

Lesson D

Coming to America

This lesson may be taught in conjunction with a unit from the Delaware Recommended Curriculum, [*Migration Patterns*](#).

Delaware Social Studies Benchmarks

History One 9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Essential for Grade 11

Lesson Essential Question

- How can we use historical materials to identify trends and change over time?

Documents

- 1) *Lesson D, Delaware Public Archives, 1865 German Society Questionnaire, RG 1300*
- 2) *Lesson D, Delaware Public Archives, 1870 New Castle County Census, RG 0720*

Instructional Strategies

Strategy One: Gathering Information

Brainstorming

On the day before the lesson, tell students to ask their parents when, why, and from where their families moved to America.

Ask students to share what they learned about their own families' immigration stories. List the reasons why families came to America. Brainstorm other reasons why people might immigrate. Sort answers into two categories: **Push Factors** and **Pull Factors**.

Strategy Two: Extending and Refining

Think-Pair-Share

Distribute the [*German Society Questionnaire*](#) and ask students to use the [Primary Document Analysis Chart](#) (below) to analyze the document.

- What **Push and Pull Factors** can students infer from the document?

Have students conduct a Think-Pair-Share strategy to respond to the following questions.

- What would students want to know if they were moving to a new place?
- How would their questions be similar to or different from the German Society's questions in the mid-nineteenth century?

Strategy Three: Application

Distribute the *1870 New Castle County Census*. Ask students to answer the following questions:

1. What questions did this census ask?
2. Which people own property?
3. Where were most people born?
4. How many people had parents of foreign birth?
5. How many people could read and write?
6. Why did these people come to Delaware?
7. What terms in the census do you think would NOT be used on an official form today?
8. What conclusions might you draw about immigration to Delaware if this were your only source?

Share with students the census information for Delaware, 2000.

<http://quickfacts.census.gov/qfd/states/10000.html>

Ask students to complete a Venn diagram to compare the information from 1870 and 2000.

Check for Understanding

- How can historical documents help us determine how immigration has changed Delaware? Use specific evidence from the 1870 and 2000 census reports in your answer.

Rubric

2 – This response gives a valid explanation with accurate and relevant evidence from the census reports.

1 – This response gives a valid explanation with inaccurate, irrelevant, or no evidence from the census reports.

Primary Document Analysis Chart

Title and Author:	Date:
Intended Audience:	Purpose:
What Does the German Society Want to Know?	What are the German Society's Concerns?
Push Factors	Pull Factors

Document Background

The German Society Questionnaire document is located in the Executive Papers Collection, Record Group 1300, Box 391142, Folder 1866 Correspondence – Out of State (Folder 1). This collection includes the papers, correspondence, and other materials that chronicled the activities of the state's chief executive and appointed cabinet officials. This collection dates from the mid-eighteenth century to the late nineteenth century.

The 1870 Census is from Record Group 0720 and can be found on microfilm at the Delaware Public Archives. The original census is kept at the National Archives.

Background Information

It is obvious that the United States is a land of immigrants. From the migration of the earliest native inhabitants to the most recent arrivals, the geographic area known today as the United States adds to its population by a continuous flow of new arrivals.

Settlers established cultures and societies that evolved over the course of the following thousands of years. Around 1000 CE small groups of Vikings, or Norsemen, established settlements in Newfoundland and became the first verifiable European settlers of North America. In the fifteenth century, with the onset of the Great Age of Exploration, the movement towards true settling of the continent began. By the end of the sixteenth century, the Spanish had visited and tried to settle Florida, battled the French for Florida, launched the first settlement of Europeans in the Americas at St. Augustine in 1565, founded a colony in Mexico, and, in 1598, established the first European colony west of the Mississippi in the area now known as New Mexico. Competing for territory and attention during this time were the French who also saw the New World as a place to expand their empire; after being driven from Florida, they had endeavored to establish a colony in North Carolina but were more successful in establishing colonial settlements in the Canadian region of North America. In the late 1500s the English entered the picture with an abortive effort at colonizing an area along the Atlantic Coast, Roanoke Island.

