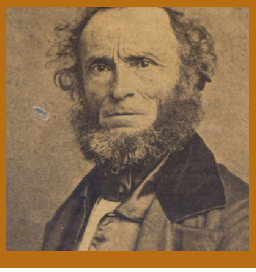
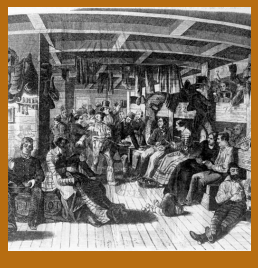
Gießen

STAY OR LEAVE

The Giessen
Emigration Society.
An exercise book
for secondary schools





Utopia
Revisiting a German State in America
Auf den Spuren einer
deutschen Republik in den USA

Stay or Leave – The Giessen Emigration Society

JUSTUS-LIEBIG-UNIVERSITÄT GIESSEN

Gießen

An exercise book for secondary schools
Published by Rita Rohrbach, Giessen 2013

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About this book:

The ideas for the exercise book “Stay or Leave – The Giessen Emigration Society” were developed in the project seminar in the course of the module pragmatics during the summer term of 2012 at the Historical Institute of Justus Liebig University, under the direction Rita Rohrbach.

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Concept and Format: Harald Schätzlein, UltraViolett Mediendesign, Giessen.

Welcome

I am delighted that learning material, which has been developed in a project seminar and with the kind support of the city archive of Gießen on the history of the Gießen Emigration Society, is published. It is also pleasing that, due to the translation, schools on the other side of the Atlantic Ocean can access this learning material. Thus, the path of the emigrants in the 19th century can be followed from the start until the point of arrival.

Prof. Dr. Vadim Oswalt, Institute of History Didactics, Justus-Liebig-University Giessen

The aims of this book:
Migration is as old as the history of mankind and it influences our lives even today. This curriculum examines the reasons humans have migrated and helps students understand how past groups have adapted to their new environments. Using the example of the Giessen Emigration Society, pupils today can learn the causes, the process and the difficulties of migration and integration. The specific experience of the Giessen Germans can then be used to understand other migrations in human history. Students‘ sense of history, their understanding for others and their subject-related and judgment expertise can thus be stimulated. This exercise book is published in German and English because it will accompany the traveling exhibition “Utopia – Revisiting a German State in America” through Germany and the USA.

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Research book. Stay or Leave –
The Giessen Emigration Society

In the year 1834, members of the Giessen Emigration Society left their homeland aboard the sailing ship *Medora* to begin a better life in the United States of America. There, they wanted to establish a German democratic state, but the goal of creating a German utopia in America was never to materialize. Why? Who was on this voyage? How did they travel from their villages to the sea and later to the United States? Was this a dangerous journey? How were they received? Questions after questions. We would like to invite you to retrace the journey, examine their reasons for immigration, relive the experience of this utopian enterprise.

You will receive a passport to Utopia. Your rights and duties are in the small print!

Passport for the journey to Utopia

Your duties: you travel with the Giessen Emigration Society. You leave your known surroundings behind and with the help of this book you gain new knowledge. You advocate freedom and equality.

Your rights: you learn new things about the past and combine the new with the present. You come to your own verdict. You make plans for the future. You may think like a Utopian and spread your ideas.

Find utopia in America!

The Reverend Friedrich Muench of the village of Nieder-Gemünden and lawyer Paul Follenius (also called Follen) of Giessen were the founders of the Giessen Emigration Society. They met during their studies in Giessen (M5). Like the revolutionaries in France, they called themselves republicans, because they sought a democratic form of government and freedom and equality for all. They were of the opinion that the sovereigns of the single German states should give up their power; their aim was a unified German nation. For this reason, Muench and Follen were spied on and threatened in the Grand Duchy of Hesse. Like many other sovereigns in Germany, the Grand Duke of Hesse was against a revolution and feared its power. He put down any rebellion violently. Thus, Follenius and Muench decided to move to the USA with the aim of installing a democratic free state there. They wrote in their call for emigration:

"This willful intent awoke in us ever since we gained the insight and belief that the circumstances in Germany shall not satisfy the demands that we as human beings and citizens have for us and our children – neither now nor in the future."

How could one reach like-minded people in 1833 / 1834 since they lacked the vast media we have today: people, who didn't want to leave their country due to poverty, but because of political reasons (M7a,b,c)? How did one reach an overseas harbor without a car or train? Muench and Follenius had small pamphlets printed in Germany and held meetings. They tried to attract *respectable and diligent families* with financial resources, democratic thoughts and decent occupations. 500 farmers, academics, craftsmen and salesmen were found. In America, their aim would be to create a democratic model state which should be a role-model for Germany. In the year 1834, men, women and children travelled on foot or by carriage to the river Weser (M10a), some families took along servants. Ships on the Weser would bring them to the town of Bremerhaven, where they had booked sail boats for the further journey.

The first group containing Paul Follenius reached New Orleans without any delaying incidents, but due to the drudgery of the journey and Cholera in the Mississippi region they lost around 40 members.

The second group under the command of Muench couldn't travel across the Atlantic straight away, because the ship they had booked wasn't there when they arrived in Bremen. They were taken to the island Harriersand on the river Weser by the ship-owner, where they stayed for five weeks in a cow shed (M10b). Here, the wait, malnutrition and the damp climate on the river meadows demoralized the travelers. The smallest of the children in particular got sick. Friedrich Muench managed to keep spirits within the group high by constantly preaching and encouraging the people to sing. After the overseas voyage (M10c), the strenuous journey continued in the USA by horse-drawn carriage and steam-driven river-boats into the Missouri valley (M11a).
When both groups finally met in the USA, the emigrants suffered fatigue, illnesses and poverty. The Emigration Society dissolved. The families settled (M11b, c) and lived in the beginning as farmers or craftsmen. They kept the German language because they hoped that their thoughts and culture would be a positive influence on the people there. However, these earlier settlers consisted mostly of French and English immigrants and they didn't want any meddling and expressed anti-German sentiments.

Exercise

Many people today do not know anything of the Giessen Emigration Society. Conduct a survey. Tell the people of the society. Ask, what they think of it. Practice what you can tell about it and which verdict / point of view you could represent. Considering all the hardships the group encountered, was the move worth the effort?

Tip: The undertaking of the society turned out to be a utopia. Compile its history with the help of this book and come to your own conclusion in the end. Did they find Utopia or would they have been better to have stayed in Germany?

Then and Now

Stay and fight or leave and start anew?

Decide: In 1834, the Giessen Emigration Society left Germany in order to found a German model republic in America, where freedom and equality should reign. The revolutionary Friedrich Ludwig Weidig from Butzbach, who composed the pamphlet *"The Hessian Messenger" (Der Hessische Landbote)* together with Georg Büchner, called the emigrants traitors of the home country, because they did not want to fight for changes in Hesse. He stayed in Hesse and appealed to the people; they should fight the Hessian Grand Duchy and nobility. He was arrested and died in prison, presumably due to torture.

Do you think he is a hero, or do you think it was stupid that he stayed in Hesse?
Is Georg Büchner a hero? In Giessen he founded the Society of Human Rights and composed the *Hessian Messenger*, in which he and Friedrich Ludwig Weidig called for revolution. When his freedom and life became endangered, he fled to Switzerland and wrote his dramas there. How would you evaluate his actions?

The emigrants from Giessen are called utopians by some. Do research on the word. Is it a compliment or rather a term of abuse? Is it good or bad to have and to live in utopias? Is it good or bad to leave one's home country for political reasons, in order to avoid bloodshed? Was it right or wrong to leave Germany under the circumstances of the 19th century with the entire family, including children, to cross the Atlantic Ocean on a dangerous passage, and to start anew? Is this also a fight?

Today, people come to Germany and the USA and seek asylum because they cannot live in freedom in their country or because their life is in danger. How do you judge their actions?

Exercise

In addition to the already existing points, find more reasons for and against leaving the home country due to political reasons. Use the table for a panel discussion. Form two equally sized groups of people who come from a country in which a revolution is taking place, and who either want to stay or leave.

Pro: leaving the country	Against: leaving the country
Example: political dissatisfaction	fighting for your home

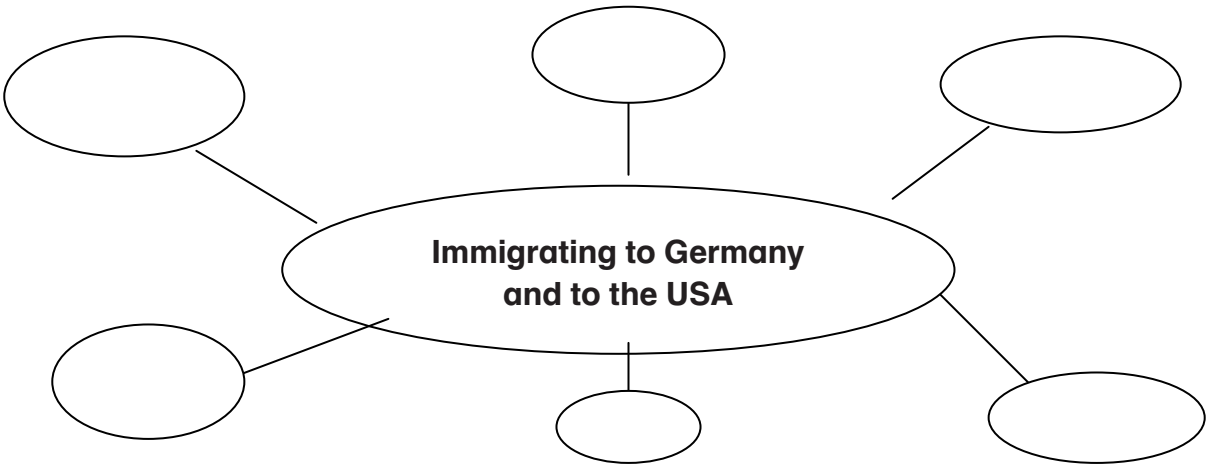
Alternately, imagine Muench, Follenius, Weidig and Büchner meet one last time before the departure of the emigrants and start a discussion. Define the roles and discuss whether it is more sensible to leave or stay.

