

Educator Outline

Grade Level(s)	High School
Time Allotment	2 to 3 periods
Standards Alignment	Ohio's Learning Standards: High School American History 2, 3, 16
Student Learning Outcomes	Students will learn how to research using Chronicling America, how to translate and analyze foreign-language texts, and gain a deeper understanding of the German-American experience in Ohio during World War I.
Vocabulary	database: organized collection of information in digital form; keyword: a term used as to retrieve documents in a database or search engine; limit: to search only part of the database; newspaper: a publication reporting information and current events; news: information about recent events, a presentation of such information in a newspaper or on television; headline: display type placed over a story summarizing the story for the reader; bias: a particular tendency or inclination, especially one that prevents unprejudiced consideration of a question

Bell Ringer

- Provide students about three minutes to write down their responses in their notebooks. After students are finished, choose four random students to share what they think.
- Following this, state something like: "Among the countless ways war affects people, often it makes a given society more suspicious of the 'other' within their own borders. Unfortunately, Americans have done this in the past, particularly toward German-Americans during WWI. This unit will focus on the experiences of German-Americans as revealed by local newspapers here in Ohio. The compelling question driving our unit is: 'What was it like to be a German-American in Ohio during WWI?'"

Activity 1: Analyze and Wonder: Depictions of the "Other"

- Allow students about two minutes to analyze and think about the questions and then discuss the true nature of the cartoon.

Activity 2: Watch and Wonder: Revisiting Japanese-American Internment

- Before watching the video clip on Japanese-American internment, make sure to preview it by ensuring that the students know the questions they are wondering about for the video clip.

Activity 3: Contextualizing the Growth of Anti-German Sentiments in America

- Present the images to the students while they take notes.

Activity 4: Providing Deeper Context with Newspaper Analysis

- Provide the links to the students in a digital format instead of having them type each one. If needed, you can shorten the URLs using a service like TinyURL, Bitly or Google URL Shortener.

Activity 5: Your Answer to the Compelling Question

- If time allows, have some students share their hypotheses and discuss as a class.

The German-American Experience During World War I
Lesson 1: The Growth of Anti-German Sentiment During World War I in the United States

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Civilian prisoners returning to civilization; War Department; November 1918

Image: National Archives and Records Administration
<https://catalog.archives.gov/id/16577081>

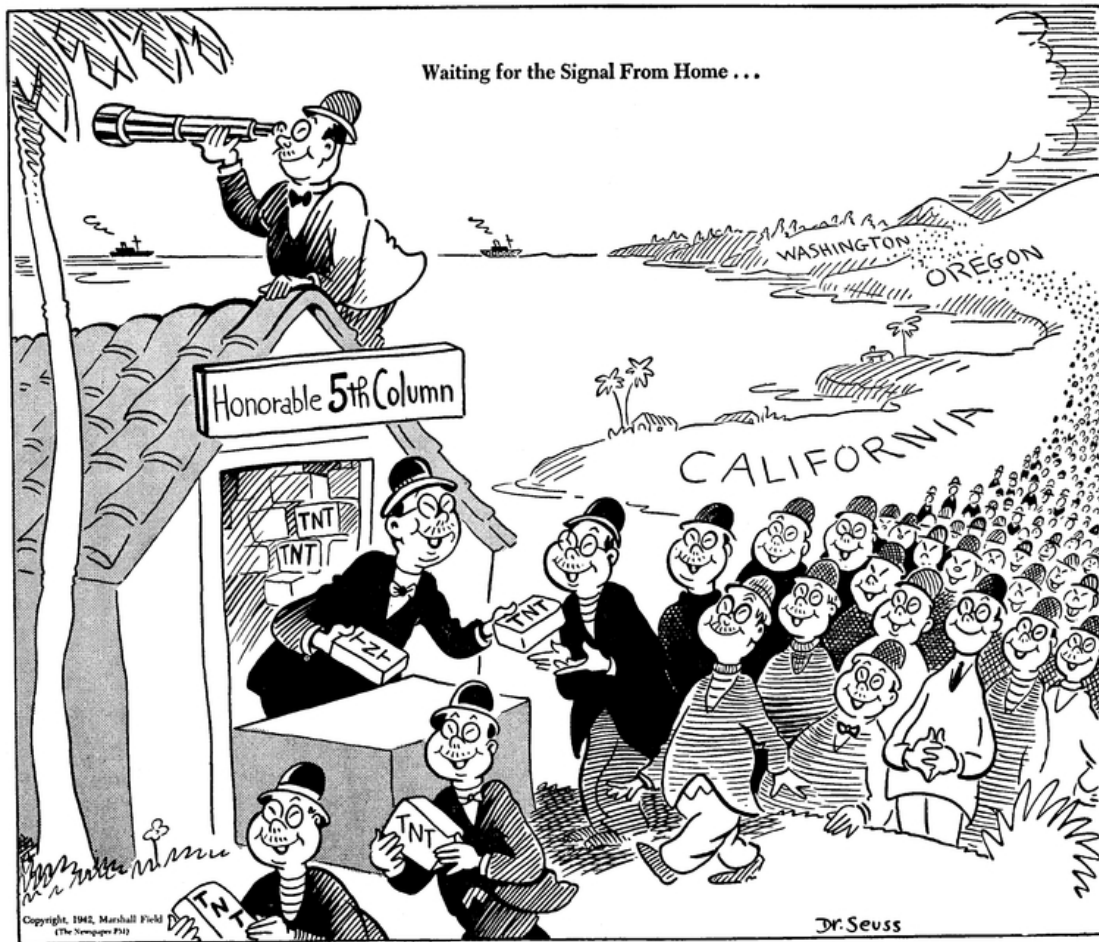
Question: In your opinion, how does war change people? Explain your answer in at least three complete sentences.

