

<p>TLH Topic and Big Ideas</p>	<p>LS Teaching points/Literacy Strategies (Making Connections)</p>	<p>AG Supporting Materials</p>
<p>6.1 Introduction to Chapter 6: They Came to Wisconsin and They're Still Coming: Immigration and Settlement</p> <ul style="list-style-type: none"> Importance of TLH questions. Key Words related to immigration and migration. Importance of individual and family stories. 	<ul style="list-style-type: none"> 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. 	<p>AG Key Word Self-Assessment</p> <p>AG TLH Chart for Chapter 6</p> <p>AG Collecting and Connecting Family Stories</p> <ul style="list-style-type: none"> Students take home the Letter Home and Family History Interview pages. <p>HN</p>
<p>6.2 Immigration and Migration: Then and Now</p> <ul style="list-style-type: none"> <i>Who is an immigrant?</i> <i>What is immigration?</i> <i>What is it like to be an immigrant?</i> The Key Words convey the essential content of this spread and chapter. Students' family stories will help them make personal connections to the text. 	<ul style="list-style-type: none"> Clarify chapter focus. Introduce and discuss Key Words: immigrant, migrant, immigration, migration. Introduce and discuss push-pull factors. 	<p>AG Why Leave for a New Life?</p> <p>AG Collecting and Connecting Family Stories</p> <p>HN</p>
<p>6.3 Making the Journey</p> <ul style="list-style-type: none"> <i>How has travel changed over time for people moving to Wisconsin?</i> 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. 	<ul style="list-style-type: none"> 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. 	<p>AG Three Journeys</p> <p>HN</p>
<p>6.4 A Stonemason in Cornwall, England, Comes to Mineral Point</p> <ul style="list-style-type: none"> <i>Why did Richard Thomas settle in Wisconsin? What was life like for Richard Thomas in Mineral Point?</i> Cornish immigrants settled in southwestern Wisconsin. They carried traditions with them and adapted them to their new home. 	<ul style="list-style-type: none"> Emphasize Key Word: emigrate. Emphasize importance of visual material as content clues. Improve student fluency with TLH questions and by making connections. 	<p>AG Charting the Stories</p> <p>AG Mapping the Journeys</p>
<p>6.5 Free at Last</p> <ul style="list-style-type: none"> <i>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?</i> 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. 	<ul style="list-style-type: none"> Discuss slavery. Emphasize Key Words: emancipated, integrated. Teach students to apply push-pull factors to understand migration. Encourage students to make connections through TLH questions. 	<p>AG Charting the Stories</p> <p>AG Mapping the Journeys</p> <p>HN</p>

<p>6.6 A German Farmstead in Washington County</p> <ul style="list-style-type: none"> • Why did the Koepsell family move from Pomerania to settle in Wisconsin? • What was life like for the Koepsells in Kirchhayn in Washington County? • Some immigrants settled in Wisconsin for religious freedom. • Pomeranian immigrants continued their homeland building traditions in several counties in southeastern and south central Wisconsin. 	<ul style="list-style-type: none"> • Continue to discuss push-pull factors when comparing this story with previous stories and those of students' families. 	<p>AG Charting the Stories AG Mapping the Journeys HN</p>
<p>6.7 From Finland to Bayfield County</p> <ul style="list-style-type: none"> • Why did the Ketola family choose to come to Northern Wisconsin? • What was life like for the Ketolas in Oulu? • Many immigrants come to the U.S. alone, then send for their families. • Immigrant families keep some of the traditions of their homelands and Americanize others. 	<ul style="list-style-type: none"> • Continue to discuss push-pull factors when comparing this story with previous stories and those of students' families. 	<p>AG Charting the Stories AG Mapping the Journeys HN</p>
<p>6.8 Lucky to Be in America</p> <ul style="list-style-type: none"> • How did Rosa Goldberg Katz survive the Holocaust and come to Wisconsin? • What was life like for Rosa and her family in Oshkosh? • The Holocaust destroyed Jewish communities in Nazi-held Europe. • Holocaust survivors like Rosa Katz built new lives in Wisconsin and elsewhere. 	<ul style="list-style-type: none"> • Emphasize Key Words: Holocaust, refugee. • Give context to relevant vocabulary. • Continue to discuss push-pull factors when comparing this story with previous stories and those of students' families. 	<p>AG Charting the Stories AG Mapping the Journeys HN</p>
<p>6.9 Bringing Texas North to Wisconsin</p> <ul style="list-style-type: none"> • What brought the Plata family to Wisconsin each spring? • Why did Cris make Wisconsin home? • 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. 	<ul style="list-style-type: none"> • Emphasize Key Word and new context: migrant worker. • Continue to get students to compare and contrast push-pull factors in this and previous stories. • Continue to emphasize students' making connections through TLH questions. 	<p>AG Charting the Stories AG Mapping the Journeys</p>
<p>6.10 Mai Ya's Long Journey from Thailand to Wisconsin</p> <ul style="list-style-type: none"> • Why did Mai Ya and her family live in a refugee camp in Thailand? • What was life like for Mai Ya in Wisconsin? • Hmong people began to immigrate to Wisconsin after the Vietnam War. • New immigrants often live with two languages in two worlds. 	<ul style="list-style-type: none"> • Continue to help students make text-text and text-self connections in discussions. 	<p>AG Charting the Stories AG Mapping the Journeys HN</p>
<p>6.11 Looking Back at Immigration and Settlement in Wisconsin</p> <ul style="list-style-type: none"> • What have you learned about why people immigrated and migrated to Wisconsin? • How do people make a new life in a new place? • Student "ownership" of the main ideas introduced by the TLH questions of the chapter. 	<ul style="list-style-type: none"> • Review and help students summarize Chapter 6. • Help students synthesize Chapter 6 information by discussing the TLH questions on page 101. • Assess student performance. • Offer additional opportunities for further individual or classroom exploration. 	<p>AG Collecting and Connecting Family Stories AG Charting the Stories AG Mapping the Journeys AG Key Word Self-Assessment AG Chapter 6 Assessment</p>

Chapter 6 Introduction

They Came to Wisconsin, and They're Still Coming: 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 **TLH** 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.

