The Builders of Ulster County

A Curriculum on the History of Immigration

by Susan Stessin-Cohn

with an introduction by Dr. Rose Rudnitski

Table of Contents

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Introduction i

Acknowledgments iii

The New York State Social Studies Standards iv

Lesson 1 - Word Webs 1

Lesson 2 – The First Wave 2

Census Data Chart 3

Student Activity Sheet 2 4

Lesson 3 – The Irish Potato Famine 5

Student Activity Sheet 3 7

Lesson 4 – Arrival at Castle Garden 8

Harper's Weekly Newspaper 11

Harper's Illustration of Castle Garden 12

Student Activity Sheet 4 13

Lesson 5 – Next Stop, the Rondout & Beyond 14

Census Sheet 15

Census Sheet 16

Census Sheet 17

Student Activity Sheet 5 18

Lesson 6 – Emmanuel Sampson 19

Commemorative Biographical Record 21

Naturalization Paper 22

1855 Census 23

1870 Census 24

Photo and Receipt 26

Rondout Area 1880 27

Data Wheel Template 28

Lesson 7 – From the D & H Canal to the Cement Mines 29

Pullout Lawrenceville Cement Illustration 32

Pullout Map of Lawrenceville 33

Student Activity Sheet 7a 34

Student Activity Sheet 7b 35

Lesson 8 – Newark Lime & Cement Company 36

Student Activity Sheet 8 37

Lesson 9 – Attitudes Towards the New Immigrants 38

Student Activity Sheet 9 39

Lesson 10 – The Wretched Road to the Poorhouse 40

Student Activity Sheet 10 42

Lesson 11 – Immigration Legislation 44

Lesson 12 – The Next Wave 46

Student Activity Sheet 12 47

Lesson 13 – Reading Between the Lines 48

Student Photo Activity Sheet 13a 50

Newspaper Clippings 51

Student Activity Sheet 13b 55

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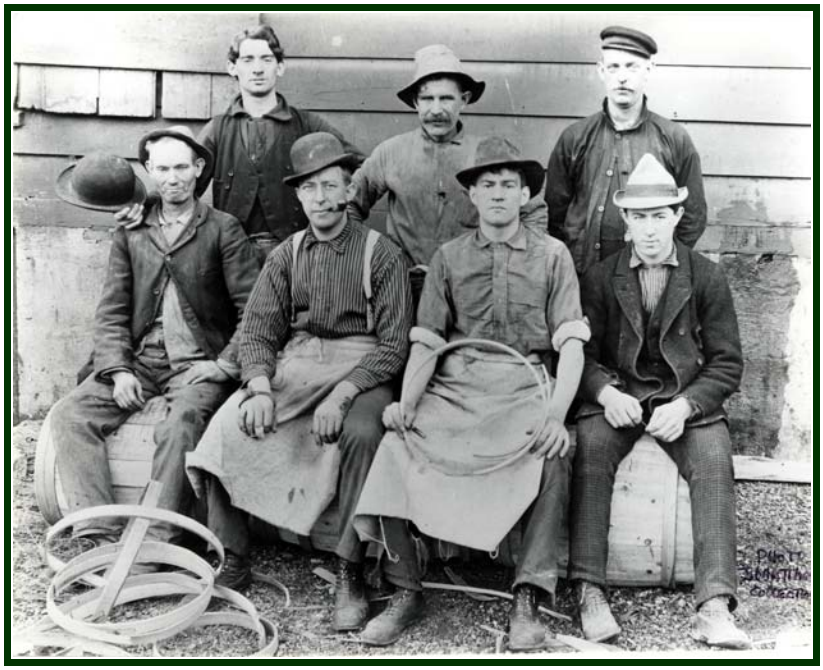
Lesson 14 – Water for a Thirsty City 56
1910 Town of Olive Census 59
Student Activity Sheet 14- Discussion Web 60
Lesson 15 – The Naturalization Proceeding 61
Naturalization Document – Magdalena Yerger 62
Naturalization Document – Frank Fiumefreddo 63
Naturalization Document - Jenny Toe 66
Student Activity Sheet 15 68
1992 Naturalization Program 69
Lesson 16 – Lady Liberty 70
Declaration of Intention Detail 1840 72
Certificate of Notice Detail 1899 73
Certificate of Notice Detail 1904 74
Student Activity Sheet 16a 75
Student Activity Sheet 16b - Venn Diagram 76
Lesson 17 – The Cable Act 77
Petition for Citizenship for Guiseppe Gagliardi 79
Application To Take Oath Of Allegiance for Agnes 80
Student Activity Sheet 17 81
Lesson 18 – Women in Ulster County 83
Student Activity Sheet 18 84
Culminating Activity 85
Bibliography 86



Coopers at Newark Lime & Cement Co., Kingston, NY
c. 1900
Courtesy of Jack F. Matthews Collection

Introduction

by Dr. Rose Rudnitski

Immigration is not only important to our country's history; recent demographic statistics show that our future population growth will come from immigration and not from native birth. Immigration deserves its prime place in our social studies curriculum; yet the social studies are being pushed aside in the curriculum by No Child Left Behind's heavy emphasis on testing in English Language Arts (ELA) and Mathematics, leaving our children's civic and character education to fend for the brief periods of instructional time that many elementary classrooms can allot to them after focusing on the tested subjects through which schools are judged.

- This curriculum addresses the need to study immigration while developing ELA and mathematical skills in real contexts. Students use real documents to follow not only the collective history of the region, but also the unique journeys of individual people who came to this area seeking a better life. Literacy and analytical skills are developed using documents and records that students might encounter in life – and life is not divided into subjects. Charts and graphs that help with the 5th and 8th grade assessments are applied in deciphering the stories of people who lived in our region. All the activities are conducive to small groups and partner work, reflecting the real world experience of working cooperatively.
- The focus on local immigration and the stories of people in places with familiar names like Kingston and Gardiner grabs the students' interest. These stories happened here. These people lived and worked here. Their neighbors sometimes misunderstood them or they experienced prejudice and stereotyping. Some were not even considered important enough to include in the records. For instance, it was quite difficult to find records on women. These are issues that students need to discuss not only because they are part of our history, but because they are issues today in Ulster County just as much as they were in the past. Through this curriculum, students become historians, doing exactly what historians do – searching through documents that remain from the past, analyzing them, and trying to make sense of the puzzle they present. It is fascinating work, and as they delve deeper into it, they develop empathy for the people who were just names on paper. Character education does not have to come from separate character curricula that are disconnected from the students' lives and studies; it can be infused as it is here.

- This curriculum wastes no classroom time. Written with the New York State Social Studies tests in mind, it is built on the NYS Learning Standards and does not diverge from knowledge, skills and dispositions that help them to achieve high scores on tests while it emphasizes the interesting and personal stories that children and adolescents enjoy.
- Experiencing this curriculum will help students do well on the tests, but it by no means limits their creativity. It enhances their higher level reasoning skills with activities that require analysis, interpretation, and evaluation. There are many instances in which there is not a right or wrong answer, but an interpretation that requires justification. It also addresses different modalities and learning styles.

I urge you to try this curriculum and let us know what you think. What was good? What needs to be improved? The best went into this work, but now it is up to you to make it and the people whose stories are contained in it come alive for your students as they came alive for us.

Acknowledgements

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Susan Stessin-Cohn
2006

New York State Elementary Learning Standards for Social Studies

Standards ***Lessons***

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Standard 1: The History of the US and NY ***Key Idea 1*** • PI - Know the roots of American culture and the ways different people played a role in creating it.			✔		✔	✔	✔	✔		✔		✔	✔		✔	✔	✔	✔
Key Idea 2 • PI - Distinguish between near and distant past.		✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Key Idea 3 • PI - Gather and organize information about the important accomplishments of individuals and groups, including Native America Indians, living in their neighborhoods and communities.					✔	✔	✔	✔					✔				✔	✔
Key Idea 4 • PI - Consider different interpretations of key events and/or issues in history and understand the differences in these accounts. • PI – Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities and State. • PI – View historic events through the eyes of those who were there.			✔ ✔	✔ ✔ ✔	 ✔ ✔	✔ ✔ ✔	 ✔		✔ ✔ ✔	✔ ✔ ✔			✔ ✔ ✔	✔ ✔ ✔				
Standard 2: World History ***Key Idea 1*** • PI – Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop.			✔	✔							✔							
Key Idea 3 • PI - Interpret and analyze documents and artifacts related to significant developments and events in world history.		✔	✔	✔	✔					✔		✔				✔		
Key Idea 4 • PI– Consider different interpretations of key events and developments in world history and understand the differences in these accounts. • PI – View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.			✔							 ✔						 ✔		

New York State Elementary Learning Standards for Social Studies

Standards ***Lessons***

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Standard 3: Geography ***Key Idea 1*** • PI – Study about how people live, work, and utilize natural resources. • PI - Locate places within the community.					✔	✔	✔ ✔	✔					✔	✔			✔	
Key Idea 2 • PI - Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994).			✔				✔							✔				
Standard 4: Economics ***Key Idea 1*** • PI – Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.				✔	✔		✔	✔			✔		✔	✔				
Standard 5 : Civics, Citizenship, and Government ***Key Idea 1*** • PI – Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice.	✔										✔				✔	✔		✔
Key Idea 2 • PI - Show a willingness to consider other points of view before drawing conclusions or making judgments. • PI - Suggest alternative solutions or courses of action to hypothetical or historic problems.		✔		✔					✔			✔	✔ ✔					

Lesson 1–Word Webs

Objective - Students will:

- work in small groups to create a word web of terms pertaining to immigration.

Materials

- Dictionaries

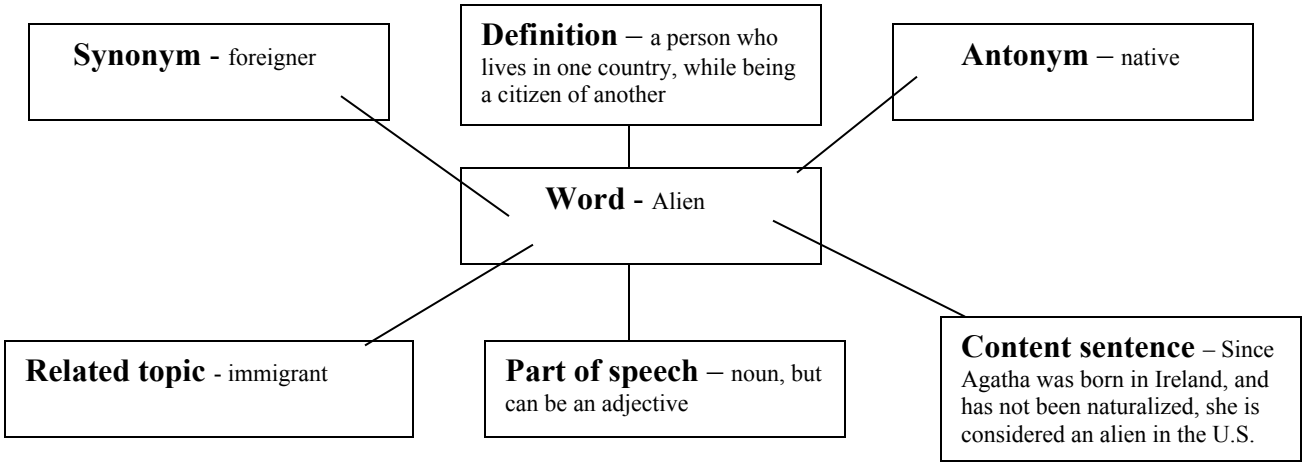
Background Information

The following terms and their definitions are important to the understanding of a curriculum on immigration:

- *Immigration* - to come into a country of which one is not a native to live.
- *Voluntary* - made, done, given, or acting of one's own free will.
- *Involuntary* - not done willingly or on purpose.
- *Emigration* - to leave a country or region to settle in another, Immigrate comes from the Latin word meaning "to move in" and emigrate come from a related Latin word meaning "to move out."
- *Colonization* - to found a colony (a group of people who settle in a distant land but remain citizens of their native country).
- *Citizen* - a person who is an official member of a political body, such as a country. A person can become a citizen of the United States by being born there or by being given citizenship by the government.
- *Indigenous* - having originated in and being produced, growing, living, or occurring naturally in a particular region or environment.

Teaching Sequence

1. Word Web
   a. Model a vocabulary building strategy, using the term alien as an example. Divide the class into six groups. Each group will be given one of the following terms: immigration, voluntary, involuntary, emigration, colonization, indigenous, and allowed ten to fifteen minutes to fill in their word web using the same model as the class previously used. Students will take notes as each group presents their web.
   b. Discuss the difference between voluntary and involuntary immigration. Point out that an estimated 10 million Africans were forced from their homeland and brought to the Americas on "slave ships".



Lesson 2– The First Wave (1845 – 1855)

Objectives - Students will:

- analyze information from the 1845 and 1855 NYS Census,
- predict why certain immigrants immigrated to the U.S.

Materials

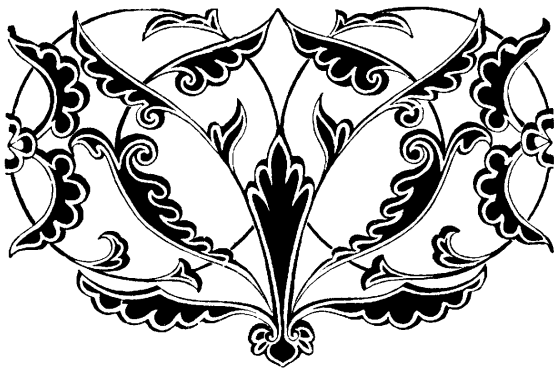
- Census Data Sheet
- Student Activity Sheet 2

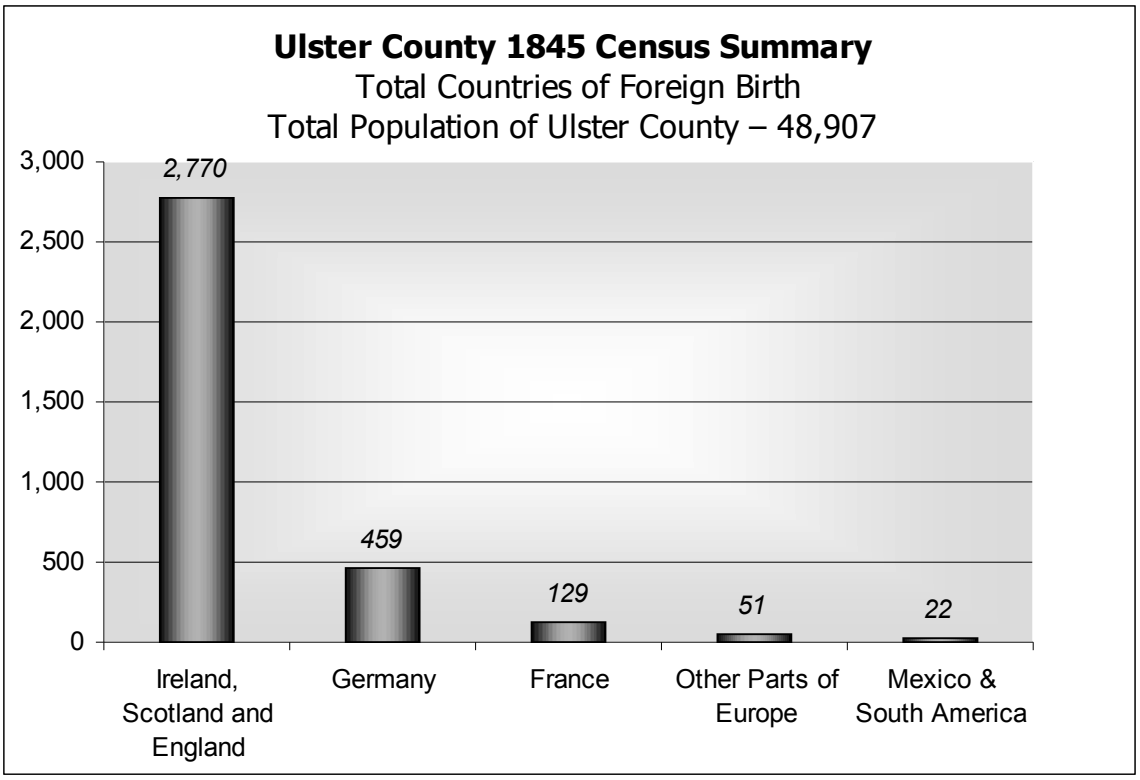
Background Information

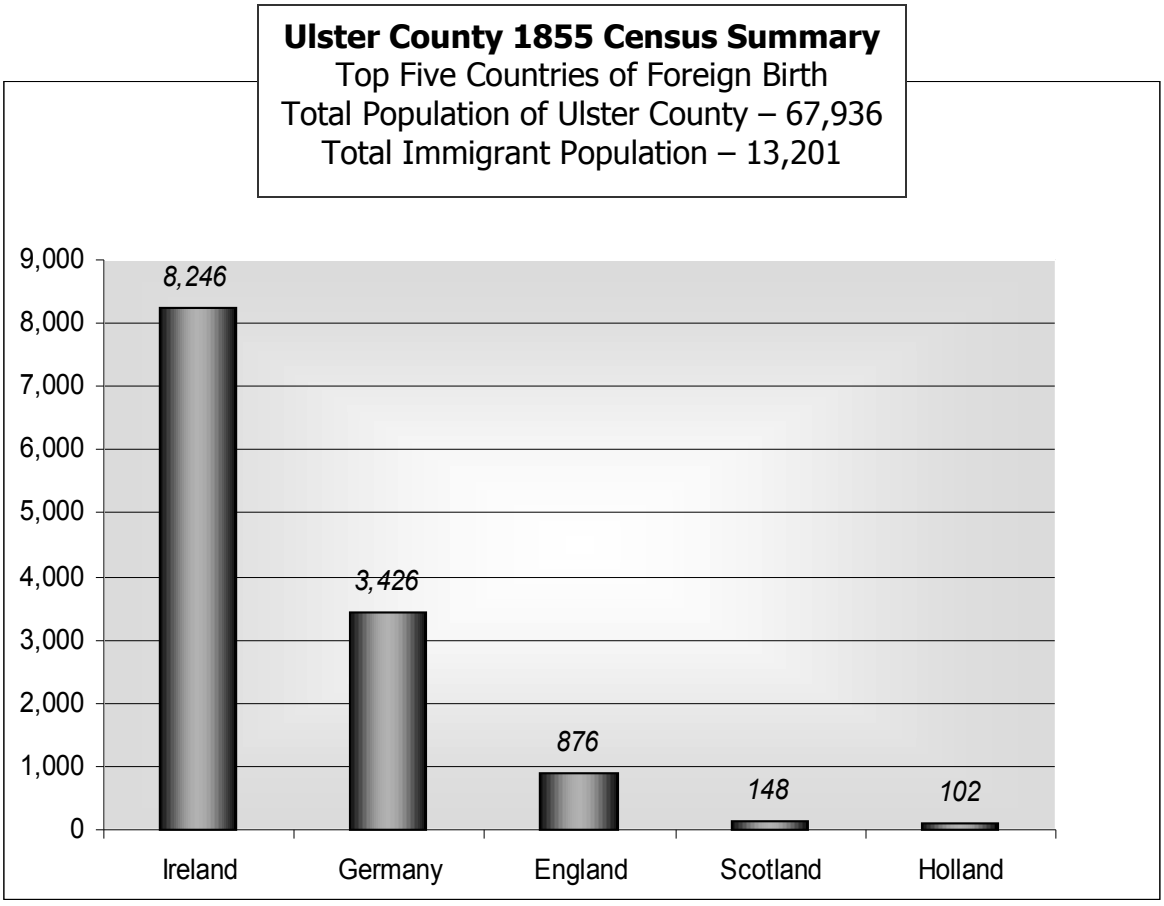
Several years after the colonists declared their independence from England, our new government created a constitution that required conducting a census of all "Persons...excluding Indians not taxed" be conducted to determine the collection of taxes and the appropriation of seats in the House of Representatives. From 1790 until the present, the federal government has conducted a census every ten years. New York State conducted its own census every ten years beginning in 1825 up until 1875. They also took a census in 1892; then every ten years from 1905 to 1925. Many of these early census records have been lost or destroyed. No information was taken as to a person's country of birth until the 1845 NYS Census.

Teaching Sequence

1. Interpreting information from the census
   a. Explain why and when censuses were first introduced in the United States. Remind students that the last federal census was taken in 2000. Explain that the information on these two charts was taken from the 1845 and 1855 NYS Census.
   b. Distribute the Census Data Sheet and the accompanying Activity Sheet #2 to each pair of students. After the students complete their sheets, call on speakers to discuss their findings. This activity will lead into the question: Why did immigrants come to this county?




Ulster County 1845 Census Summary
Total Countries of Foreign Birth
Total Population of Ulster County – 48,907
3,000
2,500
2,000
1,500
1,000
500
0
2,770
459
129
51
22
Ireland, Scotland and England
Germany
France
Other Parts of Europe
Mexico & South America


Ulster County 1855 Census Summary
Top Five Countries of Foreign Birth
Total Population of Ulster County – 67,936
Total Immigrant Population – 13,201
9,000
8,000
7,000
6,000
5,000
4,000
3,000
2,000
1,000
0
8,246
3,426
876
148
102
Ireland
Germany
England
Scotland
Holland

Activity Sheet 2

1845 and 1855 NYS Census

Name/s _____

1. Use the information from the 1845 and 1855 Census Summaries to fill in the following charts:

Total Population of Ulster County in 1845	Total Population in Ulster County in 1855	Total Immigrant Population in Ulster County in 1845	Total Immigrant Population in Ulster County in 1855

2. The 1845 Census Summary lists several countries as well as continents of foreign birth. Fill in the chart with the names of the six countries listed.

1845 Countries of Foreign Birth	

3. The 1855 Census Summary only lists the top five countries of birth. Fill in the chart with the names of those five countries. Place a check next to the countries that appear on both the 1845 and 1855 Census Summaries.

1855 Top Countries of Foreign Birth	

4. How many immigrants from England, Scotland and Ireland came to Ulster County in 1845? In 1855?

Total Immigrants in 1845	Total Immigrants in 1855

5. How many more immigrants came to live in Ulster County in 1855 than 1845? Why do you think this change occurred?

_____

_____

_____

_____

Lesson 3– The Irish Potato Famine of 1846

Objectives - Students will:

- determine the reasons why Irish citizens immigrated to the US,
- examine an 1847 newspaper clipping and infer New Yorkers' opinions of the new immigrants,
- create a cause and effect chart,
- write a letter to a New York newspaper describing the conditions in a town in Ireland.

Materials

- Student Activity Sheet 3 – New York Sun

Background Information

During the winter of 1845-1846 a severe blight struck the Irish Potato crop. Potatoes, the staple of the Irish diet as well as a means of barter and paying rent, turned black and rotted in the ground. Those that ate the rotted produce became ill, spreading diseases such as cholera and typhus. Without potatoes to pay their landlords, peasants were evicted with no means of sustenance. Thousands crowded into "workhouses", but found no relief. In order to survive, there was only one choice. Leave Ireland!

DESTITUTION IN IRELAND. — FAILURE OF THE POTATO CROP.

In the six weeks it took to cross the Atlantic Ocean, thousands of Irish died of dysentery, typhus and malnutrition. In one year alone, 1847, more than 40,000 Irish immigrants died aboard ships. Between 1846 and 1851 more than one million Irish immigrated to the United States and Canada. The majority that came to the United States (75%), landed in New York City. In the year 1847 alone, approximately 52,000 Irish landed in NYC. Germans were the only immigrant group to top this number, with 53,000 immigrants arriving that same year.

By the time the Famine had ended, the population of Ireland had dropped from eight million to five million. Many have blamed Great Britain for their role in this famine, charging them with indifference to the suffering and starvation that occurred under their reign.

Teaching Sequence

1. Understanding the Famine
   a. Lead a discussion on the Irish Potato Famine, describing the hardships faced by Irish peasants. Define blight, a disease that withers and destroys plants, and explain how the potato was the staple for the Irish diet.
2. Reading a newspaper excerpt
   a. Distribute Activity Sheet 3. Allow students time to read the quote and answer the questions.
   b. Have volunteers read their responses to the class.

Extension Activities

- Create a cause and effect chart.

Cause	Effect
Potato blight	
Poverty	
Immigration	
Life in United States	

- Students write an editorial to a New York newspaper describing the conditions in your town in Ireland. (Students need to look at a map of Ireland and choose a real town)

- Students research diseases that many immigrants contracted such as
    - "ship fever" – also known as typhus
    - dysentery
    - cholera
    - malnutrition

- Read the quote:

    "*Ireland is in your hands, in your power. If you do not save her, she cannot save herself. I solemnly call upon you to recollect that I predict with the sincerest conviction that a quarter of her population will perish unless you come to her relief."*

    - Daniel O'Connell to the British House of Commons, 1847.

    Ask students to write what they think the quote means. Did Mr. O'Connell's prediction come true?

Vocabulary

paupers – very poor people.

melancholy – sad, gloomy

cargo – the freight carried by a ship or plane

miseries – great pain or distress

to and fro – from one place to another

Activity Sheet 3

New York Sun

Between Decks in an Emigrant Ship –
"Feeding Time: A Sketch from Life" Harper's Weekly

The following newspaper clipping written in 1847, describes the conditions aboard a passenger ship arriving in New York from Ireland.

Excerpt from May 19, 1847 *Cork Examiner*

SUFFERINGS OF EMIGRANTS IN NEW YORK—The paupers who have recently arrived from Europe give a most melancholy account of their sufferings. Upwards of eighty individuals, almost dead with the ship fever, were landed from one ship alone, while twenty-seven of the cargo died on the passage, and were thrown into the sea. They were one hundred days tossing to and fro upon the ocean, and for the last twenty days their only food consisted of a few ounces of meal per day, and their only water was obtained from the clouds.

The miseries which these people suffer are brought upon themselves, for they have no business to leave their country without at least a sufficient quantity of food to feed them while making the passage. —*New York Sun*

1. Based on this document and what you have learned about the famine, why are the passengers in this ship called paupers? _____
_____
_____
_____

2. How many passengers were aboard this ship when they first set sail from Europe? How do you know this? _____
_____
_____

3. How long was this ship at sea? _____

4. How long did the passengers go with little food and only rainwater to drink? _____
Why do you think this happened? _____
_____
_____
_____

5. What does the writer of this article feel about Irish immigration? _____
_____
_____
_____
_____

Lesson 4– Arrival at Castle Garden

Objectives - Students will:

- analyze and interpret information from an 1865 newspaper article,
- view an etching of Castle Garden,
- compare a description of Castle Garden given in a newspaper article to an etching of this immigration center.

Materials

- Harpers Weekly Newspaper, *New York Emigrant Depot*
- Illustration of Castle Garden
- Student Activity Sheet 4

The above June 26, 1858 Harper's Weekly sketch depicts Castle Garden in 1858, two and a half years after it had been transformed from a concert center to an immigration station. Castle Garden is the island located on the bottom left of the sketch.

