



project.org

STUDENT HANDOUT

YELLOW LEVEL
GRADE LEVEL

Migration by Numbers

Grades 5–8 • Math

ADMIT ONE

NAME

DATE

CLASS

Data: Chicago's Black population — 1910: 44,103 | 1920: 109,458 | 1930: 233,903 | 1940: 277,731 | 1950: 492,265 | 1960: 812,637

Formula: Percentage change = $(\text{New} - \text{Old}) \div \text{Old} \times 100$

ACTIVITY 1 • COMPLETE THE PERCENTAGE CHANGE TABLE

Chicago's Black Population Growth by Decade

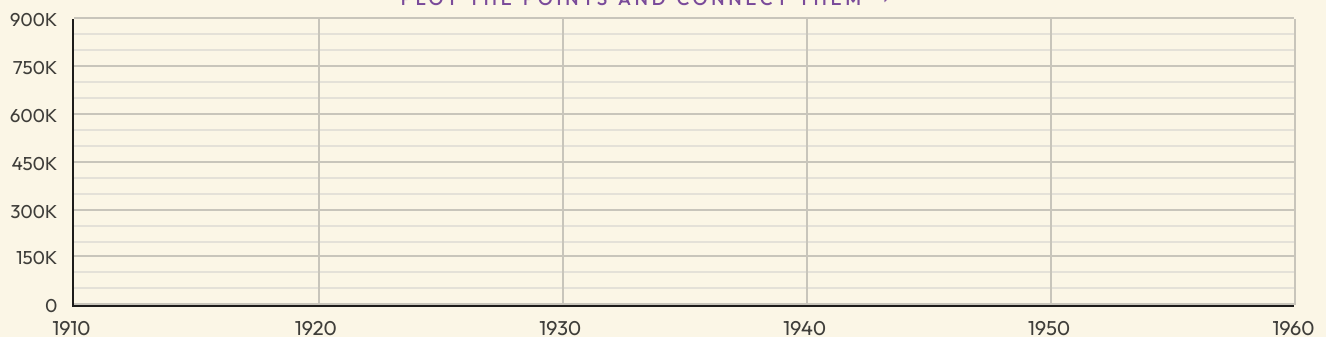
DECADE	START POPULATION	END POPULATION	CHANGE (ABSOLUTE)	% CHANGE (SHOW WORKING)
1910–1920	44,103	109,458		
1920–1930	109,458	233,903		
1930–1940	233,903	277,731		
1940–1950	277,731	492,265		
1950–1960	492,265	812,637		

ACTIVITY 2

Create a line graph

Plot Chicago's Black population (y-axis: 0 to 900,000) against year (x-axis: 1910 to 1960). Connect the points and label each one.

PLOT THE POINTS AND CONNECT THEM →



ACTIVITY 3

Interpret and compare

Which decade shows the highest percentage change?

Which shows the highest absolute change?

Why are these different? Explain in your own words:

New York's Black population in 1960 was **1,087,931**. Chicago's was **812,637**. Calculate the ratio of New York to Chicago, rounded to the nearest tenth (___ : 1):

ACTIVITY 4

What the data shows — and doesn't

Census population data shows how many people moved. Write two things the data shows clearly, and two things it cannot tell us about the Great Migration:

THE DATA SHOWS US...

1.

2.

THE DATA CANNOT TELL US...

1.

2.

MINI MUSEUM CONNECTION

The Great Migration Map in the exhibition follows the music north, to Chicago and to Harlem. Use your percentage change data: which destination city grew proportionally fastest? What might explain that pattern?

Extension: the 1930s shows the slowest growth in the data. Research: what was happening in America in the 1930s that might explain this? (Hint: think about employment and the economy.)

minimuseumproject.org/exhibitions/harlem-renaissance