

**DEUTSCHES
AUSWANDERERHAUS**

GERMAN EMIGRATION CENTER

**Information about the tour of the museum
and notes regarding the task sheet:
Middle School Level**

Effective: 2017

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The students must lock away their coats, bags and backpacks. They will then be given a task sheet, a “Boarding Pass” and a booklet. Two people are shown on the “Boarding pass”:
A German emigrant who migrated overseas (blue stamp) and an immigrant who migrated to Germany at some time in the last 300 years (red stamp). The booklet belongs to the immigrant and is needed in the second part of the exhibition. In the first part of the exhibition, the students accompany the emigrant.



The “Boarding Pass” also includes the “iCard”: it contains the respective life story of the migrant person with whom the student discovers the exhibition. The “iCard” is used to start the audio and reading stations. They are marked with the symbol of a hand holding an “iCard”. The information at the audio stations lasts about two to three minutes. The narration begins immediately when the “iCard” activates an audio station. If you have any technical questions please feel free to ask any of the museum staff for help.

IN FRONT OF THE WAITING HALL



Photo: DAH

1

Display cabinets and nine compartments with examples of hand luggage, similar to those taken along between 1920 and 1970, are located opposite the Waiting Hall. Hand luggage symbolizes the objects that were not allowed under any circumstances to get lost during the journey.

An emigrant vessel from about 1890 can be seen on a large photograph over the compartments. The door to the permanent exhibition opens every three to four minutes.

Notes regarding the task sheet:

Biography – The students note the name, date of birth and year of emigration. Then they should put themselves in the role of an emigrant and write down what items they would put in their hand luggage.

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Waiting hall

Bremerhaven and the North German Lloyd – The German Emigration Center greets you with an acoustic staging. The room is a replica of the Waiting hall for the steerage-class passengers of the North German Lloyd in Bremerhaven.

Notes regarding the task sheet:

The students do not have to answer any questions here.

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ON THE QUAY

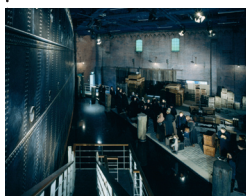


Photo: W. Hittmacher

2

The moment prior to boarding the ship is staged **on the Quay**. People are looking at the steamship “Lahn”. Luggage and cargo for the crossing are spread out in various parts of the room. The selection of emigrant figures is representative both in the distribution of genders as well as age group: The costumes are historical reconstructions made of materials whose structure, color and workmanship are modeled on the originals.

The “iCard” can now activate an acoustic staging in which words of farewell to the old country and departure can be heard in the languages that are spoken by the majority of emigrants. German (with the dialects of Baden and Hesse), Yiddish, Low German, Polish, Russian, Sorbian and Czech. The students should take a close look at the figures and the cargo (luggage and supplies).

Please do not leave the students alone in the room. The life size figures must not be touched.

Notes regarding the task sheet:

Farewell – The students must try to empathize with the emigrants. They are standing at the quay, and look at the ship that will take them away from Europe and bring them to a new home country. The quotes and expressions on their faces reflect a whole range of emotions: from fear and bitterness to joyful hope of the future.

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Photo: W. Huthmacher

3

The contents of this room bear witness to the emigration of 2000 individuals. The selection of individuals – their gender, age and area of origin – is representative for this period of emigration.

The following details about these individuals are provided: Gender, age at the time of emigration, native country, name of vessel, type of vessel, date of arrival, destination country/ port of arrival, destination in the new country, occupation. There are drawers with exhibits for 60 individuals; 18 of these also include an audio station. The latter are the biographies of the individuals who are accompanied by the museum visitors.

Five “milestones” are at the center of the room. They provide general background information about the emigration. Five historical emigration phases are distinguished: 1830 – 1870, 1871 – 1913, 1914 – 1932, 1933 – 1945, 1946 – 1974. Emigration through Bremerhaven began in 1830; the last emigrant vessel left the port in 1974. Whereas the right side of a “milestone” contains exhibits and texts, the left side contains audio stations explaining the general history and statistics relevant to the respective period of time. Classroom wall maps about the history of Europe are located in the entrance and exit area. Here, the subject matter can focus on the journey to Bremerhaven.

