



finding  
LANGSTON

nonfiction resources

# RESOURCE CONTENTS

- 10 Informational Texts
  - Variety of Text Features
  - A & B Response Formats
- 4 Extension Activities
  - Pair Texts with Nonfiction Readings
- Topics cover events preceding, during, and the aftermath of the Great Migration Era
- Google Slides™ Links for Google Drive™
- Standards-aligned Resources
- Answer Keys for Applicable Activities!

# Informational Texts

## Topics

- A Country in Conflict & Map Activity
- The Reconstruction Era
- The Rise of Sharecropping
- The Rise of Jim Crow Laws
- The First Great Migration
- Life in the North
- The Second Great Migration
- The Promised Land
- The Legacy of the Great Migration
- The People's Poet



# Informational Texts

5

## The First Great Migration

From the late 19<sup>th</sup> century to the early 20<sup>th</sup> century, Black Americans in the South faced intense racism and oppression. From the exploitative sharecropping system to the discriminatory Jim Crow laws to unchecked violence and intimidation, the notions of citizenship, freedom, and equality were simply words on paper, not the reality of their lives. Many families were eager for the opportunities and rights that the Constitution promised them. But how could they possibly attain rights and equality in a region that deemed a whole race of people secondary citizens? An uncertain answer motivated many Black communities and families across the South to pack up their lives and move north and west with the hope for a better life. It constituted one, major reason for the move. Many factors *pushed* Blacks to migrate and many factors *pulled* them to the north.

### Overview of the First Great Migration

The **First Great Migration** refers to the mass migration, or movement, of Blacks from the South to northern and midwestern urban centers. Historians typically mark it as lasting from 1910 to 1940.

Northern, midwestern, and western cities, such as New York, Detroit, Chicago, Philadelphia, and Los Angeles, saw their Black populations increase upwards of 50 percent. During this first wave of migration out of the South, more than 1.5 million Black people took trains, buses, cars, and even carts to leave. The trip was not easy, and Blacks faced many difficulties along the way. Meanwhile, upon arrival, Blacks found life in these cities was far from perfect too. However, the reality did not stop the tide of people.

### Push Factors

Political, social, and economic factors pushed Blacks to migrate from the South. First, states made a concerted effort to discriminate against and disenfranchise Blacks through Jim Crow laws. These laws segregated Blacks and whites and preserved systematic inequalities that prevented Blacks from access to opportunities. Since Jim Crow laws made segregation legal, this led many whites to further assert

their superiority through harassment, intimidation, and violence. White supremacist groups, most famously the Ku Klux Klan (KKK), lynched and murdered countless Blacks without consequence. In addition, economic instability proved to be another factor that pushed Blacks to migrate north. The sharecropping system limited economic gains. Meanwhile, the boll weevil – a beetle that feeds on cotton buds and flowers – wreaked havoc, causing the collapse of the cotton crop and further limiting the money to be made in agriculture. The cotton market's collapse contributed to an economic depression that significantly affected sharecroppers and tenants. These three main factors, political, social, and economic, influenced over 1.5 million people to leave the South to seek a better life. From where Blacks lived, the *pushed* individuals to seek a better life elsewhere.



Boll weevil in a cotton flower



Image showing why African Americans fled to the north. In the *Crisis* (NAACP) publication, March 1920.

- 10 Nonfiction Readings
- Educational Text Features
- Glossary of Key Vocabulary
- Foster Class Discussion

