

# LESSON: Racial “Science” and Law in Nazi Germany and the United States:

NAME: \_\_\_\_\_

## Timeline Extension

### STUDENT INTERACTIVE

#### Definitions:

HISTORICAL CONTEXT	<ul style="list-style-type: none"><li>• being aware of the important events at the time that influenced the creation of the <b>source</b></li><li>• awareness of events surrounding a source impacts how you understand it</li></ul>
SUMMARY	Three basic characteristics: Conciseness, accuracy, objectivity
PRIMARY SOURCES	First-hand accounts, often created close to an event, from people who had a direct connection to the event.
SECONDARY SOURCES	One step removed from primary sources, though they often quote or use them. They can cover the same topic but add a layer of interpretation and analysis

WHAT I THINK/OBSERVE about the timeline	WHAT MY PARTNER THINKS/OBSERVES	WHAT WE SUMMARIZE AND SHARE

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#### QUESTIONS FOR GALLERY WALK WITH LAW AND DECREE CARDS:

- Who did your law/decreed/court case target, when, and how?
- Are there historical events on the timeline that provide historical context for your card?

#### PRIMARY SOURCE ANALYSIS

[Worksheet](#)

[GROUP A PRIMARY SOURCES FOR ANALYSIS](#): EDWARD ADLER AND POSTER

[GROUP B PRIMARY SOURCES FOR ANALYSIS](#): LEON BASS AND POSTER

#### QUESTIONS FOR PRIMARY SOURCE ANALYSIS RECAP:

- What did you learn from the analysis?
- Look at the four primary sources in relation to the timeline. What’s going on in each country in relation to the event you analyzed?

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#### LAWS AND DECREES CHART 2

US LAWS/DECREEES	GERMAN LAWS/DECREEES
<b>March 20, 1924:</b> Racial Integrity Act <b>May 26, 1924:</b> Immigration Act of 1924 <b>May 2, 1927:</b> Forced <a href="#">Sterilization</a> legalized:	<b>July 14, 1933:</b> <a href="#">Sterilization</a> Law <b>September 15, 1935:</b> Reich Citizenship law <b>September 15, 1935:</b> Law for the Protection of German Blood and Honor <b>November 14, 1935:</b> Racial Definitions Explained <b>November 26, 1935:</b> Nuremberg Laws Extended

#### QUESTIONS FOR LAWS AND DECREES CHART #2:

- Where do you see connections between US and German laws?
- Who was the target of the laws in each country?
- Are there blue historical event cards that directly relate to a law/deGREE card?

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#### DEFINITION:

#### EUGENICS

- The false belief, based in discredited science, that the human population can “improve” with selective breeding. This belief led to laws legalizing the forced sterilization of people deemed racially and genetically “inferior” so they could not have children.
- In Germany, eugenics was also called “racial hygiene.”
- Eugenics is now completely discredited because it is unscientific AND racist

#### QUESTIONS ABOUT EUGENICS after powerpoint presentation and reading [Holocaust Encyclopedia](#) article:

- What role did eugenics play in racist laws and practices in Nazi Germany and the United States?
- What were the goals of eugenics laws? In Nazi Germany? In the United States?
- Who were the targets of eugenic policies?

