

Coming to Wisconsin



Background Information for Teachers

From the 1820s to the 1840s, immigrants from the eastern United States and northern and western Europe began to settle in Wisconsin. During the same period, people of the Oneida Indian Nation moved to Wisconsin after being forced from their land in New York. The Oneida settled on land granted to them from the Menominee and Ho-Chunk nations. The Stockbridge-Munsee and Brothertown Indian nations also arrived in Wisconsin.

Thousands more European immigrants arrived in the 1850s and '60s, and some African Americans moved to Wisconsin in search of freedom and better opportunities. Another large influx of European immigrants arrived between 1890 and 1920. These immigrants, most of whom were from southeastern Europe, were drawn to new factories in Wisconsin's cities. During World War II, northern industries attracted more black workers from the South.

In the 1920s, Congress passed laws that restricted immigration from southern and eastern Europe, and excluded Asian immigrants entirely. The laws were changed in 1965 to allow more immigration to the United States, and a new wave of immigrants, primarily Hispanics and Asians, arrived in Wisconsin.

During each period, a variety of factors pushed immigrants from their original home and pulled them to Wisconsin. While cultural differences between the groups often created tension, they also contributed to Wisconsin's rich heritage.

Note: This program summarizes major waves of immigration; some historians and cultural geographers may choose to define these waves differently. For the purposes of this program and related activities, the term *immigrant* refers to any person who moves to Wisconsin from a different state or country.



Immigrants traveling to Wisconsin, as seen in "Coming to Wisconsin."

Program Synopsis

After seeing many nationalities represented at Holiday Folk Fair International in Milwaukee, Angie explores Wisconsin's diverse ethnic heritage by investigating immigration to Wisconsin. Several main phases of immigration are discussed, with attention given to "push/pull" factors.

Angie discovers that Wisconsin's first phase of immigration in the early 1800s happened in part because territorial leaders were encouraging immigrants to settle here. Early state leaders continued to recruit settlers after statehood. Also, several groups of American Indians were pushed to Wisconsin from eastern states.

The second phase (1890s–1920s) was influenced by the Industrial Revolution and poor immigrants seeking work in Wisconsin factories. The final phase of immigration (1940s–1990s) reflects a variety of push/pull factors for many cultural groups, including refugees forced from their homes by war.

Angie examines the difficult adjustments many immigrants had to make, while acknowledging the difficulty some residents had in adjusting to the newcomers. She also encourages students to find evidence of ethnic diversity in their own communities.

Program Goals

Students will:

- understand that, throughout Wisconsin's history, people have moved in and out of the state for different reasons.
- consider the advantages and disadvantages of a culturally diverse population.

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Immigrants crossing the Atlantic.

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- explore some of the manifestations of cultural retention in Wisconsin.

Focus Questions

What causes people to move? Why have so many people chosen to move to Wisconsin? What happens when they arrive?

Career Connections

genealogist, cultural historian, artist, cartographer

The Wolcott family, near Appleton.

Clues in Program 5

Each clue's category is noted in parentheses. For information **about the categories**, see pages 27-28.

- Cultural Map of Wisconsin (Written Records)
- artifacts at Oneida Nation Museum (Objects)
- highway signs (Landscape)
- architecture in New Glarus (Landscape)
- immigrant guidebook* (Written Records)
- tourism brochures (Reference Materials)
- photographs* (Visual Images)
- archival film* (Visual Images)
- information from an expert (People)
- Milton House Museum historic site (Places)
- written account of travel on the Underground Railroad (Written Records)
- story cloths (Objects)
- the Internet (Reference Materials)

*Indicates clues seen in Program 5 but not mentioned specifically by Angie.

Vocabulary

Words set in italics are not used in Program 5 but are relevant for classroom discussion.

Civil War — A war lasting from 1861 to 1865 in which the northern and southern states of America disputed slavery, states' rights, and the South's intention of seceding from the United States

craftsman — A person skilled in a particular type of trade that requires extensive training

culture — The behavior patterns, arts, beliefs, institutions, and all other products of human work and thought, especially as expressed in a particular community or period

ethnic — A group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage

ethnicity — Manifestations of ethnic heritage

heritage — The connection people have to the generations of people who lived before them; can pertain to family heritage, ethnic heritage, etc.

immigrant — A person who moves to a new country, region, or area; a person who moved to Wisconsin from another country or state

Industrial Revolution — The shift from hand tools to machines and power tools, resulting in social and economic reorganization from a primarily agriculturally based economy to one based on the mechanized production of manufactured goods on a large scale

primogeniture — Tradition or law in which the first-born son in a family inherits all property

racism — Discrimination based on race

A Norwegian-American couple, 1870s.

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refugee — A person who has fled his or her home because of natural catastrophe, war or military occupation, or fear of religious, racial, or political persecution

rural — Relating to the countryside

story cloth (also *flower cloth*) — elaborately embroidered or appliqued cloth pictures that depict a scene or story; made by Hmong people; *Paj ntaub*, pronounced *pan dow*

Underground Railroad — A network of antislavery northerners who helped fugitive slaves reach safety in the free states or Canada; a secret route to freedom

Yankee — A native of the eastern United States, especially a New Englander

Guide Resources

- Investigating the Mystery of History [graphic organizer](#) (p. 29)
- [Investigative Clues charts](#) (p. 30)
- Wisconsin [political outline map](#) (p. 31)
- Wisconsinites, Coming and Going [assessment activity](#) (pp. 16-18)
- Important Dates in Wisconsin History [time line](#) (p. 19)
- Fact or Opinion? [student activity](#) (p. 20)
- In Their Own Words [historical quotations](#) (p. 21)
- Song: *Away to Wisconsin* (p. 22)

Pre-Viewing Activities

1. Use the classroom time line to review Program 4, which focused on the creation of our state and the issues of inequality that arose in the process. Remind students that, as historians, we try to understand the past, not judge it.

Review the requirements for statehood (60,000 white residents and a constitution). Program 5 points out that many immigrants who came to Wisconsin in the early 1800s were recruited by territorial leaders wanting to increase the population to attain statehood. State leaders also were interested in “taming” the wilderness by attracting new white immigrants.

Prepare to view Program 5 by adding to the time line using **Important Dates in Wisconsin History** (p. 19).