After the initial settling of the continent, the immigrant experience in the United States can be broken down into distinct periods, each distinguished from the others by composition of immigrant population, reason for immigrating, and the immigrant experience as a whole. The first group of settlers, technically the first immigrants to the "New World," arrived from Europe in a continuous stream beginning in the late sixteenth century. French and Spanish colonists were, by and large, Roman Catholics seeking wealth and land for their monarchies as well as attempting to convert the Native Americans to Christianity and attacking the Protestants who had settled the northern reaches of the Atlantic seaboard. While the Spanish and French maintained large amounts of territory in North America, it was the English, who, through land grants and trading companies, accomplished the feat of establishing a number of distinct colonies in North America and established the traditions that influenced the future United States. England's first settlers to the colonies primarily emigrated to escape religious persecution or intolerance; many sought economic opportunities unavailable to them at home. This initial experience was usually characterized by solid community relationships punctuated with minimal dissension because of religious intolerance of views outside of the particular colony's mainstream thought. Additional trouble arose when people from

different English towns came together to form new towns in the New World. Dissenters were often forced to leave and settle elsewhere. Arrivals during this time were either voluntary (both free and indentured) or involuntary (slaves). Nearly 500,000 Africans were imported as slaves to America before 1808.ⁱ

Delaware and the Chesapeake region experienced immigration of a different sort that enriched colonial experiences and traditions that eventually shaped the country.

The region known as the Middle Colonies, which eventually encompassed New York, New Jersey, Pennsylvania, and Delaware, was the only part of British North America initially settled by non-English Europeans, a circumstance that did much to form the character of the section. An early-seventeenth-century Swedish toehold on the Delaware River was dislodged in 1655 by the Dutch, who in turn were ousted from their colony of New Netherland by the English in 1664. Only when these European claims to the Mid-Atlantic region were extinguished could English settlement begin in earnest.ⁱⁱ

In the late 1600s as English emigration slowed considerably, the colonial proprietorships and trading companies began recruiting to increase population in the colonies. It is during this time that the first real influx of free Europeans traveled to North America. Because of the influx of Dutch Calvinists, Scandinavian Lutherans, German Baptists, Swiss Pietists, Welsh Quakers, French Huguenots, and Scots Presbyterians, the character of settlements in the middle colonies was unique. Many of these settlers emigrated for economic reasons, fearing loss of farm and livelihood in their native homelands. Tolerance for strangers was not commonplace during this period and place, thus the newcomers tended to settle in towns and communities with people from the same areas and countries. This encouraged enclaves rich in traditions different than those of the English and brought challenges and new ideas to political beliefs and religious thought.

Minimal legislation was passed during this period that restricted immigration to the colonies and the new nation. “Colonies usually favored immigration. They valued newcomers who would settle the frontier and help protect life and property. This almost unlimited immigration proved valuable because immigrants and their children provided citizens and the labor needed to build a nation.”ⁱⁱⁱ The legislation to end slave importation was the first legislation to limit immigration of any sort. The Alien Act passed by the Federalists in 1798 and its associated Alien and Sedition Act gave the government the power to deport those immigrants, or aliens, deemed dangerous to the country and government. This ended in 1800. Legislation passed in 1790 laid out the initial naturalization procedures for immigrants. 1802 legislation established acceptable criteria for citizenship. Criteria for applicants included “good moral character, loyalty to the Constitution, a formal *declaration of intention*, and witnesses.”^{iv} As long as the country continued its westward expansion, a policy of open immigration existed in the country. Legislation passed in 1819, the Steerage Act, codified the requirements for ships’ captains to provide passenger lists, or manifests, to port authorities. This legislation provided the government with the first official documentation of immigration and now enables scholars to see patterns in immigration. Only during times of economic

uncertainty did some state governments pass legislation to limit or prohibit immigrants from settling in towns or states since these people might take jobs from citizens. All state attempts at regulating immigration were declared illegal by 1875.

