GEOGRAPHY

What Explains Migration to and from Detroit?

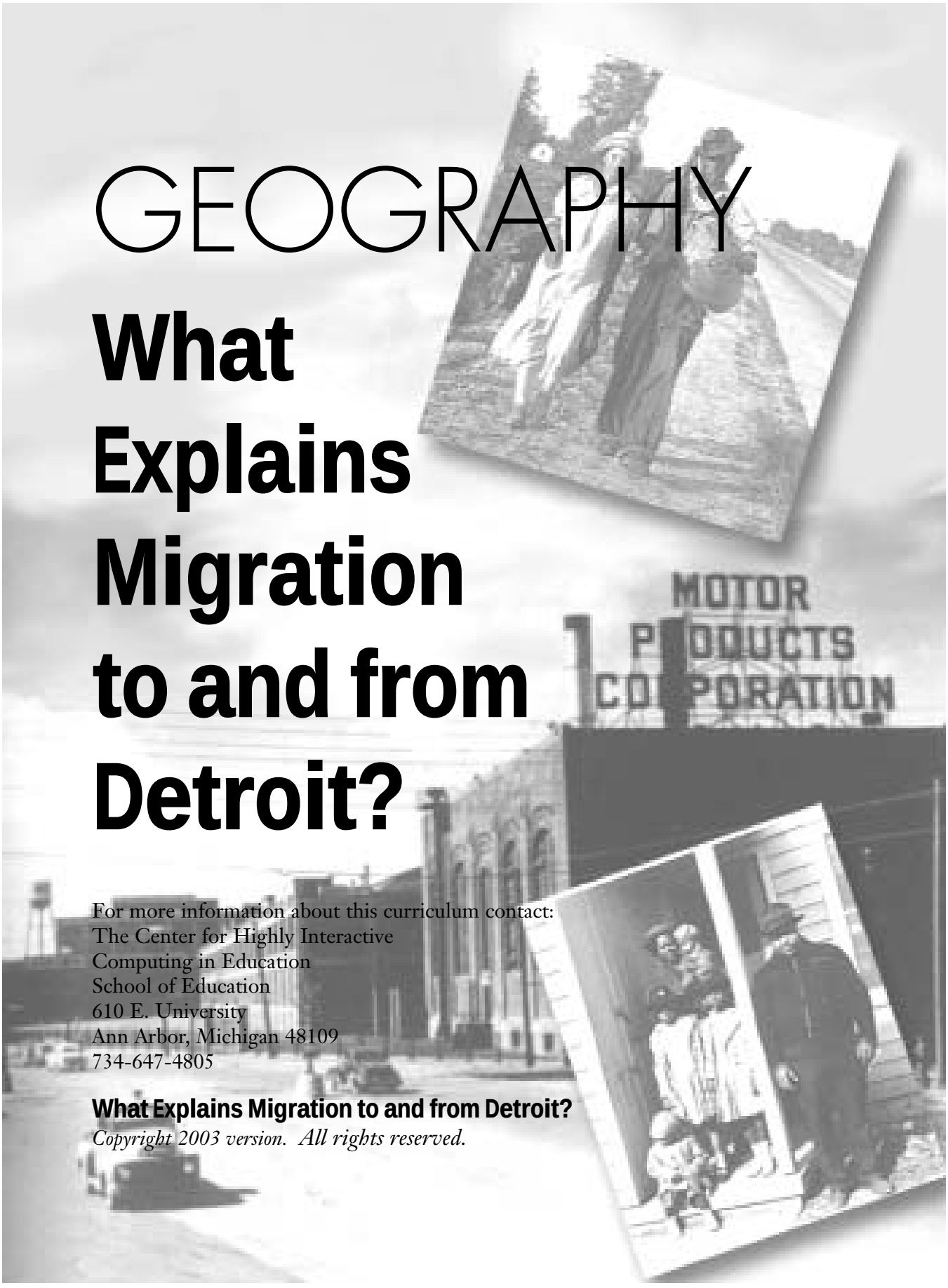
University of Michigan
Center for Highly Interactive Computing in Education

