Immigration to New Jersey

Grade Level: 3-5

Time: Five 45-minute periods and a Project (Select what you like best or do as much as you have time for!)

Objectives: Students will be able to explain
- Why New Jersey has a multiethnic population
- why immigrants decided to leave their homelands and settle in New Jersey
- why the cultures of people coming from different countries have enriched our community and should be respected
- how an immigrant becomes a citizen

New Jersey Student Learning Standards for Social Studies (2020):

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.
6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
6.1.5.GeoGI.3: Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the U.S. colonies.
6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs and laws.
6.1.4.D.15 Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Common Core ELA Standards:
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.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical...text, including what happened and why, based on specific information in the text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.

Essential Questions:
- Why does New Jersey have a multiethnic population?
- What pushed people to leave their homelands?
- What pulled immigrants to come to New Jersey?
- Why is it important to respect the perspectives and heritage of different cultures?
- How does an immigrant become a citizen?

Activities/Procedures:
1. Opener:
   - Ask students to raise their hands if they are immigrants or the children or grandchildren of immigrants.
   - Ask students if they know what country they, their parents or grandparents came from. As students respond, color that country on a large, plain map of the world. Depending on the make-up of your classroom, it will show either a large (mostly likely) or small amount of diversity. Discuss the diversity.
   - Ask what might be most important if you were a new immigrant. (Responses might include: ties to the
old country, religious practices, and sense of family, speaking a familiar language). Discuss the idea the religious practices, languages and culture that immigrants bring to their new country are sometimes different from those of their adopted country and that respecting these differences makes New Jersey a good place to live.

2. Vocabulary
   - Ancestors— a parent, grandparent, great grandparent, etc., any person from whom one is descended
   - Descendants— a person (plant, or animal) that is descended from a particular ancestor.
   - Ethnic group or ethnicity-- a social group of people who identify with each other based on common ancestral, social, cultural, or national experience
   - Heritage—the culture, language and traditions that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations.
   - Huguenots— French Protestants many of whom, due to religious persecution, were forced to flee France to other countries in the sixteenth and seventeenth centuries.
   - Immigrant—have students brainstorm what an “immigrant” is and conclude that it is a person who comes to live permanently in a foreign country.

3. Map Activity: Where did early immigrants come from and where did they settle and why?
   - In this activity, students will locate where groups of early immigrants settled in New Jersey. Note that in some areas of New Jersey immigrants from several countries settled.
   - Historical Background (for teacher use or students, depending on their readiness):
     - By the 1690s, as many as 900 Swedes and Finns had crossed the Delaware River to settle in Cape May, Gloucester, and Salem counties, West Jersey.
     - Bergen County was the first to be permanently settled by Dutch because of its close proximity to New Amsterdam (New York City). The Dutch continued to spread into Bergen County and the Raritan Valley and then into Somerset and northern Monmouth in the 1680s and 1690s.
     - The area between the Raritan and Passaic rivers was granted to a group of English Puritans that led to the establishment of settlements at Elizabethtown (now Elizabeth) in 1665, Milford (now Newark) and Woodbridge in 1666 and Piscataway in 1669.
     - English Quakers and New Englanders settled the east bank of Cape May, and along New Jersey's southern coast, by 1690.
     - Scottish settlers came to Monmouth, Middlesex, Somerset, and Mercer counties between 1683 and 1685 and established New Perth at Amboy Point (now Perth Amboy), Plainfield, Freehold, and wilderness areas of the Watchung Mountains. A second and third migration 1715 through 1750 brought Scots to Middlesex, Essex, Somerset, Hunterdon, and northern Burlington Morris, Sussex, and Salem counties.
     - In the early 1700s, Dutch-speaking French Huguenots settled in the Hackensack Valley of Bergen County and some in Monmouth County.
     - Germans started to settle in Bergen County in 1710. Later, German Lutherans followed the Raritan River through Monmouth and Somerset counties into northeastern Hunterdon County. A few Germans crossed over to New Jersey from Philadelphia and went to southern Hunterdon, Morris, and Sussex counties.
   - Distribute a map of the 21 counties of New Jersey as well as color crayons or pencils (red, blue, green, orange, purple, yellow and pink).
   - Color key to where early immigrants settled:
     - Swedish and Finnish settled in Cape May, Gloucester and Salem Counties. Stripe or color these counties RED.
     - Dutch settled in Bergen, Somerset and Northern Monmouth County. Stripe or color these areas BLUE.
o English Puritans settled in Union, Middlesex and Hunterdon Counties. Color or stripe these counties GREEN.