The second notable influx of immigrants occurred between 1820 and 1880. During this period, the National Period in American history, economic hardships, possibilities of war, and political persecutions in Europe acted as “push” agents, encouraging people to leave their homelands. Coincidentally, the availability of cheap land and job opportunities acted as “pull” agents, attracting these same people to migrate to the United States. During this period, in excess of 70% of immigrants to the United States came from Germany, Ireland, and the United Kingdom. After 1841, manifest records show patterns of immigration from the same basic areas but marked differences appear in the type of immigrant and reasons for emigration. This period of change is due to the Industrial Revolution. Those leaving their homelands were more likely to live in Northern European cities rather than on farms and were 20% more likely than before to be unskilled workers. Unlike immigration patterns before the 1840s, settlement in America during this time occurred primarily in cities and towns needing workers due to the Industrial Revolution. Immigrants were less likely to settle on farms or in the rural areas of the country. California and the West Coast experienced its first real influx of Chinese immigrants as their homeland was hit by famine (push factor) and labor needs in this country (pull factor) enticed the Asians to embark on a journey to America. Up until the 1880s, immigrant population was still predominantly from the Northern European countries of Germany, Ireland, and Great Britain but increasing numbers of people from Scandinavia and Latin America joined the Chinese to get jobs in the mines, on the railroads, and in mills. Hostilities in this country towards immigrants became more commonplace as resentment built in times of economic hardship. Workers in this country saw employers more willing to hire immigrant workers for less pay than native workers. Again, states attempted to pass restrictive legislation, as in the example of California charging foreign miners licensing fees to work in the mines. In 1879, for instance, California passed legislation to prohibit corporations from hiring Chinese immigrants as workers.^v

Hostilities were directed at specific groups for specific reasons. The Irish were generally the least respected of the voluntary immigrants during this time period. Prejudice against this group occurred because of religious beliefs (Catholic) and because of long held preconceived notions of the Irish by the English. The Irish, lacking the resources to move west, generally remained in the cities of the Northeast. Most Germans came to America in search of better jobs or better farmlands. In general, Germans pushed west during this time. Even though the German immigrants belonged to Protestant, Catholic, or Jewish religious sects, in general they experienced minimal persecution for religious reasons. Americans believed them to be “hard working, diligent, and productive new members of society,” unlike the Irish whom they viewed as lazy, ignorant drunkards. Scandinavian immigration increased after 1840; members of this group, like the Germans, moved primarily to the Midwest, seeking farmland on which to earn their livings. They were generally accepted into local communities but often were criticized for “clannish behavior” as they chose to associate with fellow countrymen. The Chinese

who immigrated to the United States initially came to work in the gold mines of California after 1848 and later worked on the railroad or in service types of occupations in the San Francisco area. In general, they established communities within cities that came to be inhabited only by fellow Chinese. When their numbers were few, they experienced minimal persecution, but, as their numbers grew, the Chinese experienced the terrible type of prejudice associated with minority groups in this country.

Census statistics, according to the 1850 census, show that 2,244,602 people, or 9.7%, of the 23,191,876 residents of the United States were foreign born. In Delaware, the number of people born outside of the United States was 5,253. By the 1860 census the national percentage had increased to 13.7%. According to the 1860 census information for Delaware, the number of foreign-born residents living in the state had increased to 9,160 persons. Census Department notes state that since the nativity of slaves was not noted in the 1850 or 1860 census, all were considered as native born for statistical purposes.^{vi} Further analysis of the data provides the following information: of the 2,244,602 immigrants noted on the 1850 census, 2,202,625 noted country of origin. Of that number, 2,022,195 were from northern and western Europe. Northern and western European countries include Great Britain, Scandinavia, the Low Countries, Germany, France, and Switzerland. 9,672 immigrants came to America from southern and eastern Europe. These countries include Greece, Italy, Portugal, and Albania. 1,135 immigrants came from China, and 35,774 immigrants came from Latin, Central and South American countries. It is possible to deduce that the strongest pull during this period was from the northern and western European countries.^{vii} Similar nativity information is not available at the state level. Immigration numbers continued to grow but lagged during and immediately after the Civil War.

A third influx of immigrants occurred between the years from 1880 though 1930. The phenomenon of the immigration of these years has come to be known as *The Great Wave*.^{viii} Several unique characteristics are commonly associated with immigrants from this period. While immigration from northern and western Europe did not stop, it declined drastically after its peak in 1882. People from southern and eastern Europe began emigrating in ever increasing numbers. This “new breed” of immigrant found their way to America’s shores and arrived only to experience repressive hostility and prejudice. They customarily came from Austria-Hungary, Bulgaria, Italy, Greece, Poland, Portugal, Rumania, Russia, Spain and Turkey and settled in cities to work in factories. “Four major factors had altered their society in Europe: a dramatic population increase, the spread of commercial agriculture, the rise of the factory system, and the proliferation of inexpensive means of transportation such as steamships and railroads.”^{ix}

