

# Economics and the Great Migration

Lesson 1:

## Jacob Lawrence's *The Migration Series*

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### Lesson Author

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### Standards and Benchmarks (see page 1.17)

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### Lesson Description

Students learn about the Great Migration by combining the paintings of Jacob Lawrence with economic concepts. In the lesson, students are shown paintings from Jacob Lawrence's *The Migration Series*. They are asked to match economic concepts and graphs to the paintings, helping the students understand how different disciplines view an event in history. While it is helpful if students have been exposed to supply and demand and graphical analysis before the lesson, it is not required. Part of the fun is to match the many modes of communication—paintings (visual) to captions (words) to economic concepts and graphs—even when a student may be unfamiliar with paintings or economic concepts.

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### Grade Level

10-12

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### Concepts

Demand  
Discrimination  
Incentives  
Supply

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### Objectives

Students will be able to

- interpret and describe the scene depicted in a painting,
- explain the economic content illustrated by a painting,
- connect economic diagrams to economic descriptions, and
- explain how art and economics describe the Great Migration.

## Compelling Question

How do art and economics describe the struggles of migrants during the Great Migration?

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## Time Required

90 minutes

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## Materials

- PowerPoint slide deck for "Economics and the Great Migration Lesson 1: Jacob Lawrence's *The Migration Series*"
  - Handouts 1-1a (graphical version) and 1-1b (nongraphical version), one copy of either handout for each student
  - Handouts 1-1a and 1-1b Answer Key, one copy for the teacher
  - Optional: Appendix 1-1, one copy printed in color, with each panel taped to classroom walls; display panels in numerical order from lowest to highest
  - Optional: Internet connection with link to <https://fraser.stlouisfed.org/migration-series>
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## Preparation

The lesson focuses on the Great Migration, but it is not designed to teach the entirety of the movement. The students should be informed about the basics of the Great Migration before this lesson. You'll begin with two slides that provide broad descriptions of the Great Migration and its causes, and then move into analyzing Jacob Lawrence's *The Migration Series*.

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## Procedure

1. Display Slide 1 of the PowerPoint slide deck for "Economics and the Great Migration Lesson 1: Jacob Lawrence's *The Migration Series*." Begin by telling the students they will be studying the Great Migration through the paintings of Jacob Lawrence. Use Slides 2-3 to summarize the Great Migration: Slide 2 provides a quote from Isabel Wilkerson's *The Warmth of Other Suns: The Epic Story of America's Great Migration* (2010) that describes the Great Migration in general; Slide 3 provides a quote from 1919 on the causes of the Great Migration. Explain that **incentives** are rewards or penalties that encourage (reward) or discourage (penalize) behaviors. Point out that the causes listed served as incentives for Black Americans to leave the South and move to the North. Tell the students there are many ways to study this event, but today they will look at the Great Migration through the lenses of art and economics.
  2. Introduce Jacob Lawrence using Slides 4-9, as follows:
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- Slides 4-5 provide a brief biography of Jacob Lawrence: Slide 4 provides information on his early life; Slide 5 details the beginning of his training and career.
  - Slide 6 lists some of his earlier series prior to *The Migration Series*. *The Life of Toussaint L'Ouverture* links to a video of Jacob Lawrence describing the origins of that series.
  - Slides 7-9 provide background on *The Migration Series*: Slide 7 provides information on the beginning of the series; Slide 8 shows how the series became prominent; and Slide 9 provides information on the paintings themselves.
3. After introducing students to Jacob Lawrence, tell them they will examine paintings from his *Migration Series* collection. The paintings tell the story of the Great Migration that saw Black Americans move from the South to the North from 1916 to 1930 (and continued to 1970). They also illustrate the role of discrimination in the lives of Black Americans. **Discrimination** is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex. The paintings and captions tell a story that includes many economic elements. Explain that this lesson will explore the story the paintings tell, as well as link the story to the language of economics.
  4. Distribute a copy of *Handout 1-1a* (or *Handout 1-1b: Jacob Lawrence and the Great Migration*) to each student. Students can complete the activity individually, but they can work in pairs for the in-class versions of the lesson to enhance discussion. Display Slide 10. Tell the students they will view a selection of panels from *The Migration Series*, one by one. For each panel, the students will first examine the captions in List I (that Lawrence wrote in 1993, as the language from the 1941 versions was outdated) and then match each caption to the correct panel. (Suggested answers are in the *Handouts 1-1a and 1-1b: Jacob Lawrence and the Great Migration—Answer Key*.) The students will then choose an economic description from List II and match each description to the correct panel. (There are multiple correct answers for each panel, so descriptions may be used multiple times). After they choose the economic description, students may examine the graphs/diagrams in List III and choose the graph that describes the situation in each panel. Explain that Jacob Lawrence used paintings to describe the Great Migration but that economists often use graphs to describe the world they see. (NOTE: The graph portion is more challenging, so you can assign only the captions and economic terms portions of the activity. This provides enough material for discussion. List III is provided in Handout 1-1a only.)
  5. From this point on, there are three ways for the students to do the activity: the PowerPoint version, the Museum Walk version, and the online version. Each is described below.

