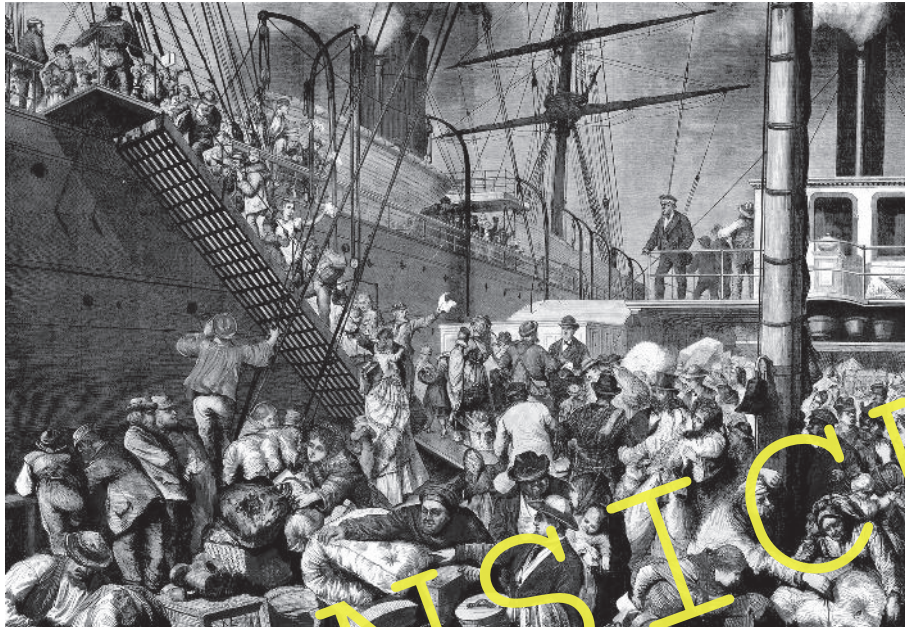


A Change of Political Arenas? – Nineteenth-Century German Immigration to the US: Die deutsche Auswanderung in die USA als eine enge Verflechtung der deutschen mit der amerikanischen Geschichte verstehen (S II)

Elisabeth Gentner, Stuttgart



German emigrants to New York embarking on a steamer in Hamburg, hand-colored woodcut of a nineteenth-century illustration

Etwa ein Viertel der heutigen US-amerikanischen Bevölkerung hat deutsche Wurzeln. Dies ist unter anderem auf die deutsche Amerika-Auswanderung während des 19. Jahrhunderts zurückzuführen, die als Massenmigration in der Geschichte gilt. Vielen politisch motivierten Auswanderern gelang es, in ihrer Wahlheimat neue politische Betätigungsfelder zu finden: sei es im amerikanischen Bürgerkrieg oder im *anti-slavery movement*.

Was hat die Menschen damals zur Auswanderung bewogen? Haben sich ihre Hoffnungen in der „Neuen Welt“ erfüllt? Wie haben die deutschen Auswanderer ihre neue amerikanische Heimat geprägt? Anhand eines Gruppenpuzzles und einer Debatte erarbeiten die Lernenden weitgehend selbstständig die Auswanderungsgründe und die Identitätssuche der Deutsch-Amerikaner in den USA.

Klassenstufe: Klasse 11/12

Dauer: 6 Stunden und Klausur

Bereich: Neuzeit, Migration, Revolution von 1848/49, USA im 19. Jahrhundert

Kompetenzen:

- die deutsche Auswanderung in die USA in den historischen Kontext des 19. Jahrhunderts einordnen und die Gründe hierfür erarbeiten
- die Bedeutung deutscher Auswanderer für die USA begreifen
- schriftliche Quellen zum Thema verstehen und analysieren
- Bildmaterial und eine Karte beschreiben und analysieren

Materialübersicht

1./2. Stunde: Reasons for German emigration to the US

M 1	(Bi/Fo)	Pictures of American pioneer life
M 2	(Tx/Ab)	Nineteenth-century Germany: The economic and political situation
M 3	(Tx)	Reasons for emigration: Songs by Hoffmann von Fallersleben
M 4	(Tx)	Reasons for emigration: <i>Report on a Journey</i> by Gottfried Duden
M 5	(Tx)	Reasons for emigration: An emigrant letter
M 6	(Tx)	Reasons for emigration: Speech on <i>True Americanism</i> by Carl Schurz
M 7	(Ab/Im)	Jigsaw: Reasons for emigration from Germany to the United States
M 8	(Bi/Ab)	The German Belt: Where in the US did German immigrants settle?

