

## Germanic Migration to the United States

Teaching American History: Immigration and the American Identity

Dr. Laura Baker

July 16, 2008

Matt Parsons

Katri Miller

Rebecca Richardson

Jason Hilton

## Essential Questions

1. How did the German Immigrant experience compare to other immigrant groups?
2. What role has race played in German immigration?
3. What contributions to U.S. History have German Immigrants made?
4. What accounts for the differences in anti-German feelings in World War I and World War II?
5. What can be determined about German American immigration from the migration patterns of German immigrants in the United States?

## Chronology of German-American History

- 1608 – (Oct) The first permanent German settlers arrive at Jamestown, Virginia, on the *Mary and Margaret*
- 1683 – (Oct 6) A group of German Mennonites under direction of Pastorius arrive in Philadelphia where they establish first permanent German settlement of Germantown
- 1690 – The first paper mill in America is established at Germantown
- 1708 – Joshua Kochterthal leads first group of Palatines, which becomes first major wave of German immigration
- 1727 – Germans number approximately 20,000 in Pennsylvania
- 1735 – John Peter Zenger publisher of the *New York Weekly Journal* wins first battle of the freedom of the press
- 1743 – Christopher Saur prints first Bible in America in a European language (German)
- 1764 – The German Society of Pennsylvania, the oldest German –American society in the United States, is formed to assist German immigrants and German-Americans
- 1776 – Hessian troops fight with the British as mercenaries during the American Revolution
- 1778 – Baron von Steuben trains the Continental Army. The Independent Troop of the Horse is established as a German-American bodyguard unit for Washington
- 1783 – Some 5,000 Hessians remain in America after the Revolution
- 1785 – The Treaty of Amity and Commerce between the United States and Prussia is signed
- 1794 – Virginia Germans petition Congress to print and publish documents in German
- 1808 – John Jacob Astor establishes the American Fur Company and by the 1830s is the richest man in the United States
- 1812 – German-American units fight in the War of 1812
- 1817 – Post Congress of Vienna Revolutions – persecution of student societies creates immigration into America
- 1829 – Gottfried Duden publishes his highly influential book *Bericht über eine Reise nach den westlichen Staaten Nordamerika's* ("Report of a journey to the western states of North America") about the United States, which encourages many to immigrate
- 1830s – German-Americans introduce the custom of decorating Christmas trees

- 1834 – There are more than 500 German-language schools in America, the largest non-English language system in the United States
- 1838 – First major immigration of German Lutherans to Missouri
- 1846 – Maximilian Schaefer establishes the first great lager beer brewery in America
- 1846 – German-American units fight in the Mexican War
- 1848 – After the revolution of 1848, thousands immigrate to America. The Forty-Eighter Friedrich Hecker is greeted by twenty thousand German-Americans in New York
- 1852 – Carl Schurz arrives in America
- 1856 – Mrs. Carl Schurz establishes the first kindergarten in the United States in Watertown Wisconsin
- 1860 – German-Americans strongly support Abraham Lincoln for president
- 1861 – German-Americans fight on both sides of the Civil War
- 1867 – Kansas law permitting instruction in German language
- 1871 – The unification of Germany as a federation of 25 member states. The King of Prussia, Wilhelm I, becomes the Kaiser of Germany with Bismarck as chancellor
- 1877 – Carl Schurz becomes the Secretary of the Interior under President Hayes becoming the first German born member of the cabinet
- 1878 – Bismarck’s antisocialist legislation causes immigration of socialists to America
- 1886 – The Haymarket Riot leads to suppression of German-American socialists
- 1901 – The National German-American Alliance is formed as the umbrella organization for German-American societies
- 1909 – St. Louis Germans introduce the “hamburger” to America
- 1914 – Mass meetings of the German-American Alliance propose that the US not become involved in WWI
- 1917 – The US declares war against Germany, which results in anti-German hysteria. On April 5, 1918, Robert Prager is lynched in Collinsville. The German-American Alliance is forced to disband
- 1917 – Nebraska state council conducts investigation into loyalty of the German element in the state
- 1918 – South Dakota state council ordered first statewide ban in the nation on German language instruction in all public schools K-Universities

1918 – South Dakota Order No. 4 – prohibited use of German language at all public gatherings, including church meetings, and the ban on German instruction was extended to private and church-related schools. Subsequent order “Prohibited the use of the enemy’s language in public conversation except in cases of extreme emergency.”

