

? Did the 1920s preserve the past or invent the future?

TEACHER BACKGROUND KNOWLEDGE

- Understanding of the Cakewalk history.
- Familiarity with regional dances (Hit the Quan, Chicago Juking, Park Heights Strut, etc.).
- Ability to facilitate choreography and group collaboration.

LEARNING OBJECTIVES

Explain and demonstrate migration patterns of Black Americans.
Create a dance phrase mirroring the journey of the Great Migration.

ARTS INTEGRATION PURPOSE

- ✓ Use dance/dance history to deepen understanding of historical context.
- ✓ Encourage creative expression of social studies content.
- ✓ Provide universal access through movement and collaboration.

The Great Migration

9th Grade Social Studies

Integrating The "Cakewalk" Dance
(the dance's history + modern interpretations)

PERFORM

1. Groups perform their migration dance.
2. Include hometown and destination dances + emotional representation dance.
3. End with révérence (bow).

ASSESSMENT

1. Dance Performance (Modern Day Cakewalk)
2. Written Reflection
3. Peer Review

Extension

- Explore "The New Great Migration."
- Analyze the Reverse Migration Map.
- Further reading: *Warmth of Other Suns* by Isabel Wilkerson.
- [Jacob Lawrence's Migration Map](#)