# Chapter 6 at a Glance

**They Came to Wisconsin and They’re Still Coming: Immigration and Settlement**

## Topic and Big Ideas

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| • 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 questions. |
| • Assess student prior understanding of Key Words. |

## Supporting Materials

| AG Key Word Self-Assessment |
| AG TH Chart for Chapter 6 |
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| • Clarify chapter focus. |
| • Introduce and discuss Key Words: immigrant, migrant, immigration, migration. |
| • Introduce and discuss push-pull factors. |

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| AG Why Leave for a New Life? |
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| AG Three Journeys |

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| 6.6 A German Farmstead in Washington County | - 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. | - Continue to discuss push-pull factors when comparing this story with previous stories and those of students’ families.  
- AG Charting the Stories  
- AG Mapping the Journeys  
- HN |
| 6.7 From Finland to Bayfield County | - 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. | - Continue to discuss push-pull factors when comparing this story with previous stories and those of students’ families.  
- AG Charting the Stories  
- AG Mapping the Journeys  
- HN |
| 6.8 Lucky to Be in America | - 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. | - 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.  
- AG Charting the Stories  
- AG Mapping the Journeys  
- HN |
| 6.9 Bringing Texas North to Wisconsin | - 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. | - 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 ILH questions.  
- AG Charting the Stories  
- AG Mapping the Journeys  
- HN |
| 6.10 Mai Ya’s Long Journey from Thailand to Wisconsin | - 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. | - Continue to help students make text-text and text-self connections in discussions.  
- AG Charting the Stories  
- AG Mapping the Journeys  
- HN |
| 6.11 Looking Back at Immigration and Settlement in Wisconsin | - 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 ILH questions of the chapter. | - Review and help students summarize Chapter 6.  
- Help students synthesize Chapter 6 information by discussing the ILH questions on page 101.  
- Assess student performance.  
- Offer additional opportunities for further individual or classroom exploration.  
- AG Collecting and Connecting Family Stories  
- AG Charting the Stories  
- AG Mapping the Journeys  
- AG Key Word Self-Assessment  
- AG Chapter 6 Assessment |

Immigration and Settlement 100B
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.
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 TLUH questions, which can lead students to create their own TLUH questions
Main Teaching Points

- Have students think about what's important as they employ successful techniques for previewing and predicting and using the featured text structures.
- Teach or reinforce successful techniques for students to apply in memorizing 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 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.

Big Ideas, pages 100 and 101

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

Using Text Structures

Map
- **NHLS** (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
- **NHLS** (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
- **NHLS** (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.

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- Bringing Texas North to Wisconsin
- Mai Ya's Long Journey from Thailand to Wisconsin
- Looking Back at Immigration and Settlement in Wisconsin
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?

Key Words
• (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
• (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 Chart for Chapter 6, and ask students to fill them in, thinking about how they will remember each question as they do.

Supporting Materials
• AG Key Word Self-Assessment
• AG IN Chart for Chapter 6
• AG Collecting and Connecting Family Stories, Letter Home and Family History Interview pages
• HN
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.

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*.
- **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?

- **THLSH** (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.

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**Homeland** A country where someone was born or has lived. **Immigrant** (im uh gray tuhnt) A person who moves from one country to settle permanently in another country. **Migrant** (mi gray tuhnt) A person who moves from one state or region of a country to another. **Migration** (mi gruh net shuhn) The process of moving from one region to another within the same country. **Ancestor** (an ess tuhnt) Members of your family who lived a long time ago, usually before your grandparents. **Refugee** (ref yoo jee) People forced to leave home to escape harm after disaster or war.
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. Lao, Thai, 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?

Reading the Text

What is it like to be an immigrant?

- **Take a look at the question for this page. What kind of 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.
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.

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?