Primary Sources Network
Melvindale/Northern Allen Park Schools

Henry Ford Academy
Henry Ford Museum

GEOGRAPHY

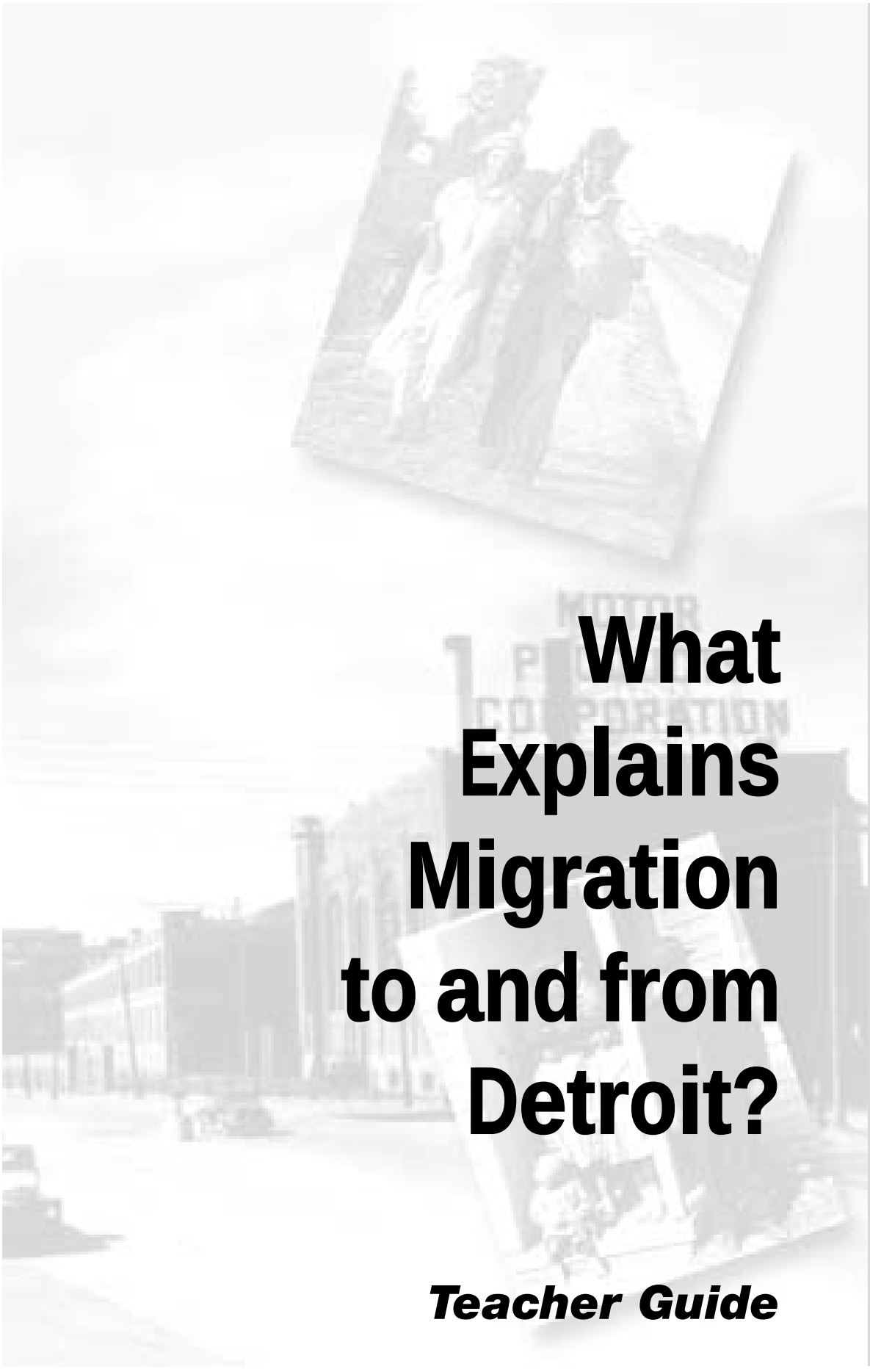
What Explains Migration to and from Detroit?



For more information about this curriculum contact:
The Center for Highly Interactive
Computing in Education
School of Education
610 E. University
Ann Arbor, Michigan 48109
734-647-4805

What Explains Migration to and from Detroit?

Content



Introduction

What Explains Migration to and from Detroit?

Teacher Guide

Content

INTRODUCTION

Introduction

Project Overview

HICE/PSN instructional materials in geography help teachers support students in deepening their geographical thinking and understanding. Developed by a team of teachers, 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. geography and the impact such movement had on individuals, families and communities.

Features of the curriculum

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 geographical events.

Materials Support Teachers

Each lesson in the HICE-PSN geography 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 sharecroppers home relocated to the grounds of the Henry Ford Museum. 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 geography materials bring one of the world's great collections to the classroom.

OVERVIEW

Unit 1
Introduction to Geographical Inquiry
Why Would People Move to or from Our Community?

In the introductory unit, students generate their initial ideas and theories about migration and human movements. The unit also introduces key geography terms.

Unit 2
The Southern Migration to the Industrial North, 1915-1940
Why Would Southerners Move to Detroit?

Students focus their study on one particular migration in the U.S., the migration of rural Southerners to industrial and urban Detroit. Using a case of one family, students investigate what factors stimulated this particular migration.

Unit 3
European Migration to American Cities: 1924 - 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 immigration from Eastern Europe to the U.S. at the turn of the twentieth century. Focusing upon students skills in creating plausible explanations, the unit has students use their investigations of past policy to understand how migrants and communities adapted to a rapid change in demography.

Unit 4
America's Changing Cities: 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 and developing causal explanations.

Project Calendar

Unit 1/Introduction to Geographical Inquiry
Why Would People Move to or From Our Community?

