

Willkommen in Amerika (und Bartholomew County, Indiana): German Immigration

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Class profile: This unit of learning is written for an American Studies class but could be used in any U.S. History class. American Studies is an interdisciplinary course that combines grade 11 U.S. History and grade 11 English and is team-taught by a social studies teacher and an English teacher. The course teaches American history non-chronologically and uses “big idea” thematic units such as “The Fight for Freedom,” “The American Dream,” and “The Nature of Conflict: America at War.” Another central feature of American Studies is the use of American literature that illustrates the themes and reflects historic events. Due to the combination of classes, American Studies has twice the number of students of the average U.S. History or English class (45-50 students typically) and is two class periods in length (90 minutes). The extended time allows for a variety of instructional practices to be used that actively engage students in the curriculum. American Studies is one of three courses available for juniors to select that will allow them to earn their U.S. History requirement for graduation with the other choices being AP U.S. History and regular U.S. History (it also satisfies the English 11 requirement). As a general rule, AP U.S. History is taken by many of East’s high-ability and high-performing students, and regular U.S. History is usually taken by many of our less academically inclined students. Consequently, the majority of students who select American Studies fall somewhere between the two extremes with most being willing and conscientious learners from primarily middle-class homes.

Unit description: This unit of learning is an addition to and enhancement of the 3rd unit taught in American Studies entitled “The American Dream.” The unit investigates the concept of the American Dream and how it has manifested itself throughout the history of the United States. Immigration has always been a central focus of the American Dream unit, and this sub-unit of learning focusing on German immigration will enhance students’ overall understanding of European immigration and the American Dream. This unit, although focused specifically on the German immigrant population of Bartholomew County, Indiana, can be adapted to any European immigrant group and to any location in the United States, especially if one takes advantage of local historical societies and libraries.

Stage One: Essential Understandings

The Unit Focus - What is the main focus/issue/ topic for the Designing for Understanding Unit?

- German immigration

Big Concepts - What are two or three big concepts you want students to understand as a result of this learning experience?

- German immigration to America – when, from where, to where, and why it occurred.
- German immigrants who settled in Bartholomew County, Indiana.

An Essential Understanding - What is the essential understanding for the learning experience? Students will understand that...

- German immigration has played a critically important role in the settlement of Bartholomew County, Indiana and in the creation of modern America.

Essential Questions - What are **ONE** to **THREE** essential questions that will help frame students' learning? (Note: They will also help the teacher frame the Individual Summative Assessment, Stage Two and Stage Three for the unit.)

- How prevalent are Americans with German heritage in America today? In Bartholomew County, Indiana?
- Why did so many Europeans, and especially Germans, immigrate to the United States, and how is immigration tied to the American Dream?

State Content Standard(s) and Performance Indicator(s)

(A hint! These standards and indicators will need to be assessed in the Individual Summative Assessment. The more you expect, the more you will need to assess! Therefore, "less is more!" (Another hint: You may find big concepts embedded within the content standards and/or the performance indicators.)

Indiana Standards for United States History

USH.2.3 Identify the contributions of individuals and groups and explain developments associated with industrialization and immigration.

USH.3.6 Identify the contributions to American culture made by individuals and groups.

USH.3.7 Explain the impact of immigration, industrialization and urbanization in promoting economic growth.

Stage Two: Individual Summative Assessment

Assessment Type - Choose one assessment type to help you design the individual summative assessment.

Written product: Immigrant letters home

Short Scenario for the Individual Summative Assessment - A robust paragraph inviting students to produce a _____. Students will be given a role, a mission, and an audience for the assessment.

Imagine that you are a German immigrant who has settled in Bartholomew County. Using what you have learned about German immigration and German immigrants from research, classroom activities, and assignments, write a series of letters home to relatives in Germany describing multiple aspects of your immigrant experience. Ideally, your imagination will allow you to “become” the immigrant, and your letters will be rich with details of your new life, emotion for your family left behind in Germany, and accurate historical information about German immigration.