2. Ask students if any of them have ever moved to a new place. Have them brainstorm reasons why people move. List their responses on the chalkboard.
3. Introduce a discussion on cultural diversity by asking students if they know of anyone who has moved to Wisconsin from another country.

Viewing Activities

Angie asks a number of questions during Program 5 that are intended to provoke thought and discussion, making them good pause points.

- Why did so many different groups of people come to Wisconsin?
- Have you ever moved to a new place to live? Why do you think people move?*
- Can you imagine how hard it would be to leave behind your family and friends, and everything that is familiar?
- Do you have any ethnic festivals in your area?*

*Question is answered by students in Program 5.

Post-Viewing Activities

1. Using the Investigating the Mystery of History **graphic organizer** (p. 29), review with the class the clues and investigative methods Angie employed in Program 5 (see Clues in Program 5 on page 3). Have

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The Martha and Notley Henderson family, Madison.

students record these clues on the appropriate Investigative Clues charts (p. XX). Then, have them identify the advantages and limitations of each clue. Methods and clues repeated from previous programs can be developed further after seeing them used again in a different way.

2. Label Angie's destinations in Program 5, listed below, on the Wisconsin [political outline map](#) (p. 31). For additional site information, see [Angie's Destinations](#) on page 15.) (Geography connection)
 - Milwaukee (Holiday Folk Fair International)
 - Oneida (Oneida Nation Museum)
 - New Glarus (Swiss Historical Village Museum, Chalet of the Golden Fleece)
 - Milton (Milton House Museum Historic Site)
3. Explain or review the importance of being able to distinguish fact from opinion in the study of history. Make an overhead transparency of the Fact or Opinion? [student activity](#) (p. 20) to practice or reinforce the concept.
4. Lead a class discussion on this question: What are some advantages and disadvantages of many cultures coming to one place? Advantages may include: it increases opportunities to

learn about different people and different places (new languages, food, music, fashion, religion); it encourages cooperation and compromise. Disadvantages may include: it is sometimes hard to understand differences in traditions and beliefs; conflicts sometimes arise due to misunderstandings or lack of willingness to compromise.

5. Review the sequence of immigration to Wisconsin. What were some push/pull factors for each time period?

Swiss-American settlers in New Glarus, preparing for a local pageant.

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Discussion Ideas

Early to mid-1800s: Discuss the desire of Wisconsin's territorial leaders to reach the needed population of white residents in order to apply for statehood. After statehood, leaders continued to recruit white settlers by sending land agents and guidebooks to European countries. In Europe and part of the eastern United States, land shortages, primogeniture, and wars pushed some people to leave.

1890s–1920s: Discuss laws passed to discriminate against new immigrants. For example, schools had to teach basic subjects in English. Some laws made it harder for new immigrants to become citizens and participate in government. Why did people want those laws? Were they fair?

The following chart provides a very general context for exploring immigration to Wisconsin. For more detailed information, research the ethnic groups in your school's community.

Time Period	1820s
Immigrants	Oneida, Stockbridge-Munsee, and Brothertown Indians
Push Factors	Pressure from government leaders to move west
Pull Factors	Available land in Wisconsin
Time Period	Early 1820s–1860s
Immigrants	From western and northern Europe (Swiss, Germans, Irish, English, Scottish, Welsh, Scandinavians)
Push Factors	Poverty, land shortages, religious and political oppression
Pull Factors	Available land in Wisconsin, more work opportunities, religious and political freedom, active recruitment of immigrants
Time Period	Early 1820s–1860s
Immigrants	Yankees (Americans from eastern and southern states)
Push Factors	Crowded living conditions, little available farmland, money problems
Pull Factors	Land available in Wisconsin, defeat of Wisconsin Indians (Black Hawk conflict), opening of the Erie Canal

Time Period	1840s–1850s
Immigrants	African Americans
Push Factors	Slavery
Pull Factors	Freedom in Wisconsin
Time Period	1860s–1870s
Immigrants	African Americans
Push Factors	Racism, poverty, limited work opportunities
Pull Factors	More work opportunities in Wisconsin
Time Period	1890s–1920s
Immigrants	From southern and eastern Europe (Italians, Poles, Czechoslovakians)
Push Factors	Poverty, limited work opportunities
Pull Factors	Industrial Revolution provided opportunities to work in factories in Wisconsin’s cities
Time Period	1940s–1960s
Immigrants	African Americans
Push Factors	Racism, limited work opportunities
Pull Factors	Jobs in Wisconsin’s cities
Time Period	1960s–1990s
Immigrants	From Hispanic and Asian countries (Jamaicans, Mexicans, Pakistanis, Chinese, Laotians, Japanese, Koreans, Filipinos)
Push Factors	Poverty, limited work opportunities, dangerous living situations
Pull Factors	More work opportunities in Wisconsin, safety

Student Activity for Assessment

In the activity *Wisconsinites, Coming and Going* (pp. 16-18), students will research one group of immigrants from each wave of immigration to Wisconsin. This activity evaluates students’ ability to explain push/pull factors for their selected groups of immigrants.

Extension Activities

1. Independent project: Have students research the contributions that different ethnic groups have made to Wisconsin (e.g., agriculture, industry, architecture, system of government, music, art, food, dance).
2. Have students engage in a “heritage hunt” by finding out where family members (past and/or present) were born. They then will share this information with the class. Record the various countries that are represented and assign students the responsibility of locating these nations on a world map.

Other activities that can be integrated into the heritage hunt include:

- creating a class cookbook using recipes from a variety of cultures. Each student can make a recipe of his or her choice for a cultural food festival.
- exploring examples of ethnic crafts, especially those from their own family or community. Create examples of ethnic crafts. (Art connection)

Note: Be sensitive to family issues, and encourage students to interpret families broadly to include families of adoption, foster care, etc.