#### [Venn Diagrams](#)

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#### Case Studies

<b>1619-1860:</b> Black People in the Americas <b>Pre-1933:</b> Antisemitism in Europe	<b>September 10, 1894:</b> United Daughters of the Confederacy Founded <b>1938:</b> Nazi Racism Taught in Schools
<b>December 24, 1865:</b> Ku Klux Klan Founded <b>1921:</b> Nazi Paramilitary <i>Sturmabteilung</i> (SA) Founded <b>1925:</b> Millions Join the Ku Klux Klan	<b>May 18, 1896:</b> Supreme Court Rules on “Separate but Equal” <b>April 7, 1933:</b> Civil Service Law <b>April 25, 1933:</b> Education Law
<b>1916:</b> <i>The Passing of a Great Race</i> Published <b>July 18, 1925:</b> <i>Mein Kampf</i> Published	<b>February 8, 1915:</b> <i>The Birth of a Nation</i> Premieres <b>September 24, 1940:</b> <i>Jüd Suss</i> Premieres
<b>1916:</b> Great Migration Begins <b>March 1938:</b> Jewish Refugee Crisis Begins	<b>May 31-June 1, 1921:</b> Tulsa Race Massacre <b>November 9-10, 1938:</b> <i>Kristallnacht</i> Attacks
<b>1945-1949:</b> Denazification in Europe <b>July 26, 1948:</b> US Army Desegregated <b>May 17, 1954:</b> Supreme Court Orders Desegregation of Schools <b>December 5, 1955-December 20, 1956:</b> Montgomery Bus Boycott <b>August 28, 1963:</b> March on Washington for Jobs and Freedom <b>July 2, 1964:</b> Civil Rights Act	<b>March 20, 1924:</b> Racial Integrity Act Passed <b>September 15, 1935:</b> Reich Citizenship Law <b>September 15, 1935:</b> Law for the Protection of German Blood and Honor <b>November 14, 1935:</b> Racial Definitions Explained
<b>May 2, 1927:</b> Forced Sterilization Legalized <b>July 14, 1933:</b> Sterilization Law	

#### QUESTIONS FOR ANALYSIS OF CASE STUDIES:

- What are some of the similarities and differences between the events and laws described on your cards?
- Who is advocating for these laws or these actions?
- Who is targeted by these laws or these actions?

[Venn Diagrams](#)

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Henry Banks was a college student at Morehouse College, a Historically Black College. In 1933, he wrote a letter to the student newspaper, *The Maroon Tiger*, entitled “Can American Afford to Condemn Hitler’s Racial Policies?”

“Towards the end of last winter, a tidal wave of horror and disappointment swept over this country in reaction to the persecution of the Jews in Germany by Adolf Hitler. Newspapers throughout America carried editorials and columns eloquent with expressions of righteous indignation toward the iniquities of the Nazi movement. Pulpits of national influence thundered against the new reign of terror...

But when I wonder, can America, so conscious of the faults of other peoples, afford to condemn too severely the outrageous campaign of the Nazi? Are we guiltless of this sin? Is our record above reproach? ...Is this a land of freedom and opportunity where one-tenth of its citizens is restricted, segregated, and constantly reminded that the color of its skin is a social and economic barrier? Is this a land of fair play when Negroes in the South, and in the North too, are considered inferior, given a bitter treatment of social injustice or occasionally lynched in a swamp or left hanging dead somewhere on the limb of a tree?...

We do well, therefore, to condemn the racial policies of Hitler and oppose injustice wherever it is found, but it seems to me that it would be far better if we would dedicate ourselves to the serious task of setting our own houses in order first. We should take the beam out of our own eyes first, then we can see clearly to remove the mote from our brothers’ eyes.”

What is Banks asserting? What is the reason for his assertion? What evidence does he provide to support his argument? Does he convince you? Why or why not?

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Quote from a speech Adolf Hitler gave to the German Medical Federation of April 7, 1933:

“The American people were the first to draw the practical political consequences from the inequality in the difference of races. Through immigration laws it barred undesirables from other races. Nor is America ready now to open its doors to Jews (fleeing) from Germany.”

- How does historical context inform how you understand this quote?
- How did it benefit Hitler to use the United States as an example?

## WORKSHEET: ANALYZING PRIMARY SOURCES

NAME: \_\_\_\_\_

**INSTRUCTIONS:** Look at the primary source, and answer the questions below.

**Anticipate:** Look at the title. What do you think you will see?

**Meet the Source:** What type of source is this?

- |                                      |  |                                   |                                      |                                    |
|--------------------------------------|--|-----------------------------------|--------------------------------------|------------------------------------|
| <input type="checkbox"/> Document    | <input type="checkbox"/> Historical Film | <input type="checkbox"/> Artifact | <input type="checkbox"/> Artwork     | <input type="checkbox"/> Testimony |
| <input type="checkbox"/> Photograph  | <input type="checkbox"/> Audio recording | <input type="checkbox"/> Map      | <input type="checkbox"/> Publication | <input type="checkbox"/> Document  |
| <input type="checkbox"/> Other _____ |  |                                   |                                      |                                    |

Can you tell who created it?