Background Information

Castle Garden, first called the Southwest Battery, was located in lower Manhattan, at the present site of Battery Park. The construction began in 1808, as a fort to defend New York at the time of the War of 1812. After its completion in 1811, the fort stood ready for warfare, but was never fired upon or used. In 1817, the fort was renamed Castle Clinton after DeWitt Clinton, Mayor and Governor of New York. In 1824, the structure was leased to the City of New York and renamed Castle Garden. It was to be used as an entertainment center and resort for the public. A period newspaper described the interior as "a fanciful garden, tastefully ornamented with shrubs and flowers." It was the ideal location for band concerts, fireworks, scientific expositions and concerts. During the 1840's, a roof was placed over the structure, permitting operas and other more serious forms of entertainment to be held. On August 3, 1855, Castle Garden was reopened, this time as an immigrant depot under lease from New York State. More than eight million people traveled through the gates of Castle Garden to gain entrance to the United States. Prior to the opening of Castle Garden, immigrants were discharged on the wharves of NYC, leaving them to fend for themselves in an unfamiliar environment. They often fell prey to thieves and con men who took advantage of these new arrivals. When Castle Garden was reopened, new procedures were used to protect and keep track of newly arrived immigrants. The interior housed clerks, who noted information on each newly arriving person, a physician, who checked on the health of the immigrant and a labor representative, who would try to help immigrants find employment. Castle Garden was in operation for 30 years until it closed its door in 1890, making way for the new and more modern, Ellis Island.

The following excerpt was taken from the February 26th, 1858 edition of Harper's Weekly, from the article titled, EMIGRANTS, AND EMIGRANT LIFE. It shares a glimpse into the plight of immigrants before immigration centers, such as Castle Garden were set up.

From the hour of his departure to the hour of his settlement on his final resting-place, the emigrant is a prey to human vultures. At the great ports where emigrants embark in the Old World—Liverpool, Limerick, Glasgow, Belfast, Bremen, Amsterdam, Havre—a brood of hungry rascals earn a fat livelihood by cheating them. Some are tricked into purchasing spurious tickets; others are duped into the acquisition of worthless stores; many are robbed outright. The most fortunate are they who simply pay a bonus to the sharks for tickets which are good, certainly, but which are sold at an advance over their proper cost. The business is most profitable at Liverpool—which is the largest emigrant depot of the Old World—and the chief dupes are the Irish, Englishmen, Scotch-men, Germans, possess a native shrewdness which often protects them against sharpers. The expatriated Irish cotter falls an easy prey to the first ensnarer he meets. There is a firm in Liverpool— they are rich merchants now—which has carried on the business of swindling Irish emigrants systematically for years. They have had a house in New York and New Orleans; boarding-houses in both these places and in Liverpool; runners not only in the United States and in the port of embarkation (sic) in England, but in every emigration district in Ireland. For years this firm has pursued the policy of deliberately fleecing emigrants. It rarely wastes time on the poorer classes, such as those which are shipped by Unions or landlords; but it hardly ever lets an emigrant of the better class out of its clutches till he has parted with his last dollar. Once on board ship, and the cruel parting with friends over, the emigrant falls prey to a new class of masters, the sailors. Enough has been printed about the trials to which young emigrant girls are subject. Both sexes, and all ages, are the victims of a tyranny which is none the less grinding because nautical discipline may justify or excuse it. At sailing, the steerage passengers are mustered, and the emigrant learns—from the blows and jeers of the mate and crew—that he is "under authority." The whole passage confirms this first impression. Sailors interfere with his feeding, his sleeping, and his exercise. If he be ill—as in most cases he is—his sufferings provoke jibes, where they do not lead to violent correction, from the officer of the watch. He may die if he choose, but he must not soil the purity of the deck or the steerage. To cook his food properly, he must fight manfully. To protect his wife and daughters, he must unite imposing strength with unusual courage. To resist the brutality of the crew, he must share their pugnacity, and surpass them in shrewdness.

At last the voyage is over, and the emigrant lands on American soil. In olden time his condition at this stage in his fortunes was truly pitiable. Federal, State, and municipal authorities regarded him with as much indifference as if he had been a bale of cheap goods. Scoundrels of the very lowest calibre—emigrant runners—seized him, and made him their own. If he had any money, they robbed him of it. If he had a pretty wife or daughters, they stole them too, if they could. If he had neither money nor daughters, they merely took his luggage. It was well for him if, after having been robbed of all he had, he was not beaten to death, or entrapped into committing crimes which transferred him almost directly from the emigrant vessel to Blackwell's Island or the State Prison. His betrayers were of his own kith and kin. The easiest emigrants to rob were the Irish; and the majority of emigrant runners belonged to the same race. The brogue was part of their capital in trade.

This is ancient history now. A few years ago, the railways of this State grew jealous of emigrant runners, and proposed to monopolize the business. With the aid of certain politicians, they established an emigrant depot at Castle Garden, in the city of New York, where immigrants are now landed, and whence they are forwarded to their destination. Into this depot the old class of robbers known as runners are not openly permitted to enter. It is a vast improvement on the old system; though whether it be itself tainted with

corruption appears to be matter of debate.

There seems to be some doubt whether European emigration to the United States will continue. Of late years it has greatly fallen off. This year it will not, most probably, amount to one-third what it was a few years since. Germany has thrown off its surplus. Ireland has got rid of its starving thousands, and there is more elbow-room for those who remain behind. Until some convulsion disturb peaceful trade and industry in Europe, there is no reason to suppose that immigrants will flow into the United States at the same rate as formerly; though, so long as we have vacant lands and political privileges to offer, we can hardly fail to levy a large percentage upon the increase of the European people.

Information on Harpers Weekly Newspapers

"Fletcher Harper published the first issue of *Harper's Weekly* on January 3, 1857. Harper's was aimed at the middle and upper socio-economic classes, and tried not to print anything that it considered unfit for the entire family to read. In addition to the importance of illustrations and cartoons by artists like Winslow Homer and Thomas Nast, the paper's editorials played a significant role in shaping and reflecting public opinion from the start of the Civil War to the end of the century."

- *John Adler, Publisher of Harpersweek.com.*

Teaching Sequence

1. Interpreting a Newspaper Clipping
    a. Explain the history of Castle Garden to the class.
    b. Distribute or read aloud the newspaper clipping, *New York Emigrant Depot.*
    c. Ask students the following questions:
        - Why do you think it was so important for an immigrant center to be opened in New York City?
        - Why was it so dangerous for immigrants to just get off the boat?
        - Why do you think the sick were taken to Ward's Island?
        - Do you think that was necessary?
        - What year did the most immigrants arrive at Castle Garden? How many arrived?
        - Which country sent the most immigrants to New York? What other countries sent large numbers of immigrants?
2. Interpreting a Visual Record
    a. Distribute the Document Packet Sheet 4 (Illustration of Castle Garden) and Activity Sheet 4.
    b. Instruct students to use the illustration to answer the questions on the Activity Sheet.

Extension Activity

- Ask students to write an editorial for a local period newspaper taking the voice of a newly arrived immigrant describing his/her first few days in New York.
- Students create a *tableau*, or a still scene. They work in groups of 4-6 and recreate a dramatic scene depicting immigrants onboard a ship bound for New York or upon their arrival in NYC.

Harpers Weekly Newspaper
Sept. 2, 1865

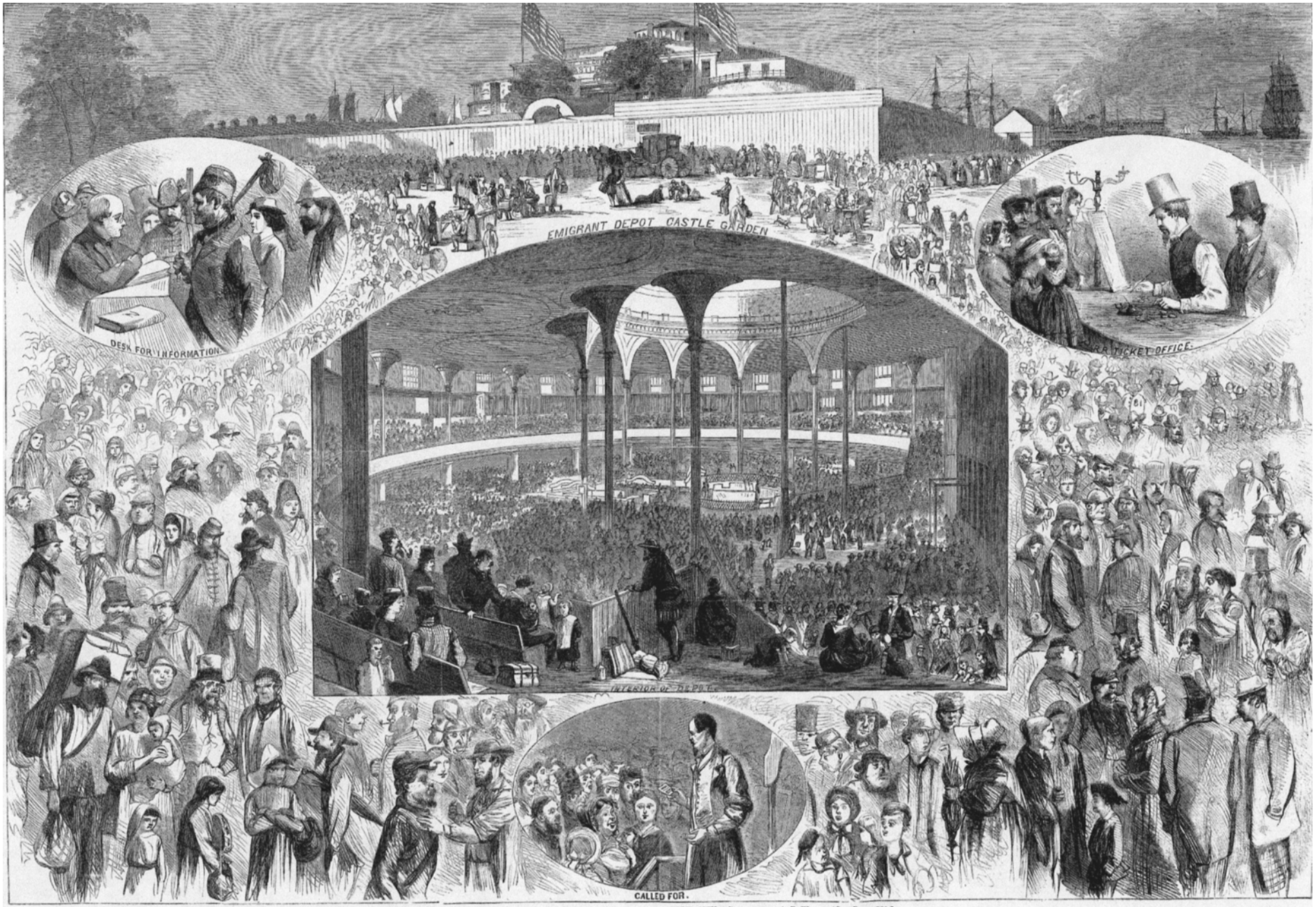
NEW YORK EMIGRANT DEPOT.

Castle Garden, at the Battery, was formerly a theatre. It was leased by the Commissioners of Emigration in 1855 and converted into an emigrant depot. Up to that time the newly-arriving emigrants were victimized without mercy by thieves and scoundrels. The Garden has remedied the old evil, and has for ten years afforded a haven of security to emigrants. The benefits of the depot are numerous, both to emigrants and to the other parties concerned. Besides having a place of safety for the landing of his effects the emigrant is also relieved from the extortion of runners and of the sellers of bogus railway tickets. There is an office connected with the depot where tickets may be bought at the lowest rates directly from the various transporting companies. If the emigrant desires to stay in the city his baggage is transported for him to the desired locality. The depot also affords facilities for relieving the emigrant ship immediately of its passengers, which is a great convenience to shippers.

Mr. *Bernard Casserly* is the chief agent and superintendent of the depot, and is assisted by an efficient staff of clerks. Among the sub-departments of the establishment is an inquiry department, where parties call for friends who have arrived, and where they have to satisfy the officer in charge that they are not impostors. The sick, to the number of about ten every day, are sent to Ward's Island. There is an intelligence-office at the garden, where citizens may procure male or female help. There is also a letter-writing department, where the emigrants can write to their friends or have letters written for them.

Since 1847 about three million emigrants have arrived at this port. Last year the number of these was 182,916, being an increase of 30,000 over the previous year. The largest number on record is 319,223—the number of arrivals in 1854. If we take the number of emigrants arriving at this port in 1864 we shall find that 90,000 were from Ireland, nearly 60,000 from Germany, and about 24,000 from England. These three countries are the main sources of emigration. The prospect is that the new impulse which will now be given to every department of labor in this country will draw from Europe a larger tide of emigration than in any previous period.

Castle Garden - c. 1865 – Harper's Weekly



NEWLY-ARRIVED EMIGRANTS AT CASTLE GARDEN, NEW YORK CITY.—Sketched by A. R. Waud.—[See Page 550.]

Activity Sheet 4

Castle Garden

Take a few minutes to look at this drawing of Castle Garden created by an artist in 1865 from a weekly newspaper.

1. Can you locate the exterior of Castle Garden in this illustration? Where is it?

_____

_____

2. Now, look carefully at the middle section of the drawing. List some of the things you see, and then describe some of the people.

_____

_____

_____

_____

_____

3. There are three separate ovals located on the left, right and bottom of the picture. Choose one of these illustrations and describe what may be happening.

_____

_____

_____

_____

_____

_____

4. Choose any people in this picture and create a dialogue for them. What might they be saying?

_____

_____

_____

_____

_____

_____

5. Does this illustration fit the description you read about in the Harper's Weekly newspaper? Explain your answer. (Use additional paper for your response)

Lesson 5 – Next Stop – The Rondout and Beyond
Finding Employment in a New Land

Objectives - Students will:

- view excerpts from the 1855 NYS Census and discover the occupations available to unskilled immigrants arriving in Ulster County in the mid-19th century,
- write letters encouraging or discouraging immigrants' families back in Europe to come to Ulster County,
- conduct research on 19th century immigrant occupations.

Materials

- Three New York State 1855 Census Sheets
- Various books on early American trades – (check student resource list)
- Activity Sheet 5

Background Information

The majority of immigrants arriving in NY between 1845 and 1855 had been tenant farmers in Ireland and had no desire to return to farming after suffering through the "Famine" (refer to Lesson #3). Even if they had wanted to resume farming, they had little money to travel and purchase land. There were many job opportunities for unskilled laborers in areas such as the Rondout in Kingston and other nearby areas in Ulster County. It was not a long trip from the docks in NYC, up the Hudson, to the Rondout. Large numbers of men could be employed on the Rondout docks, enlarging and working on the D & H Canal, making bricks at the several brick factories, quarrying bluestone and blasting for cement in the cement mines of Rosendale. Many immigrant women took jobs as domestic servants, laundresses, and washerwomen.

Teaching Sequence

1. Interpreting information from the census
   a. Review what a census is and when NYS censuses were taken. *(* "Do"* on the census means ditto, or the same as above). Census takers were often, not very good spellers, therefore look for the phonetic spelling of words.
   b. Read the categories listed on the top of the census.
   c. Distribute Document 5 and Activity Sheet 5. You may need to help the students reading sections of the census.
   d. Ask students to recall their definition of the word alien (a person who lives in one country while still being a citizen of another). Students should be clear that aliens are people who have <u>not</u> been naturalized.

Extension Activities

- Students can create an ad to invite other immigrants to come to Ulster County to work.
- Students write a letter to a friend or family back home telling them why they should or should not come to Ulster County to work.
- Students choose one individual from the list they compiled in the above activity. They will investigate the occupation the individual was listed as doing. They can use books found in the classroom or the internet for research. Using the information from the chart and your research, they can write a paragraph explaining what the immigrant's day might have been like.
- Students draw an illustration of the occupation they researched in action.

I. Population. CENSUS of the Inhabitants in the Third Election District of the Village of Rondout of Kingston in the County of Ulster taken by me on the 4 day of June, 1855.

John Jones Marshal.

Dwellings numbered in the order of visitation.	Of what material built.	Value.	Families numbered in the order of their visitation.	Name of every person whose usual place of abode on the first day of June was in this family.	Age.	Sex.	Color. (White or black or mulatto.)	Relation to the head of the family.	In what county of this State, or in what other State or Foreign Country born.	Married.	Widowed.	Years resident in this city or town.	Profession, Trade, or Occupation.	VOTERS. Native.	VOTERS. Naturalized.	Aliens.	Persons of color not taxed.	Persons over 21 years who cannot read and write.	Owners of land.	Deaf, Dumb, Blind, Insane, or Idiotic.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
13	Frame			James H Vanbramer	6	M		Son	Ulster Co			6	School	1						
			7	Cornealey Vanbramer	4	F		Dauter	do			4		1						
	Frame		16	Edward Murrin	50	M			Ireland	1		4	Shumaker			1				
				Ann Murrin	40	F		Mother	do	1		4	"			1				
				John Murrin	23	M		Son	"			4	Cooper			1				
				Patrick Murrin	21	M		"	"			4	Klerk			1				
				Mary Ann Murrin	23	F		Dauter	"			4	Servent			1				
				Margret Murrin	17	F		"	"			4	"			1				
				Edward Murrin	13	M		Son	"			4	Boater			1				
			8	Bathelimah Murrin	19	M		"	"			4				1				
	Frame		17	James Gerden	60	M			"			4	Laberer			1		1		
				Mary Gerden	63	F		Mother	"			4				1		1		
				John Gerden	20	M		Son	"			4	Boater			1				
				Austin Gerden	18	M		"	"			4	"			1				
			5	Andrew Gerden	7	M		"	"			4				1				
14	Brick	2400	18	Michiel McHan	31	M			"			20	Ship Carpr		1					
				Margret McHan	30	F		Mother	Cortland Co			8		1						
				Gabril S McHan	7	M		Son	Ulster Co			7		1						
				Thomas F McHan	4	M		"	"			4		1						
			5	Mary McHan	56	F		Mother	Ireland		W	3				1		1		
15	Wood	2500	19	George Thompson	45	M			N York City	1		18	Meat Vender	1						
				Ann E Thompson	40	F		Mother	"	1		6		1						
				Sarah Thompson	12	F		Dauter	Ulster Co			12	School	1						
				Charles F Thompson	11	M		Son	"			11	School	1						
				Mary Britt	22	F			Ireland			3	Servent	+		1		1		
			6	John G Thompson	8	M		Son	Ulster Co			8	School	1						
16	Wood	1200	20	Charles Hurley	40	M			Germeney	1		6	Laberer			1				
				Elizabeth Hurley	29	F		Mother	"	1		6				1				
				Mary Hurley	8	F		Dauter	N York City			6	School		1					
				Mather Ditzel	25	F		Border	Germeney			6	Dressmaker			1				
			5	Mary Long	21	F		"	"			3	"			1				
17	Wood	2500	21	Alexander Radley	46	M			"	1		18	Taylor		1					
				Hanah Radley	47	F		Mother	"	1		18				1				
				Charles Radley	14	M		Son	N York City			14	Clerk		1					
				Mosas Radley	10	M		"	"			10	School		1					
			5	Jason Radley	44	M		Brother	Germeney		W	6	Laberer			1		1		
	Frame		22	Sarah Adler	12	F		Border	N York City			6	School		1					
				Elijah Adler	6	F		Niece	"			6			1					
				Sarah Malendish	14	F		"	Germeney			6	School			1				
				Leiman Highman	18	M		"	"			6	Tailer			1				
				Abrihem Homes	28	M		"	"			6	"			1		1		
			6	John Mates	25	M		"	"			6	"			1		1		
	Frame		23	Elisha Gray	29	F		Mother	Delaware Co		W	1		1						
				Joseph Gray	4			Son	Williamsburg			1		1						
				George Gray	1			"	Ulster Co			1		1						

I. Population. CENSUS of the Inhabitants in the Third Election District of the ____ of Kingston in the County of Ulster taken by me on the 4th day of June, 1855.

Marshal.

Dwellings numbered in the order of visitation.	Of what material built.	Value.	Families numbered in order of their visitation.	Name of every person whose usual place of abode on the first day of June was in this family.	Age.	Sex.	Color, whether black or mulatto.	Relation to the head of the family.	In what county of this State, or in what other State or Foreign Country born.	Married.	Widowed.	Years resident in this city or town.	Profession, Trade, or Occupation.	VOTERS. Native.	VOTERS. Naturalized.	Aliens.	Persons of color not taxed.	Persons over 21 years who cannot read and write.	Owners of land.	Deaf, Dumb, Blind, Insane, or Idiotic.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
18	Wood	4000	24	Fredrick Stephens	37	M			Germany	1		10	Merchant		1					
				Magdeanah Stephens	35	F		Mother	"	1		10				1				
				Thomas Steaphens	10	M		Son	Ulster Co			10	Schools		1					
				Mary M. Stedphens	8	F		Daughter	"			8	"		1					
				Elisabeth Steaphens	6	F		"	"			6	"		1					
				Anthany Steaphens	1	M		"	"			1			1					
				George F Steaphens	10	M		"	New York Cyt			10	School		1					
				Charles Steaphens	4	M		"				4			1					
				Martin Lasip	28	M		Boarder	Germany	1		2	Barber			1				
				William Nolen	20	M		"	Poland			6	"			1				
				Joseph Border	23	M		"	Germany			1	Carpenter			1		1		
				Fredrick Namend sen	28	M		"	"			3	Hostler			1		1		
			13	Barbara Shindler	22	F		Servant	"			7	Servant			1		1		
19	Wood	2000	25	John Lousk	54	M			"	1		6	Tailor			1				
				Barbery Lousk	50	F		Mother	"	1		6				1		1		
				William Lousk	25	M		Son	"			6	Boatsman			1		1		
				Paul Lousk	14	M		"	"			6	Ship Carp			1				
			5	Elisabeth Snyder	15	F			"			4	Servant			1				
20	Wood	1500	26	Phillip Reever	39	M			France	1		9	Shoemaker			1				
				Elisabeth Reever	41	F		Mother	"	1		9				1				
			3	Goodlies Reever	2	M		Son	Ulster Co			2			1					
21	Wood	1000	27	Henry Fuste	34	M			Prussia	1		3	Milk man			1				
				Hanah Fuste	25	F		Wife	"	1		3	"			1		1		
				Lewis Fuste	9	M		Son	Ulster Co			2			1					
			4	Margret Headner	18	F			Germany			3	Servant			1				
22	Brick	4000	28	Adam Bridenbecker	58	M			"	1		18	Baker		1					
				Elisabeth Bridenbecker	52	F		Mother	"	1		18				1				
				Adam Bridenbecker	26	M		Son	"	1		18	Boatman		1					
				Jacob Bridenbecker	24	M		"	"			18	Baker		1					
				George Bridenbecker	21	M		"	"			18	Boatman		1					
				Lewis Bridenbecker	15	M		"	Ulster Co			15	School		1					
				Eadward Bridenbecker	12	M		"	"			9	"		1					
			8	Carlina Bridenbecker	8	F		Daughter	"			9	"		1					
23	Wood	2500	29	Francis Henardah	47	M			Poland	1		14	Merchant		1					
				Cathrine Henardah	38	F		Mother	"	1		19				1				
				John J Henardah	15	M		Son	Ulster Co			15	School		1					
				Francis Henardah	13	F		Daughter	"			13	"		1					
				Mary Ann Henardah	17	F		"	New York Cit			16	"		1					
				Healen Henardah	1	F		"	Ulster Co			1	"		1					
				Cathrine Henardah	4	F		"	"			4	"		1					
				Barmandah Harley	17	M			New York City			4	Clerk	1						
			9	Ann Mc Marah	25	F		"	Poland			3	Servant			1		1		
24	Brick	3000	30	Frederick Kiley	24	M		Master	"	1		5	Miner			1				
				Mary Kiley	23	F		Wife	"	1		5				1				
				Margret Kiley	3	F		Daughter	Ulster Co			3			1					

I. Population. CENSUS of the Inhabitants in the Third Election District of the Village of Roundout of Rhinebeck in the County of Ulster taken by me on the 11 day of June, 1855.

John Jones Marshal.

Dwellings numbered in the order of visitation.	Of what material built.	Value.	Families numbered in the order of their visitation.	Name of every person whose usual place of abode on the first day of June was in this family.	Age.	Sex.	Color, (White or black, or mulatto.)	Relation to the head of the family.	In what county of this State, or in what other State or Foreign Country born.	Married.	Widowed.	Years resident in this city or town.	Profession, Trade, or Occupation.	VOTERS. Native.	VOTERS. Naturalized.	Aliens.	Persons of color not taxed.	Persons over 21 years who cannot read and write.	Owners of land.	Deaf, Dumb, Blind, or Idiotic.
1	2	3	4	5	6		8	9	10	11	12	13	14	15	16	17	18	19	20	21
60	Wood	3000	98																	
				Frederick Guldey	64	M		Father	Germeney	1		13	Cabenetmaker		1					
				Matildah Guldey	56	F		Mother	Germeney	1		13				1				
	Same		99	Joseph Moyer	62	M		Father	Rhinebeck	1		1	Watchmaker			1				
				Anna Moyer	62	F		Mother	Germeney	1										
			6	John Moyer	23	M		Son	Germeney				Watchmaker			1				
	Same		100	John Hammersmith	29	M		Father	Germeney	1		7	Barber		1					
				Nancy Hammersmith	28	F		Mother	Do	1										
				Francis Hammersmith	7	F		Daughter	Roundout				School		1					
				Matilda Hammersmith	4	F		Do	Do				School		1					
			5	Joseph Loal	23	M		Son	Germeney				Barber			1				
	Same		101	Frederick Geask	32	M		Father	Germeney	1	W	2	Labarer			1				
				Goodlope Geask	25	F			Germeney	1						1				
				Carline Geask	1	F			Roundout							1				
			4	Lewis Frank	30	M		Son	Germeney			2	Labarer			1				
61	Wood	3000	102	Martin Gurtsen	32	M		Father	Germeny	1		3	Laberer			1				
				Christian Gurtscher	12	F		Mother	Germeny	1						1				
				Henry Corn	14	M		Son	Germeny			1	School			1				
				Alis Corn	18	F		Daughter	Germeny			1	Servent			1				
			5	Christain Gurtscher	3	M		Son	Germeny			1				1				
62	Wood	3000	103	Boldia Smallbook	31	M		Father	Germeny	1		4	Shoemaker			1				
				Magdeleana Smallbook	30	F		Mother	Germeny	1		4				1				
				Barbera Miller	20	F			Germeny			2	Servent			1				
	V		4	Boldia Smallbook	65	M		Father	Germeny	+	W	2	Weaver			1		1		
	Gen		104	David Seafrene	32	M		Father	Germeny	+		2	Laber			1				
			2	Elizabeth Seafrene	35	F		Mother	Germeny	+		1				1				
			105	John Moyer	30	M		Boarder	Germeny			1	Laber			1				
				Catharine Smallbook	4	F		Adaptied	Roundout			4				1				
				Henery Hoft	25	M		Boarder	Germeny			1	Laberer			1				
				August Boyer	35	M		Do	Germeny			1	Laber			1				
				Andrew Moyer	37	M		Do	Germeny			1	Laberer			1				
			6	John Long	19	M		Son	Germeny				Sadler			1				
63			106	Michiel Stark	27	M		Boarder	Germeny			1	Cabenetmaker			1				
			9	Adolf Groeger	53	M			Germeny		W	1	Cabenetmaker			1		1		
64	Birch	2000	107	Patrick Brenen	32	M		Father	Ireland	1		4	Laber		1					
				Nancy Brenen	31	F		Mother	Ireland	1		4			1					
				Patrick Brenen	4	M		Son	Roundout			4			1					
				Margred Jane Brenen	1½	F		Sister	Roundout						1					
				Bridgred Stringer	18	F			Ireland			4	Servent			+		1		
				Bridgred McGlaw	28	F		Sister	Ireland			4	Servent			+		1		
				Thomas McGennus	23	M		Boarder	Ireland			5	Laber			+		1		
				James Bile	28	M		Boarder	Ireland			1	Laber			+		1		
				Pat Riney	35	M		Boarder	Ireland				Laber			+		1		
				Michiel Doal	30	M		Boarder	Ireland				Laber			+		1		
			10	Thom Holahan	25	M		Boarder	Ireland				Laber			+		1		

Activity Sheet 5

1855 Census

Use the information from the 1855 Census to fill in this chart

Choose ten individuals listed as immigrants found on the 1855 Census. List their name, age, nationality and occupation. Make sure to include women on your list.

