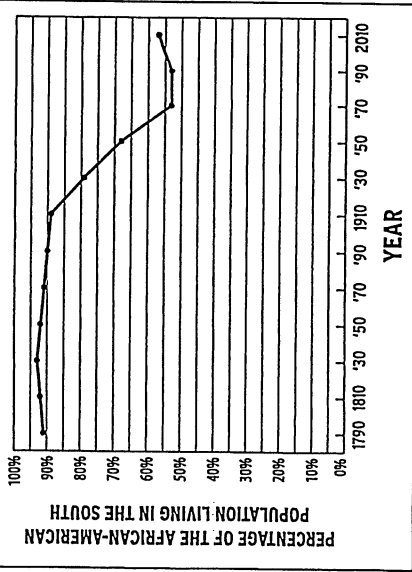


For use with "The Great Migration" on p. 16 of the magazine

GRAPH

A Reverse Migration?

Starting about 1916, millions of African-Americans fled the rural South for cities in the North and the West in a phenomenon known as the Great Migration. Pulled by the promise of economic opportunity in northern industrial centers and pushed out by the oppressive and racist conditions they were living under, these migrants reshaped America. Now, demographers say that the nation is beginning to experience a reverse trend: Scores of college-educated African-Americans are heading to prosperous southern cities for jobs, and many black retirees are moving to the region.



ANALYZE THE GRAPH

- When the U.S. conducted its first census in 1790, about _____ percent of African-Americans lived in the South.
 - a 85 percent
 - b 88 percent
 - c 91 percent
 - d 95 percent
- About 68 percent of the nation's African-Americans were living in the South in _____.
 - a 1910
 - b 1950
 - c 1970
 - d 1990
- During the Reconstruction Era (1865-77), which followed the Civil War, the percentage of African-Americans in the South _____.
 - a soared
 - b doubled
 - c fell quickly
 - d changed little
- The percentage of African-Americans living in the South saw its greatest drop between _____.
 - a 1830 and 1850
 - b 1870 and 1890
 - c 1950 and 1970
 - d 1990 and 2010
- Which time period on the graph best supports the idea of a "reverse migration"?
 - a 1930-50
 - b 1950-70
 - c 1970-90
 - d 1990-2010

DISCUSSION QUESTIONS

- How do you think the exodus of African-Americans affected the South economically and politically?
- What kinds of challenges do you think African-American migrants faced when they arrived in northern and western cities?
- How do you think it might affect a country to have one of its racial or ethnic groups concentrated in a single region, the way black Americans were concentrated in the South prior to the Great Migration? Explain.

PAIRING A PRIMARY & SECONDARY SOURCE

For use with "The Great Migration" on p. 16 of the magazine

Dreams of Heading North

Beginning in about 1916 and continuing through the 1960s, millions of African-Americans fled the rural South for urban areas in the North and West. In the early years of this Great Migration, black Americans often learned about opportunities and conditions outside the South by reading advertisements in the popular black newspaper *The Chicago Defender*. This paper was published in Chicago and smuggled into the South by train porters and others. Below are two letters to the *Defender* staff written by Southerners in 1917. Read the letters along with the *Upfront* article about the Great Migration, then answer the questions at the bottom of this page.

Letter from Palestine, Texas, January 2, 1917

Dear Sir:
I hereby enclose you a few lines to find out some things . . . I am a southerner lad and has never ben in the north no further than Texas and I has heard much talk about the north and how much better the colard people are treated up there than down here and I has ben striving so hard in my coming up and now I see that I cannot get up there without the ade of some one . . . I wants to ask you Dear Sir to please direct me in your best manner the step that I shall take to get there and if there are any way that you can help me to get there . . . I am sure ancious to make it in the north because these southern white people are so mean and they seems to be getting worse . . . I would like to get there in the early spring . . . Our southern white people are so cruel we colord people are almost afraid to walke the streets after night. So please let me hear from you by return mail.

NOTE: Spelling, grammar, and capitalization have been left as they appeared in the original letters.

Letter from Litcher, Louisiana, May 13, 1917

Dear Sir:
I have been reading the Chicago defender and seeing so many advertisements about the work in the north I thought to write 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 . . . 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 Litcher if they would come here they would get at least fifty men. Please sir let me hear from you as quick as possible. . . . Please don't 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.

Discussion Questions

- What is driving each letter writer to consider migrating north? Are the writers thinking about moving for the same reasons? Explain.
- How would you describe the tone of the letters?
- Why do you think these two writers didn't just pack up and head north? Explain.
- What might you infer from these letters about the response of white southerners to the Great Migration?
- What are the benefits and limitations of these primary sources to a person studying the Great Migration? What benefits and limitations does the *Upfront* article have?

