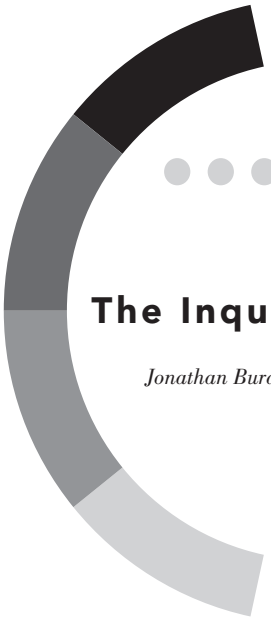
America's Twentieth Century



The Inquiry Arc in U.S. History

Jonathan Burack

The Great Migration

MindSparks®
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CHALLENGING STUDENTS TO THINK HISTORICALLY

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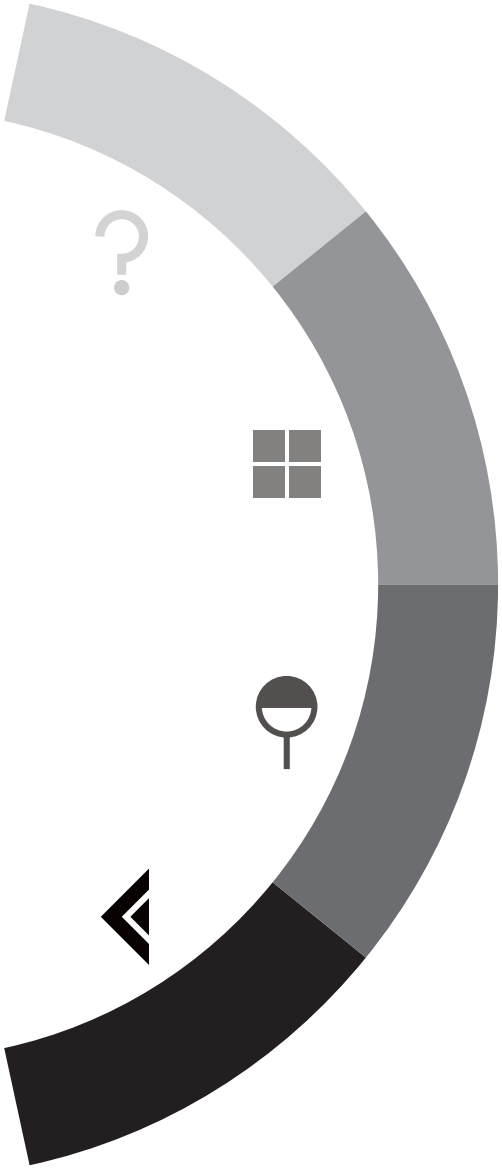
Contents

Introduction

C3 Framework

This book is based primarily on the College, Career, and Civic Life (C3) Framework for Social Studies Standards. This C3 Framework is an effective tool offering guidance and support for rigorous student learning. The assignments encourage students to be active participants in learning and to explore the parts of history that they find most compelling. Central to the C3 Framework and our use of it is its Inquiry Arc—a set of four interrelated dimensions of informed inquiry in social studies. The lessons in this book are based on all four dimensions of the C3 Inquiry Arc. While the C3 Framework analyzes each of the four dimensions separately, they are not entirely separable in practice—they each interact in dynamic ways. As a result, the lessons combine some or all of the dimensions in various ways.



Four Dimensions of the Inquiry Arc

1 Developing compelling and supporting questions and planning inquiries

Questions shape social studies inquiries, giving them broader meaning and motivating students to master content and engage actively in the learning process.

2 Applying disciplinary concepts and tools

These are the concepts and central ideas needed to address the compelling and supporting questions student pose. The C3 Framework stresses four subject fields: history, civics, economics, and geography. Each lesson addresses all of these disciplines.

3 Evaluating sources and using evidence

The purpose of using primary and secondary sources as evidence is to support claims and counterclaims. By assessing the validity and usefulness of sources, including those that conflict with one another, students are able to construct evidence-based explanations and arguments.

4 Communicating conclusions and taking informed action

While this may take the form of individual essays and other writing assignments, these lessons stress other kinds of individual and collaborative forms of communication, including debates, policy analyses, video productions, diary entries, and interviews. Meaningful forms of individual or collaborative civic action are also incorporated into each lesson.

How to Use This Book

This book offers you the chance to implement the entire C3 Inquiry Arc in brief, carefully structured lessons on important topics in U.S. history. Each lesson is driven by a central compelling question, and disciplinary supporting questions are provided. Each lesson asks students to apply understandings from all of the C3 disciplines—history, civics, economics, and geography—and they include individual and group tasks in an integrated way.

Each unit includes an introductory essay, detailed teaching instructions, a set of primary sources, and the handouts needed to implement the lesson's assignments. Rubrics for student evaluation and sources for further study are also provided. The teaching instructions suggest a time frame for completion of each lesson, but the assessments can easily be adapted to fit into any lesson plan.

Each lesson is aligned with several C3 Framework standards and Common Core State Standards. The College and Career Readiness Anchor Standards for Literacy emphasize the reading of informational texts, making these lessons ideal for integration into English Language Arts instruction.

C3 Disciplines

History

Civics

Economics

Geography

The Great Migration

Did It Make Life Better for African Americans?

Overview

Introduction

African Americans had already begun leaving the South before World War I. However, the war gave a huge boost to what soon was called the "Great Migration." Workers left jobs in northern factories for the army. The chaos of war in Europe cut back on immigration as a way to fill these jobs. Black workers began to arrive by the hundreds of thousands to take them. Once the Great Migration got under way, it just kept growing. Thousands of blacks poured into the cities of the North. They found life there challenging, confusing, and exciting. It was challenging in part because these migrants could not fully escape segregation and racism. Was the Great Migration a positive force for African Americans, or did ongoing racial injustice in the North mean the migration was just another dead end for them? This lesson will focus on this compelling question. In this lesson, students will work with short passages from ten primary sources. These primary sources form the core content for a set of tasks that will help them answer the lesson's compelling question.

Objectives

Students will work individually and in small groups to respond in a meaningful way to a compelling question about the Great Migration. They will apply discipline-specific background knowledge, use scaffolding, and engage in instructional activities to interpret primary sources before presenting their ideas to the class.

C3 Standards Addressed by This Lesson

- **D1.4.6-8.** Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- **D1.5.6-8.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- **D2.His.5.6-8.** Explain how and why perspectives of people have changed over time.
- **D2.His.11.6-8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
- **D2.His.12.6-8.** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- **D2.His.16.6-8.** Organize applicable evidence into a coherent argument about the past.
- **D2.Civ.8.6-8.** Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.
- **D2.Eco.7.6-8.** Analyze the role of innovation and entrepreneurship in a market economy.
- **D2.Geo.5.6-8.** Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.
- **D2.Geo.6.6-8.** Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- **D3.1.6-8.** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- **D3.2.6-8.** Evaluate the credibility of a source by determining its relevance and intended use.

