

The Great Migration & the Harlem Renaissance

- I. THINK BACK: What was life like for African-Americans in the post-Reconstruction South? What opportunities and/or struggles did they face?
- II. **The Great Migration:** (DEFINE)
- III. **Reasons for the migration:**
- a. Push factors:
- i. *Social reasons:*
 1. **De jure segregation** (DEFINE)
 2. racial/sexual violence
 - ii. *Political reasons:* by 1910, nearly all black men had lost the right to vote
 - iii. *Economic reasons:* (LIST)
- b. Pull factors:
- i. Northern newspapers like the *Chicago Defender* made life in the North sound appealing, labor recruiters
 - ii. Family and friends already living in the North wrote letters home about life in the North.
 - iii.
- IV. **Realities of Northern Life:**
- a. *Jobs:*
- i. Cons: mostly relegated to unskilled/semi-skilled jobs, black men & women steered towards “_____” (hot, hard, heavy)
 - ii. Pros: beginning of black entrepreneurship
- b. *Education:* Did gain access to education

- c. *Housing*: Overcrowded, restrictions on housing, bad conditions
- d. *Racial Equality*:
 - i. Did gain voting rights for black adults (mostly for black men)
 - ii. Did face discrimination & racism
 - 1. **De facto segregation** (DEFINE BELOW)
 - 2. Growing racial tension in the North as blacks were regarded by whites as competition for jobs/homes. A number of race riots occurred (St. Louis 1917 & Chicago 1919)
 - a. What started the riots in Chicago?
 - b. The Chicago race riots resulted in 38 deaths (15 white, 23 black), and 537 injuries (342 black, 195 white).
 - c. The summer of 1919 came to be known as the “_____.” WHY?

V. **Rise of Harlem**

- a. What was the **Harlem Renaissance**?
 - i. A cultural movement based in Harlem, NY in the 1920s and 1930s
 - ii. Time in which art, literature, and music among African-Americans flowered
 - iii. Time of rebirth and connection with African roots
- b. **The New Negro**
 - i. Movement led by progressive young people who were sophisticated & well-educated in the arts
 - ii. Goal:
 - iii. Called on artists to create an image through music, literature and art to powerfully illustrate black humanity
 - 1. Created an image with which others could identify and evoke empathy
 - 2. Hoped white society would see black people’s humanity
- c. Consider the images from class, HOW DO THE IMAGES DO JUST THAT?
(Support your response with 2 specific details.)

