**High School Economics Learning Experience Example**

How do art and economics describe struggles of migrants during the Great Migration?

**Introduction**

The following learning experience was developed by the St. Louis Federal Reserve to demonstrate implementation examples aligned to the *Kentucky Academic Standards (KAS) for Social Studies*.

It is important to note that the assignment(s), indicated throughout these Teacher Notes, and related resource(s) represent one example. This example is not a requirement nor a suggestion for school curriculum. While the Kentucky Department of Education (KDE) is responsible for the development of high-quality academic standards, state law assigns each local district the authority to develop the school’s curriculum and determine appropriate instructional resources based on language found in [Kentucky Revised Statute (KRS) 160.345](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D51319&data=05%7C01%7Clauren.gallicchio%40education.ky.gov%7Cd7e4118aebe74301935d08da63f51820%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637932201576774398%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Nw%2BeZs0pD2iXofQylinAQ2JsFkBfkXtocfzyn8mip%2BM%3D&reserved=0). It is under the discretion of the superintendent to determine the local curriculum, including the evaluation and selection of instructional resources. The KDE does not adopt, select or recommend specific curricula for coursework. Per KRS 160.345(g), “the local superintendent shall determine which curriculum, textbooks, instructional materials, and student support services shall be provided in the school after consulting with the local board of education, the school principal, and the school council and after a reasonable review and response period for stakeholders in accordance with local board of education policy.”

***Kentucky Academic Standards (KAS) for Social Studies* alignment:**

HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.

HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision-making

HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.

HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.

HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.

HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

process.

*Educators may have to engage students with a standard multiple times throughout a year in order to meet the full intent of the standard. As a result, the following assignment example may not encompass the entire scope of the standards identified.*

**Overview:**

Students learn about the Great Migration by combining the paintings of Jacob Lawrence with economic concepts. In the lesson, students are shown paintings from Jacob Lawrence’s The Migration Series. They are asked to match economic concepts and graphs to the paintings, helping the students understand how different disciplines view an event in history.

| **Supporting Question:**  How do art and economics describe struggles of migrants during the Great Migration? |
| --- |

**Teacher Notes**

The [Jacob Lawrence: The Great Migration](https://www.stlouisfed.org/education/economics-great-migration-curriculum/jacob-lawrence-the-migration-series) webpage includes detailed procedure steps and includes all handouts, printables and images that might be needed to successfully complete each lesson.

*Note: the lessons in the links above reference national standards such as the National Standards for History and Voluntary National Content Standards in Economics, which are not utilized in Kentucky.*