

CURRICULUM GUIDE

**Patterns of German American
Immigration in Indiana**

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for the Indiana Historical Society Indiana Experience

You Are There 1914
The Violin Maker Upstairs



INDIANA HISTORICAL SOCIETY

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Cover Image: “Mr. and Mrs. Joseph Conrath in the Violin Shop ” (Indiana Historical Society, Digital Image Collections, Item ID: P0404_FOLDER1_MR_AND_MRS_CONRATH)

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Introduction

This lesson coordinates with the You Are There 1914: *The Violin Maker Upstairs* component of the *Indiana Experience* at the Eugene and Marilyn Glick Indiana History Center in Indianapolis. In this experience, visitors are invited to step back in time to 1914 to visit the re-created workshop of stringed instrument maker Joseph Conrath. In his shop, located at 39 Virginia Avenue in Indianapolis, Conrath repaired and crafted stringed instruments, such as violins, violas, guitars, mandolins, banjos, and cellos. As a luthier, or stringed instrument maker, Conrath served the many musicians who participated in Indianapolis's vibrant cultural scene of the early 1900s. New instruments and instrument repair were in demand due to the number of orchestras and musical societies that called Indianapolis home at the time. Though Conrath could not play any of the instruments he made, his skills as a carpenter and singer helped him produce instruments that looked and sounded beautiful.

Conrath was born in Cincinnati, Ohio, to immigrant parents. His mother was German and his father came from Alsace-Lorraine, a region that had passed between Germany and France for many years. In 1914 Alsace-Lorraine was once again a battleground between French and German soldiers. The Conrath family moved to Indianapolis around 1887 and on June 11, 1896, Conrath married Amelia Bush, whose family was also German. Being a part of the city's large German American population, the Conraths might have participated in German cultural societies, such as the Turnverein (a gymnastics and cultural society) or the Mannerchor (a music society). They may have read German-language newspapers or attended one of the city's German churches.

As Hoosiers with close ties to Germany, the Conraths and other German Americans kept tabs on the events in Europe. World War I erupted in Europe after the June 28, 1914, assassination by a Serbian nationalist of Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire. Germany, an ally of Austria-Hungary, declared war on Serbia and its allies. President Woodrow Wilson kept America out of the war until April 1917, when the United

States joined the Allied powers of Serbia, Russia, France, and Great Britain in declaring war on the Central powers of Germany and Austria-Hungary. Leading up to and after America's entry into the war, there was growing anti-German sentiment in the United States.

This curriculum is intended to provide historical context for German American life and culture in Indianapolis in the 1910s. The materials may be used to prepare students for a visit to You Are There 1914: *The Violin Maker Upstairs* or as a follow-up lesson. The historical context and themes are relevant to classroom instruction even if a History Center visit is not possible. The You Are There 1914: *The Violin Maker Upstairs* experience will remain open through September 3, 2011.

Overview

In this lesson, students will locate Indiana cities founded by Germans or those that have a large German influence. Using a historical map from the Indiana Historical Society's collection or other source, students will learn to recognize a pattern of settlement in Indiana from the south and east to the north and west. In addition, students will choose an Indiana city with a strong German heritage and make a travel pamphlet highlighting the city's benefits to new settlers in the late nineteenth and early twentieth centuries.

Grade Level

Elementary (grade 4) and middle/intermediate school (grade 8)

Academic Standards for the Social Studies

- Indiana Standards (as of Jan. 2010)
 - Grade 4, Social Studies, 4.1.11—Identify and describe important events and movements that changed life in Indiana in the early twentieth century and Social Studies, 4.3.10—Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.

- Grade 8, Social Studies, 8.1.31—Obtain historical data from a variety of sources to compare and contrast examples of art, music, and literature during the nineteenth century and explain how these reflect American culture during this time period.
- National Standards
National Council for the Social Studies, *Curriculum Standards for Social Studies* (Washington D.C.: National Council for the Social Studies, 1994)
 - III People, Places, and Environments
 - Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
 - Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
 - Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
 - Examine interpret, and analyze physical patterns and cultural patterns and their interactions such as land use and settlement patterns.

