

**Eastern European Influences on Wisconsin History,
As Seen Through Immigration**

**An integrated curriculum designed for use with
Fourth and Fifth Grade students.**

**Created by:
Kate Haffenbredl
Christine Letlebo
Diana Libke
Lynn Zeckel**

Created for:
Folklore of Homelands & Diasporas:
The Slavic & East European World

University of Wisconsin-Madison
June 25-29, 2001

Unit Introduction

- I.) Start the study by leading the students in an imaginative study and interview.

For example,

“Everybody, close your eyes, and get comfortable. Now, imagine your favorite family holiday, a day that you look forward to celebrating each year. Can you picture it? Think about the things that you do that day, the people that are there with you. Think about the activities you are doing. Are there songs? Are there special foods? What makes this day so special? What makes this day different from any other day?”

“Now, keep all these things in your mind and open your eyes. What I want you to do now is to interview your neighbor about the holiday that they were thinking about. I want you to specifically find out about these things, (written on board) and later we are going to discuss them.”

- 1.) What was the holiday?
- 2.) Who celebrates the holiday with you?
- 3.) What activities do you do together? Special games, crafts or activities?
- 4.) Is there a special food you eat on your holiday?

Lead a class discussion, asking students to describe what they learned from their partner. Discuss similarities and differences in celebrations and customs. Ask them why they think these similarities and differences exist, where do they come from?

- Ask students what countries they think people in Wisconsin came from. (designed to see what the students already know about Wisconsin's roots)
- Ask if they have been to any folk celebrations like Oktober Fest in Milwaukee, etc, and what countries were represented there.
- Ask if they have ever had sauerkraut, danced the polka, eaten a brat....etc.

Explain that this unit is designed to accomplish two things as a class,

- 1.) Students will find out about our class's cultural backgrounds.
 - 2.) Students will explore some cultures represented in Wisconsin that may not be widely known about, specifically from Eastern Europe.
 - 3.) Students will look at ways that people preserve their cultures and heritage.
- Ask students what countries make up Eastern Europe (designed to see what they already know) Invite them to point out/find those countries on a map.

II.) Send home the Heritage Survey with children, indicating a specific due date. (survey included)

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Unit Objectives:

- A. Students will explore the interaction among people, places, and environments in Wisconsin.
- B. Students will appreciate change and continuity over time and how individuals and groups (specifically Eastern Europeans) have impacted the course of human events in history in Wisconsin.
- C. Students will understand the interactions and cultural impacts of individuals, groups, and institutions, the factors that influence individual identity and learning, and the nature of the disciplines that address these areas in Wisconsin.

Unit Introduction:

Provide students with a Heritage Interview that they would complete with their parents/family members at home.

On a bulletin board prepare a large world map to be used for mapping out where students families originated, using push pins.

Reading /Language Arts Objectives

Students will read stories from various Eastern European folk tales.

Students will understand that over time folk tales change.

Students will discuss how folktales and traditions have preserved history and culture.

Reading/Language Arts Activities

Students will read various Eastern European folk tales.

Students will pass on a folk tale in the fashion of the telephone game to discover how retellings change the details of such tales.

Students will orally summarize and then retell one of the stories to a student that has not read it to discover how retellings change details of a folk tale. (telephone game)

Students could create their own folk tales using an existing folktale as a template, expressing who they are, where they have come from, where they want to go in life.

Students could practice writing their names and/or words using alphabets from the regions being discussed (Cyrillic).

Students could read/act out one of the folktales they have written, and explain how that relates to who they are.

Students could put recorder music to one of the folktales they have written.

Students could write letters to various ethnic heritage or affinity groups or relatives to ask for brochures, artifacts to share with the class.

Students will visit a local cemetery to see if there are certain common last names, dates, or other culturally defining information.

Students will survey local grocery stores and phone books for examples of restaurants, craft stores, foods, and names that may have come from Eastern Europe, Russia, Ukraine, and Czech Republic.

Students could write an ending for a folktale for which they have heard all but the original ending.

Journaling Topics

After a whole class read aloud from Zlata's Diary, students will respond in diary form to the reading.

- How do they think immigrants might have felt during their journey?
- What might an immigrant have been feeling on the last day in their homeland?
- How would they have coped with not having "enough" in the homeland?
- What might the journey have been like to America?
- If you only had one small trunk in which to pack your things, what personal items would you want to bring to a new country?
- For what reasons would you want to leave your homeland?