3./4. Stunde: Between two cultures: The life of German immigrants in the US

M 9	(Bi/Fo)	Between two cultures: The English and the German language
M 10	(Tx/Ab)	Between two cultures: Bilingual education among German-Americans
M 11	(Ab)	Debate: German-English bilingual education in nineteenth-century America
M 12	(Tx/Ab)	Between two cultures: Challenges in the "New World"
M 13	(Ab/Im)	Anglo-American perspectives on German immigrants

5./6. Stunde: The Forty-Eighters: A change of political arenas

M 14	(Im)	The Forty-Eighters: A change of political arenas
M 15	(Tx)	Turner societies as cradle of political action
M 16	(Tx)	Carl Schurz: A change of political arenas
M 17	(Ab)	Overview sheet: A change of political arenas
M 18	(Im)	The phenomenon of migration

Lernerfolgskontrolle

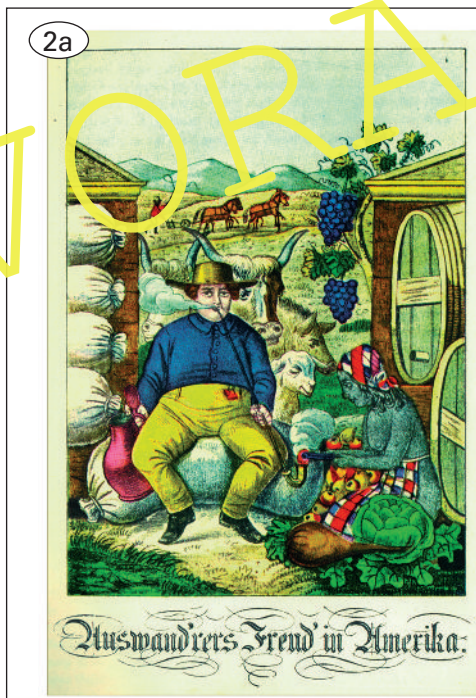
M 19	(LEK)	Exam: The Forty-Eighters
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Ab: Arbeitsblatt – **Bi:** Bildimpuls – **Fo:** Folie – **Im:** (Gesprächs-/ Handlungs-)Impuls – **LEK:** Lernerfolgskontrolle – **Tx:** Text

M 1 Pictures of American pioneer life



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Helpful expressions

to cut down a tree: einen Baum fällen – deer: Hirsch, Reh – plough: Pflug – cabin: Holzhütte – wine barrel: Weinfass

M 6 Reasons for emigration: Speech on *True Americanism* by Carl Schurz

Expert group D

The speech on True Americanism was delivered in Faneuil Hall, Boston, in April 1859. Carl Schurz (1829–1906) was a German revolutionary who emigrated to America in 1852 and joined the Republican Party. In 1868 he was elected to the US Senate and in 1876 he became Secretary of the Interior.

Mr. President and Gentlemen,

a few days ago I stood on the cupola¹ of your statehouse, and overlooked for the first time this venerable² city and the country surrounding it. Then the streets, and hills, and waters around me began to teem with³ the life of historical recollections, recollections dear to all mankind, and a feeling of pride arose in my heart, and I said to myself, I, too, am an American citizen. [...] I, born in a foreign land, pay my tribute to Americanism? Yes, for to me the word Americanism, true Americanism, comprehends the noblest ideas which ever swelled a human heart with noble pride.



Stamp in memory of Carl Schurz (1976)

It is one of the earliest recollections of my boyhood, that one summer night our whole village was stirred up⁴ by an uncommon occurrence. [...] That night our neighbors were pressing around a few wagons covered with linen sheets and loaded with household utensils and boxes and trunks⁵ to their utmost capacity⁶. One of our neighboring families was moving far away across a great water, and it was said that they would never again return. And I saw silent tears trickling down weather-beaten cheeks, [...] and some of the men and women hardly able to speak when they nodded to one another a last farewell. At last the train started into motion, they gave three cheers for America, and then in the first gray dawn⁷ of the morning I saw them wending their way over the hill until they disappeared in the shadow of the forest. And I heard a man say, how happy he would be if he could go with them to that great and free country, where a man could be himself.