Notes regarding the task sheet:

Biography – The students write down the relevant particulars of their biography. Reasons for emigration can be classified into two categories. Causes are the structural reasons in the area of origin and the destination country, whereas motives suggest personal reasons. Frequently, there are additional specific reasons for emigration. You will find an overview of all 18 emigrant biographies with all the important details in the attachment.

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4

Exhibits in one of the five “milestones” in the **Gallery of the Seven Million**.

In the “milestones” at the center of the room, students will learn about the social and political reasons for emigration, flight and expulsion between 1830 and 1974 using exhibits, texts and audio stations.

Notes regarding the task sheet:

General reasons for emigration – Personal motives are given in the biographies. The five “milestones” respectively provide various reasons for the origins and scope of the emigration during a specific period of time. The students will only focus on the period of time in which the person they are accompanying emigrated.

1830 – 1870: Industrialization, bad harvests, failed revolution in 1848, general agricultural crisis (shortage of land per farm), irreplaceable loss of part-time work options (cottage industry) for farmers because of industrialization, insufficient growth perspectives in craft trades, avoidance of military service, search for free farm land, hope of finding better work conditions in the “land of opportunity”.

1871 – 1913: Panic of 1873 – 1876 and its consequences until 1892, unemployment in Germany and work opportunities in the U.S., pogroms in Czarist Russia as of 1881, Germany as transit nation for East Europeans.

1914 – 1932: Depression after World War I, inflation 1932, Germany is a transit nation for East Europeans.

1933 – 1945: Racial and /or political persecution, pogroms 1938.

1946 – 1974: “Displaced Persons” searching for a new home country, economic depression after 1945, dream of the “American Way of Life”.

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BAGGAGE ROOM



Photo: H. Dehn

5

Information about the types of vessels that cross the Atlantic are given in the **baggage room**.

On the left side, one can use the “iCard”, to call up biographical information on the emigrant. On the right side of the room, monitor screens show the departure of emigration vessels from Bremerhaven. Three ship models are located in a transport box at the center of the room; they are true to scale (1:100), and focus on the technical development of the vessels. The three ship models are exemplary for the development of emigration transportation. The sailing vessel stands for the early phase of emigration (1830 – 1870). From the 1870s, most of the emigrants reached the New World on steamships. By 1910, most emigrants traveled with ocean liners.

Some students might get the feeling that the floor is moving when they enter the baggage room. This is an architectural illusion.

Notes regarding the task sheet:

Biography – The biography station on the left wall provides information about the crossing of the person being accompanied (name of ship, year of arrival, ship’s class, weather). Please note: The reading material is only available while the “iCard” is placed on the station.

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BAGGAGE ROOM



Photo: DAH

6

Three ship models in the **baggage room** highlight the technical progress in passenger shipping from the sailing vessel to the steamship and the ocean liner.

Notes regarding the task sheet:

Transport box with ship models – The students assign the ship on which their emigrant traveled to a specific type of ship. In doing so they know which type of staged ship's cabin they will later take a closer look at.

ON BOARD



Photo: H. Dehn

7

The conditions of passage are displayed in three consecutive ship cabins based on the vessels that have been presented. The student's task focuses only on the type of ship, which the person they are accompanying emigrated on.

Passage in the steerage-class of the sailing vessel "Bremen", 1854

Both of the audio stations and the drawer focus on the hardships of the crossing and the meals.



Photo: H. Dehn

Notes regarding the task sheet:

Hazards and difficulties – Hygiene was unknown on board; there were no toilets. Spoiled foods and lack of provisions for the journey, as well as days spent locked under deck in cramped spaces during rough seas aggravated the situation. Vermin and disease spread quickly in the cramped spaces. On average, at least one person died on every transatlantic crossing from Bremerhaven. Passage with a relatively small sailing vessel on the rough seas of the Atlantic involved the basic risk of suffering shipwreck. Boredom was a big problem for people from rural regions because they were not used to having several weeks of free time.