### **PowerPoint Version**

6. Display Slides 11-22 one by one. You will show 12 *Migration Series* panels (numbers 1, 9, 16, 17, 19, 33, 37, 38, 42, 47, 49, and 58). For each panel, have the students identify the caption, economic concept, and (if used) graphs, as described above. Use the Handouts 1-1a and 1-1b Answer Key

to discuss the answers. Use the discussion points in the answer key to provide context relative to each painting and the economics. (SOURCE: Dickerman, Leah and Smithgall, Elsa, eds. *Jacob Lawrence: The Migration Series*. New York: The Museum of Modern Art and Washington, DC: The Phillips Collection, 2017. The painting information comes from one of the book's contributors, Jodi Roberts.)

7. Repeat the sequence for each of the 12 paintings. In many cases, students might give differing answers (e.g., "discrimination" could be used for many panels, even though the answer key lists it for the two most illustrative panels). The key is to discuss the reasons the terms might fit. (NOTE: It is not expected that the students master all aspects of the graphs. Success is to have a student deduce the theme behind each graph—for example, matching a graph of shifting labor **supply** to a migration picture. If a student can go further and understand that, say, a decrease in labor supply raises wages, then so much the better. It is hoped that students who may not have seen economics graphs may see the challenge in unlocking their meanings.)
8. After they have completed analyzing the 12 paintings, students should respond to the final questions in Part 2 of the handout. Page through the panels one more time so that students may review them and respond in their answers.
9. After the students have written their answers, ask a few to volunteer their answers to the class. Discuss the following:
  - Which panel moved you the most? Why? (*Answers will vary.*)
  - What economic concepts were illustrated in the panels we analyzed? (*Labor supply, labor demand, labor, information, wages, discrimination, and human capital*)
  - Which panel do you think best illustrated its economic concept? Why? (*Answers will vary.*)

### **Museum Walk Version**

10. Tell the students you have displayed 12 of Jacob Lawrence's *Migration Series* paintings around the room (from *Appendix 1-1: Museum Walk*). Instruct them to work in pairs for the activity and to go from painting to painting, filling out Handout 1-1a (or 1-1b). Tell the students to ask for help if they need a hint on the captions.
11. Give the students 40 minutes to complete the Museum Walk. To shorten the time, instruct half the class to examine the first six paintings and the other half of the class to examine the last six paintings displayed.
12. Once the students have completed their walk, debrief the activity by revealing the intended answers for each painting. Use the notes from the answer key to give students information about each painting.

13. Have the students respond to the final questions found in Part 2 of the handout and invite them to share their answers.

### **Online Version**

14. Tell the students that they will complete this activity at home. Give them the following web link: <https://fraser.stlouisfed.org/migration-series>.
15. Tell the students to look at the paintings on the website and fill in the answers to Handout 1-1a (or 1-1b). Tell them you will provide the answers and discuss the paintings in the next class.
16. In the next class, debrief the activity by displaying the PowerPoint slide for each painting and revealing the intended answers. Use the notes in the answer key to give students information about each painting.
17. Invite the students to share their answers to the final questions in Part 2 of the handout.

