

Narrative Description

General Curriculum and Methods

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The school that I am preparing my lesson for is a relatively large school with about 800 students total. Even though the building itself is older the school still has a new feeling to it. All of the athletic fields are nearby and up to date as well as the library recently being outfitted with brand new computers. Within my own classroom I will have 22 students that are all in the 11th grade. The majority of my students will be Caucasian middle to lower class students with a few Hispanic and Middle Eastern students. My class is going to be an honors class so students have signed up knowing the challenges and the work that awaits them. One interesting note is that the students' are still adjusting to new policies and procedures as the school has recently undergone administrative changes.

Within my own classroom, the students have many visually enticing things to look at. Almost all of the walls in my classrooms are filled with photographs of U.S. History. These photos include all of the major wars, civil rights movement, famous people and many more. The room is rather large with the teacher desk up at front when you walk into the classroom. There are three bulletin boards around the room that have all been taken up with pictures and themes from the upcoming course. Class time is 90 minutes and students attend every other day.

On the very first day of school this year my cooperating teacher and I were able to determine their prior knowledge by giving them a questionnaire to have them fill out. It had many questions about themselves but also about American History and what type of experiences they have had in the past. We also did an opening project that had the students bring in objects from their own history and explain what part of history they came from. It allowed my teacher

and I to formatively assess what they knew while explaining their projects to their class. Don't neglect the SOLs as a source of students' prior knowledge.

One of my outcomes for this lesson –what are your outcomes for the unit? would be that students can analyze and discuss how culture, music and literature were reinvented during the 1920s and 30s. They will have knowledge of how the years leading up to the 1920s played a role in this Harlem Renaissance and what impact it had on the country and world in the years after. I will be assessing the student's knowledge both formatively throughout their many assignments and group work and will conduct a summative assessment when they present their project at the end of the lesson.

Lastly, there are several different ways that I can adapt this lesson to meet the needs of all learners in my classroom. One way would be to read the actual information to the class myself as some of their reading levels are very low. I will also provide them with graphs and other organizers that will allow them to effectively sort information and categorize it both in their folders and minds. Lastly some students will have the option to write out their summative assessment instead of presenting it to the whole class. I just want to see the students have grasped the information and can successfully analyze the cause and effect of the time period. If they feel that they can better do this through a written assessment then that can be an option for them as well. –well done in the area of differentiation.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ X _____ Date: _____ September 9, 2012 _____

Course/Subject: _____ U.S. History _____ Grade: _____ 11th Grade _____

Title of Unit: A Nation in Transition Title of Lesson: The Roaring 20s: Art, Literature and Music

VA SOL(s): (write out) USII.6 The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O'Keeffe, and the Harlem Renaissance.

SPA Standard(s): (write out) NCSS: Culture

Materials:

For Teacher:

- Music clips
- Handout 1 and 2
- PowerPoint Presentation on Harlem Renaissance
- PowerPoint presentation with artwork from Harlem Renaissance
-

For Students: include resources & appropriate citations, technology support, manipulative materials, handouts, etc.

- Pencils
- Paper
- Notes Packets

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (audience, behavior, conditions & degree of expectation).

1. Upon looking at various art pieces, the student will be able to identify artwork that was created during the Harlem Renaissance without error. -good.

2. After completing an assigned reading and other various activities (Condition), the student (Audience) will be able to list (Behavior) 3 reasons that African Americans migrated north to cities such as Harlem without error (Degree). -label parts A,B,C,D—I'm not seeing D. -much better!

3. After participating in class discussion (Condition), the student (Audience) will be able to compare and contrast (Behavior) the artwork of the Harlem Renaissance to the previous time periods by developing a 5 minute presentation to the class that explains a specific painting, the artist's original thoughts, methods by which they created the painting and the themes and values in their paintings -label parts A, B, C, D. I'm wondering if you have 2 Cs. In other words, how will completion of a task such as giving a 5 minute presentation ensure that students have learned the concept. Perhaps another way of looking at this is to ask: what will the teacher

look for in the 5 min. presentation as evidence that the student has learned the content (rather than simply completing the 5 min. presentation)?

Needs a bit more clarity To what extent must the student compare and contrast (to clarify D)? ...by developing a 5 minute presentation to the class that provides 3 points of comparison and contrast. In other words, you will know that students have learned the comparison and contrast when they can identify 3 points? Does this meet your expectations?

--OK.