Social Studies/ Science Objectives

Students will gain an understanding of the basic principles of immigration as well as to assess their own immigrant status.

Students will become familiar with maps of Eastern European countries, and capital cities.

Students will understand how immigrants need to keep their home culture has affected our society in Wisconsin in such areas as food, dance, music, and holiday traditions.

Social Studies/ Science Activities

Students will research their own ethnic backgrounds. They will use the following basic questions: Where did your ancestors come from? Does anyone talk about your family's beginning in America/Wisconsin? Why did your ancestors come to the U.S.? What are some of their traditions/ stories/ foods, etc.? Students will map the results of their research and draw conclusions based on this.

As a class discuss why families move and compare that to why ancestors have moved.

As a class discuss what would make people feel at home in a new place (holidays, foods, crafts, customs, dress, music, dance, being part of similar communities, etc.)

- Make or taste different Eastern European foods
- Listen to polka music, Ukrainian folk songs, etc.
- Do the polka
- Draw an Eastern European national "costume"

Students will choose a holiday that their family celebrates and write down things that they do to make that holiday special or different from every other day (could be religious or non-religious).

Students will identify landforms and weather found in Eastern Europe and compare them with those found here in Wisconsin.

Students will identify common plants and animals and their uses in Eastern Europe and in Wisconsin.

Students will visit the local public records office to look at maps of their area years ago to see if certain cultures are represented.

Math Objectives

Students will compare relative areas and relative large numbers.

Students will understand the concepts of perimeter, circumference, and area.

Students will understand the basic geometric transformations in a plane and the relationships among transformed figures in a plane.

Students will collect, organize, and display data in picture, line, circle or bar graphs.

Math Activities

Students will compare the total land area of the United States and Wisconsin to the total land area of Eastern Europe and Ukraine, Russia, and Czech Republic.

Students will compare the total population of the United States and Wisconsin to the total population of Eastern Europe and Ukraine, Russia, and Czech Republic.

Students will graph the results of the heritage interview to show the class's immigrant status.

Students will create an egg decoration using various geometric shapes and patterns (as depicted in Ukrainian eggs) understanding math in art.

Students will study symmetry using folded paper and cutting to make symmetrical shapes (as displayed in Polish paper cutting) understanding math in art.

Culminating Activities

Students could create an artifact trunk that would demonstrate what the student has learned about how people show their heritage today, and maintain the culture and history of where they are from.

Students could produce a film, video, or play depicting their own tradition with narration by the student explaining a family tradition.

Students could prepare an example of a traditional holiday using foods, decorations, and entertainment and narrate its use in their family.

Students could illustrate, write, and present their own tale to the class.

Students could interview an elder and collect their tales using video, audio, or retelling by students.

Students will collect various items from this unit to create a portfolio representing their work in this unit. The following items shall be included:

- a. folktale

- b. dolls/toy book
- c. foods
- d. dyed fabric
- e. uses for animals
- f. dairy animals
- g. egg decorating
- h. Cyrillic writing

Selected Resources

1. Blatt, Gloria; Once Upon a Folktale-Capturing the Folklore Process with Children; 1993; Teachers College Press.
2. Barchers, Suzanne L.; Wise Women-Folk and Fairy Tales from around the World; 1990; Libraries Unlimited, Inc.
3. Cole, Joanna; Best-loved Folktales of the World; 1982; Doubleday. (Czech)
4. Croll, Carolyn; The Little Snowgirl; 1989; G.P. Putnam. (Russian)
5. Filipovic', Zlata; Zlata's Diary: A Child's Life in Sarajevo; 1994; Viking Books.
6. Ginsburg, Mirra; The Night It Rained Pancakes; 1980; Greenwillow Books. (Russian)
7. Goforth & Spillman; Using Folk Literature in the Classroom; 1994; Oryx Press.
8. Joseph, Joan; Folk Toys Around the World – And How to Make Them; 1972; Parents' Magazine Press.
9. Kraus, Anne Marie; Folktale Themes and Activities for Children Vol.2; 1999; Teacher Ideas Press.
10. Livo, Norma; Moon Cakes to Maize; 1999; Fulcrum. (Cooking)
11. Leary, James P.; Wisconsin Folklore; 2001; University of Wisconsin Press.

