

Ohne
Heimat,
ohne
Hoffnung,
ohne Ruhe,
ohne Raht.



Lesson plan

Migration in the 19th and 20th century

Author: Sarah Oberbichler

Age group	Ages 13/14 (year 3 in lower secondary school)
Subject	History (<i>Geschichte, Sozialkunde und Politische Bildung</i>)
Curriculum info	<i>Modul 5: Migration vom 19. Jahrhundert bis in die Gegenwart</i>
Main goals	Elaboration of migration concepts and reflection on the use of these concepts in general and in newspapers. Discover migration history through newspapers and learn how to use digital newspaper archives. Understand different perceptions and different perspectives
Methods	Using newspapers as sources
Time	4 x 50 minutes

Situation, previous knowledge and things to note

This will be the group's first time working with (digitised historical) newspapers as sources. The students have previously worked with other sources, e.g. pictures, and thus have a basic grasp of source criticism. They are tech-savvy and the necessary equipment (laptops or tablets) is available. In chronological terms, the group has studied (mainly European and Austrian/German-speaking) history up to the 19th century.



Lesson plans: 4 lessons (50 mins each)

1	Understand migration terms	Students elaborate migration concepts and reflect on the use of these concepts
2	Know how to use digital newspapers	Working with newspapers: What is a newspaper? Useful as a source? Where can I find it (→ ANNO)? Guide to working with sources!
3	Explore migration in the 19th and 20th century through newspapers	Students create timelines. They research the historical background and critically reflect on the reporting.
4	Discover different perceptions and perspectives	Students learn to understand different perceptions (different framings) and different perspectives

Curriculum

Modul 5 (Historical education): Migration from the 19th century to the present day

Kompetenzkonkretisierung

- Schriftliche und bildliche Quellen beschreiben, analysieren und interpretieren;
- Perspektivität von Quellen wahrnehmen;
- Eigene historische Erzählungen erstellen;
- Erkenntnisse aus der Arbeit mit Quellen und Darstellungen für die eigene Orientierung nutzen

Thematische Konkretisierung

- Die Begriffe Migration, Asyl und Integration erarbeiten;
- Weltweite Migrationsbewegungen vergleichen und Ursachen ermitteln;
- Durch Migration entstehende Herausforderungen in Auswanderungs- und Einwanderungsländern analysieren und mögliche Lösungen diskutieren;
- Migration am Beispiel von Lebensgeschichten vom 19. Jahrhundert bis in die Gegenwart darstellen.

1st lesson: Understanding migration terms

TIMING	TOPIC	METHOD / SOCIAL FORM	PROCEDURE	GOALS	MATERIAL
<i>Getting started</i>					
10 min	Poem by Bertolt Brecht: "Über die Bezeichnung der Emigranten"	Reading/listing to a poem and discussing it	Students listen to the poem by Bertolt Brecht (or read it): Questions: What is the poem about? What is Bertolt Brecht's critique on the use of migration terms?	Reflecting on the impact of the use of terms on the migrants themselves	Poem: https://www.deutschelyrik.de/ueber-die-bezeichnung-emigranten.html
<i>Main part</i>					
20 min	What is migration? Meanings: Explanation of specific words in the context of migration	Reading and presenting, group work	Students are asked to work in groups. Each group is assigned a specific term and explanation (worksheet 1). The group summarizes the text in their own words and clarifies terms that are not understood. Students present the summarized text to the class in their own	Learning the meanings and contexts of migration-related words	Worksheet 1
15 min	Associations: In groups, students discuss and write down what they associate with migration terms.	Brainstorming / word associations / discussion / group discussion	Students are asked to work in pairs and to elaborate ideas, attributes and characteristics connected with the terms: worksheet 2 The results are discussed in class. Who and what influences the connotations of words? (This discussion should include newspapers)	Understanding that certain terms can have positive or negative connotations. Understanding who and what can influence our perceptions.	Worksheet 2
<i>Wrap up</i>					
5 min	Migration in the media	Discussion	In your experience, what migration terms are used in what contexts in the media?	Linking to students' own experiences	