Addition: Change your perspective. Imagine you are family members of the four men. Persuade them to leave or to stay.

Tip: Describe the words revolution, utopia, asylum, human rights and make a glossary.

Searching for motives of immigration today

People do not leave their countries and come to the USA and Germany for political reasons only; they also have other motives.

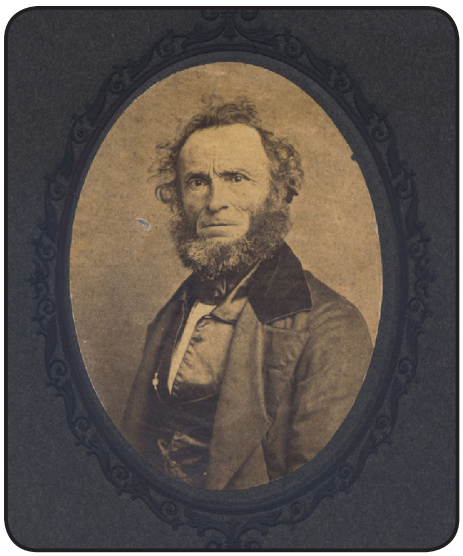


Exercise

In groups of twos: What do you know of the reasons why people leave their countries in order to immigrate to the USA and Germany? Create a mind-map.

Friedrich Muench (1799–1881):

Reverend, father and fighter for freedom and justice



Picture: Friedrich Muench

Friedrich Muench and Paul Follenius were special people, who had many ideals and a sense of responsibility. In order to understand why they became and remained very involved, one has to take a look at their biographies.

Friedrich Muench wrote a considerable amount about his life. We summarized it roughly for you from the point of view of the first-person narrator:

I was born in the year 1799 in Nieder-Gemünden in upper Hesse and was one of seven children. My father was a Reverend there. He taught me at home until I was 14. Beginning in the autumn of 1814, I went to a grammar school in Darmstadt, where I learned five languages. I had to acquire my degree at school after two years because the school-fee was so high. That was an exhausting time! From the autumn of 1816, I studied religion as one of the youngest students in Giessen, as my father had passed on his passion for his job to me. During my studies, I met Paul Follenius and we exchanged our ideas of freedom and equality in the student movement called the "Giessen Blacks". When my father died, I took his position as Reverend. However, before I was employed I had to sign a declaration that from now on I would always be loyal towards my superior. Thus, I was not allowed to criticize them. This was when I saw that the farmers were doing worse and worse and revolutionaries were arrested or shot during revolts. I dismissed violence as a means of change. Thus, Paul and I developed a plan. We wanted to establish a free state with equally minded people in America, with German language and democratic rules. We founded the Giessen Emigration Society and spent a lot of money on printing pamphlets, in which we informed others about our ideas. 500 people joined us. The departure in the year 1834 was not without difficulties and grief. When we arrived after 12 weeks, we had to establish a new life and work very hard. I chopped trees down and built a house and furniture. I had become a farmer, but also a teacher, author and politician. My aim: equal rights for all, including Native Americans and slaves. I became a representative for the Republican Party, a modern party, and advocated the abolition of slavery.

Exercise

In twos: tell each other what you have learned about Friedrich. Evaluate his actions and his life.

Alternately or additionally:

Write a short biography about Muench's friend Paul Follenius (also called Follen), the dedicated lawyer from Giessen. As above, write in the I-form. You'll find enough information on the internet that you can utilize your text.

Poverty, bondage, emigration and a "small" revolution

Pre-March (Vormärz) is the period of time which lasted from around 1820 until 1848 which describes Germany before the March Revolution of 1848, during which many educated and freedom-loving people protested against the state and nobility and called for revolution. Back then, a unified Germany as we know it today, with a parliament, division of powers and human rights did not exist. There were many small states in which people had to endure the arbitrariness of the ruling sovereigns. The revolutionaries were against these small states and wanted a democratic constitution that was valid for the entire nation of Germany. They were appalled by censorship and prosecution, but also by the disastrous economical state of the population, especially in the country-side. In Hesse, the revolutionary demands were particularly strong. The region of Upper Hesse was one of the poorest and most antiquated areas.

In and around Giessen and particularly in the surroundings of the University of Giessen, Republicans like Georg Büchner, Friedrich Ludwig Weidig, Friedrich Muench and the brothers Karl Follen and Paul Follenius met. Here, the so called *Society of Human Rights* was founded and the pamphlet *The Hessian Messenger* was devised, inspired by the thoughts of the French Revolution.

Were the people of Hesse really doing that badly?

Yes! There was not enough work for all, as the size of the population had grown. Also, work was generally paid poorly; the wages often were not enough to feed the workers, even when children worked to help out.

Most people who lived in the country were farmers. They had to pay double taxes to the landlord and the sovereign. When the harvest was poor, they had to sell their land. Subsequently, they worked as day-laborers and in other professions. Entire families worked long hours as laborers who worked at home, such as weavers. But when yarn and fabrics that were cheaply produced in England with machines were exported to Germany, handmade products from Germany became too expensive and thus were not bought anymore.

In the Vogelsberg region desperate parents sold their children; girls were sold as dancing-girls, so called hurdy-gurdy girls. Hunger and bad hygienic circumstances weakened immune-systems. Diseases spread quickly. Due to unfair taxes, hunger, lack of work and human rights, many people saw in emigration to America the solution to all their problems. In the 19th century over five million Germans, it is estimated, emigrated to America. Others took part in the revolutionary movement at home and tried to improve the situation by invocations and rebellions. They were threatened by prosecution, imprisonment and death.

Exercise

In twos: describe the situation in the state of Hesse. The population consisted mainly of farmers and home-based workers. Describe their situation. What were the demands of the revolutionaries during these times?

Addition, home-work or as an extra check of your knowledge: find out how much you know by filling in the cross-word (M4c).

Historical poverty reports from Hesse

Picture: Farmer families from Giessen that worked as migrant workers on their way to Frankfurt. Some migrant workers from Hesse walked as far as Paris.

„The majority of the poor have lost their good will and the former think they will be provided for, when their many children have grown thus far up that they can be sent in all directions in order to beg."

„In the run-down huts of some day laborers the entire families sit, dressed in rags; they barely own more than a heap of material to scatter on the floor on which they can sleep at night. The inhabitants of many surrounding villages hardly own potatoes or bread. Many have to still their hunger in the woods by picking berries."

„Day laborers, suspended soldiers journeymen took a bakery in Kassel by storm. Resident police and military patrols that came as reinforcement couldn't keep the masses under control. After the pillaging, crowds of poor people gathered in other suburbs. There were excesses. In the entire principality of Kurhesse these offences took place."

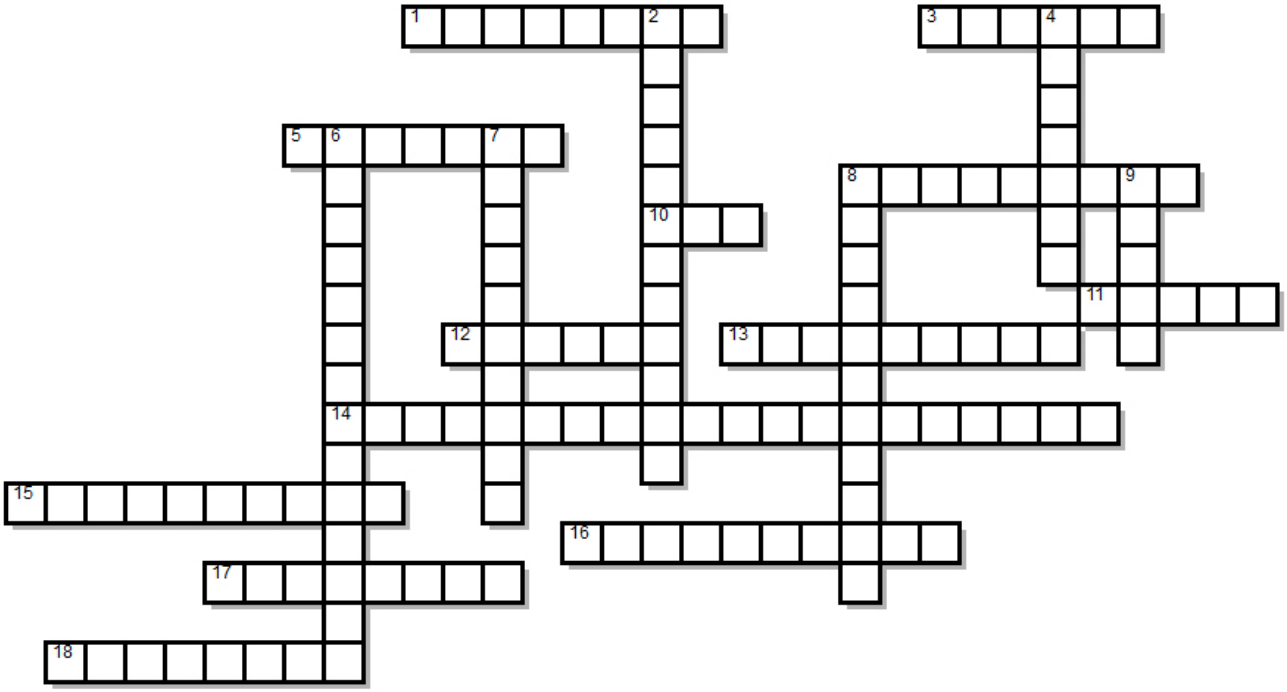
Exercise

Imagine you are a journalist in the 19th century and have to write an article about poverty in Hesse. Use the image and the reports as guide-lines. Make a connection between poverty and the emigrations!