- **D3.3.6-8.** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- **D3.4.6-8.** Develop claims and counterclaims while pointing out the strengths and limitations of both.
- **D4.1.6-8.** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- **D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- **D4.6.6-8.** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Common Core Anchor Standards Addressed by This Lesson

- **CCSS.ELA-LITERACY.CCRA.R.1.** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- **CCSS.ELA-LITERACY.CCRA.R.2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.R.6.** Assess how point of view or purpose shapes the content and style of a text.
- **CCSS.ELA-LITERACY.CCRA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- **CCSS.ELA-LITERACY.CCRA.W.7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Teaching Instructions

Compelling Question

Did the "Great Migration" make life better for African Americans?

Preparation

Provide all students with a copy of the Introductory Essay. Assign this reading as homework. In addition, assign all relevant parts of your course textbook or other basic reading material. Remind students to keep the compelling question for the lesson in mind as they read.

Asking Questions about the Great Migration

This part of the lesson stresses Dimensions 1 and 2 of the C3 Framework

Day One

1. Briefly discuss the Introductory Essay in class and address any initial questions students may have.
2. Distribute the How to Analyze a Primary Source handout. Review each suggestion with the class, and remind students to refer back to the handout as they read the primary sources in this lesson.
3. Divide the class into four small groups. Each group will focus its work on one of the four basic disciplines identified in Dimension 2 of the C3 Framework—history, civics, geography, or economics. As they work, the groups should keep in mind the lesson's overall compelling question. However, for Day One and Day Two, each group will work mainly with a second compelling question—one related specifically to its assigned discipline.
4. Provide each group with one copy of its discipline-specific Assignment Sheet. Give each student a copy of all the primary sources for this lesson. Each group may share a primary source packet, if necessary.
5. Have students complete the Day One section of their Assignment Sheets. The objective for Day One is for groups to read three primary sources and then formulate one supporting question about each of those sources. The supporting questions should be recorded in the spaces provided on the Assignment Sheet.

Applying Disciplinary Concepts and Evaluating Sources and Evidence

This part of the lesson stresses Dimensions 2 and 3 of the C3 Framework

Day Two

6. Students will return to their previously assigned groups and formulate a claim addressing their group's compelling question. After reading the remaining seven primary sources, they will select one that supports their claim.
7. Using the evidence gathered from primary sources, each group will then prepare a brief

(five- to ten-minute) presentation about the Great Migration from their group's disciplinary perspective. The presentation can be in the form of an oral report, a debate among group members, or a PowerPoint or similar type of presentation. Allow time for students to prepare by discussing and debating topics among themselves.

Day Three

8. Each group will deliver its presentation (prepared by the students as their final task on Day Two). Following each presentation, allow time for class discussion and for a final effort to answer the central compelling question for the lesson.

Communicating Results and Taking Action

This part of the lesson stresses Dimension 4 of the C3 Framework

Students will complete a final project that expresses an understanding of the topic and responds clearly to the lesson's central compelling question. The project may be completed in groups, but students should be evaluated individually.

Distribute the Communicating Results and Taking Action handout, and decide whether you will assign the projects or allow students to form groups and choose tasks on their own. Set a reasonable deadline. Students should review the Great Migration Rubric so they can understand how their performance will be evaluated. The projects are summarized below.

Communicating Results

- Each student will pretend to be the sharecropper who lives in the shack shown in Primary Source 2.2. Have students then reread Primary Source 2.3 and study the photos for 2.4 and 2.5. As the sharecropper, each student will write a letter to *The Chicago Defender* expressing thoughts about the other primary sources listed here. In addition, each letter writer should explain why he or she does or does not intend to move north along with others in the Great Migration.

- Have students pretend they are African Americans who have recently boarded a train for Chicago from the delta region of the state of Mississippi. The year is 1920. Explain to students that while on the train north, they will read Primary Sources 2.6, 2.7, and 2.9. While still on the train, each student will then write a long letter to relatives or friends back in Mississippi. The letter will explain why that student has decided either to stay in Chicago, return to Mississippi, or go on to New York City. The letters should make specific reference to details in all the primary sources mentioned.

- Ask a small group of students to read and discuss Primary Sources 2.9 and 2.10, passages written by Alain Locke and Levi C. Hubert. Each student in the group should write two letters. One letter should be from Alain Locke writing to Levi C. Hubert about Hubert's remarks in Primary Source 2.10. The second letter should be from Hubert back to Locke responding to his comments. The group may wish to spend some time reading further on the Harlem Renaissance before composing these letters. Ask the group to share some of their letters with the rest of the class in a discussion about the Harlem Renaissance and its meaning for African Americans and for other Americans.

Taking Action

- Ask students to learn more about the Harlem Renaissance (perhaps as a follow-up to the third activity described above). In particular, have students find photos, artwork, or written passages from the following individuals: writers—Langston Hughes, Countee Cullen, Claude McKay, Gwendolyn B. Bennett, Zora Neale Hurston; artists—Lois Mailou Jones, Betsy Graves Reyneau, Romare Bearden, Palmer Hayden, Hale Woodruff. Based on this research, ask the class to construct a colorful display showing the works of these and other participants in the Harlem Renaissance. Finally, invite other students, parents, and community members to a showing of this Harlem Renaissance display.
- Based on the work in the previous assignment, students should create a presentation about their Harlem Renaissance display. Invite local organizations, media outlets, or the public to attend the presentation.

Introductory Essay

The Great Migration

Black Belt *by Archibald John Motley*

As of the year 1900, the vast majority of African Americans still lived in the South. Most were poor tenant farmers or sharecroppers in rural areas. Strong family, church, and community ties eased the hardships of life in the Deep South. Nevertheless, those hardships were a very heavy burden to bear. Poverty alone was not the worst of them. The late 1800s and early 1900s were a time of increasing racial tension. "Jim Crow" segregation was getting harsher. Segregation meant separate and inferior schools, restaurants, train cars, theater sections, park benches, public bathrooms, drinking fountains, and more for blacks. Poll taxes, literacy tests, and other methods kept blacks from registering to vote. Horrible lynchings were a growing problem. In the

1920s, a revived Ku Klux Klan only added to the sense blacks had of being under constant threat.

It is not surprising, then, that blacks had already begun to leave the South before World War I. Along with low wages and racial tensions, boll weevil infestations were destroying crops. Life was increasingly bleak for African Americans. It is understandable that many of them had begun to head north. World War I gave a huge boost to what soon was called the "Great Migration." Workers left jobs in northern factories for the army. The chaos of war in Europe cut back on immigration as a way to fill these jobs. Black workers began to arrive by the hundreds of thousands to take them. Some industries needed workers so badly they paid blacks to move north.