# Informational Texts

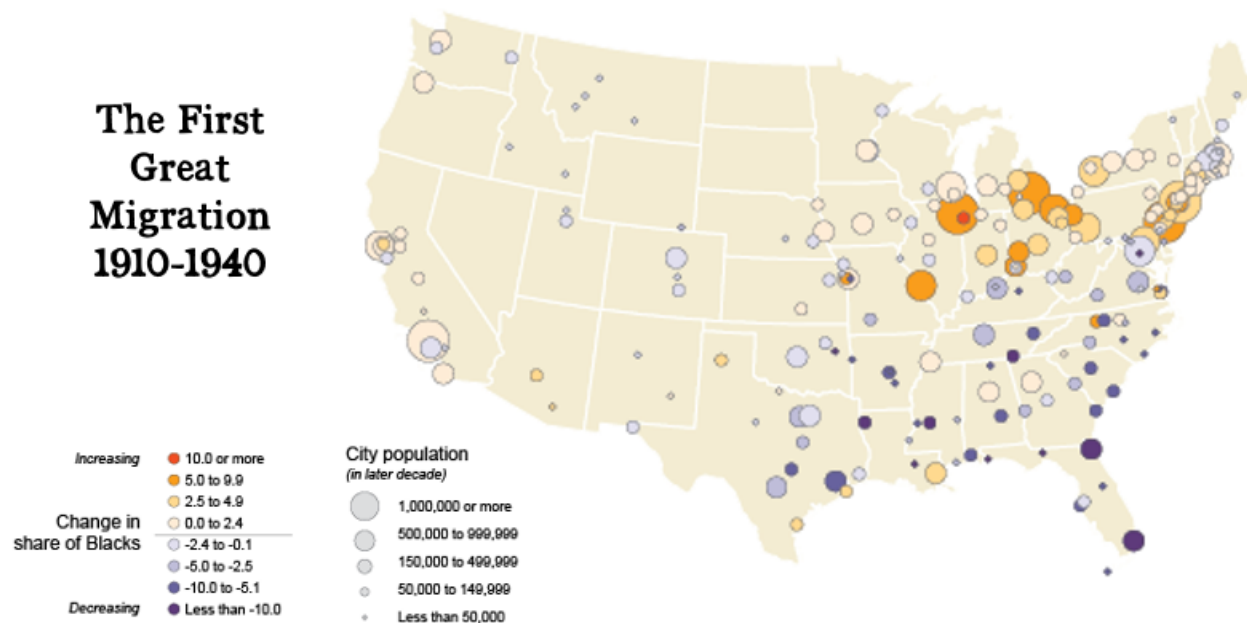
## Pull Factors

Other political, social, and economic factors pulled, or persuaded Blacks to migrate north. They offered **enticements** to leave, attractive reasons to settle where they could be found. Unlike the segregated and racist South, the North, Midwest, and West appeared to offer more freedom and political opportunities. Segregation, although present, was not as entrenched as in the South. Blacks could vote without first facing unconstitutional laws, such as poll taxes and literacy tests. Although discrimination and racism were present, their influence was not nearly as strong. In general, Blacks faced less discrimination in nearly every aspect of their lives. The economic opportunities in the North and Midwest were also a huge draw for Blacks. When World War I (WWI) began in 1914, the industrialized cities of the North and Midwest lost a large population of their workers. In combination with restrictive immigration laws, the factories were desperate for labor. Companies even sent recruiters to the South to convince Blacks to move North. Some even paid their way. While the South's agriculture economy staggered through a depression, the North's industrialized economy was thriving. Jobs and wages were nowhere near as scarce. Lastly, letters home from those who already moved and newspaper editorials detailed the benefits to be found in the North. They publicized a seemingly better life, offering Blacks more evidence life could be far better in the North.

## The Great Depression Hits

The First Great Migration saw over one million Blacks move from the South to seek better opportunities elsewhere in the United States. Most participated in the migration before 1930. At the end of 1929, the United States experienced an economic disaster of epic proportions, the Great Depression. During this time period, millions lost their jobs and money. As a result, one major pull factor – the promise of jobs and good wages – diminished. This, in turn, disrupted the flow of Blacks from the South. Yet, another world war would change the tide once again. The Second Great Migration would begin in 1940.

## The First Great Migration 1910-1940



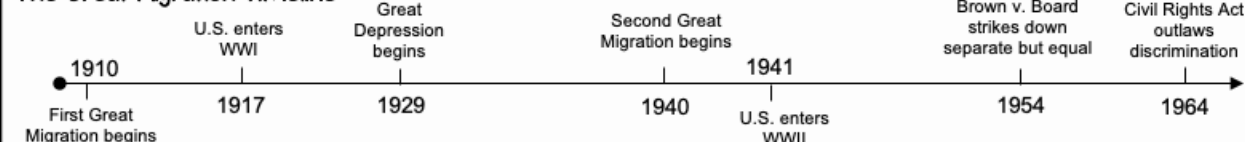
➤ Appropriate Spacing to Allow for Annotation