Directions/Criteria – These are specific expectations for the INDIVIDUAL SUMMATIVE ASSESSMENT for this UNIT FOR LEARNING. Each component/product of the Summative Assessment will need to have specific directions/criteria. **Some hints!** *Some components may be: a Writing Product; A Graphic Product; and/or A Speaking or Other Performance Mode. You do not have to have all of these suggested components included in your Individual Summative Assessment. We suggest that you organize your Criteria with a Component Title and Targeted Criteria with “bullets”.*

Assume the identity of one of the German immigrants that settled in Bartholomew County that we have researched in the “Biographical Section” of the *1888 History of the Bartholomew County, Indiana* (see attachment #1), from the German immigrant archives of the Bartholomew County Historical Society, or the personal archives of retired German teacher, Herr Arthur Schwenk. You may also create your own German immigrant persona based on other research on German immigration and German immigrants that you have done. Once you have “become” the immigrant, write a series of at least three letters to relatives back home in Germany, each expressing the emotion of being separated from loved ones. More importantly, each letter should exhibit your full understanding of what you have learned about immigration in this unit. Essentially, the letters should reflect the actual immigrant letters that we read in this unit. Specific content requirements for each letter is as follows:

Letter 1

- The first letter since leaving home in which you describe at least one **push factor** and one **pull factor** that contributed to your decision to leave your homeland (see attachment #2). Also describe in the letter your trip across the Atlantic and arrival in America.
- The second letter should describe your travels to Bartholomew County, Indiana and your rationale for settling here. You should draw extensively on materials photocopied from *An Atlas of German Migration and America* by Carrie Eldridge, focusing especially on the section “America – Land of Opportunity: 19th Century Migration” beginning on page 32. You should also make reference to local historical materials as well.
- The final letter should encourage other family members to come to Bartholomew County as well based on how you have become established and the success you are enjoying. You should also make reference to the local German immigrant community as well.

Directions for the “Go Beyond” - Students will need directions on how to exceed the standard!

Students who wish to exceed the standard could write additional return letters to America, responding to the letters written by the immigrant in Bartholomew County. Advanced German language students could actually write a letter in German. Finally, students who wish to challenge themselves more fully could select a more famous German immigrant from the list in attachment #3 and write the series of three letters from the perspective of the famous German immigrant.

Standards-Based Rubric -

	1	2	3	4
	Does not meet the standard	Partially meets the standard	Meets the standard	Exceeds the standard
<p>Letter 1 Standards: USH.2.3, USH.3.7, USH.3.6 Indicators: Emotion evident, 1 push factor, 1 pull factor, Atlantic crossing/arrival described</p>				
<p>Letter 2 Standards: USH.2.3, USH.3.7, USH.3.6 Indicators: Emotion evident, travel to Bartholomew County described and research-based, rationale for settling fully explained</p>				
<p>Letter 3 Standards: USH.2.3, USH.3.7, USH.3.6 Indicators: Emotion evident, success described, local German community described, encourage family to follow</p>				

ESSENTIAL QUESTION # 1:

- ▶ Essential Question: How prevalent are Americans with German heritage in America today? In Bartholomew County, Indiana?

- ▶ Key Concepts, and Complex Thinking Skills:
 - Personal interviews on heritage
 - Demographic analysis from census data
 - Map reading skills
 - Graph analysis

BASIC FACTS AND KNOWLEDGE:

(Per the topic, concepts, essential question and essential understanding)

- 42.8 million Americans (15.2%) have German ancestry according to the 2000 Census. Irish next with 10.8%.
Source: U.S. Census Bureau Ancestry 2000
- 26% of Bartholomew County residents report being of German ancestry with English being the next closest in percentage with 12%.
Source: ePodunk <http://www.epodunk.com/cgi-bin/genealogyInfo.php?locIndex=5174>

INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES:

1. Students will complete an assignment (attachment #4) in which they are to interview a parent or relative to get background about their heritage (or at least what they think it might be). Students will then use stick pins to identify their nation or nations of origin on a world map. Approximately 25% of students will identify Germany as one of their nations of origin (usually the highest based on past history of activity in class). Discussion will follow about our collective immigrant roots and the prevalence of Northern and Western European ancestry, especially German.
2. Students then use laptops to analyze U.S. Census Bureau data (i.e. graphs and tables) at www.census.gov. Students will also look at maps in the Map Gallery of Ethnic Geography at Valparaiso University at http://www.valpo.edu/geomet/geo/courses/geo200/usa_maps.html. Finally, students will look at animated map by clicking on the globe icon on the left hand side of webpage on German immigration at the Library of Congress website at <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/german4.html>. This animated map should allow students to begin to draw the connections between the large numbers of Americans with German heritage today being a direct result of large number of German immigrants coming to America in various times in our history. This should prepare them to begin to investigate German immigration more deeply in the next set of learning activities.

