



The Journey

Background Information for Teachers

“The Journey” focuses on the experiences different groups of people have had and continue to have as they travel to Wisconsin and settle into a new life here. Like Program 4, “Growing New Roots,” this program also looks at how these experiences may have affected the cultural identities of new arrivals.

People’s journeys to Wisconsin have been, and continue to be, quite different. Among these travelers are immigrants, who chose to leave their homeland and make a new life in a new place, as well as refugees escaping war or natural disasters.

Other travelers include migrants, who spend part of each year working in a country other than their homeland, and exiles, who leave their homeland due to political or other turmoil and cannot return. You may wish to point out to students that, unless they are of certain American Indian ancestry, their families at one time experienced a journey to Wisconsin.



Synopsis

After the children in the Exploratorium share folk dancing and artifacts brought to Wisconsin by their relatives, Miss White encourages them to focus on the journeys that different groups of people have made to new homes and new lives.

First, the children meet a family of Russian immigrants who chose to move to Wisconsin. They next meet Max, who visits the [Milwaukee Public Museum](#) with his family to learn about their African heritage. Max and his family also reflect on stories about their ancestors, wondering what it was like to be taken forcibly from West Africa to work as slaves in the United States. Finally, they meet Besart and his family, who talk about coming to Wisconsin to seek refuge from war in Kosovo.

Between these visits, the children in the Exploratorium create family trees, explore the [Cultural Horizons of Wisconsin CD-ROM](#), and make a quilt that depicts the many types of journeys people have made to Wisconsin.

Program Goals

Correlations with Wisconsin Model Academic Standards for Social Studies appear in italics following each goal.

After viewing Program 8 and engaging in supportive classroom activities, students will

- understand that people have had, and continue to have, many different reasons for leaving their original homes and coming to Wisconsin.
Grade 4: A.4.7, E.4.6
Grade 8: A.8.7, E.8.6
- consider the diverse experiences people have had on their journey to Wisconsin.
Grade 4: B.4.1, B.4.3, B.4.4, E.4.2, E.4.7
Grade 8: B.8.1, E.8.2, E.8.6
- explore what different groups of people, arriving under very different circumstances, have in common.
Grade 4: B.4.9, E.4.3, E.4.4, E.4.9, E.4.13
Grade 8: B.8.10, E.8.3, E.8.9, E.8.14

Vocabulary

Words preceded by an asterisk () were introduced earlier in the series and are included here for review.*

Albanian — Of or from the country of Albania in eastern Europe.

Big Mama — An African-American term for grandmother.

***culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

cultural survival — Keeping one's culture alive, even under difficult circumstances such as slavery.

***exiles** — People who have left their homeland due to political turmoil or other trouble and cannot return.

family tree — A chart showing how members of a family are related across many generations.

***immigrant** — Someone who leaves one country and settles permanently in a new country.

Kosovo — A province in eastern Europe, once part of the former Yugoslavia.

Macedonia — A province in eastern Europe, once part of the former Yugoslavia.

***migrant** — Someone who moves in order to find seasonal work, such as picking vegetables or working in a canning factory.

Moscow — The capital city of Russia.

***refugees** — People who are forced to leave their homes due to war, persecution, or disaster.

slave — Someone who is owned by another person and thought of as property, rather than as an individual.

slavery — The practice of owning a person and viewing that person as property, rather than as an individual.

step dancing — A style of Irish folk dancing.

***stereotype** — An overly simple idea, opinion, or image of a person or a group of people; a generalization applied to all people of one group; a judgment based on incomplete or biased information.

Before-Viewing Activities

To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options for expression.



Focus Questions for Class Discussion

- What factors have caused different groups of people to come to Wisconsin throughout history?
- What have their journey experiences been like?
- What was different about their experiences? What was the same?

Focus Questions for Students' Culture Journals

- How would I feel if I had to leave my home to go on a long trip?
- How would I feel if I didn't know when or if I could return to my home?

Teaching note: These questions are referenced in the student assessment activity on page 17 of the [Teacher Summary](#).

Viewing Activities

Russian Immigrant Family Segment

Relevant Academic Standards for Foreign Languages

Grade 4: D.4.2, D.4.3, I.4.3

Grade 8: D.8.2, D.8.3, I.8.3

Since before Wisconsin became a state, many different groups of people came to live here for a variety of reasons. Immigrants who chose to leave their homeland often had more control over the quality of their journeys than those who were forced to leave as refugees, slaves, or exiles. For example, they likely had time to pack belongings, say their farewells, and prepare themselves for their journey.

In this segment, viewers meet Anna and Josif and their parents, all of whom recently left their home in Moscow, Russia, to make a new home in Wisconsin. Anna and Josif's parents decided to move because they felt that the United States offered their family more opportunities. As they settle into their new lives and study to become American citizens, Anna, Josif, and their parents spend their time together much as they did back in Russia. While they are happy to make new acquaintances and learn English, they miss the friends and places they left behind.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students' observations.

- Why did Anna and Josif’s parents move their family to the United States? (Responses might include providing more opportunities for the children, to become citizens of the United States.)
- What feelings did they experience during their journey from Russia to Wisconsin? (Responses might include sadness, excitement, homesickness, happiness, curiosity, and hopefulness.)