Name of Resident	Age	Nationality	Occupation

1. What town was this census taken in? _____

2. What countries are represented on this page of the census?_____

_____

_____

_____

3. How many different occupations are listed on this page of the census? _____

4. What occupations, if any, are immigrant women involved in? _____

_____

5. How many immigrants listed on this page have not yet become citizens of the United States? How do you know this? _____

_____

6. What occupations are most immigrants involved in?

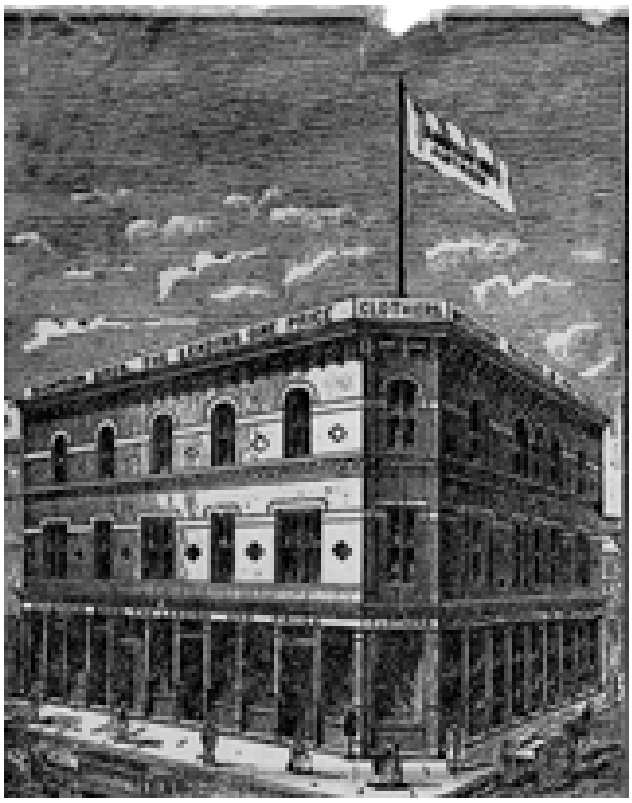
_____

_____

Lesson 6 – Emmanuel Sampson, Prussian Immigrant

Objectives - Students will:

- draw inferences about the life of a mid-nineteenth century Prussian immigrant,
- work in cooperative groups to evaluate and choose material from various primary sources to create a Data Wheel.



Materials

- Naturalization papers for E. Sampson
- Excerpt from Beer's, *Commemorative Biographical Record*
- Excerpt of 1855 State Census
- Excerpt of 1870 Federal Census
- Receipt from Sampson Brothers
- Photo of Sampson building
- 1880 Map of the City of Kingston, Rondout area, executed by A. Grant Childs
- Data Wheel template (enlarged onto 11"x17" heavy weight paper)

Background Information

Emmanuel Sampson and his family emigrated from Prussia in the early part of the 1850's. What was once the great empire of Prussia has been divided up and became part of Lithuania, Poland, Russia, and Germany. The Sampson's (Prussian Jews), as well as many of their fellow Prussians left Germany by the thousands between the 1850's up until the end of the century. By that time more than five million Germans found a new home in the United States. Most Germans came to the United States in search of the *American Dream*. Many men and women looked to the U.S. as a place to improve their standard of living. "American business cycles, wages, food prices, and standards of living were widely publicized in Germany beginning in the 18th century". Land and railroad companies as well, often overstated opportunities for settlers in the Midwest. Others were looking for religious freedom or to escape service in the Prussian army.

For additional information on German immigration, see The German Embassy, Washington, D.C.'s website:
http://www.germany-info.org/relaunch/info/missions/embassy/embassy.html

**One of the documents used in this activity lists Emmanuel Sampson's middle name, Israel, as his first name. Remind students that sometimes documents may have first and middle names interchanged.*

Teaching Sequence

1. Analyzing primary document packets
    a. Break up the class into six groups. Review the types of documents provided in each packet. The packets should contain a naturalization paper, two census records, an 1852 map, a photo, secondary text from *The Commemorative Biographical Record,* and a store receipt.
    Instruct the students to read through each document and study the picture. Some of the documents have accompanying questions to help the students understand the information in the documents. Each group should assign jobs to its members. The secretary is to take notes as the group discusses each document.
2. Creating a *Data Wheel
    a. The next step is creating a Data Wheel.
    b. Distribute the Data Wheel templates. The Wheel is divided into six outer sections, plus a inner oval.
    The Wheel is to be filled in as follows:
        i. The inner oval – Name and illustration of Emmanuel Sampson.
        ii. The six outer sections should include:
            1. Date born/died
            2. Early life including the country of birth
            3. Family life – include children and wife
            4. Occupation, including a description of the building he owned
            5. Any interesting details
            6. How do you think Emmanuel's life changed as a result of he and his family immigrating to the United States when they did?
    c. Each group is to use the information provided in their document packet to fill in the information on their Wheels. Students can add illustrations to any of the sections.
    d. Each group chooses a spokesperson and presents their *Wheel to the class.*.

* - idea adapted from Tara Lindquist's, *Seeing the Whole Through Social Studies*.

Taken from <u>The Commemorative Biographical Record</u>
- written in 1896

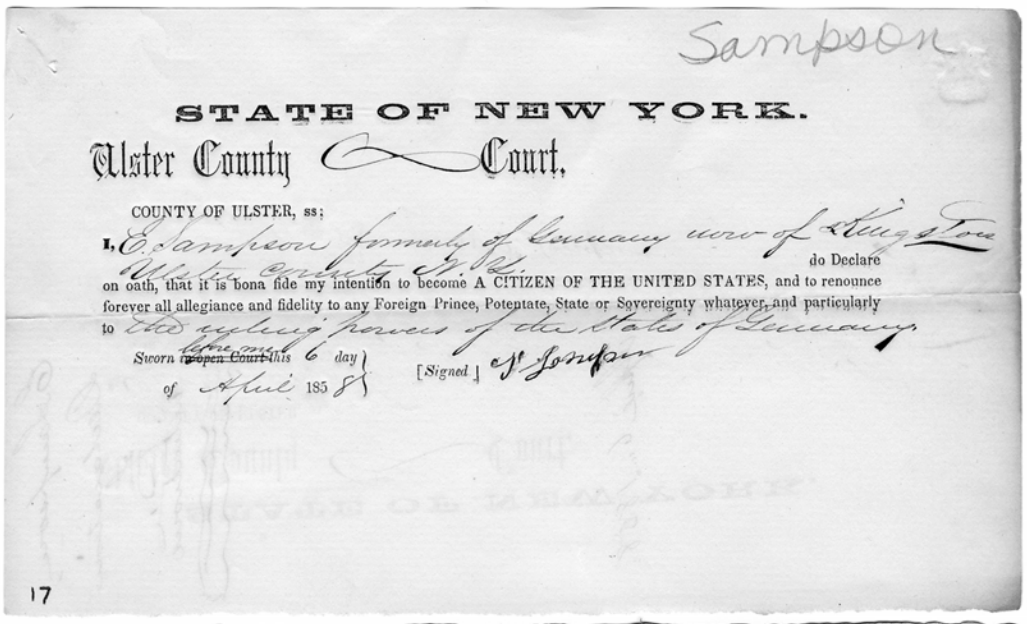
SAMPSON BROS. This widely-known house, which has the largest business in its line in this State, was founded by Israel E. Sampson, the father of the three gentlemen now included in the firm, and his life was a worthy example of the proverbial German thrift and industry.

Israel E. Sampson was born December 19, 1823, in Germany, and learned the trade of tailor, which he followed in his native land. There he married Rachel Myer, and in 1851 he left his native land to found a home in the New World, leaving his wife and two children in Germany until he could establish himself here. He was first of his family to come to America. Coming to Rondout, Ulster county, he formed a partnership with two others under the firm name of Sampson, Aaron & Isaacs, and they opened a clothing business in the basement of a store on the corner of canal and Strand streets, continuing thus for two years. On their separation Mr. Sampson took a store in the same building, on what is now Canal street, and embarked in business on his own account, meeting with most encouraging success. He enlarged his quarters from time to time to meet the demands of his increasing business, finally occupying the building through to Broadway. In 1861 he purchased the entire block bounded by Broadway, Strand, Canal and Ferry, where the business has ever since been carried on.

Israel E. Sampson died December 19, 1873, aged fifty years, leaving to his sons a successful business which has since been enlarged and developed to enormous proportions. He began in a very small way, for when he and the two partners above mentioned commenced business they only invested $100 apiece. His success was a result of his own industry and good business methods, and the fortune he acquired was well merited. Mr Sampson was survived by his wife, who now resides in NYC, and a family of nine children, viz Jacob, who died in 1874, Celia, Philip, Tillie, died July 1888, Isaac, who died 1876, Morris, Ester, and Mamie.

Philip Sampson, born in 1854, in his boyhood attended the schools in Rondout. When a youth of only 14, he entered his father's store, learned the shoe business, and although but a boy, was placed in charge of that department of the store, which at that time did the largest shoe business in the city. In 1873, after the building was consumed by fire, it was replaced with an iron and brick structure, the finest in the city. During this time he opened and managed an opera house above the store, up to 1885, when it was partly destroyed by fire. It was then rebuilt and fitted up for offices.

Naturalization Paper for Emanuel Sampson



Sampson

STATE OF NEW YORK.

Ulster County Court.

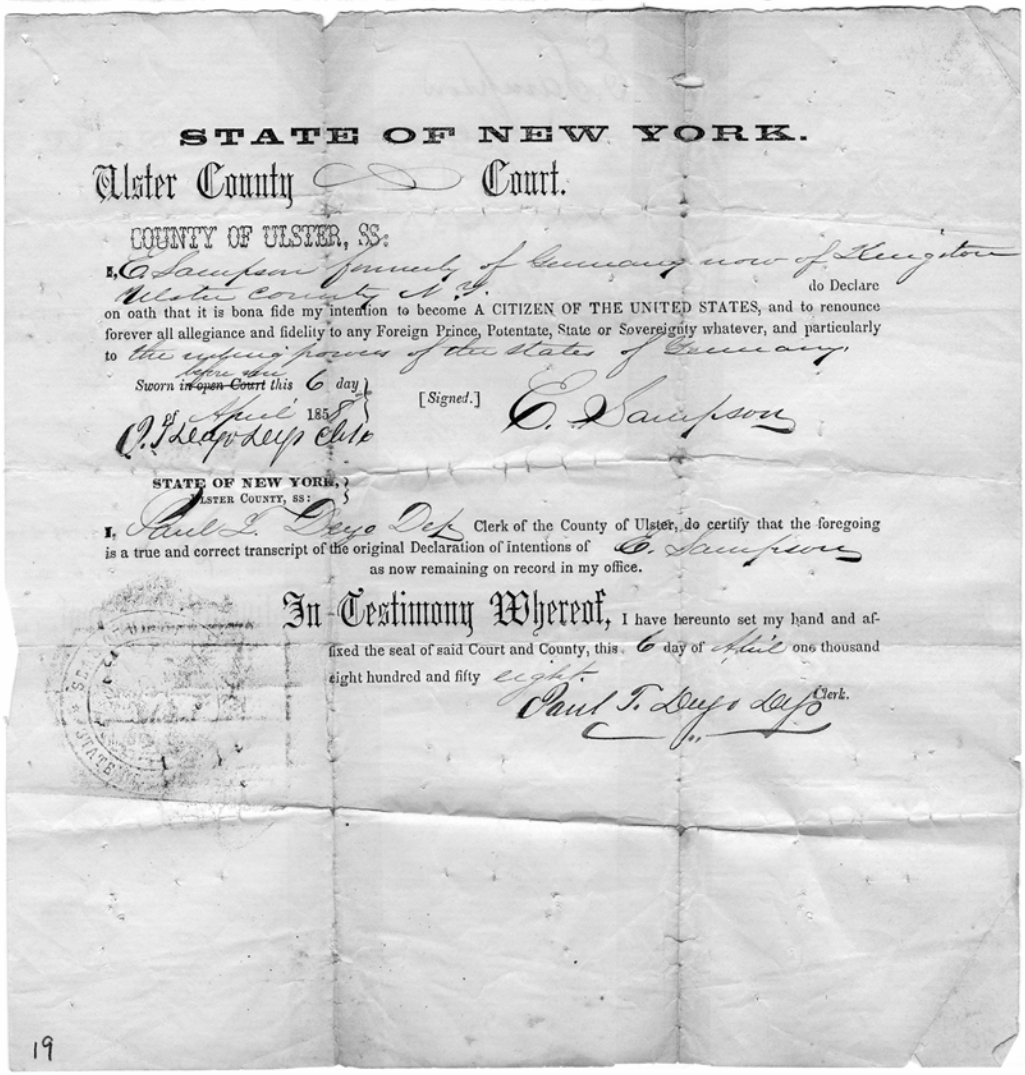
COUNTY OF ULSTER, ss:

I, E. Sampson formerly of Germany now of Kingston Ulster County N.Y. do Declare on oath, that it is bona fide my intention to become A CITIZEN OF THE UNITED STATES, and to renounce forever all allegiance and fidelity to any Foreign Prince, Potentate, State or Sovereignty whatever, and particularly to the ruling powers of the States of Germany.

Sworn ~~in open Court~~ before me this 6 day of April 1858

[Signed] E. Sampson

17



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Sworn ~~in open Court~~ before me this 6 day of April 1858

[Signed.] E. Sampson

P. L. Deyo Dep Clerk

STATE OF NEW YORK, } ULSTER COUNTY, SS: }

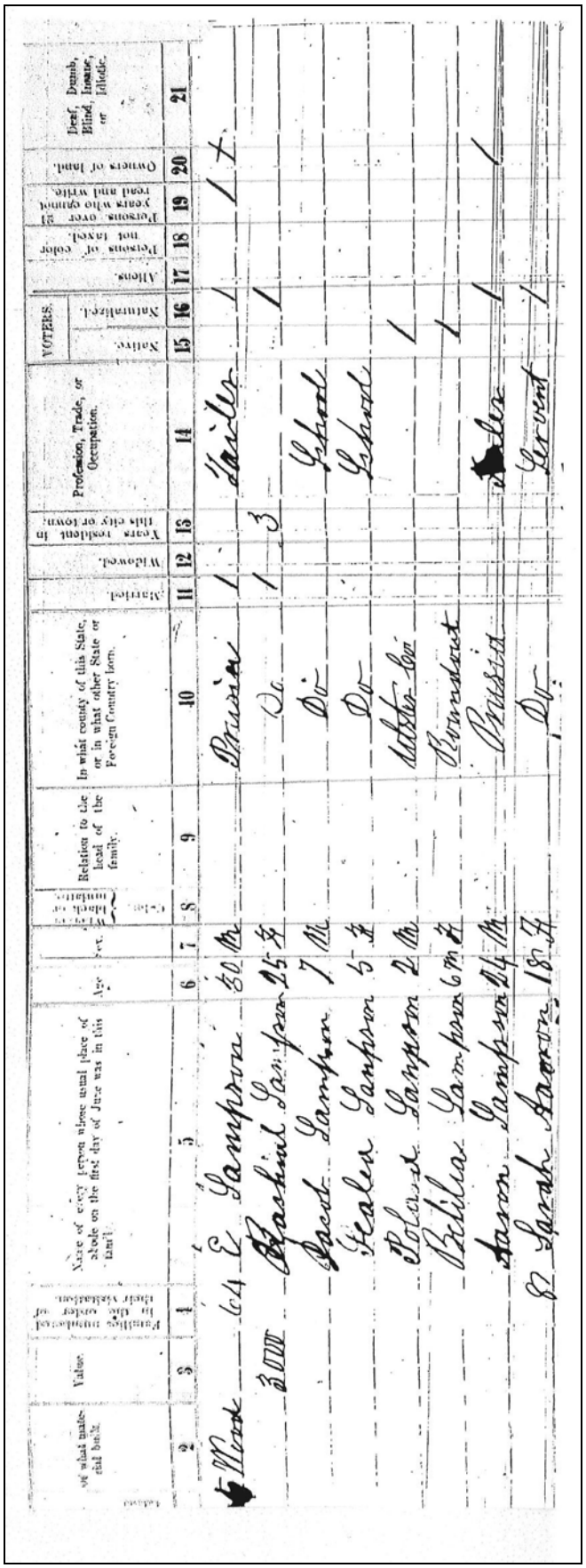
I, Paul L. Deyo Dep Clerk of the County of Ulster, do certify that the foregoing is a true and correct transcript of the original Declaration of intentions of E. Sampson as now remaining on record in my office.

In Testimony Whereof, I have hereunto set my hand and affixed the seal of said Court and County, this 6 day of April one thousand eight hundred and fifty eight

Paul L. Deyo Dep Clerk.

19

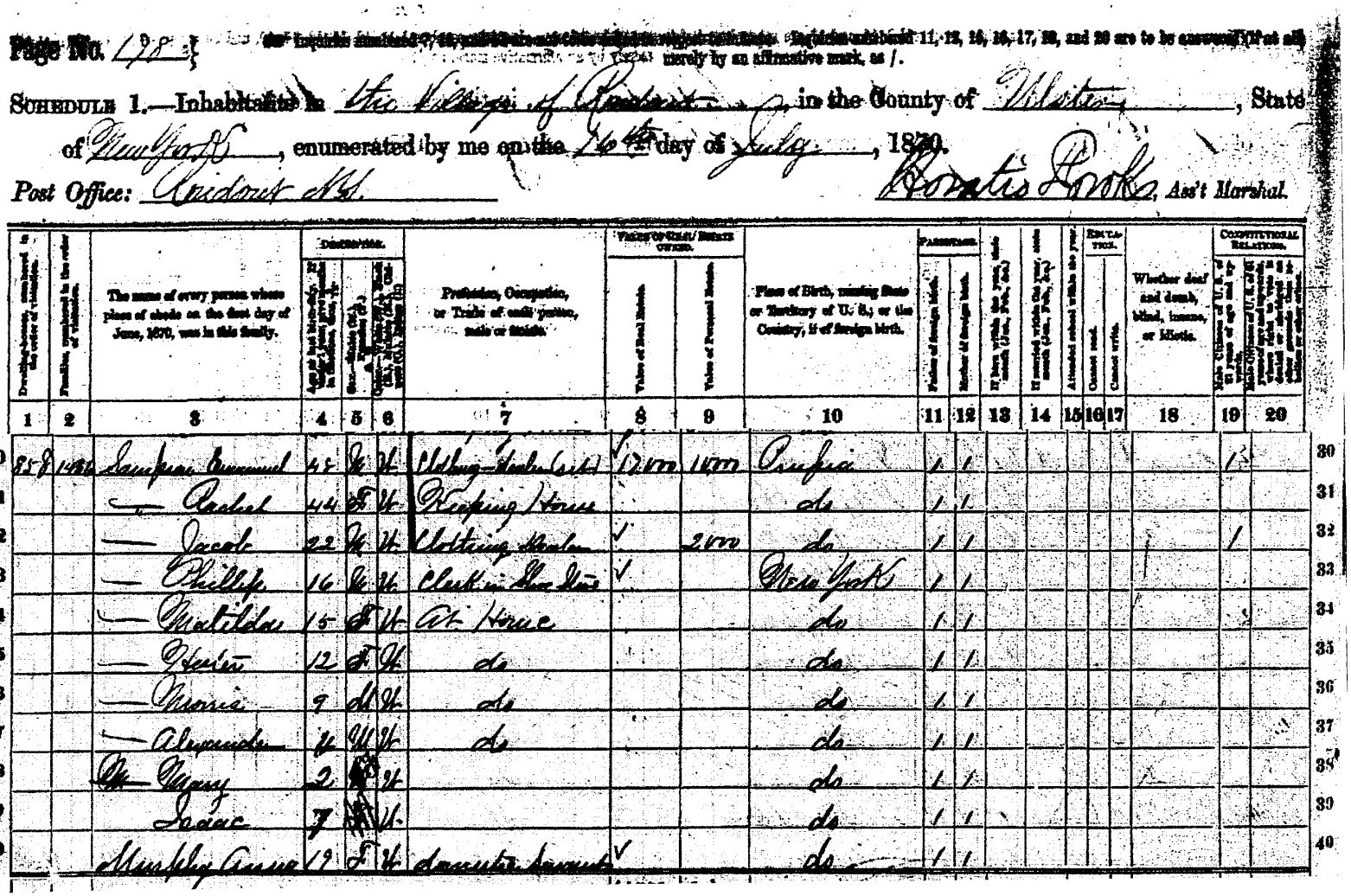
1855 New York State Census for E. Sampson



Number	Explanation
2	Of what material house built
3	Value
4	Families numbered in their order of visitation
5	Name of every person whose usual place of abode on the first day of June was in this family
6	Age
7	Sex
8	Whether black or mulatto
9	Relation to the head of the family
10	In what country of this State or in what other State or Foreign Country born.
11	Naturalized
12	Widowed
13	Years residence in this city or town
14	Profession, Trade, or Occupation
15	VOTERS - Native
16	VOTERS - Naturalized
17	Aliens
18	Persons of color not taxed
19	Persons over 21 years who cannot read or write
20	Owners of land
21	Deaf, Dumb, blind, Insane or Idiotic

Questions to think about

- How many people lived in Emmanuel's household?
- How many years had Rachel lived in Kingston?
- Did Sarah Aaron live with the Sampsons?
- Could Emmanuel Sampson read or write (in English)?
- What was Emmanuel's profession?
- How many children did the Sampsons have?



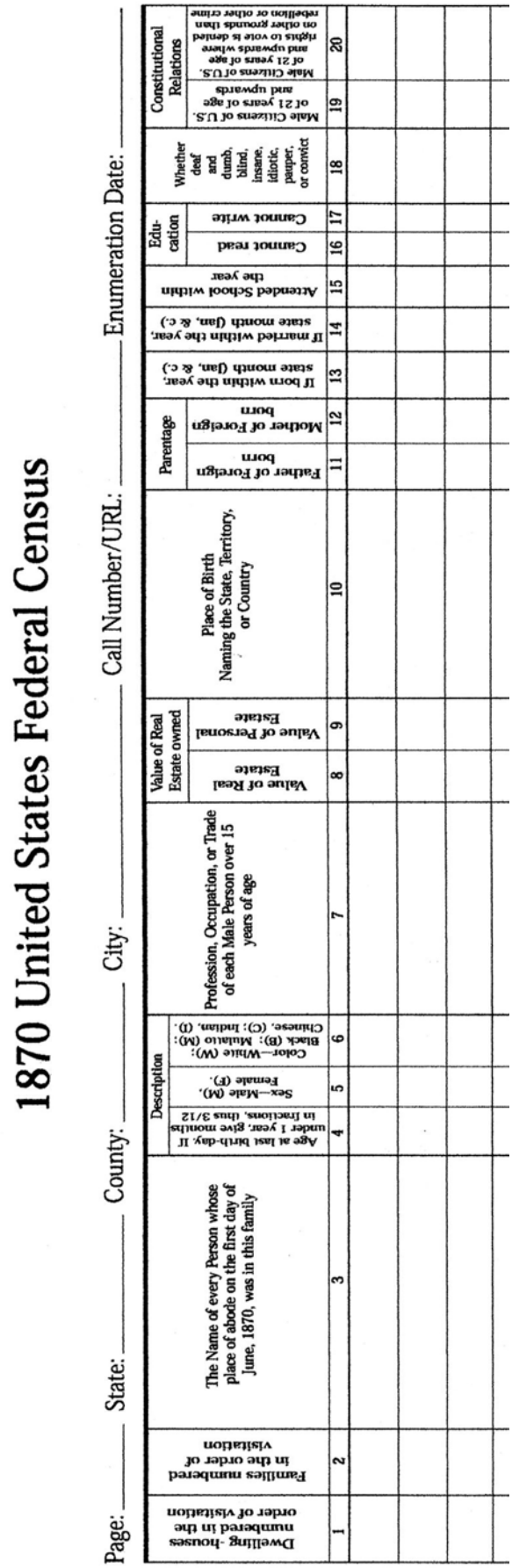
Page No. 198

SCHEDULE 1.—Inhabitants in the Village of Rondout, in the County of Ulster, State of New York, enumerated by me on the 16th day of July, 1870.

Post Office: Rondout N.Y. Horatio Parks, Ass't Marshal.

	Dwelling-houses, numbered in the order of visitation.	Families, numbered in the order of visitation.	The name of every person whose place of abode on the first day of June, 1870, was in this family.	Age last birthday, prior to June 1, 1870.	Sex.	Color, white, black, or mulatto.	Profession, Occupation, or Trade of each person, male or female.	Value of Real Estate.	Value of Personal Estate.	Place of Birth, naming State or Territory of U. S., or the Country, if of foreign birth.	Father of foreign birth.	Mother of foreign birth.	If born within the year, state month.	If married within the year, state month.	Attended school within the year.	Cannot read.	Cannot write.	Whether deaf and dumb, blind, insane, or idiotic.	Constitutional Relations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
30	85	180	Sampson Benmuel	45	M	W	Clothing Dealer	12000	16000	Prussia	/	/							/	30
31			— Rachel	44	F	W	Keeping House			do	/	/								31
32			— Jacob	22	M	W	Clothing Dealer		2000	do	/	/							/	32
33			— Phillip	16	M	W	Clerk in Store			New York	/	/								33
34			— Matilda	15	F	W	At Home			do	/	/								34
35			— Hester	12	F	W	do			do	/	/								35
36			— Minnie	9	F	W	do			do	/	/								36
37			— Alexander	4	M	W	do			do	/	/								37
38			Mary	2	F	W				do	/	/								38
39			Isaac	7	M	W				do	/	/								39
40			Mashby Annie	19	F	W	Domestic Servant			do	/	/								40

Transcription of Column Headings for the 1870 Census



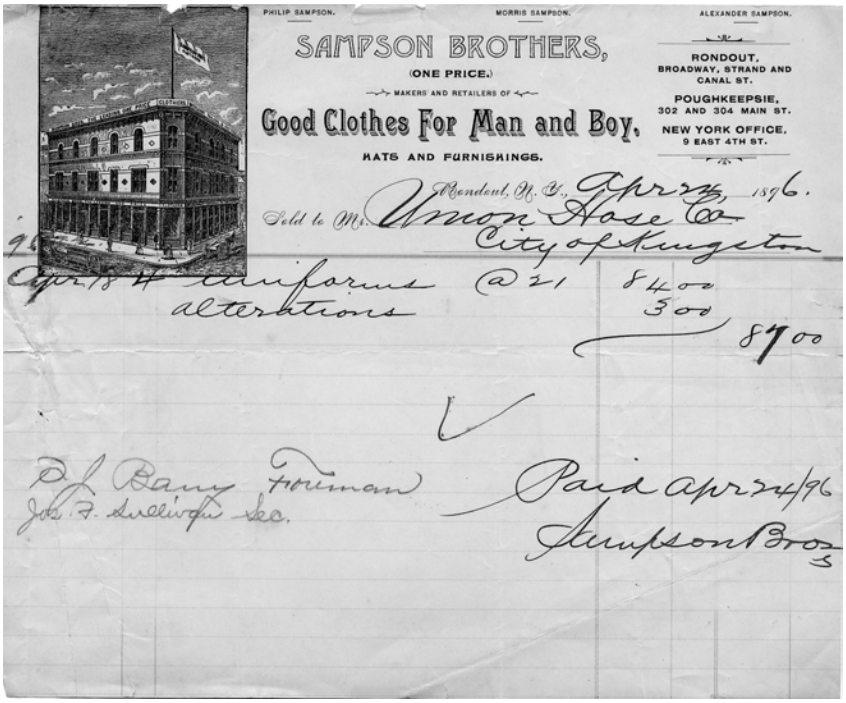
1870 United States Federal Census

Page: _____ State: _____ County: _____ City: _____ Call Number/URL: _____ Enumeration Date: _____

Dwelling -houses numbered in the order of visitation	Families numbered in the order of visitation	The Name of every Person whose place of abode on the first day of June, 1870, was in this family	Description: Age at last birth-day; If under 1 year, give months in fractions, thus 3/12	Description: Sex—Male (M), Female (F).	Description: Color—White (W); Black (B); Mulatto (M); Chinese, (C); Indian, (I).	Profession, Occupation, or Trade of each Male Person over 15 years of age	Value of Real Estate owned: Value of Real Estate	Value of Real Estate owned: Value of Personal Estate	Place of Birth Naming the State, Territory, or Country	Parentage: Father of Foreign born	Parentage: Mother of Foreign born	If born within the year, state month (Jan. & c.)	If married within the year, state month (Jan. & c.)	Attended School within the year	Education: Cannot read	Education: Cannot write	Whether deaf and dumb, blind, insane, idiotic, pauper, or convict	Constitutional Relations: Male Citizens of U.S. of 21 years of age and upwards	Constitutional Relations: Male Citizens of U.S. of 21 years of age and upwards where rights to vote is denied on other grounds than rebellion or other crime
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Questions to think about

- How many people are now living in Emmanuel's household?
- How many are Rachel and Emmanuel's children?
- How old are Emmanuel and Rachel?
- How old is their youngest child?
- What businesses are Jacob and Phillip involved in?
- Which family members are listed as citizens of the United States?
- Who is Anna Murphy? Why is she living in the Sampson household?



