

HISTORY

What Explains Migration to and from Detroit?

University of Michigan
Center for Highly Interactive
Computing in Education

Primary Sources Network
Melvindale/North Allen Park Schools

Henry Ford Academy
Henry Ford Museum



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HISTORY

What Explains Migration to and from Detroit?



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What Explains Migration to and from Detroit?

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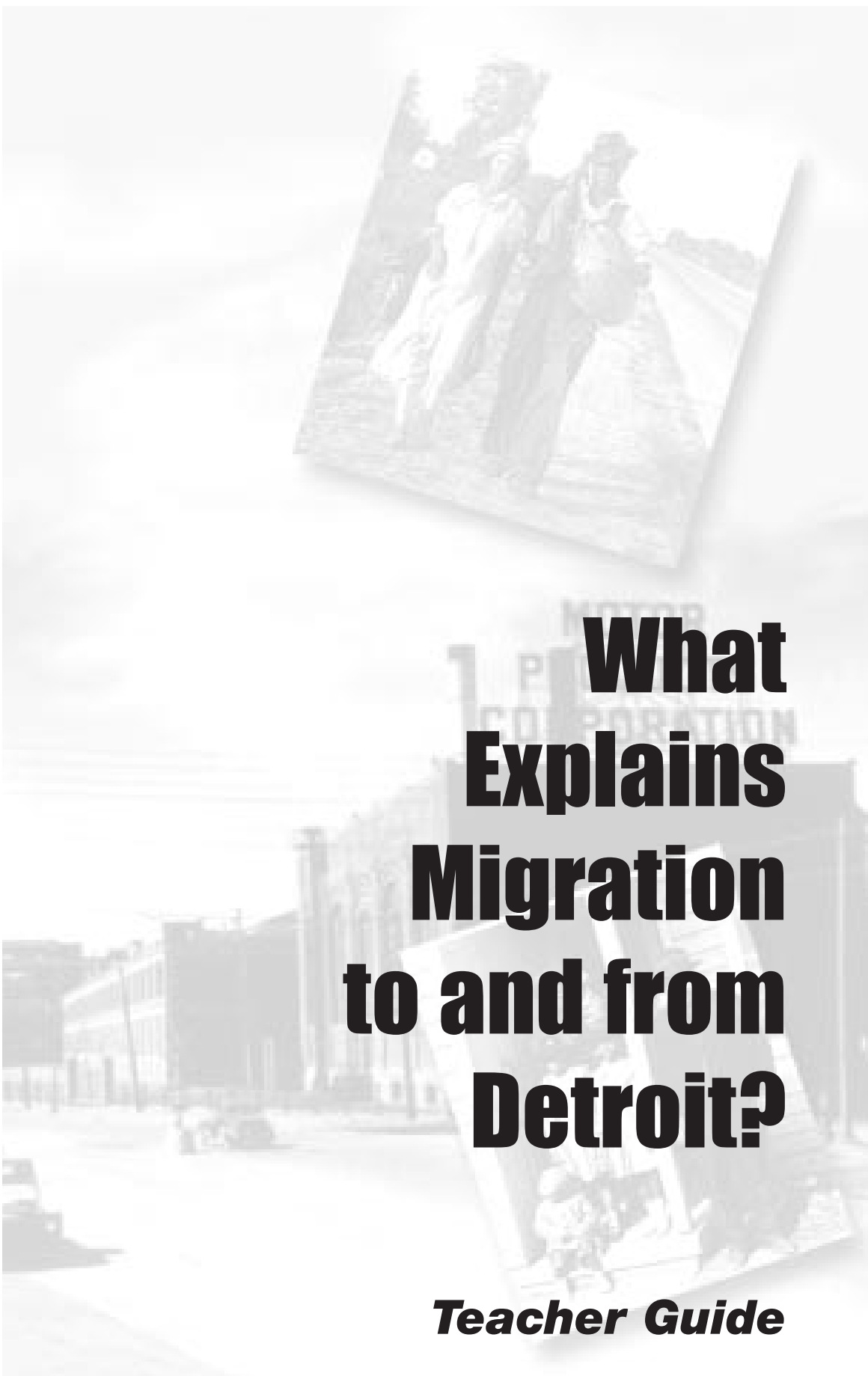
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Introduction



What Explains Migration to and from Detroit?

