

# Chapter 6

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

### Activities in this Chapter

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**Activity 6: Charting Immigrant Stories**

**Activity 7: Mapping Immigrant Journeys**

### Chapter 6 Assessment

#### Activity 1: Key Word Self-Assessment

Have students look at the key words listed on page 101 of *Wisconsin: Our State, Our Story*.

Hand out copies of the Student Page and read the directions aloud. Tell students that, for each word, they should determine the following:

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

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

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#### Activity 2: Thinking Like a Historian

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

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### Activity 3: Collecting and Connecting Family Stories

#### Overview

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

#### Materials

- Letter to Families (one per student). Use the English, Spanish, or Hmong version as appropriate.
- Student Pages 1–2 (“Family Immigration, Emigration, and Migration History Interview”), one copy of each per student stapled to a piece of loose-leaf paper (for notes that don’t fit on this sheet)
- Teacher Page 1 (“Immigrant Stories Tally Sheet”), one for teacher transparency to chart all the stories (You may want to copy this onto a large piece of butcher paper and affix it to the wall for whole-class observation and discussion.)
- Teacher Page 2 (“Immigrant Stories Tally Sheet—Class Summary”), one for teacher transparency
- Optional: Large world map so that individual students can mark their families’ journeys with push pins and thread

#### Procedures

1. Explain to students that they are going to be reading about emigration, immigration, and migration. If these terms seem unfamiliar to students, remind students that they worked with the related words *immigration* and *migration* in Activity 1. Also remind students that, in that same activity, they also worked with the word *emigrate*, which is related to the word *emigration*. Discuss what these words mean.
2. Then tell students that they will be collecting “Coming to Wisconsin” stories from friends and families. After they do this, they will compare and contrast their stories with those of classmates and with those found in Chapter 6 of *Wisconsin: Our State, Our Story*.
3. Pass out the Letters to Families using the alternate language letters where appropriate. Explain that students should share these letters with family members and/or friends.
4. Hand out copies of Student Pages 1–2. Help students choose a family friend or a member of their family to interview. Explain that students will ask the questions found on Student Pages 1–2. Stress that students should fill in the answers to all of the questions they can, leaving blank parts of the worksheet for which they do not obtain information.
5. Assign a deadline by which all interviews must be completed and brought to class. Monitor progress as the deadline approaches.

6. When students finish, display transparencies of Teacher Pages 1–2 and use data from the student interviews to complete the Immigration Stories Tally Sheet. Then work with students to complete Teacher Page 2, making a finished copy of the Class Summary sheet.
7. When you are done, you can utilize the tally and summary charts, as well as the world and U.S. maps, to review and discuss what students have learned. As you talk with students, reinforce the concept that the people of Wisconsin come from many different places.

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## Activity 4: Why Leave for a New Life?

### Overview

This activity offers brief biographies of three families who made Wisconsin their home. Students will have an opportunity to compare their own family stories with those in this activity. This will give them insight into how to read the biographies they will encounter in Chapter 6.

### Background

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

### Materials

- Student Page 1 (“Push Factors and Pull Factors”), one per student
- Student Pages 2–4 (Nattestad, Kazmerchak, and Bond stories), the number of copies dependent upon classroom organization
- Pencils

### Procedures

1. Hand out Student Page 1 (“Push Factors and Pull Factors”) and tell students that they will be reading about three families, two of whom came to Wisconsin from Europe and one from the state of Mississippi. Students will be arranging these families’ reasons for leaving (“Push Factors”) and for coming (“Pull Factors”). They will fill in charts to show what they have done. Remind students that they gathered information like this about their own friends and/or families in Activity 3. Explain that, later, students will add information about those friends or family members to this chart.
2. Decide upon the format for sharing stories that works best for your class, allowing students to work independently or arranging them in small groups. You might also have a more directed session, with the whole class using one story. You could then divide students into groups for the other two stories.
3. Hand out copies of Student Pages 2–4 (the three immigration stories) and have students read the family stories. (You might want to have students take turns reading the stories aloud for oral language practice.)