FORMATIVE ASSESSMENT(s):

These formative assessments will help students to prepare for "Meeting the Standard" on the Individual Summative Assessment. Stage Three should also give students, parents, administrators and other constituents a view of the EXPECTATIONS for students as they demonstrate their knowledge and skills based on established content standards.

- Heritage assignment completed
- Students will summarize their findings in the data and map analyses activities in a minimum half-page journal entry. Discussion to follow journal entries.

RESOURCES NEEDED:

World map, stick pins, laptop cart, required websites

ESSENTIAL QUESTION #2:

- ▶ Essential Question: Why did so many Europeans, and especially Germans, immigrate to the United States, and how is immigration tied to the American Dream?

- ▶ Key Concepts and Complex Thinking Skills:
 - Immigration and the American Dream are closely related
 - Immigration is a major factor in America's diversity and greatness today
 - Germans represented the largest single group of immigrants to the United States in the 19th century
 - German immigration played an important role in the development of Bartholomew County, Indiana and the United States

BASIC FACTS AND KNOWLEDGE:

- Over 7 million Germans immigrated to the United States between 1820 and 1988.

INSTRUCTIONAL STRATEGIES AND LEARNING ACTIVITIES:

1. Students will be given a piece of paper 4.25" x 5.5" and will be asked to use words and images to create their representation of what they believe the American Dream to be. Brief student presentations of their work and discussion will follow. Typically, common themes such as freedom, wealth, happiness, and family will emerge from the discussion. The students' work will be displayed on the wall to create a quilt of the American Dream.
2. Students will read selected excerpts of Upton Sinclair's novel *The Jungle* to read a literary interpretation of the American Dream as it embodied by the Lithuanian immigrant Jurgis Rudkis and his family. Early in the novel, Sinclair does a wonderful job of clearly showing the close relationship between the American Dream and the dreams and hopes of newly arrived immigrants.
3. Students will read and review information from *An Atlas of German Migration and America* by Carrie Eldridge as well as the Chapters 1-3 of "The German Americans: An Ethnic Experience" at <http://www-lib.iupui.edu/kade/adams/toc.html>. These sources of information will give students a good overview of the events, trends, and forces that resulted in the tremendous numbers of German immigrants, especially in the 19th century.
4. Students will view episode 1, "Into the Promised Land" and episode 2, "The Price of Freedom" of the Germans in America video series to give them additional background and appreciation for German immigration.
5. Students will investigate German immigration in Bartholomew County, Indiana by reviewing selected biographies of German immigrants taken from the *1888 History of Bartholomew County, Indiana* (see Attachment #1). Students will also review other biographical material of German immigrants in Bartholomew County drawn from the archives of the Bartholomew County Historical Society and the personal archive of retired German teacher Herr Arthur Schwenk.
6. Finally, students will read about letters German immigrants wrote and sent home to loved ones back home in Germany. Students will read the article "Beginning Anew: Immigrant Letters from Indiana" from the December 1999 edition of the *Indiana Magazine of History*. This article uses excerpts from actual letters to help illustrate the content and spirit of these letters. Students will also read the actual correspondence of German immigrant Bertha Starke Geerts and her family on the "Letters from an Immigrant – America to Germany and Zuruck" at <http://www.geocities.com/athens/forum/4074/starkege.htm#1890%20-%201900>.

FORMATIVE ASSESSMENTS:

- American Dream illustration in words and images on small piece of paper
- Study guide questions to *The Jungle* excerpts will be completed by individual students
- Students will take notes over information contained in Learning Activity #3 above.
- Students will complete video guide questions over both episodes of “Germans in America.”
- Students will make a list of the five German immigrants in Bartholomew County that they find most interesting and explain why.
- Students will take notes over immigrant letters home.

RESOURCES NEEDED:

- Copies of *The Jungle* packets and study guide questions
- Copies of *An Atlas of German Migration and America*
- Laptop cart
- Copies of immigrant biographies
- Copies of “Beginning Anew” article

Additional resources consulted:

Coppa, Frank J. and Thomas J. Curran. *The Immigrant Experience in America*. Boston: Twayne Publishers, 1976.

Daniels, Roger. *Coming to America: A History of Immigration and Ethnicity in American Life (2nd ed.)*. New York: HarperCollins, 2002.

Ripley, La Vern J. *The German-Americans*. Boston: Twayne Publishers, 1976.

Attachment #1

List of German immigrants taken from the “Biographical Section” of the *1888 History of the Bartholomew County, Indiana*.