2nd lesson: Know how to use digital newspapers

TIMING	TOPIC	METHOD / SOCIAL FORM	PROCEDURE	GOALS	MATERIAL
Getting started					
10 min	Migration & newspapers	Reading, Q&A	<p>Students read the first part of a blog post about migration and historical newspapers (up to the second subheading)</p> <p>Questions: Do you remember the poem by Bertolt Brecht? Can you see any similarities between the first verse of the poem and the first section of the blog post? Can we learn a lot about migration in newspapers?</p>	<p>Reminding students of the previous lesson</p> <p>Providing students with information about migration and historical newspapers</p>	<p>Blog Post https://www.newseye.eu/blog/news/von-billigen-preisen-landarbeitern-und-auswandereragenten-migrationsdiskurse-in-historischen-oesterr/</p>
Main part					
15 min	How to read & work with newspaper texts	Plenary work	The teacher hands out the guidelines and the group goes through them together, step by step, using an example article	Providing the students with guidelines for using historical newspapers as sources, which they will be able to use independently in future	Worksheet 3 one copy per student (laminated if possible)
15 min	How to find digitised historical newspapers online	Plenary work / teacher demonstration on the big screen	Short brainstorming: "Where can we find historical newspapers?" → teacher then introduces ANNO, various search functions, etc.	Showcasing online digital newspaper archives	Projector, large screen or similar
Wrap up					
10 min	Hands-on session with ANNO	"Scavenger hunt" – students get a list of tasks and work independently	Students are given a worksheet with 8 tasks for specific newspapers/articles that have to be found. One example task is solved together/by the teacher, the students then work on the other tasks independently.	Familiarising students with the ANNO interface	Worksheet 4 (one copy per person)

3rd lesson: Explore migration in the 19th and 20th century through newspapers

TIMING	TOPIC	METHOD / SOCIAL FORM	PROCEDURE	GOALS	MATERIAL
<i>Getting started</i>					
5 min	Review of homework	Plenary work	Teachers asks if anybody had trouble with the homework/last task of the last lesson. If yes: look at the task in question together, if not: look at a few tasks anyway.	Making sure everybody has a basic grasp of how to use ANNO	Projector, large screen or similar
<i>Main part</i>					
45 min	<p>Let's create a timeline and learn about migration history</p> <p>Discover migration history by creating a timeline using newspapers as source</p> <p>(Finish at home)</p>	Group work, using digital tools	Students create timelines (1850–1950) using the digital tool “Timeline Js”. They use newspaper clippings as source and information from the web for background research. They critically reflect on the reporting and they discover the diversity of content in newspapers (reports, letters, appeals, advertisement)	<p>Fostering digital methodological excellence</p> <p>learning about migration history in the 19th and 20th Century</p> <p>learning about source criticism</p>	<p>Worksheet 5</p> <p>https://timeligne.knightlab.com/</p>

4th lesson: Discover different perceptions and perspectives

TIMING	TOPIC	METHOD / SOCIAL FORM	PROCEDURE	GOALS	MATERIAL
<i>Getting started</i>					
10 min	Some of the groups are presenting their timeline	presentation	At least two groups present their timelines for the whole class.	Repeating and presenting	Computer, Beamer
<i>Main part</i>					
15 min	How is migration perceived? Students analyse the perception of migration	Newspaper analysis, discussion, group work	In groups, student analyse historical newspaper clippings with different perceptions on migration events. (worksheet 5) The topics range from emigration, immigration, flight to return migration. Students present their ideas and analyses. After that, they read the second part of the blogpost (starting with the second subheading) for the necessary context and interpretation.	Understanding the different perceptions of migration. Understanding different ways to frame migration	Worksheet 6
20 min	And how is the perspective of migrants?	Reading, Discussion	Short life stories of emigrants, immigrants and refugees. What differentiates the life stories of migrants of newspaper clippings?	Understanding different perspectives	
<i>Wrap up</i>					
5	Outlook: Migration today	Discussion	What do we learn from migration history and how can it help to understand migration today?	Competence in reflection	



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text.