African-American Slave Family Segment

Relevant Academic Standards for Family and Consumer Education

Grade 4: A.4.1, A.4.2, A.4.3, A.4.4, C.4.1, C.4.2, D.4.1, E.4.1, E.4.2, E.4.3, F.4.1, F.4.3

Grade 8: A.8.1, A.8.2, C.8.1, C.8.2, D.8.1, E.8.1, E.8.2, E.8.3, F.8.1

Between the early 1500s and 1865, ships brought millions of Africans to the United States to be sold into slavery. The ocean voyage of three to four months from western Africa to the Americas, called the Middle Passage, was a horrible experience. Many Africans died due to the inhumane conditions. Those who survived didn’t know where they were going or what would happen to them when they arrived. They heard people speaking a language they didn’t understand. They were given new names and sold into slavery. Their owners wanted to strip them of their individual and cultural identities. For some, dying in an effort to be free was better than being a slave.

In this segment, Max visits the Milwaukee Public Museum with his brothers and mother to learn more about their African heritage. Africa is a continent with great cultural diversity, but Max’s family may never know from which African kingdoms they are descended. Max and his brothers have heard family stories. They know that their great-great grandmother was a slave as a child, but Max’s grandmother finds the subject too painful to discuss. Today, storytelling, learning about Africa, strong family ties, and pride in their roots help the family keep its culture alive.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students’ observations.

- How do Max and his family keep their cultural heritage alive? (Responses may include through storytelling, by visiting museums, through oral interviews, by spending time together.)
- What things might a slave’s journey and an immigrant’s journey, such as Anna and Josif’s, have in common? (Responses may include

the travelers' feeling sad about leaving, feeling anxious about where they are going, hearing a language they do not understand.)

- How might these two journeys have been different? (Responses may include Anna and Josif's family traveled by choice and the slaves did not, slaves traveled to North America a long time ago while Anna and Josif's journey was recent, slaves may have traveled without their families while Anna and Josif traveled with their parents.)

Kosovar Refugee Family Segment

Relevant Academic Standards for Foreign Languages

Grade 4: D.4.2, D.4.3, I.4.3

Grade 8: D.8.2, D.8.3, I.8.3

Several extended families from Kosovo have traveled to Wisconsin since 1991, seeking refuge from war and civil unrest in the Balkans of eastern Europe. One family that arrived recently includes Besart, his three sisters, and their parents. Their journey by rail and by air was long and, at times, dangerous. They left everything behind. When they finally arrived in Wisconsin, no one in Besart's family spoke English. Although they now feel safe here and have a nice home, they miss their family and friends in Kosovo. Besart wants to return some day.

Teaching note: This segment includes images of armed troops, tanks, and an explosion, depicting the dangerous conditions that caused the refugees to leave. These scenes may present challenges for students from Serbia or others with knowledge of the war in the Balkans.

Remind students that people involved in any war have very different perspectives and experiences, and a government's ideas and actions do not necessarily represent the opinions and feelings of every individual. In any class discussion about political upheaval, it is important to consider multiple perspectives. Ask your LMC coordinator for assistance in locating helpful and timely support materials and resources.

Viewing/Observation Points

Pause the videotape before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video again and repeat the questions to assess students' observations.

- How do Besart and his family feel about leaving Kosovo and moving to Wisconsin? (Responses may include safe, happy, homesick, lonesome, worried about friends and relatives living in Kosovo.)
- What challenges do refugees such as Besart face as they settle into a new home? (Responses may include making new friends, learning

a new language, worrying about friends and family who were left behind, starting over with few belongings, bad memories of war.)

After-Viewing Activities



Questions for Class Discussion

- What did students learn in Program 8, “The Journey,” regarding the reasons why people have come to live in Wisconsin? Why do people continue to come to Wisconsin?
- What did students observe in Program 8 about cultural survival?
- How are the three families featured in Program 8 the same? How are they different?
- How were their journeys to Wisconsin the same? How were they different?

Class Activities

- If any students in your school have moved to Wisconsin from another state or country, invite them to tell the class about their journey. Be sensitive to students who moved due to traumatic circumstances and may not wish to share. Or, invite an adult in the community who has made the journey to Wisconsin to share his or her experiences with the class.
- Have students form groups to write a play about a journey to Wisconsin. This play may be based on a real or imaginary journey, and it may take place in the past or in the present. The play’s characters should express the reasons for their journey to Wisconsin, how they prepared for their trip, and how they felt before, during, and after the journey. Direct students to perform and critique their plays for one another.
- Ask students to plan for and organize a “Welcome to Our School” celebration for the next new classmate to arrive at their school. To get students started, ask them what things they might want to know about their new classmate and what they might want the new classmate to know about them. Using knowledge gained from previous *Cultural Horizons* programs, have students design games or activities that will help them get to know each other, as well as include elements that will help the classmate feel welcome.
- Engage students in using their interviewing, writing, and interpretive skills to create individual quilt blocks that illustrate a journey to Wisconsin, either their own or someone else’s. As an example, images of two individual quilt blocks made by the children in the Exploratorium are provided on page 24.

The following steps will be helpful in working through this process:

Begin by reviewing with students the interviewing skills presented in Programs 2 and 4. Then, have students develop good questions to ask their families about how they came to live in Wisconsin. The interview should reveal the family's reasons for coming to Wisconsin, details about the journey, and the feelings of family members before, during, and after the journey.

Teaching note: It is important to remind students that there are many kinds of families. If some students choose not to interview their own families, suggest that they work with the family of a friend or neighbor, or to research historical journeys. Or, have them focus on one of the five journey stories from the “All About Me” Visit in the *Cultural Horizons of Wisconsin CD-ROM* (see page 15).

