

Chapter 6

Coming to Wisconsin: Immigration and Settlement

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Immigrant Story Interviews Class Summary

Immigrant Story Interviews Tally Sheet

Supplemental Immigrant Stories:

- **Harrell Family**
- **Ragatz Family**
- **Moua Family**
- **Nattestad Family**
- **Kazmerchak Family**
- **Rubie Bond**

6.1: Key Word Self-Assessment

Have students look at the key words listed on page 101 of *Wisconsin: Our State, Our Story*. Hand out copies of the worksheet and read the directions aloud. Tell students that, for each word, they should determine the following:

- (a) if the word is a word they can recognize and define
- (b) if it is a word they recognize but can't define
- (c) if it is a word they recognize part of
- (d) or if it's a word they don't know at all

Have students mark an X in each appropriate box in the chart.

6.2: Thinking Like a Historian

Hand out copies of 6.2A and 6.2B for this activity, telling students that these are questions historians might ask themselves as they study Wisconsin's past. Have students read the directions. Then have them read each question carefully. Tell students that they should keep these questions in mind as they read Chapter 6 of *Wisconsin: Our State, Our Story*. In order to better remember the questions, students should phrase each question in their own words or take notes that will help them remember it. Tell them to do this writing in the third column of the chart.

6.3: Family Emigration, Immigration, and Migration History Interview

Overview

Tell students that almost every family in Wisconsin has its own coming-to-Wisconsin story. It can be a story of immigration that took place hundreds of years ago or of migration from another state that took place just last month. Each of these stories is unique. But each contains common elements such as leaving, journeying, and settling. Tell students that, in this activity, they will interview their own friends and/or family members about their immigrant ancestors. Emphasize that sharing these experiences will help each student connect his or her own family stories with the immigrant stories of classmates. It will also help them connect to the family stories that are discussed in Chapter 6 of the textbook.

Materials

- Letter to Families (one per student). Use the English, Spanish, or Hmong version as appropriate.
- 6.3: Family Emigration, Immigration, and Migration History Interview, one copy of each per student stapled to a piece of loose-leaf paper (for notes that don't fit on this sheet)
- Immigrant Story Interviews Class Summary, for the teacher to chart all the interview results. You could project this or copy it onto a large piece of butcher paper and affix it to the wall for whole-class observation and discussion.
- Immigrant Story Interviews Tally Sheet, one for the teacher to project or display
- Optional: Large world map so that individual students can mark their families' journeys with push pins and thread

Procedure

1. Explain to students that they are going to be reading about emigration, immigration, and migration. If these terms seem unfamiliar to students, remind students that they worked with the related words *immigration*, *migration*, and *emigrate* in 6.1: Key Word Self-Assessment. Discuss what these words mean.
2. Tell students that they will be collecting "Coming to Wisconsin" stories from friends and families. After they do this, they will compare and contrast their stories with their classmates and with those found in Chapter 6 of *Wisconsin: Our State, Our Story*.
3. Pass out the Letters to Families using the alternate language letters where appropriate. Explain that students should share these letters with family members and/or friends.
4. Hand out copies of worksheets 6.3A–B. Help students choose a family friend or a member of their family to interview. Explain that students will ask the questions found on the worksheets. Stress that students should fill in the answers to all of the questions they can, leaving blank parts of the worksheet for which they do not obtain information.

5. Assign a deadline by which all interviews must be completed and brought to class. Monitor progress as the deadline approaches.
6. When students finish, display or project the Immigrant Story Interviews Class Summary and Tally Sheet and use data from the student interviews to complete the charts. You may wish to create a completed copy of the Class Summary sheet to display for your students as you progress through the chapter.
7. When you are done, you can utilize the tally and summary charts to review and discuss what students have learned. As you talk with students, reinforce the concept that the people of Wisconsin come from many different places.

If you have time: Students can use a personal digital recording device such as a cell phone or camera to record their interviews. Set time aside for students to share their interviews with the class.

6.4: Push Factors and Pull Factors

This activity uses three of this Student Activity Guide’s supplemental stories of families who made Wisconsin their home but could be adapted to include any other immigrant stories. Students will be introduced to the push/pull model of immigration and have an opportunity to compare their own family stories with those in this activity. This will give them insight into how to read the biographies they will encounter in Chapter 6 of the student edition of *Wisconsin: Our State, Our Story*. Subsequent activities in this Student Activity Guide will provide additional ways to look at immigrant experiences and further use the push/pull model.

Background

At some point, all people who come from another land or from one part of a country to another make a difficult decision: if and when they should abandon their familiar ways of life and make a new life somewhere else. That decision usually is based on factors that are pushing and/or pulling the individual. For example, someone might be “pulled” to seek better opportunities, “pushed” to leave hunger and hardship behind, “pulled” by the fact that family members have already relocated to a particular place, or “pushed” by discrimination or injustice. Often, of course, a combination of factors becomes the turning point in an emigrant’s or a migrant’s life.

Materials

- 6.4: Push Factors and Pull Factors, one per student
- Nattestad, Kazmerchak, and Bond stories (included in the resources section of this chapter), the number of copies dependent upon classroom organization
- Pencils

Procedure

1. Hand out 6.4: Push Factors and Pull Factors and tell students that they will be reading about three families, two of whom came to Wisconsin from Europe and one from the state of Mississippi. Students will be arranging these families’ reasons for leaving (“Push Factors”) and for coming (“Pull Factors”). They will fill in charts to show what they have done. Remind students that they gathered information like this about their own friends and/or families in activity 6.3: Family Emigration, Immigration, and Migration History Interview. Explain that, later, students will add information about those friends or family members to this chart.
2. Decide upon the format for sharing stories that works best for your class, allowing students to work independently or arranging them in small groups. You might also have a more

directed session, with the whole class using one story. You could then divide students into groups for the other two stories.

