

Name:

School:

Grade(s):

Teacher Lab

Name: Cheryl M. Lynch
Subject(s): Librarian
School: Smyser Elementary School
Grades: 3 - 8
Date: 2007/08 school year

Lesson Plan

Title of Lesson: The Great Migration

Topic or Theme of Unit that Lesson is Part of: Migration, Relocation, Segregation

Subject Area(s): Literacy (Reading and writing)

Schedule: _6 sessions class periods

Lesson Summary:

Students learn about the Great Migration of African Americans. They examine a painting by Walter Ellison and read a book by Janice Harrington connected to the subject. Students interview family members to learn the story of their family's arrival in Chicago. Then they make works of art that represent these stories.

American Artwork on Which Lesson is Based:



Walter Ellison (1899–1977)

Train Station, 1936

Oil on canvas, 20 x 36 cm.

Art Institute of Chicago, Charles M. Kurtz Charitable Trust and Barbara Neff and Solomon Byron Smith funds, through prior gifts of Florence Jane Adams, Mr. and Mrs. Carter H. Harrison, and estate of Celia Schmidt, 1990.134

http://www.artic.edu/artaccess/AA_AfAm/pages/AfAm_4_lg.shtml

Big or Main Ideas Students Will Understand:

- People migrate or relocate for various reasons.
- Art can reflect events in people's lives and in society at large.

National Standards and Lesson-Specific Objectives

Include the Common Core Reading Standards (See section listing them in chart format—if you teach social studies use the nonfiction column; if you teach reading use either/both columns.) For other national standards, see <http://www.education-world.com/standards/national/>.

Standard	Objective—Students will...
5RI9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Interpret a story that relates to an era represented in a work of art.
6RN6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.	Interpret a work of American art’s representation of ideas.
6RN1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Locate and classify relevant information about Ellison, his artwork <i>Train Station</i> , and the historical context of this painting
6RN 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Analyze how Ellison’s <i>Train Station</i> reflected a period in his life and society at large
6EL2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Create a work of art that reflects their family’s story of migration

Vocabulary Students Will Learn:

Academic Vocabulary: columns, destination, Jim Crow Laws, migration, porters, relocation, segregation, separation, research, summarize

Art interpretation Vocabulary: foreground, middle ground, background, line, color, shape, scale, symbols

Assessment:

Students write a guide to interpreting a work of American art.

Students write to explain how their own artwork represents a theme about their family.

Information that will help students understand the theme and main ideas of your lesson.

Note: We did not ask teachers to align information with specific sources. One reason we have done that as of 2011-12 is that it is not certain which of the following sources is the source of specific information listed here.

The Art Institute of Chicago Poster Packet on Ellison's Train Station.

- D. Barnwell, "A Portfolio of Works by African American Artists: Continuing the Dialogue: A Work In Progress," *African Americans in Art (The Art Institute of Chicago, 1999): 57–58.*

- *The Art Institute of Chicago Web site, Art Access, description of Walter Ellison's Train Station: http://www.artic.edu/artaccess/AA_AfAm/pages/AfAm_4.shtml.*

Relevant Information about the Time Period

Information	Source
The Great Migration brought millions of African Americans from the rural South to Northern cities between 1910 and 1970. Ellison's painting <i>Train Station</i> was inspired by this historic event.	
In the South, African Americans were subject to Jim Crow Laws that enforced racial segregation and discrimination. They had very limited access to good jobs. They moved to northern cities, such as Chicago, in search of work and a better life.	
When Ellison's painting was made, the Great Depression, a period of wide-spread unemployment and hardship, was occurring in the United States. A government program, the Works Progress Administration/Federal Arts Program (WPA/FAP), was established to support artists during the Great Depression. Ellison worked as an artist in the WPA/FAP.	

Relevant Information about the Artist

Information that will help students understand the theme and main ideas of your lesson.

Information	Source
In the 1920's he was part of the Great Migration, moving from a community in the rural South (Georgia) to Chicago.	
He continued to face forms of discrimination in the North.	
In the 1930's he attended The School of the Art Institute of Chicago. In the 1940's Ellison helped to create the South Side Community Art Center in Chicago, an important training ground for artists that continues today.	

Relevant Information about the Artwork

Information that will help students understand the theme and main ideas of your lesson.