4. Using the information in the immigrant stories they have been assigned, have students decide on the “Push Factors” for leaving and the “Pull Factors” that led people to come to Wisconsin. Tell them to write those points on Student Page 1.
5. Ask students to think about some of the difficulties immigrants and migrants might encounter after their arrival in their new homes. (Language barriers, new jobs, new schools, new neighborhoods, new foods, new transportation challenges may be some answers). Have students discuss how these challenges might affect newcomers and how these people might overcome those difficulties.
6. After students finish, have them discuss their worksheets.
7. At a later time, have students complete the bottom part of their worksheets with information about their own families.

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## Activity 5: Three Journeys

### Overview

This activity is intended to help students prepare for the similar but more extensive activities that they will complete later in this chapter. In “Three Journeys,” students chart information and map routes for the journeys to Wisconsin undertaken by three families, one from Europe, one from the American South, and one from Asia. The completed charts will show students who each family was, where that family came from, how it traveled, and how it later adjusted to life in its new homeland. Marking these families’ journeys on world and U.S. maps will help students develop their map and geography skills. It also will help students better comprehend just how long and difficult the journeys of immigrant and migrant families could be. Interested students can read longer versions of two of these immigration stories in *They Came to Wisconsin* by Julia Pferdehirt (Wisconsin Historical Society Press, 2003).

You can set up the activity for individual students to work on their own or in small groups. Regardless, you will want to allow at least two days for the activity.

### Background

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

### Materials

- Student Pages 1–2 (“Three Journeys: The Stories”), one copy of each for each student and one copy of each for teacher transparencies
- Student Pages 3–5 (“Charting the Stories”), one copy of each per student or group, dependent on classroom organization; one copy for a teacher transparency
- Student Page 6 (“U.S. Map”), one copy per student; one copy for a teacher transparency; also used in Activity 6, Student Page 1
- Student Page 7 (“Three Journeys World Map”), one copy per student; one copy for a teacher transparency
- 1 black, 1 blue, 1 green, and 1 red pencil for each student
- erasable markers: blue, green, and red
- Wall or atlas maps of the United States and the world, if available

**Day 1****Procedures**

1. Explain to students that they will be reading and learning about the journeys made by three different families—one from the American South, one from Europe, and one from Asia. Next, students will be using charts to organize information about these people and their journeys. Then students will mark those people’s routes on maps. Explain that this activity will provide students with practice for two activities they will work on later in this chapter.
2. Pass out copies of Student Pages 1–2 (“Three Journeys: The Stories”) to each student.
3. Display the Student Page 1 transparency, reading the directions and story aloud as students follow along. Then, having students use their black pencils, guide them to underline information about the following: the names of the family and its members, when the family left its homeland, where the family came from, how it traveled, and why it made the journey. Then have students look for and underline information about the family’s life after their arrival—how they made a living, where they lived, what language they spoke, and so on. (Emphasize that students might not be able to find all of this information in the story.) Follow the same procedure for the other two stories and Student Page 2.
4. Hand out copies of Student Pages 3–5 (“Charting the Stories”) and read the directions aloud. Fill in the first line of the chart on Student Page 3 with the name of the Harrell family and guide students to complete the rest of the page with the appropriate information. Help students see how the underlining they did in the story helps them identify the information that goes into each part of the chart. Continue in the same way with Student Pages 4 and 5 until you have completed a full, three-page chart for the Harrell family. (Note: To help students identify push/pull factors, encourage them to find statements or hints in the text and read them aloud. Take a few suggestions and add them to your chart.)
5. Follow the same basic procedure with the stories of the Ragatz and Moua families, but gradually turn over more and more responsibility for completing the charts to the students themselves. Remind students that, as they work, they should keep referring to the text and their underlinings for hints about the information that goes in the chart.
6. When students have finished, guide them in a general discussion of what they have learned from the activity. Help them understand the different push and pull factors that led each family to Wisconsin, as well as the different situations and hardships each family faced.