3. Hand out copies of the three immigration stories and have students read the family stories. (You might want to have students take turns reading the stories aloud for oral language practice.)
4. Using the information in the immigrant stories they have been assigned, have students decide on the “Push Factors” for leaving and the “Pull Factors” that led people to come to Wisconsin. Tell them to write those points on 6.4 Push Factors and Pull Factors.
5. Ask students to think about some of the difficulties immigrants and migrants might encounter after their arrival in their new homes. (Language barriers, new jobs, new schools, new neighborhoods, new foods, new transportation challenges may be some answers). Have students discuss how these challenges might affect newcomers and how these people might overcome those difficulties.
6. After students finish, have them discuss their worksheets.
7. At a later time, have students complete the bottom part of their worksheets with information about their own families.

6.5: John Kroehnke’s Journey on the Erie Canal

Teacher Materials

Preparation/Organization. This activity allows for flexible classroom management. You can allow students to work on their own, either supervised or unsupervised, or in small groups. Alternatively, you could work on the activity as a whole class, having different students read the diary entries aloud before the group answers the questions.

Procedure

1. Remind students that many immigrants came to Wisconsin during the first half of the nineteenth century. (**Note:** If you are going to have students work in groups, now is the time to form the groups.) Then distribute worksheets 6.5A–C and have a volunteer read aloud the three paragraphs at the top of the first page.
2. Discuss the first passage and its three questions. Help students understand what is being described and then guide them in formulating their answers.
3. Once students have shown that they can read the material and answer the questions, have them continue with the other passages and questions, working individually, in small groups, or as a whole class.
4. When students have finished, reconvene the class and discuss the responses. Pay particular attention to any answers that students could not find or got “wrong,” working with them to find correct responses.

6.6: Charting Immigrant and Migrant Stories

Overview

On these worksheets students will chart the stories of immigrant families. Included in the Student Activity Guide are several immigrant stories (Harrell, Ragatz, Moua, Nattestad, Kazmerchak, and Bond) to supplement those in the student edition of *Wisconsin: Our State, Our Story*. Interested students can read longer versions of two of these immigration stories in *They Came to Wisconsin*

by Julia Pferdehirt (Wisconsin Historical Society Press, 2003). You may wish to have the entire class study each story, especially as you introduce how to use the worksheets, or assign particular stories to certain students or to certain student pairs or groups.

At-level students can use this chart “as is” for each family they study. For below-level students or English language learners, you may want to simplify or modify the chart.

The completed charts will show students who each family was, where that family came from, how it traveled, and how it later adjusted to life in its new homeland.

Background

Once families made the decision to leave their homelands, they had to figure out exactly how they would manage the trip. They had to raise money for their journeys and then find a way to get to their new homes. These journeys sometimes were dangerous—and always were difficult.

Materials

- Worksheets 6.6A–C, the number of copies depending on classroom organization (one set for each story, the individual, group, or pair charts); one copy of each page for teacher to project or display
- Copies of immigrant stories (included in this chapter’s teacher pages), the number of copies depending on classroom organization

Procedure

1. Explain to students that they will be reading and learning about the journeys made by different families that came to Wisconsin. Next, students will be using charts to organize information about these people and their journeys.
2. You may choose to lead the class through one of the stories. Display or project the text of the story, reading aloud as students follow along. Then, with the class’s guidance, underline information about the following: the names of the family and its members, when the family left its homeland, where the family came from, how it traveled, and why it made the journey. Then have students look for and underline information about the family’s life after their arrival—how they made a living, where they lived, what language they spoke, and so on. (Emphasize that students might not be able to find all of this information in the story.) Follow the same procedure for other stories, ceding more and more control to the students, making copies of some of the stories for them to underline at their desks.
3. Hand out copies of worksheet 6.6A and read the directions aloud. Fill in the first line of the chart on 6.6A with the name of the first family you introduced and guide students to complete the rest of the page with the appropriate information. Help students see how the underlining they did in the story helps them identify the information that goes into each part of the chart. Continue in the same way with worksheets 6.6B and 6.6C until you have completed a full, three-page chart for that family’s story. (**Note:** To help students identify push/pull factors, encourage them to find statements or hints in the text and read them aloud. Take a few suggestions and add them to your chart.)
4. Follow the same basic procedure with the stories of other families, but gradually turn over more and more responsibility for completing the charts to the students themselves. Remind students that, as they work, they should keep referring to the text and their underlinings for hints about the information that goes in the chart.

5. When students have finished, guide them in a general discussion of what they have learned from the activity. Help them understand the different push and pull factors that led each family to Wisconsin, as well as the different situations and hardships each family faced.
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6.7: Mapping Immigrant and Migrant Journeys

Overview

Like 6.6: Charting the Journeys, this activity makes use of the many immigrant stories provided in this Student Activity Guide as well as the student edition of *Wisconsin: Our State, Our Story*. Marking these families' journeys on world and US maps will help students develop their map and geography skills. It also will help students better comprehend just how long and difficult the journeys of immigrant and migrant families could be.