Newsboy selling The Chicago Defender

Once the Great Migration got under way, it just kept growing. Thousands of blacks poured into the cities of the North during and after World War I. In many ways, they were like other immigrants arriving from less developed rural societies. Neighborhoods of these new arrivals filled up in Chicago, Detroit, Pittsburgh, Cleveland, New York, and Philadelphia. Later on, many also moved west to Los Angeles, San Francisco, or Seattle. Between 1915 and 1960, some five million southern African Americans made their way north.

City life was challenging, confusing, and exciting for these newly arrived African Americans. It was challenging in part because these migrants could not fully escape segregation and racism. Various systems confined African Americans to all-black neighborhoods in the cities of the North. The housing in these neighborhoods was often terrible. Elsewhere, many public facilities were often segregated. Jobs may have been available, but blacks still tended to get the lowest-paying and most dangerous kinds of work. Racist attitudes created constant tensions and dangers, especially when soldiers began to return from the war. The soldiers wanted their jobs back and resented the blacks who had replaced them. These tensions led to outbreaks of murderous violence and riots in many northern urban areas. These riots made it clear that African Americans in the North would still struggle against injustice for a long time to come.

Yet the North continued to attract blacks long after World War I. Letters from family and friends in the North often spoke positively about life there. These letter-writers invited blacks in the South to join them. African American newspapers such as *The Chicago Defender* advertised jobs and urged blacks to move north. Greater

opportunities did exist for workers, but especially for talented black musicians, artists, writers, and professionals.

The largest and most exciting black urban community of all was in Harlem, a large neighborhood in New York City. There, the "Harlem Renaissance" helped bring to life a new African American spirit. Black scholars and writers such as Alain Locke, Countee Cullen, Claude McKay, Gwendolyn B. Bennett, and Langston Hughes were based in Harlem. They gave birth to the idea that a "New Negro" was emerging who could give voice to a strong sense of racial pride and self-awareness. Figures such as Marcus Garvey and Father Divine helped make that pride a force for political change. Louis Armstrong, Billie Holiday, Fats Waller, Bessie Smith, Duke Ellington, Fletcher Henderson, Cab Calloway, and dozens of others brought their music not only to the African American community but increasingly to white audiences as well. They made jazz a central feature of American cultural life in general.

Did all this mean the Great Migration was a positive force for African Americans, or did ongoing racial injustices and discrimination in the North mean the migration was just another dead end? In this lesson, you will examine a sample of primary sources that may help you answer this question. The sources express several different points of view. Together, they should help you better understand the meaning and importance of the Great Migration.

Billie Holiday

Image Sources: Black Belt. By Archibald John Motley, 1934, courtesy of the National Archives and Records Administration, 559116.
Newsboy selling the *Chicago Defender*, courtesy of the Library of Congress, LC-USW3-000698-D.
Portrait of Billie Holiday, *Downbeat*, New York, N.Y., ca. February 1947. By William P. Gottlieb, 1947, courtesy of the Library of Congress, LC-GLB23-0425.

History Group

GROUP MEMBERS:

The Great Migration

Your group's task is to explore history issues related to the Great Migration. A disciplinary compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow the steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > "Given what the South was like in the late 1800s, it is surprising the Great Migration did not start even sooner." Explain why you agree or disagree with this statement.

3. Read and discuss Primary Sources 2.2, 2.3, and 2.7.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > After the Civil War, African Americans made some progress toward equality. They were able to vote and elect black officeholders in many local and state elections. Federal troops and officials helped protect these rights. Schools were established for the newly freed slaves. However, living conditions remained miserable. Most African Americans had to accept tenant and sharecropping arrangements that kept them poor and dependent on white landowners. Still, there was hope for the future. Unfortunately, the North soon tired of this time of "Reconstruction." The last federal troops were removed from the South in 1877.
   >
   > Whites then quickly set up "Redeemer" governments that drastically limited black office holding and voting. However, African Americans did not withdraw from political struggles willingly. Black farmers, sharecroppers, and others created a reform movement through organizations such as the Colored Farmers' National Alliance and the People's Party. These

efforts in the 1880s and '90s led white politicians to impose the worst forms of racial segregation. They used poll taxes and literacy tests to keep blacks from voting. Forms of "Jim Crow" segregation separated the races in all public facilities. Lynchings and other forms of racial violence spread. Race relations in the South reached their worst in the 1890s and early 1900s.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.2

Primary Source 2.3

Primary Source 2.7

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"Given what the South was like in the late 1800s, it is surprising the Great Migration did not start even sooner." Explain why you agree or disagree with this statement.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Civics Group

GROUP MEMBERS:

The Great Migration

Your group's task is to explore the civics issues related to the Great Migration. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Did the Great Migration help African Americans in their long struggle for equality? Why or why not?

3. Read and discuss Primary Sources 2.6, 2.9, and 2.10.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > In the first decades of the twentieth century, a movement for reform known as "Progressivism" swept the country. It sought improvements in many areas of American economic and political life. Yet few Progressives were interested in the problems of African Americans. Many even accepted the view of blacks as inferior.
   >
   > Nevertheless, several African American Progressives did address the problems blacks faced. Ida B. Wells and Booker T. Washington did this in different ways, as did W. E. B. Du Bois. Du Bois was one of the founders of the National Association for the Advancement of Colored People, or NAACP. As editor of its magazine, *The Crisis,* he was relentless in calling for equal rights for everyone regardless of race. Some black leaders rejected this dream of American blacks and whites living in complete equality. Marcus Garvey, for example, called on blacks to turn their backs on an America he said would never grant them full equality. His vision was of a united Africa to which all blacks could return and live fully free.

> In the cities of the North, especially, a new, more assertive African American leadership did surface during the Great Migration. Its immediate effect for most blacks is hard to estimate. In the long run, it was to be an important force for change.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.6

Primary Source 2.9

Primary Source 2.10

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

> Did the Great Migration help African Americans in their long struggle for equality? Why or why not?

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Economics Group

GROUP MEMBERS:

The Great Migration

Your group's task is to explore the economic issues related to the Great Migration. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   > Did African Americans in the Great Migration benefit economically from the move? Explain your answer.

3. Read and discuss Primary Sources 2.2, 2.4, and 2.5.
4. Read and discuss the following background information. Use the information to help complete the handout.

   > Letters from African American migrants in the North present a mixed picture of what migrants experienced. Many letters to family and friends back home painted a glowing picture of life in the North. They stressed the better jobs and schooling available, the more equal treatment, the ability to act more forcefully as individuals. During World War I, many war industries urged blacks to come north to work in steel mills, mines, and weapons manufacturing plants. After the war, many blacks lost these jobs to returning white soldiers. While industrial jobs became harder to find, many blacks still found jobs that paid more than they would have made in the South. Those unable to find factory jobs settled for work as cooks, janitors, butlers, housemaids, and so on. A small middle class of lawyers, teachers, and small business owners also emerged.
   >
   > As time went by, more letters home described difficulties such as lack of jobs, racial bigotry, and horrible housing conditions. In some of the better-paying industries, blacks were sometimes hired as strikebreakers.