MIGRATION

On a basic level, we can speak of migration when people shift their centre of life over a longer period of time. The concept of migration covers all migratory movements: voluntary emigration; family reunification; irregular migration; study visits abroad and flight forced by war, political persecution, existential distress and environmental disasters. Migration takes place within the same region or across national and continental borders. Reasons for migration can be lack of food or water, inadequate housing or insecure living conditions for oneself and the family. Usually, several motives are responsible for the decision to leave home. Irregular migrants are people who have neither a regular visa nor a legal residence status to enter or stay in a country.

Humans have always settled elsewhere temporarily, e.g. to earn a living as seasonal workers abroad; or because they belong to a community whose members live as nomads; or because, like some artists or diplomats, they see themselves as not permanently resident anywhere. Since the 1990s, increased attention has been paid to a form of migration that is conceptually difficult to grasp and is referred to as commuting migration, often also as transmigration: People commute between Poland and Germany, others between Mexico and California, still others work in Dubai, but still consider the Philippines their home. There is now no definitive decision for a “new life in a new place”, but rather one or even several new locations are added to the existing location.



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

LABOR MIGRATION

Labor migration can be defined as international migration of workers with a minimum stay of one year in the destination region. A distinction can be made between “push” and “pull” factors (push and pull models) as causes of migration. The push factors for labor migration are primarily unemployment and low wage levels. Pull factors include expectations of higher wages and job security. The extent of labor migration depends on the development and structure of labor markets in both the source and destination regions. Persons who migrate for these reasons are referred to as labor migrants. Compared to job migrants, they are subject to a special right of residence and a temporary work permit in the destination country. Three factors can be identified as influencing labor migration in Europe: cyclical fluctuations, economic structural change with its effects on the international division of labor, and the high standard of living in some European countries. Globally operating companies play a major role in labor migration today. On the one hand, they bind low-skilled workers in developing countries, and on the other hand, well-trained employees pass through management functions at various company locations, managing their activities from a few global cities.



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

RETURN MIGRATION

Return migration is the act or process of going back or being taken back to one's country of origin. This could be within the territorial boundaries of a country or between a country of destination or transit and a country of origin, as in the case of migrant workers, refugees or asylum seekers. There are two types of return migration: voluntary return and involuntary return. Voluntary return is the assisted or independent return to the country of origin, transit or another country based on the voluntary decision of the returnee. Voluntary returns can be either spontaneous or assisted:

- Spontaneous return is the voluntary, independent return of a migrant or a group of migrants to their country of origin, usually without the support of states or other forms of international or national assistance.
- Assisted voluntary return is the administrative, logistical, financial and re-integration support given to rejected asylum seekers, victims of human trafficking, stranded migrants, qualified nationals and other migrants unable or unwilling to remain in the host country who volunteer to return to their countries of origin.

Forced or involuntary return is a migratory movement which, although the drivers can be diverse, involves force, compulsion, or coercion.



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

ASYLUM AND ASYLUM SEEKER

Asylum means accommodation or refuge. The right to asylum is a human right which states that every person has the right to apply for asylum in another country. However, the third country clause must be taken into account, which states that asylum seekers must apply for asylum in the first safe country they enter. In other safe countries that asylum seekers subsequently enter, it is no longer possible to apply for asylum. Even those who are allowed to apply for asylum are not automatically granted asylum. In accordance with the legal provisions, it is then established whether an asylum seeker is entitled to asylum. Persons who are entitled to asylum are refugees in the sense of the Geneva Convention on Refugees. Asylum means the entitlement to stay, to leave and enter the country and also entails free access to the labor market. Persons who have been granted asylum are legally almost equal to host citizens (as they are entitled to social benefits such as social assistance, housing assistance etc.).

An asylum seeker is someone who leaves their own country, often for political reasons or because of war, and who travels to another country hoping that the government will protect them and allow them to live there.



