### Chapter 6 at a Glance

**Coming to Wisconsin: Immigration and Settlement**

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| **Pages 100–101:** Introduction to Chapter 6: Coming to Wisconsin: Immigration and Settlement  
- Importance of **TLH** questions.  
- Key Words related to immigration and migration.  
- Importance of individual and family stories. |  
- Have students demonstrate successful techniques for previewing and predicting and using the featured text structures.  
- Teach or reinforce successful techniques for students to apply in memorizing **TLH** questions.  
- Assess student prior understanding of Key Words. |  

| **Pages 102–103:** Immigration and Migration: Then and Now  
- What is immigration?  
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- The Key Words convey the essential content of this spread and chapter.  
- Students' family stories will help them make personal connections to the text. |  
- Clarify chapter focus.  
- Introduce and discuss Key Words: immigration, migration, refugees, ethnic, heritage.  
- Introduce and discuss push-pull factors. |  

| **Pages 104–105:** Making the Journey  
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- Changes in travel over time.  
- Erie Canal as a turning point in settlement of Wisconsin.  
- People from all over the world chose to make their homes in Wisconsin. |  
- Emphasize Key Words: invention, emigrate.  
- Emphasize importance of visual material as content clues.  
- Teach students to make connections to the text by relating what they know from their own family stories. |  

| **Pages 106–107:** A Stonemason from Cornwall, England, Comes to Mineral Point  
- Why did Richard Thomas settle in Wisconsin?  
- What was life like for Richard Thomas in Mineral Point?  
- Cornish immigrants settled in southwestern Wisconsin.  
- They carried traditions with them and adapted them to their new home. |  
- Emphasize Key Word: apprentice.  
- Emphasize importance of visual material as content clues.  
- Improve student fluency with **TLH** questions and by making connections. |  

| **Pages 108–109:** Free at Last  
- How did John Greene and his family escape slavery to reach Wisconsin?  
- What was life like for the Greene family and other African Americans at Pleasant Ridge?  
- Escaped and emancipated African American slaves settled in communities in western Wisconsin in the mid-1800s.  
- By the mid-1930s, most African Americans in western Wisconsin communities had moved elsewhere for better opportunities. |  
- Discuss slavery.  
- Emphasize Key Words: slavery, integrated.  
- Teach students to apply push-pull factors to understand migration.  
- Encourage students to make connections through **TLH** questions. |  

**Chapter 6 at a Glance**

**Thinking Like a Historian**

**Literacy Strategy**

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Chapter 6 Introduction
Coming to Wisconsin: Immigration and Settlement

Content Overview
Chapter 6 covers immigration and migration in the 19th and 20th centuries. These themes relate to all students, including those with Native heritage, since both voluntary and forced migrations affected all American Indian populations in the state. The chapter focuses on the vocabulary and push-pull nature of migration and immigration. The types of transportation and routes that brought newcomers to the state help students to understand migration and immigration and historical change in a deeper way. Seven mini-biographies serve as the principal content pages of the chapter, giving students ample opportunity to become acquainted with real Wisconsin residents past and present. These stories—three of which can be further explored at the Old World Wisconsin historic site—provide students with concrete examples to compare and contrast with one another and with the information students discover from interviewing their own families.

Literacy Strategy: Making Connections
Making connections is thinking about how this is like that. In making connections, students draw on both prior world knowledge and personal experience. These connections can be a quick “Ah-ha!” of personal recognition, one that connects this text to another text, or one that makes the connection between what is being read about and events in the real world. In Chapter 6, students will gain practice in reading to answer questions and in making text-to-self, text-to-text, and text-to-world connections to what they are reading.

Through ongoing chapter-inclusive activities, students will interview family members to find out about their own family history. The interviews are essential in helping students connect their own family stories to the mini-biographies in the chapter.
As students become familiar with consciously drawing on prior knowledge and personal experience, making connections can be the impetus for brainstorming ideas—why exactly would you leave your home for another part of the world? What would that feel like? The process of making connections can equally be at the base of quiet reflection in writing as students go inside themselves to consider: “How are early immigrants’ lives like mine? How are they like each others’?” The connections can build, too, from the understanding of similarity that comes through close analysis of information—the similarities that emerge from the information on a chart, for example, or a map.

Students will practice these strategies for making connections in this chapter:

- **Gathering and organizing information about their own family histories** in order to be able to compare themselves and their families to the seven families in this chapter
- **Mapping** immigration, migration, and settlement patterns of the seven families in order to see similarity and difference both among the families and between themselves and the families
- **Reading to find the 5Ws + H** (who, what, when, where, why, and how) information and organizing this on a chart
- **Charting** information in the chapter and in supporting activities in order to make connections among the seven families’ lives, see patterns of continuity and change, and solidify understanding of what immigration and migration are
- **Summarizing** through drawing and/or writing
- **Reflecting** on “H” questions, which can lead students to create their own “H” questions
Main Teaching Points

- Have students think about what’s important as they employ successful techniques for previewing and predicting and using the featured text structures.
- Teach or reinforce successful techniques for students to apply in memorizing IHL questions.
- Assess student prior understanding of Key Words.

Teaching Note

- This chapter connects most intimately with students’ lives and family stories, so the literacy strategy for this chapter, making connections, has particular resonance. The take-home interview within the activity 6.3: Family Emigration, Immigration, and Migration History Interview will garner data from students that they can compare and contrast (IHL) directly with the material they are reading. It is important that students bring in their interview information as early as possible in order for them to see the relevance and value of their own histories as they relate to Wisconsin immigration.

Using Text Structures

Map
- IHL (Connecting to information from maps) What information can you learn about this chapter by studying this map? That the people discussed in this chapter settled in many places, but most were in southern and southeastern Wisconsin. This map also shows that the land on which many of the people settled had been ceded by Indian nations only a few years or decades before.

Table of Contents
- IHL (Connecting to the titles that the chapter offers) How does a Table of Contents help us to understand what we are reading? Emphasize organizing and anticipating content, if you don’t hear students express these ideas. What words give clues to the content of the chapter? For example, immigration, migration, journey, “from-to” wording, etc.