12. Pellowski, Anne; The Nine Crying Dolls; 1980; Philomel Books. (Polish)
13. Peters, Harry B.; Folk Songs Out of Wisconsin-An illustrated Compendium of Words and Music; 1977; State Historical Society of Wisconsin.
14. Polacco, Patricia; Rechenka's Eggs; 1988; Philomel Books. (Ukrainian)
15. Riordan, James; The Woman in the Moon-and Other Tales of Forgotten Heroines; 1985; Dial Books.
16. Shepard, Aaron; The Sea King's Daughter; 1997; Atheneum Books. (Russian)
17. Silverman, Erica; Raisel's Riddle; 1999; Farrar, Straus and Giroux. (Polish)
18. Singer, Isaac; When Schlemiel Went to Warsaw and Other Stories; 1968; Farrar, Straus, and Giroux. (Polish)
19. Thompson, Stith; One Hundred Favorite Folktales; 1968; Indiana University Press. (Czech)
20. Thompson, Susan; Folk Art Tells a Story-An Activity Guide; 1998; Libraries Unlimited, Inc.

Heritage Survey

To facilitate our study of Eastern European influences on Wisconsin History, we are taking a survey to find out what our class's roots are. Please use the following questions to interview a parent, a grandparent, an elderly neighbor or an elderly family friend.

Where did your ancestors come from?

What do you know about your family's beginning?

Why did your ancestors come to the U.S.?

What are some of your traditions, holidays, stories, foods, and music?

What would your family have told you to do to treat an illness (common cold)?



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Cyrillic Alphabet

Cyrillic (printed & cursive)	Roman	Name of Cyrillic Letter
А а <i>Аа</i>	a	<i>ah</i>
Б б <i>Бб</i>	b	<i>beh</i>
В в <i>Вв</i>	v	<i>vey</i>
Г г <i>Гг</i>	g	<i>gey</i>
Д д <i>Дд</i>	d	<i>dey</i>
Е е <i>Ее</i>	e	<i>yey</i>
Ё ё <i>Ёё</i>	ë	<i>yaw</i>
Ж ж <i>Жж</i>	zh	<i>zheh</i>
З з <i>Зз</i>	z	<i>zey</i>
И и <i>Ии</i>	i	<i>ee</i>
Й й <i>Йя</i>	ÿ	<i>ee kratkoye</i>
К к <i>Кк</i>	k	<i>kah</i>
Л л <i>Лл</i>	l	<i>el</i>
М м <i>Мм</i>	m	<i>em</i>
Н н <i>Нн</i>	n	<i>en</i>
О о <i>Оо</i>	o	<i>aw</i>
П п <i>Пп</i>	p	<i>pey</i>

Р	р	<i>Рр</i>	r	<i>ehr</i>
С	с	<i>Сс</i>	s	<i>ess</i>
Т	т	<i>Тт</i>	t	<i>tey</i>
У	у	<i>Уу</i>	u	<i>oo</i>
Ф	ф	<i>Фф</i>	f	<i>ef</i>
Х	х	<i>Хх</i>	kh	<i>khah</i>
Ц	ц	<i>Цц</i>	ts	<i>tseh</i>
Ч	ч	<i>Чч</i>	ch	<i>chah</i>
Ш	ш	<i>Шш</i>	sh	<i>shah</i>
Щ	щ	<i>Щщ</i>	shch	<i>shchah</i>
Ь	ь		"	<i>tvyawrdy znak</i>
Ы	ы		y	<i>yerih</i>
Ъ	ъ		'	<i>miakhky znak</i>
Э	э	<i>Ээ</i>	é	<i>eh oborawtnoye</i>
Ю	ю	<i>Юю</i>	iû	<i>yoo</i>
Я	я	<i>Яя</i>	iâ	<i>yah</i>

This chart, based on: Rosalind Kent's *Reading the Russian Language* (New York: M. Dekker, 1974), is primarily intended for librarians who need to transliterate Cyrillic texts for cataloging or for searching in a database. Transliteration is according to Library of Congress rules.

June 16, 1998

jrlikins@colby.edu	(John R. Likins)
Colby College Libraries	Technical Services Dept.
5161 Mayflower Hill	Waterville, Maine 04901-8851
Phone (207) 872-3289	Fax (207) 872-3287