Teacher Guide



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Project Overview

HICE/PSN instructional materials in history help teachers support students in deepening their historical thinking and understanding. Developed by a team of teachers, historians, educational researchers and museum curators, these materials engage students in authentic questions about the growth, development and transformation of communities in the United States by focusing upon migration to and from America's urban centers. In these units, students develop their skills in framing questions, gathering evidence and using primary sources as they learn about major population migrations in U.S. history and the impact such movements had on individuals, families and communities.

Features of the curriculum

Disciplined investigation of Students' Theories: Each unit begins with students' theories and conjectures about why people would move to their community or how individuals or communities adapted to major migrations. Then, students use the tools and thinking procedures of history to create problems, gather and analyze evidence, and develop explanations. Always beginning with students' personal ideas, the materials help students sharpen their skills in framing questions, analyzing evidence and generating plausible explanations as they learn about important historical events.

Materials Support teachers

Each lesson in the HICE-PSN history materials helps teachers guide students through a different phase of disciplined inquiry. The differentiated lessons support teachers as they work with students to frame problems, acquire and apply key concepts, use evidence, take stock of understanding, develop explanations and represent ideas for others.

Technology and Materials Support Students

Specially designed technological tools assist students in locating, investigating, and analyzing a wide range of appropriate and relevant resources, including an authentic sharecropper's home relocated to the grounds of Greenfield Village. Designed specifically for these materials, the technology provides easy access to important resources and needed support to use those resources effectively.

Access to Rare Primary Sources

HICE-PSN materials include over 1,000 primary and secondary sources for students and teachers use. Most of these resources come from the exhibits and archives of the Henry Ford Museum and the Greenfield Village. Thus, the HICE-PSN history materials bring one of the world's great collections to the classroom.

Unit Overview

Unit 1: Introduction to Historical Inquiry

In the introductory unit, students act as museum curators to plan for two different exhibits. In their designs, students frame questions, gather and use evidence, create an account/exhibit and evaluate their accounts. The unit establishes classroom criteria for framing problems, using evidence and creating historical accounts.

Unit 2: European Migration to American Cities. How did industry adapt to changing population and workforce?

Built around a case study of the Ford Motor Company's Five-Dollar Day policy, this unit centers on the responses individuals and organizations had to major changes in the city's workforce and population. Focusing upon students' skills in creating plausible explanations, the unit has students use their investigations of past policy to shape recommendations for policy makers.

Unit 3: The Great Migration Why would Southerners move to Detroit?

Using a variety of primary sources, including the Mattox House, a Georgia sharecropper's home now located at Greenfield Village, students engage in a comparative investigation of life in the rural south and urban north to explain why so many southerners moved to northern cities. The materials aim to develop student use of evidence.

Unit 4: Suburbanization Why would some people move to the suburbs?

Students present and test their own theories for the timing and growth of Detroit's suburbs. A key feature of the unit involves students' gathering evidence for their investigations through interviews and personal histories.

Project Calendar

Unit 1/Introduction to Historical Inquiry

1 class period	Lesson 1/History's Big Problem: How Is It Possible to Know the Past?
2 class periods	Lesson 2/What Was the Floorplan of This House – the Mattox in 1930?
1 class period	Lesson 3/Building Criteria for “Good” Historical Evidence
1 class period	Lesson 4/Building Criteria for “Good” Historical Accounts
1 class period	Lesson 5/Evaluating the Museum Account
2 class periods	Lesson 6/Creating a Historical Archive
1 class period	Lesson 7/Framing a Problem Around “Growing Up”
2 class periods	Lesson 8/Using Evidence: Growing up in the 1990s
1 class period	Lesson 9/Using Turning Points
2 class periods	Lesson 10/Creating an Account
1 class period	Lesson 11/Evaluating an Account