Timeline
- IHL (Connecting to chronology) When you look at the timeline at the bottom of these two pages, notice the dates that go with the Chapter 6 stories. How many years apart are the first and last stories? 176 years. Notice also that the Chapter 6 timeline overlaps with the events of Chapter 5 (and all future chapters). Encourage students to think about how treaties with Wisconsin Indians affected immigration to Wisconsin.
Supporting Materials

- **AG 6.1: Key Word Self-Assessment**
- **AG 6.2: Thinking Like a Historian**
- **AG 6.3: Family Emigration, Immigration, and Migration History Interview**

Previewsing and Predicting

- **THLSHAG** (Making text-to-self connections through wondering questions) Model asking wondering questions as you look through the pages in the chapter, then focus on the introductory pages. For example, “I wonder why so many people are on the ship (page 105). I wonder who the people are in front of the schoolhouse (page 109). I wonder why there’s a basket under the timeline?” Invite students to look through the chapter for about 10 minutes, taking notes in their History Notebooks on anything they find interesting or important. Their notes can be drawings, questions, page numbers, or descriptions. Give students time to pair and share and/or have a whole class discussion of what students found interesting. Pass out the Letter to Families and **6.3: Family Emigration, Immigration, and Migration History Interview** explaining the purpose of the activity and how important it is that students gather as much information as they can from their families, and give students a reasonable but short deadline to return the interview forms.

Key Words

- immigration
- migration
- refugees
- ethnic
- heritage
- invention
- emigrate
- apprentice
- slavery
- integrated
- religious freedom
- homestead
- equipment
- invaded
- ghetto
- concentration
- camps
- migrant workers
- veterinarian
- refugee camp
- sponsor
- factors
- concentration camps
- migrant workers
- veterinarian
- refugee camp
- sponsor
- factors

Thinking Like a Historian

- 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?
- How did newcomers keep traditions they brought with them? How did newcomers adapt to their new homes and environments?
- What were the turning points in the lives of the people you read about in this chapter?
- 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?
- How did the strengths that people brought with them help them adapt to and survive in Wisconsin?

Key Words

- **THLSHAG** (Making connections to essential vocabulary) Do any of the Key Words look familiar? Various responses. Which ones? Various responses. Do any words look like they belong in the same category? Some might recognize that several words have migrate as a root, even if students aren’t familiar with any of the words. Pass out copies of **6.1: Key Word Self-Assessment**. Explain to students that you don’t expect them to necessarily know these words because you haven’t studied them yet! Remind them that they’ll be going through this self-assessment again after chapter study, after they have worked with this vocabulary.

Thinking Like a Historian

- **THLSHAG** (Memorizing conceptual categories in order to create a mental framework for making connections) Read questions aloud as a class, and ask different students to tell what each icon means and discuss each, so that students understand the relationship between the icon and the specific question. Distribute copies of **6.2: Thinking Like a Historian**, and ask students to fill them in, thinking about how they will remember each question as they do.
Main Teaching Points

- Clarify chapter focus.
- Introduce and discuss Key Words: immigration, migration, refugees, ethnic heritage.
- Introduce and discuss push-pull factors.

“In this chapter . . .”

- **THLS** (Attending to titles, captions and words in bold) Let’s look at the title, “Immigration and Migration: Then and Now.” What category does “then and now” suggest? Change and Continuity. The United States is a nation of immigrants. That’s why your family’s story is so important!

Previewing and Predicting

- **THLS** Begin by having the students look at the page structure on these two pages. What content clues appear on these two pages? What do you feel as you look at the photo on page 103? What connections do you make? Various responses.

Big Ideas, Pages 102 and 103

- The Key Words—immigration, migration, refugees, ethnic, heritage—convey the essential content of this spread and chapter.
- Students’ family stories will help them make personal connections to the text.

Immigration and Migration: Then and Now

What is immigration?

Have you lived in Wisconsin all of your life? Or did you move from somewhere else? If you came from another country, then you are an immigrant. Moving from one country to settle and live in another country is called immigration. If you moved here from a different state in the United States, then you are a migrant. Moving from one region to another in the United States is called migration.

Maybe you have lived in Wisconsin all of your life, but your parents, grandparents, or great-grandparents moved here from another country. They are the immigrants in your family. In Chapter 3 you learned that the ancestors of the Ho-Chunk and Menominee Nations have lived in Wisconsin for thousands of years. Anyone else who lives here now or whose parents or ancestors arrived here in the past 400 years either immigrated or migrated to Wisconsin.

Why do people leave their homeland and settle in another country? Not every immigrant or migrant chooses to leave home. Sometimes events push or force people to leave their homes. People who leave to escape harm are refugees as well as immigrants. Sometimes people cannot find work to help their families survive. They must move to find good jobs. Some people choose to leave to be closer to family or friends who have already moved.

Others leave to take better-paying jobs. Some want to buy land that they couldn’t buy in their homeland. Opportunities for a better life tend to pull people from their home country. In this chapter, you’ll read about immigrants, migrants, and refugees who settled in Wisconsin.
What is it like to be an immigrant?

You’ll discover in this chapter the real stories of seven people who came to Wisconsin. Some came alone. Others came with their families. They each came from different parts of the world. They came at different times in history. And they settled in different parts of the state. Often immigrants settled in areas where people with the same ethnic heritage had already settled. Some were pushed from their homes. Others were pulled to Wisconsin.

However, they all left familiar places. They all traveled through new, unknown places. They all made new lives in a new land. For some, this meant learning English. For others, it meant learning new skills. Some felt sad because they had to leave family members behind. Others felt happy because they had escaped from very difficult and dangerous situations. If you are an immigrant, you may recognize some of these experiences. If your ancestors were the immigrants in your family, this chapter may help you understand more about their immigration experiences.

Immigration, migration, and settlement in Wisconsin have been going on for thousands of years. Remember reading in Chapter 3 about when the different Indian groups began arriving here to live? Many different groups of people have been arriving here ever since. More people continue to arrive. Immigration and settlement are a big part of Wisconsin’s past, present, and future.
Big Ideas, Pages 104 and 105

- Changes in travel over time.
- Erie Canal as a turning point in settlement of Wisconsin.
- People from all over the world chose to make their homes in Wisconsin.

Main Teaching Points

- Emphasize Key Words: invention, emigrate.
- Emphasize importance of visual material as content clues.
- Teach students to make connections to the text by relating what they know from their own family stories.

