



COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
RICHMOND, VA 23218-2120

Office: (804) 225-2057
Fax: (804) 371-2099

November 6, 2020

The Honorable Luke E. Torian
Chairman, House Appropriations Committee
Virginia General Assembly
4222 Fortuna Plaza, Suite 659
Dumfries, Virginia 22025

The Honorable Janet D. Howell
Chair, Senate Finance Committee
Virginia General Assembly
P.O. Box 2608
Reston, Virginia 20195-0608

Dear Sir and Madam:

I am pleased to submit the enclosed report that provides a status update on the work the Department of Education has done in supporting school divisions in the use of performance assessments to verify credits in history and social science.

The 2020 General Assembly Appropriations Act (line 139) directs the Department of Education to report on its progress in supporting school divisions in the use of performance assessments to verify a history and social science credit, including examples of tasks and scoring rubrics, agency support to school divisions for implementation, and information about school division interest in offering this option to students.

If you have any questions or require additional information, please do not hesitate to contact Shelley Loving-Ryder, Assistant Superintendent, Department of Student Assessment, Accountability and ESEA Programs, at (804) 225-2102 or Shelley.Loving-Ryder@doe.virginia.gov.

Sincerely,

A handwritten signature in black ink that reads "James F. Lane".

James F. Lane

JFL/SLR/as

Enclosure

c: The Honorable Atif Qarni,
Secretary of Education

Report to the House Appropriations and Senate Finance and Appropriations Committees

2020 Appropriations Act line 139

November 6, 2020

This report describes the actions taken by the Virginia Department of Education (VDOE) in response to language within the 2020 Virginia General Assembly's Appropriations Act that provided funding for assessment related materials for a verified credit in high school history and social science. Specifically, the language directs the Virginia Department of Education to respond, as stated below:

2020 Appropriations Act line 139

D.1. Out of this appropriation, \$300,000 the first year and \$300,000 the second year from the general fund is provided for assessment related materials for a verified credit in high school history and social science. In establishing graduation requirements, the State Board of Education shall require students to earn one verified credit in history and social science. Such verified credit shall be earned by (i) the successful completion of a state-developed end-of-course Standards of Learning assessment; (ii) achievement of a passing score on a Board-approved standardized test administered on a statewide, multistate, or international basis that measures content that incorporates or exceeds the Standards of Learning content in the course for which the verified credit is given; (iii) achievement of criteria for the receipt of a locally awarded verified credit from the local school board in accordance with criteria established in Board guidelines when the student has not passed a corresponding Standards of Learning assessment; or (iv) successful completion of assessments that include state-developed performance tasks scored locally in accordance with Board guidelines using state-developed rubrics.

2. The Department of Education shall report on the progress of implementing option (iv), including examples of tasks and scoring rubrics; agency support to school divisions for implementation; and information about divisions planning or interested in offering the option to students. Such progress report shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by November 1, 2020.

3. The Department of Education shall report on the progress of implementing option (iv), including the number of divisions offering the option; the number of students earning a verified credit with such option; and the number of students attempting but not successfully earning a verified credit with such option. Such progress report shall be submitted to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by November 1, 2021.

Summary of Progress Toward Implementing Option (iv)

Background: Related Support Provided Prior to 2020

This information is included as background and summarizes support provided by the Virginia Department of Education related to the implementation of performance assessments in history and social science prior to the actions of the 2020 General Assembly.

The adoption of the 2015 History and Social Science Standards of Learning (SOL) reflected a shift toward deeper learning and moved the application of the history and social science skills to the forefront of instruction and assessment.

Utilizing a train-the-trainer model, VDOE has provided professional development offerings to all school divisions across Virginia to support the full implementation of the 2015 History and Social Science SOL. By design, these events have provided experiences and examples of engaging instruction and performance assessment opportunities to deepen student understanding of history and social science content through use of information sources and application of the history and social science skills. Presentations and resources provided during professional development events are available for school divisions to use on the VDOE's History and Social Science webpage. Examples of professional development provided by VDOE in support of these goals include but are not limited to:

- K-12 History and Social Science SOL Institutes, 2016: Sessions focused on deepening participants' understanding of the progression of history and social science skills and instructional best practices to foster skill development in tandem with content learning.
- K-12 History and Social Science SOL Institutes, fall 2017: Sessions focused on the 2015 History and Social Science SOL, which were designed to lead to the creation of performance assessments. Within grade level bands, participants engaged in experiences developed to change history and social science instruction to prepare students to demonstrate skills and knowledge through performance assessments.
- Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia, May and June of 2018: Staff from each school division in the Commonwealth participated in secondary History and Social Science breakout sessions during this two-day conference. Sessions included an introduction to and comparison of different types of performance assessments, experience with the Virginia Quality Criteria Review Tool for Performance Assessments, and analysis and discussion of three high school performance tasks. After unpacking the demands of a performance assessment, participants engaged in discussion of the draft Common Rubrics for History and Social Science and *Principles of Scoring Student Work*. VDOE instructional staff led participants through a scoring activity using samples of student responses to a secondary performance task using the draft state common rubric.
- K-12 History and Social Science SOL Institute, fall 2018: Sessions provided were a follow-up to the Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia workshops presented during May and June of 2018. These breakout sessions, led by division specialists, provided opportunities for classroom teachers to

become familiar with the Virginia Quality Criteria Review Tool for Performance Assessments, the draft Common Rubrics, and practice developing performance tasks. Attendees also participated in a third session during the day, led by classroom teachers, providing examples of performance tasks and demonstrating the instruction needed for this type of formative assessment.

- K-12 History and Social Science 132 Workshop: Conference for Division Leaders, April 2019: Content coordinators, supervisors, specialist, and division administrators responsible for history and social science instruction from every division around the Commonwealth were invited to a one-day workshop. The focus was to provide a differentiated workshop based upon the division's level of readiness with implementation of performance tasks and assessments for history and social science. Attendees had the opportunity to choose from and participate in a variety of sessions:
 - Writing Balanced Assessment Plans for history and social science;
 - Using the Virginia Quality Criteria Tool for Performance Assessments, Common Rubrics, and scoring practices;
 - Preparing teachers to participate in a division-wide scoring event;
 - Changing Instruction to Prepare for Deeper Understanding and;
 - Leading for Quality Performance Assessments.
- K-12 History and Social Science Deeper Learning Conferences, September-October 2019: Held at four sites across the Commonwealth, these conferences offered professional development opportunities that focused on the development and scoring of performance tasks and assessments. The breakout sessions, led by division specialists and teacher trainers, reflected an emphasis on the historical thinking and analysis skills included in the 2015 Standards of Learning and Curriculum Framework.
- Partnerships with professional organizations and museums: Ongoing work with history organizations and museums across the state continues to occur. These efforts are coordinated to gather and publicize the availability of resources that can be used as artifacts and sources to support performance tasks and assessments. Examples of partner organizations and museums participating in this work or contributing resources to share include the Virginia Social Studies Leaders Consortium; the Library of Congress; various Virginia museums, including Crooked Road, Frontier, the Virginia Museum of History and Culture, etc.

While these professional development offerings and partnerships supporting the implementation of the 2015 History and Social Science SOL and the inclusion of performance tasks and performance assessments preceded the 2020 Appropriations Act, this work has laid a foundation for change in instruction and assessment practices that will accompany the use of option (iv).

Focus of VDOE Work Supporting Option (iv)

Task Development

Because of the short timeline for the development of tasks and associated materials and the limited funds, VDOE decide to focus on the Virginia and United States History course for 2020-2021. In June 2020, VDOE convened a group of History and Social Science educators and division instructional leaders to develop performance tasks that could be used to verify a credit in Virginia and U.S. History. This group was comprised of division level curriculum specialists, coordinators and supervisors responsible for history and social science instruction and assessment within their divisions. The developers were selected based on previous work with the history and social science program at the VDOE during SOL Institutes, Deeper Learning Conferences, the 132 Workshop, and performance assessment work within their school divisions. This group represented five of the eight Superintendent's regions.

The work of this group began with training from Dr. John Lee, department head and professor in the Department of Teacher Education and Learning Sciences in the College of Education at North Carolina State University. Dr. Lee has authored or co-authored several books, including: *Inquiry-based Practice in Social Studies Education: Understanding the Inquiry Design Model*; *Teaching Social Studies: A Methods Book for Methods Teachers*; *Teaching the C3 Framework*; *Visualizing Elementary Social Studies Methods*; and *Research on Technology in Social Studies: Guiding Learning with Technology*. Dr. Lee worked with VDOE instructional staff and assessment staff along with the history educators through two days of training in the Inquiry Design Model (IDM). The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that focuses on the main elements of the instructional design process: compelling questions, sources, and formative tasks. After this training, the group divided into four teams that used IDM to develop three distinct performance tasks for one of the four historical eras covered by the Virginia and U.S. History SOL.

The twelve state-developed performance tasks resulting from this work are being used by teachers participating in the pilot program during the 2020-2021 school year. Each of these tasks includes an inquiry structure for the task; links to sources to be used by students while completing the task; instructional supports and best practices for teachers; scaffolding questions; and the task/ compelling question for students; and the Upper Secondary Common Rubric. VDOE will collect both samples of completed student responses to these tasks as well as feedback from the teachers on the tasks to determine what revisions need to be made prior to using these state-developed tasks for the purpose of verifying a credit. A brief description of each state-developed task is provided in the table that follows.