Key

- AG** Activity Guide
- TLH** Thinking Like a Historian
- LS** Literacy Strategy
- HN** History Notebook

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 **TLH** questions, which can lead students to create their own **TLH** questions

Big Ideas, pages 100 and 101

- Importance of **TH** questions
- Key Words related to immigration and migration
- Importance of individual and family stories

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 **TH** 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 **Collecting and Connecting Family Stories** will garner data from students that they can compare and contrast (**TH** category: Using the Past) 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.



Chapter 6: They Came to Wisconsin and They're Still Coming: Immigration and Settlement

- Immigration and Migration: Then and Now
- Making the Journey
- A Stonemason in Cornwall, England, Comes to Mineral Point
- Free at Last
- A German Farmstead in Washington County
- From Finland to Bayfield County
- Lucky to Be in America
- Bringing Texas North to Wisconsin
- Mai Ya's Long Journey from Thailand to Wisconsin
- Looking Back at Immigration and Settlement in Wisconsin

1825



▲ 1842 Richard Thomas leaves Cornwall and arrives in Mineral Point

1850



Pomeranian basket, 1850s

▲ 1857 Koepsell family leaves Pomerania and arrives in Washington County

▲ 1863 Greene family escapes slavery in Missouri

▲ 1864 Greene family settles in Pleasant Ridge, Grant County

1875

1900

▲ 1893 Ketola family leaves Finland and arrives in Oulu, Bayfield County

100

Chapter 6

Using Text Structures

Map

- **THHS** (Connecting to information from maps) **What information can you learn about this chapter by studying this map?** That people discussed in this chapter settled in many places, but most were in southern and southeastern Wisconsin.

Table of Contents

- **THHS** (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

- **THHS** (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.

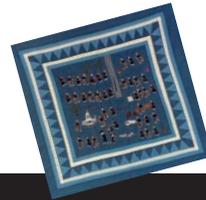
Key Words

- emancipated
- emigrate
- Holocaust
- immigrant
- immigration
- integrated
- migrant
- migration
- refugees
- slave
- slavery



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?



Typical Hmong storycloth

1925

1950

1975

2000



▲ 1945 Rosa Goldberg is rescued from Germany



▲ 1953 Katz family settles in Oshkosh

▲ 1957 Cris Plata lives in Wisconsin for the first time

▲ 1980 Cris and Ann Plata return to Columbia County permanently

▲ 1980 Mai Ya Xiong is born in Thailand



▲ 2004 Mai Ya Xiong graduates from the University of Wisconsin–Milwaukee

Immigration and Settlement

101

Key Words

- **THLSAG** (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 **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

- **THLSAG** (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 **TH Chart for Chapter 6**, and ask students to fill them in, thinking about how they will remember each question as they do.

Previewing and Predicting

- **THLSHNAG** (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. I wonder who the people are in front of the schoolhouse. 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 Home** and the **Family History Interview** pages, 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.

Supporting Materials

- **AG** Key Word Self-Assessment
- **AG TH** Chart for Chapter 6
- **AG** Collecting and Connecting Family Stories, Letter Home and Family History Interview pages
- **HN**

Big Ideas, pages 102 and 103

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

Main Teaching Points

- Clarify chapter focus.
- Introduce and discuss Key Words.
- 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 TH 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 in the lower right-hand corner? What connections do you make? Various responses.**

Immigration and Migration: Then and Now

In this chapter, you'll find out more about people who were not born in Wisconsin but chose to make their homes here. You'll learn why they left their **homeland**, how they traveled here, and what their lives were like after they arrived. Some people came in the early 1800s. Others came more than 100 years later. How does your family's experience fit into this pattern of stories?

Who is an immigrant?

Have you lived in Wisconsin all of your life? Or did you move from elsewhere? If you came from another country, then you are an **immigrant**. If you moved here from a different state in the United States, then you are a **migrant**. Moving from one country to settle and live in another country is called **immigration**. 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. When you read Chapter 3, you learned that the ancestors of the Ho-Chunk and Menominee Nations have lived in Wisconsin for thousands of years. Other people—or their parents or **ancestors** who arrived here in the last 400 years—either immigrated or migrated here.

homeland A country where someone was born or has lived **immigrant** (im uh gruhnt) A person from one country who moves to settle permanently in another country **migrant** (mi gruhnt) A person who moves from one state or region of a country to another **immigration** (im uh gray shuhn) Moving from one country to settle and live in another country **migration** (my gray shuhn) The process of moving from one region to another within the same country **ancestors** (an ses turz) Members of your family who lived a long time ago, usually before your grandparents **refugees** (ref yoo jeez) People forced to leave home to escape harm after disaster or war

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What is immigration?

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 from their homes in one country or some region of this country. Sometimes people cannot find work to help their families survive. They must move to find good jobs. Sometimes a war makes it impossible for people to continue to live in their home country. They must leave for their own safety. Sometimes, a terrible storm like Hurricane Katrina in 2005 pushes thousands of people from their homes. After the storm, many people lost everything and had to start over elsewhere. People who leave to escape harm are **refugees** as well as immigrants.

Some people choose to leave to be closer to family or friends who have already moved. Others leave to take better-paying jobs or 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.

Reading the Text

Who is an immigrant?

- **THLS** (Memorizing) Read the textbox for the definitions of the first four Key Words. Ask students to brainstorm how to remember them. Point out that the four words come from the Latin word *migare*, meaning to change, to go, to move. The prefix *im-* means “in.”
- **THLS** (Making text-to-self connections) Have students read the whole textbox independently. Ask them to think about how the reading relates to what they may have found out about their own family experience, and discuss.

What is immigration?

- **THLSHN** (Making text-to-self or text-to-text connections) **What are push factors? What are pull factors?** Give examples from your own family's life or the stories on subsequent pages in the text to illustrate “what it is like” to be an immigrant. **Turn to the next free page in your History Notebooks and place the date and the heading “Making Connections” at the top of the page.** Have students use Key Words to construct sentences that make connections to their own family stories.

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. 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 newcomers, 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 will probably continue to arrive in the future. Immigration and settlement are a big part of Wisconsin's past, present, and future.



These children are celebrating **Ethnic** Pride Day at Our Savior Lutheran Church in Milwaukee. Laotian, African, Hmong, Indian, Hispanic, and American Indian cultures are all celebrated here. Have you ever been to a celebration like this? Are there special things you do with your family to celebrate your **heritage**?

Ethnic Having to do with a group of people sharing the same home country or culture
heritage (hair uh tij) Valuable, important traditions handed down from generation to generation

Immigration and Settlement 103

Reading the Text

What is it like to be an immigrant?