Social Studies/Historical Concepts

Settlement patterns of German immigrants to Indiana

Historical Context/ Background Information

By the mid-1800s, Indiana and Indianapolis in particular boasted a large German immigrant population. The first Germans arrived in Indiana during the colonial period, when the area that became the state of Indiana was dominated by French fur traders.¹ During the 1790s, Anabaptists (members

of a religious movement centered in Germany) and the Moravians (a specific sect of Anabaptists) began immigrating to Indiana. A Moravian mission to the Delaware Indians was established in 1801. The most famous Indiana Anabaptist settlement is New Harmony in Posey County. Established in 1814 by George Rapp and his followers, New Harmony was a community consisting of three thousand acres in southwest Indiana along the Wabash River. Community members farmed, manufactured cotton and woolen goods, and operated mills, breweries, and distilleries. Surplus produce and goods were sold for profit and the community flourished. In 1824 the land was sold to Robert Owen of Scotland.²

Several Lutherans of German heritage also came to Indiana during the colonial period. One prominent example is a group of twelve to fifteen Pennsylvania German families led by Jacob Schnee. His group purchased New Harmony after the dissolution of Owen's secular commune there. While Schnee's first community at New Harmony failed and the families moved to Indianapolis, he returned the next year to establish a new community called Schneeville.

German immigration increased after Indiana achieved statehood. A first wave of German immigrants arrived in Indiana between 1816 and 1848. These immigrants tended to hail from western German-speaking areas such as the Palatinate, Baden, Alsace, Switzerland, Westphalia, Hesse, Hannover, Württemberg, and Bavaria. Both Catholics and Protestants were among the group, as well as a smaller number of German-speaking Jews. Many had fled Germany to escape the conservative policies of Prince Klemens von Metternich. In an attempt to create stability in Europe, Metternich helped engineer a system of alliances among European countries following the Napoleonic wars. In addition, he encouraged the reestablishment of European monarchies and urged against the creation

Connie A. McBirney, eds. (Indianapolis: Indiana Historical Society, 1996), 148.

2. Ibid., 149.

1. Giles R. Holt, "Germans," in *Peopling Indiana: The Ethnic Experience*, Robert M. Taylor, Jr. and

of democratic forms of government. As a result, power was consolidated among monarchs and kept out of reach from the masses. Germans emigrated in part to escape their country's authoritarian form of government.³

Emigrants had other reasons for leaving Germany as well. Overpopulation, a weak economy, poor agricultural harvests, and manufacturing competition from a more industrialized England created a difficult economic environment for most Germans, leading to the decline of Germany's home industries. Furthermore, its feudal system of government made it more difficult to overcome these challenges. Germany also had some very strict military conscription policies. Young men were forced to serve in the German army for as long as five years for very little pay. The German people were also taxed heavily to support the military.

German immigrants settled first in southern Indiana. The immigration pattern gradually progressed northward. Often, new German immigrants followed family members or friends who had previously come to Indiana. Some German immigrants first settled elsewhere. For example, Cincinnati was a popular first stop for German immigrants. Conrath's parents immigrated to Cincinnati, where he was born. The Conraths later moved to Indianapolis, as did many other German immigrants from Cincinnati. According to Giles R. Hoyt, in *Peopling Indiana: The Ethnic Experience*, "Migration, particularly from Ohio, was vitally important in bringing German immigrants into southern and eventually central Indiana. To some extent settlement of southern and southeastern Indiana is a byproduct of the growth of Cincinnati, which was certainly the major starting point for the majority of early German pioneers into Indiana."⁴ Other Germans came to Indiana via Pennsylvania.