**Day 2****Procedures**

1. Explain to students that you now will be using U.S. and world maps to trace the journeys of these three families.
2. Pass out blue, green, and red pencils as well as copies of Student Pages 6 (“U.S. Map”) and 7 (“Three Journeys World Map”). Then have students take out their copies of Student Pages 1–2 again. Direct them to Student Page 1 (“The Harrell Family”) and review the

story with students. Then guide students to identify and underline in blue pencil any place names or directions that they find. Display the transparency of the U.S. map and show students how to mark the route of the the Harrells' journey. Begin by asking students where you should start. Have a student come up to the transparency and, using a blue marker, draw the first line from northern Mississippi to Tennessee. Ask where the family went next and have another student draw the line from Memphis to Chicago, Illinois. Have a third student draw the Harrells' route from Illinois to Beloit, Wisconsin. Then ask students to do the same on their own maps, reminding them to use a blue pencil to indicate the Harrells' route.

3. Follow the same procedure with “The Ragatz Family,” guiding students to use both the world and U.S. maps, as well as green pencils, to show the family’s journey from Switzerland to Le Havre, in France, and from there on to Louisiana, Illinois, and Wisconsin.
4. Continue with Student Page 2 (“The Moua Family”) as well as the world and U.S. maps. Make sure that students use red pencil to map the Mouas’s journey. For this journey, students will first need to locate Southeast Asia on the world map and then Bangkok in Thailand. The line on the world map will go from Bangkok, Thailand, to Hong Kong and then to Minneapolis. The line on the U.S. map will go from Minneapolis to Watertown, SD, then to Webster, SD, Atwater, CA, back to Minneapolis, and finally to Milwaukee.
5. When students have finished drawing the paths of these journeys on the map, ask questions like these:
  - *Which family traveled the longest distance? (Moua)*
  - *Which family spent the least amount of time traveling? (Moua) Why? (advances in transportation)*
6. Have students work in pairs to make sure that they followed directions carefully. Explain that students will be working more independently on maps and charts for the stories in Chapter 6.

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## Activity 6: Charting Immigrant Stories

### Overview

In this activity students will work more independently to chart the stories of immigrant families discussed in their student editions. You may wish to have the entire class study each story or assign particular stories to certain students or to certain student pairs or groups.

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

### Materials

- Student Pages 1–3 (“Charting the Stories”; also used in Activity 5, Student Pages 3–5), the number of copies depending on classroom organization (one set for each story the individual, group, or pair charts); one copy of each page for teacher transparencies

### Procedures

1. Remind students of how they used their charts in Activity 5, to organize information about the Harrell, Ragatz, and Moua families. Explain that, in this activity, students will

- organize information and then write notes based on the immigrant stories in Chapter 6 of their textbook.
2. Display Student Pages 1–3 (“Charting the Stories”) and model filling in the charts for the Richard Thomas immigrant story, using the text, captions, and illustrations on pages 106–107 of *Wisconsin: Our State, Our Story*. Then hand out copies of Student Pages 1–3, reminding students that they used these charts in Activity 5.
  3. Continue, having students complete charts for as many of the seven immigrant families as you wish, depending upon whether you have used single-student, pairs, or small-group organization.
  4. When students have finished, have them compare their charts, discussing the various reasons people had for moving, the various ways they traveled, the various situations they found in their new homes, and so on.

## Activity 7: Mapping Immigrant Journeys

### Overview

In this activity, students will extend the mapping activity they did in Activity 5, applying what they have learned to the seven immigrant stories in their student editions.

### Materials

- Crayons or colored pencils
- Student Page 1 (“U.S. Map”; also used in Activity 5, Student Page 6), the number of copies depending upon classroom organization; one copy for teacher
- Student Page 2 (“Immigrant Journeys World Map”), the number of copies depending upon classroom organization; one copy for teacher transparency
- Colored markers for use with the transparencies