Courtesy of J. Matthews Collection

1896 Receipt
Sampson Brothers
Clothing Store

Questions to think about

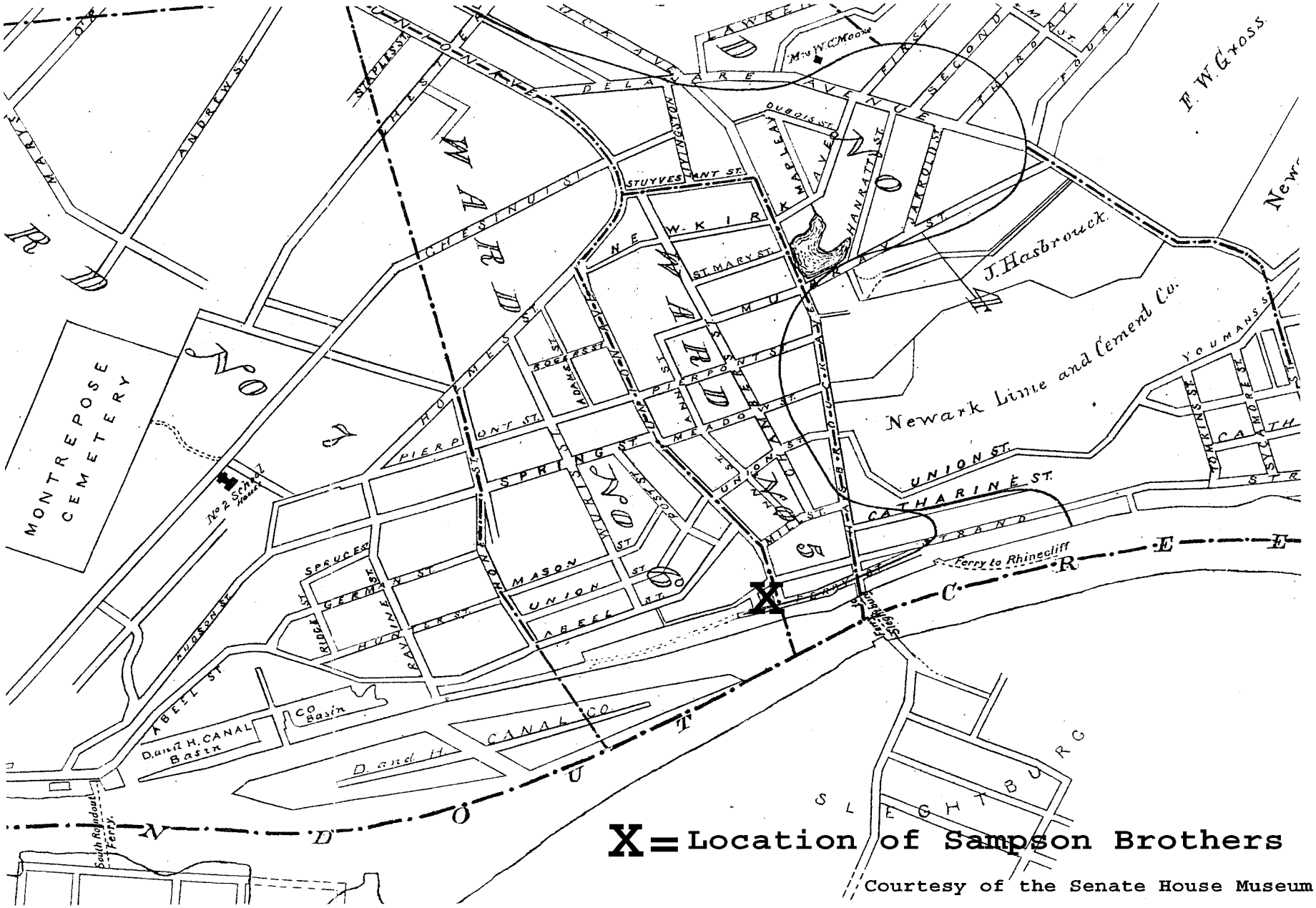
- What is the date on this receipt?
- Who were the goods sold to?
- What was bought?
- What does that tell you about some of the services Sampson Brothers provided?

Courtesy of Friends of Historic Kingston

Sampson Opera House
1874

Questions to think about

- Describe the building? How many stories high is it? What material does it appear to be made of?
- Can you read the signs in front of the building?
- Who do you think would shop here? What type of goods do you think they might sell here?

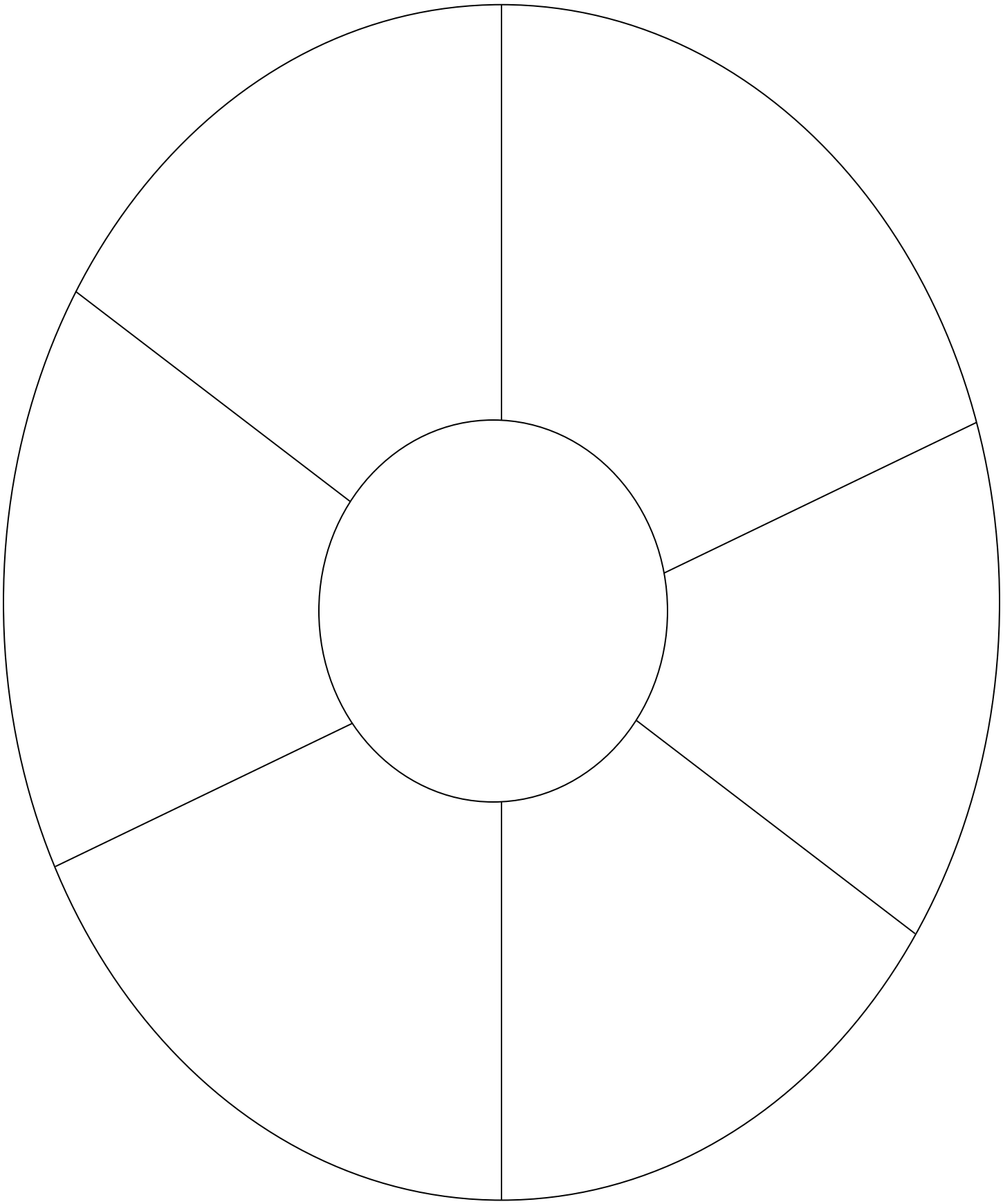


Courtesy of the Senate House Museum

1880 Map of City of Kingston, Rondout Area

Activity Sheet 6

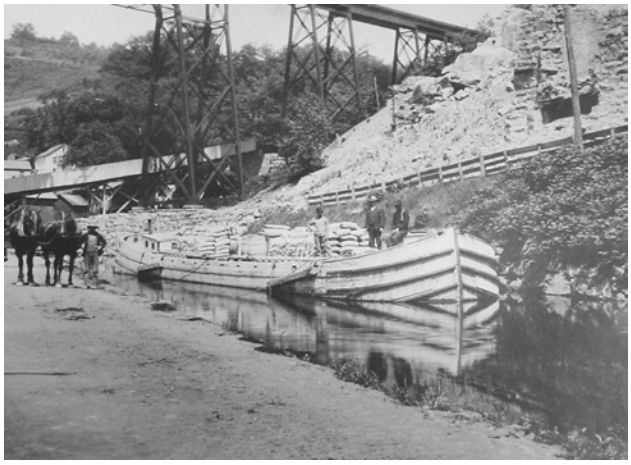
Data Wheel Template



Lesson 7– From the D & H Canal to the Cement Mines of Rosendale

Objectives - Students will:

- analyze and interpret an archival illustration,
- compare and contrast an 1875 illustration with an archival map of the same area,
- locate specific areas of interest on an 1875 map of Rosendale.



D & H Canal, courtesy of Jack F. Matthews Collection

Materials

- 1875 Beers Illustration of Lawrenceville Cement Company
- Student Activity Sheet 7a
- 1875 Beers Map of Rosendale and Lawrenceville
- Student Activity Sheet 7b
- 1' piece of string for each student
- Rulers
- Magnifying glasses

Background Information

The Delaware & Hudson Canal began its operation in 1828, spanning 108 miles from Honesdale, Pennsylvania to Eddyville on the Rondout Creek. From the Rondout area in Kingston, barges shipped the goods, mainly anthracite coal, down and up the Hudson River to NYS and Canada.
For more information on the Canal go to the D & H Canal Museum site at: http://www.canalmuseum.org/museum.htm or the National Parks site at: http://www.nps.gov/upde/d&hcanal.htm
An extensive bibliography of books for teachers and students about the canal can be found at: http://www.nps.gov/upde/D&HEduc/D&Href.htm

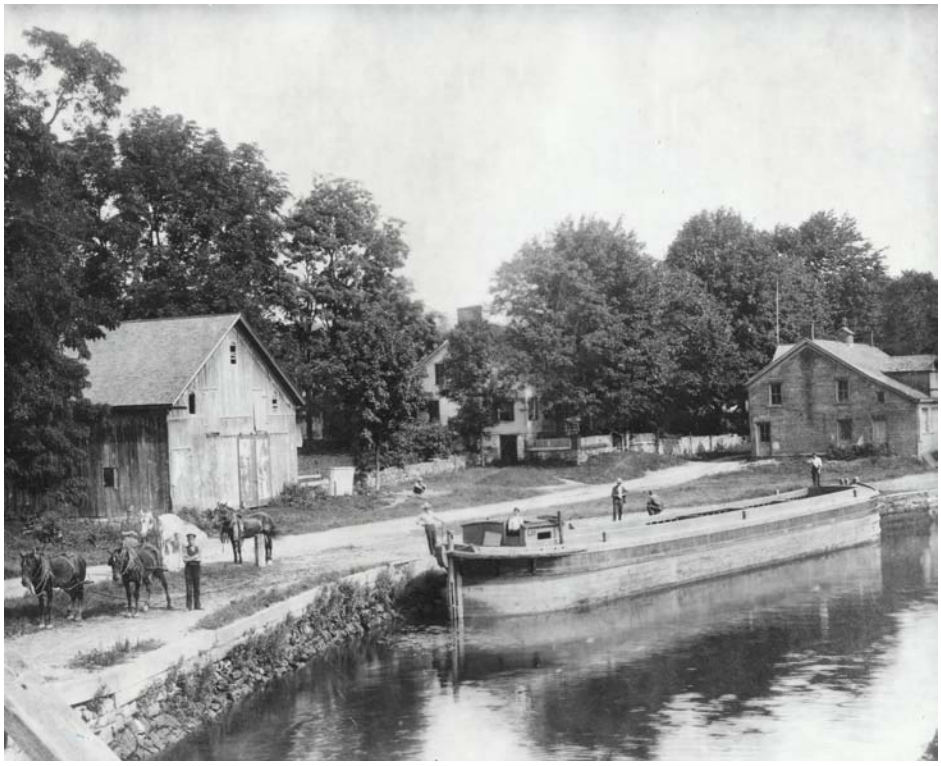
With the onset of the canal era, the need for a specific manner of cement, impervious to water was in great demand. Mud and lime had previously been used as a mortar, but would eventually grow soft after time when submerged in water.
Hydraulic cement, first discovered by the Romans was rediscovered locally in Rosendale in 1825. By 1828, Watson E. Lawrence opened a cement factory in Lawrenceville (Rosendale) and is credited as being the first person to manufacture cement in Rosendale. During the last half of the nineteenth century, Rosendale had provided 40% of the nation's cement supply.

Teaching Sequence

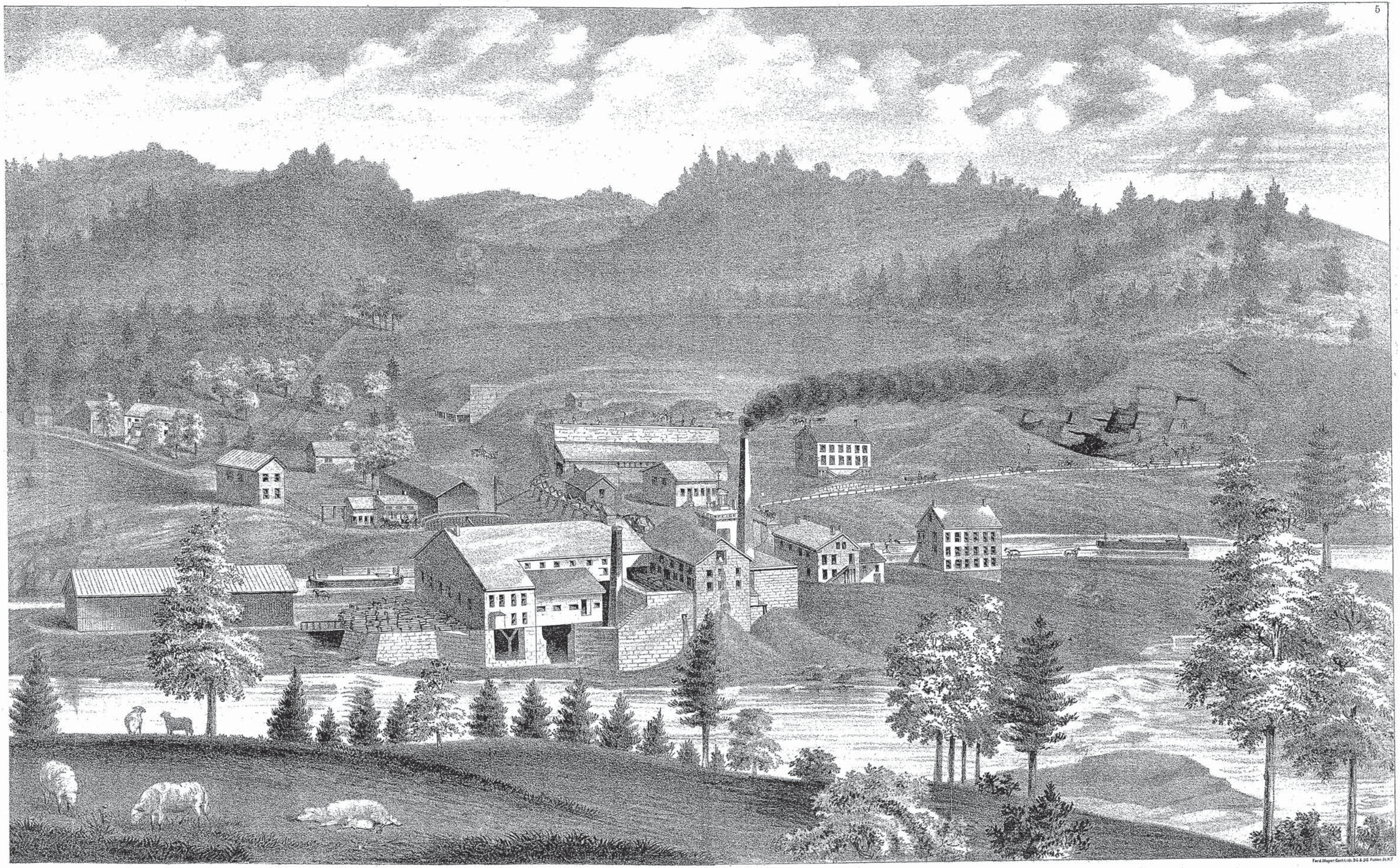
1. Interpreting information from an illustration
   a. Divide class into groups of three or four.
   b. Distribute Lawrenceville Cement Company illustration and Activity Sheet 7a to each group.
   c. Discuss what an industry is – (a place where businesses or factories are making or producing goods).

d. Instruct students to look carefully at the illustration and then answer the questions on the activity sheet.

2. Comparing an illustration to a map
   a. Explain that the illustration they have just worked with is represented on the 1875 Beers Atlas map of Rosendale and Lawrenceville.
   b. Distribute 1875 Map of Rosendale to each group.
   c. Instruct students to use this map to complete the activity sheet.



Courtesy of Jack F. Matthews Collection

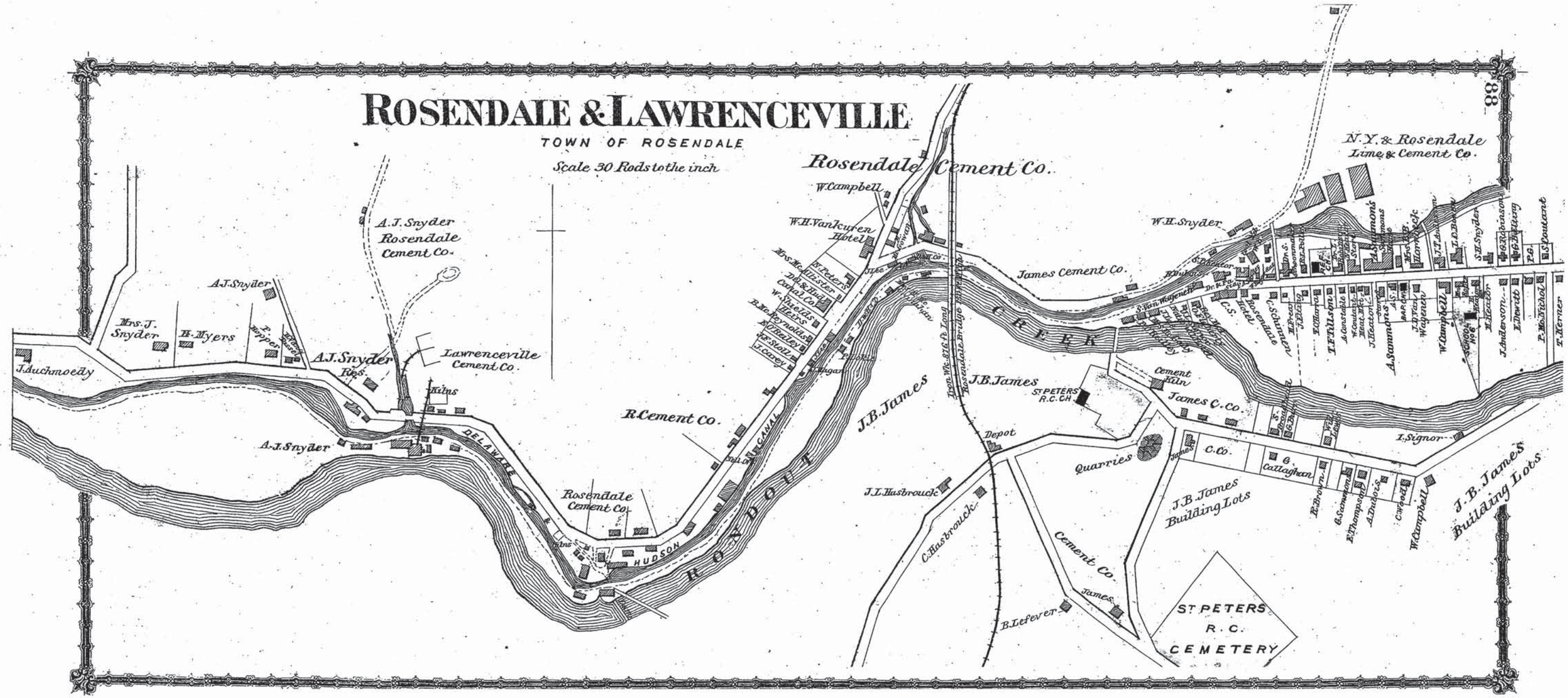


LAWRENCEVILLE CEMENT CO'S WORKS AT ROSENDALE, ULSTER COUNTY N.Y.-WM. N. BEACH PRES'T. OFFICE 96 WALL ST., N.Y.

ROSENDALE & LAWRENCEVILLE

TOWN OF ROSENDALE

Scale 30 Rods to the inch



Activity Sheet 7a

Beers 1875 Atlas Illustration

Take a few minutes to study the illustration and then answer the following questions:

List at least ten objects visible in this illustration:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2. What time of year does it appear to be? Why do you think this? What are the clues?

_____

_____

_____

_____

3. What are the objects floating in the water? What might these objects be carrying?

_____

_____

_____

4. Do you see evidence of any industries? If so, what are they? Why do you think they were built at these locations? _____

_____

_____

_____

_____

5. Write your own title or a caption to this picture.

_____

_____

_____

Activity Sheet 7b

Beers 1875 Atlas Map

Name _____

Use the 1875 Map to answer the following questions:

1. Locate and circle the Lawrenceville Cement Company shown on the previous illustration.

2. Circle three other cement companies. What are their names?

_____ _____

_____

3. Locate the Delaware & Hudson Canal. What body of water lies adjacent (near) to the canal?

_____

4. Locate two areas with cement kilns. Use your dictionary to discover what a kiln is.

_____

_____

5. Locate the office of the D & H Canal Co. What direction would you need to travel to get from the Lawrenceville Cement Company to this office?

_____

_____

6. The scale of this map states that 30 rods = one inch.
   If an area on the map is two inches long, how many rods would that equal?

_____

_____

Extra credit

If 320 rods = 1 mile, where would you end up if you traveled east for one mile from the kilns of the Lawrenceville Cement Company along the D & H Canal route?
(*Hint – divide the number of rods in a mile by the number of rods in an inch. That will give you how many inches are equal to one mile. Then use your string to calculate that distance.)*

_____

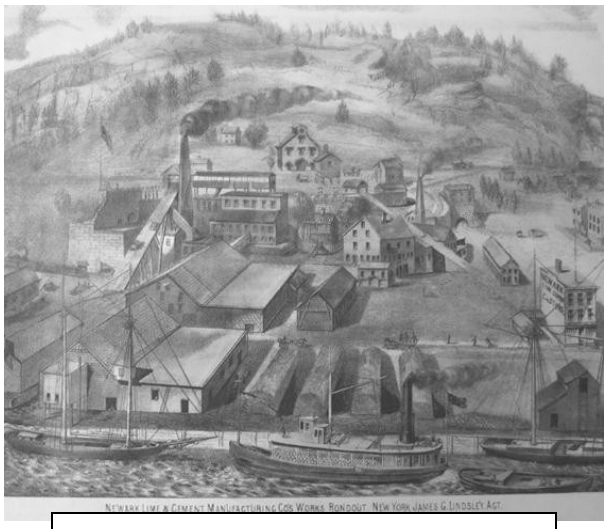
_____

_____

Lesson 8– Newark Lime and Cement Company

Objectives - Students will:

- gather information from an archival photo,
- hypothesize as to the type of work depicted by the men in a photo.



c. 1900 - site of the Newark Lime and Cement Company, Rondout, Kingston, NY. Beers 1875 Atlas

Materials

- *Early Artisans* by Bobbie Calman
- Student Activity Sheet 8

Background Information

In 1845, the Newark Lime and Cement Company opened on the Rondout in Kingston, NY. The Rondout was an excellent location to start up a lime and cement business due to the close proximately of the Hudson River and the abundance of limestone. By 1880, more than 1,000 men were employed in the Ulster County cement business. Coopers, craftsmen who make wooden barrels or tubs, are depicted in the photo used in this activity. They were an essential component of the cement industry and were needed to construct the barrels in which to hold the cement.

An interesting detail to point out is the man seated on the lower right side of the photo, Joseph Murphy, son of Irish immigrants, went on to become one of Kingston's most famous fire chiefs.