3. Read *Dia’s Story Cloth: The Hmong People’s Journey to Freedom* (see Student Literature, under Resources and References, on page 13). Discuss the meaning of the story cloth in this story. Offer students the opportunity to create their own “picture story.” What story about themselves will they share? How will they tell the story with pictures? (Art connection)

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*A Norwegian-American family,
Dane County, 1870s.*

4. For each major wave of immigration, ask the students to guess how each group might have traveled to Wisconsin. Discuss the implications of travel during each period. (It may be helpful to link this activity with Program 7, “From Here to There.”)
5. Make an overhead transparency or student copies of In Their Own Words **historical quotations** (p. 21). Read and discuss these quotations as a class. What do the quotes reveal about the various travelers’ feelings? Why did they feel this way? What hardships did the travelers experience? Related activities could include asking students to:
 - imagine they are one of the people in a quotation, then write a letter to a loved one in the “old country.” (Language Arts connection)
 - write the next “chapter” in the lives of the people in the quotation. (Language Arts connection)
 - role-play a scene from a quote or create a new scene based on information from the quotations. (Drama connection)
 - illustrate the quotations. (Art connection)
 - create a song to describe the feelings of the people in the quotations. (Music connection)
6. As newcomers entered the United States, they introduced new species of plants, animals, and insects. (Seeds or small animals sometimes “stowed away” to the new country on ships in trunks and articles of clothing.) Help students explore the introduction of exotic species to an environment. How do exotics affect the native species? (Science connection)
7. Create an integrated literature unit using books such as those mentioned in Student Literature on pp. 13-14. This will help students form a contextual framework of the immigrant experience. When selecting titles to share with your students, look for these benchmarks of historical fiction:
 - Characters are portrayed realistically, within the context of their times.
 - The settings are authentic.

- Historical facts and engaging fiction are well balanced.
- Illustrations, if used, are historically accurate.
- Stereotypes are avoided.

Share these benchmarks with students and encourage them to use the benchmarks to evaluate the books they read. Discuss the advantages and limitations of using historical fiction as a clue when investigating historical questions. This discussion can include historical movies and other media.

8. Have students create recruitment posters or brochures that are designed to bring people to Wisconsin or a particular community. Guide them to use various advertising techniques, such as bandwagon, informational, glittering generalization, testimonial, and snob appeal. (Language Arts/Art connection)
9. Read to the class *Two for America: The True Story of a Swiss Immigrant* (see Student Literature on page 14). This book tells the story of a Swiss immigrant who settled in New Glarus, Wisconsin, in 1909. Assign students to take the role of the main character and write a letter back to Switzerland. Have them describe the journey, their impressions of America and Wisconsin, and their personal experiences. (Language Arts connection)
10. Lead the class in singing *Away to Wisconsin* (p. 22). (Music connection)

References and Resources

Teacher Resources

Cultural Map of Wisconsin: A Cartographic Portrait of the State, by David Woodward et al. University of Wisconsin Press, 1996, ISBN 0299152448 (folded map), ISBN 0299152405 (rolled map). Wisconsin history, culture, land, and people are depicted in nearly 1,500 sites of interest. Includes booklet with site key. Available from the University of Wisconsin Press; to order, see page 39.

New Faces: Immigration to Wisconsin, 1970s to 1990s, by Dale Allender. The Key Newspaper, 1994. Intended to help clear up myths and establish the facts about immigration, this handbook examines Wisconsin's newest groups of immigrants by explaining why they left their homes and settled in Wisconsin. Lesson plans also available.

New Kids on the Block: Oral Histories of Immigrant Teens, by Janet Bode. Franklin Watts, 1989, ISBN 0531107949. Teen-age immigrants from various countries recount the emotional experience of fleeing their homelands and adjusting to a new life in the United States.

On Wisconsin: Books about the Badger State for Children and Adults, compiled by the Cooperative Children's Book Center. To obtain a copy, contact the CCBC, School of Education, University of Wisconsin-Madison, 4290 Helen C. White Hall, 600 N. Park Street, Madison, WI 53706; telephone 608/263-3720.

The Wisconsin Historical Society published a series of booklets summarizing the experience of several ethnic groups. Titles include *Black Settlers in Rural Wisconsin* (Zachary Cooper, 1994 [2nd ed.], ISBN 0870201700); *Danes in Wisconsin* (Frederick Hale, 1981, ISBN 0870202057); *Finns in Wisconsin* (Mark Knipping, 1977, ISBN 0870201727); *Germans in Wisconsin* (Richard H. Zeitlin, 1977, ISBN 0870201735); *The Swiss in Wisconsin* (Frederick Hale, 1984, ISBN 0870202235); and *The Welsh in Wisconsin* (Phillips G. Davies, 1982, ISBN 0870202146). Available from the University of Wisconsin Press; to order, see page 39.

Student Literature

Across America on an Emigrant Train, by Jim Murphy. Clarion, 1993, ISBN 0395633907. This book combines an account of writer Robert Louis Stevenson's experiences as he traveled from New York to California by train in 1879 and a description of the building and operation of railroads in nineteenth-century America. It contains excellent pictures (including several from Wisconsin) of the immigrant experience in the late 1800s.

Dia's Story Cloth: The Hmong People's Journey of Freedom, by Dia Cha. Lee & Low, 1996, ISBN 1880000342 (hardcover); 1998, ISBN 1880000636 (paperback). A story cloth chronicles the life of the author and her family in their native Laos and during their eventual emigration to the United States.

"Early Settler Life" series from Crabtree Publishing: *Early Christmas*, *Early Stores and Markets*, *Early Loggers and the Sawmill*, *Early Travel*, *Early Village Life*, *Food for the Settler*, *Early Family Home*, *Early Schools*, *Early Settler Children*, *Early Settler Storybook*, *Early Pleasures and Pastimes*, *Early Farm Life*, *Early City Life*, *Early Health and Medicine*, *Early Artisans*.

Freedom Train North: Stories of the Underground Railroad, by Julia Pferdehirt. Living History Press, 1998. This book, distributed to all Wisconsin elementary and middle school libraries, shares stories about the Underground Railroad in Wisconsin, when escaped slaves made their way through the state to freedom. Beautiful illustrations and engaging text will appeal to student readers.

A Hmong Family, by Nora Murphy. Lerner, 1997, ISBN 0822534061 (library binding); ISBN 082259756X (paperback). This story depicts Hmong history and culture through the experiences of a Hmong family who leave their Laotian village to rebuild their lives in America. From the “Journey between Two Worlds” series.

