

UNIT TWO: *BASEBALL BARRIERS AND BREAKTHROUGHS*

MICROLESSON FOUR: SEGREGATION AND MIGRATION



Timing: 30-120 minutes, based on activities completed

Description: In this microlesson, students will learn about segregation and the Great Migration as they relate to Negro Leagues Baseball. Students will examine primary sources and hear from the Negro Leagues Baseball Museum president to expand their knowledge of the Negro Leagues. They will also interpret a historical timeline featuring barriers and breakthroughs within the Negro Leagues through written, verbal and/or visual activities. Students will analyze Great Migration maps and U.S. population data and explain their views on fluctuations over time.

Grade Range:

Middle School

Learning Objectives:

Students will be able to:

- Define segregation and migration.
- Interpret primary sources and video about the Negro Leagues.
- Construct a narrative and imagery about Negro Leagues history.
- Identify and explain examples of segregation in U.S. history.
- Create an original skit about the Negro Leagues.
- Analyze U.S. population maps and charts.
- Formulate opinions about data fluctuations.

Key Vocabulary:

- Segregation – the separation of races
- Migration – movement of people from one place to another
- Population – the number of people in a specific area (city, town, region, country, etc.)
- Economic Growth – a continuous rise over time in the production of goods and services
- Great Migration – mass movement of blacks from the South to cities in other parts of the country, like the Northeast, West and Midwest

Materials Needed:

- Visual 1: Snapshots of Negro Leagues History
- Handout 1: KWL Chart
- Handout 2: Negro Leagues Timeline
- Handout 3: The Great Migration
- Handout 4: Migration Investigation
- Handout 4 Answer Key
- Video 1: [How Segregation Impacted the Negro Leagues](#)

Introduction:

- Professional baseball became an organized sport in 1870.
- By 1900, nearly every major city in the U.S. had a professional Major League baseball team.
- Baseball players of all races played together as the sport grew in popularity.
- In 1920, a new baseball commissioner was chosen, Judge Kenesaw Mountain Landis.
- Landis and many team owners at that time did not want blacks and whites to play together.
- **Segregation**, or the separation of races, became the “unofficial” norm in professional baseball.
- Segregation also existed in schools, restaurants, parks and other public spaces at that time.
- Black and Hispanic baseball players continued to play at what many considered a professional level, by forming their own teams and traveling across the country to play against other teams that were willing.
- In 1920, Andrew “Rube” Foster, an owner of one of the black baseball teams, brought together other owners from the Midwest to form the Negro National League.
- Soon, competing leagues started in eastern and southern states, that also had all black and Hispanic players.
- These leagues together were called the Negro Leagues because “Negro” was a common term for blacks then.
- The Negro Leagues were just like Major League teams when it came to team structure, game rules and standards of conduct for players.
- These teams were based in cities where there was a large black **population**, or number of people in that area.
- During this time in America, 10% of the population was black.
- Between 1910 to 1970, about 6 million blacks moved from southern states to cities like Philadelphia, Chicago, Baltimore, New York City, Detroit, and Kansas City.

- This was called the **Great Migration**, or mass movement of blacks from the South to cities in other parts of the country.
- Negro Leagues teams helped to promote economic growth in black communities because the teams and their fans needed places to eat, sleep, get haircuts and purchase countless other goods and services.
- **Economic growth** is the continuous rise in the production of goods and services over time.
- Compared with the South, jobs and living conditions became better in other parts of the country, so blacks began to **migrate**, or move from one place to another, for those opportunities.
- During this significant growth and enforced segregation, nearly 100 Negro Leagues teams emerged.
- By the 1930s, the Negro Leagues were popular among both blacks and whites.
- Sometimes as many as 400,000 fans attended off-season games where Negro and Major League players competed against each other.
- Additionally, when the Negro Leagues started their version of the Major Leagues All-Star game, it attracted crowds that were almost as close in size each year.
- As the Negro Leagues became more successful, Major League team owners started recruiting black players to their teams.
- The first, after decades of segregation, was Jackie Robinson, who had played for the Negro Leagues' Kansas City Monarchs.
- He joined the Brooklyn Dodgers' minor league team in 1945 before playing on their Major League team in 1947. The game was attended by 48,000 fans.
- Soon after, other Major League teams hired Negro Leagues players and by 1959, both blacks and whites played alongside one another on every professional Major League team.
- Eventually, the Negro Leagues' success brought about its end, when black players were seen as being just as skilled as white players.
- However, this also eliminated segregation in professional baseball and demonstrated the value that black players and their fans can bring to Major League teams and their owners.