Alternately, in a group of four, create a role-play-game. The roles are: farmer's wife, a farmer, their child and a random person that can be seen in the picture above.

Additionally: Those who are finished, color in the picture.

Test your knowledge in the crossword



HORIZONTAL

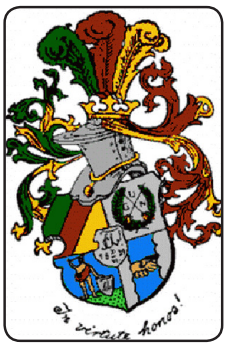
1. How does one call manufactured goods, that the German labourers produced?
3. Besides bondage and the double taxes, what was another reason for emigration?
5. In which city were revolutionary demands formulated?
8. How was the period called in which there were political riots – also in Hesse?
10. How were the hygienic circumstances in Hesse?
11. What did the farmers have to pay doubly?
12. How do You call someone that runs his own homestead?
13. What did many - mainly well-educated – people take part in?
14. Here, many farmers had to work additionally in order to survive.
15. Which area in Hesse was one of the most antiquated in the Pre-March period?
16. People who didn't emigrate tried to improve their situation by what?
17. What spread rapidly due to the poor hygienic circumstances?
18. With what did the English workers produce their goods?

VERTICAL

2. Which profession did the farmers have to take on, when they were forced to sell their land?
4. From which country did the more expensive goods come from?
6. The people starved and suffered from diseases. What was weakened by this?
7. What was the solution for many people in order to escape their situation?
8. What was a threat to those, who took part in the revolutionary movement?
9. Compared to German goods, how were the goods in Britain produced?

The Giessen Blacks – who were they?

During the Pre-March Period in Hesse, many students were revolutionary-minded. In order to operate more sufficiently, they joined forces in unions, corporations and so called “Burschenschaften”, student leagues, which consisted of male students. The word “Burschenschaft” can be derived from the word “Bursche”, which literally means young man. They read, debated and competed in athletics and fencing against each other. They made their own mutual rules, had an own clothing code and sang their own songs. Friedrich Muench and the brothers Paul Follenius and Karl Follen were members of the *“Giessen Blacks” (Gießener Schwarze).* The „Blacks“ wore a dagger, a black coat (the so called „German skirt“) and the Christian cross. Many of their members had taken part in the wars of liberation against Napoleon. They had often been very young, Paul Follenius, for example, had been 15 years old during the wars. Like Friedrich Muench, Friedrich Ludwig Weidig and Georg Büchner, the „Blacks“ were nationalistic, they disapproved of the scattered regionalism and wanted a big, German *republic*. In this republic, freedom and equality should reign; their ideal had been the French Revolution. In their minds, the sovereigns of the singular states should surrender their power to elected parliaments. Because the members of the “Burschenschaften” sought a civil riot, the state of Hesse prohibited them. Many groups carried on existing as secret societies, some students died.



Left: Typical garb of the „Giessen Blacks“: the black „German skirt“. The cross on the black cap symbolizes Christian denomination. A dagger also belonged to the garb.

Coat of arms and garb of Teutonia.

Right: The building of „Corps Teutonia“, a student union in Giessen today.

Exercise

In twos: Write down the goals of the „Giessen Blacks“ and compare them with student protests today. Pick three goals and introduce them in a short presentation.

Alternately, in small groups, design a coat of arms, a flag or a design for a garb of your own student union. Why would you join such a union? Which political goals would you support today?

Addition: Hunt for traces and interviews, if locally possible: search for further student unions in your town and interview the members. How do the Giessen Blacks compare to American fraternities and sororities? Give a presentation with your results.

Songs of the revolutionaries and the emigrants.

A comparison of methods and goals

The people in Giessen and the suburbs who wanted a free and democratic national state had similar demands. Besides a Christian doctrine, they wanted to achieve a humane life for the people. Their paths to reach this goal, however, were different, as both songs demonstrate:

This song of the group "Giessen Blacks" is seen by some as the predecessor of the „Hessian Messenger", the famous pamphlet of German author Georg Büchner:

"Brethren, this must not be,
Let us stand together.
We'll bear no more
Liberty, thy tree decays,
Each on his beggar's staff,
People, to arms!

Brethren in gold and silk,
Brethren in the peasant's garb,
Take each other by the hand
To each one cries his country's need,
The Lord's commandment calls to all,
Rescue the land!"

A song by the Giessen Emigration Society, the community for emigrating – here are the first and third verses.

„On, in brave trust,
Strong and in brotherly union
Ahead, ahead let us look
And build huts along the Missouri
Where the sun of freedom shines

You, of the old fatherland
Look, we walk before you
Oh, break up your bonds
Boldly take shame away from yourselves
Follow, oh follow our path."

Exercises

1. Read both texts and compare them. Highlight what did the the Giessen Blacks and the Emigration Society strive. Evaluate both approaches. Name one or more alternatives.

2. Discuss in class: Friedrich Muench and Paul Follenius sang as students and members of the Giessen Blacks the first song, 20 years later as emigrants the second. Classify their behaviour and compare your evaluations.

News from America and the appeal for emigration

If you plan on travelling to a foreign country today, it is easy to inform yourself via the internet. How did the Germans inform themselves in the 19th century, in a time, when most people couldn't read? Underline what you find most probable in the following list:

- Oral reports of friends and acquaintances.
- Letters from America from emigrants that were handed around.
- Paying emigrant consultants.
- Phone, radio and television.
- Travel guides. Newspaper articles.
- Advertisements in newspapers.
- Travel agents, that came to a certain place and advertised.
- Pamphlets.
- Books.

How people informed themselves back then was a matter of their education. Many people in Germany received their information from letter or consultants, who reported themselves or read the news. Because some of the emigrants wrote positively in their letters to Germany and invited their friends and families, waves of emigrants started making their way to America – depending on the place and the reason for emigration.

The Giessen Emigration Society with their leaders Friedrich Muench and Paul Follenius had received much information from Paul's brother Karl, who had fled to America because of his political thoughts and views. The Society was also influenced by a book, written in the year 1829 by the German lawyer Gottfried Duden (1789-1856), with the title "Report on a Journey to the Western States of North America and a Stay of Several Years along the Missouri (during the Years 1824,'25,'26, and 1827)".

In his enthusiastic advertisement which propagated the emigration of Germans, he especially described the nice aspects and trivialized the dangers. For example, he wrote of nuts, "the size of chicken's eggs and wild grape-vines full of sweet fruit". He imagines a colony of Germans in Missouri:

"No other country in the world offers the German emigrants as much as the west of the United States. … If millions of Germans emigrated to the upper Mississippi and Missouri, they would all be welcome. The free space there is huge, and the Americans like our social abilities. The moment Germans tread on the soil of the free States, no American would come across the idea of taking advantage of the Germans, thus it couldn't be any better if the whole would be a colony of Germans. Should the number of emigrants reach 60 thousand, they could form their own state, in which laws are created by means of their homeland customs and manners."

Assignment

Work with a partner and compare the situation in Hesse during the time of the Pre-March (M4) with the description of Gottfried Duden. Reflect which reactions Duden's book might have provoked.

Addition: An open question for historians remains: after a visit to Germany, Duden never returned to America. We do not know the reasons. Write a fictitious diary-entry, in which Duden explains his actions.