Teaching Note

- This is the last “introductory” spread. Those following will be “mini-biographies,” each focusing on an individual immigrant or migrant story.

Making the Journey

How has travel changed over time for people moving to Wisconsin?

It might not seem like it, but people only recently started flying across the oceans. For hundreds of years, people crossed the Atlantic and Pacific Oceans by boat. People didn’t start flying from Europe or Asia to the United States until the 1940s. The invention of the airplane was an important turning point in overseas travel.

Changes happened in overland travel, too. The building of railroads in the mid-1800s was one turning point. The invention of the automobile in the early 1900s was another important turning point. Reliable roads made interstate travel faster and safer. Travel by stagecoach became a thing of the past.

Early journeys to Wisconsin took a great deal of time and effort. Now people can quickly travel to Wisconsin from anywhere in the world. When did members of your family come to Wisconsin? Where did they emigrate from? How did they get here? Where did they settle first?

Waterways connected people before there were railroads, automobiles, and planes. People traveling to Wisconsin during most of the 1800s from distant parts of the United States crossed the Great Lakes or came up the Mississippi River. It was the easiest and cheapest way to reach the state.

Preventing and Predicting

- **INHHSHHN** (Connecting to visual information; wondering) What visual clues on these two pages help you to predict what you will be reading about? Responses such as ships, train station, maps, travel, textbox question. In your History Notebooks, write down any questions that you have just from scanning these two pages. Discuss briefly.

- Use the larger map to help students understand that many immigrants to Wisconsin came here before there were roads and highways. Which waterways did people use to travel to Wisconsin? St. Lawrence River, Hudson River, Erie Canal, Great Lakes, Mississippi River. Use the smaller map to show how a canal was built to connect the Hudson River and Lake Erie. Draw students’ attention to the blue dots in the key and then on the map. The canal made it possible to travel by water from Northeastern states and all major East Coast ports. Why do you think that the Erie Canal made the journey to Wisconsin shorter and less difficult? Why was traveling by water easier than by land? No paved roads, cars, trains, or planes. Use the two photos at the top of page 105 to help students visualize traveling by ship and by train. Have students brainstorm transportation alternatives available today.

- Guide discussion of the photographs that feature people. Locate (orally) these on the timeline on pages 100 and 101.
Reading the Text

How has travel changed over time for people moving to Wisconsin?

- (Making text-to-self and text-to-text connections) Read the text aloud and discuss or encourage students to raise questions that may be answered in the interviews with the family. Pass out copies of 6.5: John Kroehnke’s Journey on the Erie Canal. This activity should be guided, using the GRR model.
Big Ideas, Pages 106 and 107

- Cornish immigrants settled in southwestern Wisconsin.
- They carried traditions with them and adapted them to their new home.

Main Teaching Points

- Emphasize Key Word: apprentice.
- Develop visual literacy through Previewing and Predicting.
- Improve student fluency with ( ) questions and by making connections.

Previewing and Predicting

- ( ) (Connecting to titles, captions, and visual information) What clues on these two pages give you a quick idea of what the text will be about? Title, textbook questions, portraits, houses, maps. Use these photos of Richard Thomas and James Carbis to introduce the main character of this mini-biography and his business partner.
- Study the small inset globe on the map of the British Isles. What ocean did Richard Thomas have to cross to get from Cornwall to Wisconsin? Atlantic. How do you think Richard Thomas traveled here? Ship, horse-drawn wagon.
- Look for similarities and differences between the photos of these two Mineral Point stone houses built by Thomas and Carbis. What do you see? Various responses.

Reading the Text

Why did Richard Thomas settle in Wisconsin?

- ( ) (Connecting to the story) Think about what the textbook question asks as you read. Since it asks, “Why?,” then you need to read for reasons. Guide student reading, if students need additional help. Then ask, What pushed Richard Thomas to settle here? What pulled him? Which do you think was more important? What kind of questions are these? Cause and Effect. Help students make connections to their families by questions such as the following: Did your family come to Wisconsin for similar reasons as Richard Thomas’s family? What pushes people to Wisconsin today? What pulls them here?

Teaching Note

- This is the first of the real “content” pages for Chapter 6. This mini-biography and the six that follow form the heart of the chapter. The suggested textbook questions can be used for class discussion and/or guided reading. The first questions ask students to identify which kind of question heads the textbook and to discuss the information through that lens. Further questions help students both to use and to make connections in digging deeper into the meaning of the text and images.
What was life like for Richard Thomas in Mineral Point?

Richard married Elizabeth Johns in 1843. When she died three years later, Richard became a widower. He wasn’t alone, though. His parents, Sampson and Susanna Thomas, had arrived from Cornwall in 1844. His sister’s family came over at the same time. All five of them moved into the house on Hoard Street with Richard. James Carbis’s family lived there, too. The house was home to seven adults and two children! By the time Wisconsin became a state in 1848, Richard had been living in Mineral Point for six years.

The neighborhood was full of other Cornish immigrants. Most of the men in the families worked as lead miners. Eventually the Thomases moved out of the neighborhood to a larger wood-frame house. The Carbis family continued to live in the Hoard Street house until 1862.

Richard Thomas and James Carbis worked together until about 1870. Sampson, Richard’s father, sometimes helped them work with the local sandstone. But they didn’t just build small stone cottages for their neighbors. The two stonemasons once built a large stone mansion together. Richard died when he was 69 years old. His obituary read, “He was industrious and kind-hearted, and his memory will long be cherished.”

**Scaffolding**

- AG Guide students to look for the answers one at a time for the 5Ws + H in 6.6: Charting Immigrant and Migrant Stories. Help them see that many of these answers will be found in the first few sentences. Gradually withdraw support for students in these tasks, so that by the end of the chapter, they can do this work independently.

**Supporting Materials**

- AG 6.6: Charting Immigrant and Migrant Stories
- AG 6.7: Mapping Immigrant and Migrant Journeys
Free at Last

How did John Greene and his family escape slavery to reach Wisconsin?

In 1810, John Greene was born a slave in Virginia. As an adult, both he and his wife, Lillie, were slaves owned by the Griffith family. The Griffith family farm was located in Saint Charles County, Missouri. In 1863, during the Civil War, John and Lillie Smith Greene escaped. They traveled north to freedom with their children and grandchildren.