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Explanations about the term steerage – The sailing ships were primarily built to transport bulk goods from America to Europe. European products were not as much in demand in the United States. To avoid empty runs on the return journey across the Atlantic a temporary wooden partition for emigrants - the steerage deck - was drawn in the storage hold. The actual height of the steerage is shown at the left of the partitions, however it cannot be recreated for safety reasons (approx. 1.80m). The accommodation of emigrants was so controversial that legislation for ships leaving from Bremen was passed in 1832. This improved the situation and limited the number of emigrants per sleeping berth to five, as well as requiring at least 12 square feet (about 1 square meter) lying surface per person. Furthermore, the captain was required to make a list of passengers and to supply provisions for a minimum of 90 days per passenger.

Length of the journey – The duration of the journey was uncertain. A sailing ship usually took about 6 to 12 weeks to cross the Atlantic. However, storms could greatly prolong the journey.

Free time – The shipowners did not provide any kind of leisure activities; the emigrants had to keep themselves entertained. The illustrations show activities including playing music, dancing, telling stories, card games, handicrafts and reading.

Passage in the steerage on the steamship “Lahn”, 1887.

Audio stations and drawers provide information about accommodations, food and travel conditions. Clothes similar to those worn by the emigrants can be tried on here.



Photo: H. Dehn

The “iCard” activates a camera and the finished pictures can be looked at and purchased in the shop. The improvements in lavatories and washrooms are shown in the sanitary area. Turning the faucet opens information about the morning wash of men and women traveling third-class.

Notes regarding the task sheet:

Facilities – There are nine bunk beds for 18 people. They ate their meals there too.

Length of the journey – A steamship usually took about 8 to 15 days; the fast steamer “Lahn” only took 8 to 10 days.

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Additional information:

Sanitation – Lavatories and washrooms with running water helped reduce many sanitary problems.

Free time – The ship offered concerts and dances for third-class passengers. In addition, they read, played music and spent time on deck.

Passage in a steerage-class cabin on the ocean liner

“Columbus”, 1929

Audio stations provide information about cabins, meals and travel conditions.



Photo: H. Dehn

Notes regarding the task sheet:

Accommodations – Four-bed cabins with respectively two sinks and two wardrobes gave steerage-class passengers some privacy. The cupboards and the other compartments made it possible for the emigrants to travel with parts of their own luggage. Travelers could select from an extensive menu in the ship’s canteen.

The length of the journey – The crossing took about 4–6 days, of which only 5 were spent at high sea.

Additional information:

Free time – Steerage-class passengers were offered entertainment in the form of movies, concerts, dances and parlor games on deck.

Religious services – There is a suitcase in the cupboard of the cabin with the utensils that are necessary for a Catholic mass. The “St. Raphaels-Werk” was responsible for the ministrations of the Catholics, and the “Evangelisch Lutherische Auswanderermission” was responsible for religious services for the Protestants.

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ARRIVAL



Photo: DAH

8

The films show the **Arrival** in New York of emigrant ships from Bremerhaven. The group can describe their impressions of the different types of ships.

Notes regarding the task sheet:

Now that the students know more about the different types of ships, they should review whether they would change their minds and cross the Atlantic on a different type of ship.

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PASSAGEWAY TO ELLIS ISLAND



Photo: W. Huttmacher

9

The students have now reached the port of New York – they have arrived in the New World. Ellis Island, which opened in New York in 1892, was the largest immigration center in the United States.

Ellis Island is a small island off the coast of Manhattan. Here, the steerage-class passengers underwent medical and legal inspections before being allowed to enter the country. This marked the end of free immigration to the United States. The question they all asked themselves was: “Will the authorities let me enter?” From the perspective of the students, the individual they have accompanied has been a German emigrant; from the perspective of the U.S. authorities, this person is now an immigrant. The walls of the tiled corridor are adorned with drawings similar to those found in the reception center at Ellis Island.

Notes regarding the task sheet:

New York – Significance for emigration: In the 19th century over 90 percent of the emigrants who left from Bremerhaven went to the United States, of which 70 percent went to New York – the largest immigration port.

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ELLIS ISLAND



Photo: DAIH

10

The staging of this room represents the “Registry Room” at the Ellis Island Receiving Station in 1907. The emigrants were grouped together in waiting zones separated by metal bars. Immigration authorities asked them questions at the end of the room.

