



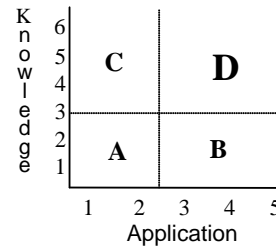
VERIFYING AND CLARIFYING FACTS PRESENTED IN MEDICAL JOURNALS

Subject(s)

**American
Literature**

**Grade Level
11**

**Rigor/Relevance
Framework**



**Instructional
Focus**

ELA Standards

Reading 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

Reading 2.3: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

Writing 2.6: Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media...
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

Listening and Speaking 2.4: Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media...
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

CTE Standards

2.1: Understand the information systems used by the organization, including how information is organized and integrated for timely, accurate dissemination.

2.2: Understand the process for evaluating the effectiveness of information systems and determining improvement strategies.

**Student
Learning**

- Students will analyze the way in which Henry H Goddard organizes his controversial findings to convince readers of the mental health of new immigrants.
- Students will verify and clarify facts presented in Henry H Goddard’s medical journal.
- Students will determine medical accuracy of Henry H Goddard’s findings.

Performance Task**Overview:**

- Students will present a power point pointing to weaknesses and strengths of Goddard's arguments using their own, outside investigative research.

Description:

- Scenario: You are a part of a team of mental health professionals who are hired to investigate Goddard's findings. You must accurately research all methods Goddard presents in his medical journal and decide the medical accuracy of his professional claims.
- Step 1: Distribute Appendix 1: "MENTAL TESTS AND THE IMMIGRANT" by HENRY H. GODDARD, PH.D.
- Step 2: Teach steps to analyzing hierarchical structures of text (see "Steps" power point resource).
- Step 3: Use those steps to analyze hierarchical structures of "Mental Tests and the Immigrant"
- Step 4: Teach steps to verifying and clarifying steps (see Standard 2.3 Steps.ppt resource)
- Step 5: Have students complete the steps to verifying the facts presented in Goddard's Medical Journal.
- Step 6: Have students complete the steps to verifying the facts presented in Goddard's Medical Journal.
- Step 7: Using the coinciding documents, have students complete the steps to analyzing hierarchical structures of text.
- Step 8: Put students in groups of 3 to 4. Have students accumulate their documents to go through Goddard's medical journal and decide, as medical professionals, which claims are biased and which claims may have some medical accuracy.
- Step 9: Pass out attached rubric (Appendix 2) along with above **scenario**.
- Step 10: Then, have students create a power point over their findings. Remind students they are to format presentations to deliver to medical professionals who have investigated as closely as you have.

Essential Skills

Assessment

Attachments/ Resources

Teacher created power point (Steps)
Teacher created power point (Standard 2.3 Steps.ppt)

Standards

CTE:
2.1, 2.2

Submitted by:

Appendix 1

MENTAL TESTS AND THE IMMIGRANT

HENRY H. GODDARD, PH.D.

Director of Research, Training School, Vineland, N.J.

The Journal of Delinquency

Volume II, Number 5

September, 1917

pp. 243-277

SUMMARY

1. This is a study not of immigrants in general but of six small highly selected groups, four of "average normals" and two of apparent "defectives," all of them steerage passengers arriving at Ellis Island.
2. The study makes no determination of the actual percentage, even of these groups, who are feeble-minded.
3. It seems evident that mental tests can be successfully used on immigrants, although much study is still necessary before a completely satisfactory scale can be developed.
4. One can hardly escape the conviction that the intelligence of the average "third class" immigrant is low, perhaps of moron grade.
5. Assuming that they are morons, we have two practical questions: first, is it hereditary defect or; second, apparent defect due to deprivation? If the latter, as seems likely, little fear may be felt for the children. Even if the former, we may still question whether we cannot use moron laborers if we are wise enough to train them properly.

INTRODUCTION

In 1912 the writer was invited to Ellis Island to observe conditions and offer any suggestions as to what might be done to secure a more thorough examination of immigrants for the purpose of detecting mental defectives. A brief report was made of the preliminary testing of a few immigrants. The results of the test, meager as they were, seemed to offer some hope that something might be done through the use of mental tests such as the Binet-Simon and others.

In the spring of 1913 funds were provided and the Vineland laboratory was urged to make a serious study of the situation. The reader familiar with the history of mental testing will realize something of the difficulty that we faced. We were in fact most inadequately prepared for the task. There were scarcely any tests standardized at that time. Even the Binet-Simon Scale was so new as to be still largely in the experimental stage. But the opportunity was there and it seemed on the whole best to use it, unprepared as we were, rather than to pass it and trust to the opportunity coming again when we might be better prepared.

Two problems were set: First, whether persons trained in work with the feeble-minded could recognize, by simple inspection, the feeble-minded immigrant. Second, to what extent if any could mental tests be successfully applied to the detection of defective immigrants.

For the purpose of the first question an investigator selected 39 cases - 20 were Italians and 19 were Russians - who appeared to her to be feeble-minded. These were then tested by the other investigator, the results being recorded for later study.

For the second question cases were picked who appeared to be representative of their respective groups. In this list we had 35 Jews, 22 Hungarians, 50 Italians and 45 Russians. (5 Jews, 2 Italians and 1 Russian were children under 12 years of age.)