*After completing one of the versions of the lesson, continue with the following:*

18. Show Slide 23, which provides more information on Jacob Lawrence and contains a link to one of his later works, now displayed in the White House.

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### **Closure**

19. Explaining to the students that people can record and discuss historical events in many ways. Discuss the following:
  - Identify various methods that instructors have used to discuss the Great Migration, in this lesson and in others. *(Answers will vary but may include the paintings, captions, economic concepts, and economic graphs in this lesson, as well as presentations of the Great Migration in history classes and of economic push-pull factors in geography classes.)*
  - What are the strengths and weaknesses of the various methods used in communicating the core ideas of the Great Migration? *(Answers will certainly vary.)*
  - What were the impacts of the Great Migration on wages in the North and South? *(Wages decreased from higher levels in the North, and they increased from lower levels in the South.)*
  - What were the impacts on housing in the North? *(Shortages of housing)*
  - How did the educational experience differ for students in the South and North? *(The North provided better opportunities for Black American students.)*

20. Tell the students that this lesson showed how people can study art to learn about economics and that in this case, it may also be that studying economics influenced the art. Explain that Jacob Lawrence researched the Great Migration at the Schomburg Center for Research in Black Culture. Display Slide 24. Explain that the quote on the slide is repeated from the beginning of the lesson. Note that this quote would have been in a U.S. Labor Department report at the library Jacob Lawrence did his research. A great number of items listed in the quote appear in Lawrence's *The Migration Series*: The panel numbers are in parenthesis within the quote; if time allows, scroll through the paintings once more. It is conceivable (it will never be known for sure) that an economics-oriented labor report influenced Lawrence's art and that his art influences our perception of the Great Migration.
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### Extension

21. The panels in Jacob Lawrence's *The Migration Series* have many subplots. One subplot relates to labor issues. Discuss the following panels with the students using Slide 25 as a guide. (Captions from: Lawrence, Jacob. *The Migration Series*. 1940-41. Washington, DC, The Phillips Collection and New York City, The Museum of Modern Art.)
- Panel 28 caption: "The labor agent sent south by northern industry was a familiar presence in the Black communities." This panel illustrates the fact that Northern industries needed inexpensive labor and actively recruited from the South.
  - Panel 29 caption: "The labor agent recruited unsuspecting laborers as strike breakers for northern industries." This panel shows how the flow of migrants had a downward pressure on wages in the North. It also shows that migrants did not always know what lay ahead.
  - Panel 50 caption: "Race riots were numerous. White workers were hostile toward the migrants who had been hired to break strikes." Strike breakers always faced conflict, and racial tensions increased the conflict.
  - Panel 51 caption: "African Americans seeking to find better housing attempted to move into new areas. This resulted in the bombing of their new homes." The severe housing shortage caused by the large inflow of migrants added to racial tensions.
  - Panel 52 caption: "One of the largest race riots occurred in East St. Louis." This panel refers to the riots of 1917. Approximately 10,000 black Southerners had come to East St. Louis and were used to break strikes (Roberts, in Dickerman and Smithgall, 2017).
  - Panel 53 caption: "African Americans, long-time residents of northern cities, met the migrants with aloofness and disdain." Income distribution was an issue even among Black Americans in the North.
  - Panel 60 caption: "And the migrants kept coming." Despite the difficulties, the benefits of migrating exceeded the costs, and the migration continued.
22. Conclude the conversation by noting the series of paintings tells a story of labor during the Great Migration.
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## Assessment

23. Assess key information by discussing the following:

- What were some of the underlying economic reasons for the Great Migration? (*Answers will vary but may include low, unfair wages in the South and higher wages and better treatment in the North.*)
- View Jacob Lawrence's *The Builders* at <https://www.whitehousehistory.org/photos/the-builders-by-jacob-lawrence>. What economic concepts might this painting illustrate? Explain. (*Answers may include labor, specialization, or productivity.*)
- One caption of *The Migration Series* reads, "In every southern home people met to decide whether or not to go north." In your own style, sketch or draw a picture that expresses that caption.