1 class period	Lesson 1/When Might a "Problem" Be Good?
1 class period	Lesson 2/Why Do People Move?
1 class period	Lesson 3/Why Did People Move?
1 class period	Lesson 4/Exploring My Community as a Geographic Place
1 class period	Lesson 5/Introduction to the Case of Detroit
2 class periods	Lesson 6/Putting Detroit in Its "Place"
1 class period	Lesson 7/Using Evidence to Review Mental Maps
1 class period	Lesson 8/Push and Pull Factors for Migration
1 class period	Lesson 9/Deciding Where to Move
1 class period	Lesson 10/What is Your Theory about Migration?
1 class period	Lesson 11/Testing Our Theories
1 class period	Lesson 12/So, Why Do People Move?
1 class period	Lesson 13/Assessment

Unit 2/Southern Migration to the Industrial North 1915-1940

1 class period	Lesson 1/Why Move from Farms to Cities? Why from South to North?
1 class period	Lesson 2/Using Push/Pull to Understand South-to-North Migration
1 class period	Lesson 3/South-to-North Migration in Time, 1920s-1930s
2 class periods	Lesson 4/What is a Region?
1 class period	Lesson 5/Comparative Advantage
2 class periods	Lesson 6/County Case Studies
2 class periods	Lesson 7/Using Homes/Building as Artifacts Lesson 8/Before Using CLIO
2 class periods	Lesson 9/Mattox House: Why Leave the South?
2 class periods	Lesson 10/Sojourner Truth Housing Project: Why North?
1 class period	Lesson11/Organizing/Representing Information
1 class period	Lesson 12/Assessment Lesson 13/Revisiting Students' Theories of Migration

Project Calendar

Unit 3/European Migration to American Cities: Case Studies in Adaptation 1910-1924

1 class period	Lesson 1/Theorizing about Adjustment
1 class period	Lesson 2/Data Background for Detroit Population 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
1 class period	Lesson 7/Assessment

Unit 4/America's Changing Cities: Suburbanization, 1945-Present

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

Contributors

UNIVERSITY OF MICHIGAN'S CENTER FOR HIGHLY INTERACTIVE COMPUTING IN EDUCATION

Curriculum Development Staff

Robert Bain, Professor
Lead Developer
School of Education

Mimi Lee, Graduate Student
Development Staff
School of Education

Stephen Mucher, Graduate Student
Development Staff
School of Education

Ronald Marx, Professor
Principal Investigator
School of Education

Teachers

Amanda Burns, History Teacher
Henry Ford Academy

Kenneth Jannot, Geography Teacher
Melvindale/Northern Allen Park High School

Technology Development Staff

Katie Lucchini, Graduate Student
CLIO Development Staff

Paul Oehler, Graduate Student
CLIO Development Staff

Meilan Zhang, Graduate Student
Virtual Expedition Development Staff

Christopher Quintana
Explanation Tool Development Staff

Dustin Williams
Explanation Tool Development Staff

Elliott Soloway, Professor

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 and specific historical and social scientific habits of mind 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 and social scientists, 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 explanation, 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 everyday in classrooms."

We strive to make all of the assessments formative in nature. According to Black and Wiliam (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 student 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 Unit

Units and Activities

This curriculum is structured around a problem: Why do people move and how do they adjust? We have approached this main problem with four related sub-problems. In this curriculum, each unit centers on a sub-problem with related concepts and procedural knowledge around it. Units are further divided to lessons. Each lesson last 1-12 days, depending on the level of the intellectual work required.

Icons

Throughout this curriculum, icons are used to represent key aspects of the curriculum, such as lesson types. These icons, found in the margins, are meant to help teachers enact the curriculum.

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. Framing -- Social Scientific Problems
2. Taking Stock of Student Understanding
3. Using Evidence
4. Applying Disciplinary Concepts/Procedures
5. Acquiring and Presenting Student Understanding

Framing Social Scientific Problems

Disciplined-inquiry in social sciences 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 the puzzles that will guide their investigations.

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? Why do I think this is the case? 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?

Using Evidence

The social sciences are evidentiary disciplines. As such, students are encouraged to frequently locate and use evidence as they work out their 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 social scientific facts and concepts. However, these lessons go beyond simple concept acquisition. Students apply the concepts to organize, support or criticize their own thinking and evolving theories. The concepts become a tool to address their ongoing social scientific 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 for their effective use of evidence and the clarity of their argument. Students are expected to develop plausible 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 Geography Standards

Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and the human constructs called regions.

The geographically informed person knows and understands:

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective
2. How to use mental maps to organize information about people, places, and environments in a spatial context
3. How to analyze the spatial organization of people, places and environments on the Earth's surface

Environment and Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earths physical features and processes.

The geographically informed person knows and understands:

14. How human activities modify the physical environment
15. How physical systems affect human systems
16. The changes that occur in the meaning, use, distribution, and importance of resources

The Uses of Geography

Knowledge of geography enables people to develop an understanding of the relationship between people, places, and environments over time—that is, of Earth as it was, is, and might be.

The geographically informed person knows and understands

17. How to apply geography to interpret the past
18. How to apply geography to interpret the present and plan for the future

Michigan Social Studies Content Standards

Strand II. Geographic Perspective

Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions aout society.

Standard II.I "Diversity of People, Places, and Cultures"

All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.

Standard II.2 Human/Environment Interaction

All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.

Standard II.3 Location, Movement, and Connections

All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.