1919 – The Treaty of Versailles is signed but rejected overwhelmingly in the German-American press

1928 – Herbert Hoover becomes the first president of German descent

1933 – The beginnings of a new immigration as result of Hitler’s Third Reich

1941 – Hitler declares war against the US, which again results in anti-German sentiment resulting in the internment of more than 10,000 German-Americans

1945 – The end of the war brings numerous scientists to the US. Also large number of Germans are driven out of their homes in eastern and southeastern Europe and come to America

1948 – American airlift breaks the Soviet blockade of West Berlin

1961 – Berlin Wall is built

1963 – President Kennedy visits Berlin Wall and declares solidarity with the German people

1973 – Henry Kissinger becomes secretary of state and wins the Nobel Peace Prize

1980 – US Census reports that German-Americans are the nation’s largest ethnic element

1987 – President Reagan visits Berlin and challenges, “Mr. Gorbachev, tear down this wall.”

1989 – Berlin Wall falls

1990 – Germany is reunited

1990 – US Census reports that German-Americans are still nation’s largest ethnic element

2008 – 400<sup>th</sup> anniversary of the arrival of the first permanent German settlers at Jamestown, Virginia

**Luebke, Frederick C. Germans in the New World. Chicago: University of Illinois Press  
1990**

**Tolzmann, Don Heinrich. The German American Experience. New York: Humanity  
Books 2000**

Germanic people have been coming to the United States since the first colonies put ashore at Jamestown. From that point on, Germans continued to form the largest or the second largest group of immigrants entering the United States (Spickard 2008, 101). These migrations were fueled by many economic, political, and social events in Europe. In the 17<sup>th</sup> century Germans came here as colonists. The British used an aggressive policy of recruitment to gain colonists from many areas, not just Great Britain (Ripley 1990, 9). In the 18<sup>th</sup> century, a number of Germans arrived as Hessian troops and never left.

In the early 19<sup>th</sup> century, there was a new force driving German immigration. Napoleon was marching through the Germanic lands on his way to Russia. Along the way, he was raising taxes, creating new laws, and forcing German men into France's Grand Armee. Napoleon will eventually be defeated and by 1815 the Congress of Vienna, led by Austrian Prince Klemens Von Metternich will be carving up Europe with no regard for ethnic, religious, or social boundaries. Both Napoleon, and these new boundaries created deep feelings of nationalism and strengthened feelings of liberalism in Europe. France suffered revolutions in 1830 and 1848 and as usual, revolution in France spread to the German Confederation and liberals began to look for converts. The government cracked down on dissent and silenced protest for a little while. At this time, many Germans began to leave the new German Confederation in search of political and social freedom. As many as half a million German-speaking people came to the United States in this period alone (Spickard 2009, 101).

The late 19<sup>th</sup> century will create a new set of challenges for Germanic people. The industrial revolution has spread from Great Britain to the rest of Europe and eventually to the United States. Germans, and other Europeans will follow industry to the United States (Rosenblum 1973, 72). In 1871, Otto von Bismarck and Kaiser Wilhelm I will unify what we today know as Germany. This should have been a time of great German Nationalism. Instead, 1.4 million Germans left Germany in the decades just following unification (Spickard 2009, 101). There is no direct evidence as to why this was, though Spickard does mention the German hereditary system on page 100 that denied youngest sons any property. During the decades of 1870 -1890, the United States was offering cheap land to anyone willing and able to pay a small fee for it, improve it, and farm it. This must have seemed a small price for acres of farmland to people that were essentially disinherited by traditional inheritance practices.