Clay Township

- C. Henry Held – farmer, born 4/4/1822 in Prussia. Immigrated to U.S. in 1854.

Columbus City

- William Brockman – contractor/builder, born 11/24/1837 in Melle, Germany. Immigrated to U.S. in 1857.
- Michael Emig – barber, born 3/16/1827 in Hesse-Darmstadt, Germany. Immigrated to U.S. in 1835, settled in Bartholomew County in 1842.
- Frederick Falk, M.D. – born 6/30/1852 in Eastern Prussia. Immigrated to U.S. in 1862, settled in Bartholomew County in 1880.
- Andrew Hilger – shopkeeper, born 2/21/1825 in Bavaria, Germany. Immigrated to U.S. in 1836, settled in Bartholomew County in 1874.
- Augustus Keel – painter and Treasurer of Bartholomew County, born 5/21/1823. Immigrated to U.S. and settled in Bartholomew County in 1848.
- George Kitzinger – baker, born 3/7/1837 in Baden, Germany. Immigrated to U.S. in 1854, settled in Bartholomew County in 1862.
- George Philipp – wholesaler and retailer of fine wines, born in Germany on 7/8/1853. Immigrated to U.S. in 1865.

Columbus Township

- Charles Armuth – farmer, born 12/15/1837 in Germany. Immigrated to U.S. and settled in Bartholomew County in 1855.
- Jacob Bell – farmer, born 11/14/1828 in Hesse-Darmstadt, Germany. Immigrated to U.S. and settled in Bartholomew County in 1850.
- John P. Holtz – farmer, born 5/3/1821 in Hesse-Darmstadt, Germany. Immigrated to U.S. on 7/4/1842 and settled in Bartholomew County in 1846.
- F.W. Tillman – carpenter/builder, born 5/29/1838 in Prussia. Immigrated to U.S. in 1857 and settled in Bartholomew County in 1863.
- John H. Wiegand – farmer, born 8/2/1825 in Kingdom of Hanover, Germany. Immigrated to U.S. in 1845 and settled in Bartholomew County in 1856.

Flatrock Township

- John Henry Hailway – farmer, born in 4/12/1847 in Prussia. Immigrated to U.S. and settled in Bartholomew County in November 1865.

German Township

- Daniel Oberlies – farmer and grocer, born 12/12/1819 in Germany. Immigrated to U.S. in 1848 and settled in Taylorsville, Indiana in 1850.

Haw Creek Township

- Dr. Frederick Dickman – homeopathic doctor, born 7/18/1819. Immigrated to U.S. in 1845 and settled in Hope, Indiana in 1863.
- William Heilmann – shoemaker and farmer, born 5/19/1810 in Germany. Immigrated to U.S. and settled in Hope, Indiana in 1848.

Jackson Township

- Herman Aldenhagen – miller, born 2/19/1849 in Hanover, Germany. Immigrated to U.S. and settled in Waymansville, Indiana in 1866. Returned to Germany in 1873 and returned with brother Henry Aldenhagen.
- J.F.W. Tobrock – farmer, born 2/4/1819 in Kingdom of Hanover. Immigrated to U.S. and settled in Bartholomew County in 1854.

Ohio Township

- William Swank – farmer, born 7/13/1844 in Prussia. Immigrated to U.S. in 1848 and settled in Bartholomew County in 1867.
- Augustus Wagner – machinist, born 9/19/1840 in Germany. Immigrated to U.S. in 1855. Civil War veteran.

Attachment #2

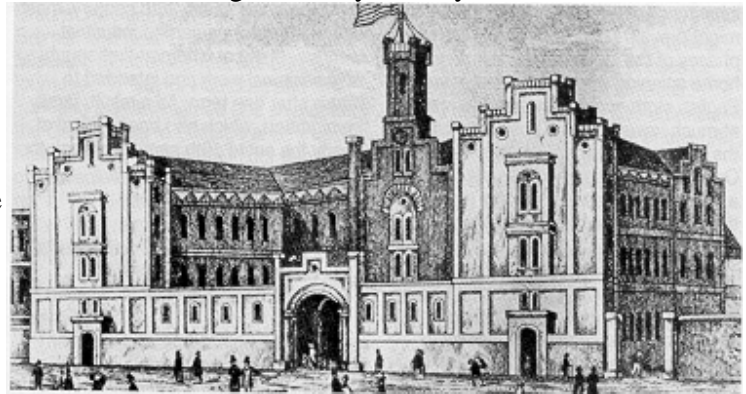
Source: The German-Americans: An Ethnic Experience at <http://www-lib.iupui.edu/kade/adams/toc.html>