From 1900 until 1920, the nation witnessed a dramatic increase in immigration. In these years the United States admitted 14.5 million immigrants, the greatest number since the nation’s founding. For six of those 20 years, immigrants exceeded one million per year. *Sixty percent* of the total number came from Italy, Russia, and Austria-Hungary.^x

During the latter part of the nineteenth century, the United States was also experiencing growing pains, recession, and economic turmoil. America was going through its highest rate of unemployment ever. This depression also impacted agriculture, forcing many young men and women to leave their family farms and seek employment in cities. For perhaps the first time, the American sense of self-sufficiency was being called into question. While these events impacted both urban and rural life in the United States, economic upheaval in Europe occurring at the same time forced many to seek success or money for family support through migration to the United States. Immigrants now came in ever increasing numbers from southern and eastern Europe and differed significantly from earlier immigrants. Unlike earlier groups who “seemed” similar in appearance, religion, and often in customs and language to the native born citizens of the United States, this newer group varied in many ways. These differences caused barriers that restricted their potential for assimilation. First, many of these groups were either Catholic or Jewish. Secondly, they neither spoke nor read English; in fact, many were unable to read or write in their native tongues. Thirdly, they usually settled in ethnically similar enclaves within cities. This settlement pattern provided immigrants with information needed for survival in the new world but minimized opportunities to learn English or associate with others outside of their ethnic groups. This self-selected isolation bred suspicion on the parts of the earlier immigrants and established citizens. Finally, many from this period had no intention of staying in the United States. Their families had remained at home while these immigrants traveled great distances to work to save money for them. Unlike earlier immigrants, these workers were, by and large, transient in nature, returning home with money earned from their livelihood. These new people, thought native-born Americans, would not be productive contributing members of the United States.

By 1880, like the rest of the nation, Delaware was also beginning to see the differing pattern of immigration. Census information reveals that there were 120,160 total white people in the state, 9,468 of whom were foreign born. Of those born in other countries, 1,484 were born in England and Wales, 1,179 in the German Empire, 5,791 in Ireland, and 43 in Italy. The immigrants primarily settled in New Castle County (8,720); Kent had only 614 foreign and Sussex 134.^{xi} These numbers clearly show the importance of cities and industries as a draw for immigrant population. Sampling the Delaware data from the 1900 census clearly defines differences between prior immigration patterns, literacy, and ethnic origin. 13,810 foreign born residents resided in the state; of that number, 2,476 foreign-born white illiterates 10 years and older classified themselves as illiterate in comparison to only 232 native-born white illiterates 10 years and older. Comparing nativity in 1900, the pattern of preponderance of Irish (5,044) continues while the number of Italians (1,122) increased dramatically in the period.

Federal legislation to regulate immigration became more commonplace after 1880. For the most part, prior to the 1880s, immigrants had been welcomed to the country. In 1875, the Immigration Law marked a move towards restrictive immigrant legislation, as it was exclusionary and enumerated “undesirable” classes of potential residents: criminals, prostitutes, and “Orientals.” As labor conditions worsened in this country,

“new immigrants,” those from southern and eastern Europe, caused considerable unrest in the recession plagued cities; they were willing to accept employment at lower wages than native Americans and the “old immigrants.” The creation of a regulating body at the federal level, 1891 Immigrant Act, came as a reaction to the increasing number of state laws dealing with the immigration question. This legislation empowered and tasked the federal government with monitoring all immigrant arrivals. In 1882, the government passed the Immigration Act that levied a .50 tax on every immigrant and blocked entry to any person likely to become a burden on the state/nation. This group of people included physically ill or handicapped, mentally deficient, mentally ill, and convicts. Since no federal regulatory agency existed to oversee enforcement, the task was assigned to the Treasury Secretary; state agencies administered local regulations. This legislation, in combination with the passage of labor legislation in 1885 and 1887, enabled the federal government to assume control over some unfair labor practices directed at immigrants and, at the same time, to protect the wage status of the American worker by blocking entry of cheaper laborers. During this time the first exclusion legislation was passed and was directed at limiting the number of Chinese eligible to relocate to the United States. Laws such as these enabled the federal government to assume a larger role in controlling immigration by creating the Office Immigration and by giving the Federal government the power to broaden exclusionary classes while limiting the numbers of those not excluded.^{xii}