In two aisles in the “Registry Room” audio stations provide biographical information about the arrival of the emigrant you are accompanying. The audio station in the left aisle provides general information about Ellis Island. You can start an interactive questioning with an immigration officer at the “Legal Desk”. Please ensure that only a few students try to take this test. The test is only an offer and not a task for the students.

Twelve million people immigrated to the United States through Ellis Island between 1892 and 1954. The final questioning by the immigration officer was decisive for entry. Medical tests and the questioning resulted in the refusal of an entry permit for approximately 20 percent of those questioned. Convalescence in the hospital on Ellis Island and individual appeals to the immigration authorities enabled entry to many of those who were initially refused an entry permit. Ultimately, about 2–3 percent of the emigrants were sent back to Europe.

Notes regarding the task sheet:

Ellis Island – about 2–3 percent of the people who wanted to immigrate were refused entry at Ellis Island and sent back to Europe at the shipowner’s expense. The tears of joy upon arrival and the tears of sorrow when entry was refused gave Ellis Island its nickname: “The Island of Tears”.

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MAP AISLE



11

Ninety-seven percent of all immigrants were able to enter the U.S. without difficulty. Most of the Germans among them knew exactly where they intended to go after entering the country: They continued their journey to a destination at the interior of the country.

In the mid-19th century, people traveled by train and then by steamboat. Horse and oxen carts brought them to remote regions. However, after leaving the immigration station the first question was: How do you get to the railway station? There are city maps of New York, Buenos Aires and Sydney in the passageway. In these historical maps, immigrants are shown the shortest routes from the harbors of arrival to points of departure from where they can continue their journey.

Notes regarding the task sheet:

The students do not have to answer any questions here.

OFFICE OF THE NEW WORLD



12

There are hundreds of books, objects and maps from the museum's collection in this room. It addresses the following issues: What did they know about each other? What did the immigrants know about their new home country? What did the immigration countries know about the newcomers?

They often only knew what relatives and friends who lived there had written in letters. Some read emigration guides prior to departure. Some of these letters and books about North and South America, as well as Australia are on display. The immigration countries registered the newcomers in figures: The statistics on display show the information gathered about the German immigrants.

Notes regarding the task sheet:

Source studies – “Letters from America” or another immigration destination provided information about the risks and opportunities in the target country. Encouraged by these letters, many people decided to follow relatives, friends or acquaintances to the New World. This “chain migration” is typical for overseas emigration. In addition to personal letters written by immigrants, other sources of information were advertising material written by emigration agencies and travel reports with recommendations and warnings in books and newspapers.

Letters - The students should think about what observations and experiences they would write home about.

NOTIZEN

GRAND CENTRAL TERMINAL



Photo: DAEH

13

In front of the backdrop of the New York **Grand Central Terminal**, a place of transit, the subject matter focuses on the conditions of life of German immigrants overseas between 1683 and 1974.

In a place where hundreds of thousands of people gather every day, with European, African or Asian roots, rich and poor, believers and disbelievers, young and old – stories are told of the dreams and achievements of the German immigrants – but also of the down sides, the hardships of daily life, the conflicts with the Americans and the native Americans, and of the failures. Information about the biographies can be found once again in the ticket booths. Three dioramas are on display in the waiting hall. They illustrate where the Germans lived and worked around 1850 on a farm in Texas, around 1890 in the slaughterhouses of Chicago, and around 1950 in a delicatessen store in New York. There is a group of figures showing a German immigrant and her son at the center of the room. Her husband and her father-in-law are trying to find out where the train to Chicago leaves from and have left her alone. Even though she cannot speak any English she tries to ask the baggage porter.

Notes regarding the task sheet:

Biography - The students write down the relevant particulars of the person they are accompanying. The chart in the attachment provides the relevant particulars for the 18 emigrant biographies.

NOTIZEN

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The bridge

The bridge is the passageway into the second exhibition building. When the students cross the bridge they leave the topic of German emigration overseas behind. The second exhibition building focuses on 300 years of immigration to Germany. The students are now in the Federal Republic of Germany, the year is 1973. There are reproductions of stores that existed at the time. The need for foreign workers in the Federal Republic of Germany ended in the early 1970s.