- **TUHS** **HNAG** (Making text-to-self or text-to-text connections) **Take a look at the question for this page. What kind of TUH question is this? Through Their Eyes.** Read the first paragraph aloud, and tell students that they should be thinking about their own families' experiences as they read. For the second paragraph, ask students to turn to the next page of their History Notebooks, and make a T-chart with "push" on one side and "pull" on the other. They should take notes as they're reading, writing only push factors on one side and pull factors on the other. Discuss afterwards, allowing students to correct their charts, if need be. After they complete reading the last paragraph, ask them to use the next page of their History Notebooks to create sentences using the Key Words. They can make up the information or use information from their own family stories. Use the **Push Factors/Pull Factors** chart on page 120 to help them imagine reasons for immigrating. Distribute copies of **Why Leave for a New Life?** and discuss before discussing students' family interviews from **Collecting and Connecting Family Stories.**

Supporting Materials

- **AG** Why Leave For a New Life?
- **AG** Collecting and Connecting Family Stories
- **HN**

Enrichment

- **HN** Imagine you have to leave Wisconsin to live in a new country. The only people you know are members of your family, and no one else speaks English. What is that like for you? What are you thinking? Write the way you imagine this would feel.

Scaffolding

- Help students with language needs describe aspects of their own families' immigrant experiences, either orally or in simple sentences that students write themselves.
- **HN** Have students list two important push/pull factors, or students may draw and caption what they feel would be a push idea and a pull idea.

Big Ideas, pages 104 and 105

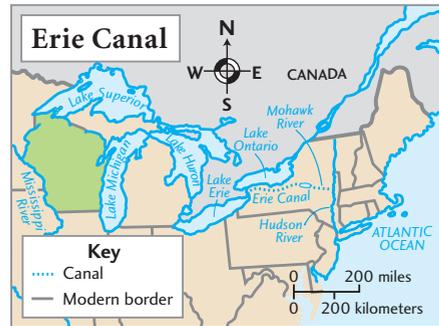
- Changes in travel over time
- Erie Canal as a turning point in settlement of Wisconsin
- People from all over the world chose to make their homes in Wisconsin.

Main Teaching Points

- Emphasize 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.



Large numbers of people did not begin to settle in Wisconsin until after the Erie Canal was completed in 1825. Many early settlers came from New York state. These settlers included the European immigrants who landed in the port of New York City. People could travel up the Hudson River, go through the Erie Canal, reach Lake Erie, and sail to a Wisconsin port without having to travel over land.



Making the Journey

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

Until the past 50 years, most people traveled by water across the Atlantic or Pacific oceans to reach the United States from other countries. The building of railroads in the mid-1800s was a turning point in overland travel. Two other turning points—the invention of the automobile and the creation of airplanes—came early in the 1900s. People didn't start driving on interstates or flying as passengers from Europe or Asia until the mid-1900s.

Early journeys to Wisconsin took a great deal of time and effort. Now people can move much more rapidly to Wisconsin from another country or from another place in the United States. When did members of your family come to Wisconsin? How did they get here? Where did they settle first?

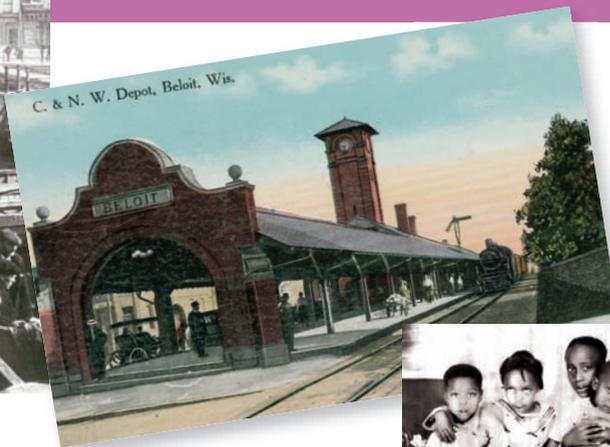
Waterways connected people and land separated them before railroads, automobiles, and planes. People traveling to Wisconsin during most of the 1800s from distant parts of the United States crossed the Great Lakes or came up the Mississippi River. It was the easiest and cheapest way to reach the state.

Previewing and Predicting

- **THRESHN** (Connecting to visual information; wondering) **What visual clues on these two pages help you 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.



This photo shows a ship of people **emigrating** from Queenstown, Ireland, and heading to the United States. In the mid-1800s, most people in Ireland were poor farmers who grew potatoes. When a potato **blight** ruined potato crops in the mid-1840s, nearly one million people died. Another one million left Ireland. Those lucky enough to leave emigrated on ships like this one. Many were starving and died on the journey. Some of those who survived traveled on to Wisconsin.



The Harrell family, at right, got off the train in Beloit at the Chicago & North Western **Depot**. The depot is shown in this postcard from the early 1900s.



This is a photo of children in the Harrell family in 1942. The Harrell family worked as **sharecroppers** in Mississippi. Then they moved to Memphis, Tennessee, where their father, William, got a job making baseball bats. In 1943, the Harrells took the train to Beloit, Wisconsin, where William could make more money working in a **foundry**. Many other African American families had similar experiences. They also moved north in the 1900s for better-paying **industrial** jobs. This was called the Great Migration.



In July 2004, members of the Madison area **Hmong** community gathered at the Dane County Regional Airport to welcome Lor family members who were emigrating from **Thailand** to Wisconsin. The Lors were joining other family already living in Madison.

emigrating (em uh gray ting) Leaving one's own country to settle in another **blight** Disease
Depot (dee poh) A railroad station building where people arrive and depart on trains **Hmong** (mong) A language and group of people from Southeast Asia
Thailand (tI land) A country in Southeast Asia
sharecroppers Farmers who were so poor that they had no money to rent the land they farmed. To live on the land, they gave the landowner a "share" of what they produced.
foundry A factory where metal is melted and shaped **industrial** Having to do with factories

Supporting Materials

- **AG** Three Journeys
- **HN**

Enrichment

- **HN** Ask students to write three important things that they have learned about their own family's journey to Wisconsin.

Scaffolding

- **HN** Students use story frames and captions with the pictures they draw of their family's journey to Wisconsin.

Reading the Text

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

- **TLHLSAG** (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 **Three Journeys**. This activity should be guided, using the **GRR** model.