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## Acknowledgements

A lot of people have contributed to this lesson. From the Research Division at the Federal Reserve Bank of St. Louis, I thank Adrienne Brennecke, Specialist; Katrina Stierholz, Group Vice President; and Mary Suiter, Assistant Vice President for providing guidance on this lesson, as well as Jennifer Ives, Editor and Donna Stiller, Designer. The lesson is so much richer for their efforts in researching and acquiring photos and original source materials. Bonnie Meszaros, Associate Director of the University of Delaware Center for Economic Education & Entrepreneurship, provided valuable feedback on an early draft of the lesson. Hilary Katz, Manager of Teacher Initiatives at The Phillips Collection, provided suggestions and helpful perspectives on the lesson. Finally, Michael Watts, who passed away in 2014, was a believer in finding economics in art. I dedicate this lesson to his memory.

## Handout 1-1a: Jacob Lawrence and the Great Migration (page 1 of 4)

Instructions: You will view a set of paintings (panels) and work through the following: First, examine each painting and decide which caption from List I describes each painting. The captions are from the 1993 versions for Jacob Lawrence's *The Migration Series*. Second, choose an economic description from List II that might match each painting and caption. Third, choose an economic graphical (or diagram) model from List III that might match each painting and caption.

### Part 1

| Panel number | Caption letter from List I | Economic description letter from List II | Economic model from List III |
|--------------|----------------------------|--|------------------------------|
| 1            |                            |  |                              |
| 9            |                            |  |                              |
| 16           |                            |  |                              |
| 17           |                            |  |                              |
| 19           |                            |  |                              |
| 33           |                            |  |                              |
| 37           |                            |  |                              |
| 38           |                            |  |                              |
| 42           |                            |  |                              |
| 47           |                            |  |                              |
| 49           |                            |  |                              |
| 58           |                            |  |                              |

### Part 2

Which panel moved you the most? Why?

What economic concepts were illustrated in the panels we analyzed?

Which panel do you think best illustrated its economic concept? Why?



**Handout 1-1a: Jacob Lawrence and the Great Migration** (page 2 of 4)**List I: Captions**

| Caption letter | Caption (1993)  |
|----------------|---|
| A              | Tenant farmers received harsh treatment at the hands of planters.                   |
| B              | To make it difficult for the migrants to leave, they were arrested en masse.        |
| C              | During World War I there was a great migration north by southern African Americans. |
| D              | They also worked on railroads.  |
| E              | There had always been discrimination.   |
| F              | As the migrant population grew, good housing became scarce.                         |
| G              | In the North the African American had more educational opportunities.               |
| H              | They left because the boll weevil had ravaged the cotton crop.                      |
| I              | They found discrimination in the North. It was a different kind.                    |
| J              | After a lynching the migration quickened.   |
| K              | Letters from relatives in the North told of the better life there.                  |
| L              | Many migrants found work in the steel industry.                                     |

SOURCE: Lawrence, Jacob. *The Migration Series*. 1940-41. Washington, DC, The Phillips Collection and New York City, The Museum of Modern Art.

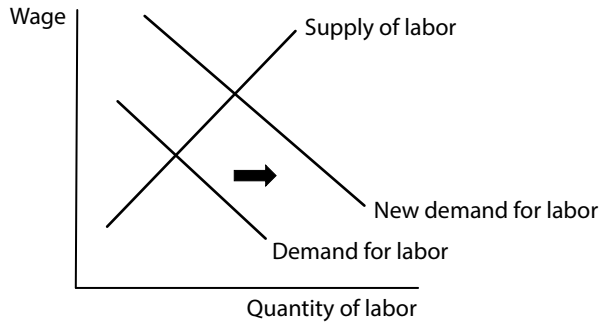
**List II: Economic Descriptions**

| Description letter | Economic description                        |
|--------------------|---|
| A                  | Human capital increases                     |
| B                  | Supply of labor increases in the North      |
| C                  | Supply of labor decreases in the South      |
| D                  | Demand for workers in the North increases   |
| E                  | Demand for workers in the North decreases   |
| F                  | Demand for labor decreases in the South     |
| G                  | Wages below the market wage                 |
| H                  | Information makes a more competitive market |
| I                  | Shortage of housing                         |
| J                  | Discrimination                              |
| K                  | Barriers to exiting a market                |