The so-called recruitment ban went into effect on November 24, 1973. Apart from a few exceptions, foreign workers were no longer permitted to enter Germany. After the recruitment ban, the only reasons for entering the Federal Republic of Germany were family reunification, the Federal Expellees Act or as an asylum seeker. The newspapers at the kiosk provide information about the, at that time, current event.

SHOPPING MALL



14

Upper floor

The students will now meet the person who immigrated to Germany ("Boarding Pass" red stamp).

Both the audio station of the respective biography and the booklet provide the students with further information about the life story. The chart in the attachment provides the relevant particulars for the 15 immigrant biographies.

Notes regarding the task sheet:

Biography – The students write down the following biographical particulars of the person they are accompanying: Name, date of birth and year of immigration or period of time in which migration took place.

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SHOPPING MALL



Photo: DAH

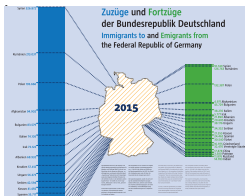
15

Upper floor

Notes regarding the task sheet:

Biography – The students look for two personal items from their biography in the different stores of the shopping mall and make a note of the inventory number (Inv.No.), which is on the corresponding card.

MAP OF STATISTICS



© DAH

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Lower level

Statistics – This map shows the immigration and emigration to or from the Federal Republic of Germany in 2015. These are the latest data available because the numbers are officially released a year later. In 2015, people from Syria were the largest group of immigrants. The huge rise in migrants from this country (over 400 percent compared to the previous year) is due to the large number of civil war refugees. Before then, from 1996 to 2014, Poland was the main country of origin from which primarily work migrants came.

Notes regarding the task sheet:

The students must name three countries from which the most immigrants came: Syria (326,872), Rumania (213,037) and Poland (195,666).

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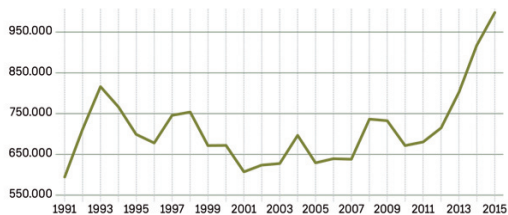
Lower level

The slogan of the new exhibition room **Studio Migration** is “Transforming fear into curiosity”. At various media stations the students can engage in an interactive exchange and address topics that include “How do I express my opinion in a statistic?” or “Are you a supporter, a sceptic or an opponent of immigration?”.

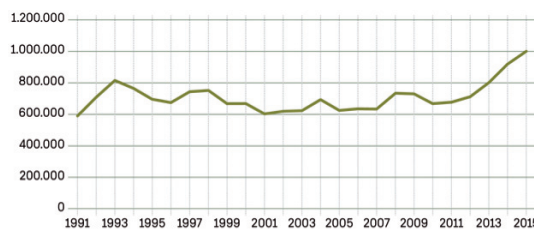
Notes regarding the task sheet:

Take a closer look at the “How do I express my opinion in a statistic?” station and identify the difference between Curve chart 1 and Curve chart 2.

Curve chart 1 + 2: Immigration to the Federal Republic of Germany 1991 – 2015



Quelle: Statistik Deutsches Auswandererhaus auf der Grundlage von Zahlen des Bundesamtes für Migration und Flüchtlingen (BAMF)



Quelle: Statistik Deutsches Auswandererhaus auf der Grundlage von Zahlen des Bundesamtes für Migration und Flüchtlingen (BAMF)

Both curve charts show the same figures. They look very different because each chart works with a different scaling. The size indications are on the axes of the chart. The vertical scalings represent the number of people who immigrated. In curve chart 1 this so-called y-axis shows a much smaller size indication (550 – 950 people) than in the curve chart 2 (0 – 1,500,000 people). The smaller size indication in curve chart 1 tightens the line, in curve chart 2, the larger size indication stretches the line. The horizontal scaling shows the years 1991 – 2015. This so-called x-axis is the same in both charts and does not alter the presentation.



The exit is on the upper floor, back over the bridge.