Activity 1:

- After reading the introduction aloud, display Visual 1: Snapshots of Negro Leagues History.
- Distribute Handout 1: KWL Chart and ask students to complete the K and W columns individually (younger students or those with limited knowledge, can complete rows 1-3 of the chart, rather than all five).

- Distribute Handout 2: Negro Leagues Timeline to each student and ask them to review the timeline and to complete column “L” of their KWL chart based on what they learned.
- Discuss results from students’ KWL charts as a class.
- Ask students if their views about baseball have changed based on what they learned, and if so, allow them to share.

Activity 2:

- After reading the introduction aloud, display Visual 1: Snapshots of Negro Leagues History.
- Ask students to write a short narrative of their interpretation of the introduction and pictures, with a beginning, middle and end, that focuses on what they believe happened with Negro Leagues baseball, the teams and/or players.
- Have students create 2-3 visuals to accompany their story.
- Invite students to share their stories and visuals with the class.

Activity 3:

- After reading the introduction aloud, distribute Handout 2: Negro Leagues Timeline to each student.
- Pair students and ask them to find 1-3 examples of segregation within the timeline and to explain why. (Can be completed verbally or in writing, based on teacher preference)
- As a class, discuss some of the examples of segregation, asking students how they feel about those instances and how those points in history impacted the Negro Leagues and baseball.

Activity 4:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Ask students to pick a point on the timeline and to create a visual/drawing that represents that point in Negro Leagues history.

Activity 5:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Ask students to identify a point on the timeline:
 - That they found interesting
 - That they would like to change
 - That had an impact on economic conditions

- Then, ask students to write a short paragraph explaining why, including key vocabulary from the Introduction.
- If desired, invite students to create a visual to accompany their narrative.

Activity 6:

- After reading the introduction, distribute Handout 2: Negro Leagues Timeline to each student.
- Divide students into small groups, ask them to pick a point on the timeline and to create a skit about that occurrence to perform for the class.

Activity 7:

- After reading the introduction, show Video 1: How Segregation Impacted the Negro Leagues.
- Distribute Handout 3: The Great Migration.
- Discuss with students what the maps and chart represent.
- Distribute Handout 4: Migration Investigation and ask students to complete it (in pairs or individually) using information found on Handout 3.
- Check answers using the Handout 4 Answer Key.

Discussion Questions:

- How did segregation affect the game of baseball?
- What caused Negro Leagues Baseball to end?
- What effect did the end of Negro Leagues Baseball have on black businesses?
- Was the end of Negro Leagues Baseball good or bad for black baseball players? Why?
- In what ways did Negro Leagues teams impact the economy in places where they played?
- Describe what you think might have happened to cities in the South after the Great Migration.
- What effect does population have on the economy?
- What are some of the successes in Negro Leagues Baseball history?
- How did Major League baseball differ from the Negro Leagues?
- Who are a few key individuals in Negro Leagues history and why?

Additional Resources and References:

- Negro Leagues Baseball eMuseum - <https://nlbemuseum.com/history/overview.html>
- *The Negro Leagues: Celebrating Baseball's Unsung Heroes* by Matt Doeden
- *Negro League Baseball: The Rise and Ruin of a Black Institution* by Neil Lanctot
- *The Negro Leagues Chronology* by Christopher Hauser

- Shades of Glory: The Negro Leagues and the Story of African American Baseball by Lawrence D. Hogan
- The Negro Leagues: The Story of Black Baseball by Jacob Margolies

Content Standards:

Voluntary National Content Standards in Economics

- Standard 15: Economic Growth - Investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.

