



Eugenics and the 1924 Immigration Act

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What do you want your students to understand about this topic?

Content Goals (These may include chronology, various historical interpretations, issues and problems, people of the time, etc.)

Unit:

How was isolationism expressed in Post-WWI United States policies?

Lessons:

1. What is eugenics?
2. How does eugenics play a role in the U.S. policy of isolationism after WWI?

What sources will your students study in order to understand this topic?

Centerpieces (Primary sources, historians' differing interpretations, maps, trade books, statistical evidence, etc.)

After an initial reading & discussion on the definition of eugenics.....

Primary documents - divide into small groups with three documents each (3 documents for the practice of eugenics or 3 document against eugenics)

Each group (2 to 3 people) will, using the documents, will put together arguments for or against the practice of eugenics

Two groups will be asked to debate the issue of Eugenics in a Congressional hearing as part of a debate to develop Immigration policy.

(all sources come from the following website:
www.eugenicsarchive.org/eugenics/list_topics.pl)

One additional group will be provided with the US Constitution and are told to focus on the principles of the 13th, 14th, and 15th Amendments.





How will you Assess your students' learning with an activity that furthers their learning and reflects both their grasp of historical thinking skills and content goals?

- ❖ Instructor will observe students level of effort in preparation for and debate performance.
- ❖ Student will also have opportunities to demonstrate comprehension of topic during post discussion.
- ❖ Instructor will observe students level of effort in preparation for and debate performance.