Cities in Motion

Read census data to investigate the Great Migration

6-9.WG.6.3 "Analyze visual and statistical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two details about jobs or travel in the passage. Circle two counts for one city in the table, then number them 1 and 2 in time order to help you explain the change.

Following the Great Migration

1 In the early 1900s, many Black families left the South during the Great Migration. They sought jobs and greater safety, although racism continued in the North. Rail lines connected southern communities to growing northern cities. The table shows U.S. census counts of Black residents in Chicago and Detroit across three years.

BLACK RESIDENTS COUNTED BY THE U.S. CENSUS

Year	Chicago	Detroit
1910	44,103	5,741
1920	109,458	40,838
1930	233,903	120,066

2 Chicago had factories and rail yards that hired workers. Detroit's automobile factories also needed labor. Northern employers sometimes recruited in the South, while families shared news about jobs by letter. Moving was costly, and newcomers often faced crowded housing and unfair treatment. A census count records residents living in a place at one time.

3 Families traveled at different times, and not everyone chose the same destination. Some settled near relatives who could help them find a room or a job. Others moved again after reaching a city. The Great Migration reshaped neighborhoods, churches, and music, even as many Black residents continued to face discrimination in northern cities.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which city added more Black residents between 1910 and 1930? Use the table to find the difference for each city.

2. Which city's Black population grew by a larger multiple from 1910 to 1930? Explain using the starting and ending counts.

3. In Detroit, was the increase larger from 1910 to 1920 or from 1920 to 1930? Show how you know.

4. How does Detroit's change from 1910 to 1930 fit with a detail about work in the passage? Use one count in your answer.

3 YOUR TURN

Your own words

Write a three-sentence museum label for the table. Compare the two cities in 1920, connect the data to a possible reason people moved, and identify one question about newcomers' lives that the table cannot answer.

ANSWER KEY

Cities in Motion

GRADES 6-9 · 6-9.WG.6.3

PART 1 · READ AND MARK

Underline two details about jobs or travel in the passage. Circle two counts for one city in the table, then number them 1 and 2 in time order to help you explain the change. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which city added more Black residents between 1910 and 1930? Use the table to find the difference for each city.	**Chicago added 189,800 Black residents, compared with 114,325 in Detroit.**
2	Which city's Black population grew by a larger multiple from 1910 to 1930? Explain using the starting and ending counts.	**Detroit grew by the larger multiple: from 5,741 to 120,066, or about 21 times. Chicago grew from 44,103 to 233,903, or about 5 times.**
3	In Detroit, was the increase larger from 1910 to 1920 or from 1920 to 1930? Show how you know.	**The 1920 to 1930 increase was larger: 79,228 residents, compared with 35,097 from 1910 to 1920.**
4	How does Detroit's change from 1910 to 1930 fit with a detail about work in the passage? Use one count in your answer.	**Detroit had 120,066 Black residents in 1930, far more than in 1910. This growth fits with the passage's account of automobile factories needing workers.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

In 1920, Chicago had 109,458 Black residents, compared with 40,838 in Detroit. Jobs in Chicago's factories and rail yards may have drawn some newcomers, while Detroit's automobile factories offered work too. The table cannot tell us whether newcomers found safe housing after they arrived.

Accept rounded multiples in question 2 and any accurate passage detail about Detroit's work in question 4. For the museum label, accept a different question about newcomers' lives if the census counts cannot answer it.