

Windsor Migration ArcGIS Project

CREATOR:

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GRADE LEVEL :

9-12

SUBJECT:

US History, Black & Latino Studies, Windsor History

IMPORTANT RESOURCES

- Windsor Historical Society [Oral History Collection](#)
 - Barlow, Florence
 - Allison, Iva Chisholm
 - Bradley, Ralph
 - Caesar, Irene Scott
 - Curtis, A. Cheryl
 - Curtis, Timothy
 - Davis, Kai and Kimberly Graham
 - Dixon, Jennie Windsor Afro-A
 - Huyghue, Joan
- <https://windsorhistoricalsociety.org/a-kneel-in-for-equal-employment-a-civil-rights-protest-in-windsor/>
- <https://windsorhistoricalsociety.org/soldiers-of-the-soil/>
- <https://windsorhistoricalsociety.org/sandy-archer-and-the-archer-memorial-a-m-e-zion-church/>
- <https://www.youtube.com/watch?v=8qiMLfuV-Lw>
- <https://windsorhistoricalsociety.org/event/exploring-windsors-black-history-windsor-afro-american-civic-association/>

ESSENTIAL QUESTIONS

Historical: Why do people migrate? How do they decide where to go? How does migration create new communities and traditions?

- a. **Who** are the various groups of people who live in the Windsor area?
- b. **Where** did they migrate from, and when? **Why** did they leave?
 - a. **What** brought Black and Latino Migrants to Windsor?
 - b. What are some of the challenges faced by Windsor residents?
 - c. **How do communities come together to advocate for the needs of their community members?**

Modern Day

- **What** are some of the challenges that face immigrants/migrants to Windsor today?
- What are the resources that we have in our community to support new migrants to Windsor?
- What role does advocacy play in being a productive citizen within my community?

LEARNING OBJECTIVES

- Students will be able to **understand** and **discuss** the various and complex reasons for Black and Latino migration to Windsor using primary and secondary resources.
- Students will be able to **identify** the various ways Black and Latino migrants were able to support each other by analyzing the oral histories of members of the Windsor Afro-American Civic Association, Archer Memorial A.M.E Zion Church,
- Students will be able to **draw** thoughtful connections between the issues and challenges faced by migrants to Windsor historically and in the modern day.
- Using [ArcGIS](#), students will **create** a digital story map containing resources for modern-day migrants to Windsor, applying their knowledge of the challenges faced by migrants today.

DAY 1: Black History Windsor

- **Objectives**
 - **Create a collaborative visual timeline of Black History in Windsor using sources on the Windsor Historical Society Black History website.**

STEPS

1. Using a [KWL chart](#), students should identify what they know, want to know, and questions they have about Black History in Windsor. Once finished, students can share with a partner.
2. Using the jigsaw method, each group will be responsible for reading and analyzing important moments of Black History in Windsor. Students can choose between the following articles:
 - a. <https://windsorhistoricalsociety.org/soldiers-of-the-soil/>
 - b. <https://windsorhistoricalsociety.org/sandy-archer-and-the-archer-memorial-a-m-e-zion-church/>
 - c. <https://windsorhistoricalsociety.org/dr-primus-manumit/>
 - d. <https://windsorhistoricalsociety.org/glimpses-of-windsors-black-patriots/>
 - e. <https://windsorhistoricalsociety.org/our-mrs-bethune-dr-ethna-beulah-winston/>
 - f. <https://windsorhistoricalsociety.org/our-mrs-bethune-dr-ethna-beulah-winston/>
3. Once finished, each group should share out some of the important points that they learned from their reading and add it to a visual timeline of the Black History of Windsor.

DAY 2: Advocacy & Afro-American Civic Association Oral History Interviews

- **Objectives**
 - Students will be able to **identify** the various ways Black and Latino migrants were able to support each other by analyzing the oral histories of members of the Windsor Afro-American Civic Association, Archer Memorial A.M.E Zion Church,

STEPS

1. Define migration and provide examples for students on reasons why people may migrate. Students can connect to other lessons, such as the Great Migration or modern-day examples.
2. Explain the importance of oral history in documenting the stories of Migrants.
3. Students can read or listen to segments on this youtube exhibit collection on the Afro-American Civic Association: <https://www.youtube.com/watch?v=8qiMLfuV-Lw>
4. Using the Depth and Complexity icon graphic organizer, students listen and complete a DOC for at least two oral histories found on the Windsor Historical Society website.
 - a. DOC indicators: main ideas, small details, unanswered questions, patterns
 - b. Examples of narratives:
 - i. Barlow, Florence
 - ii. Allison, Iva Chisholm
 - iii. Bradley, Ralph
 - iv. Caesar, Irene Scott
 - v. Curtis, A. Cheryl
 - vi. Curtis, Timothy
 - vii. Davis, Kai, and Kimberly Graham
 - viii. Dixon, Jennie Windsor Afro-A
 - ix. Huyghue, Joan
4. Once finished, each group should share some of the important points they learned from their reading and add them to a visual timeline of the Black History of Windsor.

DAY 4: Migrants in Windsor & Creating a Visual Story Map

- **Objectives**

- Students will be able to **draw** thoughtful connections between the issues and challenges faced by migrants to Windsor historically and in the modern day.
- Using [ArcGIS](#), students will **create** a digital story map containing resources for modern-day migrants to Windsor, applying their knowledge of the challenges faced by migrants today.

STEPS

1. Students should share their DOC graphic organizers paying close attention to the sections of the pattern, and discuss the following as a whole group:
 - a. Based on the oral histories, were there any specific challenges facing migrants or the black community in Windsor?
 - b. What are some of how the community came together to support each other?
2. Students should brainstorm potential challenges a modern-day migrant to Windsor may have and organize using a Social, Cultural, and Economic chart. Students apply examples learned in the oral history to help them brainstorm.
3. Using [ArcGIS](#), students will **create** a digital story map containing resources for modern-day migrants to Windsor, applying their knowledge of the challenges faced by migrants today.

- a. Students can:
 - i. Identify restaurants
 - ii. Identity schools
 - iii. Discuss yearly events such as the Shad Derby
 - iv. Identify important churches or small business
- b. Each contribution to the map should include:
 - i. Name
 - ii. Address
 - iii. Location
 - iv. Overview
 - v. Need to Knows