Big Ideas, pages 106 and 107

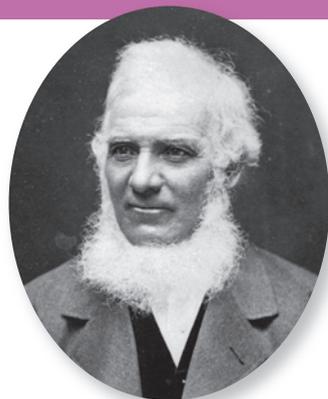
- Cornish immigrants settled in southwestern Wisconsin.
- They carried traditions with them and adapted them to their new home.

Main Teaching Points

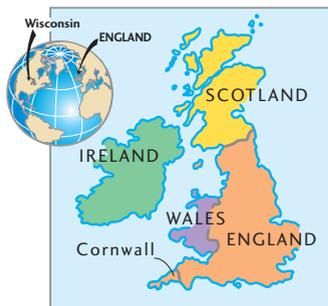
- Emphasize Key Word: **emigrate**.
- Develop visual literacy through Previewing and Predicting.
- Improve student fluency with **TLH** questions and by

Previewing and Predicting

- **TLHS** (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, textbox 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.



In 1842, **stonemason** Richard Thomas **emigrated** from Cornwall, England, to Mineral Point. This photo of him was taken many years after he arrived. He died when he was 69 years old. His **obituary** read, "He was industrious and kind-hearted, and his memory will long be cherished."



A Stonemason in Cornwall, England, Comes to Mineral Point



Why did Richard Thomas settle in Wisconsin?

In the spring of 1842, Richard Thomas sailed from Cornwall, England, to New York. He was 25 years old. He grew up in Redruth, a village in the heart of the copper and tin

mining area of Cornwall. His father was a stonemason and his mother worked in farm fields as well as at home. Richard's parents' greatest wish was to save enough money for their family to **emigrate** to America. They believed their children would have better opportunities to make a living and own land in the United States than in Cornwall. When he was old enough, Richard became an **apprentice** to a stonemason, and he attended night school.

Richard was the first in his family to emigrate. He traveled from New York to Mineral Point, Wisconsin, where many other Cornish immigrants were settling to work as lead miners. In late 1842 or early 1843, Richard Thomas and his business partner, James Carbis, built a two-story stone house on Hoard Street in Mineral Point. They built it in the same style as those in the villages of Cornwall, with two rooms upstairs and two rooms downstairs. Richard and James built their Hoard Street house of local stone **quarried** nearby.

Cornwall is the most southwestern county of England. Cornish people immigrated to southwestern Wisconsin between about 1836 and 1848. Many came to mine lead ore. Others, like Richard Thomas, came to build houses for the growing population.

stonemason A person skilled in building with stone **emigrated** (em uh gray tuhd) Left one's own country to settle in another **obituary** (o bit chu air ee) A printed report of someone's death, often in the newspaper **emigrate** (em uh grayt) To leave one's country to settle in another **apprentice** (uh pren tuhs) A person learning a trade or art **quarried** (kwor eed) Dug out

106 Chapter 6

Reading the Text

Why did Richard Thomas settle in Wisconsin?

- **TLHS** (Connecting to the story) **Think about what the textbox 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 TLH 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

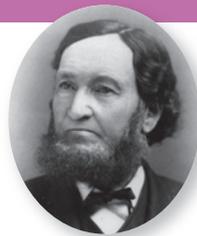
- This is the first of the real "content" pages for Chapter 6. This mini-biography and the six that follow form the heart of the chapter. The suggested textbox questions can be used for class discussion and/or guided reading. The first questions ask students to identify which kind of **TLH** question heads the textbox and to discuss the information through that lens. Further questions help students both to use **TLH** and to make connections in digging deeper into the meaning of the text and images.



The two-story house on the right in this picture is the first house that Richard Thomas and James Carbis built. Two years later, in 1845, they built the single-story house on the left in this photo. It was a traditional miner's cottage similar to those they had built in Redruth, Cornwall.



Here is a more recent photo of the two houses built by Richard and James. Between 1935 and 1940, Robert Neal and Edgar Hellum restored both buildings. They named the two-story house Trelawny and the single-story house Pendarvis. In the 1960s, the name of Hoard Street was changed to Shake Rag Street to remember the Cornish miners who once worked nearby. Today you can visit the Trelawny and Pendarvis houses between May and October. They are now part of Pendarvis Historic Site, owned by the Wisconsin Historical Society.



This is a photo of James Carbis, a second Cornish stonemason who settled in Mineral Point in 1842. He and his wife, Elizabeth, raised five children: James, Susan, John, Sarah, and Fred. They were all born in Mineral Point. As business partners, James Carbis and Richard Thomas built several stone houses there over a 30-year period.

What was life like for Richard Thomas in Mineral Point?

Richard married Elizabeth Johns in 1843, but she died three years later. His parents, Sampson and Susanna Thomas, had arrived from Cornwall in 1844, along with his sister, her husband, and their child. They all moved into the house on Hoard Street with Richard, who was now a **widower**. His business partner James and James's wife and son also lived there. The house was now home to seven adults and two children. The neighborhood was also full of Cornish immigrants. By the time Wisconsin became a state in 1848, Richard had been living in Mineral Point for six years. **Census** records show that their neighbors were the Williams, Tregaskis, Uren, Prideaux, Remfrey, and Goldsworthy families. Most of these men 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.

As Mineral Point stonemasons and builders, Richard Thomas and James Carbis worked together until about 1870. Occasionally, Richard's father, Sampson, helped them cut, cure, and place the local sandstone. Not only did they build small stone cottages for their neighbors, they also built a large stone **mansion** for Cornish immigrant Joseph Gundry. Mr. Gundry owned and operated a dry goods store on High Street, Mineral Point's main street.

widower (wid oh ur) A man whose wife has died **Census** (sen suhs) An official count of all people living in a country or district **mansion** (man shun) A very large house

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys

Enrichment

- **HN** Have students make a T-chart in their History Notebooks with "Richard Thomas" on the left and "My Life" on the right.

Scaffolding

- **AG** Guide students to look for the answers *one at a time* for the **5Ws + H** in **Charting the 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.

Reading the Text

What was life like for Richard Thomas in Mineral Point?

