

Educator Outline

Grade Level(s)	High School
Time Allotment	1 to 2 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

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- 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. Afterwards, reveal the answer:
 - John Meints was a German-American farmer living in Luverne, Minnesota when a posse of 32 men arrived at his doorstep on August 19, 1918. Claiming that he was disloyal to America, the gang abducted him, beat him, and poured molten tar on his body and covered him with feathers. Meints attempted to sue the men, but a U.S. court ruled against him. These photos, taken after the incident, were used as evidence in the case.
- Then state something along the lines of: "This horrific wartime act demonstrates some of the discriminatory actions and perceptions faced by German-Americans throughout the United States. But how were German-American Ohioans treated and perceived? Once again, we will look to the state's historic newspapers for answers."

Activity 1: Read and Wonder: Tarred and Feathered in Toledo

- Preview the *News-Bee* article by discussing the questions to think about beforehand. You will want each student to have access to a computer so they can read this article online and also for the research later in the class.

Activity 2: Watch and Wonder: Anti-German Hysteria

- Preview the video clip about Anti-German hysteria in Cincinnati by discussing the questions beforehand.

Activity 3: Analysis of Anti-German Stories

- If there is still time after the exit ticket, have some students share their responses verbally.

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John Meints, punished during World War I; ca. 1917-1918

Image: National Archives and Records Administration

<https://catalog.archives.gov/id/283633>

<https://catalog.archives.gov/id/283634>

Question: Giving your best educated guess, explain in complete sentences what you think happened to this man.

Activity 1: Read and Wonder: Tarred and Feathered in Toledo

Instructions: Think about the following questions as you read this article from the *Toledo News-Bee* detailing a tarring and feathering that took place in Toledo in 1918: <http://bit.ly/2t86h4g>

- Why were these three men tarred and feathered?
- What are the views of the local judge and mayor regarding this incident?
- What does this article tell you about what it was like to live in Toledo, Ohio, during WWI?



Toledo News-Bee, April 18, 1918, Image 1

Image: Google News Archive
<http://bit.ly/2t86h4g>

Activity 2: Watch and Wonder: Anti-German Hysteria

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

Video Clip: Anti-German hysteria hit Cincinnati 100 years ago; Cincinnati WKRI, Local 12;

https://youtu.be/4CeTaVXa_c4

- How did Cincinnati change as a result of the anti-German hysteria?
- What did German-Americans in Cincinnati do to demonstrate their patriotism?
- How does Cincinnati feel about their German-American heritage now?



Over-the-Rhine, Cincinnati, Ohio, map

Image: Wikimedia Commons

<https://commons.wikimedia.org/wiki/File:Over-the-rhine-map.jpg>

Activity 3: Analysis of Anti-German Stories

Instructions: Complete the chart below to fully analyze these newspaper articles. Remember to keep our compelling question in mind: What was it like to be a German-American during WWI?

Source	Write down title of the article within this newspaper that deals specifically with anti-German actions or beliefs.	Write down specific textual evidence from the article that demonstrates anti-German actions or beliefs.	In your own words, how does this article demonstrate anti-German sentiments in Ohio during WWI?
<i>Toledo News-Bee</i> April 15, 1918 http://bit.ly/2t86h4g			
<i>Fulton County Tribune</i> July 19, 1918 http://bit.ly/2unRiDh			
<i>The Celina Democrat</i> May 17, 1918 http://bit.ly/2ueCDKt			
<i>The Youngstown Vindicator</i> April 8, 1917 http://bit.ly/2tRlbZB			

Articles: Google News Archive (<https://news.google.com/newspapers>)
Chronicling America (<https://chroniclingamerica.loc.gov/>)

The German-American Experience During World War I
Lesson 3: Anti-German Hysteria

Name: _____

Class: _____

Date: _____

Instructions: Based on your analysis of the historical newspaper sources today, give your best answer in three complete sentences to this unit's compelling question: What was it like to be a German-American in Ohio during WWI?

Activity 3: Analysis of Anti-German Stories – Answer Key

Source	Write down title of the article within this newspaper that deals specifically with anti-German actions or beliefs.	Write down specific textual evidence from the article that demonstrates anti-German actions or beliefs.	In your own words, how does this article demonstrate anti-German sentiments in Ohio during WWI?
<p><i>Toledo News-Bee</i> April 15, 1918 http://bit.ly/2t86h4g</p>	<p>“Jury to Call Officers Who Saw Tar Party”</p>	<p>“The men were accused of Pro-German sympathies...A man who appeared to be the leader made a short speech. ‘These men have refused to buy bonds...And they’ve spread word that the bonds are worthless. That kind of talk has got to stop or there will be a lynching.’”</p>	<p>Not buying bonds to support the war effort or any kind of statement against bond-buying could be deemed a pro-German action and lead to serious harm by a so-called patriotic mob.</p>
<p><i>Fulton County Tribune</i> July 19, 1918 http://bit.ly/2unRiDh</p>	<p>“Federated League”</p>	<p>Seventh: To procure legislation against the use and teaching of the German language in all schools...Eighth: To secure such legislation as may be necessary to prevent and prohibit the publication and circulation of any newspaper printed in the German language”</p>	<p>Local organizations, in the name of wartime patriotism, targeted the use of German language by way of approved “constitutions”, including its use in schools and newspapers.</p>

The German-American Experience During World War I
Lesson 3: Anti-German Hysteria

<p><i>The Celina Democrat</i> May 17, 1918 http://bit.ly/2ueCDKt</p>	<p>“Brewers of Ohio Given Hard Jolt”</p>	<p>The German-American Alliance largely financed by the brewers, had been active for the wets in every campaign. From evidence now in possession of the Senate Judiciary Committee, the brewers financed the Alliance with hundreds of thousands of dollars</p>	<p>Ohio brewers, many of them German-American, were allegedly linked to an organization that was deemed disloyal and unpatriotic, making it difficult on patriotic German-American brewers and people.</p>
<p><i>The Youngstown Vindicator</i> April 8, 1917 http://bit.ly/2tRlbZB</p>	<p>“First Man Arrested as Enemy Alien Taken From Here to Cleveland to be Arraigned”</p>	<p>“A large crowd gathered about Johannes Von Altenberg, accused of being an ‘alien enemy’ under the proclamation issued by President Wilson...Von Altenberg made several conflicting statements but denied being a German agent, and said he was a victim of circumstances.”</p>	<p>It was even dangerous to have loose or perceived connections to Germany, as it could mean being arrested and criminalized in Ohio.</p>