Activity 1: Analyze and Wonder: Depictions of the “Other”

One of the most glaring examples of “othering” in American society happened during WWII.

Instructions: Think about these questions as you analyze the cartoon below.

- What ethnic group is being negatively stereotyped here and what is the overall message?
- What historical events contributed to this false depiction?



Waiting for the signal from home...; Dr. Seuss; February 13, 1942

Image: University of San Diego Special Collections & Archives

<http://library.ucsd.edu/speccoll/dswenttowar/index.html#ark:bb5222708w>

Believe it or not, this cartoon was sketched by Theodore Geisel, better known as Dr. Seuss. Here he stereotypically depicts Japanese-Americans as bomb-wielding agents who are waiting for Japan’s orders.

This cartoon is a direct reflection of how many Americans thought about their Japanese-American neighbors following the attack on Pearl Harbor. These beliefs would ultimately influence the widespread internment of Japanese Americans by the government.

Created by the [Ohio History Connection](#) for the [National Digital Newspaper Program](#), a partnership of the [National Endowment for the Humanities](#) and [Library of Congress](#).

Activity 2: Watch and Wonder: Revisiting Japanese-American Internment

Instructions: Think about the questions below as we watch this video clip.

Video Clip: Revisiting Japanese internment...; PBS NewsHour; <http://bit.ly/2u9Od9W>

- What event(s) dramatically changed the lives of Min and his family?
- What inspired Michael Williams to author a book about Japanese-American internment?
- What was "ironic" about Min's call to serve in the military?
- Do you think the United States government did enough to make up for the internment of Japanese-Americans? If you don't think so, what else would you have liked to see done?



Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at [401 - 403 Eighth] and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war; Dorothea Lange; March 1942

Image: Library of Congress Prints and Photographs Division

<http://hdl.loc.gov/loc.pnp/cph.3a24566>

Activity 3: Contextualizing the Growth of Anti-German Sentiments in America

So why were there anti-German feelings during WWI in America?

For the first two full years of WWI, the United States remained neutral as Europe was embroiled in conflict. However, certain events, developments, and long-term trends convinced many Americans that people of German heritage—both overseas and within the United States—were brutal, conniving, and unpatriotic.