During the 20<sup>th</sup> century, wars and political turmoil contributed to German migration. World Wars I and II displaced many Germans and pushed them out of the country, though in far smaller numbers than previous years. This may have been because they were the "enemy" and as such weren't welcome in the United States, or this may have been because many men of immigrating age had been

drafted into the German army effectively limiting their movements for the course of the war. Through all of these larger migrations there was a smaller ongoing migration of German Jews, primarily for reasons relating to European anti-Semitism.

During the mid to late 20<sup>th</sup> century, Germany's political situation became even more complicated. At the end of World War II, Germany was divided into 4 zones; American, French, British, and Russian. The capitol city, Berlin, was located squarely in the Russian zone and divided into four zones. When the allies pulled out the country remained divided into East, nominally communist, Germany, and West, nominally democratic, Germany as with Berlin. German immigration to the U.S. increased briefly in the 1950s before dropping radically with the building of the Berlin wall and the prohibition of travel to the west by Eastern Europeans. Numbers have remained small ever since.

Following Spickard's paradigm, the German experience would have been very much the Ellis Island experience. Germans were nominally white. When Germans came to the United States, except for some Anti-Catholic backlash at times, there was little resistance to German immigration (Lescott-Leszczynski 1984, 9-15). Being central European, and primarily Lutheran, race would have played little role in the German immigration experience. In many areas where Germans moved, German was accepted as the primary language used in schools, which didn't change until World War I when anti-German backlash led to outlawing the German language almost altogether (Luebke 1990, 31-45).

## German-American Learning Activities

### **U.S. History Learning Activities:**

#### **Bio-Book on German-Americans**

From a list of prominent German-Americans (located in appendix of Don Heinrich Tolzmann's the German-American Experience, 2000), students will select a prominent German-American figure to research. From their research, students will create a brief one page biographical report along with a brief oral presentation about the German-American researched. The one page report will be combined with all the other reports into a classroom book to be distributed to each student in the class. As part of their report and presentation, students should focus on the contributions these individuals had on the fabric and tapestry of the United States of America.

#### **The U.S. Census and German Immigration**

Utilizing Census data from 1790 to 1990 ((located in appendix of Don Heinrich Tolzmann's the German-American Experience, 2000), students will examine the patterns of German immigration in the United States. Students will utilize various charts and tables to ascertain patterns of German immigration, and then research what accounted for those immigration trends and patterns. Students will write a two-page report that will include the following: first, an analysis of the Census data provided, and second, research that indicates why certain German immigration patterns and trends occurred in the historical record.

### **World History Learning Activity:**

#### **Sister-City Relationships**

From a list of sister city relationships (located in appendix of Don Heinrich Tolzmann's the German-American Experience, 2000), among German cities and American cities, students will select a sister city relationship to research. From their research, students will create a two-page report that will accomplish the following: first, trace the relationship of the two cities in the historical record, second, compare, and contrast the two cities by creating a Venn diagram illustration of differences and shared similarities. Within the report and illustrated by the diagram, students should focus on the political, social, economic, and cultural ties between the sister city pairing.

## **Geography Learning Activity:**

### **Geo-German Map**

Utilizing German place names in the United States ((located in appendix of Don Heinrich Tolzmann's the German-American Experience, 2000) and a blank map of the United States of America, students will construct a map by placing the number of German place names within the blank outline of the state. Students will then be handed two maps, the first is a German-American Heritage Map of the United States: Where German-Americans Live as of 1990 ((located on page 15 in Don Heinrich Tolzmann's the German-American Experience, 2000), the second is a Distribution of German Immigrants as of 1890 ((located on page 14 of Don Heinrich Tolzmann's the German-American Experience, 2000). Students will correlate their student map with the German-American Heritage Map and the Distribution of German Immigrants Map. Students will then make comparisons and conclusions based on the number of German place names relative to German-American population concentrations as noted on the German-American Heritage Map, as well as the Distribution of German Immigrants Map.