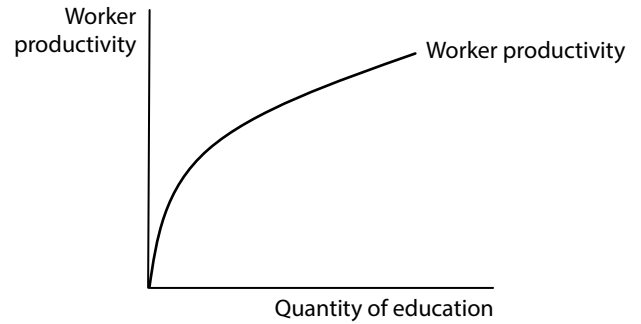
## Handout 1-1a: Jacob Lawrence and the Great Migration (page 3 of 4)

### List III: Economic Graphs

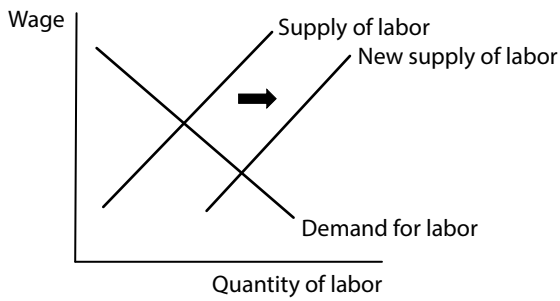
**Graph A: Labor Market in North**



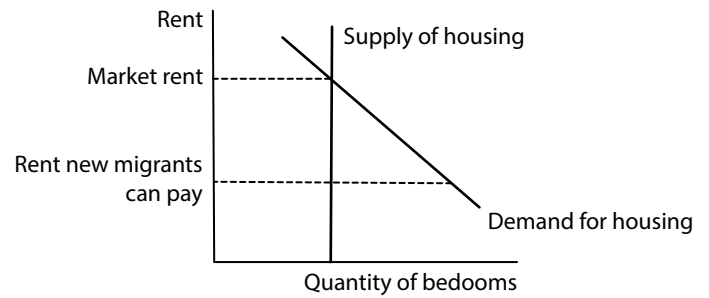
**Graph B: Worker Productivity**



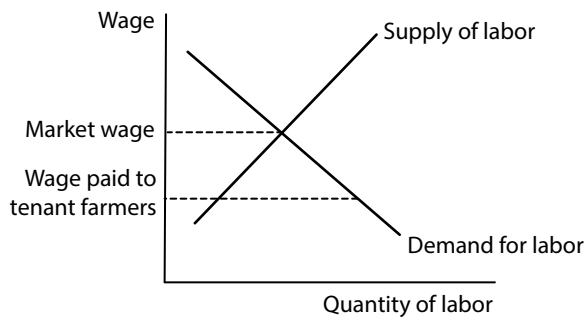
**Graph C: Labor Market in North**



**Graph D: Housing Market**



**Graph E: Labor Market**



## Handout 1-1a: Jacob Lawrence and the Great Migration (page 4 of 4)

### Data Source F

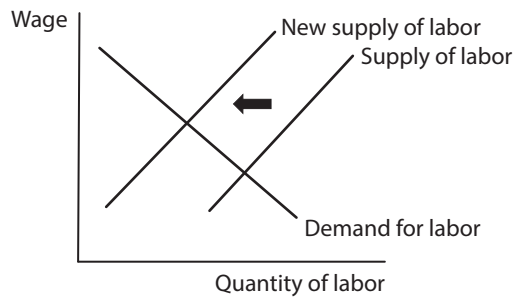
Survey Results: Weekly Black Male Wages in Chicago, 1917

| Classification by weekly earnings. | Number wage earners. | Classification by weekly earnings. | Number wage earners. |
|------------------------------------|----------------------|------------------------------------|----------------------|
| \$9 to \$9.99.....                 | 1                    | \$15.....                          | 27                   |
| \$10 to \$10.99.....               | 2                    | Over \$15 but less than \$20.....  | 5                    |
| \$11 to \$11.99.....               | 1                    | Unemployed.....                    | 5                    |
| \$12 to \$12.99.....               | 7                    | Ill.....                           | 3                    |
| \$13 to \$13.99.....               | 11                   |                                    |                      |
| \$14 to \$14.99.....               | 4                    | <b>Total.....</b>                  | <b>66</b>            |