Task Analysis:

Prerequisite	Essential	Desired/Enrichment
The student will need knowledge that artwork can be different. --OK.	The student will learn how to identify art that came from the 1920s. They will be able to identify what makes art from the Harlem Renaissance unique and distinguishable.	That students will be able to distinguish pieces of artwork from the Harlem Renaissance outside of the classroom while knowing who the most famous artists were. --OK.
The student will need to know what defines a culture.	Identify how African American culture changed during the 1920s. Explain the Harlem Renaissance and its effect on African Americans among others.	That students will be have prior knowledge as they learn about subsequent events and how the Harlem Renaissance played a significant role in African American culture.
The student will need knowledge of what art, literature and music consists of. They will need to know the basics of giving an oral presentation.	Identify and match the cultural leaders of the 1920s with their ideas. Throughout the Task Analysis, you can simply list the content knowledge in each section and omit "TSWBAT." Yes—much improved thru out.	Develop a presentation consisting of at least 5 minutes. The student will be able to identify significant cultural leaders in our nation's history, and the effect they have had.

Assessment

- Content and process skills to be assessed as identified in the instructional objectives.
 - **Artwork from** the 1920s and 30s.
 - Harlem Renaissance
 - Cultural symbols
 - Comparing and Contrasting
 - Oral/Presentation Skills
 - Leaders in art, literature, music during the 1920s and 30s
- Specific strategies or methods of assessment: (Describe & attach specific assessments)
 - I will assess students formatively by walking around and interacting with their group work
 - Students will be asked to complete a comparison chart as they encounter different themes and ideas throughout the lesson
 - Students will be handing in a class work assignment at the end of class as an exit ticket which will serve as a class work grade.

- Lastly, an oral presentation will allow the students to show what information they have been able to learn, analyze and make connections to both the past and present.
3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?
- Some students may have a “power partner” in which they can work together to fill out their charts or diagrams.
 - Students with oral disabilities will have the option to write out their final presentation instead of presenting it orally to the entire class.

Well done. You can either follow the format as you did here, or list each objective for each of the three questions. Either is fine as long as you cover all 3 questions.

Lesson Body:

Anticipatory Set: (Music by Duke Ellington will be playing as the class enters the room) Good morning class, how **are we all doing today**? Does anyone recognize the music that was playing while you walked in? (Lowest Level, Convergent Question) –Ok. Are there any guesses to the time period or even more specifically the artist that played the song? (Intermediate Level, Evaluative Question) –Ok. This music plays a large role in helping define the Cultural Revolution we like to call the Harlem Renaissance. The Harlem Renaissance was a magnificent outbreak of African American culture in a society where they were often put down and ignored. But before we get to the Harlem Renaissance we need to understand the factors that got them to that point. So to start we are going to look at what we read in our warm up and talk about some of the factors that led to African Americans migrating north and the Harlem Renaissance.

Music as an intro to a unit is an attention-getter for adolescents.

Is the Anticipatory included in the 90 minutes?

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Place Handout 1 in the front of the classroom where it is accessible to the students as they come in the door. –smart! Love your organization—thank you! Students will be expected to pick up this handout and follow the directions on it accordingly. (5 minutes) Discussion on the opening handout should be opened to the class (Anticipatory Set should be used to start discussion). Ask the students for responses/questions or comments that they have on the reading. Student Responses should guide the discussion but questions can also serve as a medium to get students talking and thinking about the 1920s. Questions should include: - What feelings does this woman express in her letter to the newspaper <i>The Crisis</i>? Lowest Level, Divergent Thinking Question	Differentiation of Affect: The questions in Handout 1 could be altered to bring out different emotions in students. The purpose is to have them feel like they are present with the women or at least understanding of what she is going through. This could be done through many different ways or questions.

- What role does the time period of the letter have an effect on what she is saying?
Intermediate Level, Divergent Thinking Question
- **What does the author of this letter have to say about the responsibilities of men? Do you agree with this statement?** Best not to ask a closed question so you don't get a closed answer... like "no." Has this responsibility changed since 1919? *Highest level, Evaluative Question* (5- 8minutes)

--add Type and level for every question

As discussion ends, have the students get out their notes on our unit and prepare to write down information.

Instruction Verbatim: Alright everyone thank you for your discussion and now I would like for you all to put away that bell ringer into your folder for our U.S. History Course. Then as you have your folder open please take out your notes on the 1920s and 30s as we will be taking some notes today.

As they are preparing their materials bring up the PowerPoint on the Harlem Renaissance of the 1920s and 30s. This should be an interactive lecture with student participation encouraged.
*Only the first slides on the Northern Migration will be taught at this point.
(10-15 minutes)

As lecture comes to a close start to hand out the Letters to the Chicago Defender (**Handout 2**) that emphasizes the want for African Americans to want to come North. Students will read through and write down their reactions of questions.