2

Why Germans Left Home

By far the largest number of German immigrants went to America in search of an improved standard of living. Political and religious freedom probably motivated fewer emigrants than did the threat of Prussian

military service. Whether "push factors," fanned by disgruntlement with living conditions in Germany, or whether "pull factors" -- faith in more favorable opportunities in the United States -- exercised a greater influence on the emigrant's decision to leave, is impossible to ascertain. [Table 1](#) shows widely varying numbers of immigrants by year. This can best be explained in terms of the interaction between push and pull factors in the emigrant's homeland and in the target country. At any rate, we do know that ever since the 18th century, detailed information about American business cycles, wages and food prices was widely publicized in Germany. Immigrant letters back home were read aloud in village taverns and no doubt served to correct some of the exaggerated claims made in the immigrant recruitment literature distributed by land companies and railroads.



In a broader sense, economic and political motivation cannot be separated. As a matter of fact, when the decision to emigrate was impelled by the desire to become a farmer with one's own land or a craftsman with one's own business, this also implied a rejection of the rigidity of the social class structure in the authoritarian German states. Thus, from his point of view, an official in the state of Nassau in 1846 was correct in complaining that "emigrants were infected with the disease of an erroneous concept of freedom and a monstrous idea about statehood," and that emigration fever was making the "lower class" rebellious. A clear renunciation of the ruling political class can be detected, for example, in the demands made by 160 tenant farmers [*Heuerlinge*] from the village of Engter near Osnabrück, a region of massive emigration. In a plea presented to the Duke of Braunschweig in the revolutionary year of 1848, they pressed for eight considerations:

1. Complete relief from the head tax (*Personensteuer*)
2. Ending the practice of opting out of military service via paid substitutes
3. Free access to sessions of the state assembly (*Landtag*) and village councils
4. Freedom from the school tax and other ecclesiastical taxes, and improvement of the common schools
5. Relief from all uncompensated road work
6. Assignment of sufficient acreage in subdivided and undivided common lands for free use
7. Regulation of rental conditions; relief from uncompensated services; specifying length and cost of leases for dwellings and acreage
8. Establishing public institutions in all counties for the care of poor, old, and invalid farm tenants and their families.

Source: *Osnabrücker Tageblatt*, April 4, 1848. See also Kamphoefner, *The Westphalians* (1987), 62.

Table 3. German Immigration since 1820			
Decade	Total Immigration	German	% of Total
1820-29	128,502	5,753	4.5
1830-39	538,381	124,726	23.2
1840-49	1,427,337	385,434	27.0
1850-59	2,814,554	976,072	34.7
1860-69	2,081,261	723,734	34.8
1870-79	2,742,137	751,769	27.4
1880-89	5,248,568	1,445,181	27.5
1890-99	3,694,294	579,072	15.7
1900-09	8,202,388	328,722	4.0
1910-19	6,347,380	174,227	2.7
1920-29	4,295,510	386,634	9.0
1930-39	699,375	119,107	17.0
1940-49	856,608	117,506	14.0
1950-59	2,499,268	576,905	23.1
1960-69	3,213,749	209,616	6.5
1971-80	4,493,000	66,000	1.5
1981-88	4,711,000	55,800	1.2
Totals	49,753,412	7,028,258	14.1

[**Source:** *U. S. Bureau of the Census*, *Historical Statistics of the United States: Colonial Times to 1970*, Washington, D. C., 1975, 15; *U. S. Bureau of the Census*, *Statistical Abstract of the United States: 1990*, Washington, D. C., 10]

Religiously-motivated emigrant groups typically left the Old World in the 18th and early 19th centuries. In the intolerant environment of Europe, they had not been permitted to shape their own community life. Not just pietistic sects, but also members of recognized state churches, went through the trouble of emigration. In 1839,



for example, over 1,000 Old Lutherans emigrated to evade the forced unification of the Lutheran and Reformed churches in Prussia. They went primarily to Buffalo, Milwaukee and St. Louis. Pietistic and Anabaptist groups founded "communistic" or communal societies, in Pennsylvania, among other places, both at Harmony in 1804 and at Economy in 1825, in Indiana in 1814 at New Harmony, at Zoar, Ohio in 1817, and at Amana,