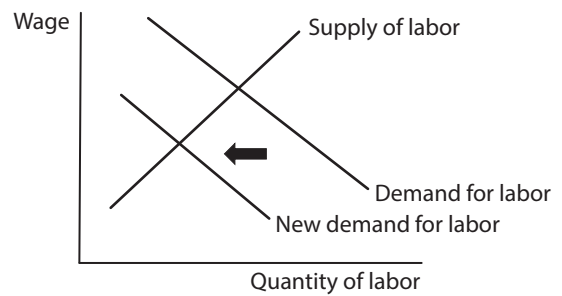
NOTE: Average wage in the South was \$0.75 to \$1.25 a day.

SOURCE: U.S. Department of Labor, Division of Negro Economics. Dillard, J.H. and Leavell, R.H. *Negro Migration in 1916-17: Reports*. Washington, DC: Government Printing Office, 1919, p. 21; [https://fraser.stlouisfed.org/files/docs/publications/dne/dne\\_migration1916-1917.pdf](https://fraser.stlouisfed.org/files/docs/publications/dne/dne_migration1916-1917.pdf).

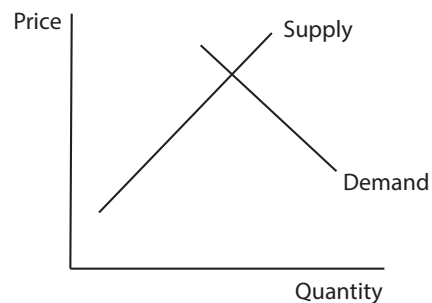
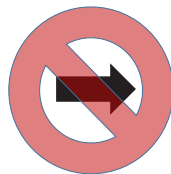
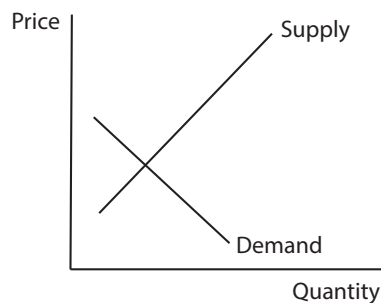
Graph G: Labor Market in South



Graph H: Labor Market in South



Graph I: Market



## Handout 1-1b: Jacob Lawrence and the Great Migration (page 1 of 2)

Instructions: You will view a set of paintings (panels) and work through the following: First, examine each painting and decide which caption from List I describes each painting. The captions are from the 1993 versions for Jacob Lawrence's *The Migration Series*. Second, choose an economic description from List II that might match each painting and caption.

### Part 1

| Panel number | Caption letter from List I | Economic description letter from List II |
|--------------|----------------------------|--|
| 1            |                            |  |
| 9            |                            |  |
| 16           |                            |  |
| 17           |                            |  |
| 19           |                            |  |
| 33           |                            |  |
| 37           |                            |  |
| 38           |                            |  |
| 42           |                            |  |
| 47           |                            |  |
| 49           |                            |  |
| 58           |                            |  |

### Part 2

Which panel moved you the most? Why?

What economic concepts were illustrated in the panels we analyzed?

Which panel do you think best illustrated its economic concept? Why?