Instruction Verbatim: What questions do you have before we move on to the next activity? –
- *Intermediate Level, Evaluative Question*
label by type and level. --still want to ask this question after last week's class? Alright, as I pass these papers out to you make sure that you put your name, date and block on the top. We have just talked about why African American men and women wanted to come North to the cities. Now we will look at actual letters that were written by black men and women during this time period. Some of them express their want to move but lack of

Differentiation of Process: T Notes that have the main points from the lecture on the left side with space on the right side to write down important information and anything that helps them remember can be provided to students that desire it. It may also be very helpful to provide these to the entire class if they seem to be struggling with note taking abilities. This method helps to alleviate with knowing what to write down and helps them focus more on processing and understanding information on their own terms.

--you may wish to model this during your lecture.

Differentiation of Process: On Handout 2 the important passages can be highlighted for students that have a hard time pulling out the important sections of readings. It will help them with understanding rather than just the physical reading that can be overwhelming for some.

--yes.

opportunity or finances. Other talk about the fact they would not know anyone when they got there. These are real people trying to make life decisions and I encourage you to place yourself in their shoes as you read and try to imagine what you or your family might do in the same situation. (15-20 minutes)

Continue to walk around the classroom, monitoring student progress and answer any questions that they may have along the way. Questions to ask students as you walk around the classroom:

- **What skills do the men and women have?** ~~ask an open ended question~~ instead, starting with what, which, why, how, etc. What type of jobs are they then capable of doing? *Lowest Level, Convergent Thinking Question*
- What are some of the reasons that these African Americans wanted to move North? *Intermediate Level, Evaluative Question*
- What were the dangers of moving North? What factors hindered them from leaving right away? *Intermediate Level, Evaluative Question*
- What hardships might you imagine if you and your family had to move to a foreign place? How might it affect you? *Highest Level, Divergent Thinking Question*

When students have started to bring this activity to a close the teacher should bring the class attention back to the front of the classroom for the remainder of the notes. The same PowerPoint will be used but started where the teacher left off previously. This information should cover the Harlem Renaissance. (10-15 minutes)

Instruction Verbatim: What questions do you have about the material we just covered? ~~still want to ask this question after last week's class?~~

Okay then we are now going to look at a few more notes on how the Northern Migration of many African Americans led to the creation of the Harlem Renaissance. If you could get out your notes one more time we are going to look at some of the cultural creations and the people who played a major role in the promotion of African American culture.

Differentiation of Process: Students could have the option to work in "Power Partners" during this activity to allow collaboration and someone to bounce ideas off of as they move through their activity. It is also important for the teacher to be facilitating this activity by observing where the students are at and their engagement level.

~~definitely.~~

Differentiation of Content: This section of the PowerPoint could be altered to better suit the demographics of the classroom where it is being taught. There are many different contributors in both artwork and literature that came from many different ethnicities. I think it is important for students to learn about how people they can easily identify with have made significant contributions to American History.

At the end of the interactive lecture the teacher should bring up the Smart board activity as a review for the students. Here they will be able to come up and organize the differences between artists, poets, and musicians that were just talked about in the lecture. The entire class should be engaged and the teacher can provide guidance as necessary (5-8 minutes).

--insert the SB activity in the next submission.

Throughout the lesson, you've written verbatim except for this section. It might be helpful to record your instruction to students as you guide the SB activity.

Instruction Verbatim: We are now going to look at some of the artists, poets and musicians of the Harlem Renaissance and start to become familiar with their names. I would like once person at a time to come up and drag one of the names into the appropriate category and then as a class we can determine if it is correct or not. Could we have a volunteer to start us off?

When the last name has been organized the class can start transitioning to the next activity. Here students will have the opportunity to view many pieces of artwork that have come from artists in the 1920s. (15-20 minutes)

Instruction Verbatim: As you finish your activity with the letters please start to divert your attention the screen in the front of the classroom. As African Americans started to move into Northern cities they created communities where people shared the same values and beliefs. As a result artists started to create paintings and other visual images that represented African American culture and life. On the screen I will have many examples of the artwork that is from the 1920s and 30s. We are going to analyze each painting and what it can tell us about life and culture of African Americans in this time period.