- **TLHSAG** (Making text-to-world, text-to-text, and text-to-self connections) **Think about the TLH category Through Their Eyes. Then read the text to see and imagine what Richard Thomas' life was like in Mineral Point.** After students have completed reading and discussing some of their ideas above, follow up with the following: **From the text and images, what did Wisconsin and its culture seem like to Richard Thomas? In what ways did these Cornish immigrants keep their traditions? In what ways did they adapt them?** Distribute copies of **Charting the Stories** and **Mapping the Journeys**, the ongoing activities for Chapter 6. Model each for this story, and practice **GRR** with this activity as students progress through the mini-biographies that make up the rest of the chapter.

Big Ideas, pages 108 and 109

- 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.

Main Teaching Points

- Discuss slavery.
- Emphasize Key Words: **emancipated, integrated.**
- Teach students to apply push-pull factors to understand migration.
- Encourage students to make connections through **TUH** questions.

Previewing and Predicting

- **TUHLS** (Connecting content with titles, captions, images) **Look closely at the picture of John Greene. What do you see in his face? What do you think his character was like? How would you describe him as a person?** The map will help students understand where John and his family worked as slaves in Missouri, and their route to freedom in southwestern Wisconsin. **Use the map to describe the Greens' route to Wisconsin. What did they follow to go north? Mississippi River.**



John Greene and his family became some of the pioneer African American settlers in the Pleasant Ridge community in Grant County in the Western Upland region.

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 in Saint Charles County, Missouri. In 1863, during the Civil War, John and Lillie Smith Greene escaped from the Griffiths' farm. They traveled north to freedom with their children and grandchildren.

Many slave families in the southern United States had been broken up when the slave owners sold one or more family members. The Greene family wanted to escape **slavery** to keep the family together. The Greens had made one other attempt to escape. But they were captured and brought back before they got very far from the Griffiths' farm. The second time, the Greens took

the little money that they'd saved. Then they started out when it was already dark. The Greens used some of their savings to buy train tickets. They made at least part of the journey north by rail.

The Greens spent their first winter in Bloomington, Wisconsin—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: farmland in Pleasant Ridge.

The Greens' son, Thomas, remembered that the family traveled this route from **slavery** in Missouri to freedom in Wisconsin.



slavery The practice of owning people and making them work
slave Someone who is owned by another person

108 Chapter 6

Reading the Text

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

- **TUHLS** **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 Greens' life in Pleasant Ridge was their own.



The cemetery of the United Brethren Church in Grant County contains the gravestones of many Greene family members. You can see **replicas** of these graves in the church cemetery at Old World Wisconsin. What kinds of things can you learn about a community and the people who have lived there by visiting a cemetery?

In 1874, the European American and African American farm families of Pleasant Ridge built a small log school for all the children of the community when they **established** and **supervised** School District Five. This school was one of the earliest **integrated** schools in the nation.

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

Everyone who settled in Pleasant Ridge in the last half of the 1800s came for new opportunities for their families. These families were escaped or **emancipated** African American slaves, immigrant Europeans, and European Americans. Both African American and European American families were welcome in the tiny community of Pleasant Ridge.

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

All community children attended the **integrated** one-room school of District Five. All the families gathered there for community events such as picnics, sports, and dances.

German immigrant families built their own German-language Methodist church. English-speaking families, both black and white, built their own United Brethren Church with help from the Germans. Families often joined at the church for prayer meetings. They also helped one another take care of the church buildings.

From the 1860s through the 1880s, Pleasant Ridge attracted settlers like the Greens. All were looking for opportunities to make their lives better. From the late 1880s on, however, children grew up and began to look elsewhere for still better opportunities. Fast-growing cities offered different kinds of work. Pleasant Ridge began to lose many of those who lived there. By the mid-1930s, the entire community had moved to other places.

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."



replicas (rep luh kuhz) Exact copies **established** (ess tab lish tuhd) Set up something, such as a school, church, club, or business **supervised** (soo puhv vlyzd) Watched over or directed **integrated** (in tuh gray tuhd) Included people of all races **emancipated** (i man suh pay tuhd) Legally freed from slavery

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **HN**

Scaffolding

- **HN** Ask students to draw pictures of any Pleasant Ridge photograph. Caption the drawing. Or ask students to begin a new page in their History Notebooks, and title it: "Wondering Questions for John Greene." Ask them to write three questions they would have liked to have asked John Greene if they could have interviewed him.

Enrichment

Students will enjoy the play "Pleasant Ridge School, 1910" in *Wisconsin History on Stage*.

Reading the Text

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

- **THHS** (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.

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

- **TIHS** (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.*



This is the **Koepsell** farmhouse in Washington County. Friedrich Koepsell cut the logs and built the large house himself in 1859. He used a building style that was traditional to his homeland in **Pomerania**. This type of building is called half-timber.



In the 1850s, the Koepsell family immigrated to Wisconsin from Pomerania. Pomerania is now part of both Germany and Poland. Between 1839 and 1893, many **Pomeranian** people came to Wisconsin to live.



Koepsell (kep suhl) Pomerania (pom uh ray nee uh) Pomeranian (pom uh ray nee uhn)
Friedrich (free drik) Kirchhayn (keer kIn)

A German Farmstead in Washington County

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

In 1857 **Friedrich** and **Sophia Koepsell** and their three children emigrated from **Pomerania** to Wisconsin. Friedrich was born in a village in Pomerania in north central Europe. He was 38 years old and his wife was 30 years old when they arrived in Quebec, Canada. Then they made their way to Wisconsin. Their two young daughters and son came with them.

Friedrich's brother, Carl, had come to Wisconsin in 1843 with a religious group called the Old Lutherans. They left Pomerania and came to Wisconsin so that they could be free to practice their Old Lutheran religious beliefs. They settled in an area northwest of Milwaukee in Washington County. They called their German-speaking settlement **Kirchhayn**, a word that means “church in the wildwoods.”

Perhaps Friedrich also wanted his family to grow up in the Old Lutheran tradition in Wisconsin. As a carpenter, Friedrich would also have more opportunities to build in Kirchhayn where people were moving. Friedrich built his own house in Kirchhayn in 1859 on 40 acres of land. That same year Sophia gave birth to a second son.

Reading the Text

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

- **TIHSHN** (Connecting to **TIH** 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 Greens'?* *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* (**fahk** 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.



Friedrich and Sophia Koepsell came to Wisconsin in 1857. Together they raised their seven children and farmed 130 acres.

