

Stage Two: See PowerPoint presentation for specific instructions. This is where you will write your final draft. Peers will be "grading" this according to the rubric.

Question prompt: What was your migrants' life like in the South? How did it influence them to migrate? How can this compare to one of the other migrants?

Migrant: George Color Group: Purple Letter: G

15
15

There were many things that forced migrants from Southern states. Adversities like the caste system, Jim Crow laws, and the overall issue of Southern working. In the South, a migrant named George Sterling faced many challenges that pushed him to pursue the North. In the Wornin of Other Suns, Isabel Wilkerson describes it as "George Sterling left all he knew because he would have died if he had stayed" (Wilkerson 48). George's decision to migrate was almost completely rational. There were issues surrounding his nature of being colored. If he had stayed, the code of torment would have continued. Being that he came from a family of sharecroppers, he would have always ended up owing the white man for the fields. This led to George being forced out the South. Not only did African Americans face harsh treatment of white Americans, they had to worry about the treatment from their own. Wilkerson describes that ("Evidence 1") They had to worry about turning on one another because of the Jim Crow laws that entrenched the South. Other migrants that experienced this would be Robert and Ida. Ida and George alike migrated by force. George was on the run and Ida left her family. Robert and George alike both feared lynching. Any African American boy had to fear being punished for crimes they may have not done.

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Migrant: Ida Color Group: _____ Letter: _____

Ida Mae left the south for a better life. Her Husband was getting better opportunities, so Ida and her family moved up North. She was also afraid of the violence that was going on because of racism. Wilherson gives many reasons as to why many decided to migrate such as, "Evidence 2". This shows that better job opportunities were a major pull factor and Ida Mae just so happened relates to that. She was also afraid of the Whites. Many dangerous things were happening. They couldn't do anything because of the caste system. Robert Pershing relates to Ida Mae where he was, desegregation was huge. Pershing was a medical man who couldn't achieve his goal. Many different opinions proves to why many Blacks couldn't achieve their goals such as, "Evidence 1", "Explanation 1". Another migrant named George was suffering from the caste system as well. He was very afraid of what the Whites would do to him because of a simple mistake. Something as little as talking too loud to a white person was a crime. It was basically a live or die situation. He decided to leave for a better chance of survival. All three of these people who migrated are similar because they wanted better or survivable lives. The Great Migration helped them.

Why would they be better?

a few grammar issues

- a little bit repetitive
! : ♥

Try to add in the words...

Good connection!

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Migrant: Ida Color Group: Orange Letter: I

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In the south my migrant, Ida, life was rough. Just as any other African American in the south under Jim Crow Laws. In the warmth of other suns, Isabel Wilkerson claims, "They were already citizens. But, where they came from, they were not treated as such. Their every step was controlled by the meticulous laws of Jim Crow..." (Wilkerson 9). In the South African Americans were treated as though they were less than everyone else simply because of the color of their skin. The Jim Crow laws were so strict that they may be put to death for acting like a white person. In the book, Wilkerson states, "The rail car was full of expectant faces of people hoping for all the rights and privileges of citizenship." (Wilkerson 11). Ida and many other migrants longed for the basic rights of education, rights to vote, equality, but most importantly freedom. Specifically, the migrant pershing and Ida purpose of migrating was to follow their dreams. Pershing aspired to become a surgeon while Ida just wanted to work and raise a family. Overall, the Great Migration was black Southerners migrating out North to not only better their lives but to also end the cycle of poverty, distress, and Jim Crow abuse.

Yes, connection to other migrants?

I LOVE the ending!

If kinda just rewards but I like the next sentence!

'S

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Migrant: Ida

Color Group: Yellow

Letter: I

12
15

The life in the South for colored people was treacherous through and through at all times. It was treacherous because of all of things that were stacked against them in order to make it hard for them to sustain a good, wealthy life. In "The Warmth of Other Suns", Isabel Wilkerson defines life in the South as life as deceptive because, blacks were, "already-citizens. But, where they came from, they were not treated as such. There every step was controlled by Meticulous laws of Jim Crow." The movement of African American ultimately changed the demographics of life because of the way blacks always had the odds stacked against them in all aspects in life. Jobs and just overall opportunities in the South for blacks were slim to none.