## **Miscellaneous Learning Activities:**

**Link to German-American Teaching Units, Lessons and, Activities**

<http://www-lib.iupui.edu/kade/teaching.html>

### **Annotated Bibliography:**

**Diner, Hasia R. A Time for Gathering: The Second Migration 1820-1880. London: Johns Hopkins Press Ltd. 1992**

In this book, Diner deals with the migration of German Jews from Europe to the New World. She discusses the socio-economic reasons for this particular group leaving Germany (Diner 1992, 8-10). This book primarily deals with the difficulties faced by Jews in Germany during the 19<sup>th</sup> century and their reasons for emigration to the United States. Diner also discusses how the Jews of Second Migration differed from the Jews already in the United States and how that affected their assimilation and absorption into the dominant (white) American culture. She discusses Jewish history in Europe as well as a background to her discussion on the migration of “tens of thousands of those Jews across the Atlantic (Diner 1992, 10).”

**Kronenberg, Kenneth. Lives and Letters of an Immigrant Family: the van Dreveltdts' experiences along the Missouri, 1844-1866. Lincoln: University of Nebraska Press, 1998**

This book is a book of letters written on both sides of the Atlantic from brother to brother. Both men came to the United States, one of them returned to Germany. This book is a collection of their letters. It gives a good feel of what this particular family was going through in Missouri and highlights the events going on in both the U.S. and Germany at the time. The letters deal with political, social, economic, and cultural changes happening in both countries and how the men deal with their experiences. As well as being a family history it is also a personal record of the events going on around the van Dreveltdts and how they were affected by them. It also includes some historical maps.

**Lescott-Leszczynski, John. The History of U.S. Ethnic Policy and its Impact on European Ethnicity. London: Westview Press, 1984**

This book describes the types and numbers of ethnic groups that came to America and the U.S. policy that was created because of these waves of immigrants. Lescott-Leszczynski discusses how and why German and other European immigrants came to the United States and specifically discusses German immigration, the types of people that came from Germany and their reasons for coming, and the strong Anti-Catholic sentiments that affected some Germans that were immigrating to the U.S. in the mid to late 1800s (Lescott-Leszczynski 1984, 9-15). Lescott-Leszczynski goes on to discuss specific American ethnic and immigration policy that limited migration from Germany and other non-British states as well (Lescott-Leszczynski 1984, 28). All of chapter four is dedicated to American education policy regarding Germans and other immigrant groups that conducted instruction in their own languages

**Luebke, Frederick C. Germans in the New World. Chicago: University of Illinois Press 1990**

This book is a source guide for dates and events that are key to the German immigrant experience in the United States. It includes examples such as how the American policy of the separation of church and state affected German religious institutions, how concentrations of ethnic groups, here Germans could affect local politics (Luebke 1990, 16-20), and how outside events affected the treatment of German-Americans and German immigrants during the years of WWI. He includes specific examples such as banning all German language use, including churches, schools both public and private, and even reading books written in German, (Luebke 1990, 31-45).

**Raum, Elizabeth. German Immigrants in America: an Interactive History Adventure. Mankato, MN: Capstone Press 2008**

This You Choose book is aimed at 4-6 grade readers. It describes the experiences of German immigrants upon arriving in America. It is a reader's choice book that allows the reader to decide what happens next. Different choices reveal different historical details from the perspective of German immigrants who came to Texas in the 1840s, the Dakotas in the 1880s, and Wisconsin just before World War I breaks out. This book would be much more useful for teachers of elementary school/intermediate school and is historical fiction.

**Reichard, Gary and Ted Dickson, Eds. America on the World Stage: A Global Approach to U.S. History. Chicago: University of Illinois Press, 2008**

This is a compilation of the work of members of the Organization of American Historians. Several articles discuss the role of German immigration and culture on American policy, politics, and culture. For example, an essay by Mark Noll discusses how Catholic immigrants from Germany and Ireland changed the American religious landscape (Reichard and Dickson 2008, 58). David T. Rodgers essay discusses how socialist, liberal, and radical immigrants from Germany, France, Britain, and Belgium shape the early Progressive Era movement (Reichard and Dickson 2008, 100-103).