State-Developed Performance Tasks: Virginia and U.S. History

Era 1			
Early America Through the Founding of the New Nation			
Task Number	Targeted Standards of Learning*	Topic	Compelling Question
Task 1	VUS.4c	Revolutionary Period	Was revolution the right choice?
Task 2	VUS.5a,c	Formation of a New Nation	Does the U.S. Government truly represent all people?
Task 3	VUS.5b	Formation of a New Nation	Will there ever be equality in America?
Era 2			
Expansion, Civil War, and Reconstruction			
Task 1	VUS.6a,d,e	Jacksonian Era	Should we honor our flawed leaders?
Task 2	VUS.7a-c	Civil War	Was slavery the central cause of the Civil War?
Task 3	VUS.7e	Reconstruction	Were the “freed people” free?
Era 3			
Industrialization, Emergence of Modern America, and World Conflicts			
Task 1	VUS.8e	The Great Migration	What made the Great Migration great?
Task 2	VUS.9b	World War I	War – Is it EVER worth it?
Task 3	VUS.10a	Popular Culture of the 1920s and 1930s	Does popular culture share attitudes and affect public opinion?
Era 4			
The United States since World War II			
Task 1	VUS.12d	Foreign Policy during the Cold War	Should the United States use military force to protect freedom around the world?
Task 2	VUS.13a	Social, Cultural, and Political shifts after WWII	Do government policies benefit all Americans?
Task 3	VUS.13b,c	Civil Rights Movement	How is equality best achieved?

*The Standards of Learning listed reflect the content knowledge that will be measured in the response to the task. Core expectations are measured in every performance task. The amount of content and number of content standards measured by each performance task is limited, similar to the sampling of learning that occurs through the SOL test. It is expected that local assessments will be administered to ensure that student learning is measured across all SOL.

Each task listed above follows the same basic structure. The sample performance task, **What made the Great Migration great? (Era 3, Task 1)**, provided as Attachment A, focuses on 2015 History and Social Science Standard VUS.8e (Illustration I). The topic for this task, the Great Migration, centers on a compelling question for which students will create an argument and claim: *What made the Great Migration great?* Teachers are presented with a structure (Illustration II) of the instruction to precede the task and the formative assessment focus in order for students to complete the summative assessment successfully. Each of the state-developed


performance assessments follows the Inquiry Design Model and uses a foundation of questions, sources, and tasks:

- **Questions:** The overarching question, which provides focus for the inquiry, is called the “compelling question.” Students will develop an argument or claim in response to the compelling question. Supporting questions included within each task are designed to help students develop their argument or claim and analyze the sources presented.
- **Sources:** Primary and secondary sources are included in each task. Students analyze the information sources provided, consider prior learning, and synthesize the evidence to substantiate their claims.
- **Tasks:** Formative tasks are used to provide students an opportunity to apply the social science skills. Students demonstrate their understanding of the content through the sources and the evidence collected through the tasks. These formative tasks give teachers an opportunity to check for understanding of both skills and content.

Each of the components can be differentiated for learning styles, comprehension, level, and instructional delivery method.

Virginia and United States History

What made the Great Migration great?



*From every southern town migrants left by the hundreds to travel north
Jacob Lawrence, *The Migrations Series, Panel no. 3**

Supporting Questions

1. What factors influenced the migration of a vast majority of African Americans living in the Southern states?
2. Where were the vast majority of African Americans living after by the turn of the 20th century?
3. What were the social and economic impacts of the Great Migration on the United States?

idm INQUIRY DESIGN MODEL™

Virginia and United States History

What made the Great Migration Great?

Standards and Content	<p>VUS.6c - The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization.</p> <p>VUS.1 - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) - synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; b) - using geographic information to determine patterns and trends in Virginia and United States history; and d) - constructing arguments, using evidence from multiple sources.
Staging the Compelling Question	<p>Provide students with panels 3, 4, 9, 11, 13, 14, 19, 20, 26, 29, and 33 in Jacob Lawrence's <i>The Migration Series</i> and have students arrange the panels grouping by commonalities. Describe what “push” and “pull” factors are. Ask students: What is depicted in each panel? and Does this panel reflect a push factor or a pull factor?</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What factors influenced the migration of a vast majority of African Americans living in the Southern states?</p> <p>Where and what is pulling them to these new locations?</p>	<p>Where were the vast majority of African Americans living after by the turn of the 20th century?</p>	<p>What were the social and economic impacts of the Great Migration on the United States?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>List the push and pull factors that influenced the migration of a vast majority of African Americans living in the Southern states during The Great Migration of 1950–1950. (Attachment A)</p>	<p>Create an annotated map that depicts the origin, movement, and destination of African Americans between 1920 and 1930. (Attachment B)</p>	<p>Make a claim supported by evidence about the conflicts that arose due to the Great Migration and how it affected their destinations. (Attachment C)</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: <i>The Migration series</i> panels 2, 8, 10, 17, 24, and 28</p> <p>Source B: “One Way Ticket” poem by Langston Hughes</p> <p>Source C: <i>The Great Migration of Afro-Americans, 1915-40</i> by Spencer R. Crew, Monthly Labor Review, March 1967</p>	<p>Source D: Maps a Map Image courtesy of Ed Ayers, Justin Myloos, Nathaniel Ayers, <i>Southern Journey</i>, ©2000 https://tupress.org/books/Detail/Southern-Journey/</p> <p>Source E: “<i>Virtual States of Origin of the Migrants 1910-1950 (table)</i>”</p> <p>Source F: <i>The Negro Wage Earner</i> excerpts from Greene, L. Johnston, Woodson, C. Godwin, Association for the Study of Negro Life and History, L (1930).</p>	<p>Source G: <i>The Great Migration – Urban and Northern Realities</i> - Encyclopedia Virginia</p> <p>Source H: <i>The Migration series</i> panels 31, 47, 49, 55, 58, 59</p>

idm INQUIRY DESIGN MODEL™

Illustration I

Illustration II

The sample task provided is structured to require students to examine the ultimate impact of the Great Migration on cities in the North and western areas of the United States. This impact was not just in terms of population growth, but also in terms of a cultural movement. The task uses the work of artist Jacob Lawrence who in 1940 created 60-panel series portraying the Great

Migration. Lawrence found a way to tell the story in his own way through powerful and vibrant same sized images weaving them into one epic statement. This series reveals similar themes of struggle, hope, triumph, and adversity that can be found in his work. Teachers will use historical excerpts from the series to help students to first examine the factors that influenced the migration and exodus from the “deep” South: the push and pull factors. Next, students will examine maps and charts that provide data for students to create annotated maps regarding where African Americans relocated. Lastly, students will examine how this relocation not only affected their destinations socially and economically, but also the adjustments African Americans had to make. In addressing the compelling question, teachers provide opportunities for students to work in small groups to collaborate and collect data, read and respond to critical thinking questions (supporting) questions, and communicate their thoughts and ideas about the evidence presented. By working through the supporting questions, formative performance tasks, and featured sources, students construct an argument with evidence. .

Common Rubric Development

Draft versions of common rubrics aligned to the 2015 History and Social Science SOL have been available for use by school divisions in evaluating student responses since 2017. Initial training in the explicit use of these rubrics was provided to all school divisions as part of the “Performance Assessment Assurances: Next Steps for Leading Deeper Learning in Virginia” conference sessions in May and June of 2018.

In the fall of 2018, the VDOE history and social science program staff, in collaboration with classroom teachers representing different school divisions across the Commonwealth, developed six performance tasks to begin the finalization of the Common Rubrics. In April 2019, VDOE convened committees of Virginia educators, including teachers, to finalize the Common Rubrics through the selection of student response to exemplify each score point of the rubric using student responses to selected performance tasks collected by volunteer school divisions during the 2018-2019 school year. During these meetings, it became evident that in order to produce responses representative of each score point for the full range of the rubric, some revisions to the tasks would need to occur. Discussions of the draft rubrics alongside the performance task responses led to deeper understanding of the performance expectations described by the rubrics as well as the impact of task design itself on scoring. The committee determined that the responses collected for the purpose of range finding revealed flaws in the tasks themselves that limited the opportunity for students to demonstrate some levels of performance described in the rubrics.

During the 2019-2020 school year, VDOE again collected samples of student responses to performance tasks to assist in finalizing each of the draft rubrics. Because of the school closures in spring 2020, the face-to-face meetings planned for April 2020 were conducted virtually over several weeks in May and June. Committee members first participated in a general training session to establish norms and scoring expectations and then met by course/ content area. Instructional leaders and partners from school divisions across the state facilitated the scoring sessions, supported by VDOE staff from both the Office of Humanities and Office of Student Assessment. Based on the input from committee members, all state common rubrics are final,

available for use by school divisions, and posted on the VDOE History and Social Science Instruction webpage. The [History and Social Science Common Rubric: Upper Secondary](#) is provided as an example.