During this time Immigration Stations became more commonplace. The United States government had begun requiring newcomers to pass through these stations before legal entry to “protect” the native population from diseases or having to bear the expense of those unable to support or care for themselves. The earliest station was opened in 1855 in New York City, Castle Garden, and was operated by New York City officials. In the late 1800s, with the passage of the more restrictive legislation, the federal government assumed control of these “stations.” In 1892 Ellis Island Station opened in the Upper New York Bay and, in the San Francisco Bay, Angel Island opened in 1910. During the first 25 years of its operation, Ellis Island processed more than twelve million immigrants. Most came from southern and eastern Europe. On the West Coast, Angel Island processed arriving Asian immigrants.^{xiii}

Before the end of the “Great Wave” of immigration, coincident with World War II, Congress passed and the Presidents signed into law a total of thirty-seven different pieces of restrictive legislation. Among these were the Immigration Acts of 1921 and 1924 that established a quota system and mandated that immigrants be able to read and write in their native language. Quotas and other restrictive legislation had as its goal the attempt to limit immigration primarily from southern and eastern Europe. Quotas initially restricted the “annual quota of any quota nationality at two percent of the number of foreign-born persons of such nationality resident in the continental United States in 1890 (total quota - 164,667).”^{xiv} Subsequent actions on the part of the government during this time restricted immigrant entry for political reasons and attempted to control the make-up of the immigrant population as a whole.

Immigration in the twentieth century has continued to be a concern of the federal government. Patterns have shifted over the course of the last century in response to economic and political pressures in home nations. As the immigrant population has changed over time, legislation to protect and/or limit particular nationalities appears to be a cornerstone of immigrant policy. During war years, for example, immigrants attempting to enter the country from hostile nations were turned away; those already in the country were watched and discriminated against by citizens and government alike. The Japanese, for instance, were relocated to detainee camps during World War II. After the War, the government enacted the Displaced Persons Act, which allowed large numbers of people who had been *displaced* by war or other events to enter the country. "Between 1956 and 1957, the US admitted 38,000 Hungarians, refugees from a failed uprising against the Soviets. These were among the first of the Cold War refugees."^{xv} During times of no war, some groups, Jews from Russia for instance, have received special status depending on human rights violations in their home countries.

Prior to 1965, immigration legislation and quotas favored European nations. Under the Presidency of Lyndon Johnson, the Hart-Cellar Act, known as Immigration and Naturalization Act, was signed into law. With this major revision of immigrant policy, western European nations no longer received favored status under immigration law. The change in immigrant composition was immediate. By 1970, for instance, Asian immigration had quadrupled in comparison to earlier time periods. According to the US Census Bureau, 28.4 million foreign-born residents lived in the United States in 2000. The number constitutes 10.4% of the total US population. Census data disclose the following information about immigrant composition: 51% were born in Latin America, 25.5 % were born in Asia, 15.3 were born in Europe, and 8.1% were born in other countries. Today, census data show that almost forty percent live in the Western US, 26.8% in the South, 22.6 in the Northeast, and 10.7% in the Midwest. Residence patterns have remained similar to earlier time periods: the majority choosing to live in central cities of large metropolitan areas in contrast to 27.5% of native born population.^{xvi}

The INS today employs over 30,000 people in contrast to only 8,000 as recently as 1970. Much work is dedicated to minimizing illegal immigration along borders and overseeing enforcement of immigrant legislation. Immigrants today have similar problems to those experienced by their counterparts in earlier times, but, in contrast to earlier times, the United States today works to demonstrate a more inclusive attitude, celebrating ethnicity with specific months dedicated to educating citizens about the heritage and history of the various groups.

State of Delaware census data available for 1960 provides the following county information for Delaware. In 1960, the total population of the state was 446,292. Foreign-born population constituted 13.2%, or 58,890, of the total. The vast majority still resided in New Castle County (50,574) with 5,495 living in Kent County and 2,821 in Sussex.^{xvii} In 1990, there were 248,709,873 people residing in the United States; 19,767,316 or 7.9%, were foreign born. 43.8% of those immigrants in 1990 had entered the country since 1980.^{xviii} In 1990, 666,168 people resided in Delaware; of the total population, 22,275, or 3% were immigrants. 7,377, or 33% of those who had

immigrated, did so after 1980. 2000 data show that Delaware has 759,017 residents; of those residents, 42,782, or 6%, were foreign born. 45%, or 19,315 entered after 1990.^{xix}

Region of Birth of Foreign-Born	Number
Foreign Born reporting birth place	42,782
Europe	12,749
Asia	12,500
Africa	1,471
Oceania	288
Latin America	14,489
Northern America	1,285

Delaware's current immigrant population nativity follows the ethnicity pattern of change that happened over time in the history of immigration in this country.