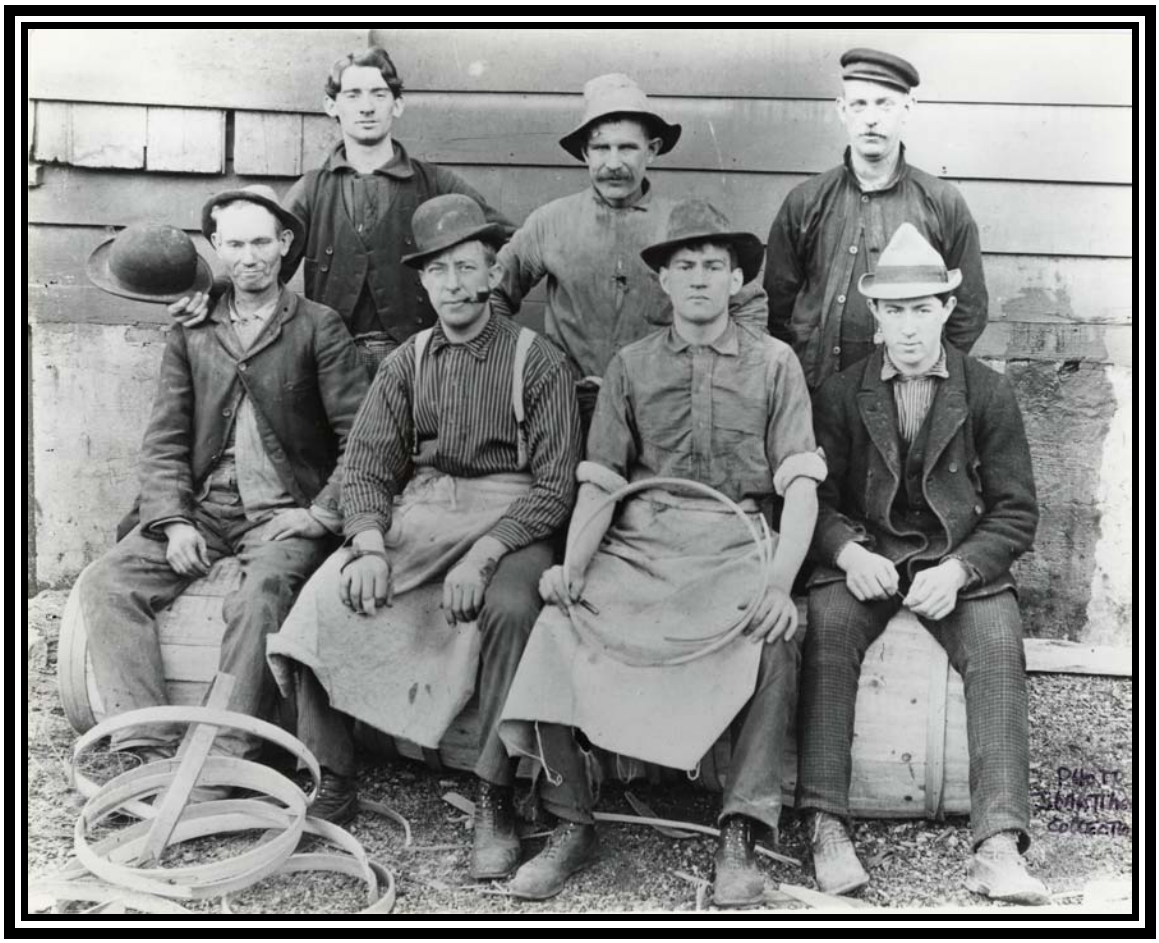
Teaching Sequence

1. Interpreting an archival photograph
    a. Distribute a copy of the photo to each student. (This activity can also be accomplished in groups).
    b. Explain that this photo was taken around 1890 at the site of the Newark Lime and Cement Company in Kingston.
    c. Instruct the students to take two or three minutes to carefully examine the photo.
    d. If students are having difficulty completing the last question, give them a clue – (to pay close attention to the wooden circles in the men's hands and at their feet.)
2. Class discussion
    a. Ask students to hypothesize what having the job of a late c. 1900 cooper entailed.

Name _____

Activity Sheet 8

Who are these Men?



Courtesy of Jack F. Matthews Collection

1. Describe the men posing for this photo? (Look carefully at their clothing)

_____

_____

_____

2. List any objects you see in the photo.

_____

_____

_____

_____

3. What occupation are these men involved in? What clues did you use to determine that? _____

_____

_____

_____

Lesson 9– Attitudes Towards the New Immigrants

Objectives - Students will:

- analyze diary entries from Nathaniel Booth, a Kingston immigrant,
- make assumptions as to what the attitudes of local Kingston residents were regarding immigrants.

Materials

- Student Activity Sheet 9

Background information

Nathaniel Booth, an English born resident of Kingston, left behind two diaries that range from the years from 1844 to 1854.

> "The diaries of Nathaniel Booth are an indispensable account of daily life in the mid-nineteenth century for an immigrant new to America. Booth emigrated from England to New York in the mid 1830's and kept a detailed daily journal of the struggles, achievements and failures facing him everyday. He gives accounts of numerous jobs, including work on the D & H Canal, cement mines and merchant stores along the Rondout creek. The journal follows Booth to his move out west in 1846, and then back again to New York in 1848 and continues through 1854, all the while chronicling his adventures while trying to become successful in America." - *Lisa Bruck, the Senate House*

Teaching Sequence

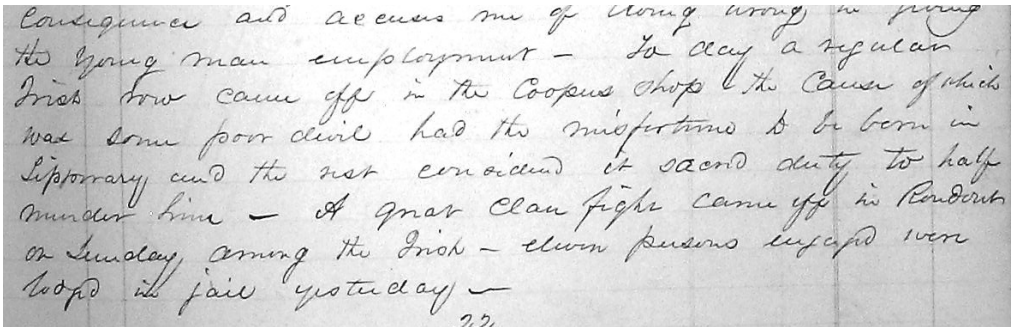
1. Reading a diary
    a. Discuss how we can use primary sources, such as diaries, letters, etc. to understand people's attitudes in the past. Explain who Nathaniel Booth was and that his dairies are currently owned and housed at the Senate House Museum in Kingston.
    b. Distribute the Activity Sheet with excerpts from Nathaniel Booth's Diary. Direct the students to use the excerpts on the top of the page to answer the questions on the activity sheet.
2. Class discussion
    a. Ask students to think about what a stereotype is. Pose the following questions:
    "How are stereotypes perpetuated?"
    "What stereotypes do you think Booth holds about the Irish?"
    "What stereotypes do you see in the news, on TV shows or in advertisements?"

Extension Activities

- The Book, *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity* by Nancy Schneidewind is filled with activities to help students become aware of bias and stereotypes. The teacher can choose any of the activities he/she chooses.

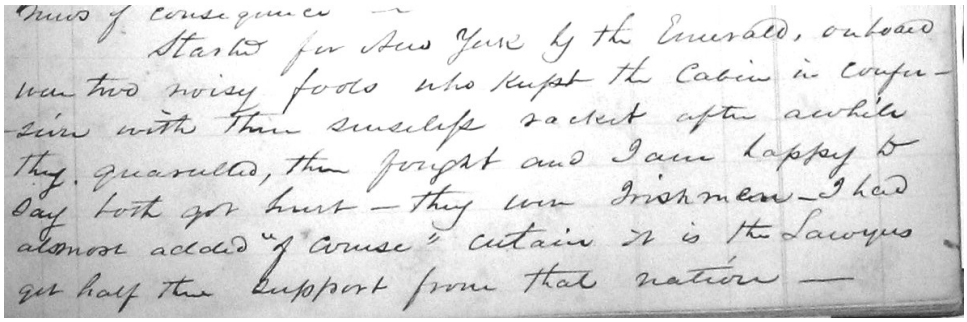
Activity Sheet 9

Nathaniel Booth's Diary



Transcription

May 21, 1850
Today a regular Irish row came off in the cooper's shop the cause of which was some poor devil had the misfortune to be born in Tipperary (a town in Ireland) and the rest considered it sacred duty to half murder him – a great clan fight came off in Rondout on Sunday among the Irish – 11 persons engaged were lodged in jail yesterday.



Transcription

Saturday Dec. 15 1849
{Received a letter from Henrietta King - interesting of course - she always writes in the same spirit - no news of consequence} - started for New York by the Emerald - on board were two noisy fools who kept the cabin in confusion with their senseless racket - after a while they quarreled then fought and I am happy to say both got hurt - they were Irishmen - I had almost added "of course" - certain it is the lawyers get half their support from that nation

1. Based on these two diary entries, what do you think Nathaniel's and some other Kingston resident's attitude was toward Irish immigrants? Use two examples from Nathaniel's diary to support your answer.

Lesson 10– The Wretched Road to the Poorhouse

Objectives - Students will:

- view UCPH documents and discover the nature of illnesses affecting immigrants arriving in Ulster County,
- interpret data from a pie graph and draw conclusions as to why many immigrants were admitted to the Ulster County Poorhouse,
- interpret information from an 1852 poorhouse ledger.

Courtesy of Haviland-Heidgerd Historical Collection

Materials

- Student Activity Sheet 10

Background Information

From 1828 until 1976, Ulster County residents as well as newly arrived immigrants who could not support themselves, were sent to a facility in New Paltz called the Ulster County Poorhouse. The Poorhouse supported the unemployed, the unemployable, the crippled, the ill, the homeless, elderly and mentally ill of the county. For more information and photos, please go to http://www.co.ulster.ny.us/poorhouse website.

SHIP FEVER

Many newly arrived immigrants contracted Ship Fever on their trip aboard overcrowded, filthy ships. Once arriving in NY, many chose to travel up the Hudson in search of employment. For some, their arrival came too late, having incubated the dreaded Ship Fever (caused by bites from lice and fleas). With no one to take care of them, many were sent to the Ulster County Poorhouse.

Ship Fever, also called Typhus, was once called gaol fever or ship fever because it was common in prisons and on ships that had been at sea a long time. Typhus is common with people who do not bathe or change clothes often and must live in close quarters. Lice cling to clothing and are easily passed from person to person. They move quickly from one person to the next when body temperature changes, as in death or fever, since lice cannot withstand changes in body temperature.

A louse becomes infectious six days after it has bitten an infected person or a rat. People become infected by the louse either by scratching it into her/his skin or the puncture wound the louse has made. The louse will itself die, ten days after it is infected. It takes approximately twelve days for an infected person to show symptoms. The symptoms include high fever, headaches, chills, body aches, and pains. The next stage may be delirium, coma and heart failure. Reddish spots appear on the body resembling fleabites. At present, Typhus can be cured by antibiotics.

Teaching Sequence

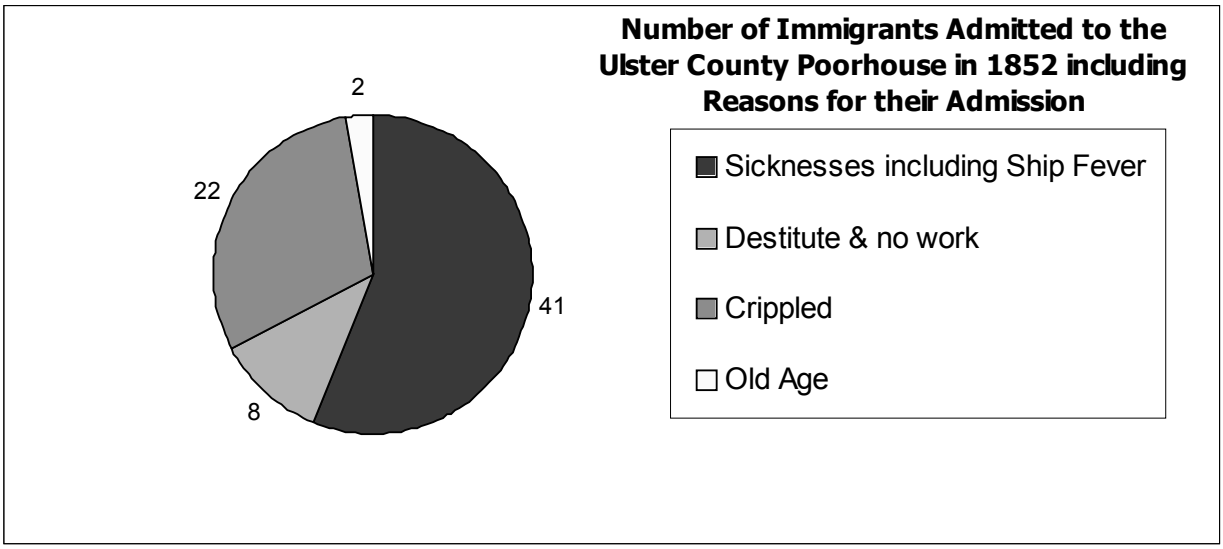
1. Class discussion of poorhouses
    a. Explain what a poorhouse was using information from the Ulster County Poorhouse Project Website.
2. Analyzing and interpreting information
    a. Distribute Activity Sheet 10 (two sided).
    b. Point out vocabulary word on side two.
    prevalent: existing, happening, or used widely.
    malignant: threatening to life and health, deadly.
    afflicted: to cause to suffer, as from disease, pain, or trouble.
    quarantine: the prevention or tight control of the movement of people, animals, plants, or goods out of a region to keep pests or disease from spreading.
3. Writing an essay
    a. Document Based Essay: Assign the following DBQ to the class:
    Using the information from the previous documents and your knowledge of social studies, write a well organized essay describing the hardships many immigrants faced when coming to the United States.
    b. Direct students to use the information they have learned from the chart, ledger, newspaper article and class discussion to write a well organized essay describing the hardships many immigrants faced when coming to America. Remind students to include an introduction, body, and a conclusion.

Grounds of Ulster County Poorhouse, c. 1940
Courtesy of Gail Logan

Name _____

Activity Sheet 10

Ulster County Poorhouse



1. According to this pie chart, what was the main reason immigrants were sent to the Ulster County Poorhouse? Why do think this is so?

   _____

   _____

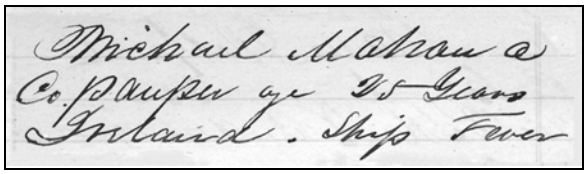
   _____

   _____

2. How many immigrants were sent to the Poorhouse due to old age? _____

3. How many immigrants had no place to live or didn't have a job? _____

The following document was taken from the April 1852 Ledger of the Ulster County Superintendent of the Poor:



Transcription

Michael Mahan a
Co. pauper age 25 years
Ireland Ship Fever

4. How old is Michael Mahan?_____

5. What country did he emigrate from? _____

6. Why did he end up at the Poorhouse?

   _____

   _____

   _____

Many immigrants landed in Kingston, having contracted "Ship Fever" on their trip here from Europe. Read the following newspaper article and find out more about "ship fever".

Vocabulary
prevalent: existing, happening, or used widely. malignant: threatening to life and health, deadly. afflicted: to cause to suffer, as from disease, pain, or trouble. quarantine: the prevention or tight control of the movement of people, animals, plants, or goods out of a region to keep pests or disease from spreading

June 18, 1847 *Cork Examiner*

Extract of a private letter from New York—JUNE 1ST, 1847—"Ship fever is now very prevalent here. It is, properly speaking, a most malignant kind of yellow fever. In almost every vessel that arrives several persons are afflicted with it, in consequence of which all the hospitals are full. The Board of Health are fitting up temporary places for the reception of patients. From the numbers that have been attacked, it is feared, that the fever will spread through the City as soon as the warm weather sets in.

At present it is confined to the neighbourhood of emigrant boarding houses. Dr. Van Buren, who has been stationed at the quarantine ground, has died of it, and several of the doctors that have been attending the Marine hospitals are ill with it. 567 have died on the passages from Great Britain to New York, since the 1st of January."

7. According to this newspaper, what disease is most prevalent in New York?

_____

8. Where are the sick immigrants being cared for?

_____
_____
_____

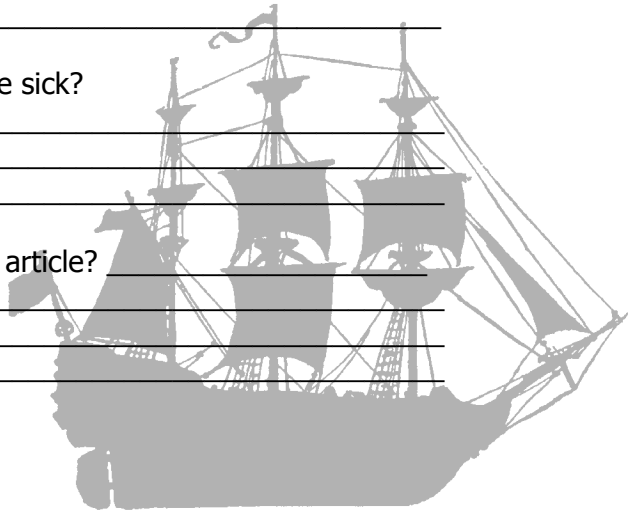
9. Why are local citizens afraid? If you were living at this time, how would you feel?

_____
_____
_____
_____
_____

10. What has happened to the doctors treating the sick?

_____
_____
_____

11. What is the attitude of the person writing this article? _____
_____
_____
_____



Lesson 11– Immigration Legislation

Objectives - Students will:

- identify major events in the history of legislation pertaining to U.S. immigration,
- create a timeline or chain of events listing the top five legislations pertaining to immigration,
- research current immigration laws and debate their necessity.

Materials

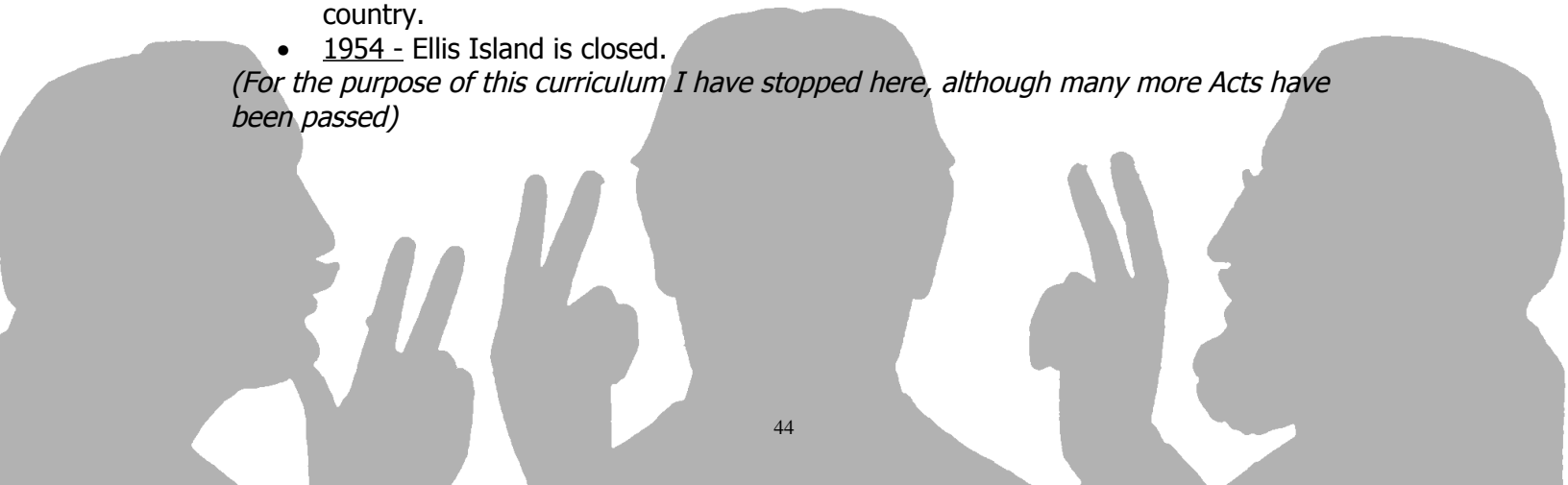
- construction paper, scissors

Background Information

The following is a list of important legislation in the history of U.S. immigration:

- 1790 - law passed making citizenship available to aliens after a two-year residency.
- 1795 - a three step process is instituted for granting citizenship
- 1798 - John Adams passes Alien and Sedition Acts, moving the length of time an immigrant needs to reside in the U.S. to 14 years.
- 1802 - the amount of time need to prove residency is again changed, this time back to five years.
- 1819 - Steerage Act – All ships bringing immigrants to the U.S. need to provide a manifest (list) of their passengers.
- 1855 - Castle Garden opens – first official processing center for immigrants is set up.
- 1875, 1882, 1892 - A series of Acts passed limiting immigration (entry of "idiots, lunatics, convicts, and persons likely to become a public charge are restricted from entering the U.S.").
- 1882 - Chinese Exclusion Act – limits the number of Asians allowed in the country. This law was not repealed until 1943. Also a 50-cent tax is placed on all immigrants to be paid by the transportation companies.
- 1891 - The National Office of Immigration is created – the health of all immigrants is checked, those found ill are sent back to their native country.
- 1892 - Ellis Island opens its doors. In the next 30 years, over 12 million immigrants will enter the United States through this center.
- 1921 - Quota Act - limits are placed on the number of immigrants entering the country. The 1910 Census is used in a formula to decide how many immigrants are allowed from each country. (3%)
- 1924 - Second Quota Act - This time 3% of the population of each nationality from the 1890 census is used to determine the number allowed to enter the country.
- 1954 - Ellis Island is closed.

(For the purpose of this curriculum I have stopped here, although many more Acts have been passed)



Teaching Sequence

1. Class Discussion
   a. Explain the important legislation that has been passed on the subject of immigration.
2. Create a timeline
   a. Students work with a partner to create a timeline of important events, or create a paper chain. Each pair is given one law to explain.
   b. One student from each pair comes to the front of the room and finds her/his place, chronologically. Each presenter shares her/his law with the class.
   c. The timeline cards or chains are placed around the room.
3. Class Discussion
   a. Ask students how these laws may have effected the general and immigrant population of the time.
   b. Ask students why they think some of these laws were passed. "Were they necessary?"

Extension Activity

- Students research current immigration legislation and write about how these laws affect their own lives.
- Students can choose a law that was discussed in class. They can research the political climate that preceded the passing of the law.

Lesson 12– The Next Wave

Objectives - Students will:

- view statistical information gathered from the 1890, 1900, 1910, 1920 and 1930 Federal Censuses and determine who were the next wave of immigrants coming into Ulster County,
- identify patterns of immigration in Ulster County,
- analyze a chart and interpret the data,
- evaluate the importance of Ellis Island as an immigration station.

Materials

- Student Activity Sheet 12

Background Information

According to Ulster County Census statistics, the immigrant populations of Ulster County soared in 1910, with Italian immigrants topping the chart. Most of these immigrants came through the doors of Ellis Island. Please refer to www.ellisisland.com and *Ellis Island, Gateway of Hope*, by local author, John Burdick for further information on Ellis Island.

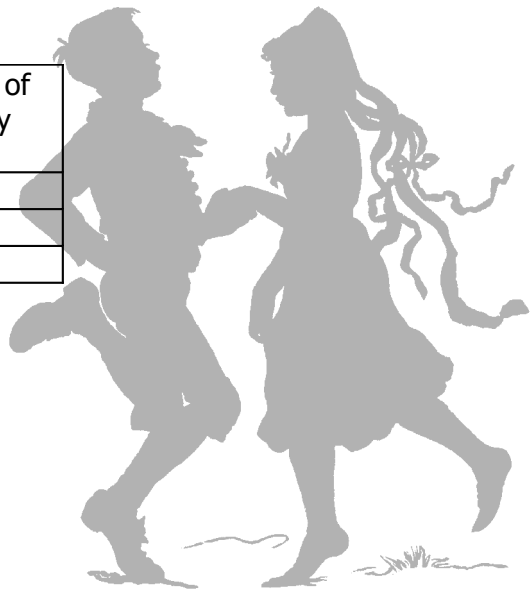
Teaching Sequence

1. Analyzing a chart
   a. Distribute the Activity Sheet to the students. Ask them to read the chart carefully and then proceed to answer the questions.
   b. After students have completed the work, ask for volunteers to answer the questions.
2. Class discussion
   a. Point out the impact of Ellis Island on the history of the world.
   b. If the classroom has internet access, use the Ellis Island website to help explain the importance of this immigrant center to the class.

Extension activities

- Students can ask their parents about their ancestors. The class can compile the information and create a chart similar to the following:

Name of Student	Ancestor's Country of Birth	Year Immigrated	Port of Entry
Cindy			
Will			



Students can then convert the data into a graph

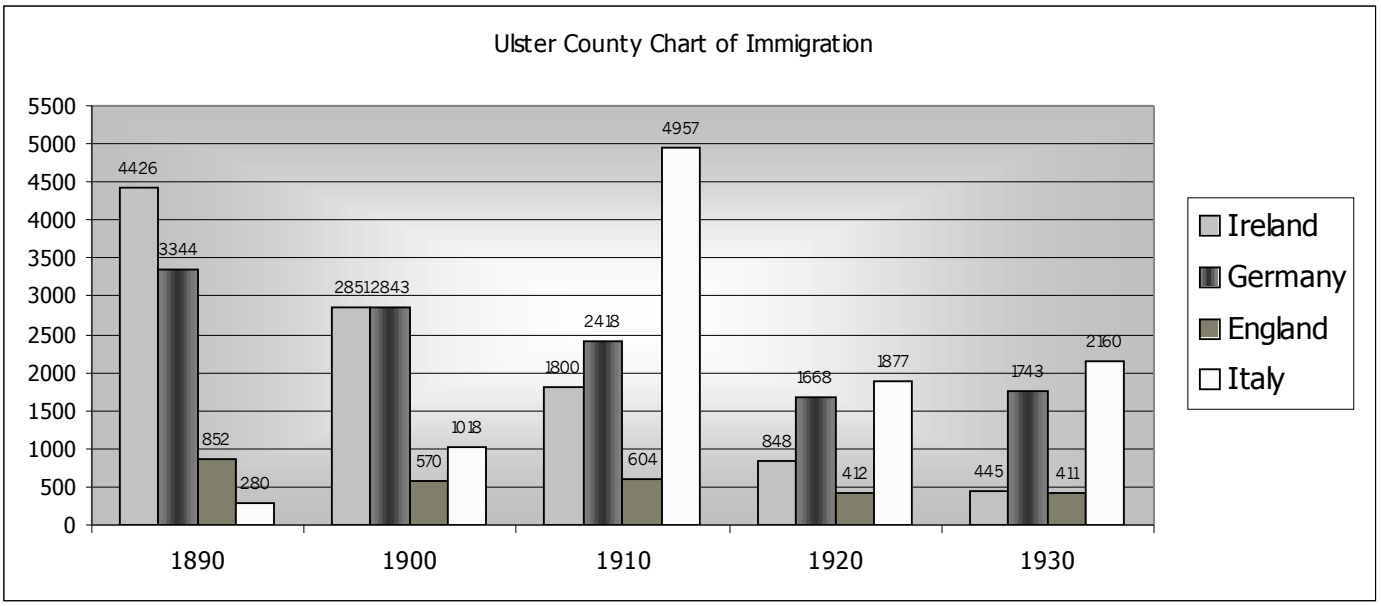
- Take the class on a fieldtrip to Ellis Island

Name_____

Activity Sheet 12

The Next Wave

The following chart shows the change in immigrant populations between 1890 and 1930. Use this chart to help answer the following questions:



1. Fill in this chart with the name of the country that sent the most immigrants each ten year period.

Year	Country
1890	
1900	
1910	
1920	
1930	

2. Which country's immigrant population went down every ten years between 1890 and 1920? Why do you think this happened? _____

_____

_____

_____

3. Which immigrant population soared in 1910? _____

4. What port of entry do you think most of these immigrants came through? Why?

_____

_____

Lesson 13– Reading Between the Lines

Objectives - Students will:

- make predictions as to how some residents of our county received local Italian immigrants,
- interpret and summarize various nineteenth and early twentieth century newspaper clippings,
- create a chart,
- draw inferences concerning attitudes towards local immigrants.