Common Rubric for HSST Performance Assessments/Tasks

Course Title: _____ Upper Secondary

	4	3	2	1	Not Observed
Core Expectations (.1a and .1c)					
Accuracy of Content	<ul style="list-style-type: none"> Integrated relevant and correct content and vocabulary with thorough explanations that demonstrate in-depth understanding Used evidence to consistently develop, support and sharpen the claim, explanation, argument. 	<ul style="list-style-type: none"> Included correct content and vocabulary relevant to the prompt that demonstrate understanding Explained evidence to develop and support the claim, explanation, argument. 	<ul style="list-style-type: none"> Included content and vocabulary relevant to the prompt; shows inconsistent understanding; content may contain minor errors Identified or listed information from multiple sources to support the claim, explanation, argument 	<ul style="list-style-type: none"> Included content or vocabulary, but understanding is limited; content is irrelevant or inaccurate Included information or quotes from one source to explain, argue or make a claim 	
Synthesizing information source	<ul style="list-style-type: none"> Used evidence to draw effective conclusions about course themes and compelling questions 	<ul style="list-style-type: none"> Used evidence to draw conclusions about course themes and compelling questions 	<ul style="list-style-type: none"> Did not draw conclusions about course themes and compelling questions 	<ul style="list-style-type: none"> Did not draw conclusions about course themes and compelling questions 	
Explaining Evidence	<ul style="list-style-type: none"> Made significant, specific connections between multiple sources to explain or argue 	<ul style="list-style-type: none"> Made a connection between multiple sources to explain or argue 	<ul style="list-style-type: none"> Did not draw conclusions about course themes and compelling questions Limited connections made 	<ul style="list-style-type: none"> No connections made 	

VDOE Pilot Program and Supports

During the 2020-2021 school year, VDOE is offering a pilot program to all school divisions across the Commonwealth. The pilot program will serve two primary purposes. First, it will allow VDOE to collect samples of student responses to the state-developed tasks in order to identify student responses exemplifying each score point of the rubric for those tasks. These “anchor papers” will be used to support local scoring and promote consistency in achievement expectations across the Commonwealth. Second, the pilot program will allow teachers to use the state-developed performance tasks and associated materials with students enrolled in Virginia and U.S. History in a low stakes environment, prior to the tasks being used for the purpose of verifying a credit needed for graduation. Feedback collected by VDOE from these teachers will be used to determine what additional supports and training should be developed.

In preparation for the pilot program, staff from the Office of Humanities and Office of Student Assessment hosted a webinar to share information about this opportunity and solicit participation. Prior to the webinar, VDOE staff shared implementation guidance through a superintendent’s email in order to provide not only a description of the expectations for the components of the pilot program but also a general overview of anticipated expectations for using state-developed performance tasks to verify a credit in history and social science.

Based on feedback from school divisions and in light of the pandemic, VDOE scaled back the expectations related to local scoring and loosened the expectations for task use, as well as allowed for teacher choice during the pilot, in order to decrease the burden on local school

division leaders and teachers and increase participation. Teachers participating in the pilot program have agreed to:

- Provide feedback and student response samples to VDOE.
- “Try out” the materials to be used for local implementation, planning, and scoring.

Additional webinars and virtual meetings will be hosted by VDOE during the pilot program to address questions, gauge progress and gather feedback from teachers and school division instructional leaders on the state-developed tasks and on the materials developed to support task implementation.

Support for training local scorers will be provided to participating teachers and school divisions, and feedback on this training will be collected to determine additional needs. Scoring training is designed to develop common understanding of the performance indicators within the common rubrics, provide examples of evidence from student work that demonstrates and illustrates each level of performance, and assist school divisions in developing local processes that result in consistent application of the rubrics. A recorded presentation to support training for local scoring was developed by VDOE in fall 2020 in conjunction with history and social science educators.

Looking Forward

During the 2020-2021 school year, VDOE will collect samples of student responses to the state-developed performance tasks for Virginia and U.S. History. VDOE will provide an additional opportunity for teachers interested in joining the pilot program for the second semester in order to maximize opportunities across the state.

In spring 2021, VDOE will convene a committee of teachers who each have expertise in the 2015 History and Social Science SOL for Virginia and U.S. History. The purpose of the committee will be to identify sample papers that illustrate each of the rubric score points for the state-developed tasks. The identification of these exemplar (“anchor”) papers will be achieved by working with the committee to apply the *History and Social Science Common Rubric: Upper Secondary Core Expectations* to sample student responses. VDOE staff will identify responses to be used by the committee from those submitted by teachers participating in the pilot program. The intended outcome for this committee is to select a set of anchor papers depicting the range of achievement within each score point, with a focus on identifying papers on the border between two score points. The anchor papers will be used in conjunction with the rubric to illustrate different score points as part of additional training resources to support local scoring. These new scoring resources will be developed by VDOE, in partnership with school divisions, in summer 2021.

In summer 2021, VDOE staff will work with groups of history and social science leaders and teachers from school divisions to develop additional resources to support school divisions in the use of state-developed performance tasks to verify a credit in history and social science. One group will use the anchor papers identified through the committee process in spring 2021 to develop additional training resources for local scoring. Dependent on continued funding beyond July 1, 2021, a second group will develop performance tasks for additional high school history

and social science courses. VDOE staff will work with school divisions to identify the next History and Social Science course for which performance tasks and associated resources will be developed

During the 2021-2022 school year, VDOE staff will solicit school division participation to pilot the use of state-developed performance tasks in additional end-of-course history and social science courses (i.e., World History and Geography to 1500 A.D. (C.E.)), collect sample student responses, convene a virtual committee to identify additional anchor papers, and develop additional support materials for use in local scoring training for additional high school history and social science courses.

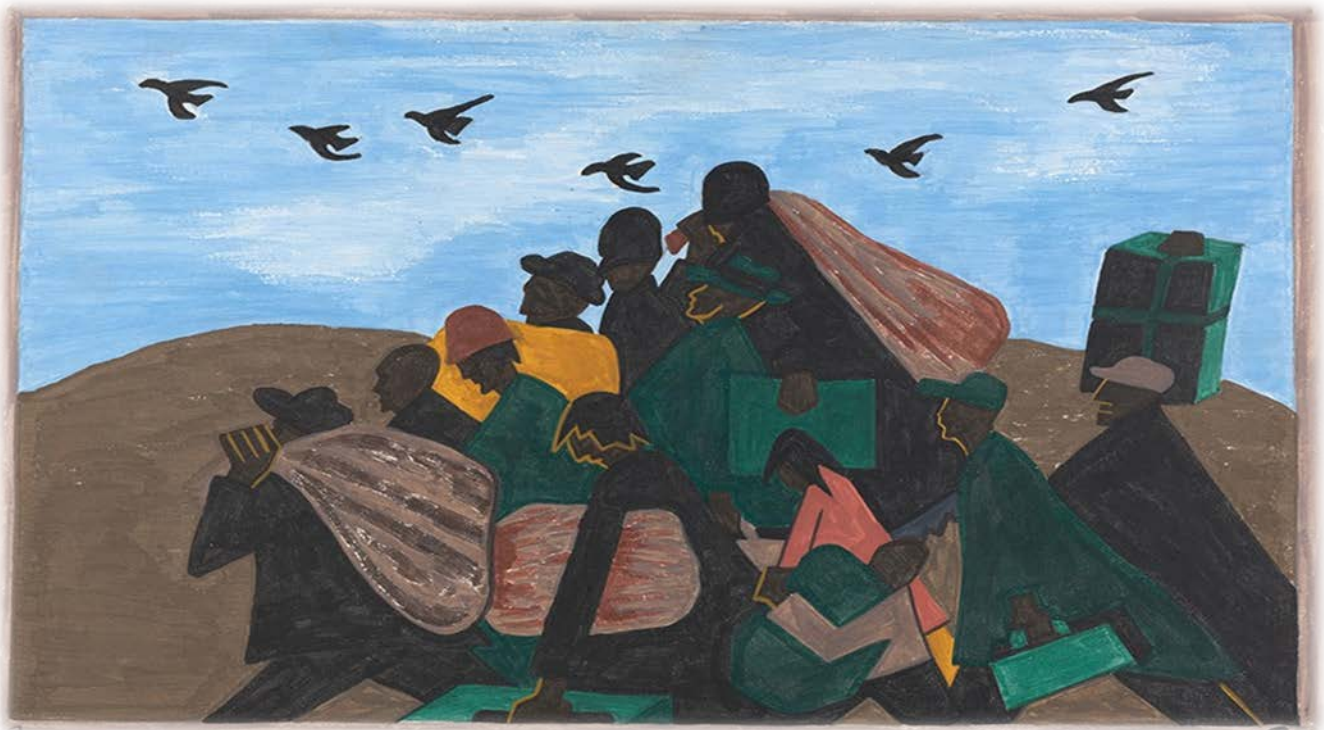
Information about School Divisions Planning or Interested in Offering Option (iv) to Students

Currently, volunteer teachers from each of fifteen school divisions are participating in the pilot for 2020-2021. VDOE will extend the invitation to participate once more in December, as the option to participate only during second semester is available. Based on feedback from school divisions, interest in participation in the pilot has been impacted not only by the pandemic but also by the fact that the majority of students enrolled in Virginia and U.S. History have already earned the verified credit in history and social science that is required for graduation. School divisions have expressed interest in option (iv) in the future, should state-developed performance tasks be available in the end-of-course history and social science courses typically completed earlier in high school (e.g., World History and Geography to 1500 A.D. (C.E.) and/or World History and Geography: 1500 A.D. (C.E.) to the Present). School divisions will be surveyed regarding their future interest in using performance assessments to verify credits in History and Social Science in early 2021.

