Grade 8
The Great Migration: Why did they leave?

Document-Based Question for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
2018

Introduction to DBQ

- The Great Migration: Why did they Leave? DBQ includes the Historical Thinking of: Comparison, Causation, Context and Evidence, and the literacy skills of writing a historical essay.
● This DBQ serves as a method of analyzing the first Great Migration focusing on the reasons people (specifically African Americans) left the rural south for the more industrialized northern cities.
● The purpose of this assignment is to have students analyze primary sources to formulate a hypothesis/point of view about the Great Migration. Did African Americans leave their homes to escape the conditions there or were they lured to the north with the promise of better opportunities?
● The DBQ supports the Profile of the SC Graduate by targeting World Class Skills: creativity and innovation, critical thinking and problem solving, communication, information.
● Estimated time frame: three days in a 90 minute class period

<table>
<thead>
<tr>
<th>Standard(s) and/or Indicator(s)</th>
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<tbody>
<tr>
<td><strong>Targeted:</strong></td>
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<tr>
<td><strong>Standard 4:</strong> Demonstrate an understanding of South Carolina’s role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.</td>
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<tr>
<td>8.4.P Summarize the economic changes that emerged in South Carolina and the U.S.</td>
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<td>8.4.E Utilize a variety of primary and secondary sources to analyze multiple perspectives of the challenges and changes within South Carolina and the nation that allowed the U.S. to emerge as a global power during the time period 1862–1929.</td>
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<td><strong>Embedded:</strong></td>
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<td>8.4.CO Compare perspectives toward reform that emerged during the Progressive Era.</td>
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<tr>
<td>8.4.CX Evaluate South Carolinians’ struggle to create an understanding of their post-Civil War position within the state, the country, and the world.</td>
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“**I Can” Statements**

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“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s) the DBQ is targeting.

- **Day 1:** I can analyze primary source documents 1-5 using the context of the documents to explain the strained race relation in the post-Reconstruction south. I can organize the documents using graphic organizers.
- **Day 2:** I can analyze primary sources 6-9 using the context to summarize and explain the efforts to recruit African Americans to the northern cities. I can organize the documents using graphic organizers.
- **Day 3:** I can write an essay expressing my opinion on the primary question: What was the greatest factor leading to the mass exodus of African Americans from the Post-Reconstruction south?

<table>
<thead>
<tr>
<th>Historical Question</th>
<th>What was the greatest factor leading to the mass exodus of African Americans from the Post-Reconstruction south?</th>
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<tbody>
<tr>
<td><strong>Domain of Knowledge</strong></td>
<td>DOK level 1 of recall, DOK level 2 interpreting graphs and organizing data, DOK 3 with decision making justification, and the final essay that is DOK level 4 researching multiple sources and applying a concept using those resources.</td>
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<td><strong>Academic Vocabulary</strong></td>
<td>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</td>
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<tr>
<td></td>
<td>- lynching</td>
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<td>- sharecropping</td>
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<td>- segregation</td>
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<td><strong>Historical Thinking Skill(s)</strong></td>
<td>Analyze the factors leading to the large influx of African Americans leaving the rural south for the North and West in Post-Reconstruction America.</td>
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<td><strong>Prior Knowledge</strong></td>
<td>From their study in grade five, students have prior knowledge of the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities (including the Great Migration) and immigration to the United States (5.1.CC).</td>
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</tbody>
</table>
Subsequent Knowledge
In the United States History and the Constitution, students will explain the causes and effects of urbanization in late 19th century America; the rise of ethnic neighborhoods; the role of political machines; and the migration of African Americans to the North, Midwest and West (USHC.3.CX)

Historical Context (Background Information)
In the post Civil War period, westward expansion continued as people moved from one region to another and immigrated to the United States. After emancipation, some African Americans moved to towns in the West, for example, the Exodusters who moved to Kansas.

It is essential for students to know:
In the post Civil War period, westward expansion continued as people moved from one region to another and immigrated to the United States. After emancipation, some African Americans moved to towns in the West, for example, the Exodusters who moved to Kansas. In the postwar period, most South Carolinians did not move west. Neither African-American freedmen nor poor whites had the money to make such a move, even with the promise of free land. Instead they concentrated on making use of the available land and economic opportunity in their home state. Motivations for settlers from the East and from foreign countries to move West were the offers of free land by the United States Government [Homestead Act] and the economic opportunities made possible by the railroad. The transcontinental railroad first brought immigrants from China and Europe to lay the track then attracted new settlers to the West through aggressive advertising and land sales and also provided farmers access to new markets.
twentieth century would provide additional economic opportunities and prompt more migration.

Foreign immigrants did not come to South Carolina in large numbers because of the depressed economic conditions in agriculture, the lack of available land, and a lack of industrial jobs. The mills had an ample supply of dispossessed farmers from the rural areas of the state. Those immigrants who did come to the state made significant cultural and economic contributions to South Carolina. Many immigrants established businesses including the founder and editor of *The State* newspaper, who was an immigrant from Cuba.
Much like the restrictions on the rights of African Americans in South Carolina, racial hostility led to restrictions on immigration. Students should understand the term nativism. In the late nineteenth century, resentments focused on the immigrants from Southern and Eastern Europe including the Italians, Poles, Russians and Eastern European Jews, as the numbers of these groups grew and the differences with previous immigrant groups including the Irish and Germans and ‘native’ Americans were more obvious. Although literacy tests for immigrants were proposed in Congress in the 1890s, immigration restrictions in the form of a quota system did not pass until the 1920s. Late nineteenth century nativism can be seen as a Northern counterpart of the anti-African American prejudices in South Carolina.