Here's a photo of the Koepsell family's dining room. Today you can visit the Koepsell farmhouse with your family. It has been moved from Washington County and rebuilt at Old World Wisconsin. Sophia and her daughters cooked and baked for the family. They may have eaten apple **kuchen**, traditional German cake baked with apples picked from trees on the farm.



kuchen (koo kuhnn)

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 also built houses and farm buildings for people in the Kirchhayn area. During the first ten years, Friedrich enlarged the farm from 40 acres to 130 acres. He 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. Using one team of horses to farm, 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 helped take care of the apple trees, the large vegetable garden, and the large potato field for family eating. They worked on the farm, in the farmyard, and in the farmhouse until they married and moved away. In 1886, when Friedrich was 67 and Sophia was 59, they sold the farm where they had lived for 27 years.



Take a close look at this detail of the half-timber building style. It is called "half-timber" because it is part wood—or timber—and part brick.

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **HN**

Reading the Text

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

- **THHS** (Connecting to **TH** 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.
- **HN** 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.

Big Ideas, pages 112 and 113

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

Main Teaching Points

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

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.

From Finland to Bayfield County

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

In the spring of 1889, Heikki Ketola left Finland and traveled by steamboat to New York. He was 26 years old. He left his wife, Maria, and their five children at home in Finland when he immigrated to the United States. He wanted to own land and be a farmer. It was nine years before he had saved enough money to bring his family to join him. When Heikki first arrived, 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 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 of 1862 that gave people the opportunity 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 there. They had to clear and farm a certain number of acres.

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

In 1898, he sent enough money to Maria and their children so they could travel from Finland to Wisconsin. He built an addition to the house the same year with logs he had cut. Soon they had three more children and needed more room, so Heikki built on a second addition!



This is the **Heikki** and **Maria Ketola** family outside their log home in Bayfield County. Heikki built the house himself in three sections between 1893 and 1900. The homemade ladders were mounted on the house so Heikki could quickly climb to the roof to put out chimney fires.



Finland is a heavily forested country with small amounts of good farmland. Finnish people immigrated to northern Wisconsin between about 1890 and 1920. Many came to farm. Others worked in the iron mines.

Heikki (hay kee) **Ketola** (keh tuh luh)
Oulu (oo loo)

homestead A house with its buildings and grounds; farm with all its buildings
deed A document that proves ownership of the land

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Previewing and Predicting

- **TUHS** (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: ladders to roof to put out fires, building with logs, building a sauna, baking pannu kakkuu. 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?

- **TUHS** (Making connections to **TU** 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.



Maria knit mittens, socks, and shawls from wool provided by their sheep. She fed and milked the cows and worked in the large vegetable garden and potato field. Neighbors described Maria as very kind but very serious.



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.



In this photo, you can see a small log barn that Heikki built. On their growing farm, he also built an outhouse, granary, and **sauna** in which to bathe. Most Finnish farms in northern Wisconsin had saunas. Families used the saunas every Wednesday and Saturday. You can visit the Ketola house and the sauna at Old World Wisconsin near Eagle in Waukesha County. It is preserved there so that visitors can easily see what life was like on a traditional Finnish American farm in Wisconsin.

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 his wife, 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** to feed his cows and potatoes to feed 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 meant more hard work clearing trees and stumps. To help make ends meet, Heikki worked at a different job off the farm a few months every year to earn cash for things they couldn't grow or build. Then he began selling telephones, cream separators, and farm equipment.

The older children married and moved from the farm. The younger children attended school, learned to speak English, and 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.



This 2007 photo is of a baked pancake called **pannu kakkuu**. Maria and her daughters baked pannu kakkuu. It tasted good with maple syrup and made good use of the farm's daily supply of milk and eggs.

sauna (saw nuh) A Finnish bath that uses dry heat, or a bath where steam is made by throwing water on hot stones **pannu kakkuu** (pah noo kah ku)
root cellar A room underground for storing root vegetables **rutabagas** (roo tah bay guhs) Large pale-yellow root vegetables sometimes called "Swedish turnips"
granary (gran uh ree) A building for storing grain

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **HN**

Enrichment

- **HN** On the next page of their notebooks, have students make a list of the kinds of work the Ketolas did to help them survive on their farm. **Constructing buildings; clearing trees, stumps, brush, and stones so the land could be cultivated; keeping cows, horses, and sheep; growing hay and rutabagas for cows to eat; growing a large vegetable garden and field of potatoes; knitting warm clothes from the wool of the sheep.**
- Plan a visit to Old World Wisconsin to learn more about the Greens, Koepsells, and Ketolas.

Reading the Text

What was life like for the Ketolas in Oulu?

- **THLSHN** (Making **TH** and text-to-text connections) **What strengths and traditions did the Ketola family use to help them survive in Bayfield County?** **Hard work, physical strength, building traditions, cooking traditions, knitting or sewing traditions, religion, gardening, farming, living in a cold climate, sauna.** **How did the Ketolas' life in Bayfield County compare to the Koepsells' life in Washington County?** **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 traditions did the Ketolas bring with them from Finland?** **Students may respond with some of the traditions cited already. What part of their story is not pictured on these two pages?** **The journey, more family members doing chores, church-going, or the church record that shows the name change, etc.**
- **THLS** (Making **TH** and text-to-self connections) **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.**

Big Ideas, pages 114 and 115

- The Holocaust destroyed Jewish communities in Nazi-held Europe.
- Holocaust survivors like Rosa Katz built new lives in Wisconsin and elsewhere.

Main Teaching Points

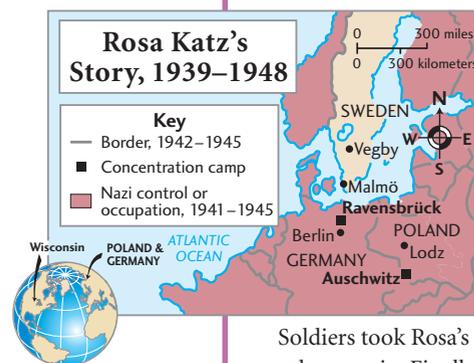
- Emphasize Key Words: **Holocaust**, **refugee**.
- Give context to relevant vocabulary.
- Continue to discuss push-pull factors when comparing this story with previous stories and those of students' families.

Teaching Note

- Review the new vocabulary with students before reading and discussing the textbox together. **Refugee** is one of the Key Words for the chapter, and students will read about another refugee, Mai Ya Xiong, on pages 118 and 119, so it is important that they understand the concept. Rosa Katz's story contains so much new material for most students that it bears reading aloud and discussing as a class, so that students' questions can be answered immediately.