Courtesy of Jack F. Matthews Collection

Materials

- Student Activity Sheet 13a
- Archival Newspaper clippings
- Student Activity Sheet 13b

Background Information

"The large majority of Italians who came to America in the period 1876 to 1930 came from the area south of Rome, called the *Mezzogiorno*, which literally means "mid-day" because of the hot climate. Many factors caused the exodus from southern Italy. With the unification of Italy in 1870, the feudal system in Sicily came to an end, leaving poor peasants with no land to farm, and no money to buy or rent land. The central government's primary focus was on the industrialization of the north, while the problems of the south were neglected. High taxes, meant to spur economic growth in the north further added to the problem. Uprisings by peasantry were harshly repressed by the Italian government in the 1890's. Sicily fared no better under a unified Italy than it had under centuries of foreign control." – *Linda Tantillo*

Booker T. Washington is quoted to having said the following after his visit to southern Italy:

"The negro is not the man farthest down. The condition of the coloured farmer in the most backward parts of the southern States in America, even where he has the least education and the least encouragement, is incomparably better than the condition and opportunities of the agricultural population in Sicily."

"The world's agricultural markets were changing at this time as well. In 1880, American wheat crops flooded Europe, citrus fruit from California and Florida competed with Italian imports, and new tariffs reduced wine exports to France.

Several natural catastrophes at the turn of the century added to the problem: eruption of Mount Vesuvius and Mount Edna, major earthquakes, and loss of Sicilian grape vineyards to an outbreak of phylloxera, a type of plant lice that attack grape roots. At the same time, North America was in the midst of large-scale industrialization and was hungry for laborers. Better means of transportation in the form of steamships meant faster and cheaper trans-Atlantic voyages.

Between 1900 and 1916 more than three million Italians immigrated to the United States. By 1920, Italians were the second largest foreign group in the U.S. - 80% of these people migrated from southern Italy, with New York City being their main port of entry." *- Linda Tantillo*

Italians poured into Ulster County from Ellis Island as well as other ports on the east coast, traveling by boat or train. Most Italian men came without their wives, hoping to establish themselves, and then send for their families. Men filled the need for cheap labor in the brickyards of Kingston, fruit farming in all areas of the county, bridge and home building, laying trolley tracks and assorted masonry work. How did so many Italians know they could find employment in Ulster County? One method was the recruitment system. Recruiters, often Italians themselves, met the newly arrived immigrants and funneled them upstate. Others were told in Italy by letters of the opportunities waiting for them in our Ulster County.

The various newspaper clippings assembled for this activity were found in New Paltz and Highland Newspapers dating from 1882 to 1920. All were found at the Haviland-Heidgerd Historical Collection in New Paltz.

Teaching Sequence

1. Interpreting an archival photograph
    a. Distribute a copy of the photo to each student. (This activity can also be accomplished in groups)
    b. Instruct the students to take two or three minutes to carefully examine the photo.
    c. If they are having difficulty completing the last question give them a clue –
2. Class discussion:
    a. Read excerpts from the story of one local Kingston immigrant.
    b. Explain why so many Italian immigrants came to Ulster County between 1890 and 1920. Ask students how they think local residents will feel towards their new Italian neighbors.
3. Interpreting archival newspaper articles
    a. Divide class into groups of four. Each group will assign roles to each of their members. Hand out packets.
    b. Direct students to read the newspaper clippings and fill in the information on the chart. Explain, using an example of what is meant by the attitude of the person writing the article.
    c. Ask for each group to provide a speaker to share their responses with the class.

Extension Activity

- *Use Paul Fleischman's, *Joyful Noise,* poetry as a model for creating "Poems for Two Voices". Students work with partners to create "voices" for newly arrived immigrants.

<u>Voice of immigrant</u> <u>Both voices</u> <u>Voice of resident</u>

** adapted from Seeing the Whole in Social Studies by Tarry Lindquist*

Name _____

Activity Sheet 13a - Analyze a Photo

Courtesy of Jack F. Matthews Collection

1. Describe the men posing for this photo? _____

_____

_____

_____

_____

2. List the objects you see in the photo. Describe the material in the background. What are some of the men holding? _____

_____

_____

_____

3. When do you think this photo was taken? _____ Why? _____

_____

_____

4. What occupation are these men involved in? What clues did you use to determine that? _____

_____

_____

March 3, 1882

Probably we ought to be contented with the progress made on the West Shore R. R., but we all begin to long to see Milton once more in her natural state. No one finds any fault with the well-behaved Italian laborers, they work patiently through frost and rain; they sing, and drink cider when they can get it, but there is no fighting or drunkenness. There has been one very disgraceful scene here, but unfortunately for the reputation of our "flourishing village," neither of the parties were even of foreign distinction, but natives of the soil. An in-

March 6, 1908

—The Italian laborers, employed at the new normal building do not seem to have suffered from the cold any more than the natives of colder climes and whenever the weather is fit they turn out for work on the building.

5-21-1897

—The Italians have suffered under ages of bad government, but the descendants of the ancient Romans are not spiritless by any means, as was illustrated by a little incident a few days ago. A farmer living along the line gave a quantity of apples to one of the men to be distributed among the Italian hands. The person to whom the apples were handed, thinking it would be a joke to see the men scramble for the fruit, scattered them widely on the ground. The Italians did not rush for them, and pick them up. On the contrary they plainly showed their anger, and left the apples lying on the ground. Evidently they thought it was treating them too much like pigs to have apples given to them in that way.

May 19, 1893

—We must say a good word for the Italians who are soon to leave our village. The old fashioned idea of the Italians was that they were lazy and quarrelsome, but those in New Paltz have shown themselves models of industry and good nature. They attend strictly to business, have not stolen anything, and have made no disturbance.

June 18, 1907

To out of three Italians who applied to Judge Morschauser of Pokeepsie for citizenship Friday afternoon were turned down because of ignorance. One of the applicants was able to give the name of the governor of the state after some hesitation but he was unable to give any idea of how the laws are made at Washington or at Albany. He could not tell whether there were two houses or one house of Congress.

6-17-1910

—In riding along the mountain side one sees groups of laborers who are employed in aqueduct work. There are some negroes, some Italians and some whose light hair shows that they are of a more northern European race. The Italians lift their hats in a respectful manner when meeting a carriage in which there is a lady, which is not according to the etiquette taught in this country, but we think appears quite as well as to meet strangers on the road simply with a stare as people here do.

5-15-1903

The immigration authorities at Washington are becoming alarmed over the tremendous influx of Italians from Southern Italy, which always furnishes the least desirable class of foreigners. They now outnumber the immigrants from every other country of Europe and at the present time are coming at the rate of 30,000 a month.

5-31-1907

—A number of Spaniards, Italians and Austrians are at work at the brick yard and a number of Italians are at work on the excavation for the new Normal School building. This is work that Americans generally do not care to do as they can make better wages at other kinds of work. Before the end of the year it is possible that a number of Italians will be employed in the work of the N. Y. Water Supply in this town. Whether any thing will be done at the state roads in this town this year remains to be seen.

Dec. 11, 1903

—From time to time Italians are buying farms in the fruit growing portion of our county—about Highland and Milton. There is likewise an Italian cheese factory near Ohioville and another at Ardonia. The Italians do not now all go back to their own country, after they have saved a little money, but they settle down here, and some procure naturalization papers. We are told that those who become naturalized, usually vote the Republican ticket, and the reason we hear given is because the Irish are almost always Democrats.

Thursday, May 13, 1920

The plan of taking the children to the Normal by trolley car from the different schools along the line seems to be a success. Inquiry made of the children shows they are pleased with the change, as they ape able to make better progress in a graded school than in a school with only one teacher. One of the reasons given for condemnation was that since there are now so many Italian children there was too much crowding in the school-room. In the Ohioville school half the children are said to be Italian.

August 4, 1905

—The census just completed shows that there are 175 Italians in the town of Lloyd. It is only within the past few years that they have commenced buying up farms in the fruit belt. There is no question in regard to their industry and economy.

11-27-1914

—Some Italian laborers, employed on the state highway have gone. The are a peaceable, hard working class of men.

5-26-1897

—The Italians at work on the railroad do not spend their money for rum as soon as it is earned. They were paid a month's wages on Saturday afternoon, but there was no sort of noise or disturbance on Sunday.—A number of them strolled through our village on Sunday morning, past the Reformed church, but would not accept an invitation to enter the building and listen to the music, which they could understand, although the sermon was in a foreign tongue.

5-19-1893

—The Italians at work in our village have a great love for the dandelions now in bloom. They are used as an article of food. The lad who acts as water carrier for the gang was observed one day last week sorting a pile of the plants and washing them in a brook which flows through the southern part of our village.

Aug. 9, 1907

—The Italian laborers, employed on the normal school excavation entertain themselves and neighbors occasionally by singing in the evening.

4-14-1893

—The Italians, at work on the Main street sewer, sleep in a shanty lately erected in the rear of the electric light building.

April 16, 1897

WHY ITALIANS ARE EMPLOYED.—Some people will probably regret to learn that Italians have been set to work on the electric railroad. But a gentleman who has had experience in this line says that they are preferable to the majority of laborers who offer themselves for work of that kind. When such a job advertises for men, there are some good men who will come from the neighborhood around, and in the case of the electric railroad quite a number have come from the country near by. But others will come, in such a case, from a distance, who are merely tramps, and are very unreliable. In order to push the road forward as rapidly as possibly, a large number of hands must be employed, and the supply of American labor near by is quite limited.

Dec. 2, 1892

—Some half a dozen of the Italians in the employ of the the Water-works Company, attracted no doubt by the music, were present at the Reformed church last Sunday evening. Their delight in the singing and playing was visible in their faces. These Italians are a remarkably quiet, inoffensive class of people. Two or three of them understand English. They expect to remain in our village until the water works are completed.

Aug. 9, 1910 →

—One of the engineers of the Honk Falls Power Company's work here has organized a class in English for the Italian laborers. As many as twenty attend. This is the sort of spirit that will make Americans of these strangers in our midst.—High Falls Bulletin.

Aug 12, 1920

There are at least six or eight houses in the Italian colony south of Ohioville. Most of the houses are of cobble stone, and one is now in the course of erection. These houses are large and substantial looking. Thepeculiar style ofarchitecture is, no doubt, Italian. The only objection is the scarcity of windows. There are, we believe, several families in each of the houses. These Italians are noted for their industry and large families of of children. It is said that about half of the children in the Ohioville school disrict are Italians.

← July 12, 1907

—The Italian laborers on the excavation for the Normal school building make an active search among the neighbors for the purchase of eggs. Eggs and macaroni seem to be their favorite articles of food.

5-27-1887

—There are about 100 Italians employed by the bridge company. They have to do hard and mean work.—There was no necessity for a complaint, as published in a city newspaper, to the effect that the Italians crowd out deserving working men in this neighborhood. None but Italians could or would do the sort of work given to them. The Italians are by no means drawing princely salaries. The best of them do not get more than $1.50 a day, and the great majority get from $1 to $1.25.—Poughkeepsie News-Telegraph.

June 6, 1895

Quite a number of Italian berry pickers, men, women and children, have arrived in Highland, during the past ten days.

May 31-1907

—A number of Spaniards, Italians and Austrians are at work at the brick yard and a number of Italians are at work on the excavation for the new Normal School building. This is work that Americans generally do not care to do as they can make better wages at other kinds of work. Before the end of the year it is possible that a number of Italians will be employed in the work of the N. Y. Water Supply in this town. Whether any thing will be done on the state roads in this town year remains to be seen.

May 27, 1887

—There are about 100 Italians employed by the bridge company. They have to do hard and mean work.—There was no necessity for a complaint, as published in a city newspaper, to the effect that the Italians crowd out deserving working men in this neighborhood. None but Italians could or would do the sort of work given to them. The Italians are by no means drawing princely salaries. The best of them do not get more than $1.50 a day, and the great majority get from $1 to $1.25.—Poughkeepsie News-Telegraph.

5-21-1897

—The Italians at work on the railroad do not spend their money for rum as soon as it is earned. They were paid a month's wages on Saturday afternoon, but there was no sort of noise or disturbance on Sunday.—A number of them strolled through our village on Sunday morning, past the Reformed church, but would not accept an invitation to enter the building and listen to the music, which they could understand, although the sermon was in a foreign tongue.

Aug 21 1908

—We do not hear so good a report from the Italians at work on the state road as from those at work at the new Normal School building so far as pilfering and attempts to pilfer from their neighbors are concerned. The Italians at work on the Normal School building have conducted themselves in a very commendable manner.

Aug. 21, 1908

5-15-1903 →

The immigration authorities at Washington are becoming alarmed over the tremendous influx of Italians from Southern Italy, which always furnishes the least desirable class of foreigners. They now outnumber the immigrants from every other country of Europe and at the present time are coming at the rate of 30,000 a month.

Dec. 11, 1903

Dec 11, 1903 Jne

—From time to time Italians are buying farms in the fruit growing portion of our county—about Highland and Milton. There is likewise an Italian cheese factory near Ohioville and another at Ardonia. The Italians do not now all go back to their own country, after they have saved a little money, but they settle down here, and some procure naturalization papers. We are told that those who become naturalized, usually vote the Republican ticket, and the reason we hear given is because the Irish are almost always Democrats.

4-27-1922 →

4-27-1922

The game wardens are having a great deal of trouble with the Italians. Two Italians were recently arrested at Highland for fishing with fykes witout a license.

—About twenty-five Italian laborers arrived at Highland, this week, and have gone to work to construct the reservoir of the water works.

4-14-1893

Activity Sheet 13b

Reading Between the Lines

Use the information from the newspaper clippings to fill in the following chart:

Date of Article	Occupation of Italian Immigrant	Attitude of the Writer of the Article Towards Local Italians &/or Interesting Details

Lesson 14– Water for a Thirsty City

Objectives - Students will:

- interpret information from the 1910 Federal Census,
- debate the viewpoints of Ulster County residents living in the path of the Ashokan Reservoir and officials of the NYC Water Supply Company.

Materials

- 1910 Town of Olive Census
- Discussion Web Format Sheet

Background Information

The following excerpt is found in the essay, *The World's Greatest Aqueduct* by Alfred Douglas Flinn of the Board of Water Supply of the City of New York. It was published in Harper's Monthly in 1909. The complete text can be found at http://www.catskillarchive.com/rrextra/dnaque.Html

THE Catskill Mountain water system being constructed for New York City is one of the most notable engineering enterprises ever undertaken. Ranking with the inter-oceanic canals at Suez and Panama, the Assuan irrigation works in Egypt, and the projects which are converting western America's wastes into fruitful fields, the Catskill aqueduct, with its tributary reservoirs, probably surpasses any one of them in the variety of problems to be solved. Although undertaken by a municipality, these works in magnitude and cost compare with national enterprises.

Imperial Rome's longest aqueduct was fifty-seven miles in length; the Catskill aqueduct will be ninety-two miles long. Rome, with hordes of laborers from conquered domains, carried its aqueducts at the hydraulic gradient across valleys on imposing masonry arches. Modern explosives and rock-drills enable New York to tunnel in solid rock beneath valleys and rivers, avoiding masonry, which is now expensive, and which is likely to suffer in New York's severer climate.

Approximately forty miles of new highway and thirteen miles of new railroad will have to be built. A concrete arch bridge at the dividing dam will afford connection between the northern and southern sides of the reservoir. Seven villages and many scattered dwellings and other buildings now dotting the valley will have to be razed. From forty small cemeteries all the bodies in 2500 graves must be removed. All trees and brush will be cut and taken away or burned. The landscape will be changed, but guarded by the somber mountains, Ashokan Lake will add to the attractiveness of the scenery.

Camilla Calhoun, in her compelling essay, A Town called Olive, speaks of the plight of the more than 2,000 residents of the towns that were to be razed for the completion of the Aqueduct. Her ancestors were among those who were uprooted for the sake of New York City's drinking water.

> "Imagine the logistics of getting 2,000 people, some who had lived there for generations, to move from their homes in this lush, fertile valley at a time when transience was uncommon. One thousand New York City residents, who had second homes there, also lost their homes. Located in the valley, among other things, were 35 stores, 10 churches, 10 schools, 1 gristmill, and 7 saw mills. In order to begin the exodus from the valley, the Commissioner of Appraisal had to post notices warning property owners 'that in less than two months title to their property would be vested in New York City and they would be subject to a ten-day notice to move. The State Water Commission had supported the plan despite the fact there were hearings and residents fought the city's plans with capable lawyers."

Calhoun, states that the reservoir was built by nearly 3,900 laborers, made up of mostly Italian immigrants and African American workers from the south.

> "Many of the men working on the reservoir had families. Two segregated schools were built for their children, one for the Italians and one for the African Americans. Many of the laborers carried weapons. Fights broke out on a regular basis, with several fatalities. The watershed police, whose job today is to protect water quality, was originally established to protect residents and keep peace in the labor camps."

Her complete essay can be found at www.reflector.net/watershed

Another wonderful site for background information on the Ashokan Reservoir written by students at the Bulkeley Middle School in Dutchess County titled, *Underwater Towns*, can be found at:
http://www.rhinebeckcsd.org/bulkeley/hvhome2003/sokolowskibwebpage

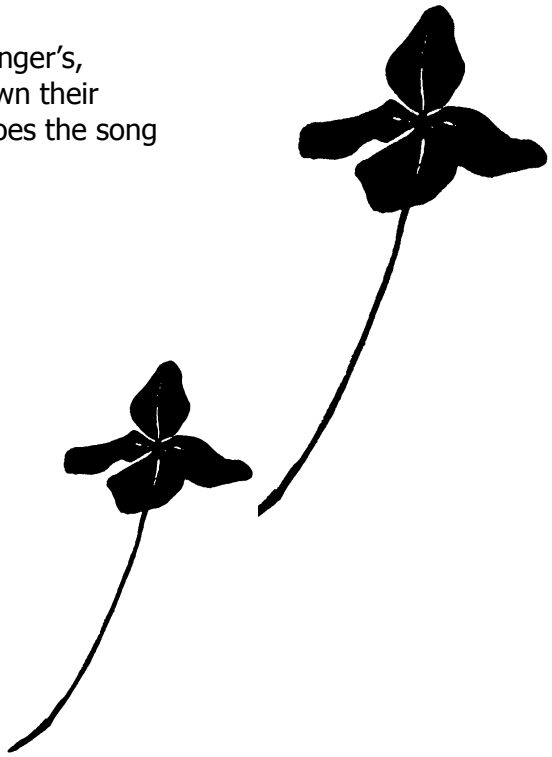
Diane Galusha, in her book, *Liquid Assets,* states that unskilled workers working during that time earned $1.20-$1.60 a day. Water boys, as young as nine, earned $1 a day. They had the job of hauling twelve quart pails a half a mile and back to their starting point several times a day. Pipe fitters, pump men, and plumbers earned $2 a day, stonemasons made $3 per day, and powder men made $10.16 per week. The workers were charged a monthly fee of $20-$22.50 for their room and board in the company camp, and some greatly struggled to pay it.

Teaching Sequence

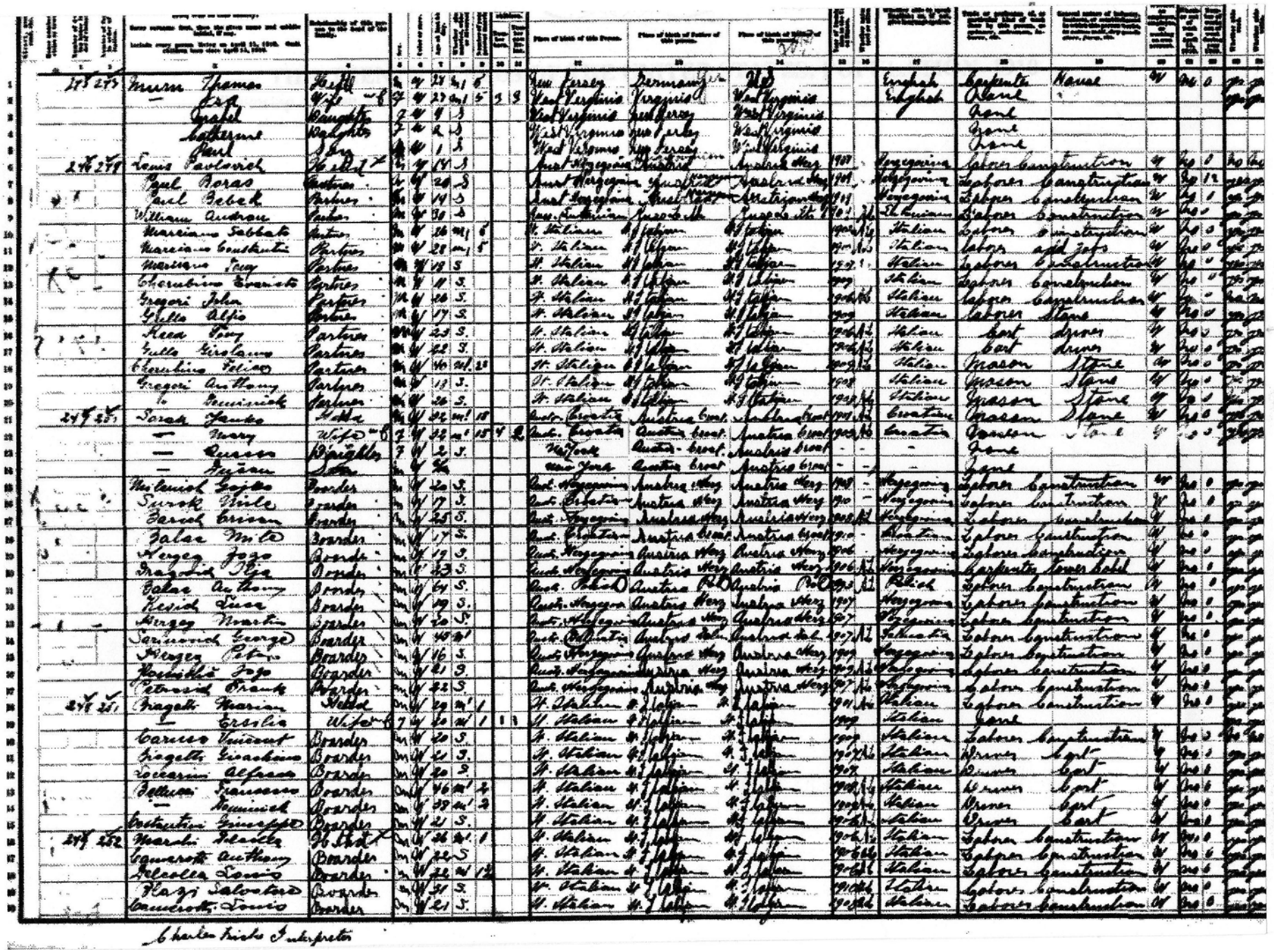
1. Analyzing a Census
    a. Call students attention to the nationalities, ages, and races on the 1910 Census.
2. Creating a Discussion Web
    a. Assign a partner to each student. Pose the following question: **Did the NYC Water Supply Co. have the right to build the Ashokan Reservoir?** (Remind them to think of the thousands of jobs created that were filled by immigrant labor)
    b. Working with the Web format, students take turns filling in the yes and no columns of the chart, the reasons they agree or disagree with the question. Students are to try to have equal numbers on either side of the chart. By looking at both sides of the issue, they will be engaged in critical thinking.
    c. Ask each pair to join with another pair and compare their responses. At this point, they are to decide, as a group, if they agree or disagree with statement. They are to choose the main reason for their choice and their final conclusion and fill in the appropriate boxes on the Web. The goal is to work towards a group consensus. Each person is asked to keep an open mind. Remind students that it is okay to disagree. There will be opportunities to voice their opinion during the class discussion.
    d. Each group is asked to pick a speaker to share their responses with the class. After the speaker has finished presenting, others in the group are given an opportunity to voice their opinions.
    e. Ask students to think of other possible solutions to this dilemma.

Extension Activity

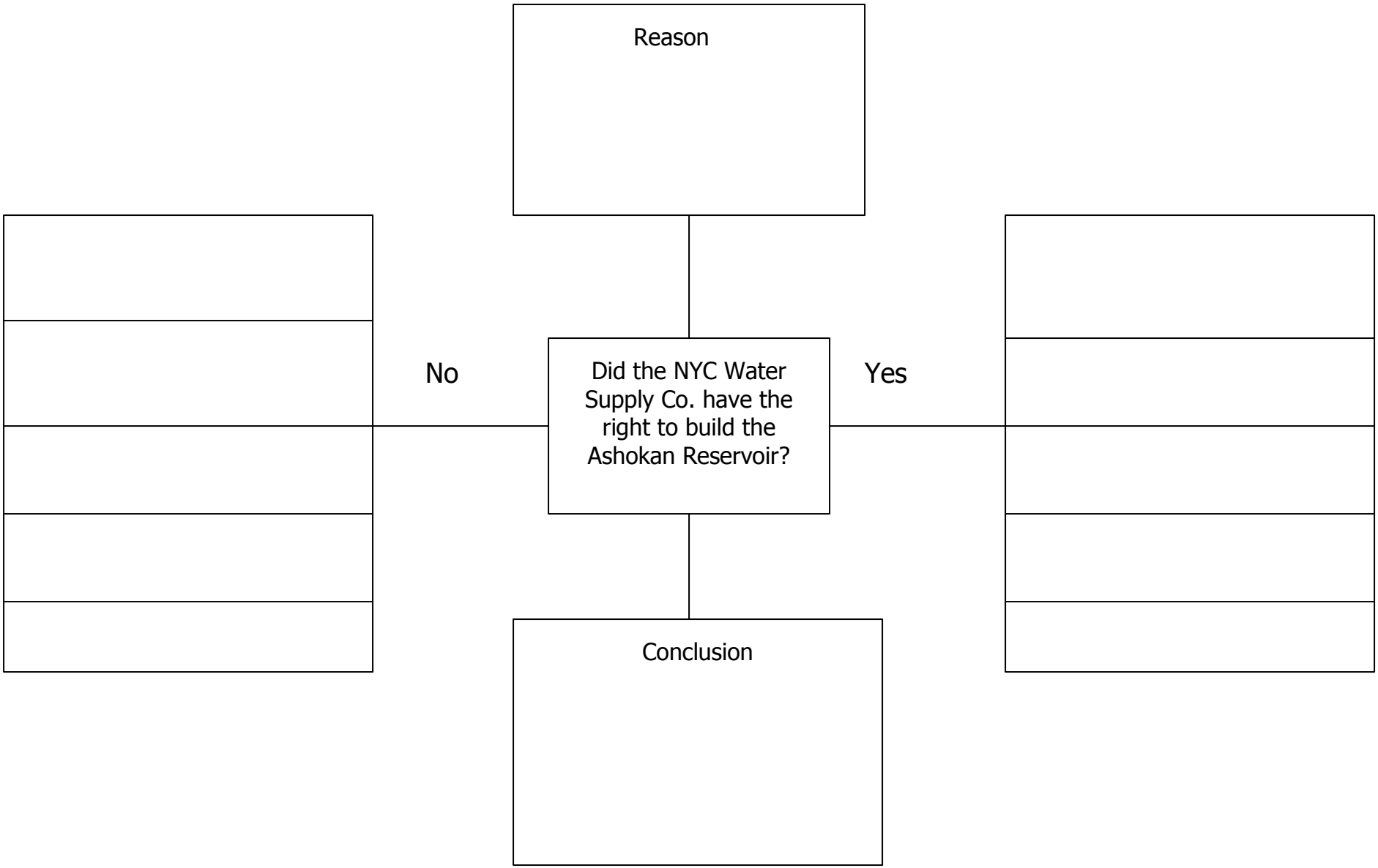
- Play a recording of Molly Mason and Jay Unger's, *Ashokan Farewell*. Have students write down their reaction to the melody. "What emotions does the song bring to mind?"



