

# Great Migration

Produced by Suzie Winkle at The Friary School, Lichfield on behalf of Staffordshire Ethnic Minority Achievement Unit.

The webaddress for this activity is:

<http://www.collaborativelearning.org/greatmigration.pdf>

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## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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## General Information on Collaborative Reading Materials with an Information Gap.

These are a set of different texts with a common answer sheet. The principle here is that readers will be unable to complete the task by simply using the information in their version, but will have to collaborate with other readers, asking questions and eliciting information, possibly arguing and negotiating. There is also an opportunity to draw on their own previous knowledge and other information that might be provided.

We have outlined the following procedure for a class of thirty using three texts, but you can reorganise things in a variety of ways. You can have four texts (as in this activity) or more. You can possibly arrange to pair slower readers with faster ones etc. You could start with threes rather than pairs etc. It is better to organise your groups before the lesson. Teachers who do a lot of group work want everyone in the class to work with everyone else at some point. They give their pupils different identities which will immediately sort them into different groups with different sizes and different composition.

The class works first in pairs or threes and these groups have copies of the same text. For example: five pairs could have Sheet A, five Sheet B etc. Pupils can read the text silently first, and then to each other, and then work together to answer as many questions as they can. They need to know that not all the answers are in their text and that they are very welcome to draw on their own shared knowledge/prior learning. Everyone in the group needs to make notes on their answer sheet since they will subsequently move to a group where their information is unique to them. They become experts.

The pairs/threes then split up and move into colour (or you can organise the name of your new groups around the topic you are studying) groups of six where two participants have Sheet A, two Sheet B etc. They can then go on to complete the questions by interrogating and informing each other.

If you are thinking about producing your own information gaps, you may find it easier if you try this method. Find a suitable whole single text containing the information you wish to teach. Formulate a series of questions for the text. Produce three or four texts where the factual and inferential information is shared between them. Some overlapping of information is fine. You may decide to provide texts of varying difficulty. There is an example of this online at <http://www.collaborativelearning.org/foodandbabies.pdf>

Treatment of African Americans in the Southern States of America	Explanation	Why this pushed African Americans to leave the south.
Jim Crow Laws		
Klu Klux Klan		
Lynching		
Sharecropping		

# A Jim Crow Laws

In 1890, Louisiana passed a law that required blacks to ride in separate railroad cars.

Jim Crow laws were laws that imposed racial segregation.



## Segregation Laws are Enacted in the South

With the Supreme Court's approval, this decision paved the way for racial segregation.

Southern states passed laws that restricted African Americans access to schools, restaurants, hospitals, and public places.

Signs that said "Whites Only" or "Colored" were posted at entrances and exits, water fountains, waiting rooms, and restrooms (public toilets).

Laws were enacted that restricted all aspects of life and varied from state to state. Georgia in 1905, passed a law requiring separate public parks, in 1909 Mobile, Alabama created a 10 p.m. curfew for blacks, and in 1915, South Carolina blacks and whites were restricted from working together in the same rooms of textile factories.

## B Klu Klux Klan



The Klu Klux Klan was based in the southern states of North America. Here they targeted those set free after the American Civil War – the African Americans. The KKK had never considered the former slaves as being free and terrorised African American families based in the South.

After the success of the northern states during the Civil War and the freeing of the Blacks from slavery in 1865, a sinister group was established which was designed to spread fear throughout the Black population that still lived in the southern states. This was the KKK. Only WASP's could belong to it – White Anglo-Saxon Protestants. It is a common myth that the KKK targeted only the Blacks – also hated were the Jews, Catholics, liberals etc but most hatred was directed against the poor black families in the south who were very vulnerable to attack.