Slave families in the southern United States could be broken up at any time. Slaves had no rights. Slave owners could sell anyone in the family at any time.

The Greene family wanted to escape slavery to keep the family together. The Greenes had made one other attempt to escape. But they were captured and brought back before they got very far. The second time, the Greenes took the little money that they’d saved. Then they started out when it was already dark. The Greenes used some of their savings to buy train tickets. They made at least part of the journey north by rail.

The Greenes spent their first winter in Bloomington, Wisconsin. Bloomington is in Grant County in the Western Upland region. Then, they moved about 10 miles to Pleasant Ridge. There they became farmers. They probably rented land on which to work or helped other farmers. Five years after being the property of the Griffith family, John Greene and his oldest son, Hardy, were able to buy property of their own. The Greenes bought farmland in Pleasant Ridge.

The Greenes’ son, Thomas, remembered that the family traveled this route from slavery in Missouri to freedom in Wisconsin.

Reading the Text

How did John Greene and his family escape slavery to reach Wisconsin?

Why did John Greene and his family come to Wisconsin? What turning points can you find in the text that help us to understand why they came? Born a slave: Civil War; tried to escape from slavery but captured and brought back to the Griffiths’ farm; finally escaped from slavery. Try to imagine the Greene family’s trip to Wisconsin. Use both the text and the map to answer these questions. When did they travel? Started out at night. How did they travel? At least part of the trip by train. What difficulties might they have faced? What might have been very scary for them? Various answers. Get the students to think and talk about the following: Has someone in your family ever done something very brave to make the family safer?

Teaching Note

The context for the John Greene story is the contrast between slavery in the South and freedom in the North, at least in the way freedom could be realized in several small communities in southwestern Wisconsin in the mid-1800s. Make sure that students understand that a slave had no rights at all, and that the Greenes’ life in Pleasant Ridge was their own.
What was life like for the Greene family and other African Americans at Pleasant Ridge?

Settlers in Pleasant Ridge came looking for new opportunities for their families. Some of them were former slaves. Some were immigrants. Others were European Americans from farther east. Everyone was welcome in the tiny community of Pleasant Ridge.

These farm families worked hard. They needed one another’s help to survive. The Grenes did not become wealthy. But they managed to make a living on land of their own. They were also well-liked by their neighbors.

All the children in Pleasant Ridge attended the one-room school of District Five. This was one of the earliest schools in the nation to be integrated. All the families gathered at the schoolhouse for community events. Picnics, sporting events, dances, and more were all celebrated together.

Churches were also important in Pleasant Ridge. German immigrants built a Methodist church where they could listen to services in the German language. English-speaking families built their own United Brethren Church. They had help from the German families as well. Families often met at the church for prayer meetings. They also helped one another take care of the church buildings.

Pleasant Ridge continued to grow in the years between 1860 and 1890. Settlers like the Grenes wanted to make their lives better. Beginning in the late 1880s, though, Pleasant Ridge began to lose many of the people who lived there. As in many farming communities, the children grew up and moved away. Fast-growing cities offered well-paying jobs and a different way of life. By the mid-1930s, the entire community had moved to other places. The community of Pleasant Ridge was no more.

Mildred Greene was the last person living to have grown up at Pleasant Ridge. In the late 1990s, she remembered what she learned there. "We were taught to love each other and so we did. Most everyone was a farmer and so they relied on each other for help." Perhaps her best memory was that living there, "I never paid any attention to skin color. People were just people."

Reading the Text

What was life like for the Greene family and other African Americans at Pleasant Ridge?

- **THLS** (Using Through Their Eyes to make connections) What different cultures lived together in Pleasant Ridge? Emancipated African American slaves, immigrant Europeans, and Euro-Americans. How did the different cultures come together? Same school, sometimes around church, helping each other. What did Mildred Greene remember about living there? "We were taught to love each other and so we did. Most everyone was a farmer and so they relied on each other for help. ... I never paid any attention to skin color. People were just people." Get students to discuss: What are people in our community taught about different cultures? What do you learn in school, religion, and family about different cultures? Can you tell stories from your life about people from different cultures helping each other out? Various responses.

- **HN** Ask students to date a new page in their History Notebooks, copy, and then answer the question (that you have written on the board or a transparency): What were some traditions people at Pleasant Ridge enjoyed? Possible answers include: education, getting along, owning and working your own farm, integration, sharing, church, or religion. How do we know? Possible answers include: photo of integrated school, graveyard from the church, quote from Mildred Greene.

Supporting Materials

- **AG 6.6:** Charting Immigrant and Migrant Stories
- **AG 6.7:** Mapping Immigrant and Migrant Journeys
- **HN**
Big Ideas, Pages 110 and 111

• Some immigrants settled in Wisconsin for religious freedom.
• Pomeranian immigrants continued their homeland building traditions in several counties in southeastern and south central Wisconsin.

Main Teaching Points

• Continue to discuss push-pull factors when comparing this story with previous stories and those of students’ families.

Previewing and Predicting

• **THLS** (Making connections between maps and stories) Why do you think the map says, “Western Europe, 1850s?” Explain that Pomerania no longer exists, but is today part of both Poland and Germany. Have students compare the latitude of Pomerania and Wisconsin to notice how much further north Pomerania was. **How do you think that latitude may have helped the Koepsells adapt to Wisconsin?** Midwestern winters may not have scared them.

• Friedrich Koepsell built this house for his family in 1859 in Wisconsin. He was a carpenter as well as a farmer. The close-up photos show the half-timber building style that Mr. Koepsell brought with him from Pomerania. **How do his skills show in these photos?** Various responses.

Reading the Text

Why did the Koepsell family move from Pomerania to settle in Wisconsin?

• **THLS** (Connecting to **TH** questions and making text-to-text connections) **What are the push factors in this story?** Lack of freedom of religion. **What are the pull factors?** Freedom of religion, opportunity to reunite with brother and live in a religious community of like-minded people. **Which do you think was stronger in the family’s decision to emigrate?** Great place for discussion; no right answer. **How is the Koepsell story similar to the Greenes’?** Both were looking for freedom. **How is it different?** Great place for discussion; no right answer. Students can speculate in their History Notebooks what they themselves believe.