Another group of Germans arrived in Indiana between 1848 and 1861. Many of the Germans in this group were well-educated intellectuals

from Germany's middle class. They tended to be liberals who opposed the German class system and supported a revolution launched in 1848 to make Germany more democratic. When the 1848 revolution failed, German liberals fled to the United States. Although the earlier wave of German immigrants tended to be religious, the "Forty Eighters" turned away from the church. As intellectuals, they focused on the arts and domestic life. Maintaining their German cultural identity was extremely important. In addition, they sought to uphold and expand the American concepts of tolerance and a classless society.⁵

In order to maintain cultural ties, the "Forty Eighters" established vereins (clubs) to promote German culture. Two types of vereins emerged, *vereindeutsche* (German culture-oriented organizations) and *kirchendeutsche* (church-oriented organizations). The first verein established in Indianapolis was the Indianapolis Turngemeinde (Turner Society) in 1851. By 1900 more than fifty German cultural vereins had been established in Indianapolis.⁶

The "Forty Eighters" also encouraged continued use of the German language through the publication of a number of German-language newspapers and periodicals. Among the most popular of these publications were the *Indiana Volksblatt und Telegraph*, the *Indianapolis Freie Presse*, and the *Tribüne*, all Indianapolis daily papers.⁷ These papers often served as a mouthpiece to promote liberal ideas such as abolition of slavery.

A second major wave of German immigration began in 1870 and lasted until 1890. In fact, German immigration to Indiana peaked in the 1880s. Many of the immigrants in this second wave came from the eastern provinces of Germany, such as Silesia, Pomerania, and Saxony. They tended to be of a lower socioeconomic class than early German immigrants and the "Forty Eighters." Most were hired hands or laborers. They had brought less capital with them and were often dependent on

3. Ibid., 152–53.

4. Ibid., 152.

5. Ibid., 160.

6. Ibid., 160–61.

7. Ibid., 161.

previous German immigrants for jobs and other assistance. This resulted in a tiered society among the German immigrant community.⁸

Perhaps because of this latter group's tendency to work in factories, German Americans in Indiana pushed for manual training programs in schools and labor reforms during the late 1800s. In 1888 the Indianapolis School Board established a Manual Training Department at Shortridge High School. This department remained in operation until 1894, when Manual Training High School opened with German immigrant Charles E. Emmerich as its principal. Manual High School trained workers for Indianapolis's automotive and machine-tool industries.⁹ German American support for the labor movement was strong. In 1896 the officers of sixteen out of thirty-eight Indianapolis unions were German Americans.¹⁰

As Germany became more industrialized and its economy grew, German factories needed laborers. It became more economically advantageous for Germans to find work in their home country than to immigrate to the United States. In addition, some Germans were turned off by the United States' expansionist foreign policies that were reminiscent of the kind of imperialism earlier immigrants had sought to escape. Emigration from Germany slowed by the 1890s.¹¹ Today the largest ancestral group in Indiana is German, with more than 20 percent of the state's population tracing their roots to Germany.¹²

Learning/Instructional Objectives

Students will:

- Read, describe, and interpret immigrant settlement patterns using an outline map and list of Indiana cities with a strong German influence.

8. Ibid., 162.

9. Ibid., 165.

10. Ibid., 167.

11. Ibid., 169.

12. Statemaster.com, "Statistics on Indiana," <http://www.StateMaster.com/state/in-indiana> (accessed December 6, 2010).

- Be able to name and locate Indiana cities with a strong German heritage on an outline map, as well as the Ohio River; Chicago, Illinois; and Cincinnati, Ohio.
- Create a travel brochure encouraging German immigrants to settle in one of five Indiana towns: Tell City, Vevay, Oldenburg, Goshen, or Berne.

Time Required

Twenty minutes for the map activity and fifty minutes for the travel brochure activity

Materials Required

- Pencils and paper
- Art supplies: markers, colored pencils, construction paper, etc.
- A list of Indiana cities with a strong German influence: Oldenburg, Tolloston, Tell City, Miller, Hope, Hessville, Goshen, Otterbein, Berne, Haubstadt, Whiting, and Hanover.
- "Outline Map of Indiana" Student Handout. The handout is found on page eight of this lesson.
- Copy of an Indiana map from the Indiana Historical Society collection (or use another Indiana map).
 - "Map of Indiana," 1914 (Indiana Historical Society, Digital Image Collections, Source Collection Number G4091_P2_1914_K4). A copy of the map is provided on page nine of this lesson.