### Procedures

1. Have students look over their charts from Activity 6.
2. Tell students to get out colored pencils or crayons. Hand out both the world and U.S. maps.
  - a. Model mapping Richard Thomas’s story on the transparencies. Start by drawing a line on the world map from Cornwall, England to New York City, NY. Then draw a line from New York to Mineral Point, WI.
  - b. If students ask for more details about Richard Thomas’s journey, tell them that we are not sure about Thomas, but that we know that most Cornish people who came to Wisconsin during this period made their way first to Ohio and from there overland to Galena, Illinois, before continuing by land to Mineral Point.
4. To conclude, ask students to reflect on the Charting the Stories pages from Activity 6 and the map they have just completed. Ask questions such as:
  - *How did the map work help you better understand the journey Richard Thomas made?*
  - *Did you notice what part of England he came from?*
  - *Did you notice what part of Wisconsin he settled in and how close or far that is from us?*
  - *Did you notice where New York is compared to where Wisconsin is?*
  - *When you worked with the maps, which references did you find most useful?*

- *Which part of the chart did you find easiest to fill out?*
  - *Which part was hardest?*
  - *Which part made you think most about what it was like to be an immigrant?*
  - *What do you think you will remember most about the Richard Thomas story?*
5. Continue with the remaining stories, having each student, pair, or group complete as many maps as you wish.
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### **Chapter 6 Assessment**

Hand out copies of Chapter 6 Assessment **Part A**. Read the directions aloud and have students answer each question on their own. Follow the same procedure for **Part B**.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Key Word Self-Assessment

Next to each word, put an X in the box that shows how you understand the word.

Key Words	I know this word and can tell what it means.	I recognize this word but don't know what it means.	I know a word like it, or what a part of the word means.	I don't know this word.
emancipated				
emigrate				
Holocaust				
immigrant				
immigration				
integrated				
migrant				
migration				
refugees				
slave				
slavery				

Name \_\_\_\_\_ Date \_\_\_\_\_

## Thinking Like a Historian

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

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

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

## Dear Family,

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

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

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

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

Sincerely,

## Estimada familia:

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

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

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

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

Atentamente,

## Hawm txug cov tsev neeg,

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

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

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

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

Thov hawm,

Name \_\_\_\_\_ Date \_\_\_\_\_

## Family Emigration, Immigration, and Migration History Interview

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

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

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

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

4. When did your family come here?

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

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

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

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

\_\_\_\_\_

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

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



## Immigrant Stories Tally Sheet—Class Summary

When did they travel?	
17 <sup>th</sup> century (1600s)	
18 <sup>th</sup> century (1700s)	
19 <sup>th</sup> century (1800s)	
20 <sup>th</sup> century (1900s)	
21 <sup>st</sup> century (2000s)	

How did they travel?	
Ship or boat	
On foot	
On horseback	
In horse or ox-drawn wagon	
Train	
Car	
Airplane	
Other	

In what groups did they travel?	
Alone	
As a family	
With family/others	

They traveled from:	
Canada	
Mexico	
South America	
Southeast Asia	
Europe	
Elsewhere in the U.S.	
Africa	
Other	

Where did they first arrive?	
New York	
Other East Coast port	
California	
Texas	
Midwestern city	
Wisconsin (city or rural Wisconsin)	
Other	

Name \_\_\_\_\_ Date \_\_\_\_\_

## Push Factors and Pull Factors

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Ole and Ansten Nattestad Leave Norway for a Better Life

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

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

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Steven and Walentine Kazmerchak Leave Hunger and Hardship behind in Prussia

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

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Rubie Bond's Family Escapes Injustice and Cruelty in Mississippi

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

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

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Three Journeys: The Stories

Underline all the locations you find as you read. Use a blue pencil for the Harrells, a green pencil for the Ragatz family, and a red pencil for the Mouas. Afterward, number the places to show the order in which the families reached them.

### The Harrell Family

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

### The Ragatz Family

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Moua Family

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

Name \_\_\_\_\_ Date \_\_\_\_\_

## Charting the Stories

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

### 1. Who Came to Wisconsin?

<p>Family name:</p> <p>_____</p>
<p>People who came:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>When? _____ (year)</p>