The Hmong in America: We Sought Refuge Here, by Peter Roop and Connie Roop. League of Women Voters of Appleton and the Appleton (Wis.) Area School District, 1990. This book was designed to help students learn more about the history and culture of the Hmong immigrants in the United States, particularly those living in the Appleton area.

Little House in the Big Woods, by Laura Ingalls Wilder, Harper & Row, 1932; HarperTrophy, 1971, ISBN 0064400018 (paperback); HarperCollins, 1987, ISBN 0060264314 (library binding). A year in the life of two young girls growing up on the Wisconsin frontier near Pepin. First in a series of books by Laura Ingalls Wilder depicting pioneer life.

Sarah, Plain and Tall, by Patricia MacLachlan. HarperCollins, 1987, ISBN 0064402053 (paperback). When their father invites a mail-order bride to come live with them in their prairie home, Caleb and Anna are captivated by their new mother and hope she will stay. A Newbery Medal winner.

Skylark, by Patricia MacLachlan. HarperCollins, 1997, ISBN 0064406229 (paperback). When a drought tests the commitment of a mail-order bride, her stepchildren hope they will be able to remain a family. Sequel to *Sarah Plain and Tall*.

The Trouble at Wild River, by Lois Walfrid Johnson. Bethany House, 1991, ISBN 1556611447. A timber-swindling mystery and a long-lost uncle from Sweden make for adventure and danger for Kate and Anders, the young heroes of this story. The fifth book in the “Adventures of the Northwoods” series, which has a Christian emphasis and is rich with details of the lives of European immigrants in early-twentieth-century Wisconsin.

Two for America: The True Story of a Swiss Immigrant, by Gloria Jacobson. Ski Printers, 1989. The story of a Swiss immigrant who settled in New Glarus, Wisconsin, in 1909.

Angie's Destinations

For more information about these sites, which Angie visited in Program 5, contact:

Oneida Nation Museum
W892 EE Road, Oneida, WI 54155
Telephone: 920/869-2768

Chalet of the Golden Fleece
618 Second Street, New Glarus, WI 53574
Telephone: 608/527-2614

Swiss Historical Village Museum
612 Seventh Avenue, New Glarus, WI 53574
Telephone: 608/527-2317

Milton House Museum Historic Site
Milton Historical Society
Highway 26 & 59, P.O. Box 245, Milton, WI 53563
Telephone: 608/868-7772

Holiday Folk Fair International
International Institute of Wisconsin
1110 N. Old World Third Street, Suite 420
Milwaukee, WI 53201
Telephone: 414/225-6220

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Wisconsinites, Coming and Going

Time Needed

30 minutes for introduction and explanation of research project; time for student research will vary

Activity Goals

Students will:

- recognize the changing nature of Wisconsin's immigrant population.
- identify push/pull factors for specific immigrant groups.

Materials

- Student copies or an overhead transparency of the **background information** (p. 17)
- Student copies of the Wisconsinites, Coming and Going **activity sheet** (p. 18)

Teacher Instructions

1. Distribute or display the Wisconsinites, Coming and Going background information. Read and discuss this information as a class.
2. Assign the Wisconsinites, Coming and Going activity. Students will choose one immigrant group from each immigration wave in Wisconsin's history. For each group, the student will research the push/pull factors of immigration.

Criteria for Assessment

Students are proficient in the stated goals of this activity if they:

- choose one group from the three respective waves of immigrants to Wisconsin, and identify appropriate push/pull factors for each chosen group.

Wisconsinites, Coming and Going

People have moved in and out of Wisconsin throughout the history of our state. The list below shows three major waves of immigration to Wisconsin and names some of the groups that arrived during each wave.

Wave 1: Early 1800s to 1850s

Oneida	Irish
Stockbridge-Munsee	English
Brothertown	Scottish
Yankees	Welsh
Germans	Dutch
Norwegians	Swiss
Swedes	French Canadians
Danes	Cornish

Wave 2: 1880s to 1920s

Czechs	British
Italians	Germans
Poles	Norwegians
Canadians	Swedes
Danes	Irish

Wave 3: 1940s to 1990s

African Americans	Mexicans
Jamaicans	Pakistanis
Chinese	Laotians
Japanese	Koreans
Filipinos	

Wisconsinites, Coming and Going

Push/Pull Factors

Name _____

Choose one group of people from each wave of immigration to Wisconsin. For each group, name factors that may have **pushed** these people out of their homeland and **pulled** them to Wisconsin.

Wave 1 Immigrant Group: _____

Push Factors: _____

Pull Factors: _____

Wave 2 Immigrant Group: _____

Push Factors: _____

Pull Factors: _____

Wave 3 Immigrant Group: _____

Push Factors: _____

Pull Factors: _____

Important Dates in Wisconsin History

- | | |
|-------------|--|
| 1634 | French explorer Jean Nicolet arrives in Wisconsin. The people living here at this time include the Ho-Chunk, Menominee, Ojibwa, and Santee Dakota. Soon after Nicolet's arrival, French fur traders and explorers come to Wisconsin. |
| 1763 | The British take control of fur trade in Wisconsin. British fur traders and explorers come to Wisconsin. |
| 1820s | Lead miners begin arriving from northwestern Europe. Oneida and Stockbridge-Munsee Indians move from New York to Wisconsin. The Menominee and Ho-Chunk nations share their land with these displaced people. |
| 1830s–1860s | Immigrants come to Wisconsin from western and northern Europe. African Americans from the southern United States move to Wisconsin. |
| 1870 | Industrialization in Wisconsin begins on a large scale after the Civil War. Wisconsin's population reaches one million. |
| 1880-1920 | Immigrants come to Wisconsin from southern and eastern Europe, including Poland, Italy, and Czechoslovakia. |
| 1940s | Many African Americans move from the southern United States to work in Wisconsin's cities, especially during and after World War II. |
| 1965-1990s | Immigration to Wisconsin continues, with significant growth in numbers from Latin America and Asia. |

Fact or Opinion?

History detectives need to know the difference between a fact and an opinion. A **fact** is a statement that can be proved. An **opinion** is a statement that someone believes to be true.

Read the following statements about immigration to Wisconsin.

Mark statements that are facts with an **F**. Mark statements that are opinions with an **O**.