**Handout 1-1b: Jacob Lawrence and the Great Migration** (page 2 of 2)**List I: Captions**

| Caption letter | Caption (1993)  |
|----------------|---|
| A              | Tenant farmers received harsh treatment at the hands of planters.                   |
| B              | To make it difficult for the migrants to leave, they were arrested en masse.        |
| C              | During World War I there was a great migration north by southern African Americans. |
| D              | They also worked on railroads.  |
| E              | There had always been discrimination.   |
| F              | As the migrant population grew, good housing became scarce.                         |
| G              | In the North the African American had more educational opportunities.               |
| H              | They left because the boll weevil had ravaged the cotton crop.                      |
| I              | They found discrimination in the North. It was a different kind.                    |
| J              | After a lynching the migration quickened.   |
| K              | Letters from relatives in the North told of the better life there.                  |
| L              | Many migrants found work in the steel industry.                                     |

SOURCE: Lawrence, Jacob. *The Migration Series*. 1940-41. Washington, DC, The Phillips Collection and New York City, The Museum of Modern Art.

**List II: Economic Descriptions**

| Description letter | Economic description                        |
|--------------------|---|
| A                  | Human capital increases                     |
| B                  | Supply of labor increases in the North      |
| C                  | Supply of labor decreases in the South      |
| D                  | Demand for workers in the North increases   |
| E                  | Demand for workers in the North decreases   |
| F                  | Demand for labor decreases in the South     |
| G                  | Wages below the market wage                 |
| H                  | Information makes a more competitive market |
| I                  | Shortage of housing                         |
| J                  | Discrimination                              |
| K                  | Barriers to exiting a market                |

**Handouts 1-1a and 1-1b: Jacob Lawrence and the Great Migration—Answer Key (page 1 of 3)**

| Panel | Caption | Economic description | Economic graph | Painting notes   | Economic notes  |
|-------|---------|----------------------|----------------|--|---|
| 1     | C       | B or C               | C or G         | <p>Crowd is in a train station.</p> <p>Main destinations of the Great Migration are listed.</p> <p>New York is listed in the center, as that is where Lawrence's family wound up.</p> <p>This is the first painting of repeated scenes of travel in the series.</p> <p>The Great Migration included 6 million people over six decades.</p> <p>Looking for a better life is a common theme.</p> | <p>The supply of labor decreases in the South as migrants flow North.</p> <p>The supply of labor increases in the North due to new arrivals.</p> <p>The graphs show that wages are forced higher in the South as people leave and forced lower in the North as people arrive.</p> |
| 9     | H       | F                    | H              | <p>Lawrence never saw a boll weevil.</p> <p>Boll weevils destroyed crops and caused considerable hardship in the south.</p> <p>The poor conditions in the South encouraged migrants to move North.</p>   | <p>As crops are destroyed by boll weevils, fewer workers are needed to harvest crops.</p> <p>The demand for the workers in the South decreases, leading to fewer workers hired and lower wages.</p>   |
| 16    | J*      | B or C               | C or G         | <p>Woman is in grief over the loss of a family member from lynching, which was depicted in a previous panel (not shown in the panels presented in this lesson).</p> <p>*Other acceptable answers for this panel's caption include E and I.</p> <p>Panel shows Cubist elements.</p> <p>Oppression in the South increases the flow of migrants North.</p>  | <p>The supply of labor decreases in the South as migrants flow North.</p> <p>The supply of labor increases in the North due to new arrivals.</p> <p>The graphs show that wages are forced higher in the South and lower in the North.</p>   |
| 17    | A       | G                    | E              | <p>White landowner is paying tenant farmers for the season's harvest.</p> <p>Workers look directly at the landowner, which is generally not the case in the remaining panels.</p> <p>The tenant farmers did not receive a fair settlement for their work.</p>  | <p>The graph shows a wage that is below the market wage.</p> <p>Discrimination by landowners keeps the wage low.</p>  |