**Try to Make Sense of it:**

What does this source convey?

Write a one-sentence summary of the source.

What was happening in history at the time this source was created, or during the period this source describes?

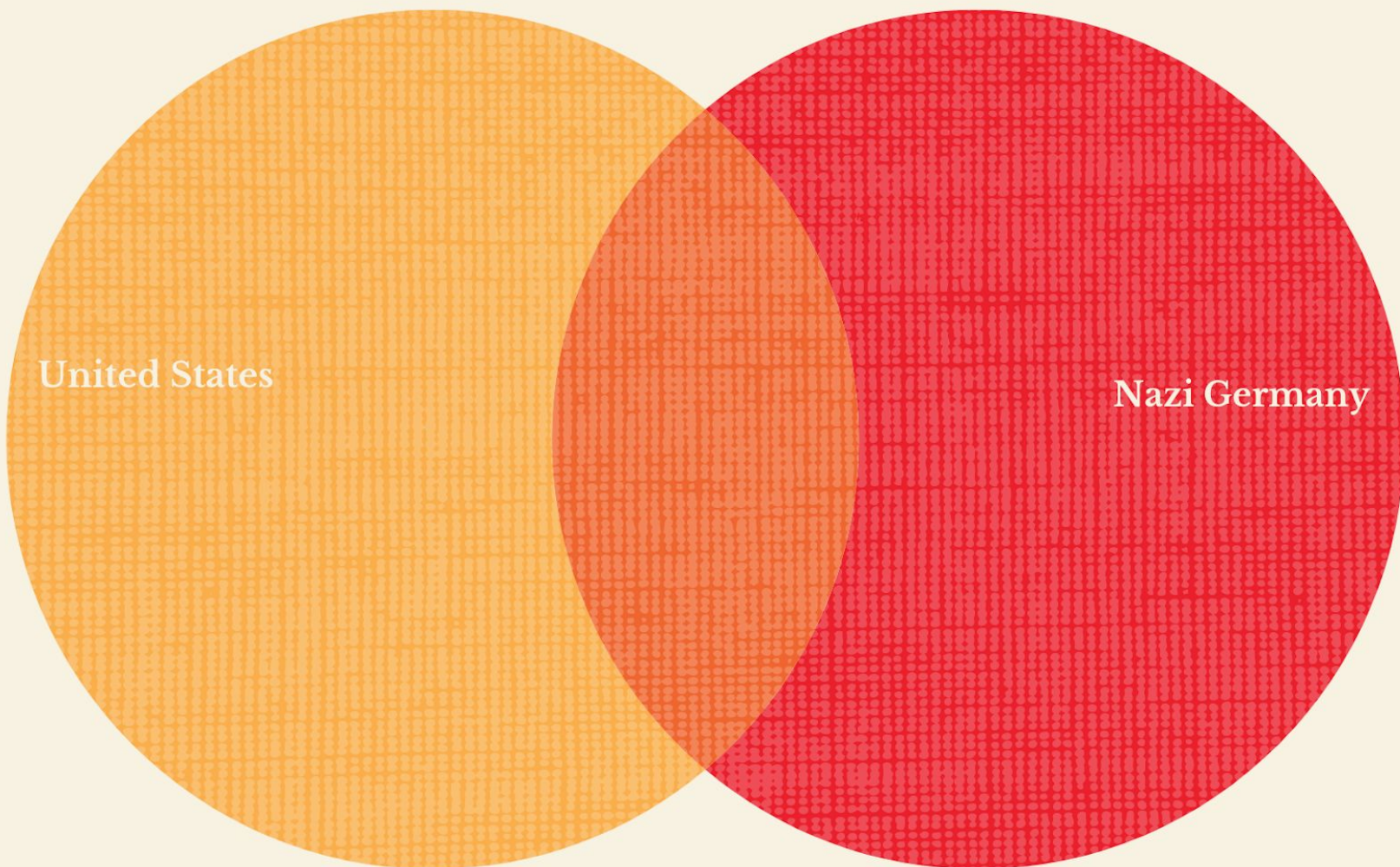
**Use it as Historical Evidence:**

What did you find out from this source that you might not learn anywhere else?