Lucky to Be in America

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



Beginning in 1939, Rosa's life in Hitler-controlled Europe was terrifying. The map shows the locations in Poland and Germany, but not the horrors, that Rosa experienced.

In 1924, Rosa Goldberg was born in Lodz, Poland, into a wealthy Jewish family. She was the youngest of four children. When Rosa was only 15 years old, **Nazi** German troops **invaded** Poland. A few months later, all of the Jews in Lodz were forced to leave their homes and 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 Germans forced all the Jews in the ghetto onto trains. The trains took them to **death camps**, such as **Auschwitz**. That's where Rosa and her remaining family went. 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 other 499 other women in a field were due to be murdered. The soldiers mistook them for French prisoners, 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 death 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, and the two made their first home in Statesville, North Carolina. That's where Bernard's relatives had helped him find a job. Five years later, in 1953, Bernard's work brought them to Oshkosh, Wisconsin.

Lodz (Looj) **Nazi** (not zee) Describing the followers of Adolf Hitler who wanted to rid Europe of Jews and other peoples of Europe they considered "impure"
invaded Entered by force **ghetto** A neighborhood in a European city where Jews were forced to live **death camps** Places designed to kill many Jewish people at one time
Auschwitz (oush vitz) **Holocaust** (hol uh kost) The planned murder of the Jews in Europe in the 1940s in which 6 million Jews, and others, were killed

114 Chapter 6

Previewing and Predicting

- **THLS** (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-controlled 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 U.S.

Reading the Text

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

- **THLS** (Making connections to **TH** 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.



Rosa Goldberg (second from left) was a 10-year-old Jewish girl when this picture was taken. Here she is with her family in 1934. Less than 10 years later, she was the only one in this photograph who had not been killed during the Holocaust. The Holocaust occurred during World War II. That's when the Nazi German government, led by Adolf Hitler, **systematically** destroyed 6 million European Jews and others.



In 1979, the Katz family celebrated younger daughter Marilyn's **bat mitzvah** 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."

systematically (sis tuh mat ik lee) In a systematic or planned way

bat mitzvah (bot mits vuh) In Hebrew, the words mean "Daughter of the Commandment." It's a Jewish ceremony in which a 13-year-old girl assumes responsibility as an adult by learning Hebrew and leading a religious service. The ceremony for boys is called a bar mitzvah.

synagogue (sin uh gog) Place of Jewish worship **tragedies** (traj uh deez) Very sad events **oral historian** A historian who talks to people to research their stories

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 with the other children they met at school and in the neighborhood.

Rosa did not share her Holocaust story with her own children as they were growing up. "I wanted them to be well-adjusted, happy little kids," she later said. When Rosa told her story to the **oral historian** who recorded it for the Wisconsin Historical Society in 1980, Rosa 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*, made to be used in classrooms. 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."

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **HN**

Enrichment

- Additional books that will give students a greater understanding of the Holocaust include the following:
 - *The Yellow Star* by Jennifer Roy (2006) is the story of a child who survives the Lodz ghetto.
 - *My Secret Camera: Life in the Lodz Ghetto* contains photographs taken by Mendel Grossman, with text by Frank Dabba Smith (2000).
 - *Always Remember Me: How One Family Survived World War II* by Marisabina Russo (2006) is the story of the author's aunt.

Reading the Text

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

- **THLS** (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.

Big 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.

Main Teaching Points

- Emphasize Key Word and new context: **migrant worker**.
- 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 **TLH** questions.

Previewing and Predicting

- **TLHS** (Making connections to visual images, titles, and captions) Use the map on page 116 to help students understand Cris Plata's youth as a child of migrant workers, traveling back and forth between Texas, Florida, Indiana, and Wisconsin to work. Have students compare and contrast the two photos on page 117 to begin to get a feel for Cris Plata's life as a migrant child and adult musician.

Bringing Texas North to Wisconsin



The map shows where the family drove from their home near Poteet, Texas, to places where they harvested crops in different parts of the United States at different seasons.

What brought the Plata family to Wisconsin each spring?

Cris Plata is a Mexican American singer-songwriter and musician. He lives with his wife, Ann, on their small farm in Columbia County. Although Cris considered Wisconsin his home once he was a young adult, he spent much of his childhood **migrating** back and forth between Wisconsin and Texas.

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. When Cris got old enough to see how hard his parents and older brothers worked in the fields, he decided to go to school. Cris said that before he started first grade in western Texas, "My brothers taught me the ABC's, 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 easily because 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 found education better in Columbus, so he would get ahead in Wisconsin, then stay ahead when he went back to school in Texas the following October.

Plata (plah tuh) **migrating** Moving from one region of the country to another **livestock** Farm animals
migrant workers People who move from place to place to help harvest crops **combine** (kom bIn) A machine on a farm, driven by a person, to harvest crops

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Chapter 6

Reading the Text

What brought the Plata family to Wisconsin each spring?

- **TLHS** 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 U.S. 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.



This cover of Cris's 2003 CD, *Life Is Hard*, shows him at age six with his BB gun in western Texas where the Platas spent the winter months. They were part of a large number of Mexican Americans who migrated there to pick cotton at the height of the harvest. Cris's nickname was **Chato**, which means "chubby cheeks" in Spanish. Can you tell why?

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, so migrant workers made music themselves in the evenings. Tex-Mex music making was like bringing "a little piece of home with you," Cris said.

After he graduated from high school in Somerset, Texas, Cris went to St. Edward's College in Austin. The city was then a growing center for folk and country music. He felt more drawn to photography and the music written and performed by local musicians than to his studies. He began writing songs and playing music with groups of musician friends. Cris wanted his music to capture the same feelings for Texas that he tried to capture in photographs. For the next few years, he worked, studied photography, and developed his skills as a singer-songwriter in Austin and Dallas.

In 1976, Cris returned to Wisconsin and 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 the next year and moved to Minneapolis for Ann to 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 and began working in Minnesota. Then, she found a job working 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 of her family's farm. They bought horses and grew vegetables. Cris's own songs now included Mexican American stories, first in English and then in Spanish as well.