When students have completed their interviews, guide them in a writing activity that summarizes the information they have gathered. Then, have each student translate his or her written summary into a drawing that depicts the unique journey experience.

Next, have students re-create their drawings using markers, fabric, or paint on 12-inch-square pieces of fabric (called “blocks” in quilting terminology). You may wish to ask the school's art teacher for other suggestions or assistance. This part of the activity may be done at home as a family project.

Gather together the completed quilt blocks. To refine students' leadership and collaborative skills, allow them, as a group, to arrange the quilt into any pattern they choose. You may wish to ask a parent or other school volunteer to sew the blocks into a quilt.

Students' Culture Journals

Ask students to re-read their responses in their Culture Journals to the Before-Viewing focus questions (page 4). Ask them to update their journals with this question in mind:

- How would I feel if I had to leave my home to go on a long trip, knowing I might never return?

Technology Link

Using the *Cultural Horizons of Wisconsin CD-ROM*, have students learn more about people who have journeyed to make a new home in Wisconsin. (See CD-ROM Connections on page 15.) Students may work independently or in small groups to complete the related writing

ten. Every year after that I spent the summer at home in Arkansas, then returned to Wisconsin in the fall to go to school. I made that decision every year because I thought I would get a better education in Wisconsin. Now I work as a teacher, and one of the things that I teach is to learn to love who you are.”

Have students map the journey Max’s family and his ancestors have taken, from western Africa to Mississippi and Arkansas, and on to Wisconsin.

Max’s mother also said, “Language is very important. It is so powerful that it is really one of the reasons that the slaves were left out of main society. They were not allowed to speak their own languages. They were not allowed to write, they were not allowed to be taught. I think that meant many years of isolation from their own culture.”

Discuss the importance of language. How does the slaves’ experience compare to those of other new arrivals? After their language was lost, how did the slaves’ descendants manage to re-create their cultural heritage? Invite students who have observed Kwanzaa, attended festivals celebrating African culture, visited a country in Africa, taken relevant music or dance lessons, etc. to share their experiences with the class.

Kosovar Refugee Family Segment

Ask students to imagine that they recently moved to Wisconsin, as Besart and his sisters did. Have them write a letter to a friend or relative back home describing their journey, including what they like and don’t like about their new home, and what their hopes and fears are. As refugees who could take from their homes only what they could carry, what items would they bring? What would they leave behind?

Guide Resources

- Individual Quilt Blocks (p. 24)

References and Resources

For Teachers

Been Here So Long: Selections from the Works Progress Administration American Slave Narratives. Gleaned from interviews conducted by WPA staff from 1936 to 1938, this work contains 17 accounts of ex-slaves. Useful background for educators. The Web site at www.newdeal.feri.org/asn/index.htm includes links to related online resources.

Dreamseekers: Creative Approaches to the African American Heritage, edited by Anita Manley and Cecily O’Neill. Heinemann,

1997, ISBN 0435070452 (paperback). A range of ideas for exploring slavery, hardship, injustice, courage, and resistance through drama and role-playing.

Ellis Island and the Peopling of America: The Official Guide, by Virginia Yans-McLaughlin and Marjorie Lightman. New Press, 1997, ISBN 10565843649 (paperback). Photographs, charts, activities, and a bibliography for studying both immigration and migration in the United States.

Families and Freedom: A Documentary History of African American Kinship in the Civil War Era, edited by Ira Berlin and Leslie S. Rowland. New Press, 1998, ISBN 1565844408 (paperback). Letters and personal testimony by African Americans describe the roles they played in ending slavery, how freedom changed their lives, and how the heritage of emancipation remains unresolved.

Family Tree Maker, a software program from Genealogy.com, is a useful research tool with a host of features, including heirloom-quality printouts and an easy wizard for creating an online family home page. Genealogy.com, P.O. Box 22295, Denver, CO, 80222; telephone: 800/548-1806; fax: 877/849-9541; Web site: www.genealogy.com.

Flight to Freedom, by Patrick Rael. Bowdoin College's Educational Technology Center, 2001. This interactive simulation (<http://academic.bowdoin.edu/flighttofreedom/intro.shtml>) is based on autobiographies and personal narratives of enslaved African Americans who fled bondage and traveled North to freedom. A player chooses a persona and experiences events while escaping from the master's plantation in the South and finding the way to freedom with as many family members as possible. Includes links to related Web sites.

The New Press Guide to Multicultural Resources for Young Readers, edited by Daphne Muse. New Press, 1997, ISBN 1565843398 (hardcover). Valuable reviews of books and related materials organized by theme and reading level, including essays on key issues in multicultural education.

Remembering Slavery: African Americans Talk about Their Personal Experiences of Slavery and Emancipation, edited by Ira Berlin, et al. New Press, 1998, ISBN 1565844254 (hardcover plus two audiocassettes). This book-and-tape package of interviews and transcripts features more than a dozen of the only known original recordings of people who actually experienced enslavement.

Storytelling Discoveries: Favorite Activities for Young Tellers, by Vivian Dubrovin. Storycraft Publishing, 2002, ISBN 0963833952 (paperback). Includes activities from the quarterly activity guide “Junior Storyteller” and The Kids’ Storytelling Club Web site.