VDOE will provide information to school divisions on the status of state-developed performance assessments that can be used to verify a credit in history and social science during the summer of 2021. Updated information on interest in implementing option (iv) during the 2021-2022 school year will be collected after that information has been provided.

Virginia and United States History

What made the Great Migration great?



From every southern town migrants left by the hundreds to travel north
Jacob Lawrence, [The Migrations Series, Panel no. 3](#)

Supporting Questions

1. What factors influenced the migration of a vast majority of African Americans living in the Southern states?
2. Where were the vast majority of African Americans living after by the turn of the 20th century?
3. What were the social and economic impacts of the Great Migration on the United States?

Virginia and United States History

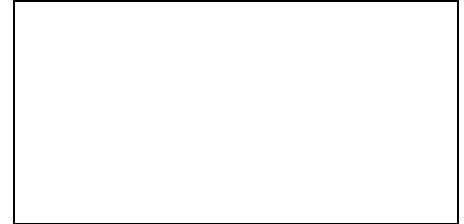
What made the Great Migration Great?	
Standards and Content	<p>VUS.8e - The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization.</p> <p>VUS.1 - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> a) - synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history; b) - using geographic information to determine patterns and trends in Virginia and United States history; and d) - constructing arguments, using evidence from multiple sources.
Staging the Compelling Question	<p><i>Provide students with panels 3,4, 9,11, 13,14, 19,20,26,29, and 33 in Jacob Lawrence's The Migration series and have students arrange the panels grouping by commonalities. Describe what “push” and “pull” factors are. Ask students: What is depicted in each panel? and Does this panel reflect a push factor or a pull factor?</i></p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>What factors influenced the migration of a vast majority of African Americans living in the Southern states? Where and what is pulling them to these new locations</p>	<p>Where were the vast majority of African Americans living after by the turn of the 20th century?</p>	<p>What were the social and economic impacts of the Great Migration on the United States?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>List the push and pull factors that influenced the migration of a vast majority of African Americans living in the Southern states during The Great Migration of 1910 – 1920. (Attachment A)</p>	<p>Create an annotated map that depicts the origin, movement, and destination of African Americans between 1910 and 1920. (Attachment B)</p>	<p>Make a claim supported by evidence about the conflicts that arose due to the Great Migration and how it affected their destinations. (Attachment C)</p>
Featured Sources	Featured Sources	Featured Sources
<p>The featured sources may address racism American history, or the Images, descriptions, or language may be outdated or depict ethnic and racial prejudices, acts of violence, and/or words that were inhumane throughout American history. Those behaviors were wrong then and are wrong today. The outdated language should be viewed in the historical context of the information source. These images or language depict information sources from history and in no way reflect the viewpoint or beliefs of the Virginia Department of Education.</p>		
<p>Source A: The Migration series panels 2,8,10,17,24,and 28 Source B: “One Way Ticket” poem by Langston Hughes Source C: The Great Migration</p>	<p>Source D: Maps a Map Image courtesy of Ed Ayers, Justin Madron, Nathaniel Ayers, Southern Journey, ©2020 https://lsupress.org/books/detail/southern-journey/ .</p>	<p>Source G: The Great Migration – Urban and Northern Realities - Encyclopedia Virginia Source H: The Migration series panels 31,47,49,55, 58,59</p>

[of Afro-Americans, 1915-40](#) by Spencer R. Crew, Monthly Labor Review, March 1987

Source E: "[Principal States of Origin of the Migrants 1910-1950 \(table\)](#)"

Source F: [The Negro Wage Earner](#) historical excerpts from Greene, L. Johnston., Woodson, C. Godwin., Association for the Study of Negro Life and History, i. (1930).



<p>Summative Performance Task</p>	<p>ARGUMENT: <i>What made the Great Migration great?</i> Construct an argument in writing that answers the prompt using specific claims and relevant evidence from sources while acknowledging competing views.</p>
	<p>EXTENSION: <i>The African American migration to areas north and west changed those industrial areas and the regions of the “deep South”. Explain how the Great Migration of the African American population in the twentieth century changed the southern regions they left? What changes and adaptations did those who stayed have to make?</i></p>
<p>Taking Informed Action</p>	<p>Understand: Investigate a current migration in the USA from other countries or within the United States..</p> <p>Assess: Identify reasons for the migration and compare their reasons with The Great Migration.</p> <p>Act: Write an editorial in support or against this migration movement.</p>

Inquiry Description

This inquiry leads students through an investigation of the Great Migration and understanding how the nation grew and changed from the end of Reconstruction through the early twentieth century. They will also evaluate and explain the social and cultural impact of the Great Migration on industrialization and the country's rapid urbanization.

Although the inquiry focuses on VUS.8e, it pulls upon previous content knowledge from previous standards will be helpful during this inquiry from: *(This can include skill and content standards)*

VUS.8 The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;
- b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;
- c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;
- d) analyzing the impact of prejudice and discrimination, including "Jim Crow" laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;

Additional Background:

The Great Migration:

Push and Pull factors- Even before the United States entered the conflict in April 1917, certain American industries began to experience labor shortages. The labor shortage for many industries was mainly due to foreign-born European Americans returning to Europe to fight in the Great War. For example, the industries turned to several demographics to fulfill the need, including African-American migrant workers from the South. For example, *the Connecticut Leaf Tobacco Association and the National Urban League sent inquiries to several historically black colleges in the South. Morehouse College's John Hope recognized that migrant workers who answered this call would be able to escape the situation in the South and seek better economic and political fortune in New England. He agreed to send twenty-five of his students.* – [The Great Migration in Hartford](#)

By 1920, close to two million African Americans were working in northern factories and other urban jobs throughout the North and mid-West. The Great Migration was the massive movement of hundreds of thousands of African Americans from the rural areas of the South to urban areas in the North and West. Although many of those who left the rural South migrated to southern urban areas, most migrants moved for opportunities in housing, education, and politics. Cities such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities. As African Americans flooded these areas, they dramatically changed the demography and placed great pressure on the services and housing supply of these cities. There was also a growing tension between residents and as a consequence of the Great Migration pushed issues of race to the forefront. It also had an effect on the South as it decreased the number of workers in rural Southern areas.

Economic and Social Impact of the Great Migration

As southern blacks moved North and West, they became both competitors and consumers with African Americans born and previously established in these areas. They were now competing in labor and housing markets and for services and supplies. As illustrated in Lawrence’s Great Migration series, and other text sources, rental prices increased, while the sales and value of homes decreased. While segregation looked different in some Northern areas that it did in the South, racism and prejudice were nonetheless widespread.

The Great Migration had the ultimate impact on cities in the North and western areas of the United States. This impact was not just in terms of population growth, but also in terms of a cultural movement. Prior to their movement, African Americans from South heard accounts and stories of black performers in theaters featuring musicals and films, nightclubs featuring the best African American musicians, opportunities for entrepreneurs and black owned businesses. They heard stories of Northern cities as hubs of cultural, social, and artistic creativity and interaction. With them as they moved North and West, African Americans took with them a multitude of experiences that added to and forever changed the urban areas in the North and West .

Structure of the Inquiry

In addressing the compelling question, teachers should think about students working in small cooperative groups to collect data, respond to the supporting questions, and discussing reading selections. In order to address the compelling question “What made the Great Migration great?” students work through a series of supporting questions, formative performance tasks, and featured sources in order to construct an argument with evidence from a variety of sources.

Note: This inquiry is expected to take three or four 50-minute class periods. The inquiry period could expand if teachers think their students need additional instructional experiences (e.g., supporting questions, formative performance tasks, featured sources, writing). Teachers are encouraged to adapt the inquiry to meet the needs and interests of their students. This inquiry lends itself to a synchronous or asynchronous learning environment, differentiation and modeling of historical thinking skills while assisting students in reading the variety of sources.

Staging the Compelling Question

In staging the compelling question, provide students with several panels from Jacob Lawrence's series on the great Migration and have students arranged the panels grouping by commonalities.

- Choose panels about 10 panels (suggested panels include 3,4, 9,11, 13,14, 19,20,26,29, 33 from Jacob Lawrence's [The Migration series](#) and provide a panel to each student or a small group (2 - 3) of students to analyze.
- Describe what “push” and “pull” factors are.
- Ask students
 - What is depicted the panel?
 - Does this panel reflect a push factor or a pull factor?
- Ask students to view the series and categorize the panels into specific themes. Themes such as struggle, hope, triumph, adversity, or resiliency can be used.
- Ask students – What narrative does this series tell about the Great Migration?

Additional Background:

Jacob Lawrence and the Great Migration Series

In 1940, Jacob Lawrence, greatly influenced by the Harlem Renaissance, created 60-panel series portraying the Great Migration, the flight of over a million African Americans from the rural South to the industrial North following the outbreak of World War I. Lawrence found a way to tell the story in his own way through powerful and vibrant same sized images weaving them into one epic statement. This series reveals similar themes of struggle, hope, triumph, and adversity that can be found in his narrative portraits on the lives of Harriet Tubman, leader of the Underground Railroad (1940), Frederick Douglass, abolitionist (1939), and Toussaint L'Ouverture, liberator of Haiti (1938). Following the example of the West African storyteller or griot, Lawrence tells a story that reminds us of our shared history and at the same time invites us to reflect on the universal theme of struggle in the world today.