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

FLIGHT AND REFUGEES

Flight is the form of migration which is mostly involuntary and forced. A refugee is a person who has been recognized as a refugee in accordance with the 1951 Geneva Refugee Convention. Article 1(A)(2) of the 1951 Convention defines a refugee as an individual who is outside their country of origin or habitual residence, who is unable or unwilling to return due to a well-founded fear of persecution based on their race, religion, nationality, political opinion, or membership in a particular social group. Applying this definition, internally displaced persons (IDPs) – including individuals fleeing natural disasters and generalized violence, stateless individuals not outside their country of habitual residence or not facing persecution, and individuals who have crossed an international border fleeing generalized violence, are not considered refugees under either the 1951 Convention or the 1967 Optional Protocol. Countries in the Americas, Africa, Middle East or Asia experiencing large-scale displacement as the result of armed conflicts found that the 1951 Convention definition did not go far enough in addressing the protection needs of their populations. Consequently, both Article 3 of the Cartagena Declaration and Article 1(2) of the 1969 OAU Convention extend refugee status to an individual who “owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country of origin or nationality, is compelled to leave his place of habitual residence in order to seek refuge in another place outside his country of origin or nationality.”



Group Work

Each group is assigned a specific term with explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

INTEGRATION

The term *integration* actually means “bringing together the different”, whereby the different remains recognizable in the superordinate whole. A further definition can be derived from the Latin term “integrati”, which means renewal, i.e. not only a one-sided renewal of society. Integration, therefore, means the equal admission of migrants into the majority society and their acceptance – without the migrants having to give up their cultural characteristics and adapting to the majority society. The term integration, for example in “integration of the disabled”, is clearly also connected with a contribution of the host society. If we now look at the term integration in the context of migration, it is interpreted differently by different basic political attitudes and cultural characteristics, and is provided with different framework programs and objectives. Politics often equate the term *integration* with *assimilation*, i.e. the adaptation of immigrants to the host society and thus the abandonment of the culture and language of their country of origin.



Group Work

Each group is assigned a specific term with an explanation and context.



1. Summarize the text in your own words and clarify difficult words.
2. Be ready for discussions or to present your text

STEREOTYPE AND PREJUDICE

Stereotype generally refers to a consistent or common pattern. A stereotype is the strongly simplifying and generalizing reduction of an experience or opinion to a prejudice. Stereotypes represent the (mostly generally known) schematized and shortened summaries of characteristics or behavior. On the other hand, prejudice is a judgement about someone or something without really knowing about that person or thing. Prejudices are opinions that are simply adopted by others without criticism, or opinions that one forms without having checked whether these opinions stand up to scrutiny. Prejudices are unfounded and unjustifiable, and they are easily disproved. Nevertheless, in most cases, prejudices are emotionally loaded and therefore difficult to get rid of.

Sources for all texts

- Meier-Braun / Karl-Heinz, Einleitung: Deutschland Einwanderungsland, in: Karl-Heinz Meier-Braun/ Reinhold Weber (Hrsg.), Deutschland Einwanderungsland: Begriffe - Fakten – Kontroversen, Stuttgart 2013.
- Nuscheler, Franz, Internationale Migration. Flucht und Asyl, Wiesbaden 2004.
- Treibel, Annette, Migration, in: Baur N., Korte H., Löw M., Schroer M. (Hrsg.), Handbuch Soziologie, Wiesbaden 2008.
- <https://www.spektrum.de/lexikon/geographie/arbeitsmigration/462>
- http://www.demokratiezentrum.org/fileadmin/media/pdf/wissen_migration_begriffe.pdf
- <https://ijrcenter.org/refugee-law/>
- <https://www.amnesty.ch/de/themen/asyl-und-migration/zahlen-fakten-und-hintergruende/grundlagen-und-begriffe>
- https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf



1. Work in groups: In your opinion, which five ideas, attributes or characteristics are closely connected in public discourse with the following terms (e.g. "well educated", etc.)



Refugees:

People who work or study in different places:

Commuters:

Immigrants:

2. Discuss in class: Which terms have more positive than negative connotations (connotation = an idea or feeling which a word invokes for a person in addition to its literal or primary meaning)? Which terms have more negative than positive connotations?
3. Discuss in class: Who and what influences the connotations of words?
4. Research: Do you know the meaning of "Barbarian"? Try to find the original meaning of "Barbarian" and how the use, the meaning and the connotation of the term changed over time.

