



# HISTORY UNIT PLAN

Queens High School

<b>Context:</b> <b>TO BETTER THE BREED OF MEN: The Development of Eugenics in New Zealand, the USA and Germany</b>	<b>Duration: Terms 2 – 4</b> <b>Broad Study and In-depth Comparative Studies</b>
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**Rationale:**  
 This course is designed to use the freedom provided by the New Zealand Curriculum and the decontextualized external achievement standards by applying some of the suggestions in the [Teaching and Learning Guide](#). It provides in depth studies that are of high interest to students with a New Zealand context being evident throughout the years work and used as a comparative to international case studies. This course can be used for both external and internal assessment requirements while providing students with new and rich contexts for studying historical developments over a range of time and place.

<b>Achievement Objectives:</b> <ul style="list-style-type: none"> <li>Understand that the causes, consequences and explanations of historical events that are of significance to New Zealanders are complex and how and why they are contested</li> <li>Understand how trends over time reflect social, economic and political forces</li> </ul>	<b>Indicators:</b> <p><b>8.1</b></p> <ul style="list-style-type: none"> <li>Categorises, with justification, historical events to explain their causes</li> <li>Categorises, with justification, historical events to explain their consequences</li> <li>Explains how interpretations of historical events are different and explains how and why these interpretations are contested by historians and other commentators</li> <li>Debates historical interpretations</li> </ul> <p><b>8.2</b></p> <ul style="list-style-type: none"> <li>Explains how social, cultural, economic and political forces produce trends over time</li> <li>Analyses social, cultural, economic and political forces</li> <li>Identifies and explains trends over time</li> <li>Illustrates how trends have changed over time</li> </ul>
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<b>Learning Outcomes</b> <ul style="list-style-type: none"> <li>To extend and further develop students independent learning skills</li> <li>To continue to develop historical thinking</li> <li>To allow students to explore areas of interest</li> <li>To develop and refine skills in interpretation and analysis for application in taught contexts</li> <li>Development of Eugenics</li> <li>Differences in application of eugenic theory</li> <li>Social, cultural and political trends of eugenics theory</li> </ul>	<b>Vocabulary:</b> <table border="0"> <tr> <td>Eugenics</td> <td>methodology</td> <td>inequality</td> <td>pro-natalists</td> </tr> <tr> <td>Social Darwinism</td> <td>corroboration</td> <td>scapegoat</td> <td>nurture</td> </tr> <tr> <td>Trends</td> <td>annotation</td> <td>reproduction</td> <td>contamination</td> </tr> <tr> <td>Social</td> <td>Galton</td> <td>contraception</td> <td>genetics</td> </tr> <tr> <td>Economic</td> <td>ethnicity</td> <td>socially disabled</td> <td>Plunket Society</td> </tr> <tr> <td>Political</td> <td>socio-economic</td> <td>sterilisation</td> <td>illegitimate</td> </tr> <tr> <td>Cultural</td> <td>race</td> <td>ante-natal</td> <td></td> </tr> <tr> <td>Interpretations</td> <td>Downs Syndrome</td> <td>evolution</td> <td></td> </tr> <tr> <td>Perspectives</td> <td>beneficiary</td> <td>social engineering</td> <td></td> </tr> </table>	Eugenics	methodology	inequality	pro-natalists	Social Darwinism	corroboration	scapegoat	nurture	Trends	annotation	reproduction	contamination	Social	Galton	contraception	genetics	Economic	ethnicity	socially disabled	Plunket Society	Political	socio-economic	sterilisation	illegitimate	Cultural	race	ante-natal		Interpretations	Downs Syndrome	evolution		Perspectives	beneficiary	social engineering	
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<b>Concepts</b> <table border="0"> <tr> <td>Moving from past to present</td> <td>Cause and Effect</td> </tr> <tr> <td>Change and continuity</td> <td>Contingency</td> </tr> <tr> <td>Significance</td> <td>Diversity</td> </tr> </table>	Moving from past to present	Cause and Effect	Change and continuity	Contingency	Significance	Diversity
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**Resources:**