Teaching Note

• Scandinavian, German, and French settlers built the earliest barns in the state for storing grain crops. Fachwerk (fahhk vairk) barns like that of the Koepsell family were built in Dodge, Jefferson, Washington, Ozaukee, Sheboygan, Manitowoc, Marquette, and Green Lake counties. In fact, this is the largest collection of such barns in the country. Fachwerk originated in the Prussian area of Germany where log building had depleted the forests. To compensate, builders developed this half-timber technique. It saved wood, and saved time in building.
What was life like for the Koepsells in Kirchhayn in Washington County?

Friedrich was both a farmer and a skilled carpenter. He built and developed his own farm. Then he built houses and farm buildings for people in the area. Over time the farm grew from 40 acres to 130 acres. Friedrich farmed some of the land. Perhaps he harvested logs for building from the rest of it. He built barns, a machine shed, and an outhouse for his own family farm. He farmed his land using a team of horses. He grew hay and raised dairy cows, beef cows, sheep, and pigs. Friedrich also grew a lot of barley. He may have sold it to local brewers to make beer.

Sophia and Friedrich had three more children. The older Koepsell children had many chores. They helped take care of the apple trees. They tended the large vegetable garden and potato field. The Koepsells didn’t sell these crops. They grew these crops to eat. The children worked on the family farm until they married and moved away. In 1886, the Koepsells sold the farm where they had lived for 27 years.

Supporting Materials

- AG 6.6: Charting Immigrant and Migrant Stories
- AG 6.7: Mapping Immigrant and Migrant Journeys

Reading the Text

What was life like for the Koepsells in Kirchhayn in Washington County?

- **THINK** (Connecting to **THINK** questions and making text-to-text connections) Ask students to read silently to answer the following question. **From looking at the evidence on these two pages and reading the text, what do you think was most important to the Koepsell family?** A well-built home; providing shelter for animals, crops, and machinery; family being independent producers of things the family needed: food, clothing, etc.; industriousness, in general. **What traditions did the Koepsells bring with them from Pomerania?** Their religion, home-and farm-building techniques and experience, knowledge about managing and working on a successful farm, industriousness.

- **HINT** How is this story similar to your family’s story? How is it different? Have students use a new page in their History Notebooks to make two webs, one with similarities at the center, one with differences.
From Finland to Bayfield County

Why did the Ketola family choose to come to Northern Wisconsin?

Heikki Ketola (hay kee keh teh lah) left his home country of Finland in the spring of 1889. He traveled by steamboat to New York. He was only 26 years old when he immigrated to the United States. Heikki wanted his own land to farm. He left his wife, Maria, and their five children at home in Finland. It would take him nine years to save enough money to bring his family overseas. From New York, Heikki made his way to Ohio. He worked at two different Lake Erie ports in Ohio for about three and a half years. Then he learned that other Finns were settling in northern Wisconsin. He left Ohio and moved to the Town of Oulu (oo loo). Oulu is located in the northwestern corner of Bayfield County, Wisconsin.

On December 13, 1892, Heikki entered a homestead claim to 80 acres of land. The Homestead Act was a national law passed in 1862. It gave people the chance to own land without paying cash for it. In exchange for the deed proving ownership, they had to build a house on the land and live in it for five years. Owners also had to clear and farm a certain number of acres.

Between 1893 and 1898, Heikki built and lived in a small log house on the land that he claimed. His house measured only 15 by 17 feet. That’s about as large as a one-car garage! He cleared trees, stumps, brush, and stones from about seven acres. He also built a log barn for one horse and six cows.

Finally he saved enough money for Maria and their children to join him. They traveled from Finland to Wisconsin in 1898. He built an addition to the house the same year with logs he had cut. Soon they had three more children! They needed more room, so Heikki built a second addition onto their home.

### Main Teaching Points

- **Emphasize Key Words:** homestead, equipment.
- **Continue to discuss push-pull factors when comparing this story with previous stories and those of students’ families.**

### Big Ideas, Pages 112 and 113

- Many immigrants come to the United States alone, then send for their families.
- Immigrant families keep some of the traditions of their homelands and Americanize others.

### Teaching Note

- The land in northern Wisconsin could be homesteaded. Finnish people like the Ketolas chose to settle there rather than in the warmer and more fertile southern areas of the state, because other Finnish families had already settled in that part of Bayfield County. The Finnish were used to harsh weather and a short growing season. They also didn’t have cash with which to buy land, but they could work to meet a homestead claim.

### Previewing and Predicting

- **THLS** (Using visual images and titles to make connections) From looking at the photos and reading the captions, what traditions did the Ketolas bring to Bayfield County?

- **Possible responses:**
  - ladder to roof to put out fires, building with logs, building a sauna, baking pannu kakku.
  - The maps of Finland and Oulu, Bayfield County, Wisconsin, will help students understand where the Ketolas came from in northern Europe and where they settled in northern Wisconsin.
  - What might the Ketolas expect to find similar in northern Wisconsin? **Possible response:** short growing seasons.

### Reading the Text

**Why did the Ketola family choose to come to Northern Wisconsin?**

- **THLS** (Making connections to THLS questions and text-to-text connections) **Think about Heikki as you are reading and imagine why he left Finland by himself. He did not have enough money to bring his family. Which factors, push or pull, do you think were the strongest in his decision making? Students discuss possible answers, although it seems that the pull of opportunity seems stronger.**
What was life like for the Ketolas in Oulu?

By 1902, Heikki had been in the United States for 13 years. He had provided a home and farm for Maria and their children. He built two hay sheds to store the hay he grew. He also built a large root cellar to store rutabagas and potatoes. He fed the rutabagas to his cows and the potatoes to his family.

Everyone in the family worked hard, but farming in Bayfield County was difficult. The growing season is short in northern Wisconsin. Enlarging the farm was hard work. It meant clearing trees and pulling stumps. Heikki also worked at a different job off the farm for a few months every year. That way he could earn money for things they couldn’t grow or build. Later he began selling telephones, cream separators, and farm equipment.

The older children married and moved from the farm. The younger children attended school and learned to speak English. They became “Americanized” like the other children at school. Heikki and Maria celebrated their 70th wedding anniversary in 1951. Maria passed away a few months later at the age of 92. Heikki died in 1954 at the age of 91. Their sons, Oscar and Fred, continued to live in the log house on their parents’ farm.