How and for whom the Giessen Emigration Society spread its advertisement

Friedrich Muench and Paul Follenius wrote a composition that had 51 pages in total, in which they advertised their plans and made their aims clear. This document was also signed by Christian von Buri, barrister to the court in Giessen (Hofgerichtsadvokat), Gottfried Jordan, fiscal official (Rentmeister) from Lindheim in the Wetterau region; Dr. Wilhelm Vogt, professor for medicine in Giessen; G. Engelhard, pharmacy-owner from Frankfurt. They had the declaration of emigration printed by Ricker in Giessen and had it sent by postal carriages to all parts of Germany. In Friedberg, not far from Giessen, they called a meeting in September 1833 and founded an organization. For this, people came from Thuringia, Saxony, Bavaria and Prussia to Friedberg. Which people read the document? Surely they were rather educated, and these were the people to whom Muench and Follenius wanted to appeal. They should be republicans, have enough money to start afresh in the USA and they should be willing to campaign for community, freedom and equality. Here are a few aims of the emigration declaration:

"Therefore, we do not count on the sole participation of those, that were already used to hard labor, being farmers and craftsmen...especially the participation of the well educated, in order that the required amount of intellectual education is saved now and for all times...it is obvious, that this undertaking, should it not collapse, can only be initiated by those, who are at least wealthy enough, that they can afford not only the costs of the journey, but also to buy a piece of land in Northern America in order to become land-owners or undertake other businesses. It is also clear, that only respectable and diligent families, which are free of birth- or status-related conceit, can be welcomed to our society."

Exercises

Aufforderung und Erklärung
in Betreff
einer
Auswanderung
im Großen
aus
Teutschland
in die
nordamerikanischen Freistaaten.

1. Arrange and judge: what kind of people requested others to emigrate? Who should emigrate, and who wasn't welcome? In what state of mind should the emigrants be?
2. Imagine the following situation: after graduating from school you want to emigrate, but you don't want to leave on your own. With whom would you want to go? What should he or she be like? What should he or she be able to do? To where would you emigrate? How and why would you emigrate? Write a Facebook message.

Communication and traveling: today and back then

How do you inform others today and / or how do you gather information yourself? With which means of transportation do you travel? How was it when your parents and grandparents were younger – and how was it in the time of the Giessen Emigration Society?

	Today	**When your parents were younger**	**When your grand-parents were younger**	**In the times of the emigrants**
Meeting another person				
Meeting more than ten other people				
Type of forms of writing news				
Usage of classical electronic media, such as telephone or radio				
Usage of new media, such as SMS, e-mail, Twitter or Facebook				
Forms of transportation for the own journey				
Own ideas				

Rules, charge fees and much more

If you want to travel to a foreign country today, you must follow special rules and personally, you will want to settle a few things beforehand. This was exactly the same in the past. Even today, in some countries it is not allowed to leave the country without paying a large sum of money.

In the state of Hesse emigration was permitted from the year 1820 onward. Municipalities were happy then to be relieved of the responsibility for poor people. Many of the poor emigrated with the help of a bondsman who paid the journey for them, if in return they worked for a few years for him in America without pay (Redemptioner System). The members of the Giessen Emigration Society had enough money for the voyage and a new start, but they had to organize a lot of things. A passport and the release from citizenship had to be applied for, plus a certificate of good conduct and a tax certificate had to be obtained. All this cost money and also time. Many sold their houses and furniture. All had to say farewell to friends and relatives that didn't or couldn't join them on this journey. Back then this meant: goodbye forever.

Kurfürstenthum Hessen.

REISE- PASS.

No. 501 Auf Ein Jahr gültig.

Signalement
Alter Jahre
Größe
Haare
Stirn
Augenbr.
Augen
Nase
Mund
Zähne
Bart
Kinn
Gesicht
Farbe
Statur
Besondere Kenn. Zeichen

Alle Civil- und Militärbehörden werden ersucht, den hierneben signalisirten gebürtig aus wohnhaft in von nach und weiter, um Arbeit zu suchen frei und ungehindert reisen und zurück reisen, ihm auch Schutz und Beistand angedeihen zu lassen

am 12 Mai 1859

Kurfürstliche Polizei-Direktion.

Der Polizei-Rath.

Unterschrift

Pass of 1859: Archive of the city Giessen

Exercise

Work in pairs and compare this passport from 1859 with a modern one. Where are similarities, where are differences? What is the "Signalemelent", and why is it so detailed?

Announcements for emigrating as printed in the *Anzeigeblatt für die Stadt und den Kreis Gießen* (1833)

"I intend, depending on how the circumstances allow, to emigrate to the northern American free states sooner or later, and am willing, to sell my house, consisting of three sitting-rooms, a dancing-hall, two other rooms, a dining-room, two attics, ...a large barn for horses and cattle, for an appropriate amount of money... ."

"Amongst the signed is the following brochure: 'well-meant advice of the head of the German society in New York, to Germans, who wish to emigrate to the United States of North America', into which one can have insight. Also, the same has personnel that wish to travel from Bremen to America that is authorized to close a deal for the docking-positions of the vessels, and will happily give foreigners the information of terms and conditions on demand – free of postage. G. Pfeil, c/o Mr. Merchant Spruck auf dem Markt (on the market-place)"

"Those who have signed should receive: a hand-book for emigrants and travelers to the United States of Northern America. With a detailed geographical and political description of these countries. (...) Including an attachment of letters from America to friends in Europe and with an illuminated map of Northern America. Price 1 fl. 18kr., J. Ricker"

"With our departure from here to America, we wish our relatives, friends, acquaintances and enemies, of which we – despite being guiltless – sadly had quite a few, all the best and we have one last request: kindly remember us on the other side of the ocean. Christian and Caroline Korndörffer, née Franz."

Picture: Giessen Marketplace with students

Aufgabe

1. Pick one of the texts. Adopt the position of the author and report in two or three sentences their point of view. When everybody in class has made their report, a picture will become clear of how information on migrating to America was exchanged around 1833. Arrange your information according to your already gathered knowledge about Hesse during the Pre-March period and the Giessen Emigration Society.
2. In groups of two: Imagine you are alive in those times. Write a letter to your best friend, in which you appeal to him or her to stay in Germany. He or she replies.

Historical overview of the Giessen Emigration Society

Departure from Giessen and arrival at the overseas port

1

Examine the map: which route could the Giessen Emigration Society have taken to get from Giessen to the river Weser?

2

How long did the journey from Giessen to the river Weser take and how long the following trip from the river Weser to Bremerhaven? Investigate on the internet and take into consideration, which means of transport people had back then.

3

Compare the distance between Giessen and Bremerhaven back then with the modern-day transport network and calculate the journey-time (also by using the internet).

Unexpected stop on Harriersand

"Our exile is called Harriersand, is 6 hours away from Bremen, enclosed by the river Weser and lies opposite the small town Brake. Approximately 200 strides from the main branch of the river Weser lies our apartment, which consists of four rooms and one kitchen on the ground floor. These are inhabited by the landlord and his servants. Also, there is one stable for cattle. In the upper storey under the roof is the hayloft, which has been made into our sleeping accommodation. On both ends canvas has been hung up, in order to separate the sleeping-areas for men and women and their children. Here, they have also arranged their belongings. Next to the house lies a cow- and horse-shed and also our kitchen which consists of a copper cauldron or a frying-pan which lie beneath a chimney."

Living and cooking in a cowshed or in a hayloft? Thanks to the diary of Cornelius Schubert, member of the Giessen Emigration Society, we have certain knowledge of these circumstances. How did the emigrants get into this dire situation?

The ship-owner couldn't supply the booked ship in Bremerhaven and provided the 260 waiting travelers with a cheap accommodation in a cowshed on the Weser-isle Harriersand for a few weeks. The damp climate, bad food, sick children and the uncertain future led the people despair. Friedrich Muench preached, he consoled the desperate and attended the sick. On June 3rd, they were finally able to begin the journey to the USA on the sailing ship "Medora", which would take 8 weeks. However, quite a few people had left the group by this time.

Friedrich Muench
- leader and motivator of the group
- preaches
- is convinced of the Emigration concept
- tries to keep the group together

woman
- revolutionary thoughts
- ready to make sacrifices in order to live the dream of a German state in the USA
- wants to prove to the Americans, what things Germans are capable of achieving
- wants a better life for their descendants

worried parents
- their child is sick, worried
- doubt whether the decision to emigrate was the right one

Exercise

Imagine the following scenario: one evening, three people have a discussion in the cowshed. In groups of three, work with the cards and develop a role-play-situation, in which each takes up a position.

Alternatively or additionally: Try to imagine how the situation on the island or the hay loft was like, using the quote above to draw a picture.

On a sailing ship across the Atlantic Ocean

Example of low-budget traveling in a packed steerage deck on an unknown emigrant-boat. Problematic situations, such as sickness, births, deaths, spoilt food, stench and generally bad air were not documented on pictures.

Taken from the diary of Cornelius Schubert on the sojourn aboard the ship "Medora":

"On both sides are rows of bunks in which we have set up our beds – another row lies above that. The entire steerage deck is roughly 7 or 8 feet high and leaves enough space to dress and undress and to eat and drink. Behind the stairs is the cooking-area with two copper cauldrons… Then there is the emergency shallop. Herein are two goats that give milk. Beyond them is the ship's kitchen. (…) The ship has three masts and a bowsprit and can hoist 32 sails. The crew consist of the Captain, an boatswain, a mate, 12 sailors, 2 cooks, 1 steward, 2 ship's boys, all in all 20 men."

Friedrich Muench also wrote about life aboard the "Medora". He reports that a child of the Brühl family from Lich near Giessen dies and that the Köhler family from Altenburg have a baby, that they christen by the name of "Medora". Further, he reports:

"The Captain proved to be a rough and selfish man … he gave us inedible salty meat … and foul water. The only eatable things were the potatoes which we brought with us. Nobody had a reason to begrudge the other of something, because we all had to travel in the steerage deck – a truly republican spirit."