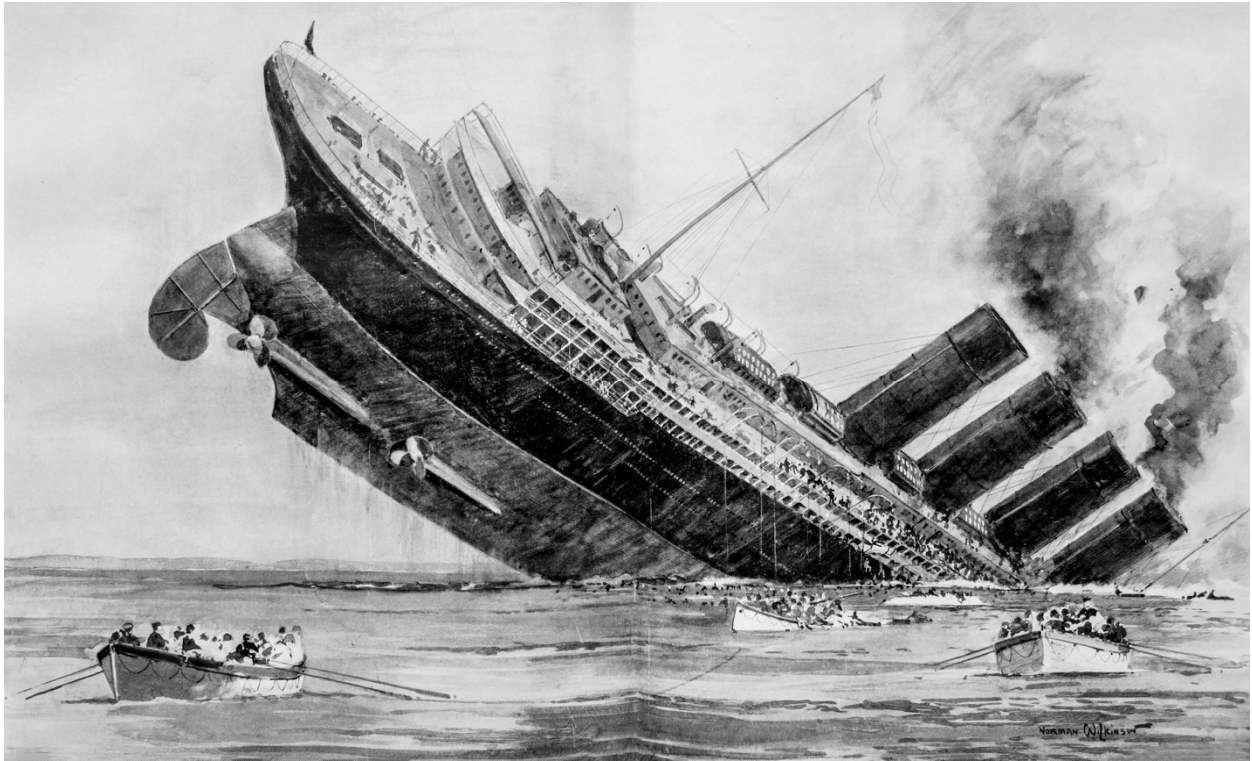


Mae Marsh, as a Belgian girl, and A. C. Gibbons as a German soldier, in Goldwyn's all-star Liberty Loan picture, "Stake Uncle Sam to Play Your Hand."; Department of the Treasury; 1918

Image: National Archives and Records Administration
<https://catalog.archives.gov/id/516486>

Key Event: Sinking of the Lusitania

On May 7, 1915, a German U-Boat sank the Lusitania, a passenger liner bound for New York City. Of the approximately 1,200 who died in the attack, 100 were Americans. Many Americans considered the torpedoing of the Lusitania a horrendous violation of war ethics.



Sinking of the Lusitania; Norman Wilkinson; May 15, 1915

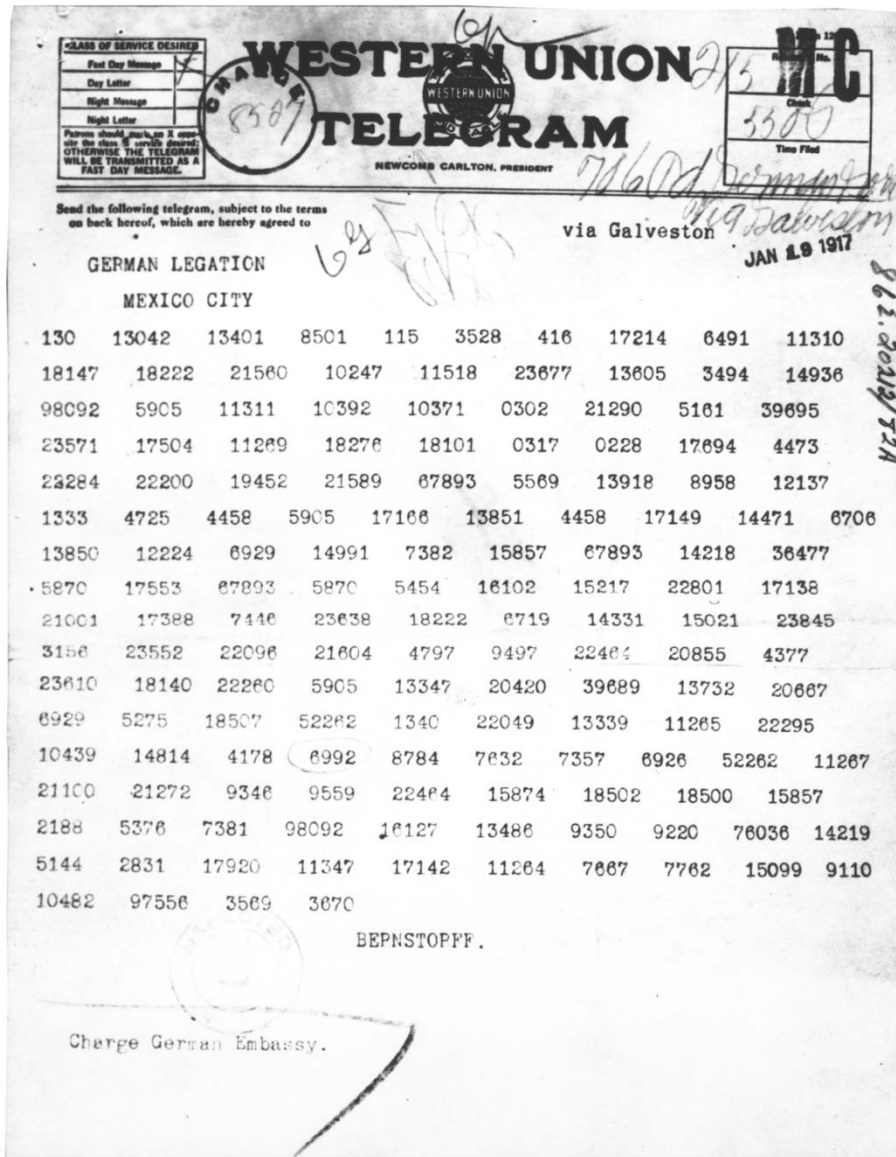
Image: *The Illustrated London News* via Wikimedia Commons