“To me, migration means movement. There was conflict and struggle. But out of the struggle came a kind of power and even beauty. ‘And the migrants kept coming’ is a refrain of triumph over adversity. If it rings true for you today, then it must still strike a chord in our American experience.” –Jacob Lawrence

Supporting Question 1

The first supporting question: What factors influenced the migration of a vast majority of African Americans to leave their homes between 1900 and 1920?

The formative task for this question is to use the jigsaw method for students to create a push/pull factors chart by:

1. Analyzing images 2,8,10,17,24, and 28 from [The Migration series](#).
2. Reading a poem : [“One Way Ticket”](#) poem by Langston Hughes.
3. Reading and summarizing a secondary source: Source C: [The Great Migration of Afro-Americans, 1915-40](#)
4. Providing evidence of the push or pull factors to complete a chart.

Teachers may implement this task with the following procedures Review content and conclusions of the previous supporting question.

1. Having students review some more pictures from [The Migration series](#) to further discuss push and pull factors for the migration.
2. Read aloud the poem “One Way Ticket” and discuss the push pull factors mentioned in the poem
3. To introduce Source C article, consider using one of the following strategies while reading this short historical excerpt from the longer article:

The "Great Migration" of Afro-Americans from largely rural areas of the southern United States to northern cities during and after World War I altered the economic, social, and political fabric of American society. It made the regional problems of race and sociopolitical equality national issues and gave Afro-Americans a role in the election of northern political leaders, in contrast to the absence of a political role in the South.

- Questioning- Develop questions about the text, its content, or unfamiliar terms within the text;
 - Predictions – Making predictions about what will come next in the text; or
 - Make Connections - Connect the reading to another text, something you have seen, or something you have experienced.
4. Distribute article: Source C: [The Great Migration of Afro-Americans, 1915-40](#) and the push/pull chart (Attachment A).
 5. Explain the three different reading strategies students may use as they read individually the introduction paragraphs for the source. Ask students to discuss the strategy they used and their responses for the introduction.
 - a. Developing questions while reading,
 - b. Connecting what they are reading to another text, something they have seen, or something they have experienced,
 - c. Making predictions about what will come next in the text,
 - d. Looking back for keywords and rereading in order to clarify or answer question
 6. Describe push and pull factors – in the study of migration, push factors are those that encourage a population to leave its home, pull factors are those that draw a population to another area or place.
 7. Jigsaw method:

- a. Divide the class into six small groups – one group per topic. Assign topics based upon the reading levels of the students. This group will be the Expert group. Students will read and discuss their topic and record the group findings in the chart. Students will use the main topics of the article to:
 1. Summarize the topic;
 2. Determine if it is a push or pull factor; and
 3. List evidence of it being a push or pull factor
 - b. Rotate students to Information group where students will gather information regarding the rest of the article giving each member of the group an opportunity to present their findings from the Expert group.
5. Students may use the push/pull graphic chart when constructing their argument for the compelling question.

The scaffolds and other materials may be used to support students as they work with sources. Teacher may want to:

- Guided questions for the introduction of the secondary source;
- Graphic organizer of the push and pull factors; and
- Identify terms that may present a problem for students or those that may impeded reading comprehension.

The following sources were selected for this task:

- **Featured Source A:** Panels 2,8,10,17,24, and 28 from Jacob Lawrence’s [The Migration series](#)
- **Featured Source B:** Source B: [“One Way Ticket”](#) poem by Langston Hughes
- **Featured Source C:** [The Great Migration of Afro-Americans, 1915-40](#)

Supporting Question 2

The second supporting question: Where were the vast majority of African Americans living after the Reconstruction era?

The formative task for this question ask students to analyze a map a topographical map of the United States, tables describing the "[Principal States of Origin of the Migrants 1910-1950 \(table\)](#)", and create an annotated map that depicts the origin, movement, and destination of African Americans between 1910 and 1920. Students should explain in their annotations:

- the number of African Americans identified migrating
- the type of industry dominant in the destination region, state, or city?

Teachers may implement this task with the following procedures:

1. Describe an annotated map: An annotated map is comprised of pictures with comments/writing that helps explain the map.
2. Describe the sources used during the formative assessment.
 - a. Source D: The Maps: a Map Image courtesy of Ed Ayers, Justin Madron, Nathaniel Ayers, *Southern Journey*, ©2020 <https://lupress.org/books/detail/southern-journey/> .
 - i. The maps show clear and striking patterns: shades of copper in the places where the number of people increased and gradations of blue where they declined. The brighter the colors, the greater the change. The captions describe the most important patterns in each map.
 - ii. What do you see? What do you know? What can you conclude? What questions do you still have?
 - b. Source E: The Data
 - i. The data describes African Americans migrating to north and west. Select three points of origin and three destinations.
 - ii. Identify the number of African Americans migrating and
 - c. Source F: Use the Coding the Text reading strategy to review text by Johnston Greene and Carter G. Woodson (1930). *The Negro Wage Earner* by:
 - i. Modeling for students when it is appropriate to use each of the symbols
 - ii. Explaining that using the symbols below will help to pay attention to their own understanding of what they are reading.
 - iii. Having students will draw the symbols in the margin at each point where his/her thinking fits into one of the categories.
 - iv. Providing sticky notes to draw the symbol and place it alongside the appropriate part of the passage an opportunity for students when they cannot write on the reading passages.
3. Students may work in pairs or small groups of three to analyze the maps, collect data, and examine the text. Students will use this information to create an individual annotated map.
4. The scaffolds and other materials may be used to support students as they work with sources:
 - a. [How to create an annotated map using Google Maps](#)
 - b. Blank outline United States map
 - c. [Coding the Text Strategy](#) or use the Guiding Questions
5. Students may use the annotated map while constructing the response for the compelling question.

The following sources were selected for this task:

Featured Source D: a Map Image courtesy of Ed Ayers, Justin Madron, Nathaniel Ayers, Southern Journey, ©2020 <https://lsupress.org/books/detail/southern-journey/> .

Featured Source E: "[Principal States of Origin of the Migrants 1910-1950 \(table\)](#)"

Featured Source F: Historical excerpts from Greene, L. Johnston., Woodson, C. Godwin., Association for the Study of Negro Life and History, i. (1930). The Negro wage earner. Washington, D.C.: The Association for the study of Negro life and history, inc.

Supporting Question 3

The third supporting question: What were the social and economic impacts of the Great Migration on the United States?

The formative task for this question is for students to make a claim supported by evidence about the conflicts that arose due to the Great Migration and how it affected their destinations. Students may do so by creating an infographic, writing an essay or a chart that explains the influences of the Great Migration. The response task can include the points of origin, the numbers of people who migrated, push and pull factors, and destinations to provide evidence of the social and economic influences of the Great Migration.

- An essay, an infographic - a visual image such as a chart or diagram used to represent information or data ([How to Create an Infographic - Part 1: What Makes a Good Infographic?](#)) or a student generated graphic organizer (a table, a web, a flowchart, etc.)

Teachers may implement this task with the following procedures

1. Teacher will explain the directions for the types of products the students can create.
2. Teacher will distribute the (modified) reading selection - **Urban and Northern Realities** – from [The Great Migration](#) – Encyclopedia Virginia.
3. Students should select one of the reading strategies used during the unit to gather information and construct a response for the supporting question.
4. Students should also review the panel 31,47,49,55,58, and 59 of the [The Migration series to gather more information for the task.](#)

The scaffolds and other materials may be used to support students as they work with sources

- Preview text and ask students to predict the text will be about and generate questions based upon previous lessons from the unit.
- Guiding questions for the reading selection.
- Divide the students into small groups to read certain selections.
- Preview the text by highlighting unfamiliar terms within the text.
- Encourage students to use the Code the Text strategy.

The following sources were selected for this task: *(list sources and citations, note that you can have multiple sources for a supporting question)*

- **Featured Source G** is an article (modified) from Encyclopedia Virginia: Source A: [The Great Migration – Urban and Northern Realities](#) - Encyclopedia Virginia
Crew, S. R. The Great Migration. (2015, October 27). In *Encyclopedia Virginia*. Retrieved from http://www.EncyclopediaVirginia.org/Great_Migration_The.
- **Featured Source H** are panels 31,47,49,55,58, and 59 of the [The Migration series](#)

Summative Performance Task

At this point in the inquiry, students have examined the Great Migration through the artwork of Jacob Lawrence telling the story of the Great Migration, maps, charts, primary and secondary sources. Through the analysis of the maps and charts, students have been able to determine the enormity of the migration of African Americans from plantation districts along the Atlantic coast and move towards urban and industrial regions. The maps provide a visual representation of the enormity of the migration, while the charts provide concrete data. By having students create an annotated map of the movement, they are synthesizing the evidence they have collected from sources. The examination of the historical excerpts from the secondary sources from studies reported on by Greene and Woodson show why people were moving and their resiliency. Within this activity, students point towards clear evidence to support their claim of a push or pull factors. Lastly, through the examinations of the articles, students gain an understanding of the influences of the Great Migration on not only the economy, but also the how the Great Migration impacted the points of destination socially. Throughout the unit, students have an opportunity to work collaboratively with others and communicate their thoughts and ideas about the reading selections. Each activity involves varying levels of critical thinking. The third formative task allows practicing writing a constructed response and providing evidence to support their claim. Through the extension activity, there are opportunities for creative thinking, student choice, and an opportunity to draw upon previous knowledge to construct one of three products while staying true to the purpose of stating a claim and supporting it with evidence.

Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students should be able to respond to the question, **What made the Great Migration great?**

Students' arguments will likely vary, but could include any of the following:

- The massive numbers of African Americans leaving the plantation districts of the Atlantic coast
- New *opportunities* for employment, housing, education, better pay, social and political advancement offered by industries north and west
- The changes to the destination locations due to the arrival of African Americans

To support students in their writing

- Annotated Map of the Great Migration
- Graphic Organizer – Push and Pull Factors of the Great Migration
- Claim and Argument of the Influences of the Great Migration – Constructed response or Graphic organizer

Extension Activity:

To extend their arguments, students can create a product (student choice: video documentary, series of artwork, infographic, infomercial, podcast, etc.) *explain how the Great Migration of the African American population in the twentieth century changed the southern regions they left? What changes and adaptations did those who stayed have to make?*

Content Rubric for History and Social Sciences Performance Assessments/Tasks

Upper Secondary

	4	3	2	1	Not Observed
Core Expectations (.1a and .1c)					
<p>Accuracy of Content</p> <p>Synthesizing information sources</p> <p>Explaining Evidence</p>	<ul style="list-style-type: none"> ● Integrated relevant and correct content and vocabulary with thorough explanations that demonstrate in-depth understanding ● Made significant, specific connections between multiple sources to explain or argue ● Used evidence to consistently develop, support and sharpen the claim, explanation, argument. 	<ul style="list-style-type: none"> ● Included correct content and vocabulary relevant to the task that demonstrate understanding ● Made a connection between multiple sources to explain or argue ● Explained evidence to develop and support the claim, explanation, argument. 	<ul style="list-style-type: none"> ● Included content and vocabulary relevant to the task; shows inconsistent understanding; content may contain minor errors ● Identified or listed information from multiple sources to support the claim, explanation, argument 	<ul style="list-style-type: none"> ● Included content or vocabulary, but understanding is limited; content is irrelevant or inaccurate ● Included information or quotes from one source to explain, argue or make a claim 	

Student Directions

Step One: Your first task will be to identify the push and pull factors that influenced the migration of a vast majority of African Americans living in the Southern states. For this task, you will examine Source A, a series of panels from Jacob Lawrence’s Migration Series. You will then read Source B, the poem “One Way Ticket” by Langston Hughes. Finally, you will examine Source C, an historical excerpt from The Great Migration of Afro-Americans. You will use the information from all these sources to complete a graphic organizer (Attachment A).

Step Two: Your second task will be to determine where the vast majority of African Americans were living after the turn of the 20th century. You will examine Source D, maps showing the movement of African Americans. Then you will review Source E, a series of data tables showing the points of origins and destinations of African Americans during the migration. Finally you will read Source F, an historical excerpt on The Negro Wage Earner. You will use this information to create an annotated map (Attachment B) of the migrant movement during the Great Migration.

Step Three: Your final task will be to determine the social and economic impacts of the Great Migration on the United States. For this task you will read Source G, an historical excerpt from The Great Migration and examine Source H, panels from The Migration Series. You will use your knowledge gained from these sources to create a product that answers the question: What were the social and economic impacts of the Great Migration on the United States?

Step Four: Using information gained from all the tasks, you will answer the final question: **Why was the Great Migration great?**

Supporting Question 1

Source A: Panels 2,8,10, 17,24, and 28 from [The Migration Series](#)



Think About: What evidence do you see of push and pull factors for migration in these pictures?

Source B: [One Way Ticket](#) by Langston Hughes

I pick up my life
And take it with me
And I put it down in
Chicago, Detroit,
Buffalo, Scranton,
Any place that is North and East—
And not Dixie.

I pick up my life
And take it on the train
To Los Angeles, Bakersfield,
Seattle, Oakland, Salt Lake,
Any place that is
North and West—
And not South.

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.

I pick up my life
And take it away
On a one-way ticket—
Gone up North,
Gone out West,
Gone!

Think About: What evidence do you see of push and pull factors for migration in this poem?

Source C: The Great Migration of Afro Americans (historical excerpt)

Full text can be accessed at [The Great Migration of Afro-Americans, 1915-40](#), (1987)

The "Great Migration" of Afro-Americans from largely rural areas of the southern United States to northern cities during and after World War I altered the economic, social, and political fabric of American society ...When the outbreak of World War I drastically changed the job structure of northern urban areas, moving to these cities offered a fresh start and new opportunities for this massive wave of migrants.

Guiding Question: Why would a war create a labor shortage?

WAR TRIGGERS: Without the increase in job opportunities caused by World War I, the Great Migration might never have occurred. The fighting in Europe dramatically increased the demands on companies in the United States to produce munitions and other goods to support the war effort... Desperately in need of additional workers, northern businesses looked southward for new sources of labor. Because Afro-Americans made up a large portion of the unskilled work force in the South and because of social conditions there, they became the targets of aggressive recruitment campaigns. Northern companies offered well-paying jobs, free transportation, and low-cost housing as inducements (encouragement) to Afro-Americans to move North

Guiding Question: What ways did people in the South try to use to keep freedmen from being successful?

LOCAL PROD(push): After... Reconstruction, the Nation's legislators and the Supreme Court had turned their backs on Black Americans and left ... their citizenship rights to local jurisdictions (the local government). In the South, this abdication of authority (passing on the power) resulted in the creation of a two-tiered system of citizenship with one set of rules for whites and a more restrictive set for Afro-Americans. In this system of "Jim Crow" laws, Black Americans, under penalty of imprisonment or possibly death, were forced to use special sections when they rode on public transportation, ate in restaurants, or attended theaters . Southern statutes also excluded them from voting through such manipulations of the law as grandfather clauses, poll taxes, or literacy tests which prevented the majority of Afro-Americans from voting while allowing their white counterparts access to the ballot ... The economic situation was even more oppressive (harsh) ...While the majority of Black Americans in the South resided in rural areas, they did not own the land they worked. Most often they rented it from large landowners or worked as farm laborers . Bad crop years, boll weevil attacks, floods, or low crop prices often destroyed profit margins and left sharecroppers in debt to the landlord .

Guiding Question: Why did the people of the South try so hard to prevent them from going?

PROBLEMS OF LEAVE-TAKING: ...Afro-Americans had strong ties to the South and migrating meant severing (breaking apart) lifelong friendships and strong family bonds . Migrants rarely left in large groups. Sometimes, members of families might leave together, but more often individuals left alone... Migrating North also meant leaving familiar surroundings and community institutions which provided support in times of need... this private community offered enough support to make their lives tolerable despite hardships. Southern officials tried to slow the tide of migration by arresting or detaining (keeping) Afro-Americans who tried to leave. Local police regularly searched departing trains for people they thought might be heading North sell their property and belongings secretly or to take with them

Guiding Question: Why did stories from the North influence the decision to leave the South?

NORTHERN LURE: One of the key factors influencing the individuals who did leave was the letters and visits they received from friends and relatives who had already moved North... earlier migrants wrote letters home, urging others to come North. Also, when they traveled South to visit family on special occasions, they reinforced their letters with personal accounts of their own successes and the advantage of living outside the South ...Having someone to live with or a clear idea of where jobs were located undoubtedly removed some of the uncertainty of leaving. While job opportunities were readily available in most cities, these jobs were at the lower end of the occupational ladder.

Guiding Question: Was life better in the South or North? Why?

TYPES OF JOBS: Afro-Americans typically wound up in dirty, backbreaking, unskilled, and low-paying occupations . These were the least desirable jobs in most industries, but the ones employers felt best suited their black workers. On average, more than eight of every ten Afro-American men worked as unskilled laborers... Only a relatively few obtained work in semiskilled or skilled occupations . Occupational choices for black women were even more limited because few of them... had access to industrial jobs. While some women found employment in the garment industry, packing houses, and steam laundries, the majority of Afro-American women worked as domestic servants or in service-related occupations. While none of these jobs paid high wages, they paid more than Afro-Americans could obtain for similar work in the South. However, the cost of living in the North was higher than in the South... With the additional financial burden of having to pay higher prices in neighborhood stores for food, clothing, and other necessities, settling in the North was a mixed experience for many migrants. Though they earned better wages in the North, much of the increased income was offset by higher living expenses.

Guiding Question: Was life in the North better than the South? Why?