<http://www.infowars.com/eugenics-quotes-from-lofty-ideals-to-highly-centralized-population-control-run-by-psychopathic-manics/>

Tennant, M., *Complicating Childhood: Gender, Ethnicity, and "Disadvantage" within the New Zealand Children's Health Camps Movement* from

<http://www.cbmh.ca/index.php/cbmh/article/viewFile/1161/1152>

Ford, C., *Eugenics and the New Right – David Garrett Exposes Real Desires* from <http://www.voxy.co.nz/politics/eugenics-and-the-new-right...>

Contraception and Sterilisation from <http://www.teara.govt/en/contraception-and-sterilisation/5/1>

George, G., *Screening on slippery slope to eugenics* <http://www.nzherald.co.nz/news/print.cfm?objectid=10673661&pnum+1>

"Down syndrome screening likened to eugenics" from <http://www.3news.co.nz/defaultStrip.aspx?tabid=213&articleID=216149>

Stace, H *Gene Dreaming: New Zealanders and Eugenics* <http://www.phanza.org.nz/content/gene-dreaming-new-zealanders-and-eugenics>

Hook, G. R., "Warrior genes" and the disease of being Maori <http://www.review.mai.ac.nz/index.php/MR/article/viewFile/222/243>

Like a Tree [http://peacebytruth.files.wordpress.com/2010/06/eugenics\\_human-self-evolution.png](http://peacebytruth.files.wordpress.com/2010/06/eugenics_human-self-evolution.png)

Mein Smith, P., *Blood, Birth, Babies, Bodies* Australian Feminist Studies 17: 302 – 323 (2002)

Pool, I *The New Zealand Family from 1840*

Wanhalla, A., *To 'Better the Breed of Men': women and eugenics in New Zealand, 1900 – 1935* Women's History Review, Vol 16, No. 2, April 2007, pp 16 – 182

Mental Defectives Act of New Zealand 1911

Mental Defectives Act of New Zealand 1935 <http://www.enzs.auckland.ac.nz/docs/1935/1935A007.pdf>

*Sexuality and Individuals who have an Intellectual Disability* Chapter Two

Sharp-Healy Family <http://www.webgirl.co.nz/SharpHealy/patrickhealy.html>

Podcast Interview: Dr Erika Dyck <http://www.canadashistory.ca/getdoc/c7cd176e-12a8-457e-93b1-99d332bb7798/default.aspx>

<http://www.canadashistory.ca/Education/New-Research/Canada-Research-Chairs.aspx>

Coney, S., *Standing in the Sunshine: A History of New Zealand Women Since They Won the Vote* Viking Auckland, 1993

Eugenics in the United States (intro reading) [http://en.wikipedia.org/wiki/Eugenics\\_in\\_the\\_United\\_States](http://en.wikipedia.org/wiki/Eugenics_in_the_United_States)

Nazi Eugenics (intro reading) [http://en.wikipedia.org/wiki/Nazi\\_eugenics](http://en.wikipedia.org/wiki/Nazi_eugenics)

Black, E., *The Horrifying American roots of Nazi Eugenics* <http://hnn.us/articles/1796.html>

Beneficiary birth control 'slippery slope to eugenics' <http://tvnz.co.nz/politics-news/beneficiary-birth-control-slippery-rope-eugenics-4869033>

*Education of Girls, Equipment for the battle of life*, Hawera and Normanby Star, Volume XLVI, 2 March 1914, P3 [http://paperspast.natlib.govt.nz/cgi-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=HNS19140302.2.5&srpos=19&e=02-03-1914-----10-HNS-11----2education+of+girls-ARTICLE-)

[bin/paperspast?a=d&cl=search&d=HNS19140302.2.5&srpos=19&e=02-03-1914-----10-HNS-11----2education+of+girls-ARTICLE-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=HNS19140302.2.5&srpos=19&e=02-03-1914-----10-HNS-11----2education+of+girls-ARTICLE-)