➤ Common Core-Aligned

➤ Informational Texts and History Standards

➤ Critical Thinking Opportunities

## The Great Migration Timeline



# Informational Texts

<b>5a</b>	Nonfiction Text Analysis Name: _____	<h2>The First Great Migration</h2>	
<b>Nonfiction Text Features</b>		Directions: Fill out the following organizer, identifying the key features of the informational text.	
<b>Feature 1: Image 1</b>		<b>Feature 2: Map</b>	
What is it? Name/describe the feature.		What is it? Name/describe the feature.	
How does this feature contribute to your understanding of the whole article?		How does this feature contribute to your understanding of the whole article?	
<b>Vocabulary &amp; Terms</b>		Directions: Define the key vocabulary words and terms below by using context clues from the text.	
<b>First Great Migration</b>			
<b>push factors</b>			
<b>pull factors</b>			
<b>enticements</b>			
<b>Main Idea &amp; Key Details</b>		Directions: Fill out the graphic organizer below in order to determine the main idea of the text.	
<b>Title:</b> _____			
<b>Key Detail 1:</b>	<b>Key Detail 2:</b>	<b>Key Detail 3:</b>	
<b>Main Idea:</b> What is the article mostly about? _____			

➤ Comprehension & Analysis Questions

➤ Format A – Text Features, Main Idea

➤ Format B – Analysis Questions

➤ Depth of Knowledge Prompts

# Informational Texts

**5b** Nonfiction Text Analysis  
Name: \_\_\_\_\_

## The First Great Migration

1. What factors pushed Blacks to migrate north and west? Which factor do you think was the most influential? Why? Support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What factors pulled Blacks to migrate north and west? Which factor do you think was the most influential? Why? Support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How did recruiters try to persuade Blacks to migrate out of the South? Based on what you know about the South, how do you think these recruiters were treated? Why? Make an inference and support with evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. What caused the First Great Migration to slow? Why did it slow Black migration from the South? Support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Examine the map closely. What do you notice? What sticks out to you? How does the map enhance your understanding of the First Great Migration? Explain and support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What challenges do you think Black migrants faced in their new home? Infer at least two challenges and support with textual evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2 Formats to Allow for Differentiation
- Use for Centers or Rotation Model
- Pair with Novel – Cross-text Connections
- Answer Key & Google Slides™ Links

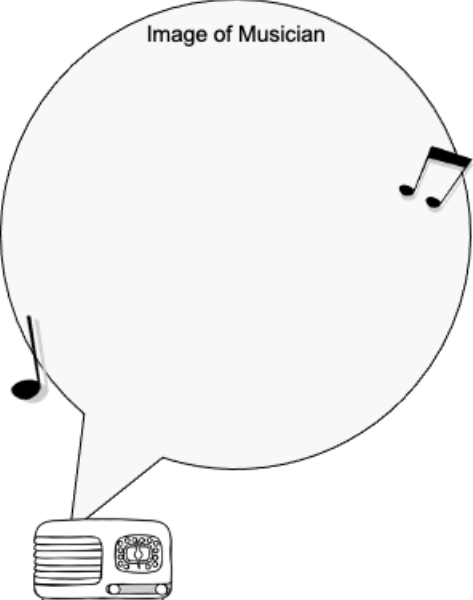


# Extension Activities

**Musician Profile** Name: \_\_\_\_\_

Directions: Select one Blues musician from Chicago to study. Conduct research on this musician and fill out a profile of his/her life.

**Image of Musician**



**Background Information**

Name: \_\_\_\_\_

Birthdate: \_\_\_\_\_

Birthplace: \_\_\_\_\_

When did the musician begin to play music and sing?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Music Career**

1. How did the musician become a Blues player?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. How did the musician end up in Chicago? What led them there?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why was this musician important to Blues music?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. How was this musician influential during their lives? How did they influence music?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

➤ 4 Extension Activities

➤ Variety of Subjects – Art, Music

➤ Engage with Different Activities

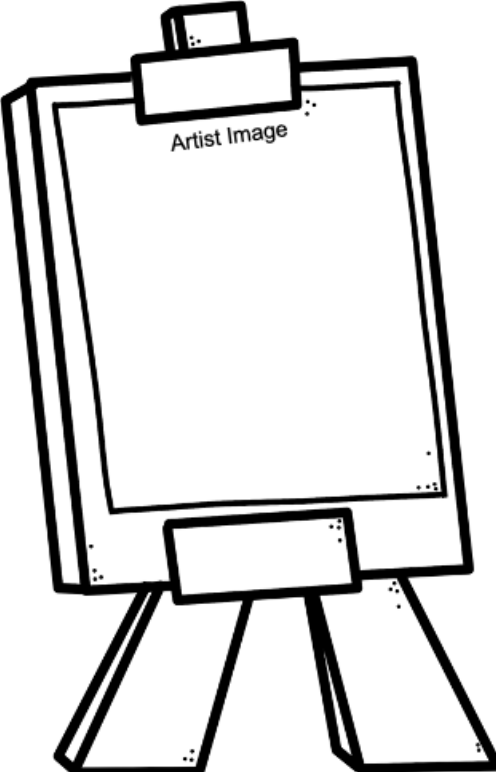
➤ Comprehension & Analysis Questions




# Extension Activities

Jacob Lawrence Profile      Name: \_\_\_\_\_

Fill out the profile for Jacob Lawrence, using what you have learned from your research.