Tales as Tools: The Power of Story in the Classroom, by Sheila Dailey. National Storytelling Press, 1994, ISBN 1879991152 (paperback). A valuable teaching tool to enhance reading and writing activities, as well as to improve listening skills.

They Came to Wisconsin: Teacher Guide and Student Activities, by Harriet Brown. Office of School Services, Wisconsin Historical Society, 2002, ISBN 0780203363 (paperback). This guide accompanies the new reader *They Came to Wisconsin* (see *For Students*, below). Among the wealth of resources in this guide are vocabulary lists, objectives, skills and strategies, standards-based activities, reproducible work sheets and handouts, and a 24"x32" world map showing the countries of origin for the stories in the student reader.

Unpuzzling Your Past: The Best Selling Basic Guide to Genealogy, by Emily Anne Croom. 4th ed. Betterway Publications, 2001, ISBN 1558705562 (paperback). This new and expanded edition gives readers the tools and information they need to research their genealogy. It focuses on fundamental strategies for success — including how to interview sources and explore public records — and provides interesting examples of each step along the way.

For Students

Amistad: A Long Road to Freedom, by Walter Dean Myers. Viking Penguin, 2001, ISBN 0141300043 (paperback). Triumph over indignity and injustice is chronicled in this true story of a rebellion by African captives aboard the slave ship *Amistad* in 1839.

Come Home with Me: A Multicultural Treasure Hunt, by Aylette Jenness. New Press, 1993, ISBN 156584064x (hardcover), 1565841182 (Spanish edition titled *Ven a Mi Casa*). This interactive book is about four immigrant children living in the United States who take readers on tours of their homes and neighborhoods. Ages 9 and up.

Cry Baby, by Lynn Kramer. Macmillan Education Ltd., 1999, United Nations High Commissioner for Refugees (UNHCR). This book tells the story of a young refugee girl named Zion who finds herself in a new home after fleeing from war. Zion has difficulty making friends because the other children see her as different. Through a heroic act, Zion shows that she is no different from the other children. To obtain *Cry Baby*, contact the UNHCR by telephone (41 22 739-8502), by e-mail (hqpi00@unhcr.ch); or in writing (UNHCR, CP 2500, 1211 Geneva 2 Depot, Switzerland).

Do People Grow on Family Trees? Genealogy for Kids and Other Beginners, by Ira Wolfman. Workman Publishing, 1989, ISBN 0894803484 (paperback). This guide shows children how to trace their past and share their discoveries with others. Ages 4 to 8.

Freedom Train North: Stories of the Underground Railroad in Wisconsin, by Julia Pferdehirt. Living History Press, 1997, ISBN 0966492501 (paperback). These true stories of fugitive slaves and abolitionists alike are told in a nonfiction text with a strong narrative voice.

From Slave Ship to Freedom Road, by Julius Lester. Penguin Putnam Books for Young Readers, 1999, ISBN 0140566694 (paperback). An intense, personal journey through the slave experience, as well as an examination of the true meaning of freedom. Ages 9 and up.

Grandfather's Journey, by Allen Say. Houghton Mifflin, 1993, ISBN 0395570352 (hardcover). The richness and sadness of living and belonging to two countries are told through the eyes of a Japanese-American family.

The Invisible Thread: An Autobiography, by Yoshiko Uchida. Beech Tree Books, 1995, ISBN 0688137032 (paperback). Faced with the humiliation of prejudice and internment in a concentration camp during World War II, the author found an "invisible thread that linked her to her Japanese heritage" and gave her courage and patience.

Journey to Ellis Island: How My Father Came to America, by Carol Bierman. Hyperion Press, 1998, ISBN 0786803770 (hardcover). The true story of a Jewish family's immigration experience from Russia to Ellis Island and a new life in America.

A Kurdish Family (Journey Between Two Worlds), by Karen O'Connor. Lerner Publications, 1996, ISBN 0822597438 (paperback). A Kurdish family driven from its home in northern Iraq starts a new life in southern California.

Letters to Grandma Grace, by Victoria Francis. Macmillan Education Ltd., 1999. The children of a refugee family describe in letters to their grandmother the difficulties and hardships the family faces in adapting to its new home. To obtain *Letters to Grandma Grace*, contact the UNHCR by e-mail (hqpi00@unhcr.ch); by telephone (41 22 739-8502), or in writing (UNHCR, CP 2500, 1211 Geneva 2 Depot, Switzerland).

On the Other Side of the Hill, by Sibylla Martin. Macmillan Education Ltd., 1999. A boy living in a refugee camp has trouble making friends with the local children until a football game brings the two groups of children together. To obtain *On the Other Side of the Hill*, contact the UNHCR using the information directly above.

The Orphan of Ellis Island: A Time-Travel Adventure, by Elvira Woodruff. Scholastic, 1997, ISBN 0590482459 (hardcover). On a trip to Ellis Island, an orphan boy discovers the key to his past and what it feels like to belong to his “own” family.

Remix: Conversations with Immigrant Teenagers, by Marina Tamar Budhos. Henry Holt, 1999, ISBN 0805051139 (hardcover). Twenty young people who recently came to live in the United States — including Hmong boys in Wisconsin — talk about what they like and dislike about leaving their homeland and making a new home.

Tell All the Children Our Story: Memories and Mementos of Being Young and Black in America, by Tonya Bolden. Harry N. Abrams, Inc., 2001, ISBN 0810944960 (hardcover). The first book to trace growing up black in America, from the first recorded birth of a black child in Jamestown to the present day. This generously illustrated work includes interviews, diaries, news articles, and historical documents to bring to light how black children have worked, played, suffered, and rejoiced. Ages 9 and up.