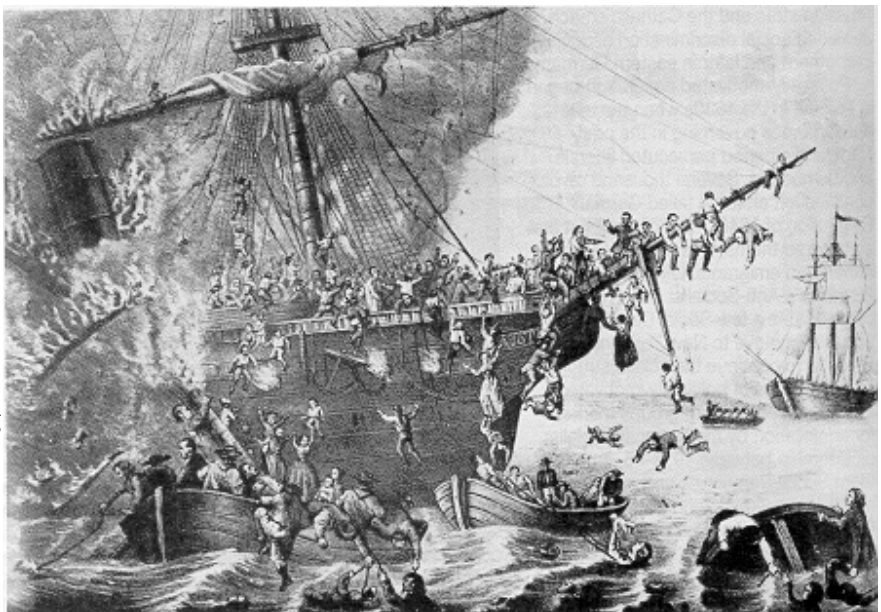
Iowa in 1843. The number of Catholic emigrants, particularly of Catholic priests and members of religious orders, increased dramatically following Bismarck's *Kulturkampf* (1871 - 1887), the power struggle between the Prussian state and the Catholic church. Jews fled social discrimination especially in southern and later in eastern Germany.



Politically-motivated emigration began in earnest in the 1830s when the reactionary forces governing in the post-Napoleonic period persecuted liberals and democrats. Several thousand revolutionaries left after the failed German Revolution of 1848, most of whom at first considered themselves asylum seekers rather than emigrants. Likewise, Bismarck's Anti-Socialist Law (1878-90) caused quite a few Social Democratic activists to move to New York and Chicago to continue their class struggle. The next wave of politically-motivated emigrants consisted of groups marked for annihilation by the National Socialist dictatorship between 1933-45, among them Social Democrats and other opponents of the regime, and above all Jewish Germans and other Europeans threatened with mass murder and genocide. In the postwar era after 1945, when Germany lay in ruins, the traditional principal factor inducing emigration, namely economics, was back at work.

Economic conditions as well as political relationships differed greatly in the German regions during the 18th and 19th centuries. In southwestern Germany the inheritance laws played a major role, especially the division of the parental possessions among all children in equal shares, which resulted in the continued dismemberment of family farms. This problem was alleviated whenever factories were constructed in the neighborhood, with the result that additional workers were needed. Then emigration usually took a downturn. Such was the case for instance in the Ruhr district, in Saxony, and in Silesia as well as in greater Berlin.

On the other hand, in regions such as northwestern Germany, where the firstborn enjoyed priority when it came to an inheritance, a high rate of emigration still might prevail. This happened in the early phases of the industrial revolution, when home spinning wheels fell idle because English cloth goods came on the market at much lower prices. Those occupied in the cottage industry of Westphalia and Osnabrück were particularly affected. As a result, many peasants of this region left their homeland during the 1830s and 40s.



In addition, wheat crop failures, poor wine harvests and a potato blight made for more misery.

Heavy emigration from the regions east of the Elbe River occurred in the last third of the 19th century. More and more, grain farms there lost out to the fertile soils of the American Midwest and its highly competitive products --

raised, ironically, on fields then being cultivated by immigrant farmers from northern Europe who were now forcing more German farm folk off their land and into emigration. At the onset of the 20th century, most emigrants were unmarried industrial workers, many of whom at first sought only seasonal work and intended to return after one term. As a result, family immigration, which had been typical of nearly the entire 19th century, shrank to about one third of the total.