Common Core Standards – English Language Arts

- **Reading: Literature – Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **Reading: Informational Text – Key Ideas and Details:**

CCSS.ELA-LITERACY.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.3

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **Reading: Informational Text – Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RI.4.7

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-LITERACY.RI.5.7

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-LITERACY.RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **Reading: Foundational Skills – Fluency:**

CCSS.ELA-LITERACY.RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- **Writing – Text Types and Purposes:**

CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.6.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts,

and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.8.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- **Writing – Production and Distribution of Writing:**

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

CCSS.ELA-LITERACY.W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)

CCSS.ELA-LITERACY.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

CCSS.ELA-LITERACY.W.7.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)

- **Writing – Research to Build and Present Knowledge:**

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.5.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.7.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **Writing – Range of Writing:**

CCSS.ELA-LITERACY.W.4.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.5.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.6.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.7.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **Speaking and Listening – Presentation of Knowledge and Ideas:**

CCSS.ELA-LITERACY.SL.4.4

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.5.4

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY.SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.7.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-LITERACY.SL.8.4

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

- **History/Social Studies – Key Ideas and Details:**

CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **History/Social Studies – Integration of Knowledge and Ideas:**

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



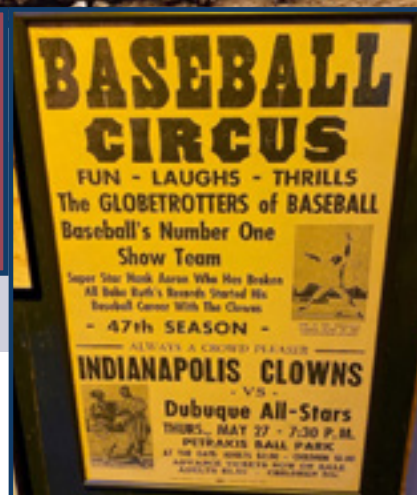
MICROLESSON FOUR – VISUAL 1: SNAPSHOTS OF NEGRO LEAGUES HISTORY



"Life in Negro baseball was tough. It was tough even in our Negro National League and when you went down to that league [Negro Southern League] it was tougher." BUCK LEONARD, HOMESTEAD GRAYS



"There was no place between Chicago and St. Louis where we could stop and eat – unless we stopped in a place where they had a colored settlement. From St. Louis to Kansas City, same thing. So, many times we would ride all night and not have anything to eat, because they wouldn't feed you." BILL YANCEY, NEW YORK BLACK YANKEES



Images: from NLBM with permission



MICROLESSON FOUR - HANDOUT 1: KWL CHART

TOPIC: **Negro Leagues Baseball** STUDENT NAME: _____

K WHAT I KNOW	W WHAT I WONDER	L WHAT I LEARNED



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 1 OF 3)

1860-1899

Slaves freed - Emancipation Proclamation

1863

Voting rights law passed – 15th Amendment

1870

Equal rights law passed – Civil Rights Act

1875

First Major League started – National Baseball League

1876

Jim Crow laws passed – separation of blacks and whites

1877

Equal rights law reversed – Civil Rights Act

1883

First black professional ballplayer – Moses Fleetwood Walker

1884

First black professional ball team – New York Cuban Giants

1885

Refused to play blacks – Cap Anson

1887

1900-1949

Second Major League started – American Baseball League

1900

First Major League World Series

1903

Blacks banned from Major Leagues – Baseball Commissioner Landis

1910

Negro National League started

1920

Negro Southern League started

1920

Eastern Colored League started

1922

First Negro Leagues World Series

1924

Eastern Colored League ended

1928

American Negro League started

1929

American Negro League ended

1930

Negro National League paused

1932



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 2 OF 3)

1900-1949 Continued

First Negro Leagues
team ballpark – Pittsburgh
Crawfords

1932

First home run hit out of
Yankee Stadium – Negro
Leagues' Josh Gibson

1934

Negro Major Baseball
League started and ended

1942

First black joins
American Baseball
League – Larry Doby

1947

Negro National League
merged with Negro
American League

1948

East-West League
started and ended

1932

Negro Southern
League ended

1936

Blacks supported in the
Major Leagues – Baseball
Commissioner Chandler

1945

First black to hit a home
run in Major Leagues –
Willard Brown

1947

First black Most Valuable
Player in National Baseball
League – Jackie Robinson

1949

Negro National
League restarted

1933

Negro American
League started

1937

First female Negro
Leagues team owner -
Effa Manley

1946

Segregation ended
in military –
President Truman

1948

First Negro Leagues
East-West All
Star game

1933

National Baseball Hall
of Fame opened

1939

First black joins National
Baseball League – Jackie
Robinson

1947

First black pitcher in World
Series – Satchel Paige

1948



MICROLESSON FOUR - HANDOUT 2: NEGRO LEAGUES TIMELINE (PAGE 3 OF 3)