## Handouts 1-1a and 1-1b: Jacob Lawrence and the Great Migration—Answer Key (page 2 of 3)

| Panel | Caption | Economic description | Economic graph | Painting notes  | Economic notes  |
|-------|---------|----------------------|----------------|---|---|
| 19    | E       | J                    | I              | <p>Discrimination in Lawrence's paintings is often represented by a physical barrier—in this case by a river.</p> <p>Separate water fountains were common in the South.</p> | <p>Discrimination separates markets as well as people.</p> <p>Different prices are for different markets.</p> <p>Discrimination prevents movement between markets (as shown by the arrow with the "do not" symbol over it.)</p>   |
| 33    | K       | H                    | F              | <p>Letters read aloud to many people created an information network.</p> <p>Girl is shown listening to news of the good conditions in the North.</p>                        | <p>Information about differences in market conditions is important in helping markets adjust.</p> <p>Wages differed considerably from the North to the South in 1917.</p> <p>Information allows workers to strategically move to states that have higher wages.</p>               |
| 37    | L       | D                    | A              | <p>The panel shows a close-up view of steel pouring.</p> <p>The work is portrayed as dangerous.</p>   | <p>An expanding and growing steel industry increases the demand for worker.</p> <p>Wages are pushed higher, and more workers are hired.</p> <p>While some students may choose a change in labor supply, the panel focuses on the firm side, so demand is a better choice.</p>     |
| 38    | D       | D                    | A              | <p>Panel shows a close-up view of rails, another important source of jobs in the North and West.</p>  | <p>An expanding and growing railroad industry increases the demand for workers.</p> <p>Wages are pushed higher, and more workers are hired.</p> <p>While some students may choose a change in labor supply, the panel focuses on the firm side, so demand is a better choice.</p> |

## Handouts 1-1a and 1-1b: Jacob Lawrence and the Great Migration—Answer Key (page 3 of 3)

| Panel | Caption | Economic description | Economic graph | Painting notes  | Economic notes  |
|-------|---------|----------------------|----------------|---|---|
| 42    | B       | K                    | I              | <p>An officer prevents migrants from leaving. (A train? Cell? Police wagon?).</p> <p>The physical presence of the officer depicts a barrier with a gun.</p> <p>Southern plantation owners were desperate to keep low-wage laborers, as their departure would mean fewer workers and higher wages.</p> | <p>Barriers prevent the movement of workers from low-wage areas to high-wage areas.</p> <p>Barriers to entry and exit take many forms.</p>  |
| 47    | F       | I                    | D              | <p>Lawrence experienced these conditions first-hand.</p> <p>Crowded conditions were common in the North.</p> <p>Lawrence used bright colors to offset the dire situation.</p>   | <p>Housing supply is limited, with a vertical supply curve.</p> <p>The market wage for housing is higher than what new migrants can pay, so housing is unavailable for many new migrants.</p> |
| 49    | I       | J                    | I              | <p>Rope physically separates people (like the river does in Panel 19).</p> <p>Social and economic differences are illustrated.</p> <p>Differences in dining experiences are seen.</p>   | <p>Again, market barriers exist due to discrimination.</p> <p>Income inequality (not shown) is also prevalent.</p>  |
| 58    | G       | A                    | B              | <p>Students grow with education.</p> <p>Numbers and height grow.</p> <p>Brighter clothing contrasts to the less-colorful clothing of children in the South (not shown in the panels presented in this lesson).</p>  | <p>As human capital grows, productivity grows.</p> <p>Wages increase with productivity.</p> <p>Prosperity comes with education.</p>   |

SOURCE: Dickerman, Leah and Smithgall, Elsa, eds. *Jacob Lawrence: The Migration Series*. New York: The Museum of Modern Art and Washington, DC: The Phillips Collection, 2017. The painting information comes from one of the book's contributors, Jodi Roberts.



## Standards and Benchmarks

### National Standards for History Basic Edition, 1996

From: <https://phi.history.ucla.edu/nchs/united-states-history-content-standards/united-states-era-7/>

**Standard 3.** How the United States changed from the end of World War I to the eve of the Great Depression.

**Standard 3A.** The student understands social tensions and their consequences in the postwar era.

- **Grade Level 7-12.** Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. [Analyze cause-and-effect relationships]

**Standard 3C. The student understands how new cultural movements reflected and changed American society.**

- **Grade Level 5-12.** Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]

### Voluntary National Content Standards in Economics

#### Standard 4: Incentives

People usually respond predictably to positive and negative incentives.

#### Standard 8: Role of Prices

Prices send signals and provide incentives to buyers and sellers. When supply or demand changes, market prices adjust, affecting incentives.