o English Quakers settled in Cape May County. Color or stripe this county ORANGE.

o Scottish settled in Essex, Union, Monmouth, Middlesex, Somerset, Hunterdon, Morris, Sussex, Mercer, Salem and northern Burlington Counties. Color or stripe these areas PURPLE.

o French Huguenots settled in Bergen and Monmouth Counties. Color these counties YELLOW.

o Germans settled in Bergen, Monmouth, Somerset and northeastern Hunterdon County. Color or stripe these areas PINK.

• After completing the map, ask students to use the map to discuss and draw conclusions about why early settlers came to New Jersey.
  o Early immigrants settled primarily along the New Jersey coast and the Delaware River to have the water resources to farm, fish, catch beaver and to travel.

• Some immigrant groups were small; others were large. Not everybody spoke English
  o By the time of the first census in 1790, just under 70% of the people living in New Jersey were of English background (including Irish, Scotch and Welsh).
  o Another 20 percent were of Dutch ancestry and 10 percent came from German states and surrounding countries like France, Austrian and Italian states).
  o Only 1 percent were of Swedish descent.

• Not all immigration was voluntary
  o The first U.S. Census in 1790 showed that of a total population of 184,139, there were 11,423 slaves in New Jersey
  o This was approximately 6% of the state’s population.

4. Critical Thinking Activity: Why did immigrants come to NJ and the U.S. as indentured servants?

• Review Vocabulary and Background:
  o Costs—weaknesses of alternative actions that can be taken
  o Benefits—strengths of alternative actions that can be taken
  o Opportunity Cost—value of the best alternative forgone (what you give up), in a situation in which a choice needs to be made between several mutually exclusive alternatives given limited resources
  o An indenture was a legal, written contract binding one party into the service of another for a specified term—usually five to seven years—in exchange for transportation and the prospects of a job and a new life in the American colonies.
  o The system of indenture and indentured servants was introduced in Colonial America (started by the Virginia Company in 1619) to meet the growing demand for cheap, plentiful labor in the colonies. Although the majority of indentured servants ended up in the tobacco fields of Virginia, some also came to New England and the Middle States, including New Jersey.
  o Indentured servants were provided with basic necessities such as food, clothing and lodging during their term of Indenture but they were not paid any wages. Unlike slaves, the Indentured servants from Europe could look forward to a release from bondage.

• Why do people move from one place to another? What do you give up when you move? What do you gain? Consider each of the four case studies and identify the costs and benefits of leaving their home country and moving to the colonies. (Indentured Servitude) Cut Handout 2 into four strips and give a strip to each student representing a person who is thinking about immigrating to America as an indentured servant. Have students consider the opportunity cost they would be giving up in order to immigrate to America and if you think the person described in the strip should immigrate as an indentured servant.
1. Patrick MacDonald believed there was little for him to do in Dundee, Scotland. He had lost his farm. His only work was intermittent farm work lasting a few weeks at one time. He had no money. His parents were aged and poor. One market day in the village, he heard men talking about opportunities to work on a farm in New Jersey. The work was difficult — clearing land. The indenture would last for four years.

2. William Schmidt felt he had been cheated out of his share of the family estate. His father had been a merchant of moderate means living in Dutch Bremen, Germany. William’s father had died. His mother, who remarried a man of less wealth, moved to Hamburg. Having little money left, William’s mother gave him some money but he soon spent nearly all of it. While in town, he was approached by a man who offered to buy him a mug of beer while they discussed signing a contract to go to work outside Philadelphia in New Jersey. The work was difficult — clearing land. The indenture would last for four years.

3. Mary Dubois lived in a small village outside of Rheims, France, a town northeast of Paris. Not much is known about her. She was an orphan. Her uncle, a farmer, took care of her until she reached age 14. She knew she had always been a burden for the family of eight children. There were few young men in the village, and she had no prospects for marriage. One day, while walking in Rheims’s town center, she was told by an agent of a shipowner about a Protestant family in New Jersey that wanted an indentured servant to sew, spin, knit and do other household chores. Room and board were to be provided for five years, at which point she would be released from the contract.