**Ripley, La Vern J. The German Americans. Boston: Twayne Publishing , 1990**

The book, in its entirety discusses the reasons for German migration to the United States, how Germans integrated themselves into American society as early as the American Revolution, what jobs they preferred, the areas in which they chose to live, and the way in which they chose to practice religion. Ripley gives specific examples of German Americans who contributed to the development of American culture, science, politics, law, art, and industry. Ripley also discusses the problems that German Americans faced, especially during the World War I years, specifically legislation that outlawed German language education which had been so much part of the way that German Americans continued to raise their children (Ripley 1990, 126-128)

**Rosenblum, Gerald. Immigrant Workers: Their Impact on American Labor Radicalism. New York: Basic Books 1973**

Rosenblum's argument is that immigrants came to the United States to escape economic conditions that were prevalent in Europe during the time of their departure. He says that this is particularly true of the British, Germans, and European Jews (Rosenblum 1973, 49). The book also states that the primary pull from the American side came from both the availability of work in agriculture and industry but also from the stronger American economy (Rosenblum 1973, 60-61). Rosenblum also discusses how immigration patterns shifted from British Islanders to the Germans and Scandinavians because of the shift and development of the industrial revolution in Europe (Rosenblum 1973, 72). The book discusses how changes in Europe led workers, but especially liberals or radicals to the United States in search of jobs.

**Spickard, Paul. Almost all Aliens. New York: Routledge 2007**

Paul Spickard presents a new view on American immigration. He debates what he calls the "Ellis Island" model as dated and inappropriate to the experience of many immigrants coming into the United States. Spickard argues that race plays the greatest role in the experience of immigrants coming to America. Specifically to German-Americans, Spickard discusses the reasons for their arrival, they numbers that came to America, and the reception they received (Spickard 2007, 100-102).

**Stave, Bruce and John Sutherland with Aldo Salerno. From the Old Country: An Oral History of European Migration to America. New York: Twayne Publishing 1994**

This book is a set of collected oral histories of and by immigrants. Stories are told by people of various ethnic groups regarding how they view America, immigrant life, what jobs they took, why they came, and how they arrived. German immigrant stories include personal histories about their jobs, including moving to Manchester, NH to be a weaver (Stave et al. 1994, 50), how German immigrants raised their American born children (Stave et al. 1994, 100-101), cultural issues that arose between groups, here the Italians and the Germans (Stave et al. 1994, 183), and how others view immigrants in general and specifically German immigrants both positively and negatively (Stave et al. 208-215). This provides a glimpse into how German Americans viewed their lives and how outsiders viewed the lives of their new neighbors.

**Tolzmann, Don Heinrich. The German American Experience. New York: Humanity Books 2000**

In this book, Tolzmann discusses German immigration in America beginning with Jamestown settlers. Tolzmann includes information on German immigrants from Jamestown to the 1990 census. This book is all encompassing, discussing everything from reasons for migration in the early chapters to the distribution of Germans in the United States. The book also encompasses the affects of wars and other socio-political motivations for German American settlement. The book includes six appendices that consist of: Fields of Distinction, Prominent German Americans, a Chronology of German American History, Sister-City relationships, German Place Names in the United States, and Census data from 1790-1990. Frequently this is presented with photos, line drawings, maps, etc. Beginning on page 52 and continuing to 75, Tolzmann deals with the reasons for and locations of migration from Germany.

## Web Sites

University of Virginia Library Historical Census Browser

<http://fisher.lib.virginia.edu/collections/stats/histcensus/>

This site allows investigation of state and county topics by census year, or over a period of years, by generating maps, tables, and ratios based on user-selected categories. For example, one might create a map showing settlement of German-born peoples in any given census year.

Alternatively, one might compare German born to native-born population in states or counties by census year.