Teacher's Instructional Plan

Introduction

Introduce the lesson with a class discussion of the reasons for immigrating to Indiana in general, and more specifically from Germany in the nineteenth century. Introduce students to the fact that German immigration to the United States occurred in two major waves, the first one from 1816 to 1848 and the second one from 1870 to 1890. A smaller

number of Germans arrived between 1848 and 1861. Using the information provided in the “Historical Context/Background Information” section on pages two through four of this lesson, create a chart on the board with these three time frames as columns. Under each era, list reasons that Germans immigrated during that period. A sample chart is included on page ten of this lesson.

Explain to students that they are to locate several German-influenced Indiana cities on an outline map and see if they can observe any pattern in their locations. Are they located near any special geographic features? *Answer: Ohio River*

The groups should locate the Ohio River and the cities of Chicago, Illinois, and Cincinnati, Ohio, that are adjacent to Indiana’s borders. Why would the river and these two cities be important to Indiana settlers? *Answer: transportation and commerce*

ACTIVITY 1

In this activity students will locate Indiana cities with a strong German heritage on an outline map of the state.

Procedure

- Divide students into groups of no more than four students.
- Provide each group with a copy of the “Outline Map of Indiana” handout.
- Write the list of these Indiana cities on the board: Oldenburg, Tolloston, Tell City, Miller, Hope, Hessville, Goshen, Otterbein, Berne, Haubstadt, Whiting, and Hanover.
- Using the historic map, direct students to look for the Ohio River; Cincinnati, Ohio; and Chicago, Illinois, then locate the Indiana cities from the list. When all the cities have been located, have a short discussion observing the fact that most are found along the river, near Cincinnati, Ohio, and in northwest Indiana.
- Ask students the following questions: Why do you think people came to Indiana? Why did they relocate near a river? What are some uses

of rivers? Why do you think central Indiana was the last area for German settlement? Why would settlers leave Cincinnati to come to Indiana?

- Explain that Germany required all young men to serve in the army. Would this be a reason to leave your country? Why or why not?
- Ask older students the following question: Do you know of any immigrants to Indiana who came for religious reasons? This can lead to discussion of the Lutheran movement and Amish settlement in the state.
- To conclude the activity, lead a class discussion to identify reasons why Germans would want to leave their homeland and come to America and settle in Indiana during the nineteenth and twentieth centuries.

ACTIVITY 2

In this lesson student groups will create a travel brochure to encourage German immigrants to settle in one of these five Indiana cities: Tell City, Vevay, Oldenburg, Goshen, or Berne.

Procedure

- Divide students into groups of no more than four students and provide each group with art supplies to create their travel brochure.
- Write this list of Indiana cities on the board: Tell City, Vevay, Oldenburg, Goshen, and Berne.
- Explain that each group will make a travel brochure that would make visitors want to come to that city and settle there. Be sure to include the location of the city, pictures or diagrams, history of the city, and any special celebrations or festivals and when they occur.
- Ask each group to choose one of the five cities and then have them create a travel brochure to encourage German immigrants to settle in the city they have selected. (Make sure that the groups do not choose the same city.)
- Direct students to these resources to assist with their research:

- Berne, Indiana
 - Berne Chamber of Commerce
205 East Main Street
Berne, IN 46711
 - Berne Chamber of Commerce
<http://www.bernein.com>
(accessed December 1, 2010)
 - “Berne Swiss Days”
<http://www.Berneswissdays.com>
(accessed December 1, 2010)
- Goshen, Indiana
 - Goshen Chamber of Commerce
232 South Main Street
Goshen, IN 46526
 - Goshen Chamber of Commerce
<http://www.goshen.org>
(accessed December 1, 2010)
 - “Amish Country Northern Indiana”
<http://www.amishcountry.org>
(accessed December 1, 2010)
- Oldenburg, Indiana
 - Batesville Area Historical Society
132 South Main Street
Batesville, IN 47006
 - Batesville Area Historical Society
<http://www.batesvilleareahistoricalociety.org>
(accessed December 1, 2010)
 - “Freudenfest—Annual festival in Oldenburg, Indiana”
<http://www.freudenfest.com>
(accessed December 1, 2010)
- Tell City, Indiana
 - Perry County Visitors and Convention Bureau
PO Box 721
Tell City, IN 47586
 - “Perry County Indiana: Life is Better”
<http://www.perrycountyindiana.org>
(accessed December 1, 2010)
- “City of Tell City, Indiana”
<http://www.tellcityindiana.com>
(accessed December 1, 2010)
- Vevay, Indiana
 - Switzerland County Convention and Visitors Bureau
128 West Main Street
Vevay, IN 47043
 - “Welcome to Switzerland County/Vevay Indiana!”
<http://www.vevayin.com>
(accessed December 1, 2010)
- To conclude this activity, have student groups share their brochures with the class.