Exercise

Exercise: Examine the picture closely and read the text. Underline what is important to you. Then write a fictional diary entry from the point of view of a person travelling aboard the "Medora".

Alternatively: Imagine you are telling someone whom you have befriended on your journey what you have experienced aboard the "Medora", and he or she tells you their story.

Entry and the search for land

As you have read, there were rules for leaving Germany. What were the conditions for entering America? How did the settlement take place?

Those who passed the medical examinations in the 19th century and had a bit of money were allowed to enter. Only in 1924 did the U.S. pass laws which limited the number of immigrants it would accept from each European nation. Much earlier it had passed laws limiting the number of Chinese and Japanese who could enter the U.S. We know – once again – thanks to the diaries of Cornelius Schubert and the life memoirs of Friedrich Muench, how it must have been for the members of the Emigration Society. Here, we have shortened and recapitulated them:

This is what the journey might have looked like. (Emigrations vers l'Ouest, coloured steel engraving, about 1850, Slg. R. Paul)

Schubert: *"The first person whom we encountered in the new world was the collector of the poll-tax. Every immigrant has to pay 1 ½ $, which are used to finance the upkeep of a hospital for sick immigrants. After the collector had left us, the doctor appeared who checked the health-conditions of every traveler. The heat was unbearable and had to be even more so for us, who had to endure the cold shortly before.*
As the Captain wanted to unload our things the morning after our arrival, we took care of disembarking ourselves and carried the heavy crates from the belly of the ship onto the docks. Here, the tax collectors were waiting to examine the things for 25 cents. All things that are suitable for one's own usage are tax-free, such as fabric, linen, books and everything that promotes the arts and sciences. After a stopover of eight days in this very pretty town (Baltimore), I rented a freight carriage in the name of the Emigration Society with two families. We loaded our luggage onto it and rode out to the town. Two women, a housemaid and six children, all under the age of seven years, had found a space on the carriage. We men walked ahead, behind and next to the carriage, in order to collect our belongings that might fall down and pass them back up again. I carried a double-barreled rifle, a hunting-knife and a hunting-bag."

Münch: *"I rented the necessary carriage, which was suitable to take two or three families on the two-week-journey across the Allegheny mountains. (...) We then traveled two more weeks on a steam-boat down the Ohio-river into the Mississippi until we reached St. Louis. (...) The children suffered skin rashes and upon arriving I had to bury my youngest child that slowly perished under the bad climatic circumstances."*

Exercise

Imagine planning a film about the Emigration Society. Write a script about the arrival and the continuing journey. If you like, you can also include the overseas journey.

Colonization of the land: expectations and the real situation

The Muench farm near the village of Dutzow. In front of the building that was constantly enlarged, are Muench's sons and daughters-in-law together with their children. (photographer and date of the picture are unknown).

People who leave their home countries today in order to start anew somewhere else do this because they hope to find a better life in a different place. How did the people from Giessen manage? The Muench family settled next to the farm of Duden near the village of Dutzow, a German settlement, in Warren County, Missouri.

Muench reported:

"I had bought a piece of land close to Follenius with fields and the necessary buildings and started with repairing and working on them straight away. (...)
According to Duden's descriptions we had thought the situation would be a little different. Due to the richness of the land, we expected to dedicate half of our working-time with rough tasks and the other half with decoration, education and the education of our children. But we realized there was so much to do that we could barely allow ourselves to rest. (…) We had to get by on meager food. We neither had potatoes nor other vegetables, fruit was not on board and we hardly had any meat or bread. We rasped the not quite ripe corn on graters that we had brought with us, and from this flour and with the ingenious inventive spirit of our women quite a number of dishes were created. On the other hand, our hunting rifles provided wood-peckers, squirrels pigeons and other wild animals. Once we had sowed our own seeds and harvested the crops, our situation got better. (…) Now there was an entire army of German children and no school. I decided to provide lessons for very little pay on several days of the week."

Exercise

Compare Duden's (M 7a) and Muench's reports and evaluate them.

The tasks of women during the settlement in America, using the example of Pauline Muench

Pauline was the eldest daughter of Friedrich Muench. When the family emigrated, she was seven years old. We do not have any information on how old she was, when she wrote these memories, which we have shortened.

"Once we had arrived in America, my father bought a farm. But there was only a small field and a log-house to live in. Everything else was woodland. There were no neighbors nearby. The wilderness was so huge that one could hear wolves howling in the evenings, which always scared us children. But thanks to father's iron willpower and endurance and mother's constant diligence, who worked long hours from morning until evening, we made it through the first very hard years. Back then we lacked any comfort. The costs of subsistence were very high and we had little means of earning a bit of money. Sometimes, father bought corn, but in order to make flour out of it, one had to load a sack of it on a horse and ride to a faraway mill. We had wheat very seldom. It was a feast whenever we had home-baked food made out of wheat. It was also very tiresome to fetch water. It had to be carried from a spring up a steep hill. How many buckets full of water did I carry in the years to come? But I was healthy and of good spirit in doing so, because I knew that it had to be done. In the first years we had little help from others. The first winter was especially hard for me, because the house was very permeable. It didn't even have a proper foundation wall and we could only rely on one chimney for heating. We also had to use it for cooking. In the evenings we drew the beds closer to the fire-place, where thick pieces of wood had to burn throughout the entire night. But leakage was everywhere. If it stormed and snowed during the night, snow would lie on my blanket in the morning. The water that we used for making coffee in the mornings was frozen solid. Bread had to be baked in iron pots between coal, because we didn't have proper stoves for cooking. We only had few pieces of furniture and we turned the boxes we used for emigrating into chairs. We made our shoes ourselves. (...) Nowadays, hardly anyone can believe it, but back then it worked somehow."

Exercise

Not many stories of the lives of women are recorded in the history books. Pauline's report is godsend. Give a presentation (max. 2 people per presentation) on the accomplishments of women during the period of the settlement in America. Use Pauline's report and search on the internet for stories on the first female pioneers.

Literature tip:

The accomplishments of female pioneers are shown in the following book: Burnett, Robyn; Luebbering, Ken (2005). *Immigrant Women in the Settlement of Missouri.* Columbia, Missouri: University of Missouri Press.

Letters of women on emigrating, revolution and solidarity

Thanks to letters that were written in the Follenius/Follen family, we know quite a lot of the needs and hardships of women and children. We also learn of the pride of these women, of their will to endure and their commitment to design democratic processes with the means they had.

Maria Follenius, the widow of Paul Follenius, wrote from America to Paul's sister Luise Vogt Follen in Switzerland (shortened version):

"How can I acquire the needed money for the children's winter clothing? Julia takes over the most tiresome duties during the snow and the cold, but I had to turn her humble request for a woolen dress for Sundays down, and she doesn't even own a proper winter coat. (…) My own body is suffering since the last winter. I dare not waste thoughts on the circumstances under which we left you and Europe and how the situation is now.
And by god, I don't want to lament, when I think about the fact and realize, that we can exist in a decent manner such as we have."
Mrs. Mary Follenius, Post office Augusta, North America, Missouri

Picture of Amalie Struve, persecuted revolutionary of the revolution of 1848, who fled to Switzerland and who later emigrated to America.

Luise Vogt Follen wrote the following incomplete letter to her sister-in-law Maria Follenius. In this letter, she reports about the situation in Germany after the failed revolution in the year 1848 and of the German fugitives that she took in her house in Switzerland. Contemporary witnesses reported that Luise "always had a pile of clean washing" for the fugitives of the Baden and Palatine revolution army, that she always had meals prepared for them and that she used to talk regularly to them during lunch. For these purposes, she had a round revolving table built, and she enjoyed the political debates very much. (Shortened letter):

"All of those, who feel humane, just and rational and who do not only think of themselves, are appalled by the current situation of the state. The (German) sovereigns are in power like never before. Switzerland is full of refugees who are in great distress and poor and who do not know whether they will be evicted in the near future. Besides the extreme poverty they possibly face imprisonment or a death-sentence, no country lets them pass through in order to travel to America. Since the refugees have flooded into the country, every day we have counted 12 – 14 people at my table and the weight of the burden lies mainly upon me, but I shall not lament, mostly these people have beautiful natures and are completely of the same disposition as I am."

Exercise

Read the letters and underline words or sentences which make clear that women are searching for a better life and are for democracy. Evaluate the accomplishments of these women, their positions and the roles that they had, considering the times in which they lived.

Finding a home in a foreign place

Near Giessen there are many villages to which many Russian-born Germans moved , such as Wieseck. In other villages, many settlers live who are of Aramaic origin, such as in Pohlheim. Immigrants often seek support from their former fellow countrymen and find a home within the realms of mutual language, culture and religion (the so-called chain migration). In places, where the first foreign workers were employed during the 1960s, they rented apartments. This is why the population density of Turkish and Italian people in Lollar and Wetzlar (nearby to Giessen) is comparatively high. Due to the fact that many family members were brought to Germany, the areas in which people who are not of German heritage live are relatively large. Some Germans criticize their dense concentration in specific areas. They say it prevents integration. Some claim, the immigrants should take up the German language and culture. The criticism with which the German immigrants were confronted in Pennsylvania in 1753 was quite similar. The founding father Benjamin Franklin tried to Americanize the German emigrants. With regards to the Germans, he said: „Those who come hither are generally of the most ignorant Stupid Sort of their own Nation…"

Thanks to the Giessen Emigration Society we can see that Germans also united in certain foreign areas. They settled in an area that had shortly before been bought by a German and that had been praised by Duden. Muench bought a farm near the property of Follenius. Muench's brother George was also brought to America and worked on his own farm and operated a water mill near Friedrich Muench. Besides security, a sense of home and mutual support, the fact that members of the Giessen Emigration Society had the aim to make Missouri a state of German distinction was of great importance.