Source: *Off to New Shores: 300 Years of German Immigration to North America* http://www-lib.iupui.edu/kade/g_append.html

The reasons people from German-speaking countries left for America:

- To find religious freedom -- e.g.,
 - Mennonites who came with Pastorius in 1683;
 - The Frankfurt Land Company;
 - Salzburger Protestants;
- To escape economic hardships -- e.g.,
 - mass emigration in the 19th century;
 - to avoid lengthy military service;
- To escape political persecution -- e.g.,
 - Schurz, Hecker; opponents of Hitler's regime;
- To escape racial discrimination -- e.g.,
 - Einstein, Weill, Wilder.

Historical events in Germany that led to several "waves" of German immigrants:

- The devastations of the 30-Years War (1618-1648) and the political disintegration of the German Empire;
- The Turks' siege of Vienna in 1683;
- King Louis XIV's push in the late 1600s and early 1700s to claim for France all land west of the Rhine River. The Palatinate was esp. victimized.
- Religious intolerance from the days of the Reformation (16th century) through the 18th and 19th centuries. Tens of thousands emigrated from the numerous and autonomous German dwarf states.
- Population increase and shortage of farmland;
 - Famines caused by catastrophic harvest failures (1850-1853) and beginning potato rot (1845);
- Impact of the Industrial Revolution leads to demise of home industries (esp. weavers);
- The failed democratic revolution and attempt to unify the German-speaking states in 1848;
- Intolerance and persecution during Hitler's Third Reich (1933 and 1945).

Reasons German-Americans were integrated into the predominantly Anglo population faster than other ethnic groups:

- Similar in appearance to the Anglo majority;
- Tendency to intermingle more than certain other ethnic groups;
- Anti-German sentiment, which reached its peak during World War I.

Attachment #3 – Famous German immigrants

Source: *Off to New Shores: 300 Years of German Immigration to North America* http://www-lib.iupui.edu/kade/g_append.html



Peter Minnewit (Peter Minuit) (1580-1638). In the service of the Netherlands he purchased Manhattan from the Indians in 1626 and became governor of New Netherlands.



Franz (Francis) Daniel Pastorius (1651-1720). Lawyer, commissioned in 1683 by a group of Frankfurt pietists, to negotiate the purchase of 25,000 acres of land from William Penn. Sailed on a ship called "America." The Frankfurt group together with thirteen families of Mennonite linen weavers from Krefeld followed on board the "Concord" (sometimes referred to as the "German Mayflower") and arrived in America on October 6, 1683. Together they founded the first German settlement in the new world at Germantown, Pennsylvania, which today is an economically depressed suburb of Philadelphia. Pastorius was their first mayor. In 1688 he drafted the first written protest against slavery in America.



Johann Conrad Weiser (1696-1760). Linguist who grew up with the Mohawk Indians. Negotiated peace treaties between warring Indian tribes and between warring red and white men.



David Zeisberger (1721-1808). Missionary who lived for many years with the Indians. He and his companions compiled the first grammar and dictionary of Indian languages.



Johann Conrad Beissel (1696-1768). One of many emigrants from the southwestern German territories known as the Palatinate. (Note: In the 17th and 18th centuries the word Palatine was synonymous with German in America.) Established a cloister for men and women at Ephrata in 1730, where countless settlers were prepared for a perilous life on the frontier. In 1740 the cloister installed a print shop; the German-language publication of the 1500-page book "Mirror of Martyrs," was an important mile stone in printing.



Thomas Mann (1875-1955). Author who fled to California during the Nazi period. Mentioned Beissel's noteworthy musical activity at Ephrata in his novel *Dr. Faustus*.



Christoph Saur (Christopher Sower) (1693-1758). Responsible for printing the first Bible in America in Germantown in 1743, a German-language edition that made it easier for immigrants to preserve their ethnic identity.



Michael Hillegas (1729-1804). Took over the office of treasurer shortly after the 1776 signing of the Declaration of Independence, thus becoming the first German-American official in the fledgling United States government.



Peter Mühlenberg (1746-1807). Pastor who, together with 300 of his parishioners, formed the Eighth Virginia Regiment during the Revolutionary War.



Emmanuel Leutze (1816-1868). Painter who became famous for his rendition of "Washington Crossing the Delaware."



Friedrich Wilhelm von Steuben (1730-1794). Officer from the Prussian school of Friedrich the Great who turned a group of militia men and border guards into a crack troop and helped turn the tide of the Revolutionary War. He compiled the official manual containing the organizational principles of the U.S. military forces.