Artist Image

*Jacob Lawrence* 

Birthdate: \_\_\_\_\_

Birthplace: \_\_\_\_\_

How did Lawrence discover the arts? How did he become a painter?

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

How does his life connect to the Great Migration?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*The Migration Series* 

1. What is *The Migration Series*? What inspired Lawrence to create this series of paintings?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What from Lawrence's life might have influenced the scenes depicted in *The Migration Series*?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Why is the *Great Migration* series significant? Why does it remain an important part of art history?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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- Allows for Differentiation
- Standards-aligned – Informational & History Texts
- Pair with Nonfiction Readings
- Make Connections Between Texts

# Extension Activities

Essay Choice Board		Name: _____			Novel + Poetry + Nonfiction Texts	
Directions: Select one of the following essay options. Write a Text-Dependent Analysis essay (5-paragraph minimum) with thesis, topics, and quotes for all the body paragraphs.						
Option #	Prompt					
1	What theme is most prevalent in Langston Hughes' poetry? How does he develop this theme? Based on what you have learned from <i>Finding Langston</i> and the nonfiction articles, why might Hughes choose to incorporate this theme in his writing? Provide textual evidence to support your answer.					
2	How historically accurate is the novel <i>Finding Langston</i> ? How does the novel's accuracy enhance and/or change your understanding of the characters and their story? Incorporate evidence from multiple sources to support your answer.					
3	Choose a poem by Langston Hughes. How do the themes in the poem connect with a prominent them in <i>Finding Langston</i> ? Explain the connection and the lesson learned by using evidence from both the novel and the poem.					
4	How do the nonfiction articles enhance your understanding of <i>Finding Langston</i> ? Use specific information from the articles to make connections to specific events in the novel. Explain their relationship and how it aids your understanding.					
Essay Rubric						
Essay	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Needs Improvement (1)		
Controlling Idea	Essay has a thesis that clearly explains the topic and answers the question.	Essay has a thesis that generally explains the topic.	Essay attempts to include thesis and attempts to explain topic.	Thesis or controlling idea is not complete.		
Organization	Essay is organized in a way that makes the most sense for the topic and content.	Essay is somewhat organized in a way that makes sense for the topic.	Essay attempts to organize ideas but may not be the best organization for the topic.	Essay is incomplete or not clearly organized.		
Evidence	Evidence supports the thesis. Evidence is quoted, explained, and analyzed.	Evidence supports the thesis. Evidence is quoted, explained, and/or analyzed.	Evidence somewhat supports the thesis and may not be quoted, explained, or analyzed.	Evidence does not support thesis or is not included in essay.		
Language	Effectively uses transitions, words, and/or phrases to connect ideas.	Somewhat uses transitions, words, and/or phrases to connect ideas.	Attempts to use transitions, words, and/or phrases to connect ideas.	Transitions, words, and/or phrases to connect ideas not included.		
Style	Style is appropriate and consistent throughout entire essay.	Style is somewhat appropriate and consistent throughout entire essay.	Appropriate and consistent style not maintained throughout entire essay.	Style is not appropriate or consistent for the task.		
Conventions	Essay has minimal to no errors in mechanics.	Essay has few errors, but the errors do not take away from understanding.	Essay has many errors and may take away from understanding.	Essay is either incomplete or many errors that inhibit understanding.		
_____ / 24 = _____ %						

➤ Foster Rich Discussion

➤ Comprehensive Examination of History

➤ Prompts Require Evidence-based Responses

➤ Cross-curricular Learning

# BUNDLE & SAVE!

This resource is part of a comprehensive unit on *Finding Langston*! Click the cover below to preview all the resources available.

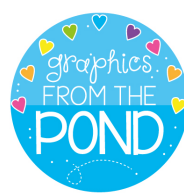
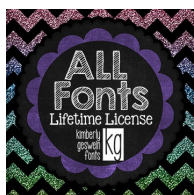




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