Follenius and Muench declared their goals thus:
"We aim to unite all German emigrants in a huge society, so that all settle in one and the same area (…) where we Germans can live with German language and customs, where we can create our own institutions on mutual accord, where we can give each other our utmost support and lead a free, peaceful and happy life under the safe government of the free states. (…) No job- or breadless people shall be seen here, and we will have the advantage of remaining Germans (…)".
"Only few of our countrymen would be so abnormal, that they would not adhere to the German custom and language (…) This is possible, when all German emigrants settle in the same area (…) with the help of successors and following countrymen of the old home country, also from single states of the union itself, a German free state, a younger Germany in North America can develop and German nationality can find a respected voice in the union of nations."

Exercise

Look for reports in newspapers and on the internet, in which the focus lies on emigration and integration. Form your own opinion on this highly discussed theme. Should immigrants continue to use their native language and practice customs from the Old Country or should they be dispersed throughout an area and be forced to use the language and follow the customs of the majority population? Consider the example that the Emigration Society gives us.

Hint 1: Contact the person in charge of integration matters in your town / region or a person in a similar function and invite them to a discussion. An alternative would be to invite an immigrant who lives in an „ethnic" neighborhood and learn their opinion on the questions about integration.

Hint 2: Develop an exhibition on emigration, for example by using the Giessen Emigration Society and immigrants who would like to live in your country today.

Win the Green Card.

A game on winning the chance to immigrate to the USA

When the Giessen Society members arrived in the year 1834, they only had few formalities to settle. A doctor examined them upon arriving. After a day they were allowed to disembark the ship. Cornelius Schubert wrote in his diary (comp. M 11a):

"The first person whom we encountered in the new world was the collector of the poll-tax. Every immigrant has to pay 1 ½ $...".

During the 19th Century, the United States began restricting their immigrant rate. Even today many people wish to emigrate to the USA. Many try their luck by entering the Green Card lottery. Every year the American government roughly issues 55,000 Green Cards worldwide. The Green Card is a work permit and allows its owner to apply for permanent residency. Would you like to try applying just for fun? We have thought up a game for you.

Example of a Green Card

Game preparation:

A third of the class takes up the roles of American attorneys who prepare new immigration laws for the USA. This group must compose a list of five requirements which will be used to determine who can and cannot enter the US. What type of potential immigrant does the U.S. wish to exclude? What qualities would make a person a desirable immigrant.

The other two thirds of the class make their own Green Card lottery ticket including name, address, job description and reason for immigration.

Rules:

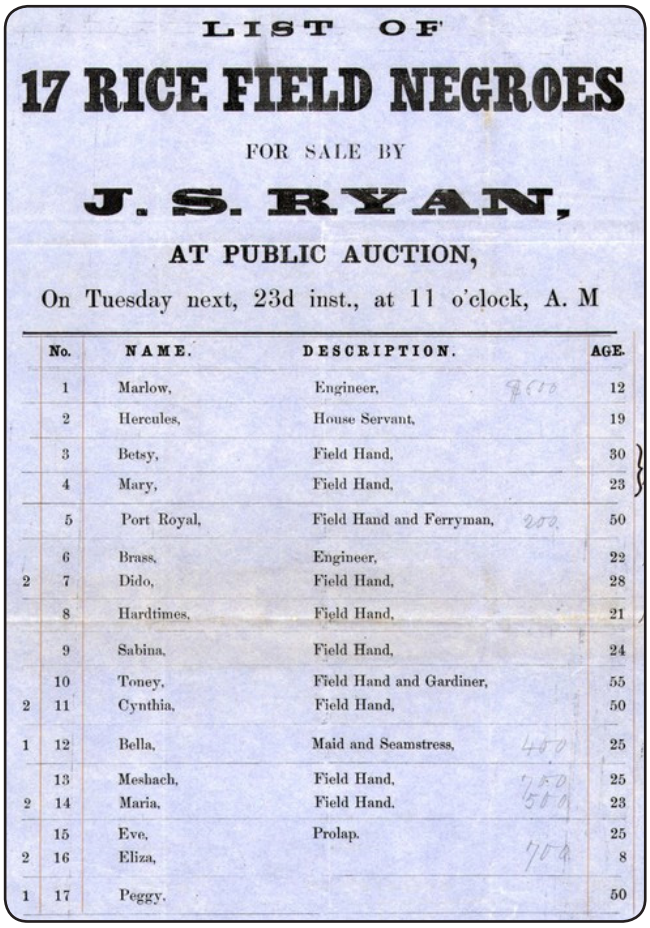
Only half of the tickets are drawn. After the tickets have been drawn, the group who prepared the new immigration laws present their five requirements for immigration. Each immigrant who had a winning ticket must them explain who their meet each of the new requirements. If they can successfully do so, they are allowed to enter the country. The group whose tickets were not drawn still wishes to immigrate to the US.

Discuss the laws and their impact upon the potential immigrants. What could an immigrant who was rejected do to make it possible to immigrate in the future? What options would a rejected immigrant have?

Keeping slaves

In Missouri, where the emigrants settled, there were fewer slaves than in other states of the USA. Estimations state there were a little over 114,000. Still, it was difficult for the democrats from Giessen to hear how slaves were allowed to be treated:

- Slaves could be bought and sold.
- Slave marriages were not recognized by law. Slave children were the property of their parents‘ Master and could be sold without their parents‘ permission.
- Slavery is hereditary and lasts a lifetime.
- The owner sets the times and the difficulty and type of work which the slave has to execute
- The owner provides the slaves’ food and clothing according to quality and quantity, which he sees appropriate
- The “Master” is allowed to execute any punishment that he thinks is appropriate
- The relationship between the slave and the Master is dependent on the Master – it ranges from cruel work-conditions, psychological and psychical violence and murder to mutual respect and long-lasting friendship.



LIST OF

17 RICE FIELD NEGROES

FOR SALE BY

J. S. RYAN,

AT PUBLIC AUCTION,

On Tuesday next, 23d inst., at 11 o'clock, A. M

	No.	NAME.	DESCRIPTION.	AGE.
	1	Marlow,	Engineer,	12
	2	Hercules,	House Servant,	19
	3	Betsy,	Field Hand,	30
	4	Mary,	Field Hand,	23
	5	Port Royal,	Field Hand and Ferryman,	50
	6	Brass,	Engineer,	22
2	7	Dido,	Field Hand,	28
	8	Hardtimes,	Field Hand,	21
	9	Sabina,	Field Hand,	24
	10	Toney,	Field Hand and Gardiner,	55
2	11	Cynthia,	Field Hand,	50
1	12	Bella,	Maid and Seamstress,	25
	13	Meshach,	Field Hand,	25
2	14	Maria,	Field Hand,	23
	15	Eve,	Prolap.	25
2	16	Eliza,		8
1	17	Peggy,		50

Pamphlet of a slave-auction in 1857.

The fight against slavery

Friedrich Muench, Paul Follenius and other members of the Emigration Society had intended to settle an area in which there was no slavery. Remember: they were republican and wanted a free life and equality for EVERYONE. In their emigration declaration they had demanded:

"Every member of the society abstains from accepting slaves. Noncompliance will lead to expulsion of the society (...)."

In Missouri, however, the Germans met neighbors that had lived here for a longer period of time and who kept slaves as if it was a normal thing. Even though the emigrants from Giessen had huge difficulties enduring the hard farm labor and the rough climate, they didn't buy any slaves for these jobs, but did all work on the field themselves. Friedrich Muench reported:

"During harvesting time I had to change my clothes very often, two to three times per day, because they were dripping of sweat. My brains were truly glowing and my ears were buzzing. A reason for this lay partially the unknown work I had to undertake, partially, it lay in the fact that we did not know the advantages of this work, and that we wanted to make everything nicer, better structured and cleaner than our American neighbours, who made less of an effort, also, because they kept slaves."

Friedrich Muench saw a huge contradiction between Americas declaration of "freedom and equality of all" and slavery. As a member of the Republican Party, he gave speechs before ten thousands listeners against slavery and was invited to scientific lectures. Two of his sons fought in the Civil War against slavery, his son Berthold died.

Neighbors, who were for slavery, threatened Muench. Supporters of the Southern States, that wanted to keep slavery, planned to kill him. Muench wrote:

"In my closer environment I myself was the person the rebels hated the most. In a meeting that was held near my house, it was decided that I was to be throttled to death, my house burnt down and my entire family was to be driven away."

Picture:
Female cotton-picker, photograph.

Exercise

Explain and evaluate the attitude the Giessen Emigration Society had with regards to slavery. Take into consideration, why people emigrated from Germany.