- 1. The newcomers to Wisconsin were sad to leave their homelands.
- 2. People from many different countries have moved to Wisconsin.
- 3. Yankees also moved to Wisconsin in the 1800s.
- 4. European immigrants probably gave Wisconsin cities names similar to those of their homeland to remind them of the old country.
- 5. Some black Americans were pushed by slavery from the southern states and pulled by freedom to Wisconsin.
- 6. It was nice of the Menominee and Ho-Chunk nations to share their land with the Oneida.
- 7. The Industrial Revolution helped Wisconsin make better manufactured goods.
- 8. Members of the Oneida, Stockbridge-Munsee, and Brothertown Indian nations were pushed out of their homelands and pulled to Wisconsin during the 1800s.
- 9. The skilled craftsmen made their products too slowly.
- 10. Wisconsin needed 60,000 white residents to become a state.

Answers: 1. O, 2. F, 3. F, 4. O, 5. F, 6. O, 7. O, 8. F, 9. O, 10. F

In Their Own Words

June 11, 1854

Today, the hardest wind we had as yet experienced. The ship rolled violently. Our boxes and trunks broke loose and were thrown from one side of the vessel to the other. Everything not nailed down rolled from port to starboard.

July 8, 1854

Nothing new. The delicacies we had been eating from the beginning of the voyage were nearly gone. Potatoes became worse each day and drinking water was becoming bad. Everybody was tired of peas and beans.

July 22, 1854

At six in the morning we left the ship which had been our home for 50 days. We still had to travel nearly a thousand miles, and I did not have enough money left to pay for a single night's lodging for my family. With a sad feeling, we went to buy bread and butter.

— *Johannes Remeeus, Dutch immigrant, 1854;*
from "Family from the Netherlands,"
Wisconsin Magazine of History,
vol. 29 (1945), pp. 203-223.

1855

We went on board Saturday night. ... A strange feeling came over me. ... It was strange to see the different moods of all the people, some danced and were happy and gay, while others sat in the corners and wept.

— *Caja Munch, Norwegian immigrant;*
from The Strange American Way:
Letters of Caja Munch.
Southern Illinois University Press, 1970.

Away to Wisconsin

From "Folk Songs Out of Wisconsin: An Illustrated Compendium of Words and Music," edited by Harry B. Peters. State Historical Society of Wisconsin, 1977. Used with permission.

The image shows a musical score for the song "Away to Wisconsin". It consists of four staves of music in a treble clef, with a key signature of one sharp (F#) and a 3/4 time signature. The lyrics are written below the notes. Chord symbols are placed above the notes: A, D, A, Fdim, Bm, B, F#m, and E7.

Since times are so hard I must tell you, sweet-
heart, I've a good mind to sell both my plow and my
cart, And a-way to Wis-con-sin on a jour-ney to
go. For to dou-ble our for-tune as oth-er folks do.

Oh, husband, remember the land you must clear
Will cost you the labor of many a year.
With horses and cattle and provisions to buy,
Why you'll hardly get started before you must die.

Oh, wife, let us go now and let us not wait,
For I long to be in that wonderful state.
You'll be a fine lady and who knows, but I
May even be gov'nor some day 'fore I die.

How to Use This Guide

This teacher guide will enable you to make the best use of *Investigating Wisconsin History* in your classroom. It contains suggested activities, which are designed to appeal to multiple learning styles and intelligences, to help you incorporate the video programs into your curriculum.

Each chapter corresponds to a program in the video series and offers activity suggestions specific to that program. There also are several techniques and activities designed to be used consistently throughout the series.

In addition to introducing and reinforcing content about Wisconsin history, *Investigating Wisconsin History* will help students understand how to investigate historical questions. If the series is used in its entirety, students will learn which tools and methodologies historians employ as they search for new understandings of the past. Students also will develop critical thinking skills as they analyze new information.

Teacher Preview

It is always worthwhile to preview each 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 each program, Angie, the host of *Investigating Wisconsin History*, asks one or more questions that are answered by target-age children in the program. Angie also asks questions that are not answered directly in the program. Both types of questions are listed in each chapter of the teacher guide, under the heading “Viewing Activities.” As you preview the program, listen for these questions so you will know when to pause the videotape.

Pre-Viewing Activities

Pre-viewing questions or activities are offered in each chapter. You may want to create word maps on the chalkboard as students brainstorm responses.

Before viewing a program, ask your class the questions that Angie asks of the children who appear in the video program. These questions are listed under the heading “Viewing Activities” and are marked with an asterisk. Record the students’ responses. After viewing the program, compare their responses to the ones given by the children in the program.

Expanded KWL Charts

You may wish to create an expanded KWL chart on a chalkboard or an overhead projector to help students focus their thoughts about topics presented in the programs. Traditional KWL charts employ three columns: “What I Know,” “What I Want to Know,” and “What I Learned.” Students complete the first two columns prior to beginning an activity, and finish the third after the activity.

An expanded KWL chart used in conjunction with *Investigating Wisconsin History* could include two additional columns. The first two columns stay the same. Label the third column “Where Can I Find Out” and encourage students to brainstorm ideas for pursuing their questions. This will reinforce the inquiry methodologies presented in the video programs. Label the fourth column “What I Learned,” and label the final column “What I May Never Know.” This will help students identify historical questions that can be hypothesized but never answered with certainty.

Student Viewing Activities

As mentioned earlier, Angie asks a number of questions during each program that are not immediately answered. These questions are intended to provoke thought and discussion. Pausing the tape for discussion at one or more of these points during each program can maximize students’ learning potential.

“Fact or Opinion?” Activity

The “Fact or Opinion?” activity helps students develop their critical thinking and observation skills. This activity appears in printed form in Chapters 3, 4, 5, and 7. If you wish to use the “Fact or Opinion?” activity with other programs, provide students with several statements from the video before they view it. After seeing the program, students can mark which statements are facts and which ones are opinions.

Post-Viewing Activities

Have Map, Will Travel

In this continuing activity, students will become acquainted with geographic locations that Angie, the series host, visits in the *Investigating Wisconsin History* video programs. Each chapter in this guide contains a list of these locations. (If a particular location is very rural, the nearest town is noted.)