The effect of racial and ethnic diversity on national identity in the late nineteenth and early twentieth century was to solidify the confidence among the native white population in their inherent superiority and “100% Americanism.” The idea of Social Darwinism gave an intellectual justification for white supremacy. It was not until much later in the twentieth century that immigrants and African Americans were recognized for the contributions they have made to the strength of American democracy and the richness of American culture.

**Sources for the DBQ**


http://192.203.127.197/archive/bitstream/handle/123456789/983/LYNCHINGS-01.jpg?sequence=1&isAllowed=y


https://www.thehenryford.org/explore/blog/african-american-workers-at-ford-motor-company

Document 6: (University of Illinois at Chicago, The University Library, Special Collections Department, Arthur and Graham Aldis Papers)

https://www.nps.gov/malu/learn/education/jim_crow_laws.htm


South Carolina Department of Education (2015) Profile of the South Carolina graduate. [PDF document]. Retrieved from http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf


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Potential Instructional Strategies

Day 1: I can conduct a close reading of a primary source document and analyze its contents
  ● Whole class background information recap
  ● Students will analyze documents 1-4 using the document analysis chart

Day 2: I can complete a graphic organizer to summarize and make comparisons
  ● Students will analyze documents 5-9 using the document analysis table
  ● Students will complete the DBQ graphic organizer (push/pull)
  ● Students will begin their DBQ essay outlines

Day 3: I can answer questions on a historical document and work with peers to edit a draft of my final product.
  ● Students will complete essay outline
  ● Students will write essay (using additional resources and documents)
  ● Please see handouts below

Possible Scaffolding and Differentiation

Students could work with a partner - assign each an argument (push/pull) and have them debate

Potential Assessment Task/Final Product

Using the additional materials and document 1-9, students will write an essay stating their position.

Materials

● Documents 1-9
● Great Migration DBQ Graphic Organizer
● Great Migration Document Analysis Table
● DBQ Essay organizer

Additional Resources

See worksheets below
Great Migration DBQ Graphic Organizer

**Q:** What was the greatest factor leading to the mass exodus of African Americans from the Post-Reconstruction south?

Put each document into either the PUSH or PULL categories below. Write your explanation next to each.
### The Great Migration: Why did they Leave? Document Analysis Table

<table>
<thead>
<tr>
<th>Push factors (reasons to leave)</th>
<th>Pull Factors (reasons to go)</th>
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</thead>
</table>

**Q:** What was the greatest factor leading to this mass exodus from the Post-Reconstruction south?
### DBQ Essay Organizer

**The Great Migration: Why did they leave?**

<table>
<thead>
<tr>
<th>Document</th>
<th>Facts</th>
<th>Inferences</th>
<th>Push/Pull?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><em>Quotes, information directly from the source</em></td>
<td><em>Educated guesses you can make from the facts presented</em></td>
<td><em>Which side does this document best support? Reasons to leave the south or reasons to go up North? EXPLAIN your thoughts.</em></td>
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</tbody>
</table>
What was the greatest factor leading to this mass exodus from the Post-Reconstruction south?

Use the following outline to plan and write your essay

Use the documents as evidence to support your argument!

I. INTRODUCTION
a. Attention getting sentence- Something that will grab the reader’s attention

b. Thesis (brief explanation of your answer to the question)

II. BODY PARAGRAPH #1 (Reason one)
a. Sub Thesis: The first reason that you provided in your original Thesis

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b. Evidence
   - What information from the documents is there to support your sub thesis
   - Use evidence from the documents to provide two to three details about Reason #1
   - Make sure you specifically address the documents you use for evidence.

   EXAMPLE:
   (Document A, B, C, D, etc.)

c. Argument - Explanation of why Reason #1 is one factor that answers that question

III. BODY PARAGRAPH #2 (Reason two)

a. Sub Thesis: The second reason that you provided in your original Thesis
b. Evidence
   - What information from documents is there to support your sub thesis
   - Use evidence from the documents to provide two to three details about Reason #2
   - Make sure you specifically address the documents you use for evidence. EXAMPLE:
     (Document A, B, C, D, etc.)

c. Argument - Explanation of why Reason #2 is one factor that answers that question

IV. BODY PARAGRAPH #3 (Reason three)
a. Sub Thesis: The third reason that you provided in your original Thesis

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b. Evidence
- What information from either documents or sources is there to support your sub thesis
- Use evidence from the documents or sources to provide two to three details about Reason #3 or your SubThesis
- Make sure that you state according to what document In your writing EXAMPLE:
  (Document A, B, C, D, etc.)

c. Argument - Explanation of why Reason #3 is one factor that answers that question

V. MAIN ARGUMENT AND/OR CONCLUSION
a. RESTATE YOUR THESIS - do not copy thesis word-for-word. Restate it (explain it again using different wording).

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b. Summarize the key idea of your argument(s)

c. Explanation of why the historical question is significant or important.
   - Why is the question important today?
   - Why was/is the question important to remember