*Mothers and Children* Hawera and Normanby Star, Volume LXIX, 15 June 1915, Page 2, [http://paperspast.natlib.govt.nz/cgi-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=HNS19150615.2.6&srpos=13&e=02-03-1914-----10-HNS-11----2education+of+girls-ARTICLE-)

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*Ante-Natal Work*, Dr Elaine Gurr Kai Tiaki : the journal of the nurses of New Zealand, Volume XVII, Issue 3, July 1928, Page 121 [http://paperspast.natlib.govt.nz/cgi-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=KT19280701.2.27&srpos=7&e=-----10--1----2anteZz-natal+work--)

[bin/paperspast?a=d&cl=search&d=KT19280701.2.27&srpos=7&e=-----10--1----2anteZz-natal+work--](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=KT19280701.2.27&srpos=7&e=-----10--1----2anteZz-natal+work--)

*A Beneficent Society* Hawera & Normanby Star, Volume XLVI, 1 June 1914, Page 4 [http://paperspast.natlib.govt.nz/cgi-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=HNS19140601.2.15&srpos=2&e=01-06-1914-05-06-1914--10--1----2The+Star%2e+Delivered+every+evening+by+5--)

[bin/paperspast?a=d&cl=search&d=HNS19140601.2.15&srpos=2&e=01-06-1914-05-06-1914--10--1----2The+Star%2e+Delivered+every+evening+by+5--](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=HNS19140601.2.15&srpos=2&e=01-06-1914-05-06-1914--10--1----2The+Star%2e+Delivered+every+evening+by+5--)

*Eugenics – "Well Born"* Poverty Bay Herald, Volume XLI, Issue 13323, 7 March 1914, Page 4 [http://paperspast.natlib.govt.nz/cgi-](http://paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=PBH19140307.2.59&srpos=2&e=07-03-1914-17-03-1914--10-PBH-1----2Eugenics+-)

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*Racial Degeneration*, Ashburton Guardian, Volume XXXIII, Issue 8801, 23 February 1914, Page 4 [http://www.paperspast.natlib.govt.nz/cgi-](http://www.paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=AG19140223.2.11&srpos=1&e=23-02-1914-----10-AG-1----2racial+degeneration--)

[bin/paperspast?a=d&cl=search&d=AG19140223.2.11&srpos=1&e=23-02-1914-----10-AG-1----2racial+degeneration--](http://www.paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=AG19140223.2.11&srpos=1&e=23-02-1914-----10-AG-1----2racial+degeneration--)

*Waste of Infant Life* Kai Tiaki : the journal of the nurses of New Zealand, Volume VII, Issue 3, July 1914, Page 118 [http://www.paperspast.natlib.govt.nz/cgi-](http://www.paperspast.natlib.govt.nz/cgi-bin/paperspast?a=d&cl=search&d=KT19140701.2.20&srpos=3&e=-----10-KT-1----2waste+of+infant+life--)