Websites for Supplemental Information

Immigration and Naturalization Service Homepage:

<http://www.ins.usdoj.gov/graphics/index.htm>

Census information is available: <http://www.census.gov/>

Foreign-born data are available:

<http://www.census.gov/population/www/socdemo/foreign.html>

Reference maps on census information:

http://factfinder.census.gov/servlet/ReferenceMapFramesetServlet?_lang=en and

http://factfinder.census.gov/servlet/ThematicMapFramesetServlet?_lang=en

ⁱ *An Immigrant Nation: United States Regulation of Immigration, 1798-1991*. Immigration and Naturalization Service. June 18, 1991: p. 6. [Online] <http://www.ins.usdoj.gov/graphics/aboutins/history/teacher/Resources.htm> 4 January 2002.

ⁱⁱ Bonomi, Patricia U. "Middle Colonies" *My History is Your History*. [Online] http://www.myhistory.org/historytopics/articles/middle_colonies.html 4 January 2002.

ⁱⁱⁱ *An Immigrant Nation: United States Regulation of Immigration, 1798-1991*. Immigration and Naturalization Service. June 18, 1991: p. 6. [Online] <http://www.ins.usdoj.gov/graphics/aboutins/history/teacher/Resources.htm> 4 January 2002.

^{iv} Ibid.

^v Ibid, pp 6-10.

^{vi} Table 1: Nativity of the Population and Place of Birth of the Native Population: 1850 to 1990. *U.S. Bureau of the Census*. Internet release date: March 9, 1999. [Online] <http://www.census.gov/population/www/documentation/twps0029/tab01.html> 5 January 2002.

^{vii} Table 4: Region and Country or Area of Birth of the Foreign-Born Population, With Geographic Detail Shown in Decennial Census Publications of 1930 or Earlier: 1850 to 1930 and 1960 to 1990. *U.S. Bureau of the Census*. Internet release date: March 9, 1999. [Online] <http://www.census.gov/population/www/documentation/twps0029/tab01.html> Accessed: 5 January 2002.

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^{ix} Bodnar, John. "Immigration to 1965," *My History is America's History*. [Online] http://www.myhistory.org/historytopics/articles/immigration_to_1965.html 7 January, 2002.

^x *An Immigrant Nation*, page 11. [Online] <http://www.ins.usdoj.gov/graphics/aboutins/history/teacher/Resources.htm> 1 August 2011 6 January 2002.

^{xi} 1880 State Level Census Data -- Sorted by State/County Name. [Online] <http://fisher.lib.virginia.edu/cgi-local/censusbin/census/cen.pl> 6 January 2002.

^{xii} Lankiewicz, Donald. "The Immigration Stations," *Cobblestone Magazine*. Vol. 4, no. 1, January, 1983. pp 6-7.

^{xv} "The Peopling of America," *Ellis Island's Immigrant Experience*. [Online] http://www.ellisland.org/immexp/wseix_5_4.asp? 7 January 2002.

^{xvi} "The Foreign Born Population in the United States." *US Census Bureau*. March, 2000.

^{xvii} 1960 County Level Census Data -- Sorted by State/County Name. [Online] <http://fisher.lib.virginia.edu/cgi-local/censusbin/census/cen.pl> 7 January 2002.

^{xviii} Social Characteristics, 1990. [Online]

http://factfinder.census.gov/servlet/BasicFactsTable?_lang=en&_vt_name=DEC_1990_STF3_DP2&_geo_id=01000US 7 January 2002.

^{xix} Profile of Selected Social Characteristics: 2000, Delaware. [Online]

^{xx} http://factfinder.census.gov/servlet/QTTable?ds_name=ACS_C2SS_EST_G00_&geo_id=04000US10&qr_name=ACS_C2SS_EST_G00_OT02 7 January 2002. [NOTE: Data in table from this source also.]