4. Tom Holyfield was a thief. His life began well enough. He grew up on a farm outside Blackpool, England. As the youngest male in the family, Tom stood no chance to inherit the farm. He was apprenticed at age 13 to a cooper — a maker of barrels. He worked for room and board on the promise that he would be trained as a cooper. But Tom grew impatient and fell in with a gang of thieves. It wasn’t long before he and his friends were caught. Found guilty of a felony, Tom could be hanged — or he could accept a contract to work as an indentured servant.

Adapted from Focus: Understanding Economics in U.S. History (Council for Economic Education)

5. Assessment: What influenced the decisions of individuals to become indentured servants?

- They wanted to start a life in the colonies and agreed to sign contracts
- They needed to escape religious persecution or were forced to go for other reasons
- They were unemployed or had no job prospects or were in debt or convicted of a crime and chose to emigrate rather than be in prison or without a job.

5. Reading and Writing Activity: 19th Century Irish and German Immigration

- Background:
  - Beginning in the 1840s, immigration to New Jersey increased dramatically. About 80 percent of these new arrivals were from Germany and the British Isles, primarily Ireland.
  - There were many reasons why these immigrants left their homeland to come to the United States.
  - For the Irish, the Potato Famine which lasted from 1845-1851, was the most common reason for them to leave. As the Irish farmers moved from their unproductive farms to overcrowded cities where they could not find employment, poverty pushed many to leave for decades afterwards.
  - For the German, most came to the United States for political freedom after the 1848 Revolution in the (not yet unified) German states and to avoid the economic hardship caused by the civil strife.
These new immigrants often faced discrimination in the United States as they supplied the needed manpower for the state’s growing industries in Newark, Jersey City, Paterson, Trenton and Camden.

- Review vocabulary: famine, overcrowding, civil unrest, political freedom, ethnicity
- Read Miss Bridie Chose a Shovel (Connor, 2004) about a young girl from Ireland who immigrates to America in the 1850s and begins her new life with the help of a common shovel. Why did so many Irish and Germans immigrate to the U.S. in the 1840-1880s?
  - Why did many of them settle in New Jersey during this time period?
  - What were some of the challenges that both faced during their journey to the United States?
- Assessment: Imagine you are an Irish or German immigrant who arrived in NJ in the 1840s. Write a letter to a friend who is planning to emigrate to NJ from Ireland or Germany. Explain the challenges you have faced and offer advice.
- Or read the booklets from the National Geographic Immigration series.
  - What were some of the challenges the Irish and German immigrants faced in the U.S. in the 1840s-1880s? They needed to find work and a place to live. Unlike the Irish, the Germans did not speak English. These new immigrants were discriminated against because of their religion, ethnicity, competition for work or “foreignness”.
  - What are some examples of culture that the Irish brought to the U.S.? St. Patrick’s Day, music, politicians, film actors. What are some examples of culture that the Germans brought to the U.S.? Santa Claus, kindergarten, hot dogs and hamburgers.

6. Ellis Island Primary Source Photo Activity

- Background
  - The Immigration Act of 1891 moved the burden of processing new immigrants from the states to the federal government and authorized the construction of an immigration facility at Ellis Island in New York Bay. The island, which was expanded with reclaimed land from dredging, is owned partially by the state of New York and partially by the state of New Jersey.
  - After the turn of the century, immigration to New Jersey was predominantly from central and southeastern Europe, particularly Italy. New Jersey also attracted large numbers of Poles, Russian Jews, Greeks, Czechs (Bohemia), Finns, Armenians, Hungarians, Latvians, and Lithuanians.
- What can we learn about immigration by looking at images?
- Divide the class into five groups and have each group look at one of the following photographs:
  - At Ellis Island, 1900 (Handout 3),
  - Landing at Ellis Island, 1902 (Handout 4),
  - Emigrants aboard ship to the “Land of Promise,” 1902 (Handout 5),
  - Immigrants on ship, S.S. Patricia, 1906 (Handout 6),
  - U.S Inspectors examining eyes of immigrants, Ellis Island, 1913 (Handout 7).
- What do the photos tell us about the experience of coming to America as an immigrant? Draw conclusions based on consideration of all five images.