MORE THAN ECONOMICS: Economic gain was not the sole reason migrants came North. Better educational opportunities and greater personal freedom were also motivating factors. Up to the time of the migration, Afro-American children rarely advanced past the sixth grade in the

South. "Black" schools received very little money from southern legislatures... Moving North gave migrants and their children access to better educational opportunities and a chance for a brighter future . Another variable (reason) that made northern life attractive was the sense of personal freedom migrants felt after leaving the South... Once they reached the North, migrants did not have to show deference to each white person they passed on the street . They could move about the city without the fear that the wrong word or tone or action might result in arrest or a more severe or even violent white response... Despite the encouragements of newspapers..., migrants were not always welcomed by residents of the northern cities... Although not as virulent(hostile) as it was in the South, racial discrimination also existed in northern cities

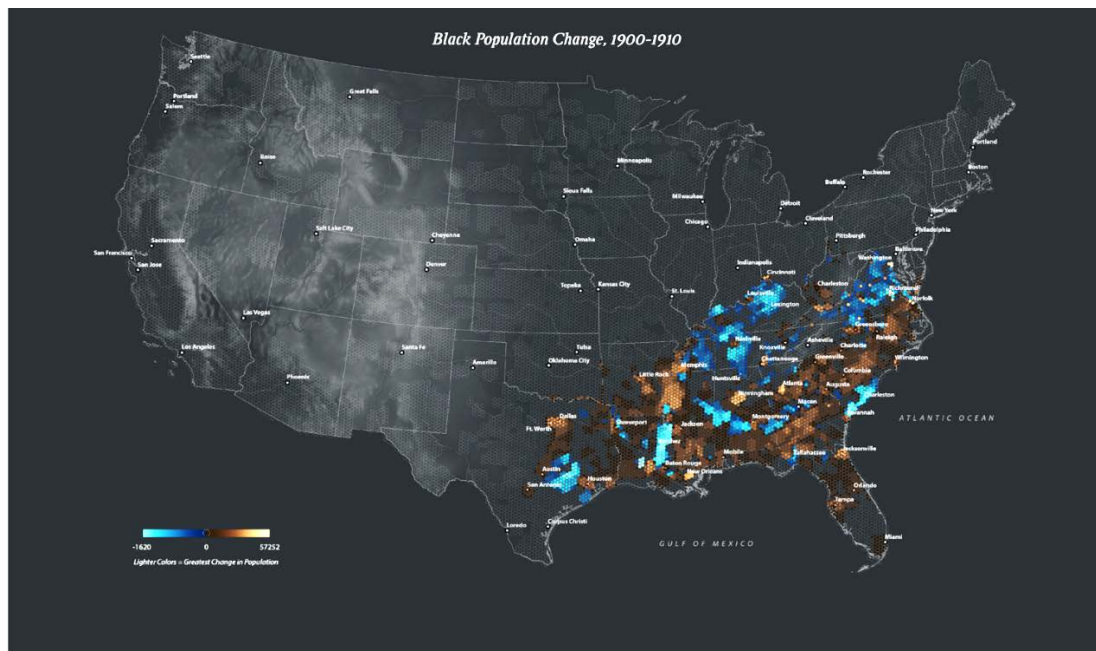
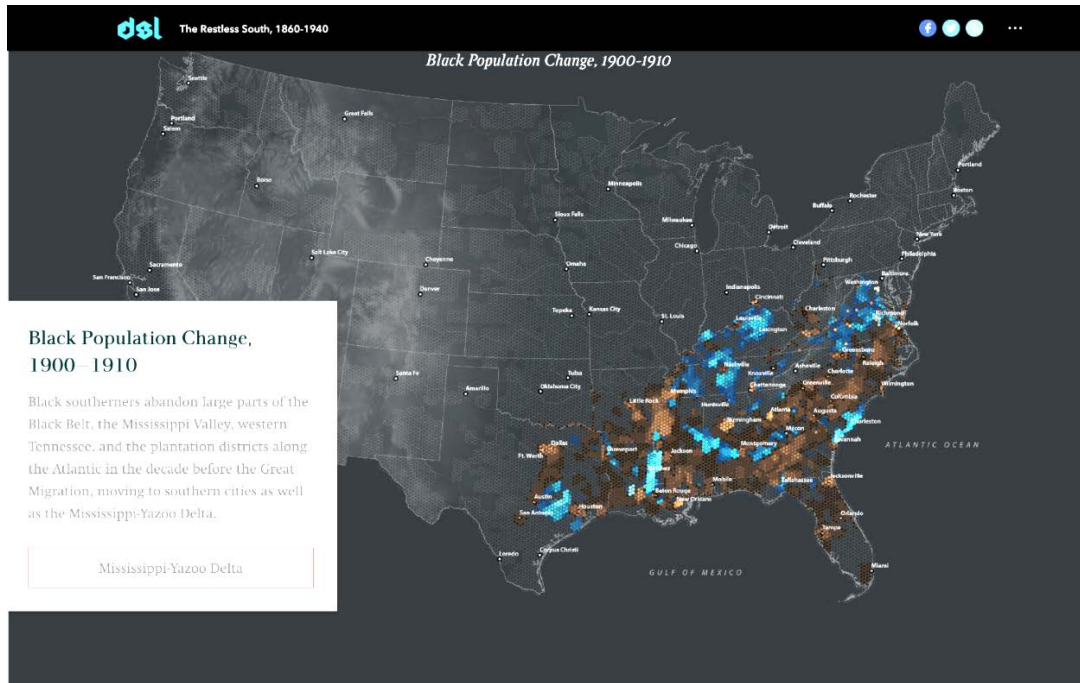
Attachment A

Great Migration: Push and Pull Factors

TOPIC	SUMMARY	PUSH OR PULL	EVIDENCE
War Trigger			
Local Prod			
Problems of leave-taking			
Northern Lure			
Types of jobs			
More than economics			

Supporting Question 2

Source D: a Map Image courtesy of Ed Ayers, Justin Madron, Nathaniel Ayers, *Southern Journey*, ©2020 <https://lsupress.org/books/detail/southern-journey/>



Source E: ["Principal States of Origin of the Migrants 1910-1950 \(table\)"](#)

[The data charts below provide information on the key points of origin for migration and key locations where they migrated. Note the large increase in numbers throughout the decades.](#)

Principal States of Origin of the Migrants 1910-1950

Migration to California

From	1910	1920	1930	1940	1950
Texas	2,200	5,300	28,300	24,200	98,500
Louisiana	1,000	3,300	8,700	14,000	83,700
Arkansas	500	1,100	3,100	6,300	37,200
Oklahoma	200	800	3,800	8,700	27,200
Mississippi	500	1,300	3,300	5,100	24,800

Migration to Illinois

From	1910	1920	1930	1940	1950
Mississippi	4,600	19,500	50,900	63,500	137,000
Tennessee	15,300	24,000	34,900	34,100	47,600
Arkansas	1,400	3,100	16,400	22,400	44,200
Alabama	3,200	13,700	25,000	27,000	42,600
Georgia	2,900	10,200	24,900	24,400	30,500

Migration to Indiana

From	1910	1920	1930	1940	1950
Kentucky	20,800	24,200	25,300	22,900	23,300
Mississippi	300	2,100	7,400	8,500	19,600
Tennessee	5,100	9,900	13,700	13,300	18,000
Alabama	500	3,200	6,200	6,800	11,400
Arkansas	100	300	2,800	3,100	7,000

Migration to Michigan

From	1910	1920	1930	1940	1950
Alabama	100	7,400	20,200	25,400	58,400
Georgia	100	7,900	31,100	32,700	55,500
Mississippi	100	2,400	9,900	13,000	43,800
Tennessee	300	5,000	12,500	13,700	26,700
Arkansas	...	900	5,900	7,900	24,600

Migration to New York

From	1910	1920	1930	1940	1950
S. Carolina	6,700	13,100	41,900	69,800	115,100
N. Carolina	10,300	13,300	34,000	54,300	88,500
Virginia	29,200	31,400	58,900	68,900	79,500
Georgia	3,800	8,700	23,800	34,700	62,600
Florida	1,300	3,700	9,600	14,800	27,800

Migration to Pennsylvania

From	1910	1920	1930	1940	1950
Virginia	49,000	60,900	76,200	66,000	66,900
S. Carolina	2,100	11,600	41,900	43,500	62,800
Georgia	1,600	16,200	38,500	36,200	50,300
N. Carolina	9,800	16,700	31,300	32,500	46,700
Alabama	600	10,000	16,600	15,700	21,600

Source: Compiled from Everett S. Lee, Ann Ratner Miller, Carol P. Brainerd and Richard A. Easterlin, Population Redistribution and Economic Growth United States, 1870-1950. Vol. 1. Philadelphia: The American Philosophical Society, 1957

Source F: The Negro Wage Earner (historical excerpt)

Historical excerpts from Greene, L. Johnston., Woodson, C. Godwin., Association for the Study of Negro Life and History, i. (1930). The Negro wage earner. Washington, D.C.: The Association for the study of Negro life and history, inc.

Guiding Questions:

- What happened to the industrial labor force between 1890 and 1910?
- In what area was the largest increase happen during this period?
- Why was this type of work attractive to African American laborers and factory owners?
- What type of industry was developing in states like North Carolina, Arkansas, and Louisiana?