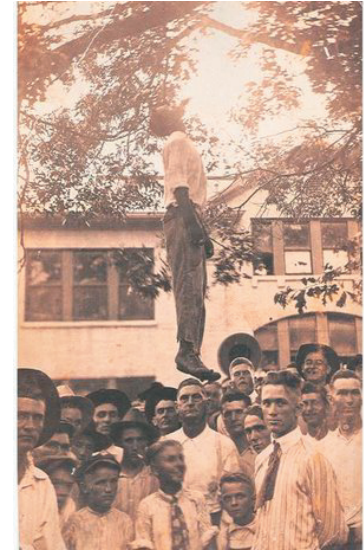
America experienced great economic prosperity during the 1920's but not much of it filtered to the South. Racism mixed with anger at their economic plight formed a potent cocktail. The leader of the KKK in the 1920's was a dentist called Hiram Wesley Evans whose name in the KKK was Imperial Wizard. The KKK were a violent organisation. The white hooded KKK burnt churches of the black population, murdered, raped, castrated etc. They were rarely caught as most senior law officers in the South were high ranking KKK men or sympathetic with their aims – which was a white protestant south. Even white people who had contacts with the blacks had reason to fear the KKK.

## C Lynching

Lynching is the illegal execution of an accused person by a mob. Lynching was originally a system of punishment used by whites against African American slaves.

After the establishment of the Ku Klux Klan in 1867 the number of lynching of African American increased dramatically. The main objective of the KKK was to maintain white supremacy in the South. It has been estimated that between 1880 and 1920, an average of two African Americans a week were lynched in the United States.

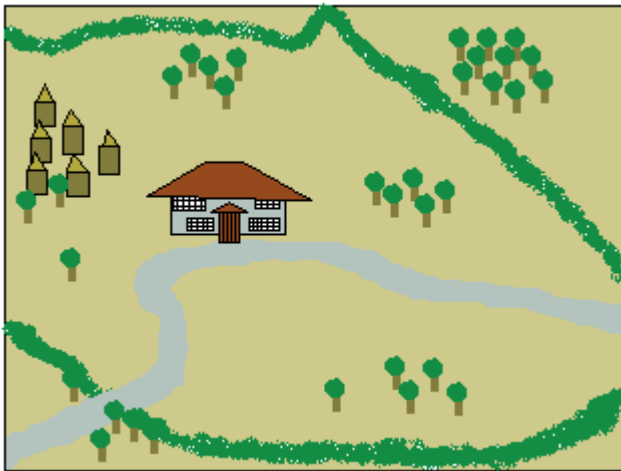
In 1884 Ida Wells, editor of *Free Speech*, a small newspaper in Memphis, carried out an investigation into lynching. She discovered during a short period 728 black men and women had been lynched by white mobs. Of these deaths, two-thirds were for small offences such as public drunkenness and shoplifting.



## D Sharecropping

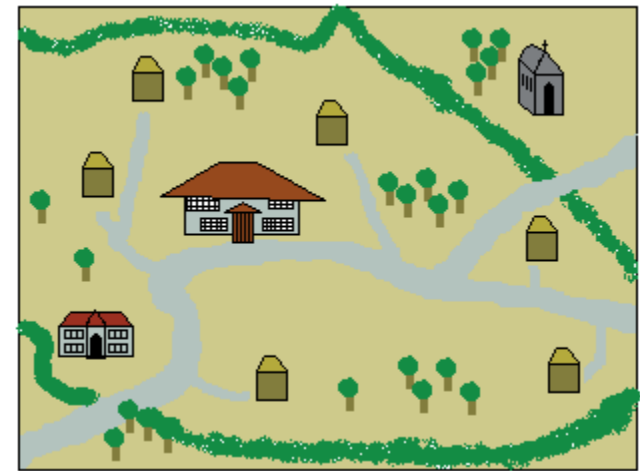
The Civil War ended in December 1865 and the slaves were free.

The former slaves hoped that the plantations would be divided among them so that they could provide for themselves but the plantations were returned to their former owners. Many former slaves did not want to work for wages because they would still have to do what they were told by the whites. The solution lay in sharecropping. Plantation owners broke up their estates into small parcels of land upon which the former slaves could grow their own crops. In return for seed and equipment, the sharecropper would give the plantation owner a third or a half of his crop.



### Before Sharecropping

Before the Civil War slaves lived in huts grouped together behind the plantation owner's house.



### After Sharecropping

The former slaves lived in slightly larger huts spread out around the plantation. There are also more roads as well as a church and school.