Lastly, **(See Closure)** students will be given their homework for the next class period. This will include researching in depth one of the paintings that we viewed in class. They will then be expected to give a 3-5 minutes presentation on what they

Differentiation of Product: Students could also have the option of writing a 5-paragraph essay on the painting that they chose. If they choose to do this, they would then not be required to give a presentation in front of the class. This product also shows that learning has occurred but allows them a different

learned on who the artist was, the setting of the picture, and what themes or messages the artist was trying to convey. (5-10 minutes) Instruction Verbatim: Before you pack up for the end of class I would like to hand out to you your homework assignment for next class. We just looked at many different representation of artwork from the 1920s and what makes it unique and valuable. For next class you will be responsible to take one of the paintings that we viewed and research it more in depth. Try to find out where the paintings was created, the life of the artist or the people in the painting, what messages or themes was the artist trying to portray. Then you will be responsible to create a 3-5 minute presentation to the class describing what you learned. If you have any questions do not hesitate to see me after class or tomorrow sometime. Thanks and have a great day. Excellent work, X! Well organized, clear instructions, well thought out verbatim. Very nice for round one!	option of how to present it. -I like this option of student choice.
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Closure (5-10 minutes): Class, may I have your attention as you finish up your last assignment. **Could someone please raise their hand and tell us all** -what does my article on “we” language say about this? ;-)] what was unique to the artwork from the Harlem Renaissance? (Highest Level, Divergent Question) -Ok. Thank you, **could we have a volunteer to explain to us why** these pieces of artwork were so valuable in their time period? (Intermediate Level, Evaluative Question) -Ok. What impact did they have on their culture around them? (Intermediate Level, Evaluative Question) -Ok. Great because it is important to note the impact that these artists had in changing African American music during the Harlem Renaissance. Their contributions helped an entire culture come together and be proud of its uniqueness for what it had to offer everyone around them. I want to remind you of your assignment for tonight which is to pick a painting from the ones that we looked at and develop a 3-5 minutes presentation for next class period. Have fun with this project and **explain** what the setting of this picture was about, who was the artist and what themes or values was the artist trying to portray in his painting? We will use them tomorrow for our class activity. Everyone have a good day!

This closure can go to a deeper level of student learning if you ask students to identify the ideals of the Harlem Renaissance that the music of these two famous musicians. Take students to higher order thinking by asking questions that require higher order thinking.

After we study questioning strategies in class, return to the A.S. and Closure and revise your questions.

In the A.S. and Closure and revise your questions, and label by type and level.

Timing?

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score Weight)
Introductory Information/ Narrative Description	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate	(<u> 2 </u> X 1 = <u> 2 </u>)
Instructional Objectives¹	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective Some clarification of D required. Still some.	(2.5 <u> </u> X 2 = <u> 5 </u>)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category	(<u> 3 </u> X 2 = <u> 6 </u>)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson	(<u> 3 </u> X 2 = <u> 6 </u>)
Anticipatory Set/Closure	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim Slight revision needed.	(<u> 2.5 </u> X 1 = <u> 2.5 </u>)
*Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning; practice extends student learning	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student learning Label timing.	(<u> 2.5 </u> X 4 = <u> 10 </u>)
*Instruction: Support Learning/ Differentiation of Instruction¹	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning	(<u> 3 </u> X 2 = <u> 6 </u>)
*Instruction: Questions	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students Excellent and varied question types and levels.	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified	(<u> 3 </u> X 1 = <u> 3 </u>)
Total				40.5/45

*An interactive SmartBoard activity is required in one of these categories.

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Comments:

9/14/12:

Objectives:

1. See notes above for obj. #2 and 3.

Good job so far!

Remember that your subsequent resubmissions **should include: 1) revisions typed in bold text in the original assignment submission; and 2) the lesson plan rubric with the professor's comments intact.**

9/28/12:

Objective #3: much closer. See note above for a slight revision on part D.

Music is always a good way to connect with students.

After we study questioning strategies in class, return to the A.S. and Closure and revise your questions.

10/30/12:

You are now ready to focus on the Instruction section with only minor revisions in sections where you haven't yet achieved a "2" or better rating.

I see that you have already submitted the next phase. I'll get to grading it soon but wanted to get this part graded first.

Sorry for my error in copying over my first eval.

11/10/12:

Your Instruction section is in very good shape and requires only minimal revision—impressive, and thank you for diligent work in the first submission!

To all questions throughout the lesson plan, add type and label.

Insert SmartBoard activity in the next submission.

11/17/12:

Instruction:

- Timing ranges from 70-101.
- Excellent questions, X, that encourage higher order thinking skills.

Questioning:

- Label the questions in the A.S. and Closure by type and level. -Ok.

One more section to complete – differentiation. At this rate, you might be finished in the next submission since your revisions have been minimal. Well done.