https://commons.wikimedia.org/wiki/File:Sinking_of_the_Lusitania_London_Illus_News.jpg

The German-American Experience During World War I
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Key Event: Zimmerman Telegram

In January 1917, the Germans sent a coded telegram intended for Mexican government officials. Captured and deciphered by the British government, the telegram stated that if Mexico were to engage in war against the United States, Germany could guarantee repossession of lands taken by America.

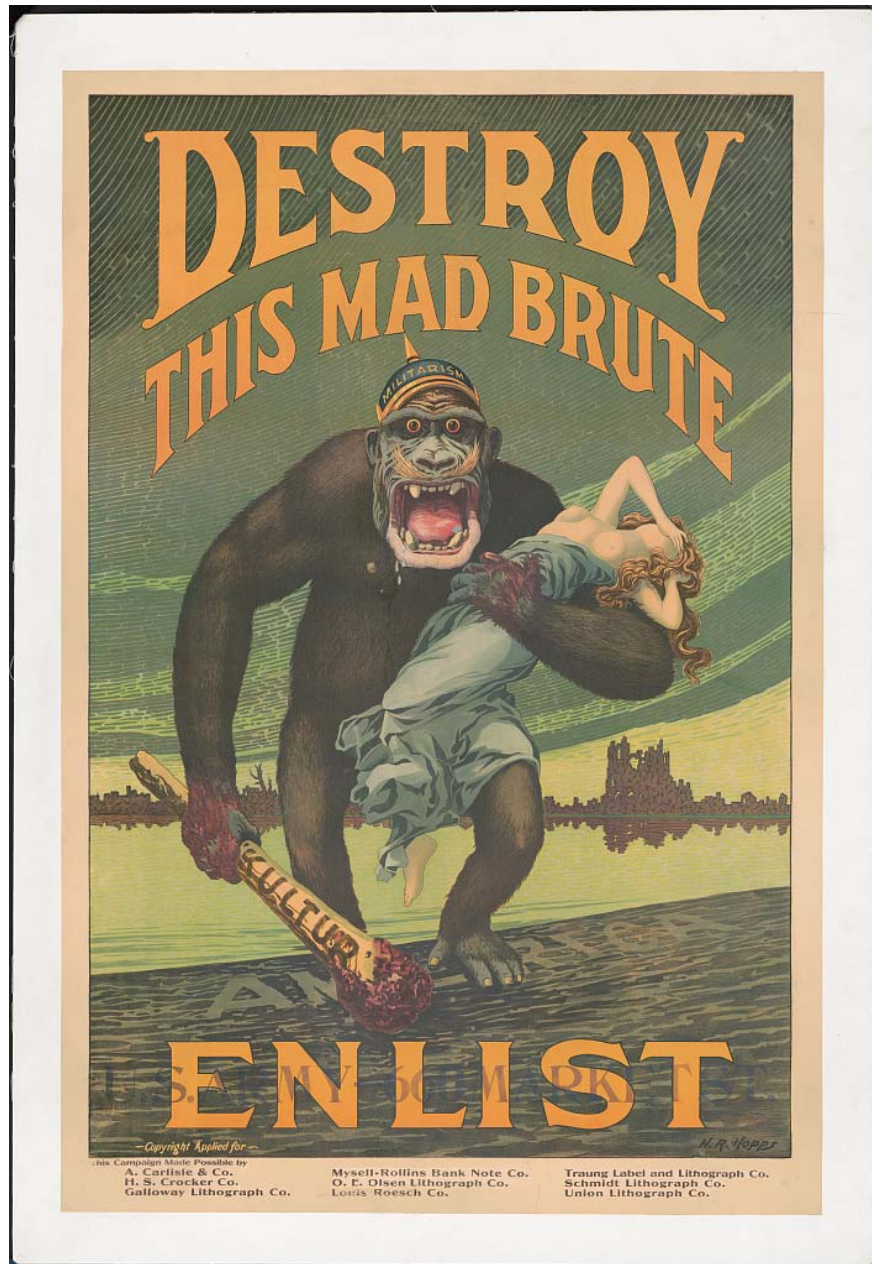


Telegram from Secretary of State Robert Lansing to the American Embassy, London: Zimmermann Telegram as Received by the German Minister to Mexico; Department of State; March 1, 1917

Image: National Archives and Records Administration
<https://catalog.archives.gov/id/302025>

Key Issue: Alleged German War Crimes

Numerous investigations and newspaper reports asserted that Germany's army had engaged in horrific acts of violence against innocent civilians during the war before America entered the conflict. While some of these allegations were somewhat true, others were exaggerated and used simply for propaganda purposes.



Destroy this mad brute, Enlist - U.S. Army; Harry R. Hopps; 1918

Image: Library of Congress Prints and Photographs Division
<http://hdl.loc.gov/loc.pnp/ds.03216>

Key Issue: Wasteful German-American Breweries

Throughout WWI, many were pushing for the closing of breweries due to their vast use of grain that could be better utilized for feeding soldiers. Many American brewers happened to be of German descent and when they pushed back against these calls for closure, they were labeled as disloyal Americans. The efforts to close breweries was part of the larger plan of the growing Prohibition movement.



Image: Grand Rapids Public Library Local History and Special Collections Department
<http://www.historygrandrapids.org/photo/1518/prohibition-cartoon>

Activity 4: Providing Deeper Context with Newspaper Analysis

Compelling Question: What was it like to be a German-American in Ohio during WWI?

Instructions: Read and analyze the linked newspaper articles/advertisements and answer the questions in complete sentences. Content from *Chronicling America: Historic American Newspapers*, Library of Congress.