U.S. Department of State, U.S. Diplomatic Mission to Germany: History of German-American Relations

<http://usa.usembassy.de/garelations8300.htm>

This site provides a brief overview of German immigration to the U.S., presented by era from 1683 to present, or by topic. It is well formatted, and easy to use. Topics covered include “Germans in America,” their achievements and contributions, “The German Language in the United States,” and “German-American Relations.” The site also provides several links for in-depth study of German immigration, German culture, biographies, museums...almost anything imaginable!

Library of Congress: Immigration in America

<http://memory.loc.gov/learn//features/immig/introduction.html>

<http://memory.loc.gov/learn//features/immig/german.html>

This project covers the topic of immigration by ethnic group. The second address is that for the section on Germans. It provides a background essay on German immigration from colonial times through WWII, and offers links to primary sources from the Library of Congress, links to lessons, websites, bibliographies,

Library of Congress: European Reading Room

<http://www.loc.gov/rr/european/imde/germany.html>

Here, one can find information on German immigration and German speaking people in the U.S. from the 17<sup>th</sup> to the 20<sup>th</sup> century. It offers a chronology of German immigration, links to relevant “American Memory” presentations, a list of German-American newspapers and periodicals, and links to other internet sources, all neatly bundled together.

U.S. Immigration Legislation Online

<http://library.uwb.edu/guides/USimmigration/USimmigrationlegislation.html>

This is a very useful site as a one-stop guide to major immigration legislation in the United States. Clearly organized and user-friendly, it contains summaries and full text of legislation relating to immigration and immigrants, as well as links for further study.

Indiana University-Purdue University Indianapolis

<http://www-lib.iupui.edu/kade/nameword/nameword.html>

This is comprised of two lessons intended to help students appreciate the impact of German-Americans on American culture as a whole. It provides useful background information and interesting ideas for classroom activities.

Minnesota State University Mankato, History of Minnesota, Immigration to Minnesota, German, [http://www.mnsu.edu/emuseum/history/mnstatehistory/german\\_migration.html](http://www.mnsu.edu/emuseum/history/mnstatehistory/german_migration.html)

This selection begins with a short but informative essay on German immigration, which discusses where people came from, why they left, why they came to the U.S., and where, specifically, they settled in Minnesota. It also offers a few interesting links for further study.

Library of Congress: The Learning page, Resources for Teachers, German Immigrant Contributions: Resources and Activities

<http://memory.loc.gov/learn/lessons/99/german/resource.html>

Here are presented more ideas, documents, and resources from the Library of Congress, including interviews, photos, historic maps, and other primary sources, as well as a guide to using primary sources in the classroom.

IUPUI Max Kade German-American Center in conjunction with Society for German-American Studies

<http://www-lib.iupui.edu/kade/home.html>

This site contains links to full text publications; German-American sites and museums, some including virtual tours; German heritage websites; teaching resources; all the way down to a to an essay on a traditional German holiday meal.

Immigration: the Living Mosaic of People, Culture, and Hope

<http://library.thinkquest.org/20619/index.html>

This is an innovative website created by students. It is user-friendly, as well as kid-friendly! Included are regulations and laws related to immigration, a timeline of immigration related events which contextualize the information that students will be working with, a discussion of Ellis Island, past and present, and a short essay on German immigration to the U.S.

The Statue of Liberty-Ellis Island Foundation Inc.

<http://www.ellisland.org/>

Here one can search passenger lists and learn about the history of Ellis Island, and the experiences of some who passed through it.

The Historical Society of Pennsylvania, German Settlement in Colonial Pennsylvania

<http://www.hsp.org/default.aspx?id=77>

“German settlement in Colonial Pennsylvania” Includes firsthand accounts as well as “emigrant guides”, interesting primary sources; background information; overview for students; lesson plans; and links to related sites.

Bibliography on German Texans,

<http://www.hostville.com/hoelscher/readlst.htm>

For those interested in studying German-American migration to Texas, this is a rather extensive bibliography of works on German Texans.