White workers on strike reacted with anger to these strikebreakers. This fueled racial tensions and helped trigger many violent urban riots, especially in the years just after the war. Blacks escaped much pain and trouble in leaving the South. Yet they also encountered new forms of those old troubles in the North.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.2

Primary Source 2.4

Primary Source 2.5

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

Did African Americans in the Great Migration benefit economically from the move? Explain your answer.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

Geography Group

GROUP MEMBERS:

The Great Migration

Your group's task is to explore the geography issues related to the Great Migration. A compelling question is provided, and you will work from there to develop and answer supporting questions based on primary sources. Follow these steps to complete the task.

Day One

1. Review the concept of compelling and supporting questions with your instructor. Briefly, compelling questions focus on meaningful and enduring problems. They ask us to deal with major issues and important ideas. Supporting questions are those that help us to answer a compelling question.
2. As a group, briefly discuss the following compelling question:

   "The Great Migration cannot be fully understood without taking the geography of the United States into consideration." Explain this statement.

3. Read and discuss Primary Sources **2.1**, **2.2**, and **2.3**.
4. Read and discuss the following background information. Use the information to help complete the handout.

   The Great Migration was shaped by two geographical relationships: the relationship between the South and the North, and the relationship between the U.S. and Europe.

   In the South, the "Black Belt" was the cotton-growing region where high percentages of the population were African American. Many blacks there were low-wage agricultural laborers and very poor sharecroppers. Many say these blacks moved North mainly because of the injustices they suffered in the South. Yet these injustices had existed long before the Great Migration began. Poverty may have been an important factor. The poorest blacks were the ones most likely to seek better job opportunities in the North. In other words, the poor cotton-culture of the South pushed them to leave. Another regional factor doing this was the recurring boll weevil infestations of these years.

   As for Europe and the U.S., the European war led to a huge increase in demand for goods from northern industry, such as munitions and food.

Meanwhile, the war created extreme labor shortages as many men went off to war. The war also cut European immigration to a trickle, which only added to the labor shortages. These shortages could be filled by African Americans from the South.

5. Each group member should develop some supporting questions about the primary sources your group has been asked to discuss. Use the background information above to help you think about these questions. Develop supporting questions that will help answer your group's compelling question. As a group, chose one supporting question for each primary source and record those questions here.

Primary Source 2.1

Primary Source 2.2

Primary Source 2.3

Day Two

6. As a group, make a claim about your compelling question. The claim should be one you can back up with evidence from your assigned sources. This claim is your evidence-based answer to your group's own compelling question. Here is that question again:

"The Great Migration cannot be fully understood without taking the geography of the United States into consideration." Explain this statement.

State your group's claim here:

7. From the remaining seven primary sources for this lesson, choose one additional source that your group believes can support or clarify its claim. The source may also be one that challenges this claim in a way that seems important. In the space below, list the source your group chose and briefly state why you chose it.

Source:

Reason for choosing this source:

8. Prepare a brief (five- to ten-minute) presentation. Summarize the sources you have used. Discuss the supporting questions you developed. Explain your answer to your group's discipline-based compelling question. Use the space below for notes or to create an outline of your group's presentation.

How to Analyze a Primary Source

For this lesson, you will study several primary source documents. This handout offers suggestions for how best to read and analyze historical primary sources. Studying such sources is challenging. They were created in a different time and place. Their language and use of certain key terms often differ from ours. They assume things we might not accept. They arise out of historical circumstances and settings that differ greatly from our own times. To use such sources as evidence, you need to apply some special historical thinking skills and habits. Here are some guidelines to help you do this.

- ***Question the source***

  No primary source was written with you and your interests in mind, so you need to be clear about what you are looking for when you examine a source. You need to stay in charge of the investigation. Act like a detective, and ask questions. Above all, keep your own most important compelling questions in mind as you read and think about a source.

- ***Consider the source's origins***

  This is often simply called "sourcing." It means asking who created the source, when and where the source was created, and why. If you know the source's purpose, then you will be more likely to see how it is shaped by its creator's point of view. Among other things, sourcing can help you decide how reliable or typical a source might be.

- ***Contextualize the source***

  "Context" here means the broader historical setting for the source. Sources are always a part of a larger historical context. You need to consider how this context helps clarify the meaning of the source. You also need to decide which context is most important. Sources might be understood best in connection with a local context or a recent event. Alternatively, they might be understood better within a national or international context, or as part of a long-term trend in society at large. Your guiding questions should help you decide which context is most important.

- ***Corroborate the source***

  This means you must think about your source in relation to other sources. Does the source agree with or support those other sources, or does it seem to be at odds with the other sources? Might there be additional sources, which have not been provided to you, that could support or conflict with your source?

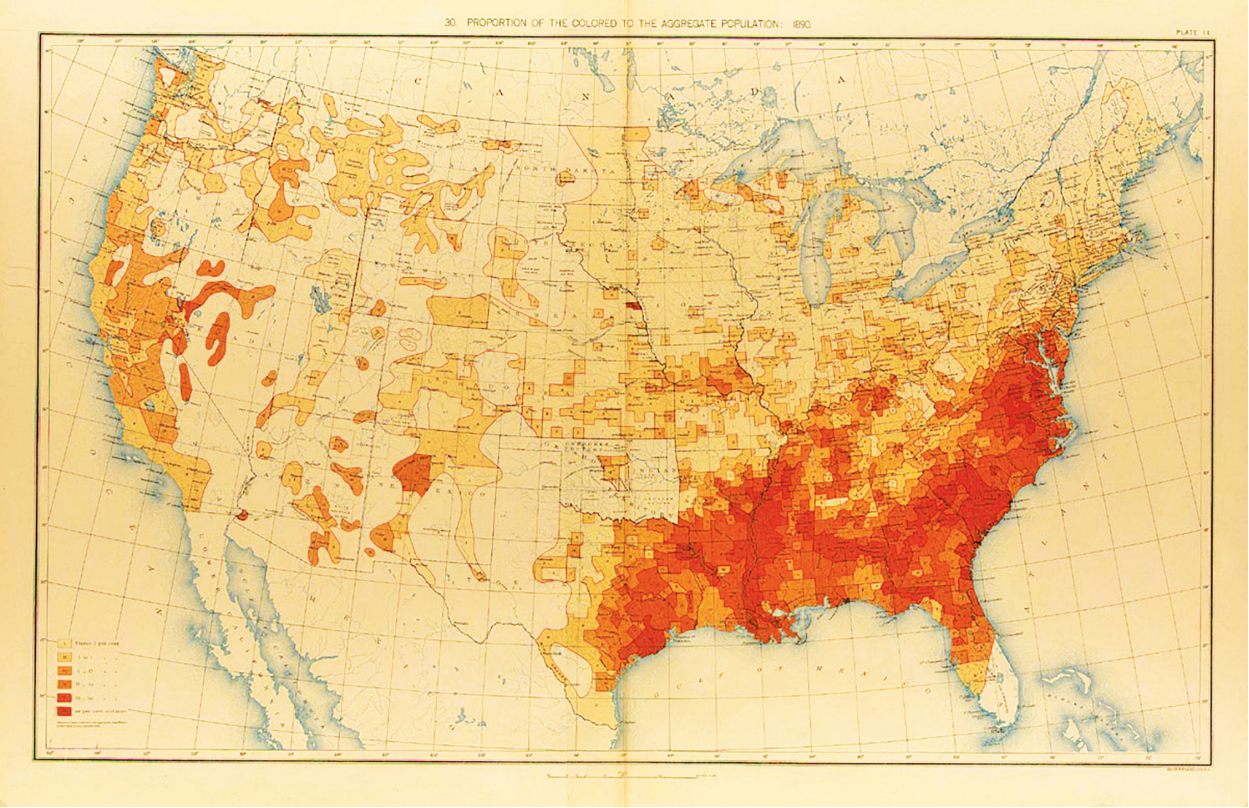
- ***Above all, read the source carefully***