“German’s Toast Victory Amid Hochs in Cafes” *New-York Tribune*, May 8, 1915, Image 1

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1915-05-08/ed-1/seq-1/>

1. What were these German-Americans in New York City toasting and why were they toasting?
2. Reportedly, how did some German-Americans justify the loss of life among the victims of this incident?
3. How do you think this newspaper report would have affected feelings towards German-Americans in the United States?

“Germany’s Plan to Embroil U.S. and Slice Off 3 States Angers” *El Paso Herald*, March 1, 1917, Image 1

<http://chroniclingamerica.loc.gov/lccn/sn88084272/1917-03-01/ed-1/seq-1/>

1. Why do you think many of the public officials “declined to discuss” the Zimmerman Telegram with newspapers?
2. How did Japanese officials respond to reports about the Zimmerman Telegram?
3. Why do you think this particular newspaper was concerned with the contents of the Zimmerman Telegram?

“Welcome—Senator McAdoo!” (advertisement) *Albuquerque Morning Journal*, April 24, 1918, Image 5

<http://chroniclingamerica.loc.gov/lccn/sn84031081/1918-04-24/ed-1/seq-5/>

1. A quote from the so-called Bryce Report is utilized in this ad, stating “The man drove his bayonet with both hands, lifting the child into the air on his bayonet, he and His comrades still singing”. What was the Bryce Report? Do some online research!
2. What is the overall message of this full-page advertisement?

“A Dry Nation Coming!” *Middletown Transcript*, June 15, 1918, Image 4

<http://chroniclingamerica.loc.gov/lccn/sn84026820/1918-06-15/ed-1/seq-4/>

1. Why are the authors of this editorial against brewers in America?
2. Do you think the authors of this editorial support President Wilson’s leadership? Select a piece of textual evidence from the editorial that demonstrates their views about President Wilson.
3. Why do you think E.H. Leach used the Lusitania in his example of how much coal is wasted by brewers?

The German-American Experience During World War I

Lesson 1: The Growth of Anti-German Sentiment During World War I in the United States

Activity 5: Your Answer to the Compelling Question

Instructions: In complete sentences, give your best educated guess to this unit's compelling question:
What was it like to be a German-American in Ohio during WWI?