Alternative: role-play. Possible characters: Muench, his wife, the neighbors who keep slaves and see the people from Giessen in the fields working in the heat. Give out the roles and play this conversation.

The Giessen Emigration Society – a success?

Paul Follenius, Friedrich Muench and other members of the society from Giessen had set as their aim to create an ideal German society in the USA, which should be a role model for the undemocratic Germany of the time. What did they and their successors achieve?

Remember: The members of the emigration society built schools and churches. They taught children in the German language and conveyed democratic ideas. They refrained from keeping slaves. Their successors fought in the American Civil War against slavery. Friedrich Muench wrote pamphlets and newspapers which treated religious, scientific and political questions. He became a member of the Missouri State Senate and gave speeches against slavery. When he had become old, he reflected his on life:

"I rather (...) want to declare, that my altruistic, if somewhat limited desire for a victory of a better in the world has found more acknowledgement amongst my contemporaries than I had ever hoped, and that I plan on leaving this world without envy, without hatred and without complaint. I have never sought a higher passion than fulfilling my duties."

Photo: View of the village Hermann, founded by Germans (and named after Hermann the Cheruscan). On the sign at the path on right is the word "Oktoberfest". (Picture: Folker Winkelmann, 2009)

Photo: Sign with traces of German culture and economy in Dutzow (Picture: Peter Roloff, 2011)

Today, descendants of the emigrants happily return to Germany and do research about their ancestors. They are happy about the decision their ancestors made to leave Europe. They report that the Germans of the Giessen Emigration Society adapted well in their new land and made many contributions to Missouri history and culture. The German language only disappeared during the First and Second World War. German was prohibited as a language that was taught in schools and some Germans who had never applied for American citizenship were arrested or required to register as foreign nationals. Many of the former Germans were ashamed that they belonged to a country that was seen as a war monger.

The Germans were not able to establish a free state within the United States of America with German language and culture. They were able, however, to influence the history of their state and slowly their descendants became more „American" than „German." Today, more Americans consider themselves to be of German origin than of any other nationality. But were they not able to create a utopia? Be the judge yourself and consider: how would you like to live? Do you have dreams for your future, or maybe even your own utopia?

Exercise

With which groups of people would Friedrich Muench become involved today? Which dream would he follow? How do immigrant groups today influence the areas where they settle? What „foreign" words enter the local language? What festivals do they celebrate to remember their home culture? How are the experiences of immigrants today similar or different from those of the Giessen Emigration Society?

How does research work?

From where did the authors obtain the information in this book?

We have taken some of the texts and pictures that are published in this book from already known literature. They originate from newer research of the group Traveling Summer Republic (Reisende Sommer-Republik). This consists, amongst others, of scientists and artists from Berlin, Giessen, Bremen and Missouri in the US.

How did they find and process this new information?

Originally, one of them heard of the Giessen Emigration Society by sheer coincidence and reported about it. Shortly after that, a circle of interested people was founded. They started asking QUESTIONS about the history of the emigrants. They started collecting material on their individual topics. They inspected it closely and then they started interpreting it. This scientific method is what we call the HISTORIC METHOD. The scientists sit in archives and search in old newspapers, letters, tax-records and diaries. This method is what we call INQUEST. They then examine the found sources and check various aspects, such as the level of truth. We call this method REVIEW. Finally, they collect the trusted sources and interpret them. They reconstruct history. This phase is what we call INTERPRETATION. The special thing about the group Traveling Summer Republic is that they reconstruct the journey of the Giessen Emigration Society by theatre productions and other experiences. For example, some years ago they camped on the island Harriersand in the river Weser, thus trying to reconstruct the lives of the second group of emigrants who traveled with Friedrich Muench. For a couple of years, they have been travelling to Missouri in the summertime to discover where the Giessen Society settled.

Members of the group Traveling Summer Republic on the Weser island Harriersand during the so called “Island Congress”.

They search for traces of the settlers in houses, churches, work-shops, cemeteries or vineyards which the settlers built. They visit descendants of the original emigrants and interview them. All thus gained results can be found in a touring exhibition in Germany and the United States – in an edited form. What you then see or hear will not be THE past, but an interpreted story by the group.

You can find more information on the traveling exhibition ”Utopia – Revisiting a German State in America” and the TravelingSummer Republic here:

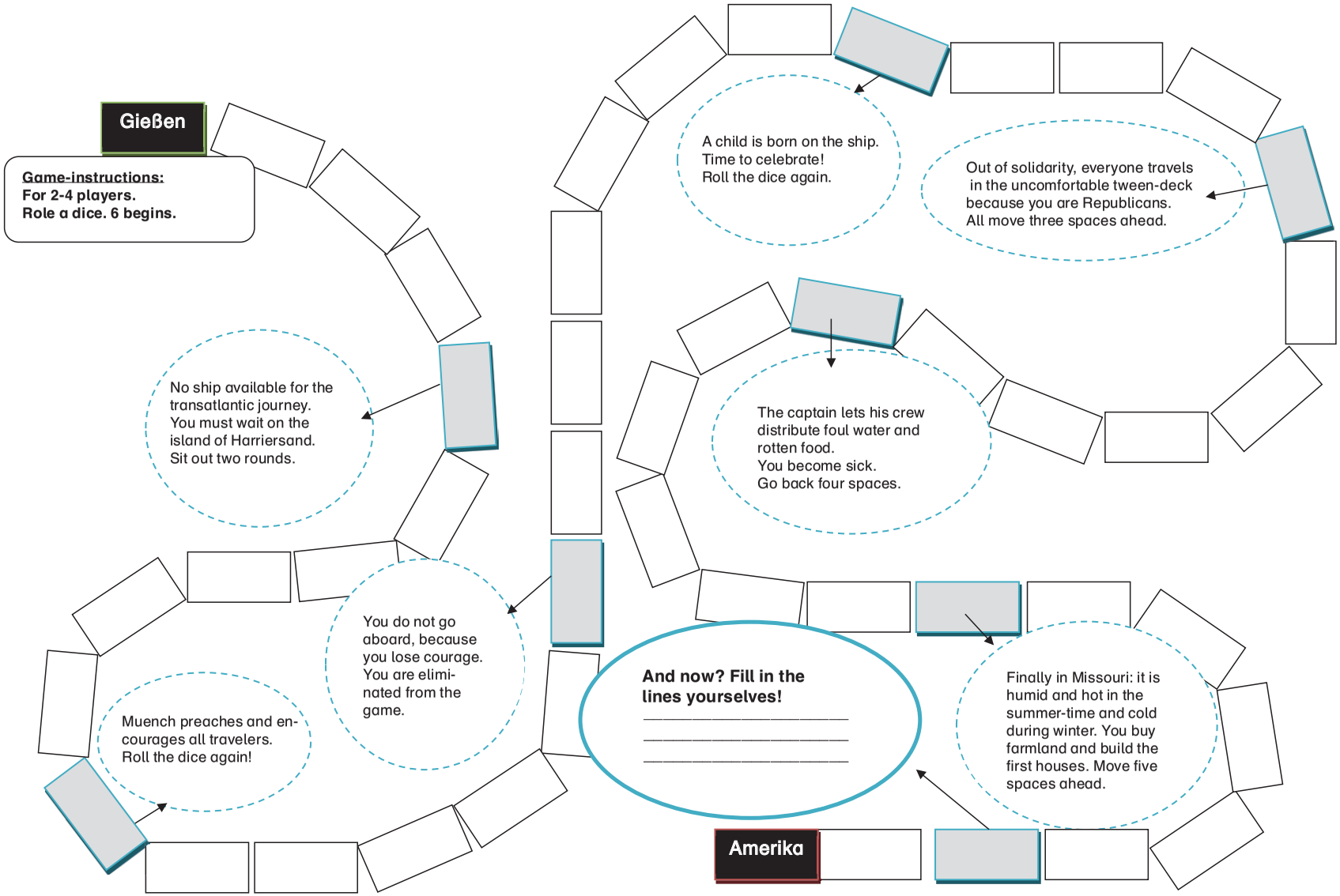
www.utopia-exhibit.net
www.sommer-republik.de
www.mo-germans.com (August 17, 2013).