Using a Wisconsin Department of Transportation Official State Highway Map, students will use the map’s coordinates to locate communities of, or nearest, the featured sites. (You can obtain these maps at tourist information centers and by contacting the office of your local state legislator.) Students then will plot and label

the sites on the [political outline map of Wisconsin](#) (page 31). You can provide students with a fresh outline map for each program, or have them use the same map for the entire series.

Time Line

Chapters 3 through 11 contain a program-specific time line that notes milestones relating to the program’s topic. You may want to post a long time line in your classroom, and ask students to plot the milestones after viewing each program. This activity will help students gain a sense of chronology and understand the chronological perspective of key events.

Original Documents

Some chapters contain reproductions of original documents pertaining to the program topic. Using the document and activity suggestions will enhance students’ ability to examine primary documents critically.

In Their Own Words

Some chapters contain a sampling of original descriptions or thoughts relating to the topic. These can be read aloud in class or used to facilitate discussion. (Some quotes have been edited slightly for punctuation or fourth-grade readability.) For example, you might ask: What does the quote say about the time period in which it was written? What does it say about the experience and perspective of the author? Or, ask students to choose one quote and write an imaginative story about the author and his or her experience.

Extension Activities across the Curriculum

Chapters 1 through 11 in this teacher guide offer an Extension Activities section that describes ways of integrating a program’s theme into various curricular areas. Activities that are relevant to curricular areas other than history — such as language arts, science, mathematics, or art — have the curriculum correlation noted in parentheses. The list below indicates which chapters feature extension activities for the various curricular areas.

- Art Chapters 1, 2, 4-11
- Dance Chapter 6
- Drama Chapters 2, 5, 9
- Geography Chapters 1-11
- Language Arts Chapters 1-11
- Mathematics Chapters 3, 4, 6-9, 11
- Music Chapters 4-7, 9, 10
- Science Chapters 1-11

Assessment Activity

Each chapter contains a classroom-ready assessment activity. These activities are designed to have students apply concepts presented in the video programs. The results can be used to assess students' grasp of basic ideas for each new topic.

For Future Investigation

One of the goals of *Investigating Wisconsin History* is to help students understand that history is not a remote and abstract collection of facts. Rather, history is an unending series of mysteries about their own lives, families, and communities. You are encouraged to help your students explore local topical connections after viewing each program.

Kathleen Ernst

Project Director

Investigating Wisconsin History

Background Information for Teachers

In each program of *Investigating Wisconsin History*, Angie, the series host, asks a question about the past. Her questions are inspired by the places she visits, the people she meets, and her own personal experiences. In her quest to find answers, Angie discovers new investigative methods and clues that help reveal stories from the past. Angie analyzes these clues to resolve the history questions she raises in each program.

As you explain this process to students, you may wish to use the following model:

1. In each program, Angie asks a question about the past. This becomes the mystery she will investigate during the program.
2. Angie employs a variety of investigative methods to discover clues to the past. This action step is symbolized by the arrows on the accompanying graphic organizer. Examples include participating in an archaeological dig, examining the landscape, interviewing an elder, participating in an old folk dance, talking to a scholar, and visiting a museum.
3. After gathering information, Angie analyzes the clues she has found. The clues have been organized into eight broad categories on the Investigating the Mystery of History **graphic organizer**, each labeled with an icon. (These categories are described below.) In most cases, Angie's analysis leads to an answer to her original question. Sometimes, though, it leads to more questions or brings Angie to the conclusion that her question may never be answered with certainty.

Clues and sources of information Angie explores are organized into these eight categories:

Visual Images

Examples include photographs, films, slides, drawings and paintings, and posters. Historians examine visual images to learn what places looked like, how people dressed, etc. They also can learn which events, objects, and people early photographers found important enough to document on film.

Written Records

Examples can include census reports, land deeds, newspaper articles, maps, mail-order catalogs, handbills, and historical fiction. Primary sources include letters, diaries, and other personal accounts written by an individual who experienced or observed a time or event in history. The information in secondary accounts has been synthesized by the author from other accounts he or she has heard or read.

Objects

Examples include artifacts such as pottery, tools, and clothing, bones, period reproductions, plants, and animals. Historians study artifacts to learn more about the people who once made, owned, or used them.

Folklore

Examples can include songs and music, storytelling and oral tradition, visual art, performance art such as dance and theatre, holiday celebrations, games, and cookbooks. Folklore helps historians understand facets of culture that may have never been written down.

People

Examples include information from academic experts, elders, or anyone with a particular skill or firsthand knowledge of a certain time or experience. Historians and folklorists often use audio tape or videotape to record family histories, first-person accounts, or demonstrations of folk arts.

Landscape

Examples of human-made features include buildings, statues, murals, highway signs, effigy mounds, and historical markers. Historians also examine the natural landscape when considering how people once living in or traveling through an area may have perceived or used their surroundings.

Places

Examples of places historians visit to find information include repositories, such as museums and libraries, and historic sites, such as cemeteries and restored buildings.

Reference Materials

Examples include encyclopedias, dictionaries, textbooks, brochures, and the Internet. Reference materials most often provide compilations of information that others have found and analyzed.

