

## **Educator Outline**

### **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, watch the video clips and discuss them as a class.
- Then state something along the lines of: “There has been a ton of debate about the use of foreign languages by immigrants in the United States for some time. For many English-speaking Americans, undoubtedly the use of foreign languages in our midst makes us uncomfortable, just as it would be uncomfortable for French people to hear us speak English in their country. Increasingly, though, there has been increased tolerance for the diversity of languages spoken here in the United States. Today we will be looking at how the German language was perceived in Ohio during the WWI years and once again Ohio’s historic newspapers offer some clues.

### **Analyze and Wonder: German-Americans in Ohio**

- Preview the German-Americans in Ohio article by announcing the questions to think about before reading. While reading, ask students to answer these questions. After completing the reading, emphasize that the use of the German language was thoroughly under attack during WWI.

### **Activity: Federal Investigation**

- Be sure to provide digital links or shorten the URLs using a service like TinyURL, Bitly or Google URL Shortener. Students ability to to directly access the articles will improve their ability to translate the text.

### **Investigation Team’s Official Written Statement:**

- If there is time after students write the “Official Written Statement”, have each group write that statement on the board and openly discuss the similarities and differences in each groups’ statement.