What other sources can you use to learn more about this topic?

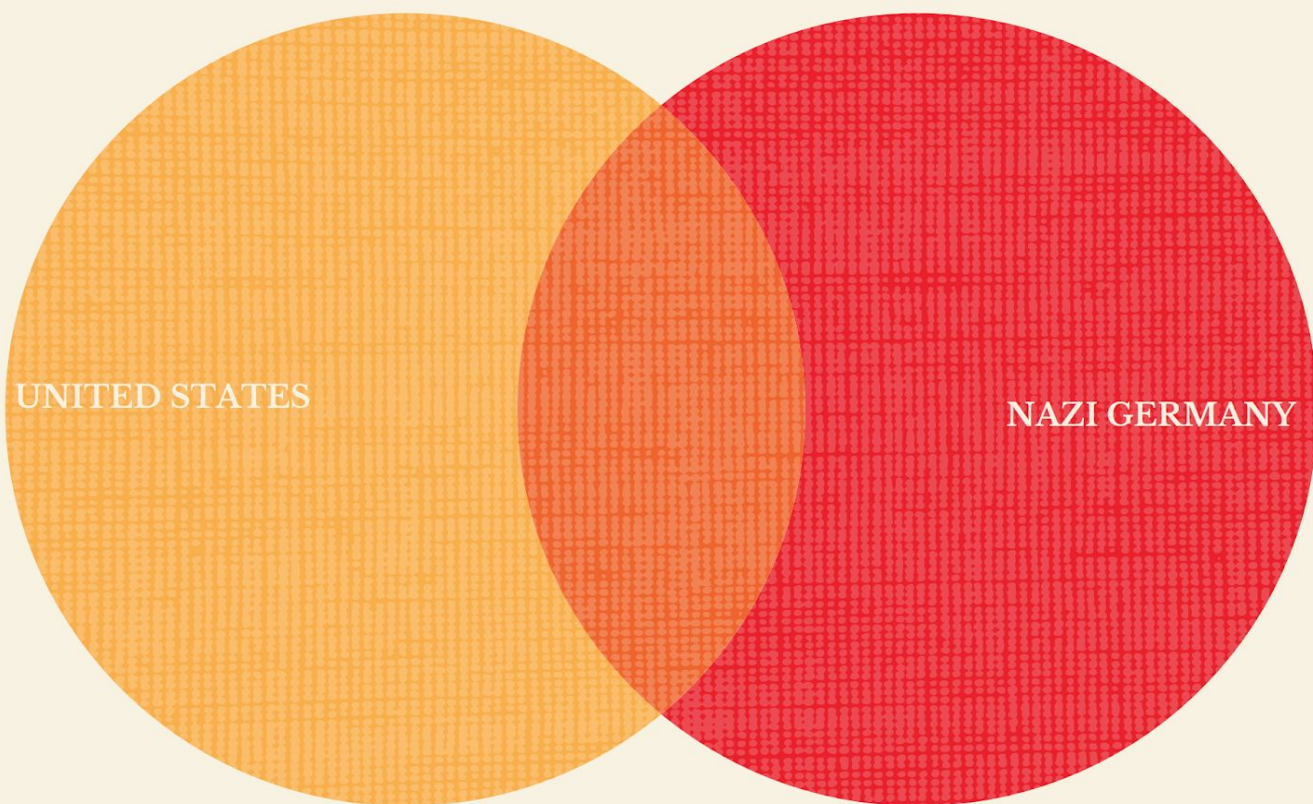


## Historical Context in the United States and Nazi Germany



- Look at the historical event cards near the green cards: what are some of the differences students see in the historical context surrounding these highlighted laws and decrees?
- Describe the historical context in the United States and in Germany. What is similar? Different?

## Law/Event Case Study



What are some of the similarities and differences between the events and laws described on your cards?

- Who is advocating for these laws or these actions?
- Who is targeted by these laws or these actions?