Albert Bierstadt (1830-1902). Painter, best known for his "Oregon Trail," and other paintings that captured the spirit of America's westward surge.



Johann (John) Jacob Astor (1763-1848). Fur trader and New York real estate investor who became the richest man in America.



Johann August Sutter (1803-1890). Early resident of California who worked for the annexation of this then-Mexican territory by the United States. When gold was found on his vast property, his workers left him and he was driven from his own land by the "Gold Rush." He lost a fortune.



Clement Studebaker (1831-1901). Last name originally Stutzenbecker. Head of family of successful wagon, carriage, and automobile manufacturers.



Friedrich Hecker (1811-1881). One of the organizers of the failed German Revolution of 1848. From his new home in Belleville, Ill., he helped found the Republican Party in the mid-1800s.



Carl Schurz (1829-1906). Another "Forty-eighter" who became a general in the American Civil War and was active in the early Republican Party. Contributed to the election of Abraham Lincoln in 1860 and later became Secretary of the Interior in the Hayes administration.



Heinrich Hilgard (Henry Villard) (1835-1900). Railroad king who realized that the covered wagon's days were numbered. In 1883 his Northern Pacific Railway connected the east and west coasts. NOTE: The covered wagon was a Pennsylvania-German product, also known as the Conestoga wagon.



Thomas Nast (1840-1902). America's first political cartoonist who created the donkey and elephant symbols for the Democratic and Republican parties and is said to have invented the dollar sign. He created the image of the American Santa Claus we know today.



Heinrich Engelhard Steinweg (Henry Steinway) (1797-1881). Organ builder who started a piano factory in New York with his sons in 1853. Today Steinway products represent the international standard for pianos.



Johann August Roebling (1806-1869). Conceived the idea of the suspension bridge. Designed the Brooklyn Bridge in New York in 1869.



Heinrich John Heinz (1844-1902). Giant in the food industry. Opened a pickle factory in 1869 in Sharpsburg, Pa. which was noted for humane working conditions.



Levi Strauss (c.1829-1902). Clothing manufacturer whose inspiration was to make durable work clothes from the sail cloth and denim from covered wagons.



Ottmar Mergenthaler (1854-1899). Revolutionized printing technology by inventing Linotype, a more efficient and faster way of setting letters.



John Peter Zenger (1697-1746). Public printer in New York was brought to trial in 1735 for having made negative but true comments about a prominent politician of his day. His lawsuit was the first test case for freedom of the press.



Wilhelm (William) Weitling (1800-1871). Early labor leader in the USA, specifically in New York.



Albert Einstein (1879-1955). Nobel Prize-winning physicist who fled Nazi Germany in 1933. Developed an entirely new concept of the physical world.



Kurt Weill (1900-1950). Composer who fled Nazi Germany in 1935. Best-known work is the "Three Penny Opera, " text by Bertold Brecht. Husband of Lotte Lenya.



Marlene Dietrich (1901-1992). Movie star who rejected lucrative offers from the Nazis and fled to Hollywood to continue her career. Her first great success in German film was "The Blue Angel" (1929).



Fritz Lang (1890-1976). Movie director who fled Nazi Germany in 1934. Most noted for psycho-thrillers such as "M" which starred Peter Lorre.



Lyonel Feininger (1871-1956). Painter who was born in the United States. He studied in Germany and returned to the USA in 1937. One of the world's great artists.



Walter Gropius (1883-1969). Founder of the school of design known as the "Dessau Bauhaus" in Germany. Fled to USA in 1938 and continued his work with the "New Bauhaus." Designed many important buildings, including New York's Pan Am Building atop Grand Central Station.



Ludwig Mies van der Rohe (1886-1969). Architect who was the last Dessau Bauhaus director before the Nazis closed it down in 1938 as "degenerate." With the philosophy "less is more," he changed the face of the Chicago skyline with his many buildings of steel and glass.



Wernher von Braun (1912-1977). German rocket scientist who came to the United States after World War II. Created preconditions which made flight to the moon possible.

Attachment #4

American Studies

Name _____

The American Dream Unit

What is your national origin? If you don't know, what do you think it might be? Be sure to involve your parents or other relatives in this activity.

What is the origin/meaning of your family name? Does the origin or meaning of your name give you any clues about your heritage? (Use the *New American Dictionary of American Family Names* or the Internet).

Do you know the circumstances of your family's arrival in the United States? If not, why do you think there is no recorded or oral history of that event?

Parent/relative signature _____