Other media:

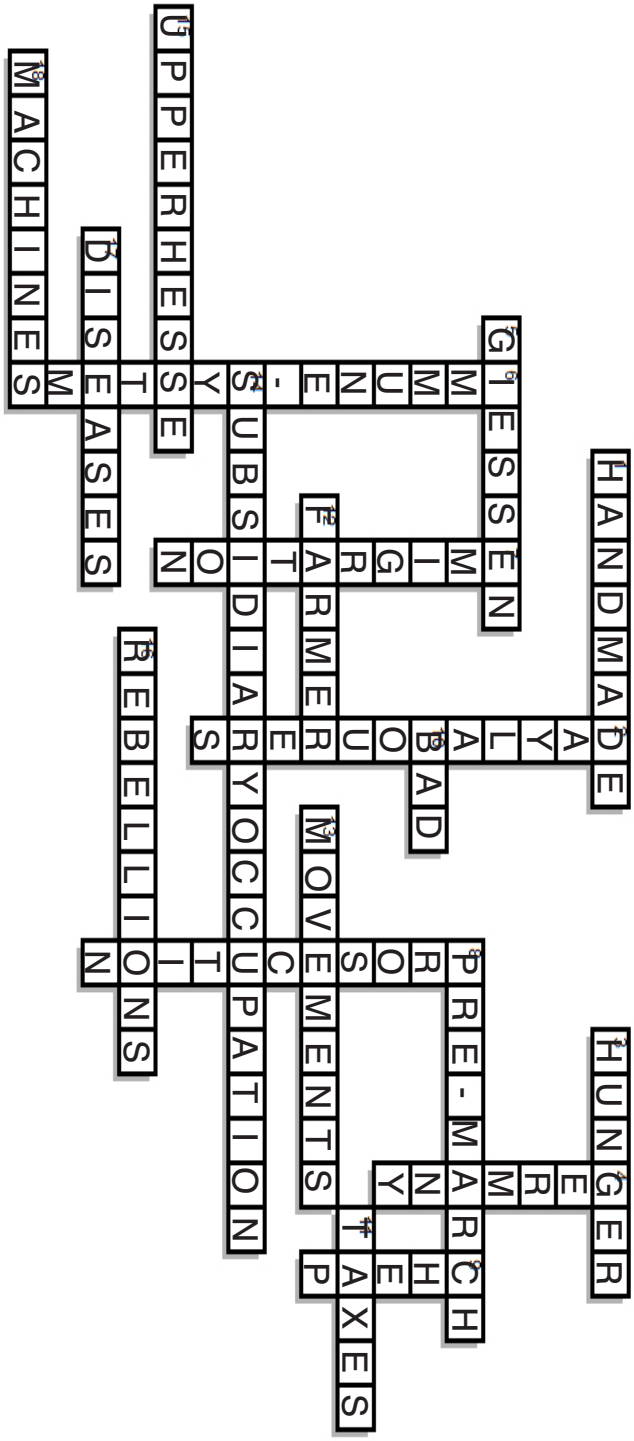
Bilingual Book “Utopia – Revisiting a German State in America ”, Edition Falkenberg, Bremen 2013. ISBN: 978-3-95494-595-5

Bilingual DVD “Utopia”, release in May 2014, www.maxim-film.de .

THE EPIC JOURNEY



Solution sheet for the crossword



Documentation of texts and pictures

Title page: Ship„Medora“: With kind permission of the Thuringian State Archives in Altenburg. Manuscripts of the Historical and Antiquity Researching Society of Osterland, Nr. 351, Bd. 1, page 16a.

M 1 quote: Aufforderung und Erklärung in Betreff einer Auswanderung im Grosen aus Teutschland in die nordamerikanischen Freistaaten. Zweite, mit den Statuten der Gießener Auswanderergesellschaft vermehrte Auflage. Ricker in Giessen, Juli 1833, p.1.

M 3 Picture: Friedrich Muench, photographer unknown. Missouri History Museum, St. Louis, Photograph and Print Collection. Portraits n12876.

M 4b Quotes from poverty reports: Kukowski, M.; Pauperismus in Kurhessen, Darmstadt und Marburg 1995, p. 137-143.
Picture of poor farmers on their way to Frankfurt: State archive Darmstadt. Reprint with kind permission of the archive.
Crossword created with crisscross 8.40.

M 5 Picture of Giessen Blacks from: Arnold, Kevin: Karl Follen und die Gießener Schwarzen, In: Panorama. 400 Jahre Universität Giessen, Frankfurt/M. 2007, p. 267.
Coat of arms and livery of Corps Teutonia Gießen:
http://de.wikipedia.org/w/index.php?title=Datei:Hill_als_Pennalteutone.jpg&filetimestamp=20081219194138 (10.7.2012)
and http://de.wikipedia.org/w/index.php?title=Datei:Wappen_Teutonia_Giessen.png&filetimestamp=20090729145224 (10.7.2012).
House of Teutonia: Seminar photography.

M 6 Songs: Song of the Giessen Blacks: Translation by Karl Follen's wife:
Eliza Lee Follen, The Works of Charles Follen, vol. I, Boston, 1851, V, XI
Song of the emigrants: Peter Assion: Von Hessen in die Neue Welt. Eine Sozial- und Kulturgeschichte der hessischen Amerikaauswanderung mit Text- und Bilddokumenten, Frankfurt/M 1987, p. 178.

M 7a Duden's Call for emigration:
First quote, single sentence: http://www.missouriwinecountry.com/articles/history/ (12.1.2012).
Second quote: Gottfried Duden, Bericht über eine Reise nach den westlichen Staaten Nordamerikas, Elberfeld 1829, p.325, quoted after: Rolf Schmidt: Die Gießener Auswanderungsgesellschaft – Vom Scheitern einer deutschen US-Republik, in: Mitteilungen des Oberhessischen Geschichtsvereins Gießen, Gießen 2010, p. 85.

M 7b: Goals in: Aufforderung und Erklärung Juli 1833, p. 9f.

M 8a: passport: reprint with kind permission of the city archive in Giessen.

M 8b: Announcements from Giessen: Anzeigenblatt für die Stadt und den Kreis Gießen, Gießen 1833.
Picture: Marketplace Giessen, city archives Giessen.

M 10a: map: Atlas Bremerhaven S. 25: Deutschland Oberflächenformen © Magistrat der Stadt Bremerhaven, Bremerhaven

M 10b: quote Schubert: taken from the diary of Cornelius Schubert 1834, transcribed by Jürgen Schmitz und Rolf Schmidt. Unpublished material of the group Reisende Sommer-Republik. Publication with kind permission of Rolf Schmidt and Jürgen Schmitz. The diary is in the Schubert Familiy Papers, C0005, Western Historical Manuscript Collection, The State Historical Society of Missouri, Columbia, Missouri.

M 10c: picture Bundesarchiv_Bild_137-041316,_Auswandererschiff_“Samuel_Hop“.jpg (14.12.2012).
Quote Schubert (1834): diary of Cornelius Schubert 1834, see above.
Quote Muench: Friedrich Muench: Gesammelte Schriften. Im Verlag von C. Witter, St. Louis 1902, p. 114.

M 11a: quote Schubert (1834) a.a.O.
Quote Muench: Muench, Gesammelte Schriften, 1902, p. 114f.
Picture “Emigrations vers l´Ouest”: Private collection of Paul Roland, Kaiserlautern. Reprint with kind permission of Roland Paul.

M 11b: quote ibid. picture of Muench's farm: photographer and year unknown. Collection of Dorris Keeven-Franke, reprint with kind permission of Dorris Keeven-Franke.

M 11c: quote Pauline Muench: Taken from the family report of Pauline Muench Busch. Collection of Marilyn H. Merritt. Transcribed by Rolf Schmidt. Publishing with kind permission of Marilyn H. Merritt.

M 11d: quote from the letter of Maria Follenius: Zentralbibliothek Zürich, Ms. Z II 420 a.3.
Quote from the letter of Luise Vogt-Follen: Zentralbibliothek Zürich, Ms. Z II 420a, 9.
For the hint that led to the two letters special thanks to Kilian Spiethoff (Bad Reichenhall).
Picture of Amalie Struve: city archive Mannheim – ISG, Bildsammlung, in: AB01612http://commons.wikimedia.org/wiki/File:Amalie_Struve.jpg (24.4.2013)

M 11e: quote Follenius und Muench: Aufforderung an teutsche Auswanderer zu gröseren und gemeinschaftlichen Ansiedlung in die Freistaaten von Nordamerika, Publishing house of J. Ricker in Giesen, März 1833, p. 5.

Documentation of texts and pictures

M 11f: Green card: htp://images.search.conduit.com/ImagePreview/?q=greencard+amerika+&ctid=CT2431245&SearchSource=13&FollowOn=true&PageSource=Results&SSPV=&dimensions=medium&start=0&pos=5 (01.07.2012).

M 12a poster: The Library of Congress. American Memory. http://memory.loc.gov/cgi-bin/query/h?ammem/eaa:@field%28NUMBER+@band%28ncdeaa+B0319%29%29 (15.7.2012).

M 12b: quote against slavery: Aufforderung und Erklärung, 1833, p. 43.
Quotations from Muench's reports: Muench, Gesammelte Schriften, 1902, p. 119 and 123.
Photography: Courtesy of Georgia Archives. www.baumwoll-seite.de/gifs/fotos/baumwoll-pfluecken.jpg (9.3.2013).

M 13: quote Muench, Gesammelte Schriften, 1902, p. 123.
Picture „Welcome to Dutzow", Missouri: Peter Roloff, 2011.
Picture view of Hermann, Missouri: Folker Winkelmann, 2009.

M 14 photography island congress on Harriersand 2011: Folker Winkelmann 2011.

Literature:

– Rohrbach, Rita (Hrsg.): Bleiben oder gehen – die Gießener Auswanderergesellschaft. Ein Schülerheft für die Sekundarstufe, Gießen 2013.

– "Utopia – Revisiting a German State in America ", Edition Falkenberg, Bremen 2013. ISBN: 978-3-95494-595-5

– Vieth, Richard: Muench 4 Kids, A Young Person´s History of the Muench Familiy in Germany and America. 2011 Family Reunion. Special thanks to Richard Vieth, that he let us use his book.

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