That was the first time that I heard of America, and my childish imagination took possession of a land covered partly with majestic trees, partly with flowery prairies, immeasurable to the eye, and intersected with large rivers and broad lakes a land where everybody could do what he thought best, and where nobody need be poor, because everybody was free. [...] And later, when I was old enough to read, and descriptions of this country and books on American history fell into my hands, [...] I began to exercise my brain with the thought of what man might be and become when left perfectly free to himself.

[...] later I looked up [...] into the stir and bustle of the world, and the trumpet tones of struggling humanity struck my ear and thrilled my heart, and I saw my nation shake her chains⁸ in order to burst them, and I heard a gigantic, universal shout for Liberty rising up to the skies; and at last [...] I saw that nation crushed down⁹ again, not only by overwhelming armies, but by the dead weight of customs and institutions and notions and prejudices which past centuries had heaped upon them, and which a moment of enthusiasm, however sublime¹⁰, could not destroy; [...]. Every people, every creed¹¹, every class of society has contributed its share to that wonderful mixture out of which is to grow the great nation of the new world. [...] They modify each other, and their peculiar¹² characteristics are to be blended¹³ together by the all-assimilating power of freedom.

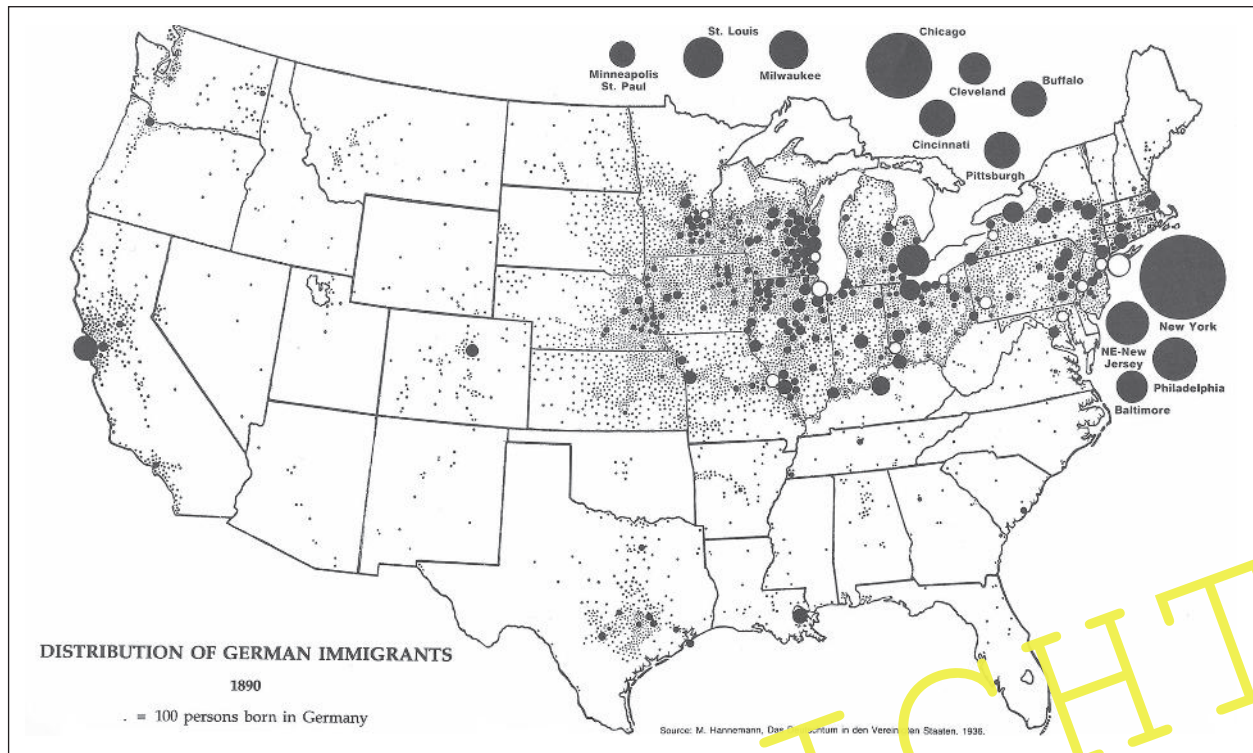
Source: http://archive.org/stream/speechescarlisch00schugoog/speechescarlisch00schugoog_djvu.txt

Annotations

1 **cupola**: Kuppel – 2 **venerable**: respected, honourable – 3 **to teem with**: to burst with, to overflow with – 4 **to stir so. up**: to agitate so., to cause sadness – 5 **trunk**: very large box for storage – 6 **loaded to the utmost capacity**: completely full – 7 **dawn**: daybreak – 8 **chain**: Kette – 9 **to crush down**: to suppress, to press down – 10 **sublime**: glorious, majestic – 11 **creed**: religious belief – 12 **peculiar**: strange, special – 13 **to blend sth.**: to mix sth.