Evaluation/Assessment

Students should be able to locate at least five German settled or populated Indiana cities near the Ohio River, three such cities near Cincinnati, Ohio, and four cities in the northwest area. Students should be able to accurately locate the cities, along with the Ohio River; Chicago, Illinois; and Cincinnati, Ohio, using an outline map. Students should also be able to describe a German immigration pattern in Indiana that moved from the southeast to the northeast.

Additional Resources

Publications

- Diner, Hasia R. *A Time for Gathering: The Second Migration 1820–1880*. London: Johns Hopkins Press, 1992.
- Fritch, William A. *German Settlers and Settlements in Indiana: A Memorial for the State Centennial*. Evansville, Indiana: [s.n.], 1915.
- Hoyt, Giles R. “Germans.” In *Peopling Indiana: The Ethnic Experience*. Robert M. Taylor Jr. and Connie A. McBirney, eds. 1996. Reprint, Indianapolis: Indiana Historical Society, 2009.
- Luebke, Frederick C. *Germans in the New World*. Chicago: University of Illinois Press, 1990.

Parker, Lewis K. *Why German Immigrants Came to America*. New York: Rosen Publishing Group, 2003.

Web Sites

Adams, Willi Paul, Lavern J. Rippley, and Eberhard Reichmann. "The German Americans: An Ethnic Experience." Accessed December 1, 2010. <http://www.ulib.iupui.edu/kade/adams/toc.html>.

Anderson, Mary Alice, and Kim Penrod. "German Immigrants: Their Contributions to the Upper Midwest." Accessed December 1, 2010. <http://www.loc.gov/teachers/classroommaterials/lessons/german/>.

Indiana German Heritage Society. "Indiana's German Heritage." Accessed December 1, 2010. <http://www.ighs.org/heritage.htm>.

Provides a sampling of German heritage activities from across the state.

IUPUI Max Kade German American Center in conjunction with Society for German American Studies. "IUPUI Max Kade German American Center Home Page." Accessed December 1, 2010. <http://www.ulib.iupui.edu/kade/>.

Numerous Web links to German American Studies topics.

IUPUI University Library. "German Language Resources, Culture." Accessed December 1, 2010. http://www.ulib.iupui.edu/subjectareas/german/germ_culture.

Resources, some in German, and links for further research on German culture.

IUPUI University Library, Program of Digital Scholarship. "German Americans." Accessed December 1, 2010. http://www.ulib.iupui.edu/digitalscholarship/collections?filter0=132&filter1=**ALL**.

The library's collection includes excellent resources on the American Turners.

IUPUI University Library. "Shaping the Circle: German Americans in Indianapolis 1840–1918." Accessed December 1, 2010. <http://www.ulib.iupui.edu/static/exhibits/circle/home.html>.