In a way the North was overall better than the South. You can tell this because of the way African Americans were rapidly migrating. You can see this here, "The farther was filled with faces of people hoping for all the rights and privileges of citizens."

Where is your significance / connection to other migrants?

You do great with explanations!

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Migrant: Ida Color Group: _____ Letter: _____

Ida Mae left the south for a better life. Her husband was getting better opportunities, so Ida and her family moved up north. She was also afraid of the violence that was going on because of racism. Wilherson gives many reasons as to why many decided to migrate such as "Evidence 2". This shows that better job opportunities were a major pull factor and Ida Mae just so happened relates to that. She was also afraid of the whites. Many dangerous things were happening. They couldn't do anything because of the caste system. Robert Pershing relates to Ida Mae where he was, desegregation was huge. Pershing was a medical man who couldn't achieve his goal. Many different opinions proves to why many Blacks couldn't achieve their goals such as "Evidence 1", "Explanation 1". Another migrant named George was suffering from the caste system as well. He was very afraid of what the whites would do to him because of a simple mistake. Something as little as talking too loud to a white person was a crime. It was basically a live or die situation. He decided to leave for a better chance of survival. All three of these people who migrated are similar because they wanted better or survivable lives. The Great Migration helped them.

Why would they be better?

a few grammar issues

- a little bit repetitive
! : ♥

Try to add "in the woods"

Good Connection!

1. Student Achievement Chart (SAC)

Lesson Objective: Using <i>The Warmth of Other Suns</i> and the evidence collection catalog, TSWBAT develop a 5-7 sentence paragraph that addresses how the three different migrants interact and connect with one another. [Bloom- Create]				
FAME Mastery Levels	Description of Student Work in each Mastery Category <i>(# Correct <u>AND</u> characteristics of work)</i>	Assessment Data Outcomes:		
Exceeds	Description for 'Exceeds' the standard: # Correct: 2 out of 2 True/False questions correct + 3 pieces of evidence and meaningful explanations (11 points) Student work to include: <ul style="list-style-type: none"> The student is able to answer the True/False questions correctly. They can accurately understand the difference between a push and a pull factor. The student is able to provide relevant evidence that answers the question prompt, while also making meaningful connections in <u>all</u> of their explanations. 		Pre	Post
		Number of students:	6/29	9/20
		Percent of Total class:	21%	45%
		Student Initials	MC, ET, JL, LP, KS, & DL	ET, HC, TL, CA, DL, AZ, JC, KS, MW
Meets	Description for 'Meets' the standard: # Correct: 2 out of 2 True/False questions correct +3 pieces of evidence, but did not write meaningful explanations Student work to include: <ul style="list-style-type: none"> The student is able to answer the True/False questions correctly. They can accurately understand the difference between a push and a pull factor. The student is able to provide relevant evidence that answers the question prompt, but they fail to make meaningful connections in <u>at least one</u> of their explanations. 	Number of students:	12/29	8/20
		Percent of Total class:	41%	40%
		Student Initials	BG, MM, HC, MM, GB, CC, IT, CJ, CH, HS, CH, & TH	LP, JD, JL, MC, IC, GB, ED, JB
Approaches	Description for 'Approaches' the standard: # Correct: 1 out of 2 True/False questions correct Student work to include: <ul style="list-style-type: none"> The student was able to answer at least half of the True/False questions correctly. The student may provide meaningful evidence, but is unable to establish connections in <u>at least two</u> of their explanations. 	Number of students:	8/29	3/20
		Percent of Total class:	28%	15%
		Student Initials	CO, SL, AC, TL, IC, RF, JF, & PP	CJ, JF, & CH
Falls Far Below	Description for 'Falls Far Below' the standard: # Correct: 0 out of 2 True/False questions correct Student work to include: <ul style="list-style-type: none"> The student was unable to answer the True/False questions correctly. 	Number of students:	3/29	0/20
		Percent of Total class:	10%	0%
		Student Initials	IA, KJ, & PP	N/A

	<ul style="list-style-type: none">The student was unable to give relevant evidence from the book or make meaningful connections in <u>all</u> of their explanations.			
Absences	<u>Zero students</u> were absent for the pre-test. <u>Zero students</u> were absent for the post-test.			

3. Blank Post-Test

Insert a blank post-test in this section that includes all directions, question prompts, and any scoring items (rubrics, performance criteria, etc.)