Indiana German Heritage Society,

<http://www.ulib.iupui.edu/collections/kade/IGHS/home.htm>

This site gives a taste of the continuing influence of German-American culture in today’s Indiana, and highlights very tangible evidence of its German heritage.

## Annotated Primary Sources for German-American Immigration

### **The Discovery of Vinland by Leif Ericsson, c. 1000 from *The Saga of Eric the Red*, 1387**

[http://www.medieval-tech.com/HIST260\\_Files/Analysis1\\_Leif\\_Ericsson\\_in\\_Vinland.pdf](http://www.medieval-tech.com/HIST260_Files/Analysis1_Leif_Ericsson_in_Vinland.pdf)

According to Germanic legend, Tyrker, a German explorer, reached North America around the year 1000 as part of Leif Erickson's crew. This account marks the first mention of the possible German experience with North America. According to legend, Tyrker was the first German to reach America, and is credited with not only discovering the grapes on Vinland, but also giving Vinland its name. The excerpt of Tyrker's experience is located on page three of the document under the title of *Leif the Lucky Finds Men Upon a Skerry at Sea*.

### **The First German Women of Milwaukee**

<http://www.wisconsinhistory.org/wlhba/articleView.asp?pg=1&id=4137>

The link above leads to the Wisconsin Historical Society web site with annotated primary source documents regarding 19<sup>th</sup> century immigration. The source above relates the careers of three of the first German women to settle in the city. They arrived in 1833 and 1840 and describe social and commercial life in ante-bellum Milwaukee.

### **Report by the German Immigrant: Joseph Conde**

<http://www-lib.iupui.edu/kade/unit19/apen19-h.html>

The link above leads to a primary source excerpt from a German immigrant, Joseph Conde, to the United States in 1839. In the excerpt he explains about his family's journey to New York, and then on to Buffalo eventually settling in Pomeroy, Ohio. The trials and tribulations associated with not speaking English, and the scattering of the many Germans he traveled with is emblematic of many German immigrants' experiences.

### **A Caricature Depicting the Dream of the Good Life in America. Woodcut (1845)**

<http://www-lib.iupui.edu/kade/unit19/apen19-e.html>

The link above leads to a woodcut depicting a comparison with the life of toil in Germany with the perceived "good life" in America. In the German scene, a man plows a field under hard labor. In the American scene, he sits plump and satiated. There is also German that is translated to English which praises the opportunities in America. Of course, the reality is that life for most German immigrants who came to the United States was not the fantasy world they hoped for.

### **Petitions by German Tenant Farmers (1848)**

<http://www-lib.iupui.edu/kade/unit19/apen19-k.html>

The link above leads to a set of grievances German tenant farmers issued to the Duke of Braunschwig in Nassau Germany. The grievances give a good indication as to why many Germans decided to emigrate to the United States as a result of the politics, economic, and social turmoil surrounding the European revolutions of 1848. The grievances include too much taxation by both the civil government and clergy, not enough opportunity for schooling, unfair division of lands, and regulation of rental conditions.

### **Carl Schurz describes why he settled in Wisconsin. Milwaukee and Watertown in 1854**

<http://www.wisconsinhistory.org/turningpoints/search.asp?id=1086>

The link above leads to the Wisconsin Historical Society web site with annotated primary source documents regarding 19<sup>th</sup> century immigration. In the excerpt linked above, German reformer and Republican politician Carl Schurz recalls how Wisconsin, specifically Milwaukee and Watertown, appeared to him when he emigrated from Europe in 1854.

### ***The letters of the farmer John Henry zur Oeveste from Amerika 1834 – 1876***

<http://www.nausa.uni-oldenburg.de/zuroeve.htm>

The link above leads to a rich resource on a German farmer's experience in Indiana between 1834 and 1876. The 31 letters belong to Johann Heinrich zur Oeveste who left his father's farm seeking a new life in the United States. His letters to family members provides a rich resource of zur Oeveste's experiences and thoughts in and about his immigrant experience and life in America.