Materials

- 6.6A–B: Mapping the Journeys, the number of copies depending upon classroom organization; one copy for teacher to project or display
- Crayons or colored pencils

Procedure

1. Have students look over their charts from 6.6: Charting the Journeys as these charts will make their task easier. If you have not used the charts in Activity 6.6, students may be able to complete this activity by just reading the stories or looking at the maps in Chapter 6 of their textbooks.
 2. Tell students to get out colored pencils or crayons. Hand out both the US and world maps (worksheets 6.7A–B).
 - Model mapping Richard Thomas's story (or a story of your choice) on a projector or interactive whiteboard. Start by drawing a line on the world map from Cornwall, England to New York City, NY. Then draw a line from New York to Mineral Point, WI.
 - If students ask for more details about Richard Thomas's journey, tell them that we are not sure about Thomas, but that we know that most Cornish people who came to Wisconsin during this period made their way first to Ohio and from there overland to Galena, Illinois, before continuing by land to Mineral Point.
 3. To conclude, ask students to reflect on the charts from Activity 6.6 and the map they have just completed. Ask questions such as:
 - *How did the map work help you better understand the journey Richard Thomas made?*
 - *Did you notice what part of England he came from?*
 - *Did you notice what part of Wisconsin he settled in and how close or far that is from us?*
 - *Did you notice where New York is compared to where Wisconsin is?*
 - *When you worked with the maps, which references did you find most useful?*
 - *Which part of the chart did you find easiest to fill out?*
 - *Which part was hardest?*
 - *Which part made you think most about what it was like to be an immigrant?*
 - *What do you think you will remember most about the Richard Thomas story?*
 4. Continue with the remaining stories, having each student, pair, or group complete as many maps as you wish.
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6.8: Cris Plata Scrapbook

Teacher Materials

Preparation/Organization Students can work on this activity on their own or in small groups. You will need enough copies of worksheets 6.8A–E for each student or group.

Procedure

1. Remind students that Cris Plata is a Mexican-American musician. Explain that in this activity students will be working with scrapbook pictures from Cris's childhood and youth.
 2. Hand out the worksheets to each student or group. Then read the directions with the students, making sure that they understand exactly what they are to do. When they are ready, let them begin.
 3. Circulate and make sure students are not having difficulties with the activity. Remind students that, if they wish, they can refer to pages 116 and 117 of *Wisconsin: Our State, Our Story* for information about Cris and his life.
 4. When students have finished, discuss the pictures and captions with the class as a whole. Have students explain why they think each caption goes with its picture.
 5. Direct students to Part 2 on worksheet 6.8E and give them time to write their paragraphs about Cris's childhood. When they have finished, let students read their paragraphs aloud.
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6.9: Chapter 6 Assessment

Hand out copies of worksheets 6.9A–B. Read the directions aloud and have students answer each question on their own. Follow the same procedure for worksheet 6.9C.

Dear Family,

In this chapter of *Wisconsin: Our State, Our Story*, your child will be learning about immigration to the state. Every child will be interviewing family members to learn more about his/her own family's story.

The most important vocabulary words for the chapter are variants of the word, immigration. You can help your child remember what each means.

- **immigrate** (**im** mi grayt): To move to a new country to settle and live there
- **immigration** (im mi **gray** shun): Moving to a new country to settle and live there
- **immigrant** (**im** i gruhnt): A person from one country who moves to settle permanently in another
- **migrate** (**mahy** greyt): To move from one state or region to another within the same country
- **migrant** (**mahy** gruhnt): A person who moves from one state or region to another within the same country
- **emigrate** (**em** i greyt): To leave one's country to settle in a new one

Of course, each family's story is unique, and so is each family's definition of "family." Please know that "family" may include people who are not related by blood, such as friends, neighbors, and colleagues. Some families know a great deal about their histories, while others know very little. Please share your family's story with your child as you are interviewed. Thanks so much for your cooperation.

Sincerely,

Estimada Familia:

En este capítulo de *Wisconsin: Nuestro Estado, Nuestra Historia*, su hijo aprenderá sobre inmigración en el estado. Cada niño entrevistará a miembros de la familia para saber más sobre su propia historia familiar.

El vocabulario más importante para este capítulo se relaciona con la palabra inmigración. Usted puede ayudar a su hijo a recordar el significado de esas palabras.

- **immigrate** (**im** mi grayt): Mudarse de un país para establecerse y vivir en otro
- **immigration** (im mi **gray** shun): Mudarse de un país para establecerse y vivir en otro
- **immigrant** (**im** i gruhnt): Persona de un país que se muda para establecerse permanentemente en otro
- **migrate** (**mahy** greyt): Mudarse de un estado o región a otro dentro del mismo país
- **migrant** (**mahy** gruhnt): Persona que se muda de un estado o región a otra
- **emigrate** (**em** i greyt): Irse del propio país para establecerse en otro

Por supuesto, cada historia familiar es única, así como lo es cada definición de “familia.” Tome en cuenta que la “familia” puede incluir a personas que no tienen nexos consanguíneos, tales como amigos, vecinos y colegas de trabajo. Algunas familias saben mucho sobre su historia, mientras que otros saben muy poco. Comparta la historia de su familia con su hijo. Muchas gracias por su ayuda.

Atentamente,

Hawm txug cov tsev neeg,

Nyob chapter nuav huv *Wisconsin: Peb lub xeev, Peb le keeb kwm*, koj tug miv nyuas yuav tau kawm txug kev thoj nam tuaj rua huv xeev. Txhua tug miv nyuas yuav nrug cov neeg huv nwg tsev thaam txug keeb kwm ntawm nwg tsev neeg.

Qhov tseem ceeb tshaaj plawg ntawm chapter nuav yog kev sau lu lug, immigration. Koj yuav tau paab kuas koj tug miv nyuas ncu lub ntsab lug ntawm tej lu ntawd.