Information	Source
<p>Ellison’s painting <i>Train Station</i> could possibly represent the station in Macon, Georgia where the artist—and countless other African Americans—began their northward journey.</p>	
<p><i>Train Station</i> reflects the social conditions, economic disparities, and segregation of the era:</p> <ul style="list-style-type: none">○ <i>The painting</i> is divided into three sections by large columns which separate the black and white travelers, suggesting segregation that marked the era.○ The left section shows well-dressed white travelers heading south to Florida for winter vacation.○ The right section shows African Americans heading north to Chicago or Detroit to find better jobs and living conditions.○ The center section shows black porters who assist the white but not the black travelers.○ A sign reading “Colored” above the platform doorway on the right emphasizes the degrading conditions that African Americans faced at the time.	
<p>The artist’s initials appear on the suitcase in the left section of the station--a reference to his biography.</p>	
<p>The train has been a symbol of movement, the future, and hope for prosperity (used by other African American artists and writers).</p>	

Resources:

High-quality art reproductions (Where will you get them and in what format?)

Source http://www.artic.edu/artaccess/AA_AfAm/pages/AfAm_4_lg.shtml
Format: overhead transparency

Field trips to See Original Works of American Art (Indicate type of trip below—school field trip or a guide you will prepare for students to use with their families.)

___ class trip	___ guide for family visit to museum
Location:	Date:
___ class trip	___ guide for family visit to museum
Location:	Date:

Texts, Web sites, and Primary or Secondary Sources for Student Use:

Web Sites

The Art Institute of Chicago Web site, Art Access, description of Walter Ellison's Train Station: http://www.artic.edu/artaccess/AA_AfAm/pages/AfAm_4.shtml.

Books

Harrington, Janice, *Going North*, illustrated by Jerome Lagarrigue (New York: Farrar, Straus, and Giroux, 2004).

Selections from the *Art Institute of Chicago: African Americans in Art* (1999).

Other Materials/Supplies Needed for the Lesson:

Paper, colored pencils

STUDENT ACTIVITIES

day	Objective	Activities
1	Interpret a story that relates to an era represented in a work of art.	<p>Introduction/Motivation</p> <ol style="list-style-type: none"> 1. Introduce vocabulary. 2. Read the story <i>Going North</i> by Janice Harrington to students. 3. Discuss the story as it represents migration.
2	Interpret a work of American art's representation of ideas.	<p>Guide students in a close read of Ellison's <i>Train Station</i>.</p> <p>Development—Close Read/Discussion</p> <p>Direct students' attention to a poster of Ellison's <i>Train Station</i>.</p> <ol style="list-style-type: none"> 1. With the poster in a central viewing area, give students time to look closely. 2. Students list in writing details from the artwork. 3. Students share their observations. 4. Guide a discussion of the artwork. Some of the following questions may be useful: <ul style="list-style-type: none"> What is going on in this picture? What did you first see when you looked at this picture and why? How does the artist show us what is important? <p>Let's look at how the painting is organized. It's divided into sections. What's happening in each section?</p> <ul style="list-style-type: none"> • What do you notice about the artist's use of color? • What's the mood of the painting? • What do you think the artist wanted to communicate? • What would be a good title for this artwork? • Let's think about ways in which the painting could relate to the book <i>Going North</i>. Do you have preliminary ideas?
3	Locate and classify relevant information about Ellison, his artwork <i>Train Station</i> , and the historical context of this painting	<p>Research the artist, artwork, and time period.</p> <p>Development—Research (Library)</p> <ol style="list-style-type: none"> 1. Working together in groups, students use predetermined Web sites and reading materials, highlighting information about Ellison, the artwork, and time period of the painting. 2. Students list information on chart paper. 3. Discuss information identified by each group.
4	Analyze how Ellison's <i>Train Station</i> reflected a period in his life and society at large	<p>Synthesis/Assessment—Revisiting the Artwork</p> <ol style="list-style-type: none"> 1. Briefly review the students' list of relevant information. 2. Identify information and interpretations from the lists and apply them to the reading of <i>Train Station</i> through a large-group discussion. <p>Questions for guiding discussion:</p> <ol style="list-style-type: none"> 1. What does this artwork tell us about the artist? 2. What does it tell us about the time period when Ellison lived? 3. What message is Ellison trying to communicate? 4. What are some ways that Ellison's painting relates to the story in <i>Going North</i>? <p>Homework Assignment: Students talk to their parents, grandparents, or guardians to learn how they or earlier family members came to live in Chicago. Why did they come and how did they get here?</p>

5-6	Create a work of art that reflects their family's story of migration	<p>Guide a class discussion and activity that help students make connections between the book, artwork, and their lives and family stories. Synthesis/Assessment—Creating a drawing.</p> <ol style="list-style-type: none"> 1. Students share the family stories about journeys to Chicago. 2. Students draw a picture to show how they or family members first came to Chicago. 3. Students share their artwork with the class. 4. Display the students' drawings in a book.
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Assessment:

Students write a guide to interpreting a work of American art.

Students write to explain how their own artwork represents a theme about their family.