They Came to Wisconsin, by Julia Pferdehirt. Office of School Services, Wisconsin Historical Society, 2002, ISBN 0878283282 (paperback). This latest volume in the New Badger History Series is based on true stories of moves people from various backgrounds have made to Wisconsin over the past 200 years. Its three main units — leaving the homeland, making the journey, and enduring the initial year of adjustment — let students compare and contrast the experiences. The book also contains a glossary and index, numerous photographs, maps, and original artwork. (A companion teacher guide is available; see “For Teachers,” above.)

When the Soldiers Were Gone, by Vera W. Propp. Penguin Putnam Books for Young Readers, 2001, ISBN 0698118812. In 1945, a young boy’s life changes when he leaves the family that protected him during World War II and moves with his birth parents from the Netherlands to Germany.

When This World Was New, by D.H. Figuerdo. Lee and Low Books, 1999, ISBN 1880000865 (hardcover). This picture book tells the story of Danilito, a young boy who moves with his parents from his homeland in the Caribbean to live in the United States. Ages 4 to 8.

CD-ROM Connections

Navigation instructions for the Cultural Horizons of Wisconsin CD-ROM appear on page 29.

The following **Visits** relate to segments featured in Program 8:

“All About Me” — Meet Qer, Lina, Lue, Jennifer, and Christopher, and learn about their journeys to Wisconsin from Cambodia, Korea, and Nicaragua, as well as from refugee camps in Thailand. (Madison; Eastern Ridges and Lowlands)

“Growing New Roots” — Meet Deevo and her brother Wardhere. They recently moved to Wisconsin from Somalia. (Milwaukee; Eastern Ridges and Lowlands)

“The Journey” — Discover the types of journeys Ho-Chunk people made away from and back to their homelands in Wisconsin. (Muscodia; Western Upland)

These assessable activities in the **My Discoveries** electronic notebook give students opportunities to log the information they have learned on their Visit:

“Growing New Roots” — Imagine being Deevo, the only one in her family who speaks English. How would you feel during the trip from Somalia to Wisconsin?

“The Journey” — What would it feel like to be forced from your homeland? What would you take along? What would you leave behind?

“My Story” — Research and develop a story about a journey to Wisconsin. It might be about your family, or a friend, or an imaginary person.

Use the “All Groups” list in **Explorer** to learn more about the following groups of people who were represented in Program 8:

African American	Norwegian
Albanian	Oneida
Brothertown	Polish
Chinese	Puerto Rican
Czech	Russian
English	Swedish
German	Turkish
Irish	

The Journey assessment activity

Learning Goal

Students will consider the diverse experiences people have had on their journeys to Wisconsin.

Wisconsin Model Academic Standards Correlations

Social Studies (History)

- B.4.3 Examine biographies, stories, narratives, and folk tales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.
- B.8.1 Interpret and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

Activity Overview

As students explore the diverse experiences people have had on their journeys to Wisconsin, they will examine written and oral sources to understand peoples' lives in time and context, as well as in relationship to important historical events.

They begin by reading selected text from the Badger History reader, *They Came to Wisconsin*. A set of focus questions guides students' comprehension of the readings. These questions also help students compare, in writing, the journey described in their reading with a journey featured in Program 8.

Materials Needed

- Students' Culture Journals
- Student copies of **The Journey** assessment rubric (page 19)
- Classroom copies of these three readings from the Badger History reader *They Came to Wisconsin* (see page 14):
 - “A Closer Look: As a Slave, Your Life Is Not Your Own,” pp. 24-28. From George Sublett's memoirs, the story of his family's journeys via the Underground Railroad from Missouri to Racine, Wisconsin, between 1847 and 1865.
 - “A Closer Look: Crossing the Border,” pp. 66-72. Maria Covarrubias's story about how she, her husband, and their infant daughter left Mexico in 1979 and came to Madison, Wisconsin, via Los Angeles and Chicago.
 - “A Closer Look: Always Hmong,” pp. 102-108. Mayhoua Moua recalls her childhood journeys with her family beginning in 1975, from Laos to refugee camps in Thailand, to South Dakota, California, Minnesota, and finally to Milwaukee.

- Teacher's answer key to **The Journey Focus Questions** activity sheet (pages 20-21)
- Student copies of **The Journey Focus Questions** activity sheet (pages 22-23)

Teacher Instructions

The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are several components to this assessment, it's best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

1. Review

Ask students to re-read the responses they wrote in their Culture Journals to these Before-Viewing focus questions:

- How would I feel if I had to leave my home to go on a long trip?
- How would I feel if I didn't know when or if I could return to my home?

When they finish their review, invite several students to share their journal writings with the class. Lead a discussion that helps students identify the similarities and differences between these shared responses. Afterward, explain to students that they will shift their thoughts away from their own journeys to focus on the journeys of others who have come to Wisconsin.

2. The Journey Focus Questions activity sheet

Explain to students that they are going to read about a person's journey to Wisconsin and write answers to questions about the story. Distribute **The Journey Focus Questions** activity sheet and go over the questions with the class. Inform students that they may answer these questions as they read or after they finish reading. As a class, read through the portion of the rubric relevant to this activity, making sure students understand the way in which their performance is being measured.