- **immigrate** (**im** mi grayt): Tsiv tawm ntawm yug lub teb chaws moog yoog hab nyob lwm lub
- **immigration** (im mi **gray** shun): Tawm yug lub teb chaws moog yoog hab nyob lwm lub
- **immigrant** (**im** i gruht): Tug tuab neeg kws tawm nwg lub teb chaws moog yoog hab nyob lwm lub
- **migrate** (**mahy** greyt): Hloov ib lub xeev moog nyob ib lub los ib thaaj chaw moog rua ib thaaj huv teb chaws
- **migrant** (**mahy** gruht): Tug tuab neeg kws hloov ib lub xeev moog nyob ib lub los ib thaaj chaw moog rua ib thaaj huv teb chaws
- **emigrate** (**em** i greyt): Tsiv tawm ntawm yug lub teb chaws moog yoog lwm lub

Tseeb heev, keeb kwm ntawm ib tsev neeg twg yeej nyag muaj nyag, hab tsi taag le, lu lug tsev neeg tseem sis txawv rua lu lug “tsev neeg” qeeg. Thov ncu ntsoov tas tej zag “tsev neeg” yuav muaj cov neeg kws tsi sis koom roj ntsaav nyob huv, xis le phooj ywg, neeg huv zog, hab khub laj kaam. Qee tsev neeg paub nwg le keeb kwm zoo heev, kuas ib txha tsuas paub miv ntsiv xib. Thov qha koj tsev neeg keeb kwm rua koj tug miv nyuas thaus nwg nrug koj sis thaam. Ua tsaug rua koj txuj kev koom teg.

Thov hawm,

Immigrant Story Interviews Tally Sheet

When Did They Travel?	
17 th century (1600s)	
18 th century (1700s)	
19 th century (1800s)	
20 th century (1900s)	
21 st century (2000s)	

How Did They Travel?	
Ship or boat	
On foot	
On horseback	
In horse or ox-drawn wagon	
Train	
Car	
Airplane	
Other	

In What Groups Did They Travel?	
Alone	
As a family	
With family/others	

They Traveled from:	
Canada	
Mexico	
South America	
Southeast Asia	
Europe	
Elsewhere in the US	
Africa	
Other	

Where Did They First Arrive?	
New York	
Other East Coast port	
California	
Texas	
Midwestern city	
Wisconsin (city or rural Wisconsin)	
Other	

The Harrell Family

In 1940, George Harrell and his family left the farm where they were sharecroppers in Pontotoc, in northern Mississippi. They traveled on the bus to Memphis, Tennessee, where one of George's grandfathers worked in a sawmill making baseball bats. The Harrells lived in Memphis for two years while George's father worked at the sawmill. Then the family decided to move to Beloit, Wisconsin, where George's family already had relatives. There were good jobs there at Fairbanks-Morse Foundry, and the company was willing to hire African American men, although they had to do the hardest and dirtiest work. In the winter of 1942, the family took the train from Memphis to Chicago and from there to Beloit. George's father went to work for Fairbanks-Morse, and George began kindergarten in the fall of 1943.

The Ragatz Family

In 1842, Oswald Ragatz (ruh **gatz**) and his family made the long and tiring journey to Wisconsin from Tamins, Switzerland in the center of Europe. They came to Sauk City, Wisconsin, in search of a better life and more opportunities. First they traveled by horse and wagon from Tamins to Le Havre (**Pahv** ruh), on the northern coast of France. There they boarded a ship that took them to New Orleans. From there, they took a steamboat up the Mississippi until they reached Galena, Illinois. Then they once again traveled by wagon, this time to Sauk City, Wisconsin.

The Moua Family

In 1976, Mayhoua Moua (mI **oo** ah **moo** ah) emigrated with her family from Thailand (**tl** land) in Southeast Asia. They first traveled to Hong Kong, on the eastern coast of China. From there they flew to Minneapolis, Minnesota. Then they took another, smaller plane to Watertown, South Dakota. They lived in Webster, South Dakota, for a little while, but they missed being around their family. Because of this they moved to Atwater, California, to pick vegetables and be closer to some relatives. Then they moved to Minneapolis, Minnesota, where they were closer to other family members and where Mayhoua's father was able to find a better job. Finally, they moved to Milwaukee, where Mayhoua and her family at last felt at home.

Name _____

Date _____

Ole and Ansten Nattestad Leave Norway for a Better Life

Brothers **Ole** (oh lee) and **Ansten Nattestad** (on sten nah tih stahd) worked on a rocky little farm in Norway. They did not own the land. But they had to work all day every day, summer and winter, milking, hauling, plowing, and planting, barely making enough to live.

Every spring they borrowed money from the landowner to plant seed. They ended up paying back even more than they borrowed. They must have wondered, *what kind of life is this?*

In the fall of 1836, the brothers crossed the mountains to buy sheep in the seaside city of **Stavanger** (Stuh vahng ur). “We heard much talk about a country which was called America,” Ansten later wrote. “This was the first time we heard this word.” After Ole and Ansten returned home, they talked and wondered. Could it possibly be true that in America landowners could not say where you would have to work and how you could make a living? Could they believe the stories of cheap land and fair laws?

This talk turned into a case of “America fever.” During the 1800s, this America fever spread from country to country across Europe. First people heard stories or read letters describing America as a wonderful land. Then people began to dream of going. They sold most of their possessions and used the money to buy tickets to cross the Atlantic Ocean. Many thousands came to Wisconsin. The Nattestad brothers were two of them.

Name _____

Date _____

Steven and Valentine Kazmerchak Leave Hunger and Hardship behind in Prussia

The **Kazmerchak** (**kaz** mur chak) brothers, Steven and Valentine (**vawl** uhn teen), worked for a wealthy landowner in **Prussia** (**prush** uh), which was once a country but is now a part of Germany and Poland. Like the Nattestads in Norway, they worked hard, but owned nothing of their own—not their homes, their land, animals, nor even the wild deer in the nearby forests.

They grew wheat to fill the landowner’s already full barns. When the long hours in the landowner’s fields were over, Steven and Valentine farmed their own small garden. They ate only potatoes, cabbage, peas, and tough black bread. The landowner used the wheat the Kazmerchaks harvested to make flour for his own family’s soft, white bread.

The Kazmerchak brothers had no animals to pull the heavy drag they used to smooth the land for planting their garden. They had to take turns chaining themselves to this large piece of equipment that they borrowed from the landowner. The landowner leaned on this stone fence and watched the brothers’ struggle. Fifty years later in Kewaunee, Wisconsin, Steven Kazmerchak still remembered the landowner’s face and his own angry feelings. He wrote, “That fellow just stood there and watched us . . . watched us . . . like a couple of animals! . . . That was what started us for America.”