1950-1999

First female in Negro Leagues – Toni Stone

1953

Last Major League team to integrate – Boston Red Sox

1959

First black Major League umpire – Emmett Ashford

1966

First black to set a home run record – Hank Aaron

1974

Achieved record for most stolen bases – Rickey Henderson

1982

Segregation in schools banned – Brown vs Board of Education

1954

Negro American League ended

1960

Only player to win Most Valuable Player in both Major Leagues – Frank Robinson

1966

First black Major League team manager – Frank Robinson

1975

Only player with jersey number retired across all Major League teams – Jackie Robinson

1997

U.S. military had to enforce integration – Little Rock, Arkansas

1957

First black assistant coach in Major Leagues – Buck O'Neil

1962

First Negro Leagues player honored in National Baseball Hall of Fame – Satchel Paige

1971

First black Major League general manager – Bill Lucas

1976

First black honored with jersey number retirement – Roy Campanella

1958

First black Major League team captain – Willie Mays

1964

First black to set record for longest home run hit – Reggie Jackson

1971

Selected for most Major League All-Star games – Hank Aaron

1976

2000-Beyond

Achieved most career home runs – Barry Bonds

2001

Voted Most Valuable Player the most – Barry Bonds

2004

Negro Leagues officially recognized with Major League status

2006

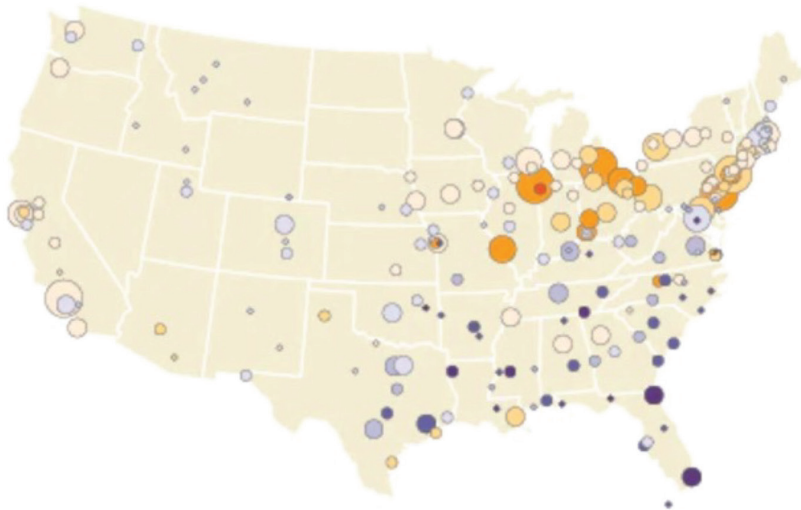
National Baseball Hall of Fame created Buck O'Neil Lifetime Achievement Award

2008

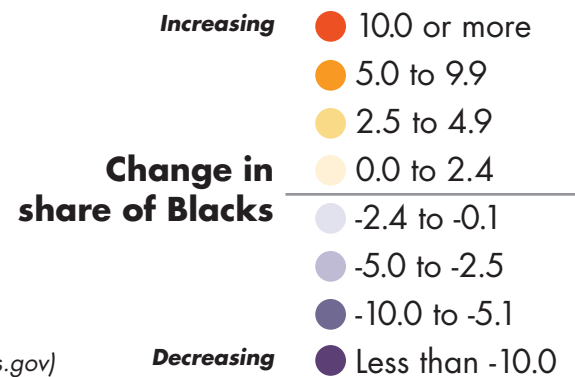
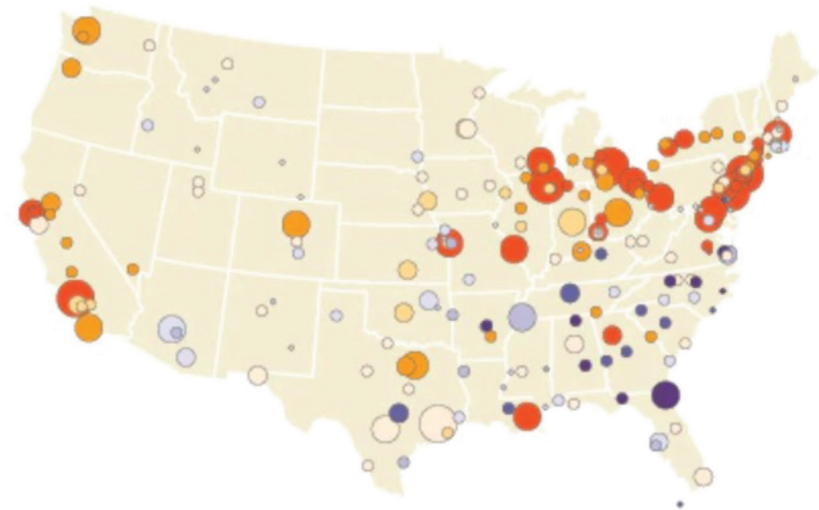


MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 1 OF 5)

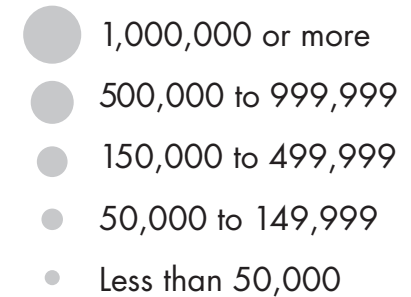
The First Great Migration:
1910-1940



The Second Great Migration:
1940-1970



City Population
(in later decade)



Source: The Great Migration, 1910 to 1970 ([census.gov](https://www.census.gov))



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 2 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	2020 Census	2010 Census	2000 Census	1990 Census	1980 Census	1970 Census
UNITED STATES						
Resident Population	331,449,281	308,745,538	281,421,906	248,709,873	226,545,805	203,211,926
Percent Change	7.40%	9.70%	13.20%	9.80%	11.50%	13.30%
COLORADO						
Resident Population	5,773,714	5,029,196	4,301,261	3,294,394	2,889,964	2,207,259
Percent Change	14.80%	16.90%	30.60%	14.00%	30.90%	25.80%
KANSAS						
Resident Population	2,937,880	2,853,118	2,688,418	2,477,574	2,363,679	2,246,578
Percent Change	3.00%	6.10%	8.50%	4.80%	5.20%	3.10%
MISSOURI						
Resident Population	6,154,913	5,988,927	5,595,211	5,117,073	4,916,686	4,676,501
Percent Change	2.80%	7.00%	9.30%	4.10%	5.10%	8.30%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 3 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	1960 Census	1950 Census	1940 Census	1930 Census	1920 Census	1910 Census
UNITED STATES						
Resident Population	179,323,175	151,325,798	132,165,129	123,202,660	106,021,568	92,228,531
Percent Change	18.50%	14.50%	7.30%	16.20%	15.00%	21.00%
COLORADO						
Resident Population	1,753,947	1,325,089	1,123,296	1,035,791	939,629	799,024
Percent Change	32.40%	18.00%	8.40%	10.20%	17.60%	48.00%
KANSAS						
Resident Population	2,178,611	1,905,299	1,801,028	1,880,999	1,769,257	1,690,949
Percent Change	14.30%	5.80%	-4.30%	6.30%	4.60%	15.00%
MISSOURI						
Resident Population	4,319,813	3,954,653	3,784,664	3,629,367	3,404,055	3,293,335
Percent Change	9.20%	4.50%	4.30%	6.60%	3.40%	6.00%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 4 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	2020 Census	2010 Census	2000 Census	1990 Census	1980 Census	1970 Census
NEBRASKA						
Resident Population	1,961,504	1,826,341	1,711,263	1,578,385	1,569,825	1,483,493
Percent Change	7.40%	6.70%	8.40%	0.50%	5.80%	5.10%
NEW MEXICO						
Resident Population	2,117,522	2,059,179	1,819,046	1,515,069	1,302,894	1,016,000
Percent Change	2.80%	13.20%	20.10%	16.30%	28.20%	6.80%
OKLAHOMA						
Resident Population	3,959,353	3,751,351	3,450,654	3,145,585	3,025,290	2,559,229
Percent Change	5.50%	8.70%	9.70%	4.00%	18.20%	9.90%
WYOMING						
Resident Population	576,851	563,626	493,782	453,588	469,557	332,416
Percent Change	2.30%	14.10%	8.90%	-3.40%	41.30%	0.70%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 3: THE GREAT MIGRATION (PAGE 5 OF 5)