Name \_\_\_\_\_ Date \_\_\_\_\_

## Charting the Stories

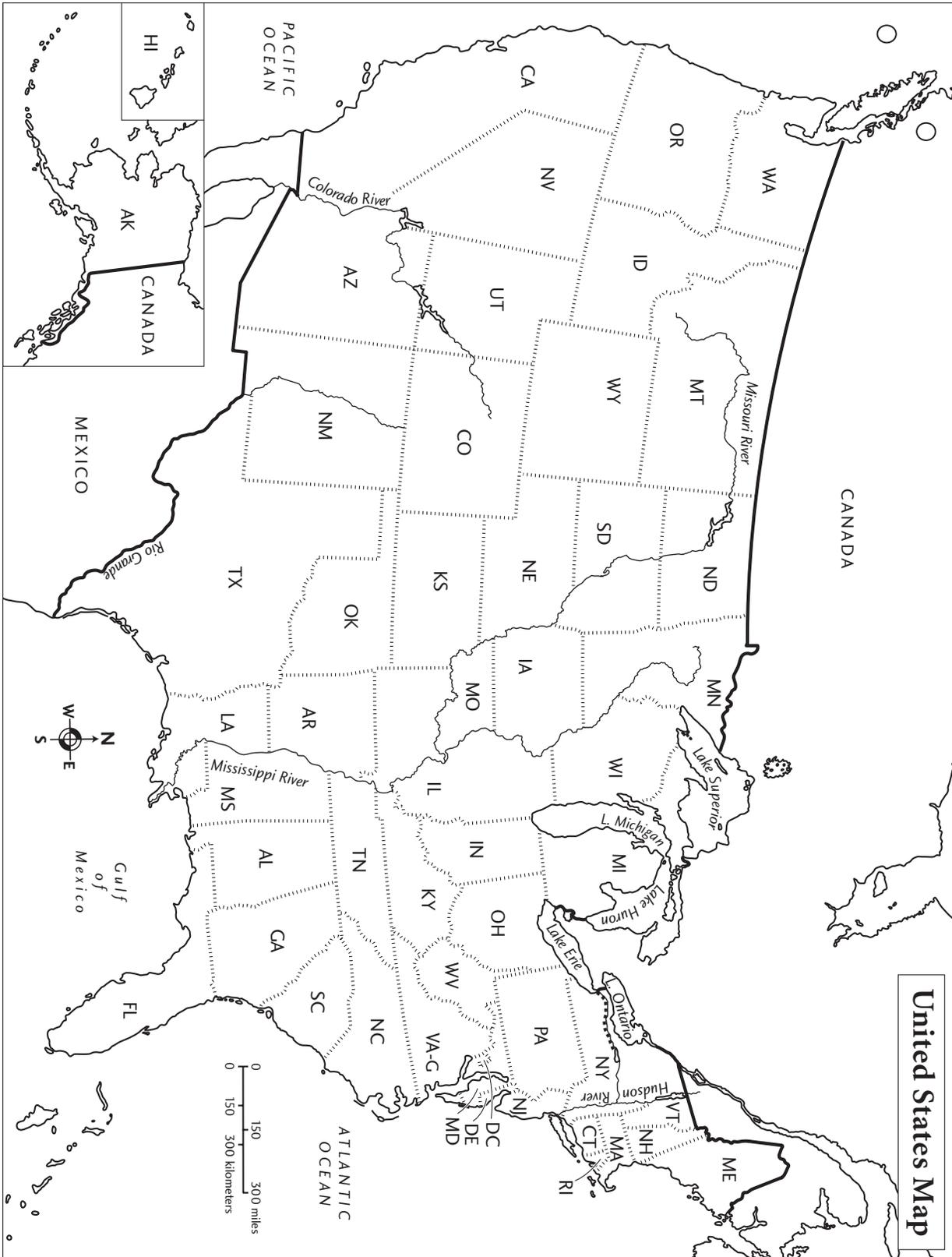
### Adapting to a New Life (How They Lived)

Family Name: \_\_\_\_\_

Occupation (work)	Shelter (house description) in Wisconsin	First Language
<p><b>In home place</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>In Wisconsin</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Other Languages</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name \_\_\_\_\_ Date \_\_\_\_\_

