

A Bronzeville Story

Lesson 1: Vocabulary Game

Focus Questions

What was the Great Migration? Why did so many African Americans from the South relocate to Chicago between 1916 and 1970? What is Bronzeville? What was Bronzeville like in the 1940s?

Core Understandings

Students will understand that the Great Migration brought over 500,000 African Americans to Chicago between 1916 and 1970. They will understand why African Americans left the rural South and what factors led them to relocate here. They will understand the impact new migrants had on Chicago as well as the opportunities and challenges they encountered here.

Knowledge

Students will know that the Great Migration was a significant historical event both locally and nationally. They will know how the Chicago neighborhood of Bronzeville evolved and what it was like to live there around 1949.

Skills

Students will be able to recognize, define, and use important vocabulary in context. They will use their language arts skills to interpret the past and be challenged to listen and speak effectively during class discussion.

Common Core ELA Standards

CCSSR1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSSR4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ISBE Social Science Standards

Goal 15: Understand economic systems, with an emphasis on the US.

Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the US, and other nations.

Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the US.

Goal 18: Understand social systems, with an emphasis on the US

In This Lesson

By engaging students with an imaginative bulletin-board display and vocabulary game, students will learn about the Great Migration and Chicago's Bronzeville neighborhood around 1949. The story elements of setting, character, obstacles/problems, and resolution are addressed. This lesson was researched and written by Beatrice Quatroke.



Activity

Prior to the lesson, create a bulletin-board display about Bronzeville and the Great Migration to serve as a central resource for students. Use printouts of the artifact images from *A Bronzeville Story*. http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_bronzeville.pdf Additional image sources are listed under the Materials & Resources section.

Next consult the vocabulary words that accompany *A Bronzeville Story*.

<http://www.chicagohistory.org/greatchicagostories/bronzeville/vocabulary.php>

Write each word on a large piece of construction or butcher-block paper and post around the room. (You may wish to incorporate them into your bulletin-board display.) Write the definitions on separate pieces of paper, reserving them until later in the lesson.

When class begins, distribute individual copies of *A Bronzeville Story* to each student.

http://www.chicagohistory.org/greatchicagostories/pdf/story/A_Bronzeville_Story_by_Pamela_Dell.pdf Read the story aloud to the class or, if you have computer access, play the story audio. <http://www.chicagohistory.org/greatchicagostories/site/storyaudio/index.html?story=9>

As they read along, ask students to highlight the vocabulary words in their copies of the story. They should also write down what they think the words mean. To enhance the activity, have students write on sticky notes.

When finished, go through the vocabulary words one by one and have students try to define them. Or have the students stick their notes under the appropriate vocabulary word. Next, bring out the correct definitions one by one and have students match them to the correct words. They can volunteer individually or vote as a group.

Materials & Resources

- **Printouts of *A Bronzeville Story*:**
http://www.chicagohistory.org/greatchicagostories/pdf/story/A_Bronzeville_Story_by_Pamela_Dell.pdf
- **Printouts of the *A Bronzeville Story* artifact image set:**
http://www.chicagohistory.org/greatchicagostories/pdf/artifacts/artifacts_bronzeville.pdf
- ***A Bronzeville Story* vocabulary words:**
<http://www.chicagohistory.org/greatchicagostories/bronzeville/vocabulary.php>
- **Construction or butcher-block paper**
- **Sticky notes** (optional)

A number of resources offer images for your bulletin-board display:

- ***Great Migration* entry in the *Electronic Encyclopedia of Chicago* online, featuring two printable maps:**
<http://encyclopedia.chicagohistory.org/pages/545.html>
- ***Bronzeville: Black Chicago in Pictures 1941–1943* by Maren Stange** (available for checkout at many Chicago Public Library branches and for purchase from the Chicago History Museum store)
- ***Archibald J. Motley Jr.* by Amy M. Mooney** (featuring this celebrated Chicago artist's paintings of Bronzeville, available for checkout at Harold Washington Library and for purchase from the Chicago History Museum store)
- ***The Great Migration: An American Story***, (a pictorial history of the Great Migration featuring the paintings of Jacob Lawrence, available for checkout at many Chicago Public Library branches)

Instructional Notes

As you read the story, you may wish to point out the corresponding artifact images on your bulletin-board display to help students connect the primary source material to the text.

Extension Activities

Have students compare and contrast Penny's family home in Mississippi with her new home in Chicago. They can do this in writing or draw what they imagine the two interiors to look like.

Play character charades. Have students pretend they are a character from the story and use suitable expressions and gestures to have the class guess who they are.

Have students make a picture dictionary of the new vocabulary words.