Task: Read the speech and underline the reasons for emigration to America.

M 8 The German Belt: Where in the US did German immigrants settle?



Chain migration

Very often German immigrants decided to settle in places that had been recommended or where family and friends were located. This process is known as chain migration. Even some newly-founded towns were advertised in Germany.

Examples of German place names in Wisconsin

Berlin

Hamburg

Rhine

Germantown

Mosel

Stettin

Germania

New Holstein

Wittenberg

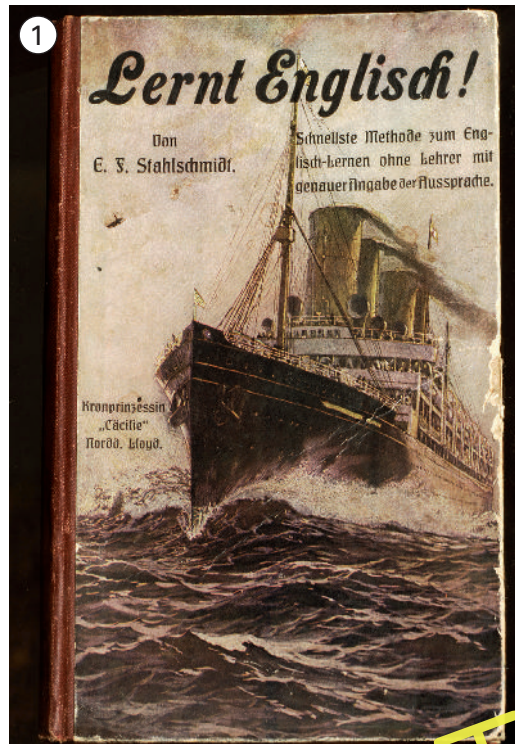
Frankfort

Tasks

1. Name the US regions that can be regarded as centres of German immigration.
2. Explain the phenomenon of chain migration with reference to the map and the information.
3. Name possible reasons why chain migration might have been so popular among Germans.
4. Outline possible consequences of chain migration.
5. Explain the name-giving of new German settlements.

Source of the map: Jürgen Eichhoff: The German Language in America. In: Frank Trommler / Joseph McVeigh (ed.): America and the Germans. An Assessment of a Three-Hundred-Year History. Philadelphia 1985: University of Pennsylvania Press, p. 224.

M 9 Between two cultures: The English and the German language



Source: Alexander Emmerich: Die Geschichte der Deutschen in Amerika. Köln 2013: Fackelträger Verlag, S. 69, S. 138, © Sammlung Helmut Schmahl

M 11 Debate: German-English bilingual education in nineteenth-century America

German-English bilingual education should be stopped in schools.

YES



German-English bilingual education is harmful.

“Some [...] fear that immigrants will not assimilate unless taught exclusively in English.”

vs



NO

German-English bilingual education offers many advantages.

“German immigrants during the nineteenth century fought to maintain their mother tongue [...]”

Source: Paul Fessler: The Political and Pedagogical in Bilingual Education: Yesterday and Today. In: Wolfgang Helbich, Walter D. Kamphoefner (eds.): German-American Immigration and Ethnicity in Comparative Perspective. Madison, Wisconsin 2004: Max Kade Institute for German-American Studies, p. 289.

Method box: How to stage a debate

A debate is a formalised discussion following certain rules. It is a contest between speakers for and against a statement, which ends in a vote. It can be organised like this:

1. The chairperson introduces the issue and presents the statement (“motion”) everyone will vote for or against at the end.
2. In a first round, four main speakers speak alternately for and against. They must not be interrupted. The audience (also called the “floor”) listens to the main speakers.
3. Then there is an open debating phase in which the floor may take part, raising their hands and making comments or asking questions when the chairperson allows them to.
4. At the end of the debate the positions are summarised again. Then the chairperson asks everyone to take a vote by raising their hands for or against.

Source: Green Line Oberstufe (Baden-Württemberg). Stuttgart-Leipzig 2009: Ernst Klett Verlag, p. 280.