1910 Census Township of Olive



Activity Sheet 14 - Discussion Web



Lesson 15– The Naturalization Proceeding

Objectives - Students will:

- analyze Ulster County naturalization documents,
- compare and contrast the different procedures immigrants needed to go through during different time periods to become American citizens,
- role play a naturalization proceeding.

Materials

- Naturalization paper – Magdalena Yerger
- Naturalization paper – Frank Fiumefreddo
- Naturalization paper – Li Yi See Toe
- Student Activity Sheet 15

Background Information

According to the U.S. Citizenship and Immigration Services website www.uscis.gov/ Naturalization is the process by which U.S. citizenship is conferred upon a foreign citizen or national after he or she fulfills the requirements established by Congress in the Immigration and Nationality Act (INA). The general requirements for administrative naturalization include:

- a period of continuous residence and physical presence in the United States;
- residence in a particular district prior to filing;
- an ability to read, write, and speak English;
- a knowledge and understanding of U.S. history and government;
- good moral character;
- attachment to the principles of the U.S. Constitution; and,
- favorable disposition toward the United States.

The U.S. Citizenship and Immigration Services website has information on almost any topic pertaining to immigration and citizenship. You can also find the 96 questions frequently asked on the citizenship exam.

Make sure that students notice the changes in the Oath of Allegiance. Several changes were made to the Oath. In 1930, the words, "So help me God" were added. The "Bear arms" clause was added after 1950. More information on the Oath can be found on the U.S. Citizenship and Naturalization website.

Teaching Sequence

1. Analyzing a document
   a. Arrange students in pairs or small groups to work with each document.
   b. Distribute the three Naturalization paper packets with the accompanying chart. Direct the students to read each document carefully before they begin to fill in the chart.
2. Class Discussion
   a. Ask for a spokesperson in each group to share their group's findings.

Extension Activity

- Students role play a Naturalization proceeding- Use the 1991 Naturalization Program to stage a mock proceeding. Assign roles to the students; bring in live or taped music.
- Invite a guest into the classroom who has been naturalized in the U.S. to discuss their experiences.

Naturalization Paper for Magdalena Yerger

Magdalena Yerger

STATE OF NEW YORK.

Ulster County Court.

COUNTY OF ULSTER, ss:

I, Magdalena Yerger formerly of Germany now of Saugerties, New York do Declare on oath, that it is bona fide my intention to become A CITIZEN OF THE UNITED STATES, and to renounce forever all allegiance and fidelity to any Foreign Prince, Potentate, State or Sovereignty whatever, and particularly to the Ruling Power of the German States.

Sworn before me, this 24 *day of* January 1862

[SIGNED.] Magdalena Yerger

M. C. Panott Dep. Clerk

7

STATE OF NEW YORK.

Ulster County Court.

COUNTY OF ULSTER, SS:

I, Magdalena Yerger formerly of Germany now of Saugerties, New York do Declare on oath, that it is bona fide my intention to become A CITIZEN OF THE UNITED STATES, and to renounce forever all allegiance and fidelity to any Foreign Prince, Potentate, State or Sovereignty whatever, and particularly to the Ruling Power of the German States.

Sworn before me, this 24 *day of* January 1862

[SIGNED.] Magdalena Yerger

M. C. Panott Dep. Clerk

State of New York, } ss.
ULSTER COUNTY.

I, M. C. Panott Dep. Clerk of the County of Ulster, do certify that the foregoing is a true and correct transcript of the original declaration of intentions of Magdalena Yerger as now remaining on record in my office.

In Testimony Whereof, I have hereunto set my hand and affixed the seal of said Court and County, this 24th day of January one thousand eight hundred and sixty two.

SEAL OF ULSTER COUNTY STATE OF NEW YORK

M. C. Panott Dep. Clerk.

9

Naturalization Paper for Frank Fiumefreddo

Form 2203
Department of Commerce and Labor
NATURALIZATION SERVICE

TRIPLICATE
[To be given to the person making the Declaration]

No. 456

UNITED STATES OF AMERICA

DECLARATION OF INTENTION

(Invalid for all purposes seven years after the date hereof)

State of New York, County of Ulster } ss:

In the Supreme Court of Ulster Co. N. Y.

I, Frank Fiumefreddo, aged 55 years, occupation Farmer, do declare on oath that my personal description is: Color White, complexion Fair, height 5 feet 2 inches, weight 146 pounds, color of hair Dark, color of eyes Grey other visible distinctive marks None

I was born in Bancemia Sicily Italy on the 5 day of Oct, anno Domini 1857; I now reside at New Paltz Ulster Co. N.Y.
(Give number, street, city or town, and State.)

I emigrated to the United States of America from Palermo Italy on the vessel Italia
(If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)
; my last foreign residence was Palermo Italy

It is my bona fide intention to renounce forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to Victor Emanuel III King of Italy, of whom I am now a subject; I arrived at the port of New York, in the State of New York, on or about the 24 day of April, anno Domini 1904; I am not an anarchist; I am not a polygamist nor a believer in the practice of polygamy; and it is my intention in good faith to become a citizen of the United States of America and to permanently reside therein: SO HELP ME GOD.

Francis Fiumefreddo
(Original signature of declarant.)

Subscribed and sworn to before me this 7th day of March, anno Domini 1912

[SEAL]

Clerk of the Supreme Court.

By ....., Clerk.

11—2528

Naturalization Paper for Frank Fiumefreddo
Part II

U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE

50

No. 400

ORIGINAL

UNITED STATES OF AMERICA

PETITION FOR NATURALIZATION

To the Honorable the Supreme Court of Ulster Co. N.Y.

The petition of Frank Fiumefreddo hereby filed, respectfully showeth:

First. My place of residence is New Paltz N.Y. (Give number, street, city or town, and State.)

Second. My occupation is Farmer

Third. I was born on the 5 day of Oct, anno Domini 1 1853 at Bancemia Italy

Fourth. I emigrated to the United States from Palermo Italy, on or about the 14 day of April anno Domini 1904, and arrived in the United States, at the port of New York, on the 24 day of April anno Domini 1904, on the vessel Italia (If the alien arrived otherwise than by vessel, the character of conveyance or name of transportation company should be given.)

Fifth. I declared my intention to become a citizen of the United States on the 7th day of March, anno Domini 1912 at Kingston N.Y. in the Supreme Court of Ulster Co.

Sixth. I am married. My wife's name is Carmela (43 yrs) She was born in Bolloquetta Italy, and now resides at New Paltz N.Y. (Give number, street, city or town, and State.)

I have children, and the name, date and place of birth, and place of residence of each of said children is as follows:

Anthony born Oct 5 1897 at Bancemia Italy
Charles " Oct 27 1900 " " } Too live N.Y. Paltz N.Y.
Peter " Oct 21 1909 " New Paltz N.Y.
Nicolina " Aug 19 1912 " "

Seventh. I am not a disbeliever in or opposed to organized government or a member of or affiliated with any organization or body of persons teaching disbelief in or opposed to organized government. I am not a polygamist nor a believer in the practice of polygamy. I am attached to the principles of the Constitution of the United States, and it is my intention to become a citizen of the United States and to renounce absolutely and forever all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to Victor Emmanuel III, King of Italy of whom at this time I am a subject, and it is my intention to reside permanently in the United States.

Eighth. I am able to speak the English language. a little

Ninth. I have resided continuously in the United States of America for the term of five years at least immediately preceding the date of this petition, to wit, since the 24 day of April, anno Domini 1904, and in the State of New York, continuously next preceding the date of this petition, since the 24 day of April, anno Domini 1904, being a residence within this State of at least one year next preceding the date of this petition.

Tenth. I have not heretofore made petition for citizenship to any court. ~~(I made petition for citizenship to the Court of at , on the day of , anno Domini 1 , and the said petition was denied by the said Court for the following reasons and causes, to wit, and the cause of such denial has since been cured or removed.)~~

Attached hereto and made a part of this petition are my declaration of intention to become a citizen of the United States ~~and the certificate from the Department of Labor~~, together with my affidavit and the affidavits of the two verifying witnesses thereto, required by law. Wherefore your petitioner prays that he may be admitted a citizen of the United States of America.

Frank Fiumefreddo
(Complete and true signature of petitioner.)

Declaration of Intention ~~and Certificate of Arrival No.~~ ~~from Department of Labor~~ filed this 11 day of March, 1915

NOTE TO CLERK OF COURT.—If petitioner arrived in the United States ON OR BEFORE JUNE 29, 1906, strike out the words reading "and Certificate of Arrival No. ..... from Department of Labor."

AFFIDAVITS OF PETITIONER AND WITNESSES.

STATE OF NEW YORK,
COUNTY OF ULSTER } ss:

The aforesaid petitioner being duly sworn, deposes and says that he is the petitioner in the above-entitled proceedings; that he has read the foregoing petition and knows the contents thereof; that the said petition is signed with his full, true name; that the same is true of his own knowledge, except as to matters therein stated to be alleged upon information and belief, and that as to those matters he believes it to be true.

Frank Fiumefreddo
(Complete and true signature of petitioner.)

Walter Hasbrouck, occupation Contractor, residing at Highland N.Y. and Jacob Champlin, occupation Retired, residing at " each being severally, duly, and respectively sworn, deposes and says that he is a citizen of the United States of America; that he has personally known Frank Fiumefreddo the petitioner above mentioned, to have resided in the United States continuously immediately preceding the date of filing his petition, since the 24 day of March, anno Domini 1908, and in the State in which the above-entitled petition is made continuously since the 24 day of March, anno Domini 1908; and that he has personal knowledge that the said petitioner is a person of good moral character, attached to the principles of the Constitution of the United States, and that the petitioner is in every way qualified, in his opinion, to be admitted a citizen of the United States.

Walter Hasbrouck
(Signature of witness.)

Jacob T. Champlin
(Signature of witness.)

Subscribed and sworn to before me by the above-named petitioner and witnesses this 11 day of March [SEAL.]

anno Domini 1915

William C. DeWitt, Clerk,

Naturalization Paper for Frank Fiumefreddo
Part III

IN THE MATTER OF THE PETITION OF

Frank Fiumefreddo

TO BE ADMITTED A CITIZEN OF THE UNITED STATES OF AMERICA.

Filed March 11, 1915

OATH OF ALLEGIANCE

[SEAL.]

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty, and particularly to ..... the ..... of Victor Emmanuel III, King of Italy *of whom I have heretofore been a subject (and that I further renounce the title of ....., an order of nobility, which I have heretofore held); that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; and that I will bear true faith and allegiance to the same.*

Frank Fiumefreddo

Subscribed and sworn to before me, in open Court, this 1st *day of* May, *A. D. 19*16.

W. S. Fertdeck Dept, *Clerk.*

ORDER OF COURT ADMITTING PETITIONER

Upon consideration of the petition of Frank Fiumefreddo, *and affidavits in support thereof, and further testimony taken in open Court, it is ordered that the said petitioner, who has taken the oath required by law, be, and hereby is, admitted to become a citizen of the United States of America, this* 1st *day of* May, *A. D. 19*16

(It is further ordered, upon consideration of the petition of the said ....., that his name be, and hereby is, changed to ....., under authority of the provisions of section 6 of the act approved June 29, 1906 (34 Stat. L., pt. 1, p. 596), as amended by the act approved March 4, 1913, entitled "An act to create a Department of Labor.")

By the Court:

Alden Chester, *J. S. C.*

ORDER OF COURT DENYING PETITION

Upon consideration of the petition of ..... and the motion of ..... for the United States in open Court this ..... day of ....., 19....., it appearing that .....

THE SAID PETITION IS HEREBY DENIED.

....., *J.* .....

MEMORANDUM OF CONTINUANCES

		REASONS FOR CONTINUANCE
Continued from Dec	*19*15	Lack knowledge
to Feb	*19*16	
Continued from March 6	*19*16	Witness Absent
to May 1	*19*16	

NAMES OF SUBSTITUTED WITNESSES

....., *occupation* ....., *residing at* .....

....., *occupation* ....., *residing at* .....

Certificate of Naturalization, No. ....., *issued on the* ..... *day of* ....., *A. D. 19*....

[INSERT ON FOLLOWING LINES MARRIAGES AND BIRTHS OCCURRING AFTER PETITIONING AND BEFORE NATURALIZATION.]

Naturalization Paper for Li Yi See Toe

U.S. Department of Justice
Immigration and Naturalization Service

PETITION FOR NATURALIZATION

ORIGINAL (To be retained by Clerk of Court)

Petition No. 7626

A.R. No. A40 010 499

To the Honorable Supreme Court for the County of Ulster at Kingston, New York

This petition for naturalization, hereby made and filed under section 316 Immigration and Nationality Act, respectfully shows:

(1) My full, true, and correct name is Li Yi See Toe
(Full, true name, without abbreviations)

(2) My present place of residence is 71 Center Street Ellenville
(Apt. No.) (Number and Street) (City or Town)

Ulster New York 12428
(Country) (State) (ZIP Code)

(3) I was born on 10/16/62, in Kaiping, Guangdong, China

(4) I request that my name be changed to Jenny See Toe

(5) I was lawfully admitted to the United States for permanent residence and have not abandoned such residence.

(6) [If petition filed under Section 316(a).] I have resided continuously in the United States for at least five years and continuously in the States in which this petition is made for at least six months, immediately preceding the date of this petition and after my lawful admission for permanent residence, and I have been physically present in the United States for at least one-half of such five year period.

(7) [If petition filed under Section 319(a).] I have resided continuously in the United States in marital union with my present spouse for at least three years immediately preceding the date of this petition, and after my lawful admission for permanent residence, during all of which period my said spouse has been a United States citizen, and have been physically present in the United States at least one-half of such three-year period. I have resided continuously in the States in which this petition is made at least six months immediately preceding the date of this petition

(8) [If petition filed under Section 319(b).] My present spouse is a citizen of the United States, in the employment of the Government of the United States, or of an American institution of research recognized as such by the Attorney General, or an American firm or corporation engaged in whole or in part in the development of foreign trade and commerce of the United States, or subsidiary thereof, or of a public international organization in which the United States participates by treaty or statute, or is authorized to perform the ministerial or priestly functions of a religious denomination having a bona fide organization within the United States, or is engaged solely as a missionary by a religious denomination or by an interdenominational mission organization have a bona fide organization within the United States, and such spouse is regularly stationed abroad in such employment. I intend in good faith upon naturalization to live abroad with my spouse and to resume my residence within the United States immediately upon termination of such employment abroad.

(9) [If petition filed under Section 328.] I have served honorably in the Armed Forces of the United States for a period or periods aggregating three years. I have never been separated from the Armed Forces of the United States under other than honorable conditions. If not still in service, my service terminated within six months of the filing of my petition.

(10) [If petition filed under Section 329.] While an alien or noncitizen national of the United States, I served honorably in an active-duty status in the military, air, or naval forces of the United States during either World War I or during a period beginning September 1, 1939, and ending December 31, 1946, or during a period beginning June 25, 1950, and ending July 1, 1955, or during a period beginning February 28, 1961, and ending October 15, 1978, or I was discharged after five years of service under the Act of June 30, 1950 [P.L. 597, 81st Congress]. If separated from such service, I was separated under honorable conditions. At the time of enlistment, reenlistment, or induction I was in the United States, the Canal Zone, American Samoa, or Swains Island. If not in any of these places, I was lawfully admitted to the United States for permanent residence subsequent to enlistment or induction. I was never separated from such service on account of alienage. I was not a conscientious objector who performed no military, air, or naval duty whatever or refused to wear the uniform. I have not previously been naturalized on the basis of the same period of service.

(11) I am not and have not been, within the meaning of the Immigration and Nationality Act, for a period of at least 10 years immediately preceding the date of this petition, a member of or affiliated with any organization proscribed by such Act, or any section, subsidiary, branch, affiliate or subdivision thereof, nor have I during such period believed in, advocated, engaged in, or performed any of the acts or activities prohibited by such Act.

(12) I am, and have been during all the periods required by law, a person of good moral character, attached to the principles of the Constitution of the United States and well disposed to the good order and happiness of the United States.

(13) It is my intention in good faith to become a citizen of the United States and take without qualification the oath of renunciation and allegiance prescribed by the Immigration and Nationality Act, and to reside permanently in the United States. I am willing, when required by law, to bear arms on behalf of the United States, to perform noncombatant service in the Armed Forces of the United States, and to perform work of national importance under civilian director [unless exempted therefrom].

(14) I am able to read, write, and speak the English language [unless exempted therefrom], and I have a knowledge and understanding of the fundamentals of the history, and of the principles and form of government of the United States.

(15) Wherefore I request that I may be admitted a citizen of the United States of America. I swear [affirm] that I know the contents of this petition for naturalization subscribed by me, and that the same are true to the best of my knowledge and belief, and that this petition is signed by me with my full, true name. **So help me God.**

(16)

Li Yi See Toe
(Full Name, Without Abbreviations)

When Oath Administered by Clerk or Deputy Clerk of Court

Subscribed and sworn to (affirmed) before me by above-named petitioner in the respective forms of oath shown in said petition and affidavit, and filed by said petitioner, in the office of the clerk of said court at Kingston, New York

this 2nd day of May, 19 91

Albert Spada
Clerk.

Alice Rawles
Deputy Clerk.

[SEAL]

When Oath Administered by Designated Examiner

Subscribed and sworn to (affirmed) before me by above-name petitioner in the respective forms of oath shown in said petition and affadivit at _____ this _____ day of _____, 19 ____

Designated Examiner.

I HEREBY CERTIFY that the foregoing petition for naturalization was by petioner named herein filed in the office of the clerk of said court at _____ this _____ day of _____, 19 ____

Clerk.

Deputy Clerk.

Naturalization Paper for Li Yi See Toe
Part II

OATH OF ALLEGIANCE

I HEREBY DECLARE, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and the laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion: SO HELP ME GOD. In acknowledgement whereof I have hereunto affixed my signature.

Jenny See Toe
(Signature of Petitioner)

NOTE—In renunciation of title or order of nobility, add the following to the oath of allegiance before it is signed: "I further renounce the title of (give title or titles) which I have heretofore held," or "I further renounce the order of nobility (give the order of nobility) to which I have heretofore belonged."

Petition granted and Certificate No. 14242429-6/20/91 **issued.**
Petition denied: List No. _____
Oath of allegiance waived: List No. _____

PERSONAL DESCRIPTION FORM (Type or Print)

Date of Birth 10-16-1962 Sex FEMALE Marital Status MARRIED
Eye Color BROWN Hair Color BLACK Complexion Color MEDIUM
Height (Feet & Inches) 5' 5" Weight (Pounds) 100
Visible Distinctive Marks NONE
Country of Nationality CHINA
(If change of name requested) Change to: JENNIE SEE TOE

Naturalization Procedures Compare and Contrast Chart

Activity Sheet 15

	Magdalena Yerger	Frank Fiumefreddo	Li Yi See Toe
Is person male or female? Married/single? Is wife or husband mentioned?			
Does the person have children? If so, how many?			
What is the person's country of birth?			
Where does the person currently live?			
What is the person's occupation, if listed?			
When did person arrive in the U.S.?			
Does the document list the person's age at the time of naturalization? If so, what was it?			
What was the date of the persons naturalization?			
List the main points of Oath of Allegiance			

Use a dictionary to define:

Potentate _____
_____

Sovereignty _____
_____

Anarchist _____
_____

List the main differences you see in these three documents. Use additional paper for your work.

ULSTER COUNTY CLERK'S OFFICE

Kingston, New York 12401

June 20, 1991

Welcome to Citizenship of the United States of America.

Today, the Freedom of America and the rights of an American are yours by choice. You are now a citizen -- take pride in your new country and enjoy the privileges it offers you.

Cherish your freedom, protect your rights and serve your country well.

Sincerely,

Albert Spada
Ulster County Clerk
Ulster County

Fold #1

NATURALIZATION COURT

JUNE 20, 1991

HONORABLE JOSEPH P. TORRACA

Opening of Court

Presentation of Colors & Pledge of Allegiance Ladies Auxiliary to Veterans of Foreign Wars Joyce-Schirick Post #1386

National Anthem - Kingston High School Music Department

Examiner's Recommendation to Justice Torraca

Oath of Allegiance by Clerk of Court

Justice Torraca's Address
Honorable Joseph P. Torraca
Supreme Court Justice

America The Beautiful - Kingston High School Music Department

Retirement of Colors

Presentation of Certificates

Court Adjourned

In the
SUPREME COURT
of the
STATE OF NEW YORK

NATURALIZATION TERM
Hon. Albert Spada, Clerk of the Court
Ulster County

OATH OF ALLEGIANCE

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the armed forces of the United States when required by law; that I will perform work of national importance under civilian direction when required by law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

Fold #2

Lesson16– Lady Liberty

Objectives - Students will:

- identify symbols on naturalization documents,
- hypothesize why certain symbols were chosen to represent NY on immigration documents.

Materials

- Seal 1 – Declaration of Intention - 1840
- Seal 2 – Certificate of Notice - 1899
- Seal 3 – Certificate of Notice - 1904
- Student Activity Sheet 16a
- Student Activity Sheet 16b - Venn Diagram

Background Information

All three of the documents provided for this activity are actual records from the naturalization files of the Ulster County Clerk's Office. Each document contains a similar seal in its heading. The seals are variations of the Great Seal of New York. The Seal of the State was first created in 1777. The Seal has been altered several times; the last version was created 1882. This was the fifth official version and was more complex than the original.

The following explanation was taken form the NYS Department of State website at: http://www.dos.state.ny.us/

- ***Shield.*** *A blue, unclouded sky with the golden sun and its rays centered behind a range of three mountains, the middle one the highest; below, a ship and sloop under sail, facing each other and about to meet on a river, bordered by a grassy shore fringed with shrubs, all in natural colors.*
- ***Crest*** *(above the shield). On a wreath of blue and gold, an American eagle in its natural colors, facing toward the right (considered a good omen) above a two-thirds global drawing of Earth, showing the north Atlantic Ocean with outlines of its shores.*
- ***Supporters*** *(the two figures on the outside of the shield) appear to be joined with the shield as a unit formed by the extension of the scroll.*
- ***On the right side of the shield.*** *The figure of Liberty in natural colors, her unbound hair decorated with pearls. She is clothed in blue with red sandals, a loose robe of red hanging down from her shoulders to her feet. In her right hand, she holds a staff topped with a gold Phrygian cap; her left arm is bent at the elbow, the hand supporting the shield at its top right. A royal crown lies at her left foot, thrown down to illustrate the lessening of power of the English monarchy.*
- ***On the left side of the shield.*** *The figure of Justice in natural colors, her unbound hair decorated with pearls. She is clothed in gold with a blue belt fringed in red, wearing sandals and a robe as Liberty and bound about the eyes with a narrow band of cloth. In her right hand she holds a gold handled sword, held erect, and resting on the top left point of the shield; left arm is also bent at the elbow, holding scales in front of herself.*
- ***The banner*** *shows the State motto--Excelsior--which means "Ever Upward."*

According to Joseph Gavit in *New York History, Volume XXXI,* the seal symbolizes the following:

> ***1. In the center, a shield reveals the sun rising behind Mount Beacon over the Hudson River.*** *"The shield symbolizes in the full sun the name and idea of Old York and the old world; the mountains, river and meadow, with the ships, convey the name and idea of New York in the new world."*
> ***2. To the right, Justice is ready to fight tyranny with her sword held high.***
> ***3. Liberty on the left, holds her foot on the overthrown English Crown.*** *"This New York is supported by Justice and Liberty, and discards monarchy."*
> ***4. The world globe is displayed above the shield.*** *"By exhibiting the eastern and western continents on the globe, the old and new are brought together;"*
> ***5. Above the world globe soars the eagle.*** *"while the eagle on the crest proclaims," Westward the course of empire takes its way."*
> ***6. The bottom ribbon exclaims "Excelsior,"*** which means "still higher" or "ever upward."
> -from the NYS Senate site - http://www.senate.state.ny.us/sws/aboutsenate/sealmeaning.html

Many of the seals include the Liberty Goddess holding a pole with the liberty cap on top. The liberty cap resembles a woolen ski cap. Its origin is from ancient times, when freed slaves would be given this sort of cap to wear as a sign of their freedom. In the eighteenth century, radicals wore the cap. "It was a symbol of revolt against the existing order, and a call for a new, radical order in which power was perceived to come from the people, and not from God. A modern equivalent would be the hammer and sickle or the peace symbol of the 1960's." – *The Question of Free Masonry* by Harmon R. Taylor

Teaching Sequence

1. Class Discussion
   a. Explain that these documents are actual copies of Naturalization papers from NYS.
2. Analyzing an illustration
   a. Break up class into small groups and distribute all three Seals, and one of the two accompanying activity sheets. If using the chart, direct students to fill in each column with all the objects they see, then call their attention to the symbols that are the same. If using the Venn Diagram, direct students to use the area where the circles overlap to list the objects the seals share in common.
   b. Ask for volunteers to explain what symbols were the same on all three seals. Pose the question, "What do you think these images symbolize?" Have students come up with ideas as to why the symbols on these naturalization documents were important for immigrants to see. "Are these symbols still important for us to see today?"