11/27/12:

Nice job with the differentiation of content, process, product, affect, learning environment.

Consider this assignment finished! Overall, your lesson plan is impressive. If you can maintain this level of quality in your lesson plans during student teaching, you will certainly have a positive impact on student learning. I wish you well next semester!

Handout 1

Name _____
Date _____
Block _____

Letter to *The Crisis* November 1919, XIX, 339

“The Washington riot gave me a thrill that comes once in a life time. I was alone when I read between the lines of the morning paper that at last our men had stood like men, struck back, were no longer dumb, driven cattle. When I could no longer read for my streaming tears, I stood up, alone in my room, held both hands high over my head and exclaimed aloud: “Oh, I thank God thank God!” . . .

We know how many insults we have borne silently, for we have hidden many of them from our men because we did not want them to die needlessly in our defense; we know the sorrow of seeing our boys and girls grow up, the swift stab of the heart at night at the sound of a strange footstep. . . .

God grant that our men everywhere refrain from strife, provoke no quarrel, but that they protect their women and homes at any cost.”

—A Southern Colored Woman

I’m sure the editor will understand why I cannot sign my name.

Directions: Answer all the following questions in complete sentences.

1. How does this woman feel about the riots in Washington? What can this letter tell you about race relations going into the 1920s?
2. Do you agree with the woman on her final statement? Why or Why not?

Handout 2

LETTERS TO THE CHICAGO DEFENDER

Mobile, Ala., 4-26-17

Dear Sir Bro:

... I am writing to you for advice about comeing north. I am a brickmason an I can do cement work an stone work. ... if there nothing there for me to make a support for my self and family. My wife is seamstress. We want to get away the 15 or 20 of May so please give this matter your earnest consideration an let me her from you by return mail as my bro. in law want to get away to. He is a carpenter by trade. so please help us as we are in need of your help as we wanted to go to Detroit but if you says no we go where ever you says. There is nothing here for the colored man but a hard time which these southern crackers gives us. We has not had any work to do in 4 wks. and every thing is high to the colored man so please let me hear from you by return mail. Please do this for your brother.

Source: Deirdre Mullane, ed. *Crossing the Danger Water: Three Hundred Years of African-American Writing* (New York: Anchor Books, 1993), p. 458.

Macon, Ga. April 2, 1918

To the Bethenlem Baptist Association reaching in the Chicago Defender of your help securing positions I want to know if it is any way you can oblige me by helping me to get out there as I am anxious to leave here & everything so hard here I hope you will oblige me in helping me to leave here ans[wer] at once to 309 Middle St.

Mrs. J. H. Adams.

Lesson One Document 1-H Letter from Mrs. J. H Adams, Macon, Georgia, to the Bethlehem Baptist Association in Chicago, Illinois, 1918 Holograph, Carter G. Woodson Papers, Manuscript Division, Library of Congress

LETTER TO THE CHICAGO DEFENDER

Granville Mississippi,
May 16, 1917

Dear Sir: This letter is a letter of information of which you will find stamp envelop for reply. I want to come north sometime soon but I do not want to leave here looking for a job where I would be in dorse all winter. Now the work I am doing here is running a guage edger in a saw mill. I know all about the grading of lumber. I have been working in lumber about 25 or 27 years. My wedges here is \$3.00 a day 11 hours a day. I want to come North where I can educate my 3 little children also my wife. Now if you cannot fix me up at what I am doing down here I can learn anything any one else can. also there is a great deal of good women cooks here would leave any time all they want is to know where to go and some way to go please write me, at once just how I can get my people where they can get something for their work. There are women here cookeing for \$1.50 and \$2.00 a week. I would like to live in Chicago or Ohio or Philadelphia. Tell Mr. Abbott that our pepel are tole that they can not get anything to do up there and they are being snatched off the trains here in Greenville and a rested but in spite of all this, they are leaving every day and every night 100 or more is expecting to leave this week. Let me here from you at once.

Emmett J. Scott, "Letters of Negro Migrants of 1916-1918," Journal of Negro History, 4 (July, 1919), p. 435.

[The "Mr. Abbott" referred to is the African American owner of the Chicago Defender who encouraged the migration.]

Directions: Answer all of the following questions in complete sentences unless noted otherwise

1. What are the writers of these letters looking for when they move north?
2. What are some of the reasons that they want to leave? Describe some of the factors
3. Do they have any apprehensions about leaving their homes?

4. If you were moving to a new place what would be some things that you would worry about now? Would these reasons keep you from moving?