

MIGRATION

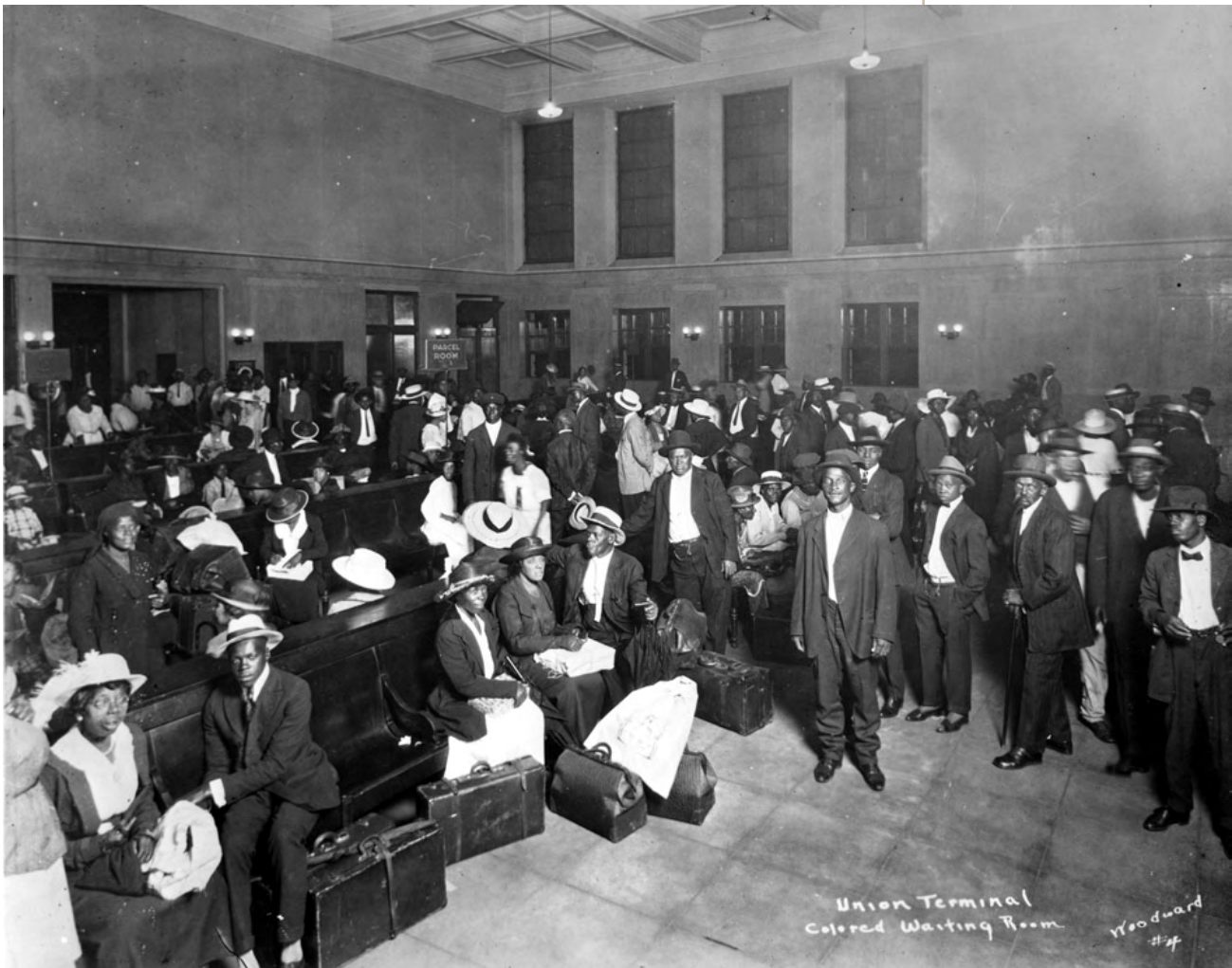


Primary Source 28

Jack Delano, Group of Florida migrants on their way home to Cranberry, New Jersey, to pick potatoes, near Shaboro, North Carolina, July 1940.

Primary Source 29

Segregated waiting room at railroad depot: Jacksonville, Florida, 1921.



Primary Sources 28 and 29

Migrants traveled to the North via automobile, train, and even on foot. The cost of a train ticket in the 1920s was high. Travel by rail was also difficult because of segregation, as seen in this photograph of a segregated waiting room. The following statute was enacted in Florida in 1907: “Separate waiting rooms for each race to be provided at railroad depots along with separate ticket windows. Signs in plain letters ... marked ... ‘For Whites’ and ‘For Colored’ [to be] displayed. Penalties: Railroad companies that refuse to comply with the provision could be fined up to \$5,000” (Primary Source 22). Despite these hardships, many migrants traveled north via train. In *The Migration Series*, Jacob Lawrence emphasized this mode of transportation in Panel Nos. 1, 5, 21, 23, and 45.

As seen in Primary Source 28, migrants often carried all of their worldly possessions with them on the journey north. Many also brought food with them; Jim Crow laws often prohibited African Americans access to restaurants and grocery stores.

Panel No. 27



Teaching Tips

Language Arts/Social Studies: After reading the description of the Great Migration (“The Great Migration and the Harlem Renaissance” – Tab 3), analyze these photographs. List the advantages and disadvantages migrants faced when traveling by car and train. Divide the classroom into two discussion groups—one advocating travel by train, the other advocating travel by car—and debate which means of travel would be better.
LA 2, 3, 5, 7, II SS 2, 3, 5

Language Arts/Social Studies/Visual Arts: Look closely at the details in Primary Source 28. For example, the African American family has no suitcases; instead they use large bags tied to their car. How do these details serve as clues about the migrants and their experience traveling north? Compare the photograph to Panel No. 45 from *The Migration Series*. Write a story from the perspective of one of the migrants, such as the young boy wearing a tie in the photograph. What do you think he feels as his family journeys to New Jersey? What is the mood in the photograph and/or the painting? Hope? Fear? Excitement? How do the photographer and the painter convey this mood in their respective compositions?

LA 4, 5, 7, II SS 2, 3, 5 VA 3, 4, 6

Visual Arts: Compare Primary Source 29 to Panel Nos. 21, 23, and 27 of *The Migration Series*. How does Lawrence depict the act of waiting? How are the figures in his panels similar to or different from the people shown in the photograph? Can you find similar gestures and poses in figures in the paintings and in the photograph? Make drawings of the figures in the photograph, paying close attention to pose and gesture.

VA 1, 2, 3, 4, 6