  Look at language closely. Pay attention to images, emotional language, metaphors, and other literary devices. Think about what is implied, not merely what is stated or claimed. Think about what is left out as well as what is included. Make inferences based on your close reading. This will help you get more out of your source than even the source's creator might have seen in it.

PRIMARY SOURCE 2.1

Where African Americans Lived, 1890

The U.S. Census Bureau atlas for the 1890 census includes this map showing the proportion of "colored" people to the entire population of each county. The heaviest concentrations are in the dark orange areas of Maryland, Virginia, and the southeastern states. A few such areas can also be seen in some northern urban areas and in the west.



Original Document Source: Henry Garnett, "Proportion of the Colored to the Aggregate Population: 1890." In *Statistical Atlas of the United States Based upon the Results of the Eleventh Census.* (Washington, DC: Government Printing Office, 1890). Available online from the Library of Congress, Geography and Map Division, at https://www.loc.gov/resource/g3701gm.gct00010/?sp=27.

PRIMARY SOURCE 2.2

A Sharecropper's Home

After the Civil War, some African Americans in the South were able to become landowners. Some moved to the cities to work in factories and shops. A small professional class developed. However, a sizable majority of former slaves had to accept work as sharecroppers. They worked small plots of land and had to give a large portion of their crop to the landowner at the end of each year. What they had left to sell was frequently not enough to cover all their costs. Tenant farmers and sharecroppers alike regularly fell deep into debt, often to the same landowners who had once enslaved them. This photo shows an African American sharecropper's home and land, with three children at the pump.

Original Document Source: Carl Mydans, *Children of Negro Sharecropper at Pump, Near West Memphis, Arkansas*, June 1936. Library of Congress, Prints and Photographs Division, LC-USF34-006330-D. Available online from the Library of Congress at http://www.loc.gov/pictures/item/fsa1998020194/PP/.

PRIMARY SOURCE 2.3

A Letter to *The Chicago Defender*

The Chicago Defender was an African American–owned newspaper. During World War I, it encouraged and helped many blacks to migrate to Chicago. African Americans in the South often wrote to the *Defender* seeking its help to cover travel expenses, locate housing, and find work. Often the paper helped them locate churches and other organizations that could give them assistance. This letter is from an African American in Lutcher, Louisiana, dated May 13, 1917.

Original Document

Dear Sir: I have been reading the Chicago defender and seeing so many advertisements about work in the north I thought to write to you concerning my condition. I am working hard in the south and can hardly earn a living. I have a wife and one child and can hardly feed them. I thought to write and ask you for some information concerning how to get a pass for myself and family. I dont want to leave my family behind as I cant hardly make a living for them right here with them and I know they would fare hard if I would leave them. If there are any agents in the south there havent been any of them to Lutcher if they would come here they would get at least fifty men. Please sir let me hear from you as quick as possible. Now this is all. Please dont publish my letter, I was out in town today talking to some of the men and they say if they could get passes that 30 or 40 of them would come. But they havent got the money and they dont know how to come. But they are good strong and able working men. If you will instruct me I will instruct the other men how to come as they all want to work. Please dont publish this because we have to whisper this around among our selves because the white folks are angry now because the negroes are going north.

Original Document Source: Emmett J. Scott, "More Letters of Negro Migrants of 1916–1918," *The Journal of Negro History* 4, no. 4 (1919): 417, doi:10.2307/2713449.

PRIMARY SOURCE 2.4

A Black Neighborhood in Chicago

This is an apartment building in an African American section of Chicago, Illinois. The photograph was taken in 1941.

Original Document Source: Russell Lee, *Apartment Building in Negro Section of Chicago, Illinois,* April 1941. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-01561. Available online from the Library of Congress at http://www.loc.gov/item/fsa1998002268/PP/.

PRIMARY SOURCE 2.5

African Americans in Business

Most African Americans moving north took up manual labor in factories, mines, and shops; on the railroads; or as domestic servants. The jobs paid better than work available to blacks in the South, though not that much better. However, an African American middle class also grew up as thousands of blacks started businesses or moved ahead in the professions. Pictured here is the black-owned Perfect Eat Shop, a restaurant in Chicago. Also pictured is a meeting of African American insurance agents at the Unity Life Insurance Company, also in Chicago. Both photos are from the year 1942.

Original Document Source: Jack Delano, *In the Perfect Eat Shop, a Restaurant on 47th Street near South Park, Owned by Mr. E. Norris (Negro), Chicago, Illinois,* April 1942. Library of Congress, Prints and Photographs Division, LC-USW3-001469-D. Available online from the Library of Congress at http://www.loc.gov/pictures/item/owi2001003757/PP/.

Jack Delano, *A Meeting of the Insurance Agents at the Unity Life Insurance Company, 47th Street and Indiana Avenue, Chicago, Illinois.* April 1942. Library of Congress, Prints and Photographs Division, LC-USW3-001479-D. Available online from the Library of Congress at http://www.loc.gov/pictures/item/owi2001003767/PP/.

PRIMARY SOURCE 2.6

A Restrictive Housing Agreement in Chicago

African American migrants to northern cities usually lived in a few nearly all-black neighborhoods in each city. The concentration of blacks in certain urban neighborhoods was due in part to racially restrictive practices such as those described in this August 9, 1929, letter. The letter was sent to property owner John F. Wagner by Walter Fulton on behalf of the Auburn Park Property Restriction Association, Inc.