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For use with "The Great Migration" on p. 16 of the magazine

The Great Migration

Choose the best answer for each of the following questions. Refer to the article as needed.

CHECK COMPREHENSION

- The Great Migration refers to the
 - arrival of scores of "new immigrants" from southern and eastern Europe and Asia.
 - shift of manufacturing jobs from eastern cities to western cities.
 - movement of millions of Southern African-Americans to cities in the North and West.
 - entry of many women and children into the industrial workforce.

- In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that
 - black Americans had equal protection under the law.
 - it was constitutional to have separate but equal facilities for blacks and whites.
 - African-American men had the right to vote.
 - none of the above

- In the section "Jim Crow & World War I," which phrase best helps you understand the meaning of the word *déjà*?
 - "everyday life"
 - "they faced violence"
 - "giving up their seats"
 - "once the troops left"

- In the section "Culture & Political Power," you can infer that the summer of 1919 is known as the "Red Summer" because of ____ in the urban North.
 - deadly industrial accidents
 - anger over Jim Crow laws
 - Communist "scare"
 - violent race riots

- Which of these events happened last?
 - African-American arts and culture flourished in the Harlem Renaissance.
 - The Great Depression led to a dip in migration rates.
 - The black newspaper *The Chicago Defender* began running ads for jobs in the North.
 - Many white families left cities for the suburbs in a phenomenon known as "white flight."

IN-DEPTH QUESTIONS Please use the other side of this paper for your responses.

- In what ways did racial segregation exist in the North in the early decades of the Great Migration?
- How were many cities transformed culturally during the Great Migration?

For use with "The Great Migration" on p. 16 of the magazine

VOCABULARY IN CONTEXT

Get a Clue

Paying attention to context can help you infer the meanings of challenging words you encounter in texts. Use context clues in this excerpt from the article "The Great Migration" to figure out the meanings of the boldfaced words.

Cities were transformed culturally, as jazz and blues music made their way to audiences in the North and West. Southern gospel music—which, along with jazz and blues, would stimulate the birth of rock 'n' roll in the 1950s—found a foothold above the Mason-Dixon line as more black churches sprang up to support new populations. The Great Migration also stoked what became known as the Harlem Renaissance (1917-35) in New York. It offered new opportunities for black writers like Zora Neale Hurston and Langston Hughes and musicians like Louis Armstrong to redefine American arts and culture. And Southern cuisine also started to take hold in the North. American political life changed too. Without the literacy tests and poll taxes that had been used in the South to prevent blacks from voting, African-Americans in the North

could cast their ballots with minimal restrictions—and change the outcome of elections. "Before the Voting Rights Act [of 1965], the Great Migration is what creates enfranchisement for millions of people," says Grossman. . . . [African-Americans] were also, in many respects, kept segregated from whites—not by law but through discriminatory practices. Among them were real estate covenants in deeds that said blacks couldn't buy or rent in white neighborhoods—and redlining, a practice in which banks discriminated against blacks, in part by refusing to grant them mortgages and loans. In addition, strategically placed highways and hard-to-cross avenues ensured that African-Americans stayed on their "side of the tracks."

1.

PART A
The word **foothold** most nearly means ____.

- holding your feet in place
- a starting point to allow further advancement
- a steep decline
- rapid forward movement

PART B
Which word or phrase from the article provides the best support for the answer to Part A?

- "as more black churches sprang up"
- "along with jazz and blues"
- "above the Mason-Dixon line"
- "Cities were transformed culturally"

2.

PART A
The word **enfranchisement** most nearly means ____.

- setting free from slavery
- owning a franchise business
- choosing a political party
- being given voting rights

PART B
Which word or phrase from the article provides the best support for the answer to Part A?

- "Without the literacy tests"
- "political life"
- "could cast their ballots with minimal restrictions"
- "prevent blacks from voting"

3.

PART A
The word **mortgage** most nearly means ____.

- an unfair restriction
- preferential treatment
- a legal agreement that involves borrowing money to buy a house
- special privileges

PART B
Which word or phrase from the article provides the best support for the answer to Part A?

- "discriminated against blacks"
- "strategically placed highways"
- "redlining"
- "loans"

GOING FURTHER Use context to explore these additional words from the article.

4. Infer the meaning of the word **segregated**. Then answer the question.
 Meaning: _____
 Besides neighborhoods, how else might blacks have been segregated from whites? _____

5. Infer the meaning of the word **stoked**. Then use the word in an original sentence.
 Meaning: _____
 Sentence: _____