3. Student reading

Of the three *They Came to Wisconsin* readings cited in the Materials Needed list, assign a specific reading to each student. Or, allow students to choose the story they want to read. Distribute the reading materials.

Point out to students that the stories contain words that may be new to them. These words appear in bold type and are followed with a pronunciation guide and a brief definition. *Example:* They were known as **fugitive** (**few** ja tiv, runaway) slaves.

4. Journeys to Wisconsin writing activity

Begin this activity after the class completes the **The Journey Focus Questions** activity sheet. Explain to students that they are going to write four paragraphs comparing the journey they read about with one of the journeys described in Program 8. This program features the stories of a Russian immigrant family, an African-American slave family, and a Kosovar refugee family. Let students choose the video story they will compare with their reading, or assign the video-reading pairings.

View Program 8 again as a class or make it available for students to watch on their own. Advise students to take notes about their selected video story. Tell them to keep in mind that they will be writing about **how it is similar to** and **how it differs from** their reading.

You may wish to have students do their writing in their Culture Journals. Also, go over with the class the section of the rubric corresponding with this activity.



Quick Version

In lieu of steps 2 through 4, select one of the three *They Came to Wisconsin* readings and engage the class in a shared reading activity. Then, lead students in a discussion about the things they learned about the journey experience.

The Journey assessment rubric

Explore the different experiences people have had on their journeys to Wisconsin.

Name _____
 Date _____ ID# _____

ACTIVITY	RESULTS			
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points	Well Done 4 points
The Journey Focus Questions	Answered 2 questions. Answers were unclear. Answers showed that I understood little of the reading.	Answered 3 questions. Answers were vague. Answers showed that I understood some of the reading.	Answered 4 questions. Answers were understandable. Answers showed that I understood most of the reading.	Answered 5 questions. My answers were well stated. Answers showed that I understood all of the reading.
Journeys to Wisconsin Writing	Wrote 1 paragraph. Gave 1 example of alike and different. Example was unclear.	Wrote 2 paragraphs. Gave 2 examples of alike and different. Examples were vague.	Wrote 3 paragraphs. Gave 3 examples of alike and different. Examples were understandable.	Wrote 4 paragraphs. Gave 4 examples of alike and different. Examples were well stated.

Correlations to Wisconsin Model Academic Standards for Social Studies (History)

- B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events.
- B.8.1 Interpret and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.

The Journey Focus Questions

Directions: Mark an “X” next to the title of the story you read and then answer the focus questions.

- _____ “A Closer Look: As a Slave, Your Life Is Not Your Own”
- _____ “A Closer Look: Crossing the Border”
- _____ “A Closer Look: Always Hmong”

Focus Question 1: Name and describe the story’s main character.

For “As a Slave” — George Sublett, also known as Nash Bird, is this story’s main character. He was an African-American slave who escaped to freedom via the Underground Railroad.

For “Crossing the Border” — Maria Covarrubias is the main character of this story. She crossed the border between Mexico and the United States with her husband, their baby, and some other men.

For “Always Hmong” — Mayhoua Moua is this story’s main character. She is a woman born in Laos who lived in refugee camps in Thailand.

Focus Question 2: How does the main character tell her/his story?

Mark an “X” next to the correct answer.

- _____ It is written by the main character in a letter or memoir.

Answer for “As a Slave”

- _____ It is spoken by the main character to someone who recorded the story.

Answer for “Crossing the Border” and “Always Hmong”

- _____ It is not clear how the main character tells her/his story.

Focus Question 3: Describe the life of the main character based on the story's details.

For "As a Slave" — George was born a slave but after his daughter and son were sold to slave owners other than George's, he escaped slavery via the Underground Railroad. It took George several trips back and forth from Missouri to Wisconsin before he could reunite with his wife and children as freed slaves when the Civil War ended in 1865.

For "Crossing the Border" — Maria and her husband tried crossing the border from Mexico to California many times before they were successful. They settled in Los Angeles and raised their family. Then they moved to Chicago and finally to Madison, where Maria learned English and became a teacher.

For "Always Hmong" — Mayhoua was born in Laos but lived in a refugee camp in Thailand with her family several years later. When she was about 7 years old, Mayhoua and her family left Thailand and came to live in the United States.

Focus Question 4: When and where does this story take place?

For "As a Slave" — This story takes place between 1847 and 1865, from Missouri to Racine, Wisconsin.

For "Crossing the Border" — This story takes place from 1979 to today, from Mexico to California (Los Angeles), to Chicago, to Madison, Wisconsin.

For "Always Hmong" — This story takes place from 1969 to today, from Laos to refugee camps in Thailand, to South Dakota (Webster), California (Atwater), Minnesota (Minneapolis), to Milwaukee.

Focus Question 5: What important historical event(s) took place in the United States at the time of this story?

For "As a Slave" — Important historical events include the Civil War, the Underground Railroad, freeing of the slaves, and the assassination of President Abraham Lincoln.

For "Crossing the Border" — Important historical events include the immigration amnesty law and Wisconsin's celebration of its 150th birthday as a state.

For "Always Hmong" — An important historical event was the Vietnam War.

Name _____

Date _____ ID# _____

The Journey Focus Questions

Directions: Mark an “X” next to the title of the story you read and then answer the focus questions.

_____ “A Closer Look: As a Slave, Your Life Is Not Your Own”

_____ “A Closer Look: Crossing the Border”

_____ “A Closer Look: Always Hmong”

Focus Question 1: Name and describe the story’s main character.