Unit 2/European Migration to American Cities

1 class period	Lesson 1/Theorizing about Adjustment
1 class period	Lesson 2/Data Background for Population Detroit Change, 1900-2000
1 class period	Lesson 3/Defining Diversity
2 class periods	Lesson 4/Case Study: Institutional Adaptations to Migration
1 class period	Lesson 5/Migration Concepts
2 class periods	Lesson 6/Case study: Individual Adaptations
2 class periods	Lesson 7/Assessment

Unit 3/The Great Migration, 1920-1950

1 class period	Lesson 1/Why Move from Farms to Cities? Why from South to North? Lesson 2/Using Push/Pull to Understand South-to-North Migration
1 class period	Lesson 3/Race and Racism as a Migration Cause
1 class period	Lesson 4/County Case Studies Lesson 5/Using Homes/Buildings as Artifacts

Continued on Next Page

Project Calendar

1 class period	Lesson 6/Mattox House
1 class period	Lesson 7/Sojourner Truth Housing
1 class period	Lesson 8/Letter Assignment
1 class period	Lesson 9/Assessment Lesson 10/Revisiting Students' Theories of Migration

Unit 4/Suburbanization, 1945-Present

1 class period	Lesson 1/Describing Urban Change Lesson 2/Suburbanization
1 class period	Lesson 3/Why Have Cities Changed? Lesson 4/Mini Case Studies of Jobs, Race, Transportation
2 class periods	Lesson 5/Multiple Causation Lesson 6/Museum Exhibit
1 class period	Lesson 7/Extended-Response Assessment



Contributors

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Pedagogical Statement

The following curricular units are aimed at helping teachers support and guide students as they develop and extend their historical knowledge and thinking skills. The enclosed curricular materials are unique in that they build upon and utilize (1) state and national standards, (2) a disciplined-inquiry approach to history and social science, (3) specially designed technology to support student inquiry, and (4) exhibit resources from the Henry Ford Museum and Greenfield Village in Dearborn, Michigan. In these curricular units, students begin with their own speculative ideas about why people move and how individuals or communities adapt to migration trends. These ideas help students frame and investigate problems around migration. The curriculum is structured to assist the teacher in supporting students as they use primary source materials to pursue these problems.

Students are encouraged to consider these migration problems on a number of levels. The units explore three broad demographic trends: European Migration, the Great Migration, and Suburbanization. However, curriculum and primary source materials are used to help students explore cases of migration for individuals, groups, institutions, and communities. Because it was the final destination for so many migrants seeking refuge or opportunities, the industrial city of Detroit serves as a key case study throughout these units.

The central investigative problems students pursue include: Why did so many people move to Northern industrial cities in the twentieth century? What adaptations did people and communities make in relation to this migratory trend? What explains the more recent population decline in these cities and the rapid expansion of their suburbs? Like historians, students begin by hypothesizing some explanations to these problems. Students then consider the sources of these “theories,” seek and use new evidence to support, expand or contest them, systematically test these ideas in the face of additional evidence, employ social scientific concepts to structure their thinking, and ultimately present their tentative conclusions in a public forum. The wealth of materials from the Henry Ford Museum and Greenfield Village, then, are not inert objects. The PSN curriculum helps students use these sources as evidence for testing their ideas.

Engaging in disciplined inquiry is complicated work for students. Helping students use primary sources in such a disciplined manner is similarly complicated work for teachers. Why? The PSN curriculum challenges students to do more than merely acquire information. Students are asked to:

1. frame effective questions and problems
2. use evidence to support, extend, and contest their understanding
3. pose hypotheses and theories

4. systematically assess their own understanding
5. employ historical and social scientific tools to analyze and extend their thinking
6. use a wide range of museum sources and artifacts
7. acquire conceptual understanding
8. use disciplinary concepts to analyze their own theories
9. corroborate evidence to test their theories
10. present their understanding to others.