Original Document

Dear Mr. Wagner,

We enclose to you herewith copy of the Anti-colored Restriction Agreement, on the second page of which your property is described as Parcel #20, together with notarization form, and we would request that you sign and execute this agreement and then return to us. This is the agreement originally drafted by the Attorneys for the Chicago Real Estate Board and has for its purpose the restriction against the sale to, use and occupancy of colored people, which is based upon the decision of the Supreme Court of the United States, and is legal, lawful and binding.

The entire Auburn Park district extending from 74th to 83rd Street, and from State Street on the East to Racine Avenue on the West, is being covered by this restriction, and to date the property owners in your section have signed the restriction about 80%. You are among the very few in the district who have not yet signed and executed this restriction agreement, and as it has been generally accepted and signed by the vast majority of the property owners, we feel that you too should now gladly abide by the action of the majority by executing this agreement against the sale or renting of your property to colored.

The Auburn Park Restriction Association was organized by the Local Bankers, leading business men and property owners who felt that this movement was necessary in order to uphold property values. Your cooperation is needed in order to complete this work. Will you kindly sign this agreement, have your signature notarized on the form attached and return to us.

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PRIMARY SOURCE 2.6 A RESTRICTIVE HOUSING AGREEMENT IN CHICAGO CONTINUED

Adapted Version

Dear Mr. Wagner,

Enclosed is a copy of the Anti-colored Restriction Agreement. On its second page, your property is described as Parcel #20, together with a notarization form. We ask that you sign and execute this agreement and then return to us. This agreement was originally drafted by the attorneys for the Chicago Real Estate Board. Its purpose is to restrict the sale, use, and occupancy of property by colored people. The agreement is based on a U.S. Supreme Court decision, and it is legal, lawful, and binding.

The restriction will cover the entire Auburn Park district extending from 74th to 83rd Street, and from State Street on the east to Racine Avenue on the west. To date, about 80 percent of the property owners in your section have signed the restriction. You are among the very few who have not yet signed and executed this restriction agreement. It has been accepted and signed by the vast majority of the property owners. Therefore, we feel that you too should now gladly accept the majority view by signing this agreement against the sale or renting of your property to colored people.

Local bankers, leading businessmen, and property owners organized the Auburn Park Restriction Association. They felt this movement was necessary in order to uphold property values. Your cooperation is needed in order to complete this work. Will you kindly sign this agreement, have your signature notarized on the form attached, and return it to us.

Original Document Source: Walter W. Fulton, "Auburn Park Property Restriction Association, Inc. to John F. Wagner, August 9, 1929," in *Encyclopedia of Chicago*, Chicago Historical Society, http://www.encyclopedia.chicagohistory.org/pages/11237.html.

PRIMARY SOURCE 2.7

An Urban Race Riot—Chicago, 1919

As U.S. soldiers came home from war, they often had trouble finding jobs and housing. Many of them resented African Americans who had moved north to take those jobs. In 1919, violent race riots broke out in twenty-two American cities and towns. On Sunday, July 27, some black youths in Chicago were attacked while swimming near a whites-only beach. One African American boy died. Rioting erupted. Over the next five days, twenty-three blacks and fifteen whites were killed. Newspapers on all sides wrote sensational accounts of these events. This passage is part of an article in the African American–owned *Chicago Defender*, titled "Ghastly Deeds of Race Rioters Told," August 2, 1919.

Original Document

For fully four days this old city has been rocked in a quake of racial antagonism, seared in a blaze of red hate flaming as fiercely as the heat of day—each hour ushering in new stories of slaying, looting, arson, rapine, sending the awful roll of casualties to a grand total of 40 dead and more than 500 wounded, many of them perhaps fatally. A certain madness distinctly indicated in reports of shootings, stabbings and burning of buildings which literally pour in every minute. Women and children have not been spared. Traffic has been stopped. Phone wires have been cut. . . .

Monday Sees "Reign of Terror"

Following the Sunday affray, the red tongues had blabbed their fill, and Monday morning found the thoroughfares in the white neighborhoods throated with a sea of humans—everywhere—some armed with guns, bricks, clubs and an oath. The presence of a black face in their vicinity was a signal for a carnival of death, and before any aid could reach the poor, unfortunate one his body reposed in some kindly gutter, his brains spilled over a dirty pavement. Some of the victims were chased, caught and dragged into alleys and lots, where they were left for dead. In all parts of the city, white mobs dragged from surface cars, black passengers wholly ignorant of any trouble, and set upon them. An unidentified man, young woman and a 3 month old baby were found dead on the street at the intersection of 47th street and Wentworth Avenue. . . .

Kill Scores Coming from Yards

Rioters operating in the vicinity of the stock yards, which lies in the heart of white residences west of Halsted street, attacked scores of workers—women and men alike returning from work. Stories of these outrages began to fluster into the black vicinities and hysterical men harangued their fellow to avenge the killings—and soon they, infected with the insanity of the mob, rushed through the streets, drove high powered motor cars or waited for street cars which they attacked with gunfire

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and stones. Shortly after noon all traffic south of 22nd street and north of 55th street, west of Cottage Grove Avenue and east of Wentworth Avenue, was stopped with the exception of trolley cars. Whites who entered this zone were set upon with unmeasurable fury.

Policemen employed in the disturbed sections were wholly unable to handle the situation. When one did attempt to carry out his duty he was beaten and his gun taken from him. The fury of the mob could not be abated. Mounted police were employed, but to no avail.

Original Document Source: "Ghastly Deeds of Race Rioters Told," in *The Chicago Defender,* August 2, 1919, reprinted in *The Harlem Renaissance: A Historical Exploration of Literature,* by Lynn Domina (Santa Barbara, CA: Greenwood, 2015), 16–20. Available online at https://books.google.com/books?id=Tjq2BQAAQBAJ.

PRIMARY SOURCE 2.8

The Music Goes North

Bessie Smith and Louis Armstrong were two of many jazz and blues artists who started out in the South and moved to the North in the early twentieth century. Blues singers, ragtime performers, and jazz musicians began to travel up the Mississippi River to northern cities even before the Great Migration. As the African American urban districts in the North grew, they increasingly attracted talented musicians and singers. Chicago, Kansas City, Los Angeles, New York, and other cities had the clubs, record companies, booking agents, and growing audiences for the new music. In these centers, black musicians interacted with white musicians. This cross-fertilization produced many new styles and a flowering of a great American form of music.

Original Document Source: Carl Van Vechten, *Portrait of Bessie Smith,* February 3, 1936. Library of Congress, Prints and Photographs Division, LC-USZ62-117880. Available online from the Library of Congress at http://www.loc.gov/pictures/item/2004663578/.