Maria and Heikki traveled to their neighbors’ farms to attend church services before the church was built. Church records show that Heikki changed his name to Henry Getto. This process is called “Americanizing” immigrant names.

What traditions did the Ketolas bring with them from Finland?

- Family members doing chores, church-going, or the church record that shows the name change, etc.
- Various responses. Ask students to begin a new page in their History Notebooks and chart their answers, using a T-chart or a form of their own invention.

What kinds of work did your family do to survive in Wisconsin? Answers will vary. How is this story similar to your family’s story? How is it different? Answers will vary.
Lucky to Be in America

How did Rosa Goldberg Katz survive the Holocaust and come to Wisconsin?

In 1924, Rosa Goldberg was born in Lodz (looj), Poland. She was the youngest of four children in a wealthy Jewish family. Rosa was only 15 years old when Nazi German troops invaded Poland. A few months later, all of the Jews in Lodz were forced to leave their homes. They had to move into a ghetto in the poorest part of the city. The Goldbergs crammed into a tiny apartment with seven other people. This was the beginning of the nightmare that destroyed the world Rosa had known.

Soldiers took Rosa's mother and many Jews away from their families. Their families never saw them again. Finally, the Nazis forced all the Jews in the ghetto onto trains. The trains took them to concentration camps. Rosa and her remaining family were taken to the Auschwitz concentration camp. Men and boys were immediately separated from women and girls. Rosa never saw her father or brother again.

Rosa was sure that she, too, would soon be killed. But days later, German soldiers made a mistake that saved her life. They did not realize that she and the 499 other women in a field were due to be murdered. The soldiers mistook them for French prisoners. They pushed them onto another train car and shipped them to the German city of Berlin. The women had to work in a factory assembling bombs.

Rosa was later shipped to another concentration camp at Ravensbrück, Germany. Then the Swedish Red Cross freed the prisoners and helped them get to Sweden to recover.

After Rosa regained her strength, she met and fell in love with another refugee and Holocaust survivor, Bernard Katz. He emigrated to the United States first. In 1948, Bernard returned to marry her. The two made their first home in Statesville, North Carolina. That's where Bernard's relatives had held him find a job. Five years later, in 1953, Bernard's work brought them to Oshkosh, Wisconsin.

How did Rosa Goldberg Katz survive the Holocaust and come to Wisconsin?

• IHLS (Making connections to visual images, titles, and captions) What is the first thing you notice about the map of Europe? Most of it is deep rose in color, which means it was under Nazi control. Discuss with students what Nazi control meant for the people who lived there, especially the Jewish population. This map shows the city of Lodz, Poland, where Rosa was born, as well as five stops she made before she came to Oshkosh. Help students understand that Rosa's journey in Europe was involuntary; she did not move independently until she left Vegby to come to the United States.

Reading the Text

How did Rosa Goldberg Katz survive the Holocaust and come to Wisconsin?

• IHLS (Making connections to IHLS questions and text-to-text connections) Help students explore the differences between Rosa Katz's story and the others they have read. Encourage students to ask questions about the Holocaust as you read aloud. The literature connections to other resources will help give students additional perspective on the subject.
What was life like for Rosa and her family in Oshkosh?

Rosa found that many things helped make the move to Oshkosh successful. The Katzes’ closest friends from Statesville also moved to Oshkosh. Oshkosh had a larger Jewish community. The Katzes joined the synagogue right away. By the time they moved to Oshkosh, Rosa’s English had improved. Both she and Bernard spoke only English at home. They wanted their children to fit in at school and in the neighborhood.

Rosa did not share her Holocaust story with her own children. “I wanted them to be well-adjusted, happy little kids,” she later said. Rosa told her story to an oral historian who recorded it for the Wisconsin Historical Society in 1980. She had extra copies made for her grown-up children. “God forbid something like this should happen to anybody, especially my own children. It should never happen again.”

In 1994, Rosa took part in a video, We Must Never Forget: The Story of the Holocaust. Her last lines in the video expressed her deepest feelings: “And I just want to point to all of us how lucky we are to be in a country like America.”

In 1979, the Katz family celebrated younger daughter Marilyn’s bat mitzvah, a Jewish ceremony for young girls entering adulthood, at their synagogue in Oshkosh. From left to right, you see Ruthie, Rosa, Marilyn, and son Arthur’s wife, Sue. Bernard and Arthur are standing behind them. Rosa said, “We are proud to be Jewish. . . . Since I am the only one to survive, I ask, ‘Why did I survive?’ And then I am blessed with four beautiful children, and I think, that’s why I survived. . . . I want to pass my religion on.”

Reading the Text

What was life like for Rosa and her family in Oshkosh?

• **THUS** (Making text-to-text connections) Have students compare and contrast the two photos on this page. **How different were the lives of Rosa’s children from her childhood?** Various answers.

• **HN** On a new page in your History Notebooks, choose one of the pictures of Rosa, and imagine her at that age. Write her a letter about how you have been affected in thinking about her life. Then write any questions or thoughts that you have in reading about the Holocaust.
Main Teaching Points

- Emphasize Key Words: migrant workers, veterinarian.
- Continue to get students to compare and contrast push-pull factors in this and previous stories.
- Continue to emphasize students’ making connections through the chapter’s questions.

Main Ideas, Pages 116 and 117

- Migrant families often move several times a year to harvest crops.
- Children of migrant workers must change schools and communities as their families move.
- Music is a way of maintaining one’s culture in a new setting.

Bringing Texas North to Wisconsin

What brought the Plata family to Wisconsin each spring?

Cris Plata (plah tuh) is a Mexican American singer-songwriter and musician. He lives with his wife, Ann, on their small farm in Columbia County. Cris spent much of his childhood migrating back and forth between Wisconsin and Texas. But he still considered Wisconsin his home.

Cris was born on a ranch near Poteet, Texas, on November 26, 1954. He is the youngest of three sons. His mother was from the nearby city of San Antonio. Cris's family lived in the basement in the same house with his aunt and her family. The two families managed the livestock and took care of the ranch for the owners.

Cris's father was a skilled mechanic who was born in Mexico. He gave his children a choice between going to school or helping the family. Cris saw just how hard his parents and older brothers worked in the fields. He decided to go to school. Before he started first grade in West Texas, “My brothers taught me the ABCs, and how to say my name, and the year and month that I was born, and that was all the English I knew.” Cris learned English easily. He wanted to speak like the other children in his class. But it was hard changing schools so many times during the year.