Please make sure that all the clipboards, pencils and “iCards” are returned. Plexiglass containers for the “iCards” are located in the entrance hall. Clipboards and pencils can be returned at the visitor’s desk. The students can keep the “Boarding Pass” and the task sheet.

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Overview of the 18 emigrant biographies

Name	Age	Date of emigration	Type of ship / Name	Ship class	Place of birth	Occupation at time of emigration	Reasons - motives - causes	Destination	New homeland
Johann Dietel	18	1848	Sailing vessel "Treffer"	Third-class (steerage)	Kleinolnitz, Upper Franconia	Heir to the farm, farmer	Large tracts of land in the United States	USA	Farmer
Ludwig Tesch / Ilse Tesch (née Prechtel)	Ludwig Tesch: 14 months / Ilse Prechtel: 21 years	Ludwig Tesch: 1863 / Ilse Prechtel: 1949	Ludwig Tesch: Sailing vessel "La Rochelle" / Ilse Prechtel: Freighter "Anna Salen"	Ludwig Tesch: steerage / Ilse Prechtel: one-class vessel	Ludwig Tesch: Berlin (Kingdom of Prussia) / Ilse Prechtel: Weiden, Upper Palatinate (Bavaria)	Ludwig Tesch: toddler / Ilse Prechtel: -	Ludwig Tesch: Desire to own his own land; information from emigration agents / Ilse Prechtel: The IRO Refugee organisation places the couple in Australia.	Australia	Ludwig Tesch: lumber mill operator / Ilse Prechtel: technical draftsman
Ottmar Mergenthaler	18	1872	Steamship "Berlin"	Third-class (steerage)	Hachtel, Swabia	Clockmaker	Chain migration, better work opportunities	USA	Engineer
Carl Laemmle	17	1884	Steamship "Neckar"	Third-class (steerage)	Laupheim, Swabia	Merchant	Better work opportunities	USA	Cinema owner, film producer
Paul Lemke	23	1886	Steamship "Saale"	Third-class (steerage)	Soltin, Brandenburg	Tailor	Better work opportunities	USA - Hawaii	Tailor on Hawaii
Karl Otto Schulz	24	1910	Ocean Liner "Main"	Third-class (steerage)	Bartnig, Lower Silesia	Shoemaker	Fear of unemployment in Germany, chain migration	USA	Farm worker
Martha Hüner	17	1923	Ocean Liner "München"	Second-class	Geesemünde, Prussia	Nursery maid, housekeeper	Chain migration, better work opportunities	USA	Returns to Germany as a pensioner
Johanna Ostermann	28	1925	Ocean Liner "General Belgrano"	-	Agudo, Brazil	Medical student and housekeeper	Better work opportunities	Argentina	Farmer, midwife
Lebin Weckesser	Mother 7 months pregnant	1926	Ocean Liner "Sierra Cordoba"	Third-class (steerage)	Cereales, Argentina; Parents were Volga Germans / Russian Germans	-	Relatives	Argentina	Parents become farmers, instruments makers
Alzbeta Kaucka	36	1927	Ocean Liner "Columbus"	Third-class (steerage)	Czech Republic	Housemaid	Chain migration, better work opportunities	USA	Housemaid
Erich Koch-Weser	58	1933	Ocean Liner "Madrid"	Second-class (middle class)	Bremerhaven, Bremen	Politician	Political racial persecution	Brazil	Settler on a hacienda
Hertha Nathorff	44	1939	Ocean Liner "Bremen"	Third-class (steerage)	Laupheim, Swabia	Doctor	Racial persecution, chain migration	England - USA	Doctor's assistant then psychologist
Hermann Ehrenhaus	18	1939	Ocean Liner <i>unbekannt</i>	-	Düsseldorf, North Rhine Westphalia	Student	Racial persecution	Argentina	Musician
Hannah Levinsky-Koevary	10 months	1949	Ocean Liner "General R.L. Howze"	-	DP-Camp, Landsberg, Bavaria	Toddler	Leaves with parents, chain migration	USA - Israel	Historian
Manfred Schnetzer	17	1952	Ocean Liner "America"	Second-class (cabin)	Friedrichshafen, Bavaria	Technical draftsman	Leaves with parents and siblings	USA	Engineer
Richard Morgner	28	1954	Ocean Liner "Glymphia"	Second-class (tourist class)	Geesemünde, Bremen	Baker	Better work opportunities	USA	From welder to businessman
Sabine Schastok	21	1960	Ocean Liner "Berlin"	First-class	Bad Zwischenahn, Ammerland	Cook and housemaid	Better employment options - Dream of the "American Way of Life"	USA	Cook