HISTORICAL POPULATION CHANGE (1910-2020)

State or Region	1960 Census	1950 Census	1940 Census	1930 Census	1920 Census	1910 Census
NEBRASKA						
Resident Population	1,411,330	1,325,510	1,315,834	1,377,963	1,296,372	1,192,214
Percent Change	6.50%	0.70%	-4.50%	6.30%	8.70%	11.80%
NEW MEXICO						
Resident Population	951,023	681,187	531,818	423,317	360,350	327,301
Percent Change	39.60%	28.10%	25.60%	17.50%	10.10%	67.60%
OKLAHOMA						
Resident Population	2,328,284	2,233,351	2,336,434	2,396,040	2,028,283	1,657,155
Percent Change	4.30%	-4.40%	-2.50%	18.10%	22.40%	109.70%
WYOMING						
Resident Population	330,066	290,529	250,742	225,565	194,402	145,965
Percent Change	13.60%	15.90%	11.20%	16.00%	33.20%	57.70%

Source: U.S. Census Bureau



MICROLESSON FOUR - HANDOUT 4: MIGRATION INVESTIGATION (1 OF 2)

HISTORICAL POPULATION CHANGE (1910-2020)

1. According to the maps, did more blacks migrate during the first migration or the second? Why do you think that is?

2. During the first migration from 1910-40, some eastern cities saw a decrease in the black population of 500,000 or more, although many still moved to the East Coast. Why would one area experience both a decrease and an increase in population at the same time?

3. A few states in the U.S. had no increases or decreases in population during either time frames of the Great Migration. Why do you think that might be?

4. Cities with a large black population were most likely to also have a Negro Leagues team nearby. How did the Negro Leagues influence the economy of the cities in which they were based?

5. Based on the data in the Historical Population Change chart, which year(s) and state(s) saw the most change in population growth (over 25%)?



MICROLESSON FOUR - HANDOUT 4: MIGRATION INVESTIGATION (1 OF 2)

6. Does the chart show that population growth in 2020 has increased or decreased as compared with 1910? Why do you think this is the case?

7. Of the states in the chart, which one has experienced the most population growth over time? Why might this be?



MICROLESSON FOUR - HANDOUT 4: ANSWER KEY (1 OF 2)

1. According to the maps, did more blacks migrate during the first migration or the second? Why do you think that is?

The second. Answers will vary.

2. During the first migration from 1910-40, some eastern cities saw a decrease in the black population of 500,000 or more, although many still moved to the East Coast. Why would one area experience both a decrease and an increase in population at the same time?

Answers will vary, but may include those already living there wanted different opportunities in other cities, those already living there didn't like how the increased population impacted available jobs, housing, etc.

3. A few states in the U.S. had no increases or decreases in population during either time frames of the Great Migration. Why do you think that might be?

Answers will vary, but may include there weren't any/many blacks living in those states; there weren't large settlements or populations in those cities at the time, etc.

4. Cities with a large black population were most likely to also have a Negro Leagues team nearby. How did the Negro Leagues influence the economy of the cities in which they were based?

Answers will vary, but may include: many businesses were created or expanded to accommodate the players and their fans, when fans came to Negro Leagues games, they purchased goods and services at the businesses there, etc.

5. Based on the data in the Historical Population Change chart, which year(s) and state(s) saw the most change in population growth (over 25%)?

Highest Population Growth: Colorado in 1980, 1970, 1960 and 1910; New Mexico in 1980, 1960, 1950, 1940 and 1910; Oklahoma in 1910; Wyoming in 1980, 1920 and 1910

Population Decreases: Kansas in 1940; Nebraska in 1940; Oklahoma in 1950 and 1940; Wyoming in 1990



MICROLESSON FOUR - HANDOUT 4: ANSWER KEY (2 OF 2)

6. Does the chart show that population growth in 2020 has increased or decreased as compared with 1910? Why do you think this is the case?

Decreased in 2020

Answers will vary, but may include people had fewer children in 2020; more people moved to states outside of the Midwest as new cities were developed and grew; etc.

7. Of the states in the chart, which one has experienced the most population growth over time? Why might this be?

New Mexico or Colorado is acceptable

Answers will vary