May 2014

Social Studies

Common Core State Standards Aligned Performance Task

Teacher: Mr. Walker & Mr. Thompson – Queens ALC

Course: United States History

Time Frame: \_\_\_\_\_\_\_\_\_\_ days

The TASK:

*How did the post-Civil War cultural environment of the southern United States influence the Great Migration?*

After reading informational texts and interpreting other primary source documents on the post-Civil War United States, write an essay that examines the causes and effects of the Great Migration. What conclusions or implications can you draw? Support your discussion with evidence from the texts.

The STANDARDS:

[CCSS.ELA-LITERACY.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/)  
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-LITERACY.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/)  
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-LITERACY.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/)  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in [order[http://cdncache-a.akamaihd.net/items/it/img/arrow-10x10.png](http://www.corestandards.org/ELA-Literacy/RH/11-12/)](http://www.corestandards.org/ELA-Literacy/RH/11-12/) to address a question or solve a problem.

[CCSS.ELA-LITERACY.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/)  
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

The TEXTS:

http://www.learner.org/courses/amerhistory/pdf/Harlem-Ren\_L-One.pdf

1. Letter to the Crisis, November 1919, XIX, 339
2. Lynching In The South – A Protest Against the Burning and Lynching of Negros
3. Lynching Statistics from The Crisis (1920)
4. Letters to the Chicago Defenders

Other SOURCES:

http://www.learner.org/courses/amerhistory/pdf/Harlem-Ren\_L-One.pdf

1. MAP – Percentage of African Americans in Total Population of the US, 1890
2. Photos – Field Work in The South
3. Education in the South – Smithsonian
4. Photos – Jim Crow Laws
5. Photos – Factory Work In The North
6. MAP – The Trek Northward – Manhattan

CHECKLIST

Use this checklist to organize your essay:

* An introduction, which contains a concise explanation of the causes and effects of the Great Migration.
* At least 3 body paragraphs, each that addresses a distinct idea and/or event and contains supporting details from your primary sources.
* Transition words that sequence the ideas and information.
* A conclusion, which summarizes which of the causes and effects of the Great Migration was the most significant.
* Proper grammar, punctuation, and paragraph structure.
* Unit vocabulary
* A formal style and objective tone.

Text Dependent Questions

Document 1 – Lynching in the South

1. Who is the author?
2. Who is the intended audience?
3. What is the purpose of this text? (Main Idea)
4. What moments do you find most compelling in the description of lynching that the author has given? Be specific.
5. What words, phrases, and/or synonyms are used repeatedly and impact the tone?
6. What affect does the phrase, “The custom of burning human beings has become so common as scarcely to excite interest or attract unusual attention.”, have on the overall tone of the passage?

Document 2 – Letters to the Chicago Defender

1. What type of source is this?
2. Why would this source be utilized when analyzing the causes of the Great Migration?
3. What examples of economic hardships are displayed in the letters? Be specific.
4. What are the motivations of the author(s) in writing these letters?
5. How would you describe the style and technique of the writing used by the author(s)? Be specific.
6. What affect does the phrase, “There is nothing here for the colored man but a hard time which these southern crackers gives us.”, have on the overall tone of the passage?

Pacing Calendar

10-12 Classes

To-Do List

-Rubric (aligned to the checklist)

-Suggestions for other teachers.

-Common Rubric

-Protocol for Reading

-Same Language

-Model Essay (Explanatory)

-List of Academic Vocabulary