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## HISTORY DEPARTMENT

### Teaching and Learning Activities

	<b>Context</b>	<b>Rationale and Objectives</b>	<b>Teaching and Learning Activities</b>
Term 1	<p><b>Research</b> Student research based on interest within New Zealand up to 1980.</p> <p><b>Achievement Standard 91434:</b> Research an historical event or place of significance to New Zealanders, using primary and secondary sources (5 credits)</p> <p><b>Achievement Standard 91435:</b> Analyse an historical event, or place, of significance to New Zealanders (5 credits)</p> <p><b>Achievement Standard 91436:</b> Analyse evidence relating to an historical event of significance to New Zealanders (4 credits)</p>	<p>Revision of skills based learning from previous year.</p> <p>Individual research time using computers, library and libraries in town – Hocken, Dunedin Public, various University Libraries</p> <p>Check of topic choice; look over exemplars from previous year; begin research – mentoring checkpoints determined with the class and individual students.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To extend and further develop students independent learning skills</li> <li>• To continue to develop historical thinking</li> <li>• To allow students to explore areas of interest</li> <li>• To develop and refine skills in interpretation and analysis for application in taught contexts</li> </ul> <p>Key Competencies:</p> <ul style="list-style-type: none"> <li>• Managing Self</li> <li>• Thinking</li> <li>• Using Language, Symbols and Texts</li> <li>• Relating to Others</li> </ul>	<p>Go over Wineberg's six steps:</p> <ul style="list-style-type: none"> <li>• Sourcing</li> <li>• Context</li> <li>• Close Reading</li> <li>• Background Knowledge</li> <li>• Reading the Sources</li> <li>• Corroborating</li> </ul> <p>Reminder of research methodology from Year 12:</p> <ul style="list-style-type: none"> <li>• planning research, discussing focus</li> <li>• selecting relevant historical evidence using both primary and secondary evidence</li> <li>• annotating the evidence establishing links to the FQ's, indicating contradictions or corroborating evidence</li> <li>• effective organisation of the evidence</li> <li>• recording the details of the sources</li> <li>• evaluation of the research process</li> </ul> <p>Move into research:</p> <ul style="list-style-type: none"> <li>• Determine area of study – trip to Hocken to read areas of interest; reading in the class; discussion with classmates and teacher</li> <li>• Development of research proposal – beginning to think about research questions</li> <li>• Gathering information using resources within the community – Hocken Library, National Archives, McNab Room, Central Library, Medical Library, Otago Settlers Museum etc</li> </ul>
Term 2	<p><b>Application of Eugenic Theory in Germany</b> <b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• What led to the use of Eugenics against minority groups in</li> </ul>	<p>This is building on from the Year 12 course on the rise of Hitler and the impact of the Nazi's on Germany. This topic has numerous perspectives surrounding it and will allow the students to explore people's view and ideas at the time and the changes to these ideas since.</p>	<ul style="list-style-type: none"> <li>• Teacher Directed</li> <li>• Course notes</li> <li>• Readings</li> <li>• Seminars</li> <li>• Discussion on perspectives</li> </ul>

	<p>Germany?</p> <ul style="list-style-type: none"> <li>• What were the social, cultural and political consequences of this policy?</li> <li>• How was this theory viewed by contemporaries and to what extent has this view changed over time?</li> </ul> <p><b>Achievement Standard 91438</b> Analyse the causes and consequences of a significant historical event (6 credits)</p> <p><b>Achievement Standard 91437</b> Analyse different perspectives of a contested event of significance to New Zealanders. (5 credits)</p>	<p>Significance is not a part of the external standard and therefore does not need to be covered in this topic.</p> <p>The internal standard also does not require the significance aspect to be assessed, however as German Eugenics grew out of the same theory that the Eugenics movement in New Zealand used the significance to New Zealand is fairly clear and will be explored in the main context study in Term3 and 4. Eugenics can be shown clearly to be an international event influencing New Zealanders both prior to and after the WWII.</p>	
<p>Terms 2, 3 &amp; 4</p>	<p><b>To Better the Breed of Men: Eugenic Policy in NZ, the USA and Germany</b> <b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Development of Eugenics</li> <li>• Differences in application of eugenic theory</li> <li>• Social, cultural and political trends of eugenics theory</li> </ul>	<p>This context takes the theory of Eugenics and investigates how it was applied in New Zealand in the early C20th in comparison to the USA in the 1920s and Germany in the 1940s:</p> <p>Overview 1900 - 2012 In-depth Studies:</p> <ul style="list-style-type: none"> <li>• New Zealand and Truby King 1900 - 1930</li> <li>• The USA and Henrietta Lacks 1920s</li> <li>• Germany and the Nazis 1939 - 1945</li> </ul> <p>Trends</p> <p>Concepts in this study: continuity and change, past to present, significance, contingency</p> <p>Comparative study that students want to explore and debate as indicated in student voice surveys conducted in class</p>	<ul style="list-style-type: none"> <li>• Teacher directed</li> <li>• Case studies</li> <li>• Course readings</li> <li>• Primary evidence interpretation</li> <li>• Essay writing</li> <li>• Student driven seminars</li> <li>• Discussion and debates on the underpinning ideas of eugenics and application of the theory</li> </ul>