M 14 The Forty-Eighters: A change of political arenas

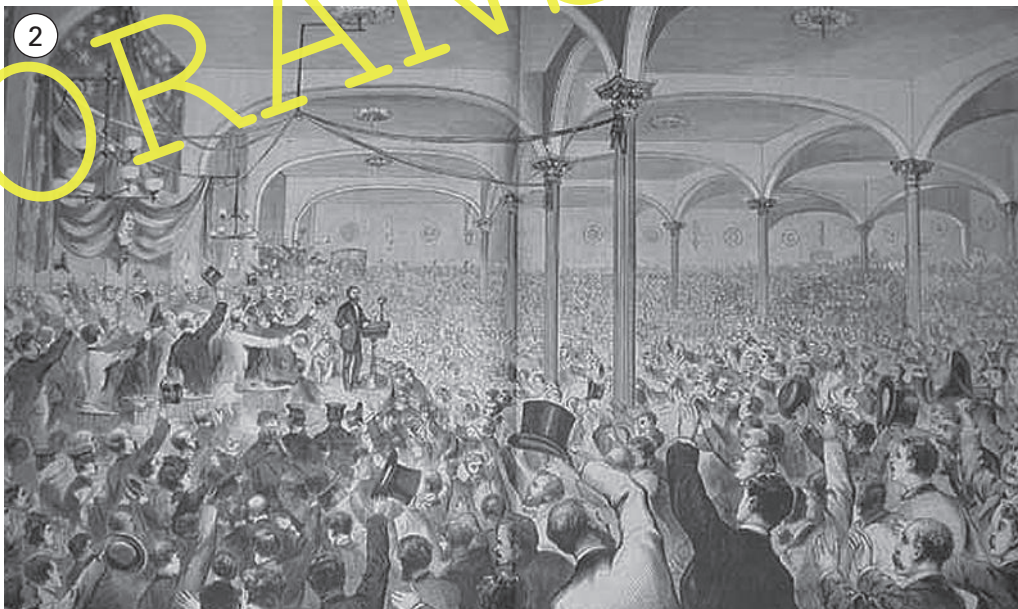
Friedrich Hecker and Carl Schurz, both German Republicans and political agitators, left Germany and emigrated to the United States in 1848 (Hecker) and 1852 (Schurz).



Anti-democratic caricature of Friedrich Hecker, Germany (1849)



Stamp in memory of Carl Schurz (1976)



Senator Carl Schurz addressing a rally in Cincinnati (1872)

Tasks

1. Describe the pictures.
2. Define the term "Forty-Eighters" with reference to the illustrations.
3. Show to what extent the three pictures are logically connected with each other. Explain the phrase "a change of political arenas".

M 18 The phenomenon of migration

“Migrants are often the most entrepreneurial¹ and dynamic members of society; historically migration has underpinned² economic growth and nation-building and enriched cultures. Migration also presents significant challenges.”

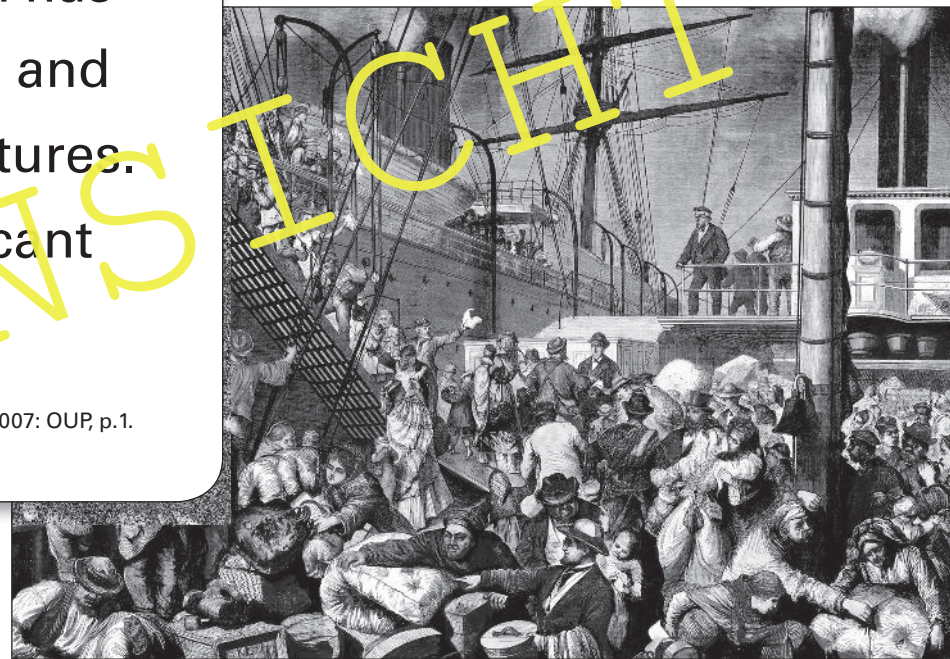
Source: Khalid Koser, *International Migration. A Very Short Introduction*. Oxford 2007: OUP, p.1.