Cris found work that allowed him time to balance music and the life he and Ann enjoyed in the country. His parking and security job in Madison allows him to have enough time to stay connected to the land. Because he had constantly traveled as a child and young man, he loves living on the farm. The Platas make their own **salsa** from their own peppers, onions, and tomatoes. In caring for his horses and land, in his food, and in his music, Cris enjoys working "to bring Texas to Wisconsin."



Cris and his band performed at **Fiesta Hispana** in Madison in the early 1990s.

Chato (chah to) **Fiesta Hispana** (fee es tah ees pah nah) **veterinary** (vet ur uh nair ee) Having to do with animal medicine or surgery
veterinarian (vet ur uh nair ee uhn) A doctor who treats animals **salsa** (sahl sah)

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys

Enrichment

- **HN** Ask students to begin a new page in their notebooks to discuss the ways the Greene family's migration was similar to the Platas' and ways that it was different. Students may choose the format: paragraph, chart, or drawing.

Reading the Text

Why did Cris make Wisconsin home?

- **THLS** 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

- Continue to help students make text-text and text-self connections in discussions.

Previewing and Predicting

- **THLS** (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 is wearing a traditional Hmong dress and turban at a Hmong New Year celebration in Madison, Wisconsin.



Like many Hmong people, Mai Ya's parents lived in a quiet mountain village in Laos before the Vietnam War became a turning point in their lives.

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 had escaped from their home in Laos. They made their way to Thailand on foot. Mai Ya was born there the following year in a **refugee camp** called Ban Vinai. 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. The government asked and then 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, U.S. 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.



Mai Ya Xiong (mI yah shong) Laos (lah ohs) Thailand (tI land)
refugee camp A safe place for people forced to leave their homes by war or disaster **Ban Vinai** (ban vin I)

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Chapter 6

Reading the Text

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

- **THLSHN** (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.



When Mai Ya came to Wisconsin, she had two younger brothers and two younger sisters. They were all born in the refugee camp in Thailand.

To move to the United States, Hmong people needed a **sponsor**. Mai Ya's uncle was her family's sponsor.



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 came to live in Madison. They traveled in a large airplane. 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 or 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 took English as a Second Language class 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, 11 years after arriving in Madison, 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. Yet 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.



Mai Ya's youngest brother, Andrew, was born in Madison. She helped him learn the English language. She also told him about growing up in Thailand. Part of her Hmong heritage means being connected to her family.



As a university student, Mai Ya said, "I am proud to be Hmong. And what would be lost if we don't preserve some of our traditions? We will eventually lose who we are. That would be a big loss."

sponsor A person, people, or organization that agrees to help refugees who enter the country

Supporting Materials

- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **HN**

Enrichment

- *Mai Ya's Long Journey* by Sheila Cohen (2005) is a full biography of Mai Ya Xiong for young readers.

Reading the Text

What was life like for Mai Ya in Wisconsin?

- **THLSHN** (Making text-to-text, text-to-self, and text-to-world connections) Have students read independently, then ask: **What parts of Wisconsin culture were new for Mai Ya? Running water, stove, refrigerator; snow. What is living in two cultures like for Mai Ya? Learning English, speaking English and Hmong, negotiating the values of the Hmong and English-speaking worlds.** Ask students to look back through this chapter at the other immigrant stories. Pair students to get them to discuss: **How was Mai Ya's life like other people's in the chapter? Various responses.** In their History Notebooks, have students respond to the following questions: **Have you ever had to move and go to a new place? What did that feel like? What was school like as a new student? What would it be like to be in school, and not understand the language?** Afterwards, have students share their writing with a partner.
- Write the following question on the board: **How did Mai Ya adapt to Wisconsin?** Ask students to copy the question on the next page of their History Notebooks. **Can you identify which kind of THS question this is? Change and Continuity. Create a T-chart on the page and label one side "change" and the other "continuity." Fill in the chart with evidence from these two pages.**

Big Ideas, pages 120 and 121

- Student “ownership” of Chapter 6 main ideas

Main Teaching Points

- Review and help students summarize Chapter 6.
- Help students synthesize Chapter 6 information by discussing the **TUH** 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.

Looking Back at Immigration and Settlement in Wisconsin

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

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



This photo shows Cris Plata’s father, Cristobal Sr., as a young man. He is standing next to his mother, Luisa. They are at the entrance to their home made of stones and soil in the mountains of the state of Jalisco in central Mexico.

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 and 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 as adults alone. Some were married. Some brought their entire families. Others came as children. Although they came at different times, for different reasons, 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?

Jalisco (hah lees ko) **factors** Any one of the causes that helps bring about a result

120 Chapter 6

Previewing and Predicting

- **TUHLS** (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?

- **TUHLSAG** (Making connections from one story to another in chapter) Ask students to review the activities **Collecting and Connecting Family Stories**, **Charting the Stories** and **Mapping the 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? Perhaps you pack one of your favorite books, games, or stuffed animals to keep you from feeling homesick. When immigrants and migrants leave their homelands to move to a new place, they often take things along. These belongings remind them who they are and where they've come from. These things include china, photographs, tools, and religious objects that hold special meaning for them.

Newcomers also bring along things like traditions and ideas that they can't pack in a suitcase. All the people in the stories in this chapter found ways to keep some of their own traditions as they built new lives. For example, when Friedrich Koepsell came to Kirchhayn from Pomerania, he built his family a new house in a new land. But he built this house the way the houses were built back home in Pomerania. He did this to help his family feel at home in a strange place, and to help remind them of their homeland.

What are some other ways people keep traditions they value? What stories does your family tell to remind you of where you came from? What holidays do you celebrate? What special foods do you eat to honor your traditions?



These are the **Stoughton** High School Norwegian Dancers. They celebrate their Norwegian American heritage by dancing traditional folk dances and wearing traditional dance clothing.

Stoughton (stoh tuhn)

Some Places to Visit

- Chippewa Valley Museum in Eau Claire
- Jewish Museum in 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

- *Casper Jaggi: Master Swiss Cheese Maker* by Jerry Apps
- *Caroline Quarlls and the Underground Railroad* by Julia Pferdehirt
- *Mai Ya'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

Closure

- **AG** Collecting and Connecting Family Stories
- **AG** Charting the Stories
- **AG** Mapping the Journeys
- **AG** Key Word Self-Assessment
- **AG** Chapter 6 Assessment

Reading the Text

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

- **TLHLSAG** (Using connections to make summaries) Return to the **TLH** 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 **Chapter 6 Assessment**. Then have students revise their **Key Word Self-Assessment**.