Previewing and Predicting

- (Connecting to visual information; wondering) What visual clues on these two pages help you to predict what you will be reading about? Responses such as ships, train station, maps, travel, textbook question. In your History Notebooks, write down any questions that you have just from scanning these two pages. Discuss briefly.
- Use the larger map to help students understand that many immigrants to Wisconsin came here before there were roads and highways. Which waterways did people use to travel to Wisconsin? St. Lawrence River, Hudson River, Erie Canal, Great Lakes, Mississippi River. Use the smaller map to show how a canal was built to connect the Hudson River and Lake Erie. Draw students’ attention to the blue dots in the key and then on the map. The canal made it possible to travel by water from Northeastern states and all major East Coast ports. Why do you think that the Erie Canal made the journey to Wisconsin shorter and less difficult? Why was traveling by water easier than by land? No paved roads, cars, trains or planes. Use the two photos at the top of page 105 to help students visualize traveling by ship and by train. Have students brainstorm transportation alternatives available today.
- Guide discussion of the photographs that feature people: Locate (orally) these on the timeline on pages 100 and 101.
Reading the Text

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

- **THLSAG** (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 I Have questions and by

Previewing and Predicting

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

Reading the Text

Why did Richard Thomas settle in Wisconsin?

- I Have Questions (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 I Have questions are these? Cause and Effect. Help students make connections to their families by questions such as the following: Did your family come to Wisconsin for similar reasons as Richard Thomas’s family? What pushes people to Wisconsin today? What pulls them here?

Teaching Note

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

What was life like for Richard Thomas in Mineral Point?

- **THLSAG** (Making text-to-world, text-to-text, and text-to-self connections) Think about the 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.

**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 SWs + 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.
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 questions.

Previewing and Predicting

- (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 Greenes’ route to Wisconsin. What did they follow to go north? Mississippi River.

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

The Greenes 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.

Reading the Text

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

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

Teaching Note

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

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 Greenes 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 Greenes. 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 Euro-Americans.

Immigrant and Settlement

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.

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.

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.

Reading the Text

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

- **HLS** (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.

Previewsing and Predicting

- **TLHS** (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.

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?

- **TLHS** (Connecting to **T**hink 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 Greeres? 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 vaark) barns built that of the Koepsell family were built in Dodge, Jefferson, Washington, Ozaakue, Sheboygan, Manitowoc, Marquette, and Green Lake counties. In fact, this is the largest collection of such barns in the country. Fachwerk originated in the Prussian area of Germany where log building had depleted the forests. To compensate, builders developed this half-timber technique. It saved wood, and saved time in building.
What was life like for the Koepsells in Kirchhayn in Washington County?

Friedrich was both a farmer and a skilled carpenter. He built and developed his own farm. Then he 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.

Reading the Text

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

- **LHLS** (Connecting to **IH** 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!

Previewing and Predicting

- **THLS** (Using visual images and titles to make connections) From looking at the photos and reading the captions, what traditions did the Ketolas bring to Bayfield County? Possible responses: ladders to roof to put out fires, building with logs, building a sauna, baking panni kakku. The maps of Finland and Oulu, Bayfield County, Wisconsin, will help students understand where the Ketolas came from in northern Europe and where they settled in northern Wisconsin. **What might the Ketolas expect to find similar in northern Wisconsin?** Possible response: short growing seasons.

Reading the Text

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

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

By 1902, Heikki had been in the United States for 13 years. He had provided a home and farm for 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 different jobs 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.

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.

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.

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. Constructions 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 Greenes, Koepsells, and Ketolas.
Lucky to Be in America

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

In 1924, Rosa Goldberg was born in Lodz, 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.

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

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

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.”

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.”

Reading the Text

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

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

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

- Emphasize Key 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 questions.

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.

Bringing Texas North to Wisconsin

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 of 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.

Previewing and Predicting

- 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.

Reading the Text

What brought the Plata family to Wisconsin each spring?

- 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.
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.”

Supporting Materials
- Charting the Stories
- Mapping the Journeys

Enrichment
- 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?

- 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.
Main Teaching Points

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

Previewing and Predicting

- **NMLSS** (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.

Reading the Text

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

- **NMLSS** (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.

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.

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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.

Reading the Text

What was life like for Mai Ya in Wisconsin?

- **THINK** (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 **THINK** 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.
Looking Back at Immigration and Settlement in Wisconsin

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?

Previewing and Predicting

- **THL** (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?

- **THLS** (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 Kirchhain 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?