### **Destroy this Mad Brute: World War I Anti-German Propaganda Poster:**

[http://images.google.com/imgres?imgurl=http://web.viu.ca/davies/H482.WWI/poster.US.DestroyThisMadBrute.jpg&imgrefurl=http://web.viu.ca/davies/H482.WWI/images.of.nationalism.htm&usq=\\_\\_nelh8CaZrS0bK7V8niLOPRqVa\\_Q=&h=1167&w=775&sz=366&hl=en&start=3&um=1&tbnid=f9CimQEdUEiNHM:&tbnh=150&tbnw=100&prev=/images%3Fq%3DDestroy%2Bthis%2Bmad%2Bbrute%26hl%3Den%26client%3Dsafari%26rls%3Den-us%26sa%3DN%26um%3D1](http://images.google.com/imgres?imgurl=http://web.viu.ca/davies/H482.WWI/poster.US.DestroyThisMadBrute.jpg&imgrefurl=http://web.viu.ca/davies/H482.WWI/images.of.nationalism.htm&usq=__nelh8CaZrS0bK7V8niLOPRqVa_Q=&h=1167&w=775&sz=366&hl=en&start=3&um=1&tbnid=f9CimQEdUEiNHM:&tbnh=150&tbnw=100&prev=/images%3Fq%3DDestroy%2Bthis%2Bmad%2Bbrute%26hl%3Den%26client%3Dsafari%26rls%3Den-us%26sa%3DN%26um%3D1)

At the center of the poster is a guerilla-ape-like figure that represents Germans as illustrated by the German World War I helmet labeled "MILITARISM," and a right arm-wielding club with the German word "KULTUR," signifying German culture as synonymous with brute force. In the figure's left arm is a half-naked woman being carried, inferring the dangers to women if Germans are allowed to continue on their violent rampage. In the background is a war torn Europe as evidenced by the ruins on a distant shore presumably across the placid Atlantic Ocean. In the foreground, the ape steps on the soil of "AMERICA" indicating that German barbarism and aggression threatens the United States of America, and even American womanhood, an obvious attempt to garner masculine sympathies in defense of their women. At the bottom of the poster is the word "ENLIST" with presumably a United States Army recruiting station address; "U.S. ARMY 660 MARKET STREET" superimposed on the word "ENLIST." In the bottom left hand corner is a small phrase "Copyright Applied for," and in the bottom right hand corner the initials, presumably of the artist(s) H.A. and S.P.

**The Robert Prager Lynching: Media Reaction (1918)**

<http://web.viu.ca/davies/h324war/prager.lynching.1918.htm>

In this series of documents, there are reports of the lynching of a German-American from four newspapers: the St. Louis Globe-Democrat, the Chicago Daily Tribune, a Special to The New York Times, and the Edwardsville Intelligenser. These articles showcase the anti-German sentiment that raged through the United States during World War I.

**“Ich bin ein Berliner” German-American Language Myths: Kennedy and the Cold War (1963)**

[http://csumc.wisc.edu/AmericanLanguages/writings/2\\_myths\\_kennedy.html](http://csumc.wisc.edu/AmericanLanguages/writings/2_myths_kennedy.html)

The link above leads to part of the American Languages: Our Nation’s Many Voices Online site. At this site students can listen to the John F. Kennedy speech proclaiming “Ich bin ein Berliner” at the height of the Cold War. Students will also be able to see how this one line played itself out among German speakers who believed Kennedy misspoke, though technically what he said was grammatically correct.

**Ronald Reagan’s Remarks at the Brandenburg Gates (Tear Down This Wall Speech) (1987)**

<http://www.americanrhetoric.com/speeches/ronaldreaganbrandenburggate.htm>

The link above leads to the American Rhetoric web site and the speech by President Ronald Reagan regarding the reunification of Germany since the onset of the Cold War. This speech resonated with the German-American people. In the speech Reagan asks Mr. Gorbachev to “tear down this wall” which stood as a symbol of tyranny and oppression for the German people. Indirectly, the speech affected German Americans by claiming all Germans belonged to be free in the same spirit of American freedom.