



Making Invisible Histories Visible

Omaha Public Schools

Activity Title: Redlining in Omaha and the Great Migration

Prepared by: Ms. Kisicki, Bryan High School

Intended Audience: students in U.S. History

Background: This activity was designed in conjunction with student history projects exploring the impact of redlining on African American and working class and working poor immigrant neighborhoods in eastern Omaha. Their projects can be found here: <http://invisiblehistory.ops.org/StudentProjects/RedlininginOmaha/tabid/1335/Default.aspx>

Preparatory Work: Before starting this activity, teachers please preview what the Great Migration is in a larger context across the United States then use this activity to zoom in on the impact of the Great Migration on Omaha. This will also help bring context to the Race Riots of 1919 and the murder of Will Brown here in Omaha. Some sections in the Teach TCI book that would help with this are: Chapter 24 Section 4 and Chapter 26 Section 5 and 6

MIHV content on the Great Migration can be found here:

<https://invisiblehistory.ops.org/StudentProjects/2010StudentProjects/TheGreatMigration/tabid/137/Default.aspx>

And here:

<https://www.education.ne.gov/educational-technology/nebooks/teacher-authors/>

	Group Activity	Whole Class Activity
Topic Connection: 1920s Great Migration Prep for 1919 race riots	<ul style="list-style-type: none"> - Analyze 5 Primary documents (attached) - Use stations - Graphic organizer - Short Answer Question (HLQ) or mini quiz 	<ul style="list-style-type: none"> - Analyze 5 Primary documents (attached) - Gradual Release - Graphic organizer - Short Answer Question (HLQ) or mini quiz
Primary Sources Utilized (Attached)	<ul style="list-style-type: none"> - 1917 Monitor Clip (Artifact A) - 1917 Monitor Advice Clip (Artifact B) - Pilgrim Baptist Church picture and excerpt from MIHV (Artifact C) - Transcript from <i>Street of Dreams</i> 5:50-8:00 (Artifact D) - Transcript from <i>Street of Dreams</i> 8:00-8:45 (Artifact E) 	<ul style="list-style-type: none"> - Only need a digital copy - Same sources as the group activity
How to record the information/How To get the students to break down info:	<ul style="list-style-type: none"> - "Think Like a Historian" style organizer - Section for each document 	<ul style="list-style-type: none"> - Think like a historian e organizer - Section for each document

	<ul style="list-style-type: none"> - Guiding questions 	<ul style="list-style-type: none"> - Guiding questions
How the activity will look for each:	<ul style="list-style-type: none"> - Roles for each the group members - Give them a time limit to break down each document and answer the questions - Students will get 10 minutes at each station to fill out graphic organizer - Then individually would answer the questions at the bottom (10 minutes) 	<ul style="list-style-type: none"> - Strategically place the documents in an order from hardest to breakdown to easiest to breakdown - Go through 2 as a whole group on the board and have students fill out their own graphic organizer - Then have students do 1 with an elbow partner with whole group check - Then have students do 2 with partner no group check
Formative Assessment	<ul style="list-style-type: none"> - Short Answer could be completed using forms (provide examples) - Mini quiz could be completed using quizizz 	<ul style="list-style-type: none"> - Short Answer could be completed using forms (provide sentence starts and examples) - Mini quiz could be completed using quizizz

Name: _____ Class: _____ Date: _____

The Great Migration

	Who	What	When	Where	Why
1917 Monitor Clip					
1917 Monitor Advice Clip					
Pilgrim Baptist Church					
Transcript from SOD 5:50-8:00					
Transcript from SOD 8:00-8:45					
	Who made this source?	What does the document say? Is it biased? What is the tone?	When was this source created? What historical events were occurring?	Where did it come from?	Why was this document included in this activity?
<p>What do all these documents have in common?</p> <p>How did the Great Migration Impact Omaha?</p> <p>Predict: Will the change in Omaha using this time impact Omaha as a whole? Positively or Negatively?</p>					

Answer sheet

The Great Migration

	Who	What	When	Where	Why
1917 Monitor Clip	The Monitor Newspaper	How Omaha has grown and how African Americans have enjoyed in the prosperity	1917	Omaha	To show how well Omaha has been doing
1917 Monitor Advice Clip	The Monitor Newspaper	Advice for laborers coming north	1917	From the south to Northern cities	Warning of bad labor firms, & how to go about moving
Pilgrim Baptist Church	Pilgrim Baptist church	A picture of members participating in vacation bible school	1931	North Omaha	Most people of the congregation where from Alabama and migrated here during the 1920s
Transcript from SOD 5:50-8:00	Street of dreams – Omaha & South	Jobs available in Omaha needed to be filled	WWI 1910-1920 African American Population doubled	From the South to Omaha	People could make more money up north
Transcript from SOD 8:00-8:45	Omaha	Packing plants needed workers along with railroad	1914-1920	Omaha	Companies tried to encourage people to move to Omaha in order to fulfill jobs
	Who made this source?	What does the document say? Is it biased? What is the tone?	When was this source created? What historical events were occurring?	Where did it come from?	Why was this document included in this activity?