Annotations

- 1 **entrepreneurial**: making money starting one's own business –
 2 **to underpin sth.**: to support sth.

Tasks

1. Explain what this quote means.
2. State to what extent this statement applies to nineteenth-century German immigration to the US and give concrete examples.
3. State to what extent this statement applies to the situation in Germany from the time after WW II up to the present and give concrete examples.



German emigrants for New York embarking on a steamer in Hamburg

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M 19 Exam: The Forty-Eighters

The Forty-Eighters were an important group of German immigrants in the nineteenth century. What did those Forty-Eighters have in common?

What did the Forty-eighter look like as he landed in New York, Philadelphia, or New Orleans? [...] He was set off from the mass of immigrants, the peasants¹ and craftsmen, by delicate² hands that showed no signs of physical labor. In some cases, if he had been a member of the Frankfurt *Parlament*, his dress was of rather formal cut and of elegant material, sometimes velvet³, but by now rather shiny since his wardrobe was very meagre. He stepped on land eagerly⁴ with no family [...] to slow his pace or much luggage [...]. His departure from his homeland had not been carefully planned, for often it had been taken just a few steps ahead of the police or, in some cases, straight after an escape from prison. [...] Even to America he had not come as a settler but as one ever ready to return to his homeland to aid⁵ in the Revolution which would be more successful the next time. He had no household goods [...].

10 He had lived in Paris, Geneva⁶, or London as an exile or had previously traveled abroad in his student days. He knew Italian, Hungarian, or French revolutionaries in person or through correspondence. Even if he spoke little English, he had studied Latin and French, and thus foreign languages seemed no [...] barrier to him. Friends came to the pier to meet him or he had the address of comrades who had participated with him in the great movement. He had read about the United States, whose Declaration of Independence had often been quoted whenever a free and united Germany was being planned. He was not afraid. On the contrary, he had great expectations and felt that he had a mission. His political past entitled him to respect and a hearing. Although his ideas of what to do next were not very precise and probably none too practical, yet he was certain that he would be doing something.

25 There were of course exceptions to the "typical" Forty-eighter. Friedrich Hecker was thirty-seven years old. He had come in 1848 and then returned to Germany when the Baden uprising once more gave promise of success. After the second failure he set out for the United States with his family and had a definite destination, namely his farm near Belleville, Illinois. Carl Schurz too was married though only twenty-three years of age; his wife had some means which enabled him to devote⁷ the first years to the study of the English language and of American life in general. Most of the Forty-eighters who came to Iowa were family men from Schleswig-Holstein drawn there by the reports of their countrymen [...]. Broadly speaking, however, the Forty-eighters form an exception to the general rule of family or group immigration during the middle decades⁸ of the nineteenth century.



Caricature of Friedrich Hecker (1849)

Annotations

1 **peasant**: farmer – 2 **delicate**: tender, soft – 3 **velvet**: Samt – 4 **eagerly**: ambitiously – 5 **to aid**: to help – 6 **Geneva**: Genf – 7 **to devote sth. to sth.**: to invest sth. in sth. – 8 **decade**: a period of ten years

Source: Hildegard Binder Johnson: Adjustment to the United States. In: A. E. Zucker (ed.): The Forty-Eighters. Political Refugees of the German Revolution of 1848. New York 1950: Columbia University Press, pp. 43–45.

Tasks

1. Outline the characteristic features of the typical Forty-Eighters as described in the text. (8 p.)
2. Explain how the Forty-Eighters tried to realize their political mission. Give concrete examples from US history. (6 p.)
3. Describe further reasons for German emigration to the US in the nineteenth century. (8 p.)
4. Discuss in which ways German immigrants were willing and able to adapt to US society. (8 p.)