Louis Armstrong, Head-and-Shoulders Portrait, Facing Left, Playing Trumpet, 1953, Library of Congress, Prints and Photographs Division, LC-USZ62-127236. Available online from the Library of Congress at http://www.loc.gov/pictures/item/00652636/.

PRIMARY SOURCE 2.9

The Harlem Renaissance

African American migrants moved into heavily black neighborhoods in many northern cities. One of the largest of these districts was Harlem in New York City. There a social and cultural flowering known as the Harlem Renaissance took place in the 1920s and '30s. In those years, Harlem was an intellectual, musical, and artistic center, drawing black writers, scholars, artists, musicians, poets, and others. Alain Locke was a philosopher, educator, and the first African American Rhodes Scholar. He wrote a good deal about the Harlem Renaissance, including this passage from his essay titled "Harlem," published in *Survey Graphic* in March 1925.

Original Document

If we were to offer a symbol of what Harlem has come to mean in the short span of twenty years it would be another statue of liberty on the landward side of New York. It stands for a folk-movement which in human significance can be compared only with the pushing back of the western frontier in the first half of the last century, or the waves of immigration which have swept in from overseas in the last half. Numerically far smaller than either of these movements, the volume of migration is such none the less that Harlem has become the greatest Negro community the world has known—without counterpart in the South or in Africa. But beyond this, Harlem represents the Negro's latest thrust towards Democracy.

The special significance that today stamps it as the sign and center of the renaissance of a people lies, however, layers deep under the Harlem that many know but few have begun to understand. Physically Harlem is little more than a note of sharper color in the kaleidoscope of New York. The metropolis pays little heed to the shifting crystallizations of its own heterogeneous millions. Never having experienced permanence, it has watched, without emotion or even curiosity, Irish, Jew, Italian, Negro, a score of other races drift in and out of the same colorless tenements.

Yet in final analysis, Harlem is neither slum, ghetto, resort nor colony, though it is in part all of them. It is—or promises at least to be—a race capital. Europe seething in a dozen centers with emergent nationalities, Palestine full of a renascent Judaism—these are no more alive with the spirit of a racial awakening than Harlem; culturally and spiritually it focuses a people. Negro life is not only founding new centers, but finding a new soul. The tide of Negro migration, northward and city-ward, is not to be fully explained as a blind flood started by the demands of war industry coupled with the shutting off of foreign migration, or by the pressure of poor crops coupled with increased social terrorism in certain sections of the South and Southwest. Neither labor demand, the boll-weevil nor the Ku Klux Klan is a basic factor, however contributory any or all of them may have been. The wash and rush of this human tide on the beach line of the northern city centers is to be explained primarily in terms of a new vision of opportunity, of social and economic freedom of a spirit to seize, even in the face of an extor-

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tionate and heavy toll, a chance for the improvement of conditions. With each successive wave of it, the movement of the Negro migrant becomes more and more like that of the European waves at their crests, a mass movement toward the larger and the more democratic chance—in the Negro's case a deliberate flight not only from countryside to city, but from medieval America to modern.

Adapted Version

Another statue of liberty could be a good symbol for what Harlem has become in the past twenty years. Harlem has been the scene for a folk-movement as important as the one that settled the western frontier. Or as important as the waves of immigration that have swept in from overseas. The numbers involved are not as great. But they are enough that Harlem has become the greatest Negro community the world has known. Nothing like it exists in the South or in Africa. But beyond this, Harlem represents the Negro's latest thrust towards Democracy.

Just by looking around Harlem it is not easy to see what makes it special as a place for the rebirth of a people. Physically it is little more than a slightly unusual piece in the kaleidoscope of New York. The city pays little heed to the shifting group patterns of its millions of citizens. These are always changing. So the city accepts without much emotion or curiosity that Irish, Jew, Italian, Negro, and other races drift in and out of the same colorless tenements.

Harlem is neither slum, ghetto, resort nor colony, though it is in part all of them. It is—or promises at least to be—a race capital. Europe has a dozen centers of emerging nationalities. Palestine is full of a reborn Judaism. But these are no more alive with the spirit of a racial awakening than Harlem. Harlem is a cultural and spiritual focus for an entire people. Negro life has not only found a new center, but is finding a new soul. The Negro migration is not simply a blind response to the demands of war industry and the shutting off of foreign immigration. Nor is it a result only of poor crops and increased bigotry and violence in the South. It is not due only to labor demand, the boll weevil nor the Ku Klux Klan. This human tide into the northern cities is above all explained by a new vision of opportunity. It reflects a spirit of social and economic freedom, a drive to improve conditions despite heavy obstacles. With each successive wave, the movement of the Negro migrant seems more like that of the European waves at their crests. It is a mass movement toward the more democratic chance. It is in the Negro's case a purposeful flight not only from countryside to city, but from medieval America to modern.

Original Document Source: Alain Locke, "Harlem," in *Survey Graphic* 6, no. 6 (1925). Available online at http://xroads.virginia.edu/~drbr/locke_2.html.

PRIMARY SOURCE 2.10

The Whites Invade Harlem

This passage offers a somewhat different point of view about the Harlem Renaissance. Its focus is not on the Harlem Renaissance itself; it is on the attitudes of whites who regarded the Harlem Renaissance favorably but in ways this writer still felt lacked real understanding and respect. This passage is from a 1938 essay called "The Whites Invade Harlem" by Levi C. Hubert, December 12, 1938.

Original Document

A few years ago, in the late 1920's, Alain Leroy Locke . . . came to Harlem to gather material for the now famous Harlem Number of the Survey Graphic and was hailed as the discoverer of artistic Harlem.

The Whites who read that issue of the Survey Graphic became aware that in Harlem, the largest Negro city in the world, there existed a group interested in the fine arts, creative literature, and classical music. So, well-meaning, vapid whites from downtown New York came by bus, subway, or in limousines, to see for themselves these Negroes who wrote poetry and fiction and painted pictures.

Of course, said these pilgrims, it couldn't approach the creative results of whites, but as a novelty, well, it didn't need standards. The very fact that these blacks had the temerity to produce so-called Art, and not its quality, made the whole fantastic movement so alluring. The idea being similar to the applause given a dancing dog. There is no question of comparing the dog to humans; it needn't do it well . . . merely to dance at all is quite enough.

So they came to see, and to listen, and to marvel; and to ask, as an extra favor, that some spirituals be sung.

Over cups of tea, Park Avenue and Central Park West went into raptures over these geniuses, later dragging rare specimens of the genus Homo Africanus downtown for exhibition before their friends.

Bustling, strong-minded matrons . . . sent out informal notes and telephonic invitations. "There will be present a few artistic Negroes. It's really the thing. They recite with such feeling, and when they sing such divine tones. Imagine a colored person playing Debussy and Chopin."