Name _____

Date _____

Rubie Bond's Family Escapes Injustice and Cruelty in Mississippi

Rubie Bond was only ten years old in 1917 when she and her family left for Wisconsin. They migrated from **Pontotoc** (**pon** tuh tok), Mississippi. Like the Nattestads in Norway and the Kazmerchaks in Prussia, Rubie's father and grandfather did not own the farms where they worked. They worked as sharecroppers. Each year, Rubie's father seemed to owe the landowner more of the crop than he could sell to feed his own family.

Rubie's whole family had to work for cruel Mr. Stegall. Rubie never forgot how Mr. Stegall treated her blind Grandma Carolyn. Because she was blind, she could not work, and Mr. Stegall refused to let her remain on his property. Sixty years later in Beloit, Wisconsin, Rubie still remembered how it "broke my mother's heart. I was my grandmother's favorite grandchild and I never saw her again."

When Rubie's family left to work on another farm, Mr. Stegall let the family carry away only the clothes they were wearing. But Rubie's father did not want to remain a sharecropper forever. One day he heard about jobs in Wisconsin. A man from Beloit was looking for strong African American men who were willing to work hard. He promised sharecroppers good jobs. Rubie's parents wanted a better life for their family. They packed what they could and took the train to Beloit.

Name _____

Date _____



6.1: Key Word Self-Assessment

Put an X in the box that shows how you understand each word.




Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
immigration				
migration				
refugees				
ethnic				
heritage				
invention				
emigrate				
apprentice				
slavery				
integrated				
homestead				
equipment				
invaded				
ghetto				
concentration camps				
migrant workers				
veterinarian				
refugee camp				
sponsor				
factors				

6.2A: Thinking Like a Historian

Read each question carefully. In the third column, rewrite the question in your own words or write words that will help you remember the question.

Category	Questions	My Own Words/Notes
	<p>In what ways did events that were happening where people were living push them to leave or move away? In what ways did opportunities in Wisconsin pull newcomers to the state?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did newcomers keep traditions they brought with them? How did newcomers adapt to their new homes and environments?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

6.2B: Thinking Like a Historian

	<p>What were the turning points in the lives of the people you read about in this chapter?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How are the experiences of those who moved to Wisconsin long ago similar to those of people who moved here more recently? How are they different?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<p>How did the strengths that people brought with them help them adapt to and survive in Wisconsin?</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Date _____

6.3A: Family Emigration, Immigration, and Migration History Interview

Ask the following questions of a friend or a member of your family. When you need to write a **list**, write it on lined notebook paper. Attach it to your interview afterwards.

1. Did you or members of your family migrate to Wisconsin from another state? Where did they come from?

2. Did you or members of your family immigrate to Wisconsin from another country? Where did they come from?

3. What are the names of family members who came to Wisconsin, and how are they related to you? (**Make a list.**)

4. When did your family come here?

5. How did your family travel: by boat, on foot, by car, by train, by plane, or in some other way?

6. Why did your family move from their home regions or countries? (**Make a list.**) Write “push” next to the “push” reasons. Write “pull” next to the “pull” reasons.

Name _____

Date _____

6.3B: Family Emigration, Immigration, and Migration History Interview

7. If your family emigrated from another country, where in the United States did they first arrive?

8. Why did your family settle where they did in Wisconsin?

9. What do you know about the following parts of the lives of the family members who first moved to Wisconsin?

- a. How did they first make a living here?
- b. What holidays did they celebrate?
- c. What foods did they eat on those holidays? (**Make a list.**)

10. Does anyone in the family speak the language of the country your family came from? If so, which language is it? Do you speak it?

11. What do you think surprised your immigrant family members most about Wisconsin when they first arrived here? (**Make a list.**)

12. What do you think was the most difficult thing about being in Wisconsin for these people compared to where they came from? (**Make a list.**)

Name _____

Date _____

6.4: Push Factors and Pull Factors

Think about the stories of the Nattestad, Kazmerchak, and Bond families. Then decide which factors might have been “pushing” them to leave their homes and which factors might have been “pulling” them to live in Wisconsin.

Families	Push Factors	Pull Factors
Ole and Ansten Nattestad		
Steven and Valentine Kazmerchak		
Rubie Bond		
My family or my ancestors		

6.5A: John Kroehnke's Journey on the Erie Canal

John O. Kroehnke (**kron** key) and his family were among the many immigrants who traveled west through the Erie Canal during the first half of the 1800s. In late March 1848, they left their home in northern Germany to immigrate to Wisconsin. They sailed across the Atlantic Ocean, arriving in New York on May 11. Then they sailed up the Hudson River to reach the Erie Canal.

John Kroehnke kept a journal that describes their trip through the Erie Canal. Their boat was a barge that was pulled by two horses that walked on a path alongside the waterway. In his journal Kroehnke describes the towns and the passing sights and gives readers a feeling for what the experience was like.

Read each passage from John Kroehnke's journal. Then answer the questions about what you learned from each entry.

Passage 1

Sunday, May 1. The canal boats have different sizes, ours was about 50 feet long and about 15 feet wide, all have a flat floor. . . . In front is the cabin, where our wives and children were . . . and the rest of us prepared our beds in the main-room on boxes, which, of course, were not very comfortable. . . . Soon we drove into a water lock. We all were kind of suspicious. After the lock-doors had been closed behind us valves in the front lock were opened, the water ran into our part and we were lifted up until we reached the level of the front part of the canal. When this was finished, the front doors were opened and we could continue. We were still going through 7 or 8 more water locks which **elevated** [lifted] us about 10 to 12 feet.