For most of Cris's childhood, he and his family were migrant workers. Cris’s family began migrating to Wisconsin when he was 11. His dad found work driving a pea combine in Astico, near Columbus. Every year they arrived in April and left in October. Cris had to switch schools in the middle of every year. He found that he learned more in his Columbus school. When he went back to school in Texas each October, he was much farther ahead than he had been the year before.

Reading the Text

What brought the Plata family to Wisconsin each spring?

- **THIS** Have students read the textbox for details that complement the map on page 116. **What do you think were the most difficult challenges for Cris Plata and other migrant children?** Not knowing how to speak English when he started school, moving often from one part of the United States to another. **What do you think was the main turning point for Cris Plata when he was a young boy?** Deciding to go to school.
Why did Cris make Wisconsin home?

Music was always important to the Plata family. Cris’s father and brothers all played guitar, mandolin, and accordion. His mother was a singer who taught everyone else to sing. The radio up north had no Spanish stations. Migrant workers would make their own music in the evenings. Making music was like bringing “a little piece of home with you,” Cris said.

Cris graduated from high school in 1973. Then he moved to Austin, Texas, to attend college. Austin was a growing center for folk and country music. Cris felt more drawn to photography and the music of Austin than to his studies. He began writing songs and playing music with groups of friends. He wanted his music to capture the same feelings for Texas that he tried to capture in photographs. For the next few years Cris studied photography and developed his skills as a singer-songwriter.

In 1976, Cris returned to Wisconsin. That’s where he met his future wife, Ann. Ann grew up on her family’s century-old German American farm near Columbus. It was not far from where Cris’s family was doing migrant work. They married in 1977. Then they moved to Minneapolis, Minnesota, so Ann could attend veterinary school. Cris began to play music full-time. But he got tired of being on the road. It was too much like being a migrant worker.

In 1980, Ann graduated from veterinary school. She began working in Minnesota. Then she found a job with a veterinarian she knew in the Madison area. The Platas happily moved back. They bought a small house and an acre and a half of land near her family’s farm. They bought horses and grew vegetables. Cris’s own songs now included Mexican American stories. He sings them in both English and Spanish.

Cris found work doing parking and security. He now has the time to balance music and the country life he and Ann enjoy. When Cris was a child he had to travel all the time. Now he stays connected to the land. He loves living on the farm and growing his own salsa (sah) garden. With his music, Cris enjoys working “to bring Texas to Wisconsin.”

Reading the Text

Why did Cris make Wisconsin home?

- **THIS** Have students read the textbox independently, asking them to read for answers to the following questions that, in turn, answer the larger question for the page: How are the things Cris Plata enjoys as an adult similar to the things he enjoyed as a child? Living in the country, working with the land, playing music. How are they different? Able to stay in the same place year round. What roles does music play in Cris Plata’s life? Various answers.
Big Ideas, Pages 118 and 119

- Hmong people began to immigrate to Wisconsin after the Vietnam War.
- New immigrants often live with two languages in two worlds.

Main Teaching Points

- Emphasize Key Words: refugee camp, sponsor.
- Continue to help students make text-text and text-self connections in discussions.

Previewing and Predicting

- (Connecting to images, maps, and titles) What do these photos tell us about Mai Ya? That she came to Wisconsin as a young child and grew up here; Hmong dress indicates that traditions and family are important. These two maps will help students understand where Mai Ya lived in Asia and where she settled in Wisconsin. She was born in a refugee camp in Thailand where her parents were living after escaping from their homeland in Laos.

Mai Ya’s Long Journey from Thailand to Wisconsin

Why did Mai Ya and her family live in a refugee camp in Thailand?

Mai Ya Xiong and her family are Hmong. In 1979, her mother and her father escaped from their home in Laos. They made their way to Thailand on foot. Mai Ya was born the following year in a refugee camp called Ban Vinai (ban vin i). Most of the people in the refugee camp were also Hmong. They had also escaped from their villages in Laos. Life had become too dangerous to keep living there.

In the 1960s, the United States had entered into a war to help the people of South Vietnam fight North Vietnam. The government trained young Hmong men to form a secret army. Mai Ya’s father was part of that army. But the United States was unsuccessful. In 1973, US troops left Vietnam. Two years later, North Vietnam won the war. Then, Hmong families were in danger from enemy troops. Many of the Hmong families, like Mai Ya’s, had to hide in the forests and jungles. They had to move every few days so the soldiers would not catch them. Finally, they crossed the Mekong River to Thailand. They found safety at Ban Vinai.

Reading the Text

Why did Mai Ya and her family live in a refugee camp in Thailand?

- (Making text-to-text, text-to-self, and text-to-world connections) Like Rosa Katz, Mai Ya was also in a refugee camp. Once more, imagine how hard it must be not being able to return to your homeland safely. After students read this section of Mai Ya’s story, ask the following: If you escaped from your country on foot, what do you think you would be able to bring with you? What do you think living in a crowded refugee camp would be like? Various answers. Write the following question on the board: What do you wonder about traditional Hmong culture in looking at Mai Ya’s clothes? Ask students to copy the question and write their responses in their History Notebooks.
What was life like for Mai Ya in Wisconsin?

In 1987, Mai Ya was seven years old. That's when her family finally was allowed to leave the refugee camp. They traveled in a large airplane. They came to live in Madison. To move to the United States, Hmong people needed a sponsor. Mai Ya's uncle was her family's sponsor. At first the family of seven shared their uncle's apartment. For the first time, they had their own running water, a stove, and a refrigerator. It was very different from the mountain village in Laos. It was nothing like the crowded space they shared in the refugee camp. The weather in Wisconsin was also different from the weather in Thailand. Mai Ya and her brothers and sisters had never seen snow before!

Mai Ya and her parents didn't know how to read or write English when they arrived. Mai Ya started second grade. She worked hard to learn English to help her understand what her teachers and classmates were saying. By the time she was in seventh grade, she was comfortable speaking in class and with her friends. Yet at home, she and her family spoke only in Hmong. Sometimes it was hard for Mai Ya to go back and forth between the English-speaking and Hmong worlds.

