

Evidence Across Chicago

Use several sources to build a careful historical claim.

S.WG "The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by selecting and synthesizing evidence from information sources including..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each source of evidence in the passage. Circle words or phrases that tell why a source may be limited or biased.

Tracking the Great Migration

- ① Between 1916 and 1930, many African Americans left the rural South during the Great Migration. They sought safety from racial violence and more opportunities in northern and western cities. Chicago was one destination. Census counts show a sharp rise, a citywide pattern that can be compared with letters, advertisements, and government records.

CHICAGO BLACK POPULATION, U.S. CENSUS COUNTS

Census year	Black residents
1910	44,103
1920	109,458
1930	233,903

- ② A 1917 Chicago factory advertisement promised steady work and rail fare for new workers. Because it was written to recruit employees, it highlights benefits and may leave out low pay, unsafe conditions, or discrimination. Some surviving migrant letters describe crowded housing while also reporting wages sent to relatives in the South. A letter gives one person's experience, not every migrant's.
- ③ A 1920s health report recorded overcrowded Black neighborhoods. As a government record, it may offer observations, yet its officials could carry racial assumptions. A historian should compare the report with census counts, migrants' letters, and job records. When sources agree on a trend but differ about its causes, the evidence supports a careful claim, not a simple story.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 What population pattern does the census table show from 1910 to 1930?

2 Why might the factory advertisement be biased as evidence about working conditions?

3 Which source gives the strongest evidence of a citywide population trend? Explain why.

4 Why should a historian compare letters, job records, and the health report instead of relying on only one source?

3 YOUR TURN _____ Your own words

Write four sentences making a careful claim about why Chicago's Black population grew during the Great Migration. Use the census table and two other source types from the passage, then explain one limit of the evidence.

PART 1 • READ AND MARK

Underline each source of evidence in the passage. Circle words or phrases that tell why a source may be limited or biased. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What population pattern does the census table show from 1910 to 1930?	Chicago's Black population increased sharply, from 44,103 in 1910 to 233,903 in 1930.
2	Why might the factory advertisement be biased as evidence about working conditions?	It was meant to recruit workers, so it emphasized benefits and might leave out low pay, unsafe conditions, or discrimination.
3	Which source gives the strongest evidence of a citywide population trend? Explain why.	The census counts, because they show population totals for the city across several years.
4	Why should a historian compare letters, job records, and the health report instead of relying on only one source?	Each source has limits and a different viewpoint. Comparing them can show whether sources agree on a trend while helping the historian make a careful claim about causes.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Chicago's Black population grew rapidly because many African Americans sought safety and opportunities outside the rural South. The census count rose from 44,103 in 1910 to 233,903 in 1930, showing a large citywide increase. Factory advertisements and migrant letters support the idea that jobs and wages attracted some people. However, an advertisement emphasizes benefits, and letters describe individual experiences, so these sources cannot explain every person's move.

Accept claims that accurately use the census pattern and at least two additional source types. Students should identify a reasonable limitation, such as recruitment bias, individual perspective, or possible assumptions in a government report.