1. What was the size of the boat? _____
2. Where did the men sleep? _____
3. How did people feel as they went into the first lock? _____

Passage 2

Monday, May 15. Today we did not advance very much since the traffic on the canal is big and we have to stop every time another boat is meeting us. Sometimes it took us more than half an hour to get enough space to continue our voyage. The boats going in the same direction as we did, [west] into the land, had a few passengers with them, most of the things they carried were . . . manufactured goods . . . and iron goods, railroad trucks, nails and agricultural tools. The boats going in [the] opposite direction had salted meat,

6.5B: John Kroehnke's Journey on the Erie Canal

bacon in barrels, flour, corn, wheat, roof shingle, boards, all kinds of wood, coal, wool, skin and living pigs, etc.

4. What was one complaint about traveling by boat? _____

5. How did the things being carried west differ from those carried east? _____

Passage 3

Wednesday, May 17. Our trip brought us through cities and villages, through plains and hilly parts of the country, pretty big fruit trees just blossoming were a joy for our eyes. . . . We saw sometimes small . . . snakes and heard, for the first time, the sound of “bull-frogs.” . . . The tone of them is almost as deep as the one of a bull and that is why they are called bullfrog. . . . Smaller frogs could be found here very numerous, they were quacking with a lighter voice. . . . We thought first that they were bird[s]. . . .

6. What sights and sounds of nature did John Kroehnke enjoy on May 17? _____

Passage 4

Thursday, May 18 to Sunday, May 21. My diary has not been written during these days because of the always new appearing sights there is no time to write. . . . In spite of the fact that we could have made the trip in 36 hours going by train, we were glad to have chosen the canal-trip, because the trip was much more interesting. Usually the deck of the canal-boat is occupied with people. Are we meeting a bridge—and we are meeting a lot of them—the marines are calling: “High bridge” or “low bridge.” Did we meet a high bridge it was sufficient only to bend down, but did we meet a low bridge we had to lie down on the deck. Sometimes we **promenaded** [walked] beside the boat, especially when the speed was low. The horses and their leaders are changing every 6 to 8 hours. Sometimes it is fun to watch when the boats are stopped because of the fact that each of them wants to be the first one and they are piling up and delay the whole trip. A couple of days ago our rope was cut by a similar occasion. There was a lot of swearing and they almost started a fight. If two boats meet one lowers his rope and lets the other one pass over it.

6.5C: John Kroehnke's Journey on the Erie Canal

7. What did people do while they waited for the boat to go through a lock or when the boat went very slowly? _____

8. What did people on deck do when the sailors yelled, "High bridge"?

9. What did people on deck do when the sailors yelled, "Low bridge"?

10. What happened to the sailors' tempers when there was a boat pile-up and long delays?

The Rest of the Story

Some of the people from the canal boat, including John Kroehnke, took the train to Niagara Falls. From there they went on to Buffalo, New York, where they met up with the canal boat. At Buffalo the Kroehnkes stayed one more night on the canal boat. Then they boarded a steamboat to cross three Great Lakes—Lake Erie, Lake Huron, and Lake Michigan. They arrived in Sheboygan, Wisconsin, in late May, months after leaving their home in Germany.

From Sheboygan they traveled overland, going northwest about twenty miles to New Holstein in Calumet County, where they were to establish a farm. It was a long journey to a new life. Soon after his arrival John Kroehnke filed papers on 360 acres near Lake Winnebago. Kroehnke remained on this farm at least until 1850. The next ten years are undocumented by diaries, but in 1861 the coverage resumed, and he was a painter living in Sheboygan. Prior to this move Kroehnke's first wife had died. In Sheboygan he married his second wife, Gretchen, with whom he had six more children, four of whom survived to adulthood.

Name _____

Date _____

6.6A: Charting Immigrant and Migrant Stories

Fill out this chart for each migrant or immigrant story you study. You won't need all the lines for each family.

1. Who Came to Wisconsin?

Family name: _____
People who came: _____ _____ _____ _____ _____
When? _____ (year)

Name _____

Date _____

6.6B: Charting Immigrant and Migrant Stories

The Journeys

Family Name: _____

Where? How?	Why?
Where did the person move from? How did they travel?	Why did the person or family move? What were the reasons? Push or pull?
From home place of: _____ , _____	
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____
To _____ , _____	_____
How? _____	_____

Name _____

Date _____

6.6C: Charting Immigrant and Migrant Stories

Adapting to a New Life (How They Lived)

Family Name: _____

Occupation (work)	Shelter (house description) in Wisconsin	First Language
In home place _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	
In Wisconsin _____ _____ _____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____ _____ _____	Other Languages

6.7A: Mapping Immigrant and Migrant Journeys

United States Map

Directions: Draw a line to show each family's journey. Complete the map key to show which colored line goes with which family.