In 1890, the number of Negroes in the manufacturing establishments and in other mechanical pursuits was comparatively small, roughly speaking about 200,000. By 1910, ...however, the Negro workers along this line ... almost trebled (tripled) during this period. Accordingly, in 1910, more than a half million Negroes were working either as unskilled or skilled laborers in the industrial plants of the nation...The largest increase of the Negroes in these particular lines between 1890 and 1910 took place in the lumber industry. These workers increased more than five-fold (five times) during this period and in 1910 represented more than one-fifth of all the Negroes in industry. This was in part due to the ruthless exploitation (immense overuse) of the vast (many) forests of the South...The Negroes because of the heavy, rough work to be performed were generally preferred as common laborers. In this capacity (work), it was said they had no superiors (the best at doing this work). This hard work too, was distasteful to the whites. The small wages , 50 cents to 75 cents a day, however, partly account for (explain) this monopoly (total control) of the Negroes in these factories...In a North Carolina lumber mill in 1902 out of 150 employees 135 were Negroes; a large mill in Arkansas in the same year employed 150 persons, 75 of whom were Negroes; in Louisiana another...

Guiding Questions:

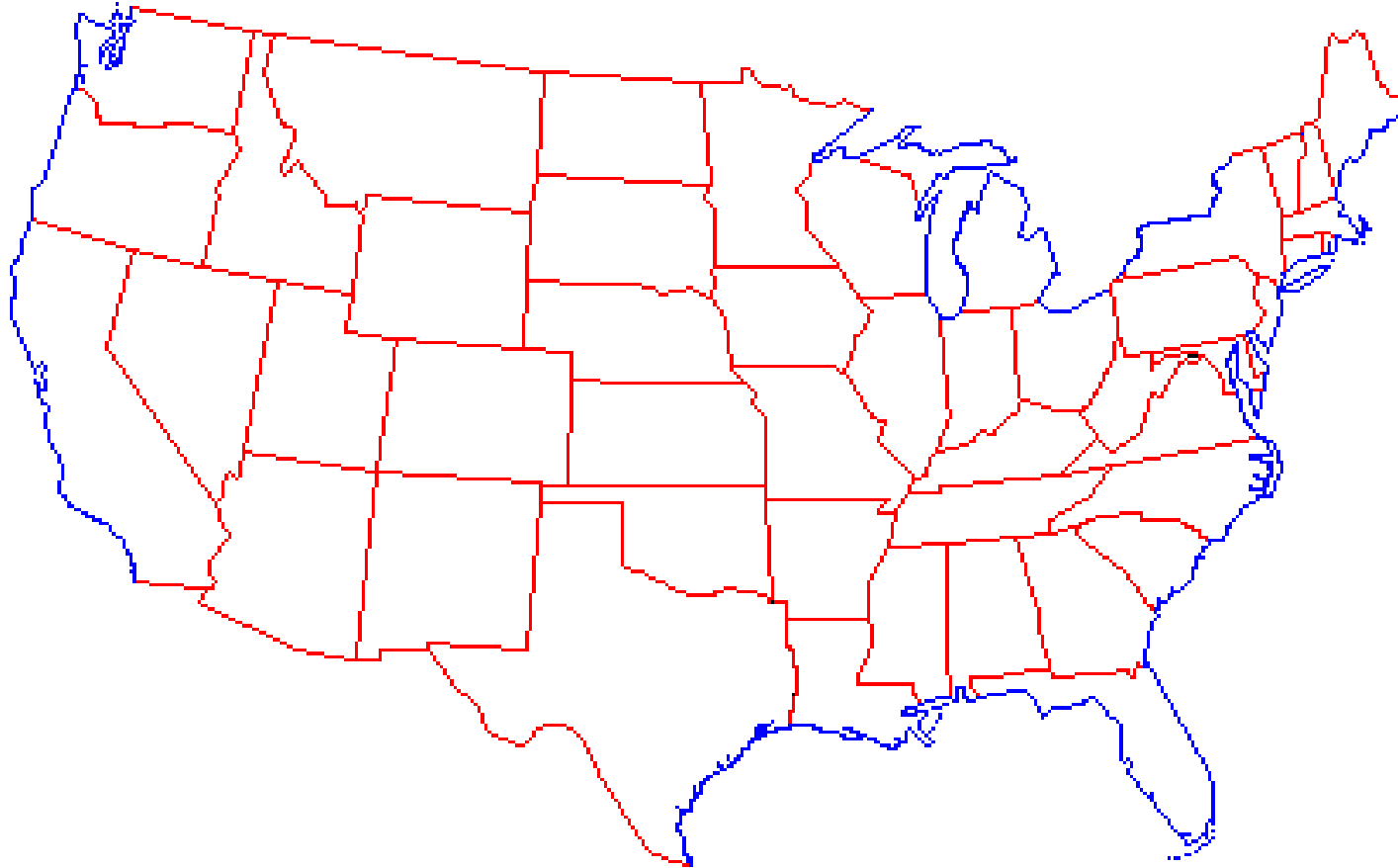
- For what industry did Negroes begin working in Northern industrial cities such as Pittsburgh, Chicago and St. Louis?
- How did the worker strikes impact the African American laborer?

...the Negroes in Northern steel factories tended to increase between 1890 and 1910. This was due in part to the continued migration of Negroes to Northern Industrial centers, such as Pittsburgh, Philadelphia, Newark, Cleveland, Chicago, St. Louis and Indianapolis between 1890 and 1910...It was in the capacity of strike breakers (person who is willing to work during a strike) that Negroes found their best opportunity to enter the Northern iron and steel industry...It was largely a result of the introduction of the Negroes as strike breakers in the iron and steel factories of St. Louis that the Negroes increased their numbers from 213 in 1900 to 1,644 in 1914.

Attachment B: [Outline of USA in 1910 Map](#)

Directions: Create an annotated map that depicts the origin, movement, and destination of African Americans between 1910 and 1920. Explain in the annotations:

- the number of African Americans identified migrating
- the type of industry dominant in the destination region, state, or city?



Supporting Question 3

Source G: Urban and Northern Realities - Encyclopedia Virginia Historical Excerpt

Guiding Questions:

- Why do you think African Americans used step migration to move North?
- What was the primary motivation for the move?

The pathway north was not usually a straight journey from southern rural locations to northern cities. Migrants made several stops along the way, often during the course of several months, before they reached their final destination. Most often, the first move in this process of "step migration" was to towns and cities within their home state, particularly to places where job opportunities were expanding because of the war. In Virginia, Richmond and Norfolk experienced significant increases in African American residents during this period. Richmond's population grew by 12 percent and Norfolk's by more than 70 percent.

The chance to make more money and improve one's circumstances was a strong draw. African American workers hoped in the process to gain access to jobs in well-established companies that might stretch out into the future. For some this move met their expectations and they settled into their new lives for the long term, but for others this proved to be only a temporary stop.

Guiding Questions:

- What were the positives of the migration?
- What were the challenges of the migration?
- How were African Americans treated by white residents of northern cities?

Having family or friends to assist newcomers did not insure the success of the move. Migrants found a very different world in the North. While overall salaries were higher, migrants often were unable to get the higher-paying or more-skilled jobs. They primarily wound up in lower-paying positions as common laborers, stevedores, janitors, or warehousemen. Women most often worked as cooks, maids, and laundresses. Housing frequently was crowded with minimal sanitary conditions and the cost of living often was higher. It was typical for a family to live in a one- or two-room apartment, sharing living accommodations with others. Predominantly African American enclaves like Harlem in New York, the South Side in Chicago, and the Seventh Ward in Philadelphia emerged because of the arrival of these waves of migrants.

White residents in these cities did not always welcome the newest arrivals, especially when they sought housing in previously all-white neighborhoods. Riots broke out in several northern cities as white residents expressed their resentment and fears. In July 1918, violent confrontations occurred in Philadelphia as African Americans began to move into white neighborhoods and the residents there fought to keep them out. Four people died in the four days of violence and several hundred people, black and white, were injured. More riots took place the following summer, often referred to as the "Red Summer of 1919," because so many riots broke out in other northern cities where similar activities sparked major confrontations. The largest took place in Chicago late in July and resulted in the deaths of thirty-eight people, including twenty-three African Americans. More than five hundred people were injured and one thousand families, mostly African American, were left homeless. Challenges like these made survival even more of a struggle for migrants.

Guiding Questions:

- With so many challenges, what made African Americans continue to migrate North?
- How did the migration change the role of African Americans in the United States?

What counterbalanced these challenges was the greater freedom migrants found. Their children had better opportunities to get an education. In rural areas in the South, most children did not get past sixth grade as local landowners often-encouraged parents to put their children to work as early as possible. The living environment was less oppressive. African Americans also had the opportunity actively participate in the political system. Local politicians, black and white, sought their votes. Northern life was not perfect, but in balance, it offered more positives as compared to living in the South.

The Great Migration fueled an important shift and the role of African Americans in the United States. This shift to northern cities continued beyond 1930, with a larger surge in the years after World War II (1939–1945). As a result, by 1970 African Americans had transformed from a rural and southern population to an urban and northern one. In addition, they adopted a more aggressive stance toward racial discrimination, which fueled growing civil rights activism. As participants in this movement, Virginians relocated to Pittsburgh, Philadelphia, New York, and other cities mainly on the Atlantic seaboard.

The full text of the article can be found at Encyclopedia Virginia
Crew, S. R. The Great Migration. (2015, October 27). In *Encyclopedia Virginia*. Retrieved from
http://www.EncyclopediaVirginia.org/Great_Migration_The.

Source G: Panels 31,47,49,55,58 and 59 from [The Migration Series](#)



What made the Great Migration Great?

Use the blanks below to complete a response using and referencing the evidence from your sources. to support your claim.