GUIDELINES FOR WORKING WITH HISTORICAL NEWSPAPERS

Worksheet 3



For over a hundred years, countless newspapers have appeared every day and reported on everything that happens around the world. That's why we can get a lot of information about the past from newspapers. Apart from pictures, newspapers consist mainly of articles made up of text. In this guide, you will find out how best to deal with newspaper texts and work with them to get the information you need.

1. READ and DESCRIBE

Read through the text. It doesn't matter if you don't understand everything right away. In this first step, it is only important to read everything once and see what the article is about.

- Which newspaper is the text from?
- What date is the newspaper from?
- What is the title of the text?
- Who is the author?
- What is the topic of the text?
- Mark all the words/expressions you do not understand.



2. ANALYZE and INTERPRET

When you have answered the first questions, you should read the text again. Now that you know what the text is about, you will understand it better.

- Now look up all the words/expressions you didn't understand.
- Try to summarize the most important points of the text in a few sentences.
- What people, places, and events do you know that appear in the text?
- Is the text more positive or negative? Is anything/someone praised or criticized?
- Is there a demand in the text? What might be the author's goal?



3. FORM your OPINION

Now you know the text and can form your own opinion about it.

- Do you personally think the article is good or bad?
- Do you agree with the author? If not, why?
- How do you think the readers reacted to the article at that time?





Use the website <http://anno.onb.ac.at/> and search for the following newspapers/articles. Copy the links to each newspaper or page where an article can be found into a Word document.



Example:

– A newspaper that wrote about Emperor Karl on November 11th 1918

1. ...the “Neue Freie Presse” of 18th May 1923
2. ...a paper that was published exactly 100 years before your birthday
3. ...the very first edition of the newspaper “Neues Österreich”
4. ...an article from the 20th century in which your hometown is mentioned
5. ...an Italian-language newspaper published in Vienna
6. ...the first edition of the paper “Österreichische Zeitung” after the end of the Second World War
7. ...an article on the topic of women’s right to vote
8. ...an article from an Austrian newspaper that reports on the End of the First World War
9. ...an article on a topic that you are personally interested in



Exploring migration in the 19th and 20th centuries with the help of newspapers

19. UND FRÜHES 20. JAHRHUNDERT
AMERIKA-AUSWANDERUNG IM 19. UND FRÜHEN 20. JAHRHUNDERT

Überseemigration, sprich die Auswanderung nach z. B. Amerika, war eine der wichtigsten Form der Migration in Europa im neunzehnten und frühen zwanzigsten Jahrhundert. Allein in Österreich-Ungarn emigrierten zwischen 1876 und 1913 mindestens 5 Millionen Menschen. Etwa 70 Prozent verließen ihr Land in Richtung Übersee, während das bevorzugte Ziel die Vereinigten Staaten waren. Von 1919 bis 1937 führte die krisengeschüttelte Wirtschaftslage nach dem Ersten Weltkrieg erneut zur Auswanderung nach Übersee. Wirtschaftliche aber auch politische Differenzen und Krisen waren zentrale Gründe, um das Heimatland zu verlassen.

Die Ankunft eines Auswanderungsschiffes in New York. Ausschnitt aus der digitalen Ausgabe "Das interessante Blatt" (30.05.1989) aus dem Online Zeitungsarchiv "ANNO".

Amerika-Auswanderung im 19. und frühen 20. Jahrhundert

https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1750ejGRTPMvAQy5LTULZxW5EOYC68WSLKr3V9Fm7gs8&font=Default&lang=en&initial_zoom=2&height=650

Create a timeline showing the history of migration in the 19th and 20th centuries based on newspaper clippings (reports, appeals, letters):

- Use the four newspaper clippings provided as a starting point (links below). Research the history surrounding these articles. Research the motives for migration, flight, or displacement on this topic. Write a short text for the timeline. (see example timeline)
 - <http://anno.onb.ac.at/cgi-content/anno?aid=wiz&datum=19151218&seite=3&zoom=33&query=%22fl%C3%BCchtlinge%22&ref=anno-search>
 - <http://anno.onb.ac.at/cgi-content/anno?aid=dib&datum=18891128&seite=5&zoom=33&query=%22auswanderer%2Bbild%22~20&ref=anno-search>
 - <http://anno.onb.ac.at/cgi-content/anno?aid=msp&datum=19071130&query=text:%22Die+R%c3%bcckwanderung%22&ref=anno-search&seite=6>
 - <http://anno.onb.ac.at/cgi-content/anno?aid=zoe&datum=19400101&query=text:%22emigranten%22&ref=anno-search&seite=1>