Line Color	Family

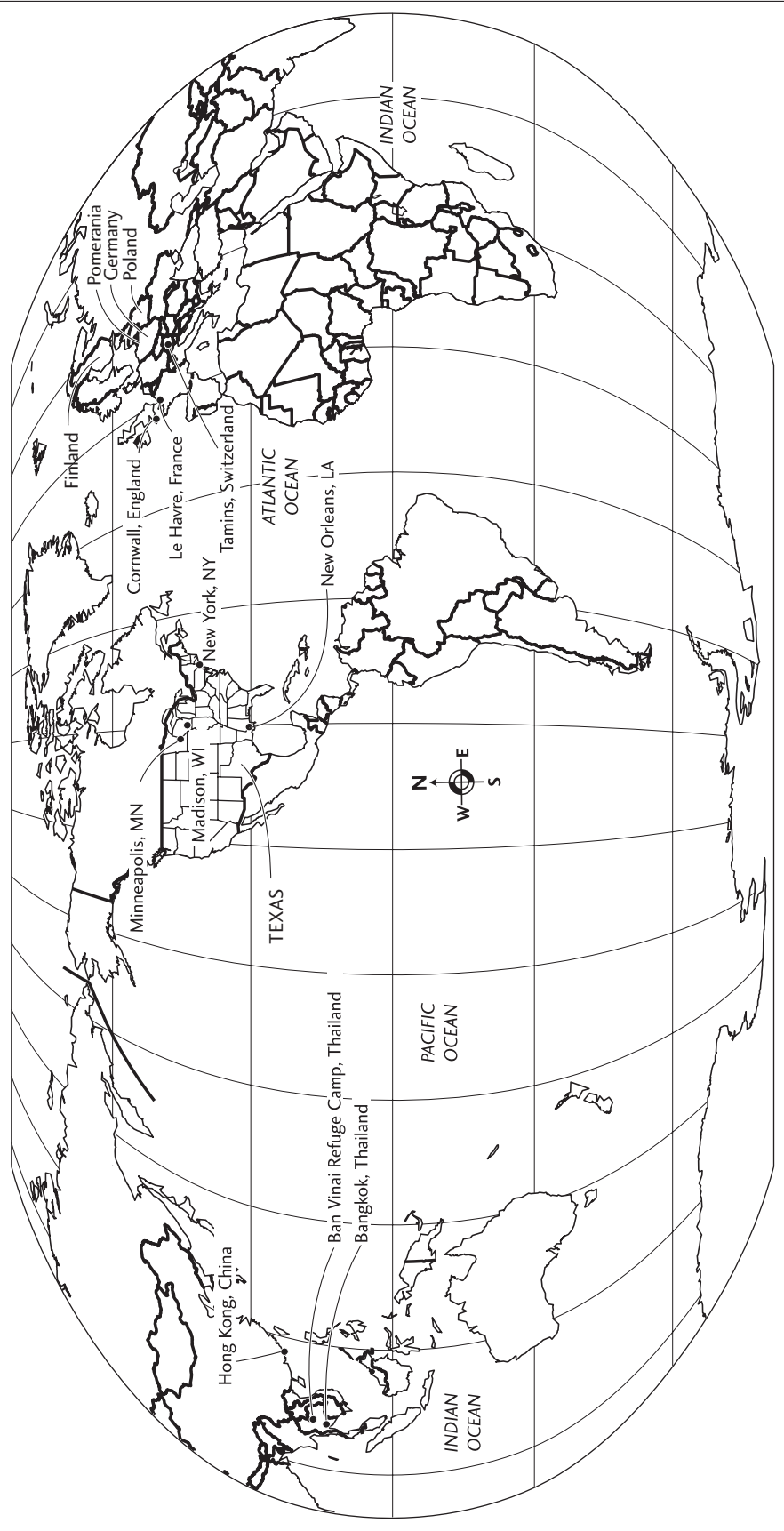
6.7B: Mapping Immigrant and Migrant Journeys

Three Journeys World Map

Directions: Draw a line to show each family's journey. Complete the map key to show which colored line goes with which family.

Key	
Line Color	Family

Three Journeys



6.8A: Cris Plata Scrapbook

Part 1

Cut out captions on 6.8D. Then match the correct caption with each photo. Paste the caption next to the correct photo.

Picture 1



Picture 2



6.8B: Cris Plata Scrapbook

Picture 3



Picture 4



6.8C: Cris Plata Scrapbook

Picture 5



Picture 6



Name _____

Date _____

6.8D: Cris Plata Scrapbook

Cris with his BB gun in West Texas, 1960.

Cris poses with his parents for a photo in 1957, in San Antonio, Texas.

Cris stands in bus door in a tomato field, near Tipton, Indiana.

Cris sits on top of a tractor in a cotton field, in 1960, West Texas.

One of Cris's older brothers stands with his long cotton sack in a cotton field in West Texas, in the 1960s.

Cris and one of his brothers stand near their rented home in Paducah, Texas, about 1963.

6.9A: Chapter 6 Assessment

Part A

1. Using Essential Vocabulary

Complete each statement below with one of the key words.

immigrate emigrate refugee migrate Holocaust

- a. Rosa Goldberg Katz thought that she was very lucky to have survived the _____.
- b. Mai Ya was born in a _____ camp in Thailand.
- c. When someone moves to Wisconsin from another state, we say that he or she chose to _____ here.
- d. Richard Thomas chose to _____ *from* Cornwall *to* Mineral Point.

2. Push and Pull Factors

On the chart below, list at least three ways that people were *pushed* to come to Wisconsin and at least three ways that people were *pulled* to come to Wisconsin.

Push Factors	Pull Factors
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Chapter 6

Answer Key

6.1: Key Word Self-Assessment

Answers will vary.

6.2: Thinking Like a Historian

Answers will vary.

6.3: Family Emigration, Immigration, and Migration History Interview

Answers will vary.

6.4: Push Factors and Pull Factors

Families	Push Factors	Pull Factors
Ole and Ansten Nattestad	<ul style="list-style-type: none"> • Didn't own land in Norway • They worked all day every day but barely made enough to live • Had to borrow money from the landowner each year and pay back more than they borrowed • Landowner told them where to work 	<ul style="list-style-type: none"> • Heard stories describing America as a wonderful land • Could own their own land and be their own bosses • Heard that land was cheap and the laws were fair
Steven and Valentine Kazmerchak	<ul style="list-style-type: none"> • Owned nothing • Had to chain themselves to the drag to smooth the soil while landowner watched them like they were animals; this made Steven feel very angry • Lived so much more poorly than the landowner, eating only potatoes, cabbage, peas, and tough bread 	<ul style="list-style-type: none"> • Hope that America would be better than what they were experiencing in Prussia
Rubie Bond	<ul style="list-style-type: none"> • They seemed to owe the landowner more of the crops than they could use and sell to support the family • The landowner forced Rubie's grandmother to leave the property when she couldn't work because of blindness • They could only take their clothes when they left to work on another farm 	<ul style="list-style-type: none"> • Heard of jobs in Beloit, WI, and employer who was looking for strong African American men • Wanted a better life for the family
My family or my ancestors	Answers will vary.	Answers will vary

6.5: John Kroehnke's Journey on the Erie Canal

Answers will vary somewhat. Accept reasonable answers.