Investigating the Mystery of History



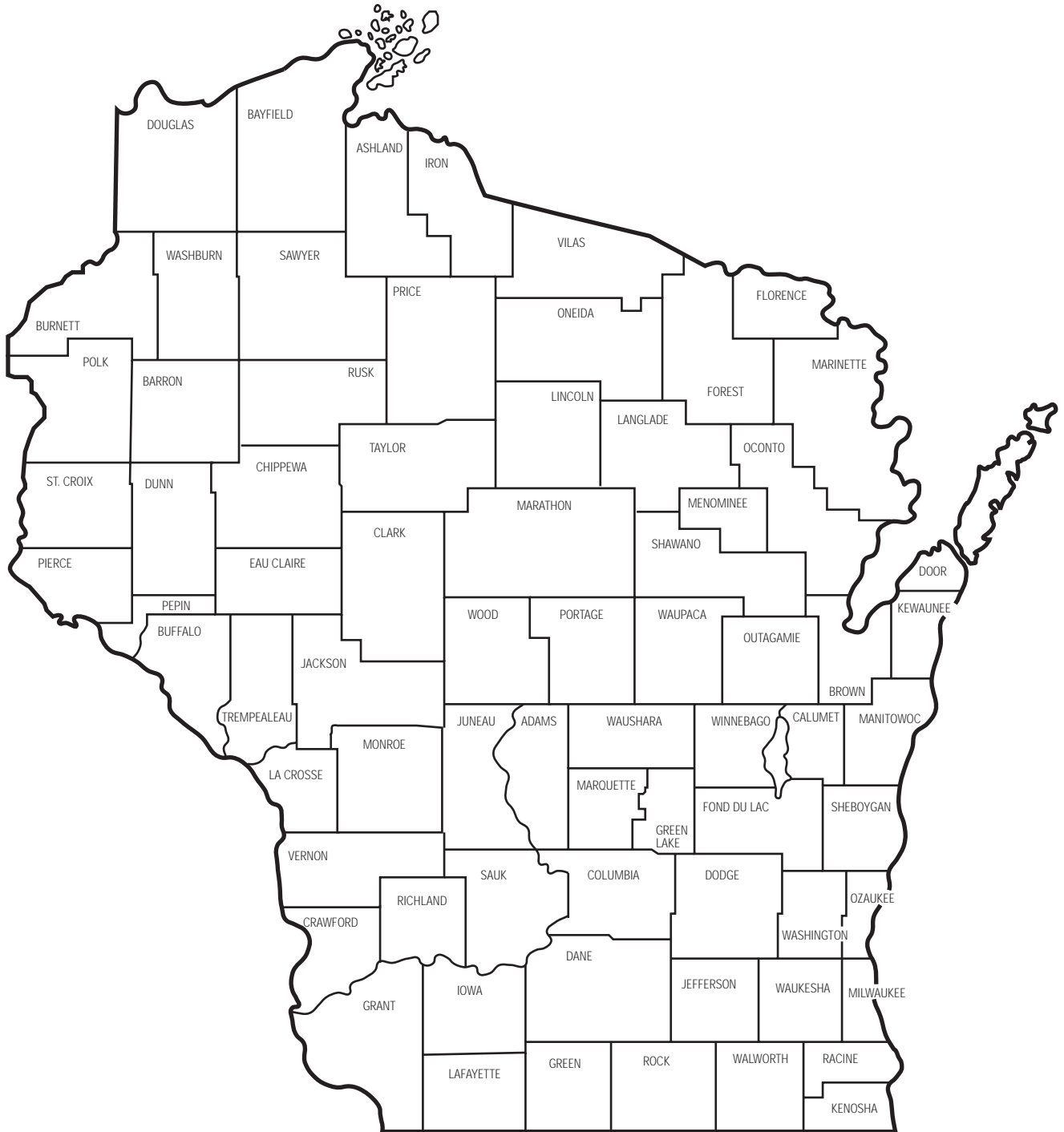


Investigative Clues Chart

Name _____

Program	Clue	Advantages	Disadvantages

Political Outline of Wisconsin



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Helpful Research Skills

Compiled by Howard Kanetzke, former curator of education at the State Historical Museum in Madison.

As you choose a project and begin to study and research facts, you will do many things. You probably will do all these things more than once. When you find yourself doing them, make a note of it.

Observe

Develop your eyes and thinking. Take time to look carefully with your eyes, looking at both large and small objects. Take time to make careful and complete notes. Organize notes carefully. Look at objects in their settings. Are there sounds to make note of? Are there railroad tracks near factories? Streams near mills? What natural and built objects do you find in parks? Study details.

Compare

Compare objects or situations that are alike. Are the houses in a neighborhood alike? Are the shops along a single street similar? Different? How? Compare ways of doing things. What differences can you find between the way you dress and the ways your parents and grandparents dressed when they were your age? Spend time comparing and contrasting. Become skilled at doing this.

Measure

There are many ways to measure. Sometimes we measure with a ruler, tape measure, or yardstick. We can measure the size of a building with great accuracy. We can also measure a person's feelings about an event (such as being in a tornado) but this is less accurate. We can measure time by asking questions such as these: How long did it take to build the courthouse? How many years was your hometown served by steamboats? Trains? Trucks? We also can measure opinions. Is the new fire engine better than the old one? In what ways?

Consider and Speculate

Take facts that you have collected and think about them. Do they lead you to think of more questions? If you know that a factory operated on Jones Street between 1900 and 1917 and that 40 people worked there, can you discover where they might have lived? Is there a street near the factory location that has houses of the right age for the workers to have lived in them? If so, you might guess that they lived there and then set about proving yourself correct or wrong. It doesn't matter whether your guess is right or not. When you prove yourself right or wrong, you have added to your knowledge.

Identify

Identify the questions that you want to answer and look for the answers. For example:

- Who built this house?
- Was there a celebration when the church building was finished? What happened?
- What are the names of the old tools found in the barn?

Try to make your identifications as complete and accurate as possible.

Classify

Arrange ideas or objects into groups that are related. Grouping related items together often makes them easier to understand. For example, factory workers could be grouped by the jobs they do, by their age, by their ethnic background, or by their rate of hourly wage.

Record

Make a careful record of all the facts you uncover. Be sure that your notes are complete. Write down the exact spellings of names and places. Double-check all dates to make sure that they are correct.

Interview

Some facts that you may need can be found in the memories of people. You may want to collect information by conducting an interview. Here are some pointers that will help you:

1. Find out whether the person is willing to be interviewed. You may contact the person by telephone, letter, or e-mail.
2. When choosing a date for the interview, give yourself at least a week to prepare.
3. Try to meet at a time and place where you won't be disturbed.
4. Set a time limit so that you and the person you are interviewing know how long the interview will last.
5. Make up a list of interview questions. Remember, you will want to spend most of your time talking about things you wouldn't find in print.

If information about your topic can be found in books, make a list of the titles. Reading about your topic before the interview can help you write better interview questions and give you background information.

6. Make a copy of your questions and send it to the person before the interview. Be sure to take your own copy of the questions to the interview.
7. Don't take more than one person with you to the interview.
8. Be on time.
9. Wait until the person has answered a question before asking another one. Write down answers briefly, yet completely. Ask for the spellings of names that are unfamiliar to you. Be sure to make careful notes about any dates the person may mention.
10. Make a recording of the interview, but first get permission from the person you are interviewing. Be sure to test your equipment to make sure that it is working and that the volume setting will pick up every word. Even if you make a recording, you should still take written notes, in case the equipment fails.
11. During the interview, you might think of questions that are not on your list. Go ahead and ask them, but stick to the topic and remember your time limit.