What do all these documents have in common?

They all show why the great migration happened and its impact on African Americans in Omaha.

How did the Great Migration Impact Omaha?

Answers may vary

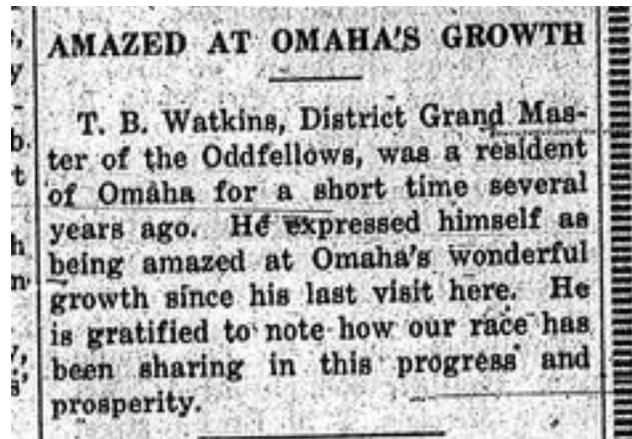
Predict: Will the change in Omaha using this time impact Omaha as a whole? Positively or Negatively?

Answers may vary

Primary Source Documents Needed for Activity:

Artifact A:

1917 Article from *The Monitor* newspaper, an early Omaha African American paper.



AMAZED AT OMAHA'S GROWTH

T. B. Watkins, District Grand Master of the Oddfellows, was a resident of Omaha for a short time several years ago. He expressed himself as being amazed at Omaha's wonderful growth since his last visit here. He is gratified to note how our race has been sharing in this progress and prosperity.

Artifact B:

1917 *The Monitor* "Advice To Persons Leaving The South" Clip

MONITOR.

**ADVICE TO PERSONS
LEAVING THE SOUTH**

Don't leave on rumors. Be sure you will find a job when reaching your destination.

Pay no money to strange labor agents for jobs and tickets. Deal only through reliable firms.

Ask every agent if he is willing to have you investigate his claims.

Married men should leave first and send for their families after they have found suitable quarters for them.

The cost of living is high in the North, but not quite as high as in the South. Clothing is much cheaper.

Find if labor agents will look out for men after they arrive. The Monitor will help you find room, reasonable board, and be at your service whenever you need any help that it can give.

Be careful of crowding into the larger cities. Many of these are already over-populated. Too much labor in one place is always worse than not enough.

Subscribe for The Monitor today and keep in touch with the labor conditions all over the country.

Artifact C:

Photograph of Pilgrim Baptist Church youth, 1931 (Courtesy of Douglas County Historical Society).



Pilgrim's Daily Vacation
Bible School. 1931

Artifact D:

- Transcript from *Street of Dreams*, excerpt of minutes 5:50-8:00
- *Street of Dreams* documentary can be found online [here: *Street of Dreams*](#)

Transcript 5:50-8:00

“Men went off to fight and they left behind their jobs northern industries scrambled to fill those jobs and looked S for available manpower.

In response to this call a great mass of black families made the journey North in search of a better life came the promised land for those seeking jobs and prosperity determined and optimistic. They came a flood of relatives and friends followed. In their wake or as in the case of Pilgrim Baptist Church where a bunch of one congregation from a small town in Alabama up and moved North between 1910 and 1920 the African-American population in Omaha had more than doubled. They came for better opportunity jobs in the packinghouse with a big lure because it was a good job even at \$0.40 an hour. Whatever they make much much better than than what you're making where they came from. Paul Allen's family was just one of many that migrated to Omaha it was 1922. My grandfather was a minister and he went to college at Hot Springs AR theological seminary was a Methodist. He moved to Omaha NE earlier then he sent back for my father from revival. That time is through he sent for my mother came to look it over and so we moved Omaha.”

Artifact E:

Transcript from *Street of Dreams*, excerpt of minutes: 8:00-8:45

“Omaha was the major recipient of migrants because of a concerted effort between large packing plants. Omaha was home to 4 of the 5 major of Packers at the time Wilson Armor Swift and Cutahey and those packing plants of course had contracts for government, rations to feed people in the troops. They not only needed the regular work well they got together with the railroads and they induced enticed mass migration. Many new arrivals found city life very much to their liking. The schools were better Blacks could vote you didn't have to step off the sidewalk to let a white person pass and a colored man could have a stake in something there was room to maneuver and negro could come and go as they please get a little more feel free.”

Street of Dreams Documentary can be found online here: [Street of Dreams](#)