

Holocaust Education Survey - 2022

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Group 1

School/Program Name

GUILDERLAND CSD

Beds Code (if applicable)

010802060000

1. I attest that, in compliance with Education Law §801, my school district provides instruction related to the Holocaust to students at the following levels: (select all that apply)

| |
|---|
| <input checked="" type="checkbox"/> Elementary School |
| <input checked="" type="checkbox"/> Middle School |
| <input checked="" type="checkbox"/> High School |
| <input type="checkbox"/> None |

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Explore. Interest Level: Grades 3 - 6.

- Talbott, Hudson (2000). *Forging freedom - a true story of heroism during the Holocaust*. New York : Putnam. Interest Level: Grades 3 - 6.
- James, Richard. (1989). *Lifetimes: Anne Frank*. New York : F. Watts. Interest Level 3 - 6.
- Vegara, Ma Isabel Sanchez. (2018). *Little People, BIG DREAMS: Anne Frank*. Minneapolis, MN : Lincoln Children's Books. Interest Level: Grades K - 3.
- Zee, Ruth Vander. (2003). *Erika's story*. Mankato, MN : Creative Editions. Interest Level: Grades 3 - 6.

Fiction Chapter Books

- Drucker, Malka and Michael Halpern. (1993). *Jacob's rescue - a Holocaust story*. New York : Yearling. Interest Level: Grades 5-8.
- Gratz, Alan. (2013). *Prisoner B-3087*. Scholastic Press. Interest Level: Grades 5-9.
- Nielsen, Jennifer. (2018). *Resistance*. Scholastic. Interest Level: Grades 3 - 7.
- Roy, Jennifer. (2006). *Yellow Star*. Tarrytown, NY : Marshall Cavendish. Interest Level: Grades 5 - 8.
- Tarshis, Lauren. (2014). *I Survived the Nazi invasion, 1944*. New York, NY : Scholastic Inc. Grades 3 - 7.

3. **Please describe how your district provides instruction about the Holocaust through a curriculum aligned to the NYS Social Studies Learning Standards at the Middle School level.**

In 8th grade Social Studies, students are instructed about the Holocaust in conjunction with standard 8.6 (WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.) Students specifically investigate the Holocaust and explain the historical significance of the Nuremberg trials. They do this by encountering various primary and secondary sources, including written documents, photographs, charts and graphs, artifacts, and videotaped eyewitness testimonies. In English Language Arts, students read grade-level appropriate texts that address issues of human rights and connect to social studies content. In 6th grade, students read I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai as a whole-class shared text. It is a story about a young girl's campaign for human rights, especially a woman's right to education. Truth, justice, forgiveness, and equality are universal human values that are at the heart of the book's themes. Also read in 6th grade is Home of the Brave by Katherine Applegate. Home of the Brave tells the story of a very brave and optimistic eleven-year-old named Kek, who uses poetry to narrate his experience of fleeing war-torn Sudan and adjusting to a new life in the United States. In 7th grade, students read Refugee by Alan Gratz, which follows the experiences of three refugee children, one of whom is a Jewish boy living in 1930s Nazi Germany. With the threat of concentration camps looming, he and his family board a ship bound for the other side of the world. Students have the opportunity to explore how Jews were forced to flee their homelands in an attempt to save their lives. This text is paired with nonfiction accounts of other refugees, many of whom sought refuge from more recent genocides. Long Walk to Water, by Linda Sue Park is also used as a read aloud in 7th grade. While it does not deal directly with the Holocaust, it does deal with human rights issues. The book switches back and forth between two connected stories. One is the story of Salva, a lost boy from Sudan who must escape war and walk a long distance to safety. The second story is of Nya, who must walk for water in modern day South Sudan.

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- Understand and appreciate cultural differences
- Below is a list of the topics and sources used in the Holocaust Through Literature elective:
- Jewish life before WWII
 - Nazi Rise to Power
 - Excerpts from "The Wave"
 - propaganda: German Propaganda Archive from Calvin University, USHMM.org, "The Poisonous Mushroom," (short story) "The Father of all Jews is the Devil" (short story)
 - *A Class Divided*: Jane Elliott teaches about racism
 - *The Sunflower* by Simon Wiesenthal
 - *Life in the Ghettos* (first-person stories)
 - *Life in the Camps* (first-person stories)
 - *Schindler's List*
 - Excerpts from *All But My Life* by Gerda Weissmann Klein
 - Experiments: Eva Moses Kor story, USHMM.org online museum collection
 - Resistance: "The White Rose," "The Warsaw Ghetto Uprising," first-person resistance videos from *Echoes and Reflections*
 - Short Stories: "The Shawl" and "This Way for the Gas Chambers, Ladies and Gentlemen"
 - Holocaust-themed poems - various and selection changes every year
 - Stories of Rescue: excerpts from *The Book Thief*, "Those Who Dared to Rescue," first-person accounts from USHMM.org
 - Stories of Survival: USHMM.org first-person survivor testimony, *Echoes and Reflections* survivor accounts
 - Genocides since WWII - we focus on Darfur, images
 - Holocaust Denial - touch on incorrect information that is out there

5. In what capacity does your school provide instruction related to the Holocaust? (select all that apply)

- Embedded within the Social Studies Curriculum
- Embedded within the English Language Arts Curriculum
- As a separate course
- Through special school event(s)
- Other (please specify)