12. Before leaving, review any information that is unclear to you.
13. Thank the person for his or her help.
14. As soon as possible, write a report of the interview by using your notes. Be sure to include the name of the person interviewed, your name, the date, and the time and place of the interview.

Working with Artifacts

Compiled by Howard Kanetzke, former curator of education at the State Historical Museum in Madison.

Artifacts have a history.

Every artifact has a history. Where was it made? When? By whom? Why? We can trace the ownership of objects to reveal more about their past.

Artifacts have been made of some materials.

What is the object made of? Is it a mixture of materials? Iron? Wood? Plastic? Fiber? Glass? Bone? Ceramics?

Artifacts have construction features.

Was the object manufactured? Was the object handmade? What quality of workmanship was employed in its construction?

Artifacts have design.

What special features, styles, or forms can be noted in looking at the object? How is the design the same as or different from other similar items?

Artifacts have function or use.

What was the object's intended use(s)? Does it have modern, unintended uses? How do these modern uses change the object?

Today, artifacts sometimes are used in decorative ways. Notice the walls of some restaurants, for example. You may discover that items designed to be cooking utensils have become objects to decorate walls and create a feeling of the past.

Examining an Artifact

Step 1. Identify the object

What is the object? What technology was available to make it? Is it a true original or a reproduction?

Handmade items can be difficult to identify, as models of them do not appear in mail-order catalogs. If you can find a person who once used the object, you can gather information and observations

that might not be available anywhere else. For example, if the object is a train ticket, you could ask a former railroad conductor about styles of punches, ticket sales, and stories about people who rode the railroad.

Step 2. Evaluate the object

What skill(s) and type of workmanship were used in making the item? Is the object the result of someone's work? Leisure time? Is the object the result of seeing a "better way" of doing a task? Does the object do what it is supposed to do? If so, how well does it do this? How rare is it? How does it compare with similar items? Is it "one of a kind?" One of a few? One of many?

Step 3. Analyze the object

Why was this item handmade or manufactured? What are its intended and unintended uses? Is it an item brought from another culture? If so, was it as necessary an item in America as in another place? (For example, wooden shoes, or a grooved rolling pin for making lefse, a "crepe-like" Norwegian food made from potatoes.) Has the item been kept or used as a reminder of the past, perhaps because it was brought here by an ancestor?

Step 4. Interpret the object

What can this object tell us? Is it only a symbol of itself, or does it have broader meaning to us? For example, Henry Ford's Model T demonstrated the success of the assembly line and standardization in manufacturing. The automobile led to many things: gas stations, garages, tire gauges, air pumps, highway construction, custom auto painting, seat covers, and even toys. The automobile changed peoples' lives.

Remember, artifacts cannot speak or write messages to us. But artifacts can tell us things if we learn to ask the right questions. Learning from artifacts is a challenge. We must search records carefully and faithfully so that we can learn about them.

Sources of Information, Resources, and Materials

Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction publishes a variety of innovative guides related to curriculum, classroom activities, and resources. Of particular interest to social studies teachers are *A Guide to Curriculum Planning in Environmental Education*, *A Guide to Curriculum Planning in Global Studies*, *A Guide to Curriculum Planning in Social Studies*, *Classroom Activities in State and Local Government*, and *Wisconsin Citizenship Initiative Program Guide*.

For more information, contact Publication Sales, Wisconsin DPI, P.O. Box 7841, Madison, WI 53707-7841; telephone 800/243-8782 (U.S. only); fax 608/267-9110; Web site: www.dpi.state.wi.us; e-mail: pubsales@dpi.state.wi.us.

Wisconsin Historical Society

The Wisconsin Historical Museum, located on the Capitol Square in Madison at 30 N. Carroll Street, includes a gift shop stocked with books, objects, audio-visual materials, and other Wisconsin items useful to teachers and students exploring Wisconsin geography and history. Some of these items are available through the Society's online store, at www.wisconsinhistory.org/shop/. Gift shops also are located at state historic sites (Circus World Museum, Madeline Island, Old World Wisconsin, Pendarvis, Stonefield Village, Villa Louis, and Wade House & Wesley Jung Carriage Museum).

The Wisconsin Historical Society also maintains an Office of School Services, which produces instructional materials on state and local history, offers workshops and seminars designed for social studies teachers, and provides information to teachers regarding resources available from the Society and local agencies. For more information, contact the Office of School Services at 608/264-6547 or visit the Web site www.wisconsinhistory.org/oss/.

Most Wisconsin Historical Society publications can be ordered through The University of Wisconsin Press (see next page).

Wisconsin Department of Natural Resources

The Wisconsin Department of Natural Resources has a wide selection of study guides, booklets, activity sheets, and maps available free or for a nominal fee to teachers. Topics include environmental education, parks and recreation, forestry, endangered resources, wildlife, fish, water resources, environmental protection, air quality, solid waste, and recycling. An Educ' Ade Environmental Education Publications order form is available through the DNR's Web site, at www.dnr.state.wi.us. From its home page, click on the Educational Publications link.

Cooperative Children's Book Center

The Cooperative Children's Book Center is a non-circulating library for adults that is dedicated to the examination, study, and research of children's and young adult literature. A part of the University of Wisconsin-Madison's School of Education, the library's main purpose is to provide Wisconsin librarians, teachers, students, and others with informational and educational services based on the CCBC collection. Teachers seeking literature to integrate with their own lessons can call 608/263-3720 for assistance. The CCBC is located at 4290 Helen C. White Hall, 600 N. Park Street, Madison, WI 53706. Visitors of the CCBC Web site, at www.soemadison.wisc.edu/ccbc/, are able to browse its collections online using the Virtual CCBC feature.

University of Wisconsin Press

Books and materials produced by the Wisconsin Historical Society, including the Office of School Services, are available from the University of Wisconsin Press. Orders may be placed online, via fax or telephone, or by mail. Details on how to order are provided at the Web site www.wisc.edu/wisconsinpress/.