The work had to be conducted through interpreters. It was feared that this might be an insurmountable barrier to any efficient testing. However, experience showed that we had over-estimated this difficulty. Excellent interpreters were secured. And in one of the groups we were able to eliminate the interpreter entirely by having as examiner a psychologist, who spoke the language of the people examined - the Jewish. Inspection shows that the general character of the results in this group was not different from the others, so that, being practically certain of our ground in the case of the Jewish group and finding the results practically the same in the other groups, it is clear that the interpreting was reasonably satisfactory for the other groups.

RESULTS

We shall consider mainly the Jewish group since, as above stated, these tests were given by a psychologist who was his own interpreter, thereby eliminating any defect of interpretation. The other groups however give similar results and the same discussion applies.

In all groups out of a total of 148 cases none passed all the tests, and only two scored as high as 12 years.

DISCUSSION

Some users of mental tests, notably Healy and the physicians at Ellis Island, have expressed a strong preference for performance tests as against those involving language. With immigrants this at first glance seems particularly reasonable. We were prepared therefore to find the performance tests used in this study of great value. Inspection of results however, whether we regard the time or the resulting mental level according to the standardizations used, shows clearly that the performance tests as often contradict each other as they contradict the Binet. Apparently then the performance tests have not the great value that has been attached to them.

DEFINITIONS

Doubtless the thought in every reader's mind is the same as in ours, that it is impossible that half of such a group of immigrants could be feeble-minded, but we know that it is never wise to discard a scientific result because of apparent absurdity. Many a scientific discovery has seemed at first glance absurd. We can only arrive at the truth by fairly and conscientiously analyzing the data.

Of the 22 in the Jewish group who classify as feeble-minded, 19, or 60 percent of the whole, classify as morons. It will be recalled that the English Royal College of Physicians define a moron (what they call feeble-minded in the specific sense) as "One who is capable of earning his living under favorable circumstances but is incapable from mental defect, existing from birth or from an early age, (a), of competing on equal terms with his normal fellows, or (b), of managing

himself and his affairs with ordinary prudence." (7) We have now to ask the question, is it possible or reasonable that 40 percent of the immigrants in such groups as we have examined are morons according to this definition?

First, the definition admits that they are capable of earning a living under favorable circumstances. "Favorable circumstances" may be construed to mean an opportunity to work at any possible kind of labor which will bring sufficient remuneration to supply food, clothing and home. It is easy to be seen that the kind of labor and the remuneration necessary for support will depend very largely upon the character of the living that is needed, that is to say, the amount and quality of food, the quality of clothing, and the kind of domicile. One familiar with the requirements of the average immigrant will not hesitate to admit that the conditions under which he is willing to live are so relatively simple that if he is willing to work at all it is not difficult for him to make a living.

The second clause of the definition says that he is incapable ("because of mental defect, etc.") of competing on equal terms with his normal fellows in the struggle for existence. Again a consideration of the immigrant's situation shows us that he, on the average, does not have what is meant in the definition by competition with his normal fellows. As a result of his early training, and the conditions under which he has lived in his own country he is willing to do work that no one else will do. There is therefore no competition, properly speaking.

The last clause says that he is incapable of managing his own affairs with ordinary prudence. It is not at all impossible that it is literally true that the 40 percent do not manage their own affairs with ordinary prudence. In many cases the affairs are managed for them, as surely and as thoroughly as for any group of dependents among us.

CONCLUSION

Now strangely enough it seems that this is exactly what we often do for the immigrant, not because he is a moron but because he is an immigrant. He is watched and protected because he does not know the customs of the country. He is excused because he does not understand the language. His every act and movement is more or less closely supervised because he is a foreigner. In a large percentage of the cases he goes at once, when he lands, to his own group. They protect and care for him, partly through racial pride, partly through common humanity, extending to him the care and oversight and patience which we have just mentioned. Contrast this with the intelligent, independent immigrant!

It must be understood that we are not claiming that we have proved that 40 percent of these immigrants are morons, but we do feel that the foregoing consideration to a considerable extent removes the absurdity which stood in our way of accepting as fact that a surprisingly large percentage of immigrants are of relatively low mentality.

Name: _____

Period: _____

Date: _____

Medical Accuracy Findings Power Point Paper Rubric

Components		Total Possible	Total Earned
1. Annotation of Text Steps: <ol style="list-style-type: none">1. Re-read the paragraphs, writing the content on the left.2. Write the purpose of each paragraph on the right.3. Draw a line under the introduction and before the conclusion4. Chunk the paragraphs that are alike by drawing brackets connecting each.	10 pts per step	40 pts	
2. Verifying Facts Steps: <ol style="list-style-type: none">1. Annotate a list of facts presented to you.2. Paraphrase that list in your own words.3. Note the main idea the facts presented lead you to believe.4. Note the arguments you may have in favor of these facts USING CORRESPONDING DOCUMENTS.5. Note the arguments you may have against these facts USING CORRESPONDING DOCUMENTS.	10 pts per step	50 pts	
3. Multimedia Presentations <ol style="list-style-type: none">a. Combine text, images, and sound by incorporating information from a wide range of media.b. Select an appropriate medium for each element of the presentation.c. Use the selected media skillfully, editing appropriately and monitoring for quality.	10 pts per component	30 pts	
4. Works Cited <ol style="list-style-type: none">a. All corresponding documents includedb. Sources cited correctly	10 pts per component	20 pts	
TOTAL		140 pts	