In 1998, Mai Ya graduated from high school. Then in 2004, she graduated from the University of Wisconsin–Milwaukee. There she studied business and marketing. But she also taught young Hmong American girls the traditional Hmong dances. She has learned how to build a new life in a new country. She still holds on to her Hmong language and to some of her Hmong customs that she loves. You can read more details about her life and family in *Mai Ya's Long Journey* by Sheila Cohen.
Looking Back at Immigration and Settlement in Wisconsin

**Main Teaching Points**
- Review and help students summarize Chapter 6.
- Help students synthesize Chapter 6 information by discussing the **THL3** questions on page 101.
- Assess student performance.
- Offer additional opportunities for further individual or classroom exploration.

**Teaching Note**
- These two pages provide both a summary on the left and ways to keep investigating the topic on the right. This is the place where students synthesize the results of their inquiry. It’s important for them to “own” how much they’ve come to understand about the process of immigration. Provide pair-and-share and other opportunities for verbal reflection. Have students share what part of their learning surprised them the most.

<table>
<thead>
<tr>
<th>PUSH FACTORS</th>
<th>PULL FACTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too many people living in one place to make a decent living</td>
<td>Good, affordable farmland to support a family</td>
</tr>
<tr>
<td>Not enough jobs or not enough food</td>
<td>Better-paying jobs and plenty of food</td>
</tr>
<tr>
<td>Other relatives and friends have already left and found some success elsewhere</td>
<td>Letters from family and friends who have moved</td>
</tr>
<tr>
<td>People must follow only certain religious faiths</td>
<td>People can follow any religious faith</td>
</tr>
<tr>
<td>Not all people are treated fairly</td>
<td>People are treated equally</td>
</tr>
<tr>
<td>War</td>
<td>Peace</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Better place to start over</td>
</tr>
</tbody>
</table>

This chart shows some of the reasons that people feel pushed from their homelands and pulled to new opportunities in another country.

What have you learned about why people immigrated and migrated to Wisconsin?

In this chapter, you have read seven different immigration and migration stories of families who came to live in Wisconsin. They each traveled from different places. They arrived at different times in history. And they each settled in different parts of Wisconsin. Their journey stories span 138 years, between 1842 and 1987. That’s a very long time. Many things in Wisconsin and in the world changed during those years. But people’s desires to make their lives, and the lives of their families, better have not changed.

Some of the people in these stories journeyed to Wisconsin alone. Some were married. Some brought their entire families. Some arrived as children. They came at different times and for different reasons. They all faced challenges and struggles. In what ways are their stories similar? How are they different? What have you learned about the push and pull factors of immigration and migration from these stories? Do you have new questions about your own family’s story? Or are you someone who has made the journey to Wisconsin yourself?

**Previewing and Predicting**
- **THL5** (Making text-to-self connections) From looking at these two pages, what do you think are the most important things to remember about Chapter 6? Idea of push-pull factors, leaving the familiar behind to start a new life, celebrating heritage. **What stories do the photos of Cris Plata’s father in central Mexico and the Norwegian dancers tell us about Wisconsin?** Immigrants come from different parts of the world; we continue some traditions here in our communities. **In what ways were Cris Plata’s decisions like his father’s? In what ways were they different?** Student responses will vary, but may focus on the way that both left their parents to build new lives further north.

**Reading the Text**

What have you learned about why people immigrated and migrated to Wisconsin?

- **THL3AG** (Making connections from one story to another in chapter) Ask students to review the activities 6.3: Family Emigration, Immigration, and Migration History Interview, 6.6: Charting Immigrant and Migrant Stories, and 6.7: Mapping Immigrant and Migrant Journeys and look over the push and pull chart on page 120. **Which factors were important for each story?** List responses on the board. **Which factors were important in your family’s story?** List responses on the board. Think about which story was closest to your family’s story. Then pair with a partner and share why you felt that way.
How do people make a new life in a new place?

When you go on a trip, do you take something along that reminds you of home? Do you pack one of your favorite books or games? Maybe you pack a stuffed animal to keep you from feeling homesick. Immigrants and migrants pack their favorite things, too. These items help remind them of who they are and where they’ve come from. They might bring dishes, toys, photographs, tools, or other objects that were special to them.

Newcomers also bring traditions and ideas that can’t be packed in a suitcase. They keep their traditions alive as they build new lives in a new land. Friedrich Koepsell built his home the way that houses were built back in Pomerania. He did this to help his family feel at home in a strange place. Their home helped remind them of their homeland. Maybe it helped them feel less homesick, too.

What are some other ways people keep traditions alive? Does your family tell stories to remind you where you came from? What holidays do you celebrate? What traditional foods do you eat? How do you honor your heritage?

Some Places to Visit

- Chipewa Valley Museum in Eau Claire
- Jewish Museum Milwaukee
- Neville Public Museum in Green Bay
- Old World Wisconsin Historic Site in Eagle
- Pendarvis Historic Site in Mineral Point
- Wisconsin Black Historical Society in Milwaukee
- Wisconsin Historical Museum in Madison

Some Things to Read

- Caroline Quarlls and the Underground Railroad by Julia Pferdehirt
- Casper Joggi: Master Swiss Cheese Maker by Jerry Apps
- Cris Plata: From Fields to Stage/De Campo al Escenario by Maia A. Surdam
- The Flavor of Wisconsin for Kids: A Feast of History, with Stories and Recipes Celebrating the Land and People of Our State by Terese Allen and Bobbie Malone, Chapter 6
- Mai Va’s Long Journey by Sheila Cohen
- Native People of Wisconsin by Patty Loew, Chapters 5–8
- A Recipe for Success: Lizzie Kander and Her Cookbook by Bob Kann
- They Came to Wisconsin by Julia Pferdehirt

Reading the Text

How do people make a new life in a new place?

- **TLILSAG** (Using connections to make summaries) Return to the **TLI** questions on page 101 and discuss as a group. Read the textbox aloud on page 121, bringing students in to discuss the questions in the final paragraph. Reinforce with students that they now know enough to go off on their own to explore elements in the chapter that most interested them. Your school librarian can help you with fictional books related to immigration that your students will enjoy. Distribute the **6.9: Assessment**. Then have students revise their **6.1: Key Word Self-Assessment**.