Focus Question 2: How does the main character tell her/his story?

Mark an “X” next to the correct answer.

_____ It is written by the main character in a letter or memoir.

_____ It is spoken by the main character to someone who recorded the story.

_____ It is not clear how the main character tells her/his story.

Individual Quilt Blocks



Teaching Plan for Program/Chapter 8: “The Journey”

Video Segment	Learning Strategies	CD-ROM Component	The English Language Learner	The Intermediate Learner	The Gifted and Talented Learner
Russian Immigrant Family	Observing Listening Cooperating	Explorer: Russian people	VOC: p. 3 BVA: focus questions, p. 4 VA: viewing points, pp. 4-5	BVA: focus questions, p. 4 VA: viewing points, pp. 4-5 AVA: discussion, p. 7; class activities, pp. 7-8; Culture Journal, p. 8 SAA: pp. 16-23	AVA: Culture Journal, p. 8 Technology Link: pp. 8-9 SAA: pp. 16-23 EA: INS Naturalization Self-Test, p. 9
Foreign Languages Standards addressed in this video segment: Grade 4: D.4.2, D.4.3, I.4.3 Grade 8: D.8.2, D.8.3, I.8.3					
African-American Slave Family	Questioning Observing Listening Reflective thinking	Visits: “Growing New Roots”; “The Journey”	VOC: p. 3 BVA: focus questions, p. 4 VA: viewing points, pp. 5-6	BVA: focus questions, p. 4 VA: viewing points, pp. 5-6 AVA: discussion, p. 7; class activities, pp. 7-8; Culture Journal, p. 8 SAA: pp. 16-23	AVA: Culture Journal, p. 8 Technology Link: pp. 8-9 SAA: pp. 16-23 EA: mapping/discussion, pp. 9-10
Family and Consumer Education Standards addressed in this video segment: Grade 4: A.4.1, A.4.2, A.4.3, A.4.4, C.4.1, C.4.2, D.4.1, E.4.1, E.4.2, E.4.3, F.4.1, F.4.3 Grade 8: A.8.1, A.8.2, C.8.1, C.8.2, D.8.1, E.8.1, E.8.2, E.8.3, F.8.1					
Kosovo Refugee Family	Listening Observing Cooperative learning	Explorer: Albanian people	VOC: p. 3 BVA: focus questions, p. 4 VA: viewing points, pp. 6-7	BVA: focus questions, p. 4 VA: viewing points, pp. 6-7 AVA: discussion, p. 7; class activities, pp. 7-8; Culture Journal, p. 8 SAA: pp. 16-23	AVA: Culture Journal, p. 8 Technology Link: pp. 8-9 SAA: pp. 16-23 EA: letter writing, p. 10
Foreign Languages Standards addressed in this video segment: Grade 4: D.4.2, D.4.3, I.4.3 Grade 8: D.8.2, D.8.3, I.8.3					
VOC – Vocabulary; BVA – Before-Viewing Activity; VA – Viewing Activity; AVA – After-Viewing Activity; SAA – Student Activity for Assessment; EA – Extension Activity					

How to Use This Guide

This teacher guide will assist you in making best use of the *Cultural Horizons of Wisconsin* video series and its companion CD-ROM by offering ways to incorporate them into your curriculum. It also contains suggested activities designed to appeal to multiple learning styles and intelligences. Each chapter of this guide corresponds to a program in the *Cultural Horizons of Wisconsin* video series and offers activity suggestions and CD-ROM connections specific to that program.

The series is set in a spacious, learning-rich environment called the Exploratorium. There, a group of young people and their adult facilitators, Mr. Kelly and Miss White, examine each program's theme. Illustrating the topic at hand are magazine-style segments that provide real-life examples. These programs highlight Wisconsin's diversity and provide a springboard for classroom discussion and student reflection.

It is always worthwhile to preview each *Cultural Horizons of Wisconsin* program before sharing it with your class. In particular, look for points where you may wish to pause the videotape and discuss a question or idea with students. In addition to introducing and reinforcing content about the state's culture, *Cultural Horizons of Wisconsin* will help your students understand that culture pertains to them as individuals.

Correlations with Wisconsin's Model Academic Standards

Instructional goals for each video program were developed in conjunction with the Wisconsin Model Academic Standards for Social Studies. Learning objectives and relevant social studies standards for fourth and eighth grades are noted under the heading of Program Goals in each chapter.

Many segments within the programs support academic standards in other disciplines as well. Those correlations are noted in the Viewing Activities section and on the teaching plans (see "Assisting Teachers, Enriching Student Learning," below).

Children in the Exploratorium will engage in a variety of learning activities that support the Model Academic Standards for Information and Technology Literacy. Each chapter also includes a "technology link" that is designed to help integrate technology into enrichment activities.

Assisting Teachers, Enriching Student Learning

In addition to suggesting student activities that complement the *Cultural Horizons of Wisconsin* video series, this guide includes a set of teaching plans, one for each chapter. The teaching plan identifies main content areas covered in a particular program, learning strategies that were modeled, related CD-ROM components, and relevant cross-curricular academic standards. It also groups this guide's student activities into three graduated levels. The teaching plan for "The Journey" is on page 25.