The PSN curriculum supports students by guiding them through various phases of the inquiry process, engaging them in recurring and collaborative cycles of inquiry, and carefully scaffolding their work through specially designed classroom and technological tools, such as Artemis and CLIO.

Despite these supports, the successful application of this curriculum depends on thoughtful instructional leadership from the teacher. The

teacher is expected to help students meet national and state standards for both historical content knowledge and historical thinking skills. The teacher's role is particularly complicated by the fact that the acquisition and application of historical thinking skills require students to develop disciplinary habits of mind. Thus, the PSN curriculum asks teachers to help students frame and reframe problems for investigation, gather and utilize evidence, use history's habits of mind to analyze evidence and build explanations, assess student understanding, and help students present their understanding to others. The teacher is the critical resource for students as they interact with and use large sets of primary sources, including textual documents, objects, artifacts and images. As in any effective teaching, PSN asks teachers to take a proactive role in monitoring and assessing student understanding and utilize this knowledge to maximize individual and group progress throughout the curriculum.



Assessment Statement

We view assessment as “the process of collecting, synthesizing, and interpreting information to aid classroom decision making” (Airasian, 1996). Assessments must match the content taught in order for the students to demonstrate what they have learned. The assessments need to consider the learning objectives and the instructional emphasis when they are designed and implemented. Assessments should never include topics or objectives not taught to the students. Assessments can never appraise everything that students learn in class; they can only estimate what students have learned by sampling tasks from a much larger possible range of tasks. We try to address this limitation by giving students several opportunities to show what they have learned through different media (e.g., answering tests and quiz items, completing student sheets, collaborating in groups, presenting projects).

Assessment can include formal and informal assessments. Formal assessments examine products such as written or oral responses (Pellegrino, 2001). According to Pellegrino, informal assessments are “intuitive, often subconscious, reasoning teachers carry out every day in classrooms.”

We strive to make all of the assessments formative in nature. According to Black and William (1998), formative assessments encompass all those activities undertaken by teachers, and/or

by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. The feedback component of assessments is critical. However, many assessments have to be summative in nature in order to measure what students have learned at the end of some set of learning activities and to assign a grade.

In the PSN projects, there are many opportunities for assessment. These include formal assessments like tests, essays, artifacts, student worksheets, and presentations. These assessments can also be informal and include checks for student understanding like classroom questioning and assessment conversations.

Many assessments require students to select answers to questions, others require them to construct new responses. Because students can respond to constructed response assessments in many different ways, teachers need to present guidance about how they will score answers. We provide this guidance through rubrics. In the PSN projects, we have provided rubrics to help students understand how they will be assessed and to provide a tool for teachers to do their assessments. The rubrics in different projects will follow a common set of guidelines, but they will be customized to the specific learning objectives and science content that the project addresses.



Organization of Units

Units and Lessons

This curriculum is structured around a specific historical problem: Why do people move and how do they adjust? The four units explore case studies of how migration played out in different historical contexts. Units are further divided into lessons. Each lesson lasts 1-3 days, depending on the type of intellectual work required.

Icons

Throughout this curriculum, icons are used to represent key aspects of the curriculum and to help the teacher distinguish between “lesson types.” These icons help highlight the specific intellectual activity that the lesson aims to promote.

Lesson Types

To help teachers manage the challenges and demands of disciplined inquiry, the PSN curriculum has been structured around five different types of lessons. Each lesson type describes a different component of the inquiry process:

1. Taking Stock of Student Understanding
2. Framing Historical and Social Scientific Problems
3. Using Evidence
4. Applying Disciplinary Concepts/Procedures
5. Presenting Student Understanding (representing and presenting “finished” student work)

Taking Stock of Student Understanding

In a series of recurring lessons, students think out loud about their understanding and their own knowledge: What do I think causes people to move? Why do I think people relocated to urban cities from the rural South? Here teachers assist students in asking (1) What do I know about the problem or question under investigation and (2) How do I know it?

Framing Historical and Social Scientific Problems

Disciplined inquiry in history and social science depends upon asking good questions and posing interesting problems. Therefore, teachers must help students “problematize” their understanding and knowledge to create questions that effectively drive inquiry. In these lessons, teachers work to help students locate and nurture the puzzles that will guide their investigations.