Extension Activity

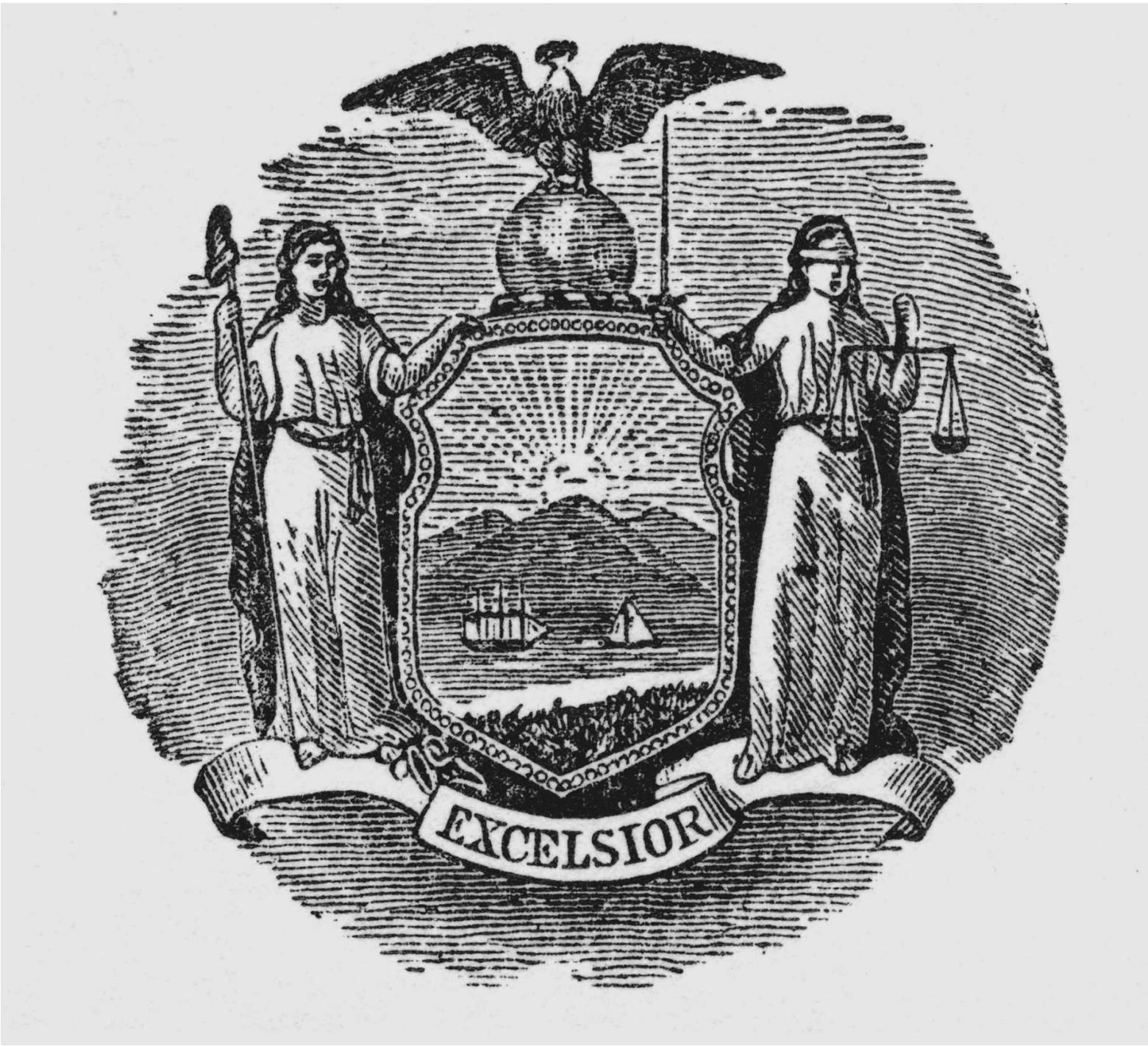
- Students create a seal for their school, classroom or family.
- Students research where the original NYS seal is kept. Find instances where it is still used.

Declaration of Intention Detail 1840

CERTIFICATE OF NOTICE

Of Filing Application in Naturalization.

Certificate of Notice Detail 1899



Certificate of Notice Detail 1904

Activity Sheet 16a

Lady Liberty

Use the chart provided to list <u>all the objects</u> you see in each Seal

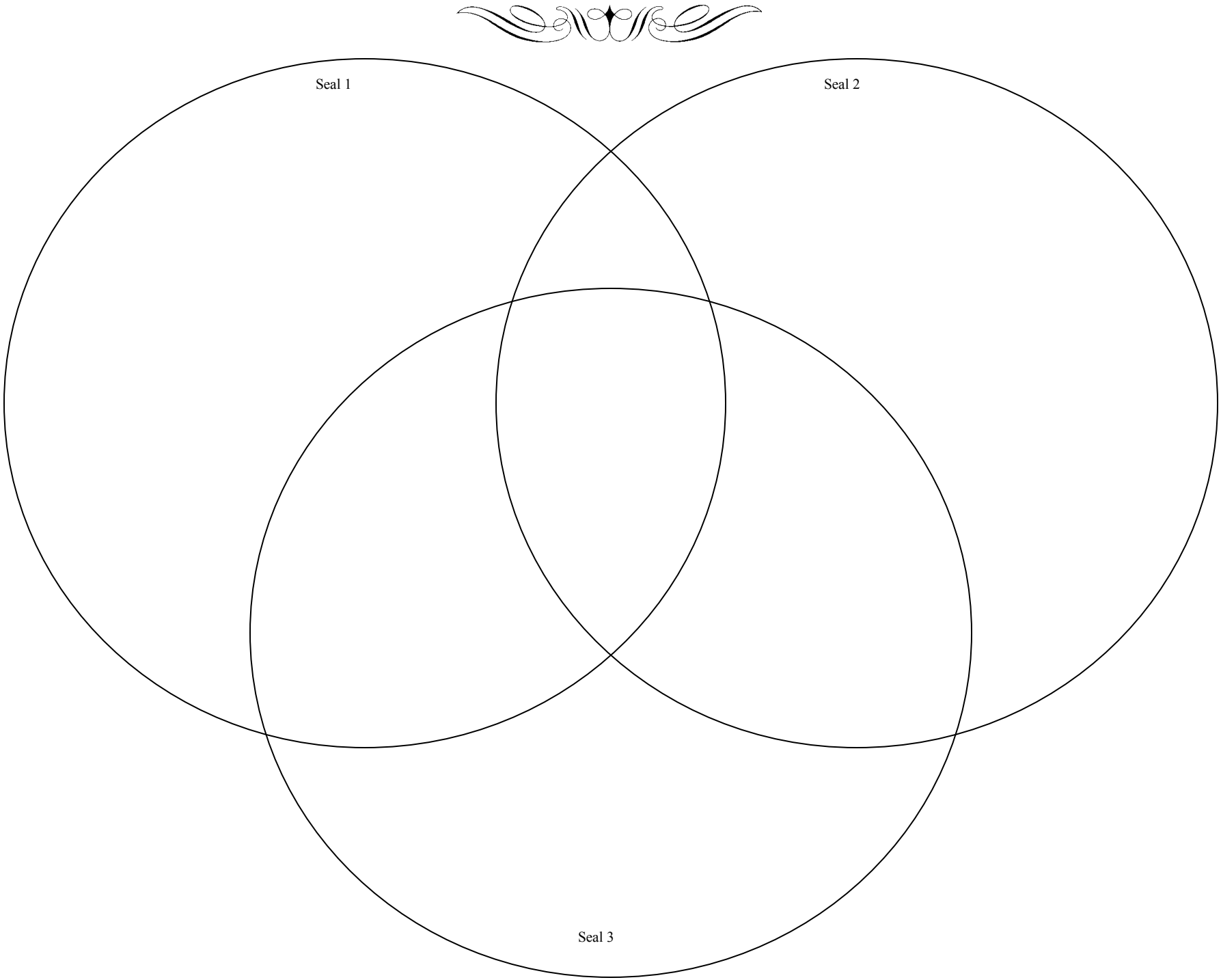
Seal One	Seal Two	Seal Three	Objects in Common

1. Explain why you think some of these symbols were chosen to symbolize NYS?

_____
_____
_____
_____
_____
_____

2. Why would it be important for immigrants in the process of becoming citizens of the United States to understand the symbols on the Seal?

_____
_____
_____
_____
_____


Seal 1
Seal 2
Seal 3

Lesson 17– The Cable Act (or The Married Women's Act)

Objectives - Students will:

- analyze and interpret naturalization documents,
- demonstrate an understanding of the laws involving women and their right to citizenship.

Materials

- Petition for Citizenship for Guiseppe Gagliardi
- Application to Take Oath of Allegiance for Agnes Gagliardi
- Student Activity Sheet 17

Background Information

Legislation regarding women and naturalization has changed through the years. Until 1907, all foreign born white women who married a U.S. citizen automatically gained citizenship (whether they wanted to or not). After 1907, women who were citizens of the United States lost their citizenship when they married men who were foreign born and not yet naturalized. This loss of citizenship did not apply to men who married foreign women.

Further discrimination against women was evident in other naturalization laws. Between 1855 and 1930, children born in a foreign country to women who were citizens of the U.S. did not automatically acquire citizenship to the U. S. If on the other hand, the child's father was a citizen of the U.S. they were granted citizenship.
In 1922, the Cable Act (also called The Married Women's Act), was passed. It required foreign born women of *select races* to go through the naturalization process independent from their husbands. Women no longer lost their citizenship if they married a foreign born man who had not become a citizen of the U.S., that is, unless the man was Asian. Women now followed the same procedure as men. The only difference was that a woman did not have to file a Declaration of Intent if her husband was a citizen.

The two documents included in this activity deal with the termination and then repatriation of Agnes Gagliardi, a citizen of the United States who married an immigrant from Italy. Agnes's documents tell the story of a thirteen-year-old Glasco, New York resident, who lost her right to citizenship because she married an immigrant. When women gained the right to vote in 1920, Agnes was denied this long sought for right. Agnes waited until she was 42 to regain her right to be a citizen of the U.S. After consulting Agnes Gagliardi's granddaughter, the answer may well be that there was no time in her busy life (raising 12 children) to have the time to file the papers.

The following story is taken from an interview with Linda Nelson, granddaughter of Agnes & Guiseppe Gagliardi:
"I was told that gram was born in Glasco (small village just before Saugerties). I remember her telling me that her mom (we believe her name was Rosina) died when she was young. Gram was 11-12 years old. The story goes that Gram's father owned a tavern in Glasco. Given the traveling conditions and roads, I'm not sure what brought my grandfather up there from Kingston, but at any rate, he wound up in the tavern. Apparently he met my grandmother and liked her. I really don't know what year it was, but my guess is that it wasn't a long courtship. Apparently, gram's father (we believe his name was Charles) was a very hard task master and

made his children work in the tavern. He didn't like grandpa so they ran off and got married in Kingston on Nov.22, 1913. Given that her mom died when she was 11-12, it was not too long after her mother's death that she ran off and got married. She never had anything to do with her father after that I am told. She was 13!!!! They lived at first in the area off of Delaware Ave. in Kingston which gram always referred to as "North Rundout", today we say North Rondout. They had 3 or 4 children while living there. She had her first child when she was 14 or15.

Now at this point let me fill you in on grandpa G. and what happened back in Italy. The story goes that his father (we think named Joseph or Guiseppe) Gagliardi was one of 4 or 5 children born to a wealthy, possibly military family and as such, they ran the local Post office and or General Store (I guess that's what the elite jobs were). I've been told that the siblings were teachers and lawyers. My grandfather Guiseppe's mother died in childbirth when he was born. That was in Malito, Italy. Apparently there was a woman with the last name Polocco in the next town, Belsito, that had just given birth to a son and my newborn grandfather was sent to her to be taken care of. It is said that this woman's family was also in the Gagliardi employ. When this new family planned on immigrating to America, my grandfather asked them to take him with them. My understanding is that he would have been about 16 years old when he arrived here and went right to work as a laborer building what was called "The Viaduct" which was an overpass built up and over the creek and railroad tracks that are near the current Holiday Inn on Washington Ave. in Kingston. My grandfather lived with the Polacco family until he married my grandmother and to this day the remaining family is still considered as cousins by our remaining family.

My grandfather eventually went to work at the Hutton Brick Yard. My understanding is that they had 12 children, three died as infants. My grandmother nearly died when the 1918 Flu pandemic struck. I remember her saying" People were dropping like flies" . . . . .

Courtesy of Linda Nelson

Teaching Sequence

1. Reading a Document
   a. Discuss and review the issues surrounding women and naturalization. Explain that the documents for this activity will help them understand the plight of many women in the early 1900's.
   b. Distribute Guiseppe Gagliardi's Petition for Citizenship for Citizenship and Activity Sheet. The activity can be done in small groups, whole class or independently. Instruct students to read the document and answer the questions.
   c. Ask for volunteers to explain the answers to the questions provided.
   d. Distribute the "Application To Take Oath of Allegiance" for Agnes Gagliardi and have the students complete the activity sheet.
   e. Discuss the reasons why Agnes may have waited so long to regain her citizenship.

Petition for Citizenship for Guiseppe Gagliardi

ORIGINAL
(To be retained by clerk)

15

UNITED STATES OF AMERICA

PETITION FOR CITIZENSHIP

No. 2009
2-336842

To the Honorable the Supreme Court of Ulster County at Kingston, N. Y.

The petition of Guiseppe Gagliardi, hereby filed, respectfully shows:

(1) My place of residence is 163 North St., Kingston, N. Y. (2) My occupation is Brick Maker

(3) I was born in Malito, Italy on Jan. 15, 1891 My race is Italian So.

(4) I declared my intention to become a citizen of the United States on March 11, 1929 in the Supreme Court of Ulster County, at Kingston, N. Y.

(5) I am ..... married. The name of my wife ~~or husband~~ is Agnes we were married on Nov. 22, 1913 at Kingston, N. Y.; She was born at Glasco, N. Y. on May 9, 1900; entered the United States at ---- on ----- for permanent residence therein, and now resides at Kingston, N. Y. with me I have 9 children, and the name, date, and place of birth, and place of residence of each of said children are as follows:

John Joseph	born	Dec. 10, 1914	at Kingston, N. Y.
Josephine	"	Mar. 30, 1916	"
Michael	"	Nov. 29, 1919	"
Erbina	"	May 9, 1923	"
Anthony	"	Sept. 4, 1926	"
Louis	"	Sept. 27, 1925	"
Ernesto	"	Jan. 12, 1928	"
Caroline	"	Dec. 8, 1930	"
Paul	"	Apr. 4, 1932	"

All reside at 163 North Street, Kingston, N. Y. with me

this State, continuously next preceding the date of this petition, since Dec. 1, 1908, ... at least six months next preceding the date of this petition.

(10) I have not heretofore made petition for citizenship: Number ....., on ..... at ..... and such petition was denied by that Court for the following reasons and causes, to wit: ..... and the cause of such denial has since been cured or removed.

Attached hereto and made a part of this, my petition for citizenship, are my declaration of intention to become a citizen of the United States, certificate from the Department of Labor of my said arrival, and the affidavits of the two verifying witnesses required by law.

Wherefore, I, your petitioner, pray that I may be admitted a citizen of the United States of America, and that my name be changed to .....

I, your aforesaid petitioner being duly sworn, depose and say that I have { ~~read~~ / heard read } this petition and know the contents thereof; that the same is true of my own knowledge except as to matters herein stated to be alleged upon information and belief, and that as to those matters I believe it to be true; and that this petition is signed by me with my full, true name.

Giuseppe Gagliardi
(Complete and true signature of petitioner)

AFFIDAVITS OF WITNESSES

Thomas Naccarato, occupation Brick Maker residing at Delaware Ave., Kingston, N. Y., and Louis M. Perry, occupation Salesman residing at 252 E. Union St., Kingston, N. Y. each being severally, duly, and respectively sworn, deposes and says that he is a citizen of the United States of America; that he has personally known and has been acquainted in the United States with Giuseppe Gagliardi, the petitioner above mentioned, since May 1, 1929 and that to his personal knowledge the petitioner has resided in the United States continuously preceding the date of filing this petition, of which this affidavit is a part, to wit, since the date last mentioned, and at Kingston, N. Y., in the County of Ulster this State, in which the above-entitled petition is made, continuously since May 1, 1929, and that he has personal knowledge that the petitioner is and during all such periods has been a person of good moral character, attached to the principles of the Constitution of the United States, and well disposed to the good order and happiness of the United States, and that in his opinion the petitioner is in every way qualified to be admitted a citizen of the United States.

Thomas Naccarato
(Signature of witness)

Louis M. Perry
(Signature of witness)

Subscribed and sworn to before me by the above-named petitioner and witnesses in the office of the Clerk of said Court at Kingston, N. Y. this 8th day of May, Anno Domini 1934 I hereby certify that certificate of arrival No. 2-336842 from the Department of Labor, showing the lawful entry for permanent residence of the petitioner above named, together with declaration of intention No. 2378 of such petitioner, has been by me filed with, attached to, and made a part of this petition on this date.

J. A. Simpson
Clerk.

By [signature]
Deputy Clerk.

(SEAL)

Form 2204—L-A
U. S. DEPARTMENT OF LABOR
NATURALIZATION SERVICE
14—2618

No. 22012

Application to Take Oath of Allegiance for Agnes Gagliardi

19

Form N-415
(Old 2234)
U. S. DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE
(EDITION OF 1-13-41)

2C-2336-19

ORIGINAL
(To be retained as court record)

APPLICATION TO TAKE OATH OF ALLEGIANCE TO THE UNITED STATES UNDER THE ACT OF JUNE 25, 1936, AS AMENDED, AND FORM OF SUCH OATH

To the Honorable, the Supreme *Court of* Ulster County, N. Y.

This application, hereby made and filed, respectfully shows:

(1) My full, true, and correct name is Agnes Gilyardi formerly Agatha Martini
(Full, true name, without abbreviation, and any other name which has been used, must appear here)

(2) My present place of residence is 215 Delaware Ave., Kingston, Ulster Co., N. Y.
(Number and street) (City or town) (County) (State)

(3) My occupation is Housewife

(4) I am 43 years old. (5) I was born on June 1, 1898 (Month) (Day) (Year) in Glasco, (City or town)
Ulster County, New York (County, district, province, or state) (Country)

(6) My personal description is as follows: Sex female; color white, complexion fair, color of eyes grey, color of hair brown, height 5 feet 4 inches, weight 175 pounds; visible distinctive marks none

(7) I am ..... married; the name of my husband is Frank Gilyardi; we were married on Feb. 26, 1913 (Month) (Day) (Year) at Kingston, N. Y. (City or town) (State) (Country); he was born at Maleto, Pro. Cosenza, Italy (City or town) (County, district, province, or state) (Country) on Jan. 15, 1891 (Month) (Day) (Year); and now resides at Kingston, N. Y. with me. (Number and street) (City or town) (State) (Country)

(8) I lost, or believe that I lost, United States citizenship solely by reason of my marriage on Feb. 26, 1913 (Month) (Day) (Year) to Frank Gilyardi then an alien, a citizen or subject of Italy, and my marital status with such person was not terminated ~~by~~ on. (Month) (Day) (Year)
by .....
(State by what means marital status terminated)

(9) I have ..... resided continuously in the United States since the date of my marriage shown in paragraph 8 hereof, to wit, since Feb. 26, 1913. (Month) (Day) (Year)

(10) I hereby apply to take the oath of renunciation and allegiance as prescribed in Section 335 (*b*) of the Nationality Act of 1940 (54 Stat. 1157) to become repatriated and obtain the rights of a citizen of the United States.

Subscribed and sworn to before me by the above-named applicant, in the office of the clerk of said court at Kingston, N.Y. this 15th day of April, Anno Domini 1942.

agnes Gilyardi
Applicant.

R. A. Snyder
Clerk.

By Ward Tongue [SEAL]
Deputy Clerk.

STATE OF NEW YORK, }
COUNTY OF ULSTER, } *ss:*

In the Supreme Court
of Ulster County, Kingston, N. Y.

Upon consideration of the foregoing, it is hereby ORDERED and DECREED that the above application be granted; that the applicant named therein be repatriated as a citizen of the United States, upon taking the oath of renunciation and allegiance to the United States; and that the clerk of this court enter these proceedings of record.

By the Court: Harry E. Schirick
Judge.

OATH OF RENUNCIATION AND ALLEGIANCE

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I take this obligation freely without any mental reservation or purpose of evasion: SO HELP ME GOD. In acknowledgment whereof I have hereunto affixed my signature.

agnes Gilyardi
(Full, true, and correct signature of applicant, without abbreviation)

The foregoing oath was administered to the petitioner in open court this 2nd day of December, 1943.

[SEAL]

Clerk.

By .....
Deputy Clerk.

Note to Clerk of Court: No fee is to be collected in connection with the filing of this application. The applicant, upon demand, should be furnished with the triplicate copy, duly certified, for which a fee not in excess of $1 may be collected.

16—16869 U. S. GOVERNMENT PRINTING OFFICE

Activity Sheet 17

The Cable Act

Agnes Gagliardi

Courtesy of Linda Nelson

Name _____

The following questions are based on Document 17 Guiseppe Gagliardi's Petition for citizenship. It was filed on May 1, 1929.

1. Where and when was she born?

_____

_____

_____

2. When did she and Guiseppe get married? _____

3. How old was Agnes? _____

4. What do you think happened to Agnes's right to be a citizen of the United States after she was married? How do you know this?

_____

_____

_____

_____

5. In 1920, women finally won the struggle to become full citizens of the United States, including the right to vote. When do you think Agnes was eligible to earn that right?

_____

_____

_____

6. When do you think Agnes did file the papers to become a citizen? _____

_____

Use Agnes Gagliardi's, *Application To Take Oath of Allegiance* document to answer the following questions:

7. What event happened on December 2, 1943 that changed Agnes Gagliardi's life?

_____

_____

_____

_____

8. How long did Agnes wait to regain her citizenship? _____

9. Why do you think Agnes waited this long?

_____

_____

_____

_____

_____

The Gagliardi family in Kingston in 1934
Agnes is third from the left in back row
Courtesy of Linda Nelson

Lesson 18 - Women in Ulster County

Objectives - Students will:

- analyze data from a naturalization chart,
- make assumptions as to why more men than women applied for naturalization in Ulster County in specific ten year time periods.

Materials

- Student Activity Sheet 18

Background Information

Review the information from the previous activity.
The data presented on this chart was derived from the naturalization records of the Ulster County Clerk's Office. They contain the names and documents for every man and woman who were naturalized or who applied for naturalization in Ulster County from c. 1800 to 1992.

Teaching Sequence

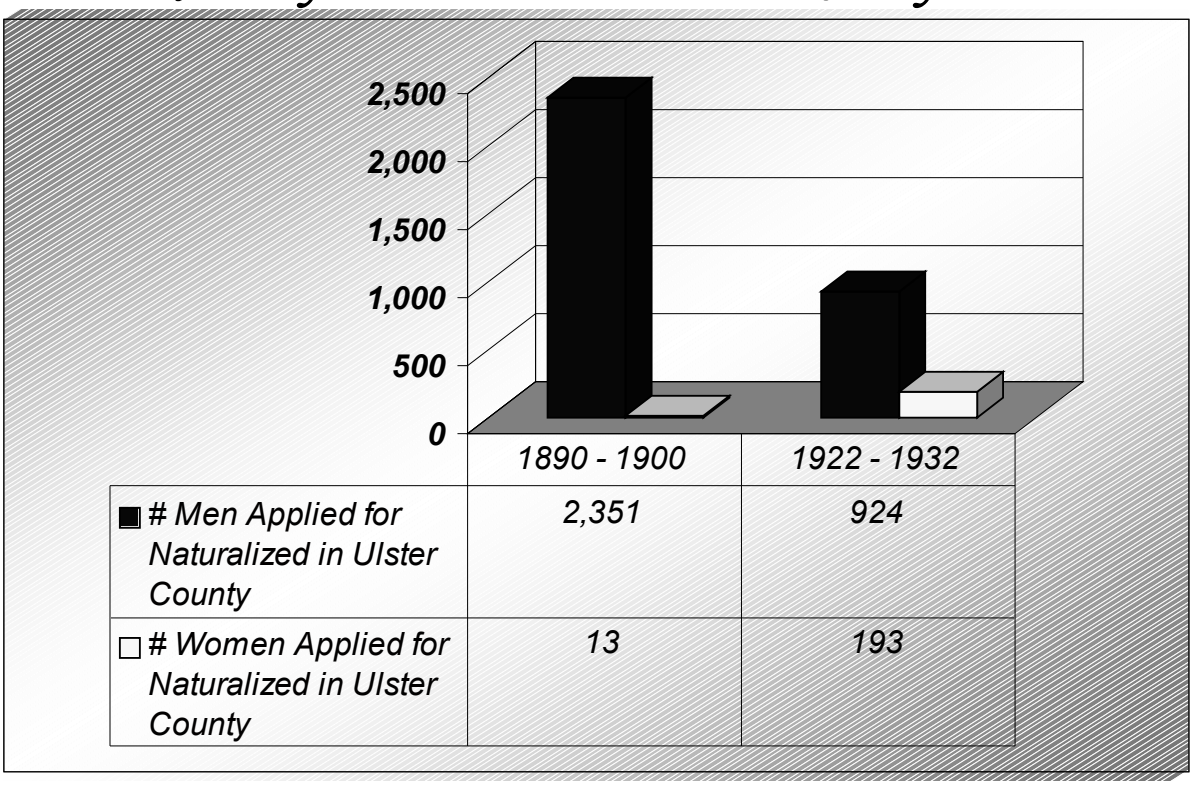
1. Analyzing a chart
   a. Review information students have learned on laws pertaining to women and immigration.
   b. Distribute Activity Sheet and ask students to work with a partner to fill in the sheet.

Extension Activity

- Students research the number of women and men that are naturalized in the United States during specific years. Have students create their own data chart of their findings.

June 26, 1858
Courtesy of Harper's Weekly

Activity Sheet 18 - Women in Ulster County



Read the chart provided and then answer the following questions:

1. How many women applied for naturalization in Ulster County between the years 1890 and 1900?_____

2. From what you have learned about laws pertaining to women and their right to become U.S. citizens, explain why so few women applied for naturalization in the 1890 - 1900 time period? _____

_____

_____

_____

3. How many people applied for naturalization in our county between the years 1922 and 1932? _____

4. How many of them were women? _____ How many men? _____

5. Even though the entire population of immigrants entering Ulster County from 1922 to 1932 went down after 1920, why do you think the number of women applying for naturalization went up? _____

_____

_____

_____

Culminating Activity

The following activity can be used to culminate this unit:

- brainstorm a list of topics that have been discussed in this curriculum,
- choose one topic that they were especially interested in,
- work independently, in pairs or with a group of no more than four, to design a presentation i.e. sculpture, painting, poetry, power point, collage, mural, music, etc., to illustrate the main points of their topic,
- use a teacher created rubric to determine how they will be graded,
- present their project to the class.

Teacher Resources

Blumin, Stuart M. *The Urban Threshold*. The University of Chicago Press, 1976.

Galusha, Diane. *Liquid Assets, a History of New York's Water System*. Purple Mountain Press, 2002.

Gutman, Herbert. *Who Built America*? Pantheon Books, 1989.

Mangione, Jerre and Morreale, Ben. *La Storia, Five Centuries of the Italian American Experience*. HarperCollins, 1993.

Roe, Kathleen. *Teaching with Historical Records.* New York State Education Department, 1981.

Tindall, George Brown and Shi, David E. *America, A Narrative History*. Norton and Company, 1996.

State Archives and Records Administration. *Consider the Source*: *Historical Records in the Classroom.* New York State Archives, 1995.

Student Resources

Burdick, John. *Ellis Island, Gateway of Hope.* Smithmark, 1997.

Calman, Bobbie. *Early Artisans*. Crabtree Publishing Company, 1983.

Calman, Bobbie. *Historic Communities - Tools and Gadgets*. Crabtree Publishing Company, 1992.

Calman, Bobbie. *Early Health & Medicine.* Crabtree Publishing Company, 1983.

Reeder, Carolyn. *Captain Kate*. HarperCollins Publishers, 1999.

Reeves, Pamela. *Ellis Island, Gateway to the American Dream.* Crescent Books, 1991.

Bates, Carol Ann. *Tales of the Elders: a Memory Book of Men and Women who Came to America as Immigrants,* 1900-1930. Chicago : Follett, 1977.

Murphy, Jim. *Pick & Shovel Poet: The Journeys of Pascal D'Angelo*. Clarion, 2000.

Meltzer, Milton. *Taking Root: Jewish Immigrants in America*. Dell, 1976.

Notes:

Nina Postupack Ulster County Clerk

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