As an ongoing activity, the Student Culture Journal plays an integral part of the *Cultural Horizons of Wisconsin* experience. References to its use are made throughout this guide. Each student creates a journal or scrapbook in which he or she can record responses to questions asked before and after viewing. The journal also can be used to collect artwork, photographs, or other materials. Students may wish to decorate their Culture Journals to reflect their own culture.

The items below outline the manner in which the chapters of this guide are organized and describe the information each section contains:

Background Information for Teachers

This section lays the foundation in regard to the content of the video program. It explains why particular topics are covered and gives relevance to the manner in which they are presented.

Synopsis

The Synopsis describes the action that takes place in a particular program and the issues that are raised.

Program Goals

This section cites learning objectives for the program and correlates each one to specific Wisconsin Model Academic Standards for Social Studies.

Vocabulary

This list is made up of terms, with definitions, that are used in the video program as well as those which may arise during classroom discussion.

Before-Viewing Activities

This part of the chapter can be used to direct students' attention on the video program they are about to view. It includes focus questions for classroom discussion and journal writing. You may want to record students' responses to the discussion questions on the chalkboard and reflect on them after the class views the program.

Viewing Activities

All *Cultural Horizons of Wisconsin* programs feature several segments that address a particular cultural aspect. Synopses, relevant cross-curricular academic standards, and follow-up questions for each segment can be found here.

After-Viewing Activities

This portion of the chapter offers class discussion questions, class activities, and journal-writing topics.

Technology Links

These activities suggest ways to incorporate the tools of technology into student learning, both within and beyond the classroom.

Extension Activities

Venture a little further. These activities provide ideas to enhance or expand learning opportunities on themes and content presented within the segments seen in the video program. Some can be used as a means to integrate a topic across the curriculum.

Student Activity for Assessment

Each chapter contains a classroom-ready student assessment activity; this section provides a brief description of it. Assessment activities are designed to engage students in applying the concepts presented in the video programs. Results can be used to assess students' grasp of basic ideas for each new topic.

In addition to student materials, each assessment activity includes a teacher summary and assessment rubric. Each rubric enables students to choose the level at which they wish to perform. Before students begin an assessment activity, review the activity's rubric with the class, ensuring that students understand how their performance will be measured and scored.

Guide Resources

This section of the chapter lists the type and location of materials needed to conduct activities mentioned in the guide. These items can include images, maps, and reproducible masters.

References and Resources

The books, teaching materials, Web sites, and educational tools cited in this section have been carefully selected for quality and appropriateness. Each entry is annotated.

CD-ROM Connections

To help students and teachers make best use of the *Cultural Horizons of Wisconsin* CD-ROM, information in this section identifies components of the CD that relate to each video program.

The *Cultural Horizons of Wisconsin* video series, CD-ROM, and this teacher guide were developed with the generous involvement of a number of Wisconsin classroom teachers and other education professionals from across the state. Their contributions ensure that these materials truly reflect the collective best thinking in regard to the cultures that shape our state and our individual lives.

Kathleen Ernst, Kori Oberle

Project Co-Directors

Cultural Horizons of Wisconsin

CD-ROM Navigation

Visits on the *Cultural Horizons of Wisconsin* CD-ROM introduce students to children and adults who are learning about, celebrating, and preserving their cultural heritage. These Visits relate in various ways to segments featured in *Cultural Horizons of Wisconsin* video programs. Teachers and students can access the Visits in two ways:

- Click on the Wisconsin Map pocket in the Backpack to open the map. Explore the map to find the pop-up signposts that bear the titles of the Visits. Click on the signpost of the Visit you wish to experience.
- Click on the Tools pocket in the Backpack. Launch the “Navitron” — which includes an alphabetical list of all Visit titles on the CD — by clicking on its icon. View the list and click on the Visit title of your choice.

My Discoveries is an electronic notebook that students use to record what they learn on their Visits. The Index within My Discoveries assists teachers with tracking the progress their students make through this CD-ROM. My Discoveries is accessible through

- the last screen of any Visit. Click on the “Write in My Discoveries” link to go to the writing activity related to that Visit.
- the Backpack’s top pocket. Click on the My Discoveries pocket to open it. Next, click on the “Open” button on the cover of the notebook and then the “Index” tab to view the Visit titles. Click on the Visit of your choice to begin your journal entry.
- the Tools pocket, located on the Backpack below the Wisconsin Map pocket. Click on it and select the Navitron button, and then choose the My Discoveries option. To access a Visit read the sentence directly above that begins with “Next.”

Explorer is a database containing profiles of more than 70 ethnic population groups currently living in Wisconsin. Each profile provides four subsections of content: background information in *Who We Are*; details on foods, crafts, music, and dance in *Traditions*; *Recipes*; and examples of ways the group preserves and celebrates its cultural identity in *Getting Along*.

All profiles are accessible in two ways — either by ethnic group, under the heading “All Groups,” or by country of origin, under “Areas of the World.” CD users can access Explorer by clicking on

- a specific group name, cited on the last screen of any Visit because of its relevance to that particular Visit.
- the front pocket of the Backpack. Then, click on either the “All Groups” or “Areas of the World” button. Choose the group you wish to learn about by scrolling through the list and clicking on either the group name or the area of the world from where the group came. After opening a profile, you may read screen by screen or jump to a particular section by clicking *Who We Are*, *Traditions*, *Recipes*, or *Getting Along*.
- the Tools pocket, located below the Wisconsin Map pocket on the Backpack, and launching the Navitron. Choose the Explorer option and follow the instructions directly above, starting with the sentence that begins with “Then.”