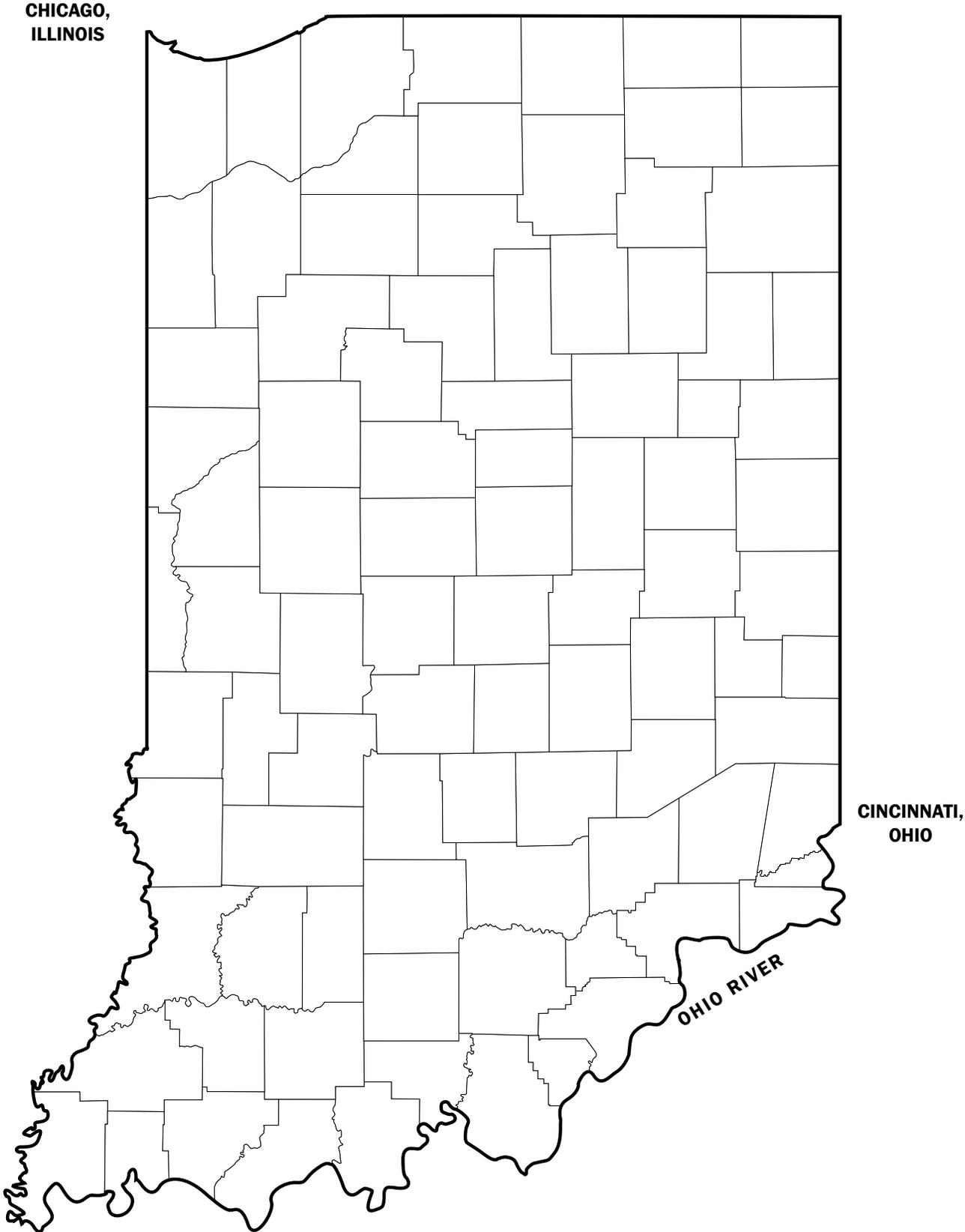
A digital exhibit on the influence that German Americans have had on music, architecture, and physical education in Indianapolis as well as the cultural conflict faced by German Americans and how they overcame it.

Library of Congress, American Memory. "Immigration . . . German." Accessed December 1, 2010. <http://memory.loc.gov/learn///features/immig/german.html>.

Zeitgeist Publishing, Inc. "German Life: Culture, History, Travel." Accessed December 1, 2010. <http://www.germanlife.com>.

An online magazine with current information on Germany and German life.

“Outline Map of Indiana” Student Handout





“Map of Indiana,” 1914 (Indiana Historical Society, Digital Image Collections, Source Collection Number G4091_P2_1914_K4)

Reasons for Emigrating from Germany to the United States		
1816–1848	1848–1861	1870–1890
Escape conservative policies of Prince Klemens von Metternich/feudal system of government	More liberal Germans fleeing after the failed revolution of 1848	Lack of jobs in Germany/came to work in American factories
Poor German economy	Intellectuals seeking free-thinking environment	
Overpopulation		
Poor agricultural harvests in Germany		
Competition in manufacturing from more industrialized nations/decline of Germany's home markets		
Strict military conscription policies		
High taxes		