- Use the ANNO platform to find at least two other articles on the same topic. Try to find different types of newspaper clippings (letters, appeals, ads) or articles with different perspectives. Look critically at the newspaper clippings. What might be the intent of the newspaper clipping?
- The following tool can be used to create the timeline: <http://timeline.knightlab.com/> (alternatively PowerPoint or a poster can be used). A Google account is required for the digital timeline. The step-by-step instructions on the homepage will help you create the timeline. Here is an example of how to fill out the Google spreadsheet:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Year	Month	Day	Time	End Year	End Month	End Day	End Time	Display Date	Headline	Text	Media	Media Credit	Media Caption
2										Migration im 19. und 20. Jahrhundert	Mit Beginn der Industrialisierung im 18. Und 19. Jahrhundert veränderten sich die innaeuropäischen und interkontinentalen europäischen Wanderbewegungen dramatisch. Überseemigration, sprich die Auswanderung nach z. B. Amerika, war eine der wichtigsten Form der Migration in Europa im neunzehnten und frühen zwanzigsten Jahrhundert.	https://lh3.googleusercontent.com/		
3	1800				1930				19. und frühes 20. Jahrhundert	Amerika-Auswanderung im 19. und frühen 20. Jahrhundert	Im 19. Jahrhundert war die Auswanderung nach Übersee (z. B. nach Amerika) aber auch für das Herkunftsland ein großes Geschäft, konkurrierende Reedereien, Siedlungsgesellschaften und die Zielkolonien selbst warben mit Werbeprospekten, mit Anzeigen in Zeitungen oder mit Agenten im Auszug aus einem Brief, veröffentlicht im 'Linzer Volksblatt' am 26.04.1980: <p></p>	https://lh3.googleusercontent.com/		Die Ankunft eines Auswanderungsschiffes in New York, Ausschnitt aus der digitalen Ausgabe "Das interessante Blatt"
4	1882	7	4						1882	Auswanderung war ein Geschäft für In- und Ausland	<i>"Lieber Wilhelm, mit traurigem Herzen ergreife ich die Feder, an Dich zu schreiben, daß ich mir mein gutes Brot verstoßen habe, denn hier ist nichts los. Hier ist kein Brot zu essen und hier müffen die Leute vor Hitze sterben, denn wie es damals gesagt wurde, das ist lauter Lüge."</i>	https://lh3.googleusercontent.com/		Ausschnitt aus der digitalen Ausgabe der Innsbrucker Nachrichten (04.07.1882) aus dem Online Zeitungsarchiv "ANNO".
5	1890	4	26						1890	Auswanderer-Briefe in Zeitungen	<n></n>	https://www.flickr.com/		

To get free images from the Internet, [Wikimedia Commons](https://commons.wikimedia.org/) can be helpful. It is important that you only use photos with a free license (= commercial use allowed).

To include newspaper clippings from the "ANNO" platform, it can be helpful to create a screenshot of the desired page or article. The image must be saved online, since only URLs are used by the program. Google Photos can be used, for example. You have to left click on the photo and then copy its URL. Cite the newspaper clippings as follows: Title of the article, newspaper title, date, page. Source: "ANNO".



Recognize different perceptions and perspectives



Group 1:

- What kind of migration are the two newspaper clippings about?
- What messages do they convey?
- What could be the intention of the newspaper reports? What goals does the author want to achieve?