# U.S. Map



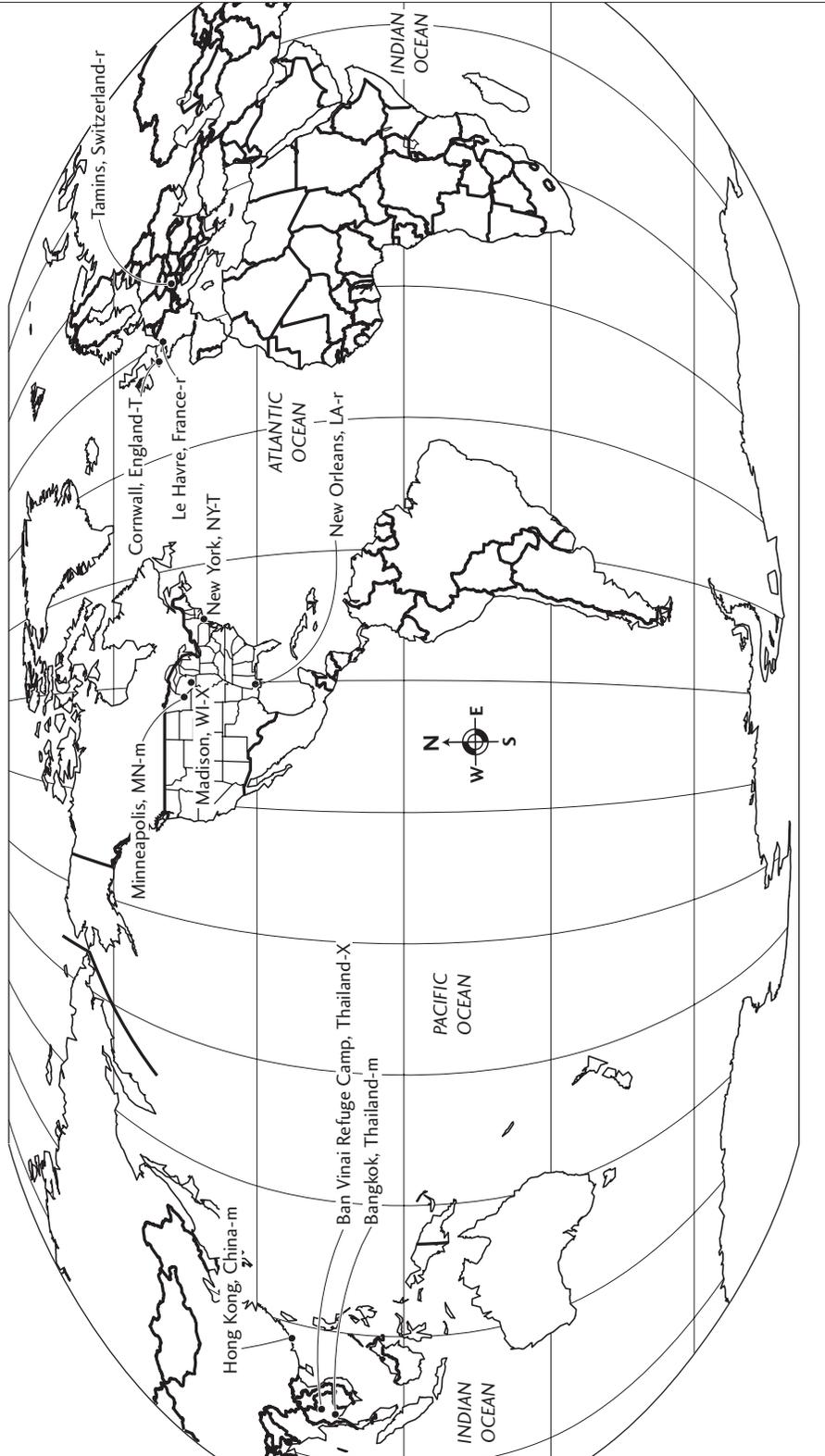
Name \_\_\_\_\_ Date \_\_\_\_\_

# Three Journeys World Map

## Three Journeys

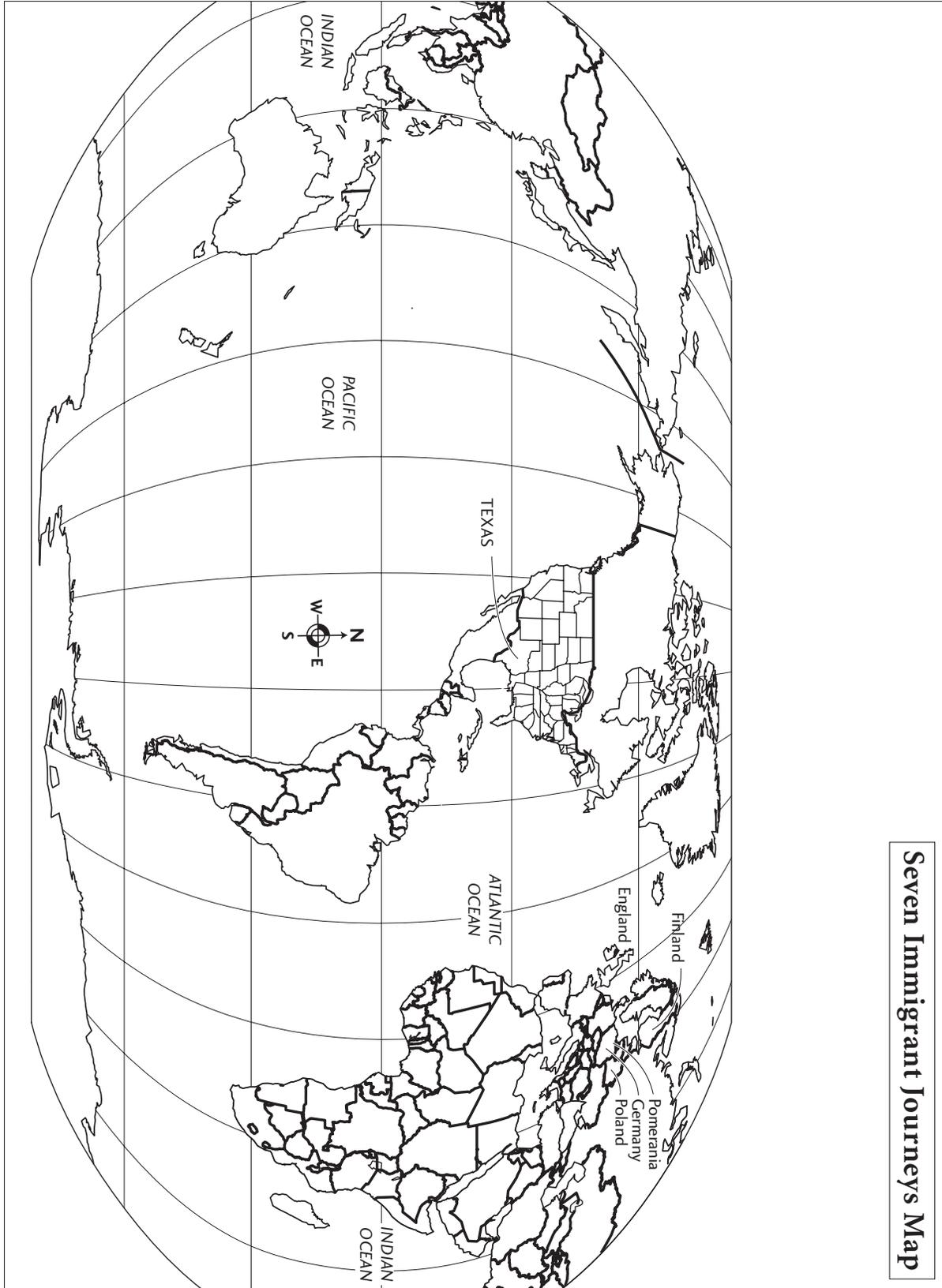
Key	
Line Color	Family
m	Moua
r	Ragatz
T	Thomas
X	Xiong
	My Family

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



Name \_\_\_\_\_ Date \_\_\_\_\_

## Immigrant Journeys World Map



Name \_\_\_\_\_ Date \_\_\_\_\_

## Chapter 6 Assessment

### Part A

#### 1. Using Essential Vocabulary

Complete each statement below with one of the key words.

**immigrate    emigrate    refugee    migrate    Holocaust**

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

#### 2. Push and Pull Factors

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

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