Overview of the 15 immigrant biographies

Name	Biographical data Birth	Death	Immigration group
Philippe Connor	1660 in Montelion, France	1758 in Berlin, Kingdom of Prussia	Huguenot
Josef Deiff	1790 in Essing, Electorate of Bavaria	1864 in Landshut, Kingdom of Bavaria	Soldier
Silvio Olivier	1907 in Rastatt	1989 in Wolfsburg	Work migrant
Eleonore Kaller	1860 in Mettingen, Kingdom of Prussia	1894 in Recke, German Reich	Traveling market trader
Kailli Koto and his family	1971 in Karagoule, Syria		Civil war refugees
Wilhelm Somplatzki	1863 in Gro-Dankheim, Prussia	1940 Roggen, German Reich	German Reich Ruhrpole/seasonal worker
Jeanne Greber	1884 in Hagenau, German Reich	1981 in Homburg	Alsace-Lorraine
Eiza Schuler-Neiryneck	1923 in Urseel, Belgium		Forced laborer
Melitta Klein	1928 in Marienfeld, Bessarabia		Bessarabian German
Serife Seytler	1928 in Maras, Turkey	2016 in Bursa, Turkey	Foreign worker ("guest worker")
Wilfried Sauer	1931 in Berlin		Refugee
Recep Keskin	1949 in Dervisli Koy, Turkey		Scholarship holder
Katharina Schmuck	1949 in Kasachstan, Soviet Union		A late repatriate from the Soviet Union
Mai Phuong Kollath	1963 in Hanoi, Vietnam		Contract worker
Gordana und Zoran Nikolic	1964 & 1962 in Prokuplje, Serbia		Civil war refugees

Persecuted because of religious beliefs moved Philipp Connor to leave his home in France under the reign of Louis XIV. Reaches Brandenburg in 1710.

As a soldier Josef Deiff walks over 12,000 kilometers between 1809 and 1815. Europe is at war against the French Emperor Napoleon.

Silvio Olivier came from a dynasty of ice cream makers from Northern Italy, which his grand-father Valentino founded in 1896.

Eleonore Kaller falls in love with one of the farm hands on her parent's farm - her parents send her to the Netherlands because he is an unsuitable social match.

There is hardly any food, water or electricity available in the Syrian city of Afrin. The government wanted to send the father back to Aleppo. Inconceivable for the family. Therefore, in 2014, they decide to flee to Germany.

The "Black gold" of the Ruhr district draws Wilhelm Somplatzki in 1881 from East Prussian Masuria to Gelsenkirchen.

1919 her German husband is forced to leave Alsace-Lorraine, a Frenchwoman, Jeanne Greber follows him.

Eiza Schuler-Neiryneck is deported as a forced laborer from Belgium to the German Reich in 1942.

In 1940, approximately 93,500 people are relocated as part of the Nazi "Heim ins Reich" program. Twelve year old Melitta Kehrler (later Klein) is one of them.

In 1969, Serife Seytler leaves her husband and her children and moves to Germany to work.

Wilfried Sauer is 13 years old when he flees to the West together with his family in the face of the advancing Red Army.

Recep Keskin is 18 years old and has a scholarship for a college of hotel management, graduates when he arrives in Germany in 1967.

Katharina Schmuck moves from Kasachstan to Germany together with her son in 1993. Her ancestor, Johann Heinrich had emigrated to the Russian Empire in 1763.

Mai Phuong Kollath is 17 years old when she decides to abandon her plans to study medicine and work in the German Democratic Republic (East Germany) instead.

In 1998, with the menace of a new war in the Kosovo, the Nikolic family see no way out - they decide to leave their homeland and seek refuge in Germany.