1. 50 ft. × 15 ft.
2. On boxes in the main room.
3. They were suspicious when they went into the first lock.
4. They complained about having to stop every time they meet another boat.
5. Things carried west were manufactured goods, equipment, and tools. Things carried east were more likely to be raw materials: meat, grains, lumber, coal, wool.
6. John Kroehnke enjoyed seeing and hearing blossoming fruit trees, snakes, bullfrogs, and other frogs that sounded like birds.
7. While people waited for the boat to go through a lock, or when the boat went very slowly people explored the surrounding area or walked along beside the boat.
8. People on deck bent down when sailors yelled, "High bridge!"
9. People on deck lay flat on the deck when sailors yelled, "Low bridge!"
10. When there was a boat pile-up and long delays, sailors got very grouchy and began swearing at each other and even cut each other's tow-ropes.

6.6: Charting Immigrant and Migrant Stories

Answers will vary somewhat. Sample charts are shown.

Thomas Family:

Richard Thomas settled in Wisconsin in 1842. Parents Sampson & Susanna Thomas, Richard's sister, Richard's brother-in-law, and their child came later.

Where? How?	Why?
Home: Cornwall, England To: New York, NY How? by ship To: Mineral Point, WI How? text doesn't say	Parents believed their children would have better opportunities to make a living and own land in the US (push) Many other Cornish immigrants were settling in Mineral Point. (pull)

Occupation	Shelter?	Language
In home place: Stonemason In Wisconsin: Stonemason and builder. Quarried stone, built small stone cottages for his family and for neighbors and a large stone mansion for a richer merchant in town.	Lived in house he built along with his parents, his sister, her husband and child, and his business partner James Carbis, James's wife and son (7 adults, 2 children in 4 rooms).	English

Greene Family:

John Greene, his wife Lillie Smith Greene, children Hardy and Thomas, and their grandchildren settled in Wisconsin in 1863.

Where? How?	Why?
Home: Virginia To: St. Charles Co., MO How? text doesn't say To: Bloomington, WI (1863) How? on foot and by train To: Pleasant Ridge, WI (1864) How? text doesn't say	Slavery (push) WI not a slave state/freedom from slavery (pull) Civil War (push) Need to keep family together (push) Freedom to keep family together (pull) New opportunities for the family (pull)

Occupation	Shelter?	Language
In home place: Slave. In Wisconsin: Rented farm land or helped other farmers. After 5 years they bought their own farm property. They and their white neighbors built a small log school.	Probably a farmhouse on their property in Pleasant Ridge.	English

Xiong Family:

Mai Ya Xiong, her parents, 2 younger brothers, and 2 younger sisters settled in Wisconsin in 1987.

Where? How?	Why?
Home: Laos To: Ban Vinai refugee camp, Thailand How? on foot To: Madison, WI How? airplane	War, danger to Hmong people after US left Vietnam (push) Refugee (push) No future in crowded refugee camp (push) More opportunity and plenty of food in WI (pull) Uncle in WI was family's sponsor. (pull)

Occupation	Shelter?	Language
In home place: small child In Wisconsin: Student. After high school she went to the University of Wisconsin–Milwaukee and graduated with a degree in Marketing.	Family of 2 parents and 5 kids shared an apartment with her uncle who had come earlier.	Hmong

6.7: Mapping Immigrant and Migrant Journeys

Check student maps for accuracy. Sample journeys are described.

Thomas Family

Journey begins in Cornwall, in the west of England, goes across the Atlantic Ocean to New York, New York, and from there to Mineral Point, Wisconsin.

Greene Family

Journey begins in Virginia, then goes west to St. Charles County, in Missouri, and then north, first to Bloomington, Wisconsin, and then to Pleasant Ridge, Wisconsin.

Xiong Family

Journey begins either in Laos, where the family originally came from, or in Thailand, where they spent time in a refugee camp. It then goes across the Pacific to Madison, Wisconsin.

6.8: Cris Plata Scrapbook*Part 1*

Picture 1 Cris sits on top of a tractor in a cotton field, in 1960, West Texas.

Picture 2 Cris stands in a bus door in a tomato field, near Tipton, Indiana.

Picture 3 Cris and one of his brothers stand near their rented home in Paducah, Texas, about 1963.

Picture 4 One of Cris's older brothers stands with his long cotton sack in a cotton field in West Texas, in the 1960s.

Picture 5 Cris poses with his parents for a photo in 1957, in San Antonio, Texas.

Picture 6 Cris with his BB gun in West Texas, 1960.

Part 2

Answers will vary. Accept all reasonable paragraphs.

6.9: Chapter 6 Assessment*Part A*

1. a. Holocaust
b. refugee
c. migrate
d. emigrate/immigrate
2. Answers will vary. Sample answers: Push Factors: Can't find work in home country, war, famine. Pull Factors: Moving closer to family, better-paying jobs, land could be bought and owned.
3. Answers will vary. Sample answer: Family: Thomas. Reason: My family emigrated to Wisconsin from Cornwall to find better jobs and became miners.

Part B

Answers will vary. Make sure students have written five sentences. Samples: People came to Wisconsin from all over the world. Some came because they were pushed by war or hardship at home. Some were pulled by better jobs or to be closer to family. I thought Rosa Katz's story was the most interesting because she was very brave. The people that moved to Wisconsin from other places helped change Wisconsin.