Using Evidence

History and social science are evidentiary disciplines. As such, students are encouraged to frequently locate and use evidence as they work out their historical problem. PSN has a rich archive for students to explore and the curriculum provides many chances for students to add their own research to this database. Because students need to use relevant information in sophisticated ways, these activities aim to help them develop skills in analyzing, weighing, and evaluating potential sources. Such analysis of primary sources, however, is difficult work for students. To assist in helping both teachers and

students locate and analyze appropriate sources, the PSN curriculum incorporates the use of technological tools such as CLIO, a database and scaffolding application.

Acquiring and Applying Disciplinary Concepts/Procedures

Because disciplined inquiry involves applying what others have learned about the problem under study, a number of PSN lessons aim at helping students learn key historical facts and social scientific concepts. However, these activities go beyond simple concept acquisition. Students apply the concepts to organize, support or criticize their own ideas and evolving theories. The concepts become a critical tools for addressing their ongoing historical problem.

Presenting Student Understanding

Finally, the PSN curriculum asks students to present their understanding in a public forum. These “products” of their understanding are held up to community standards. Students evaluate each other’s historical explanations—looking for effective use of evidence and clarity of argument. Students are expected to develop plausible historical explanations that demonstrate how they marshaled evidence and considered competing perspectives.



Icons



Framing Problems



**Acquiring and
Applying Disciplinary
Concepts/Processes**



**Taking Stock
of Student
Understanding**



**Presenting Student
Understanding**



Using Evidence



Objectives and Outcomes

National History Standards

ERA 5 - Civil War and Reconstruction (1850-1877)

Standard 3

How various reconstruction plans succeeded or failed.

- B. The student understands the Reconstruction programs to transform social relations in the South.
- C. The student understands the successes and failures of Reconstruction in the South, North, and West.

ERA 6 - The Development of the Industrial United States (1870-1900)

Standard 1

How the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- A. The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.
- B. The student understands the rapid growth of cities and how urban life changed.
- C. The student understands how agriculture, mining, and ranching were transformed.

Standard 3

The rise of the American labor movement and how political issues reflected social and economic changes.

- A. The student understands how the “second industrial revolution” changed the nature and conditions of work.

- B. The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.
- C. The student understands how Americans grappled with social, economic, and political issues.

ERA 7 - The Emergence of Modern America (1890-1930)

Standard 1

How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

- A. The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels.
- B. The student understands Progressivism at the national level.
- C. The student understands the limitations of Progressivism and the alternatives offered by various groups.

Standard 3

How the United States changed from the end of World War I to the eve of the Great Depression.

- A. The student understands social tensions and their consequences in the postwar era.
- B. The student understands how a modern capitalist economy emerged in the 1920s.
- C. The student understands how new cultural movements reflected and changed American society.

ERA 8 - The Great Depression and World War II (1929-1945)

Standard 1

The causes of the Great Depression and how it affected American society.

B. The student understands how American life changed during the 1930s.

ERA 9 - Postwar United States (1945 to early 1970s)

Standard 1

The economic boom and social transformation of postwar United States.

A. The student understands the extent and impact of economic changes in the postwar period.

B. The student understands how the social changes of the postwar period affected various Americans.

Standard 4

The struggle for racial and gender equality and for the extension of civil liberties.

A. The student understands the “Second Reconstruction” and its advancement of civil rights.

B. The student understands the women’s movement for civil rights and equal opportunities.

ERA 10 - Contemporary United States (1968 to the present)

Standard 2

Economic, social, and cultural developments in contemporary United States.

B. The student understands the new immigration and demographic shifts.

E. The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

Michigan Social Studies Content Standards

Standard I.1 Time and Chronology

All students will sequence chronologically the following eras of American History and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).

Standard I.2 Comprehending the Past

All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Standard I.3 Analyzing and Interpreting the Past

All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Standard I.4 Judging Decisions from the Past

All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.