to research the object they have chosen and prepare a short presentation about the artifact.
7. Have each family present its portfolio to class. Family members should share their findings about the artifacts they chose and why they chose them.

EXTENSION ACTIVITY

Have students read and discuss *Color Me Dark*, *The Diary of Nellie Lee Love*, *The Great Migration North* by Patricia C. McKissack (Scholastic, 2000).

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ADDITIONAL RESOURCES

Chicago History Museum, <http://www.chicagohistory.org>

Great Chicago Stories, A Bronzeville Story and downloadable artifact images

<http://www.greatchicagostories.org>

<http://www.newsreel.org/aahistor.htm>

Video resources provide interviews and historical information about the Great Migration.

DuSable Museum of African American History, Chicago

<http://www.dusablemuseum.org>

Museum chronicles the African American experience in the United States from slavery to the present.

Thomas Sowell, *Migrations and Cultures: A World View*, Basic Books, 1996

Patricia C. McKissack, *Color Me Dark, The Diary of Nellie Lee Love, The Great Migration North*, Scholastic, Inc. New York, 2000

PBS Kids Go! interactive jazz timeline. <http://pbskids.org/jazz/time/index.html>

History of blues music. <http://academic.uofs.edu/student/PENDRAKS2/page2.html>

Langston Hughes poems. <http://www.poets.org/poet.php/prmPID/83>

Judith S. Baughman, *American Decades: 1920-1929*. New York: Gale Research, 1996

Great Fashion Designs of the Twenties Paper Dolls (reproduction 1983)