

Video 7: Movement of People

Featuring Dr. Kathleen Lopez, Rutgers University, Department of Latino and Caribbean Studies and History

New Jersey is one of the most diverse and densely populated states in our nation, but how did it get there? In [The Movement of People](#), Dr. Lopez explores the migration of people in and out of the state throughout its history.*

**The term “immigrant communities” used in this lesson plan to refer to people who came to and reside in the United States since its founding, who were not originally U.S. citizens at birth. We acknowledge however, that what is called the U.S. today was historically the home of numerous Indigenous communities and cultures, and that all people who came to this land, unless forcefully displaced and put into bondage under slavery, are essentially immigrants to an Indigenous nation/s.*

Key Concepts & Case Studies

- New Jersey and the birth of a nation of “immigrants and enslaved people” [01:57 - 09:50]
- New Jersey in the age of mass migration [09:51 - 20:58]
- New Jersey’s global routes [20:59 -35:10]

New Jersey Student Learning Standards

Grades 6-8

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Grades 9-12

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.

6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.

6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

6.1.12.HistoryCA.11.a: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.

6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.

6.1.12.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

Review Questions

1. The U.S., in comparison to other nations, is often called, “A nation of immigrants...” It is important to note however, that not all those who came to the U.S. did so as immigrants. And it does not account for the indigenous people who lived in and were displaced by “settlers,” in what is today called the United States. Based on what you’ve learned in the “A Bundles of Silence,” series, how did different cultural/ethnic/racial groups come to the U.S.? Was it always willingly, for opportunity or for other reasons? Once here, why did some groups migrate within the U.S.?
2. Dr. Lopez states, “New Jersey is home to one of the most diverse and mobile populations in the country.” Identify reasons why immigrants came to New Jersey over history - geographic, economic, cultural, other? Why do immigrants come to New Jersey today?
3. What limited opportunities for advancement did free Black Americans have in New Jersey? Where and how did Black Americans find opportunities elsewhere?
4. How did ethnic, religious, linguistic, and racial groups develop an American identity, preserve their traditional culture, and form common bonds?
5. Beginning in the 1880s, mass immigration was driven by pressures in the homeland and demands created by the Industrial Revolution. What were these forces? Why did many immigrants come to New Jersey?
6. Dr. Lopez discusses the circumstances of Chinese and later Japanese Peruvians arrival in New Jersey, which is unlike other immigration narratives. How and why?
7. What was the Great Migration and how did this impact New Jersey? Consider economics, sociology, legislation, and other factors that occurred.
8. Who came to New Jersey after 1924 and under what circumstances? What other refugees have come to NJ in more recent times and under similar circumstances?
9. How have Puerto Rican and more recently, Southeast Asian Americans created their place in New Jersey? Compare and contrast their experience with earlier immigrants.

Activities

1. Create a profile of your community using the [U.S. Census](#). Type your town and state into the search bar and click your town on the map to see a profile of your town. Note the facts on race and ethnicity, ancestry, education, careers, housing, and families in your town. Are there any facts that surprise you? Has this profile impacted your perspective of your town?
2. Research one immigrant group of your choosing. Using examples provided by Dr. Lopez and others, create a timeline of that group's history of coming to and settling in New Jersey. Be sure to address when this immigrant group came to the US, why they came, where they settled, and how they supported themselves and grew their community. Compare the experiences of your immigrant group with other groups that your classmates have researched. How are their experiences similar? Did one group fare better or worse than others in the United States and/or in New Jersey? Are there problems that still affect these immigrant groups today? Are they still considered "immigrants," or are they considered, "American?"
3. Interview family or neighbors who have lived for two or three generations in the United States. How have their family's experiences in the U.S. differed from one generation to another? Compare and contrast these experiences with Dr. Lopez's discussion of immigrants over the centuries.

Note for teachers: Both activities can be done as a jigsaw activity with groups of students researching one immigrant group and then meeting in expert groups and reporting back to their group to compare several immigrant groups' experiences.

Resources

National Archives. Immigrant Records at the National Archives.
<https://www.archives.gov/research/immigration>

National Park Service. How to Trace Your Immigrant Ancestors- Getting Started. <https://www.nps.gov/elis/learn/historyculture/trace-ancestors.htm>

Castle Garden. <http://castlegarden.org/>

The Statue of Liberty: Ellis Island Foundation, Inc.
<https://www.statueofliberty.org/statue-of-liberty/>

A Bundle of Silences:
Reimagining Interpretative Approaches to the Past



Family Search. <https://www.familysearch.org/en/>

Ancestry Free Index Collections

https://www.ancestry.com/search/categories/freeindexacom/?clickref=1100liSLDPZx&o_lid=0110014aiC&o_sch=Affiliate%2BExternal&o_xid=0110014ai