

# Culture and Social Change

## The Great Migration

### Lesson Plan

By Beth Mendenhall  
Middle-High School  
2-3 Class Periods

#### Resources:

Jacob Lawrence *The Migration Series* <http://lawrencemigration.phillipscollection.org/the-migration-series>

Primary Source Set: The Great Migration <https://dp.la/primary-source-sets/the-great-migration>

Langston Hughes *One Way Ticket*

[http://nationalhumanitiescenter.org/ows/seminars/tcentury/gmigration/Hughes\\_OneWayTicket.pdf](http://nationalhumanitiescenter.org/ows/seminars/tcentury/gmigration/Hughes_OneWayTicket.pdf)

Big Bill Broonzy, "When Do I Get to be Called a Man" <https://www.youtube.com/watch?v=nBKhqvam8Yg>

Documentary: Goin' to Chicago available via [www.facinghistory.org](http://www.facinghistory.org)

#### Standards Addressed (Indiana Sociology Standards)

S 2.1 Define culture as a human survival strategy, Identify the material and non-material components of culture.

S 8.1 Describe how and why societies change over time.

S 8.2 Examine various social influences that can lead to immediate and long-term changes.

S 8.3 Using an example, describe how collective behavior can influence and change society.

S 8.4 Examine how technological innovations and scientific discoveries have influenced major social institutions.

S 8.8 Investigate the consequences to society as a result of changes.

S 10.9 Determine a cause-and-effect relationship among historical events, themes and concepts in United States and world history as they relate to sociology

Anticipatory Set: Students may view slides of *The Migration Series* by Jacob Lawrence or look through his book. Instructor may lead a discussion of the pictures.

Students will read the Langston Hughes poem *One Way Ticket*. Discussion questions: why is the ticket one way? Why does the writer want to go anywhere but south?

Explain sharecropping. Begin showing the documentary *Goin' to Chicago*, which describes sharecropping, the segregated schools, and poverty faced by many African American families in the South. At approximately 10 minutes, stop and discuss some of the "push" factors that made people want to leave the South. Ask students if they were to leave home, what they would take with them. In addition to the material objects, what customs and traditions would they bring with them? Direct students to carefully observe the manifestation of culture--material and non material---shown in the documentary. Discuss how migrating African Americans brought material and non material culture to the cities in which they settled.

**Performance Assessment:** Cultural Suitcases. Students will create "suitcases" using manilla file folders. Folders will open to reveal material culture on one side, non material culture on the other.

**FICTIVE KINSHIP**

**Gender Roles**

**Blues**



**GOSPEL music**



**WORK ETHIC**

**FAMILY PATTERNS**

**POVERTY**

**LANGUAGE**



**SOUL FOOD**

**BIBLE**



**GUITARS**