„Feldkircher Zeitung“ vom 7. Mai 1881

(Wichtig für Auswanderer.) Die Deutsche Gesellschaft von Chicago schreibt: „Niemand lasse sich durch übertriebene Berichte über die vermeintlich günstigen Verhältnisse und die angebliche Leichtigkeit, in Amerika Geld zu verdienen, zur Auswanderung verleiten! Wirkliche Landarbeiter ausgenommen, können wir keinem Arbeitssuchenden Hoffnungen machen! Wir wiederholen daher unsere alljährliche Warnung und richten insbesondere an junge Kaufleute, Lehrer, Schreiber, Gelehrte, Beamte und namentlich an Studenten und Offiziere die Mahnung, sich nicht zur Auswanderung nach Amerika zu entschließen! Für diese Klasse von Leuten ist hier durchaus keine Aussicht, weder im nächsten Jahre, noch später!“

„Grazer Tagblatt“ vom 14. Februar 1899



Recognize different perceptions and perspectives



Group 2:

- What kind of migration are the two newspaper clippings about?
- What messages do they convey?
- What could be the intention of the newspaper reports? What goals does the author want to achieve?

Nordamerika. Die Botschaft des neugewählten Präsidenten Harrison spricht sich zu Gunsten der Fortdauer des schutzzöllnerischen Systemes aus und empfiehlt eine größere Sorgfalt bei den Naturalisationen der Einwanderer. Solche, von welchen eine Last für den Staatsschatz oder eine Bedrohung der sozialen Ordnung zu besorgen wäre, müssten ausgeschlossen werden.

„Grazer Volksblatt“ vom 7. März 1889

[Nordamerika]. Ein Blick auf die Einwanderer lehrt, daß sie dem Lande einen sehr nützlichen Arbeiterzuwachs zu führen. [...] Von dieser werthvollen Arbeiterzahl wurden durch das Arbeitsnachweisebureau 16.533 untergebracht, da von 11.920 in New-York und 3231 in Neu-Jersey. Da diese Arbeiter niedrigere Löhne erhalten, als andere derselben Qualität, so lange sie sich noch nicht auskennen, so zieht New-York und Umgegend hieraus schon einen großen Nutzen.

„Das Vaterland“ vom 15. Mai 1881



Recognize different perceptions and perspectives



Group 3:

- What kind of migration are the two newspaper clippings about?
- What messages do they convey?
- What could be the intention of the newspaper reports? What goals does the author want to achieve?

Nach Aussage eines Auswandereragenten haben diese Staaten [in Europa], welchen der Krieg viele Männer entrissen hat, eine große Aktion eingeleitet, um die in Amerika ansässigen Landeskinder zu Heimkehr zu bewegen, was jetzt in größeren Mengen bereits der Fall ist.

„Bregenzer Tagblatt“ berichtete am 10. Mai 1913

Durch die Führer der Genossenschaften ist den Vertrauensmännern in Amerika die strengste Weisung dahin gegeben, daß nur diejenigen zurückkehren sollen, welche in den heimischen Sparkassen so viel Geld haben, daß sie sich damit in der Heimat etwas Grund erwerben können.

„Salzburger Chronik für Stadt und Land“ vom 29. November 1907



Recognize different perceptions and perspectives



Group 4:

- What kind of migration are the two newspaper clippings about?
- What messages do they convey?
- What could be the intention of the newspaper reports? What goals does the author want to achieve?

Alaska – Gelobtes Land Nr. 2. Ans Washington wird berichtet: Der demokratische Abgeordnete Samuel Dickstein (Newyork) gab bekannt, daß er gegenwärtig mit der Ausarbeitung eines Gesetzentwurfes beschäftigt sei, der jährlich 200.000 europäischen Flüchtlingen die Einwanderung nach Alaska erlauben wird. „Das Land ist reich und fruchtbar, und Juden sind willkommen“, erklärte Dickstein.

„Banater Deutsche Zeitung“ berichtete am 10.02.1939

Als sich im Vorjahre der Flüchtlingsstrom aus Galizien nach Wien und den westlichen Kronländern so plötzlich und unerwartet ergoßen hatte, stand sowohl die Regierung wie auch alle anderen berufenen Faktoren vor einem schweren Probleme, für dessen Lösung aus der Vergangenheit keine Erfahrungen vorhanden waren.

„Jüdischen Korrespondenz“ vom 28. Oktober 1915