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Migrant: _____ Color Group: _____ Letter: _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

Performance Criteria- Writer Checklist

Please use this check-list as a guide for your response. If you have answered "Yes," to questions below, indicate a check-mark in the box provided. If you cannot answer all parts of the question, then you need to edit and revise until you have.

Statement	Evaluation (✓)
Response- Does my response answer all parts of the question?	
Response- Is my claim well-developed?	
Response- Is my paragraph logical and easy to understand?	
Evidence- Is my evidence specific to the prompt?	
Evidence- Is my evidence correctly cited?	
Explanation- Do I properly explain my evidence by establishing the connection and/or analysis?	
Significance- Does my statement of significance effectively establish the connection between other migrants?	
Grammar and Mechanics- Is my paragraph free of major grammar, spelling, and punctuation errors?	

Peer Review Rubric

Your Name: _____

Person you are reviewing: _____

Category	Exceeds Expectations	Meets Expectations	Needs Improvement	Score of 0	Score
Response The response answers all parts of the questions clearly and specifically. The response is organized and logical.	3 The student answers the two questions , and the response is organized.	2 The student answers only one question , but the response is organized.	1 The student does not answer the questions clearly, and the response is not organized.	0 Student did not complete.	
Evidence The claim is supported with detailed, specific, and effective evidence from multiple sources. Evidence selection is meaningful and connected. All evidence is correctly cited with complete and correct parenthetical citations.	3 The evidence chosen supports the claim and they are BOTH meaningful and relevant to the question prompt.	2 The evidence chosen supports the claim, but only ONE is meaningful and relevant to the question prompt.	1 None of the evidence chosen directly relates to the claim or question prompt.	0 Student did not complete.	
Explanation All evidence is clearly explained. Explanations provide meaning and connections and do not simply reiterate what is evidence in the evidence. When necessary, explanations provide context and framing for the evidence.	3 BOTH explanations DO NOT repeat what the quote said; they establish a meaningful connection.	2 ONE explanation repeats what the quote said, but the other establishes a meaningful connection.	1 Both explanations are repetitions of the quotes and fail to make a meaningful connection.	0 Student did not complete.	
Significance The concluding sentences of the response strive to move beyond the answer to the questions and to establish the significance of The Great Migration. This significance is clearly tied to the answer and the evidence.	3 The significance concludes the response by acknowledging BOTH how their migrant connects to another migrant and the importance/conclusion of their response.	2 The significance only does ONE of the following: answers how their migrant connects to another migrant OR the importance/conclusion of their response.	1 The significance statement DOES NOT answer either part about how their response connects to another migrant or the importance/conclusion of the response.	0 Student did not complete.	
Grammar and Mechanics Response is void of any major issues in grammar, mechanics, or spelling. <u>This part isn't necessarily a grade, but circle the corresponding area that matches the paper.</u>	3 One to four errors present	2 Five to eight errors present	1 Nine to twelve present	0 Thirteen or more errors present	
Total:					/15

4. Answer Key to Post-Test

Insert the answer key to your post-test here

Because this is writing and it varies from student to student, there is no exact answer key. Students will be scored by the rubric provided above.

5. Post-Test Exemplar

Try to
add in the w

migrant. turn Color Group. Letter.
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getting better opportunities, so Ida and her family moved up
North. She was also afraid of the violence that was going on
because of racism. Wilkerson gives many reasons for why
many decided to migrate, such as "Evidence 2". This shows
that better job opportunities were a major pull factor
and Ida Mae just so happened to relate to that. She was
also afraid of the Whites. Many dangerous things were
happening. They couldn't do anything because of the caste
system. Robert Pershing relates to Ida Mae, where he was
desegregation was huge. Pershing was a medical man who
couldn't achieve his goal. Many different reasons prove to
many many Blacks couldn't achieve their goals such as
"Evidence 1", "Explanation 1". Another migrant named George was
suffering from the caste system as well. He was very afraid
of what the Whites would do to him because of a simple
mistake. Something as little as talking too loud to a white
person was a crime. It was basically a live or die situation.
He decided to leave for a better chance of survival.
All three of these people who migrated are similar because
they wanted better or survivable lives. The Great
Migration helped them.

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Why would they
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