At every party, two or three bewildered Negroes sat a bit apart, were very polite when spoken to, and readily went into their act when called upon to perform. The . . . hostess would bring each newly-arrived guest over to the corner, and introductions invariably followed this pattern.

CONTINUED

PRIMARY SOURCE 2.10

THE WHITES INVADE HARLEM CONTINUED

"I do so want you to meet Mr. Hubert. He writes the nicest poetry. Something really new. You simply must hear him read his Harlem Jungle tone-poem . . . such insight, such depth . . . so primitive, you know, in a rather exalted fashion."

These faddists spread abroad the new culture, seized every opportunity to do missionary work for The Cause.

"Believe me, the poor dears are so trusting, so childlike, so very, very cheerful, no matter what their struggles or sorrows."

Original Document Source: Levi C. Hubert, "The Whites Invade Harlem," Folklore Project, Life Histories, 1936–1939 (New York: U.S. Work Projects Administration, Federal Writers' Project), 1938. Available online from the Library of Congress at https://www.loc.gov/item/wpalh001416/.

Communicating Results and Taking Action

Communicating Results

- Pretend to be the sharecropper who lives in the shack shown in Primary Source 2.2. Then reread Primary Source 2.3 and study the photos for 2.4 and 2.5. As the sharecropper, write a letter to *The Chicago Defender* expressing thoughts about the other primary sources listed here. In addition, explain why you do or do not intend to move north along with others in the Great Migration.
- Pretend you are an African American who has recently boarded a train for Chicago from the delta region of the state of Mississippi. The year is 1920. While on the train north, you will read Primary Sources 2.6, 2.7, and 2.9. While still on the train, you will then write a long letter to relatives or friends back in Mississippi. The letter will explain why you have decided to stay in Chicago, return to Mississippi, or go on to New York City. Your letter should make specific reference to details in all the primary sources mentioned.
- In a small group, read and discuss Primary Sources 2.9 and 2.10, passages written by Alain Locke and Levi C. Hubert. Each student in your group should write two letters. One letter should be from Alain Locke writing to Levi C. Hubert about Hubert's remarks in Primary Source 2.10. The second letter should be from Hubert back to Locke responding to his comments. Your group may wish to spend some time reading further on the Harlem Renaissance before composing these letters. Be prepared to share some of your letters with the rest of the class in a discussion about the Harlem Renaissance and its meaning for African Americans and for other Americans.

Taking Action

- Learn more about the Harlem Renaissance. In particular, find photos, artwork, or written passages from the following individuals: writers—Langston Hughes, Countee Cullen, Claude McKay, Gwendolyn B. Bennett, Zora Neale Hurston; artists—Lois Mailou Jones, Betsy Graves Reyneau, Romare Bearden, Palmer Hayden, Hale Woodruff. Based on this research, construct a colorful display showing the works of these and other participants in the Harlem Renaissance.
- Based on the work in the previous assignment, create a presentation about your Harlem Renaissance display. Invite local organizations, media outlets, or the public to attend the presentation.

The Great Migration Rubric

Criteria	Unacceptable	Developing	Proficient	Excellent
Focus	Tries to respond to task instructions but lacks clear focus on a central idea or thesis	Addresses the task instructions adequately but focus on a central idea or thesis is uneven	Responds to the task instructions appropriately and convincingly; has a consistent focus on a central idea or thesis	Responds to all task instructions convincingly; has a clear and strong focus on a well-developed central idea or thesis
Research	Refers to some sources but fails to connect these in a way relevant to the task instructions	Refers to relevant sources well but does not always connect these clearly to the task instructions	Refers to relevant sources accurately and usually connects these to the task instructions and a central idea	Refers to relevant sources accurately and in great detail and connects these clearly to the task instructions and a central idea
Development/ Use of Evidence	Uses some details and evidence from sources but does not make clear the relevance to the task purpose or instructions	Uses details and evidence from sources generally but not always in support of a clear focus relevant to the task purpose or instructions	Uses details and evidence from sources in a way that effectively supports a focus relevant to the task purpose or instructions	Uses details and evidence from sources along with clear explanations demonstrating deep understanding of the task purpose or instructions
Content	Refers to disciplinary content without clearly understanding it or while using it in an irrelevant or inaccurate manner	Refers to disciplinary content with some understanding but not always with a clear idea of its relation to the overall task	Accurately uses disciplinary content and demonstrates a clear idea of its relation to the overall task	Uses disciplinary content effectively and explains thoroughly and in depth its relation to the overall task
Conventions	Demonstrates only limited control of standard English conventions, with many errors in spelling, punctuation, grammar, and other conventions	Demonstrates some command of standard English conventions with limited errors in spelling, punctuation, grammar, and other conventions	Demonstrates adequate command of standard English conventions with few errors in spelling, punctuation, grammar, and other conventions	Demonstrates a well-developed command of standard English conventions with few errors and a use of language appropriate to the audience and the purpose of the task

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2.2: Mydans, Carl. *Children of Negro Sharecropper at Pump, Near West Memphis, Arkansas*, June 1936. Library of Congress, Prints and Photographs Division, LC-USF34-006330-D. Available online from the Library of Congress at http://www.loc.gov/pictures/item/fsa1998020194/PP/.

2.3: Scott, Emmett J. "More Letters of Negro Migrants of 1916–1918." *The Journal of Negro History* 4, no. 4 (1919): 417. doi:10.2307/2713449.

2.4: Lee, Russell. *Apartment Building in Negro Section of Chicago, Illinois*, April 1941. Library of Congress, Prints and Photographs Division, LC-DIG-ppmsca-01561. Available online from the Library of Congress at http://www.loc.gov/pictures/item/fsa1998002268/PP/.

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2.6: Fulton, Walter W. "Auburn Park Property Restriction Association, Inc. to John F. Wagner, August 9, 1929." *Encyclopedia of Chicago*, Chicago Historical Society. Available online at http://www.encyclopedia.chicagohistory.org/pages/11237.html.

2.7: "'Ghastly Deeds of Race Rioters Told': The Chicago Defender Reports the Chicago Race Riot, 1919," History Matters, accessed August 29, 2017, http://historymatters.gmu.edu/d/4976.

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2.8: Van Vechten, Carl. *Portrait of Bessie Smith*, February 3, 1936. Library of Congress, Prints and Photographs Division, LC-USZ62-117880. Available online from the Library of Congress at http://www.loc.gov/pictures/item/2004663578/.
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2.9: Locke, Alain. "Harlem." *Survey Graphic* 6, no. 6 (1925). Available online at http://xroads.virginia.edu/~drbr/locke_2.html.

2.10: Hubert, Levi C. "The Whites Invade Harlem." Folklore Project, Life Histories, 1936–1939. New York: U.S. Work Projects Administration, Federal Writers' Project, 1938. Available online from the Library of Congress at https://www.loc.gov/item/wpalh001416/.

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