7. Cultural Differences: 20th Century Immigration

Cultural Differences Activity: Read Molly’s Pilgrim and discuss:

- How would you imagine someone would feel with people laughing at him or her? Why?
- Where did Molly’s family come from? Russia)
- Why can’t they return home? If they went back, it would mean more persecution. Also Russian girls weren’t educated, they only learned how to keep house, cook, and sew.
- Why doesn’t Molly want her mother to speak to her teacher, Miss Stickley? What would you have done if you were in Molly's place?
• Have a student describe Molly's pilgrim doll. How does Molly react to the doll that her Mama made? (It looks like a picture of her mother taken as a young girl. Mama did that on purpose.)
• Why did Mama make the Pilgrim doll resemble her? If you were to make a pilgrim, would it be similar or different from Molly's doll?
• Compare the picture of the other children's dolls with Molly's. How was Molly's doll different? How do the class and Miss Stickley respond to Molly's Pilgrim?
• What does Molly mean when she says, “I've decided it takes all kinds of Pilgrims to make a Thanksgiving.”? How have Molly's feelings about Mama changed? What lessons can the class learn from Molly? Would you call Molly courageous?
• Have students discuss ways in which to make newcomers feel welcome.

8. How do immigrants become citizens?

• Explain how immigrants to the United States become citizens? See Handout 8.
• Do you think that it is important that immigrants learn English and learn about the history and government of the United States before they can become citizens?
• Speak with a relative, neighbor or friend who has come to New Jersey from another country to find out what motivated the person to immigrate, what challenges he or she faced in the United States and what benefits he or she has gained by immigrating to New Jersey. Summarize your findings in an essay, report, videotape or oral history.

9. Ancestry Project

• Have children interview their parents about their ethnic background and
• Research to create a doll wearing a native costume from the country their ancestors came from.
• Or have students create a family tree.
• Or have students do research on ethnic foods and with parental help prepare and serve an ethnic meal containing dishes from different ethnic backgrounds to the whole class. Combine recipes into a cookbook for all members of the class.
• Or have students do research on holidays unique to the country from where their ancestor came from and present their information orally to the class.

Assessment

• Using images, data, stories or other visual or printed materials students explain why people from many countries have immigrated to New Jersey.
• Ask students to identify a situation in their lives when they met individuals with a different culture that conflicted with theirs (e.g., differing religious days) and to explain how they dealt with the situation.
• In a short essay, explain why it is important to understand the perspectives of the many cultures in New Jersey.

Extension

• Visit Ellis Island, take a class tour and see the exhibits. Have students try to find their ancestors.
• Visit a colonial home or farm in New Jersey, such as:
  o The New Sweden Farmstead Museum in Bridgeton, NJ
  o The Robinson Plantation House, built around 1690 in Clark, Union County
  o The Dutch-style Steuben House, built in 1695, in River Edge, Bergen County
  o The British-style Hancock House, built in 1735, in Lower Alloways Creek, Salem County
- The Cornelius Low House, a Georgian mansion built by a wealthy Dutch merchant in 1741, in Piscataway, Middlesex County.
- Visit the Vanderveer House, a Federal style home in 1779 in Bedminster Township, Somerset County.
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At Ellis Island, 1900
LC-B2-5338
Emigrants aboard ship to the “Land of Promise,” 1902
LC-USZ62-7307
Black and White photo of Immigrants on ship, S.S. *Patricia*, 1906

(The ship is getting ready to land so everybody is on the top deck)
U.S. Inspectors examining eyes of immigrants, Ellis Island, 1913
LC-USZ62-7386
What is a citizen?

A citizen is a member of an official political body, such as a nation or state.

How do you become a citizen?

You are a citizen of the United States if you are born here or if your parents are United States citizens.

But what if your family immigrates to the United States, how do you become a citizen?

If you immigrate to the United States, you can become a citizen through the process called “naturalization.” It requires that you provide information about your background and take an English test and a civics test.

Why do you think the United States requires a naturalization test?

Do you think that it is important that immigrants learn English and learn about the history and government of the United States before they can become citizens?