

Must Know

Holocaust Instruction Survey: Due November 10, 2022 (attachment)

- On August 10, 2022, Governor Kathy Hochul signed into law Chapter 490 of the Laws of 2022 requiring a survey regarding instruction on the Holocaust within New York State public school districts. Through the survey, superintendents are required to attest that the district is teaching about the Holocaust appropriately as part of classroom instruction aligned with the NYS Social Studies Learning Standards and §801 of Education Law.
- The Holocaust Instruction Survey may be accessed through the SED Monitoring and Vendor Performance System in the [NYSED Business Portal](#). Survey responses must be submitted to the Department no later than **5:00 PM on November 10, 2022**. Additional information, including resources for teaching the Holocaust, is available on the [Standards and Instruction website](#).
- Per §3 of Chapter 490 of the Laws of 2022, each school district that does not respond to the survey or does not affirmatively attest that such instruction is provided, will be required to prepare and implement a corrective action plan (to be prescribed by the Department) to comply with the instruction required by law. The corrective action plan will be submitted to the Commissioner of Education, within a certain timeframe for approval, form, and format that is acceptable to the Commissioner.

Portal Questions:

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)

- Elementary School
- Middle School
- High School
- None

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

As the Holocaust is not part of the NYS Social Studies framework, we do work related to this through the lens of citizenship, anti-bullying and understanding of basic human rights bring forth the ideas that all people must be included and respected. We celebrate Constitution Day and discuss that all people have rights. This is modeled in classrooms through class Constitutions and aligned to the SS Framework as we study communities around the world in grade 3. In grade 4 we study US history and NYS History where human rights are explored through slavery and women's rights. In 5th grade the students study the Western Hemisphere and the violation of indigenous peoples' rights.

We commemorate September 11th, Veteran's, Martin Luther King Jr. Memorial, Flag Days and Juneteenth in Elementary School. In 4th grade, as part of the TC reading, the students have read *Number the Stars*, which is based on the Holocaust and they do receive some direct instruction as historical background. In 5th grade students, read *The Ugly One*, which is based on the theme of bullying, prejudice, etc.

Ways in which students are introduced to fairness, bullying, and being kind is with our Character Education through the Choose Love Platform, Red Ribbon Week, Be Kind Week, PS I love you, Unity Day, John's Crazy Socks, Autism, Anti-Bullying Presentations/Assemblies, being an upstander, etc.

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.

Hauppauge Middle School:

In sixth grade social studies we study the persecution and enslavement of Jews in Egypt and the continued isolation and discrimination of the Jewish population throughout history. Students

also learn about Judaism as part of the religion unit. (6.4) Also how Christianity impacted Judaism (6.6) (6.7b).

In seventh grade discussion of slavery and comparisons to different times in history (7.2) Comparisons to Native Americans (7.6) persecution.

In eighth grade Immigration of Jews to the US following persecution in Europe, particularly Russia (8.2b, c).

8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights. Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. Students have direct instruction in the Holocaust and the atrocities that occurred. They learn about the rise of Hitler, creation of concentration camps, ghettos, collection of Jews and others, individual extermination camps that eventually led to the extermination of at least 6 million Jews and millions of others. Students also learn of the liberation movement and how liberation for some meant communism because they were liberated by the Soviets. In learning about the Nuremberg trials students see that just following orders is not a justification for war crimes. They learn about Nazi hunters and how they have been able to bring many former Nazis to trial. We have had in the past Holocaust survivors speak to the classes or have taped survivor presentations in addition to reading excerpts of *Night* and other survivor's statements.

Students will examine the structure and work of the United Nations and the creation of Israel.

In English students have read a number of the following: *Diary of Anne Frank* (Dramatic edition), *The Cage*, *Boy in the Striped Pajamas*, *Mouse*, *Night* and various non-fiction articles.

Other

Middle School Students participate in Choose Love = Courage + Gratitude + Forgiveness + Compassion, being an upstander, Anti Bullying Presentations, as well as Holocaust Remembrance Day in January.

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

In the HS instruction in the social studies classroom begins in **9th grade** with the discussion of slaves in Egypt (9.1) and treatment of Jews throughout history including the study of Judaism (9.2), Black Death (9.6), Middle Ages, The marginalization of Jews in European society and tracing the discrimination against and persecution of Jews (9.9)

10th grade: Nationalism, pogroms in Russia, blaming Jews in Germany for loss in WWI and economic conditions following WWI, Balfour Declaration, Atrocities against Armenians Ukrainian Holodomor and the Holocaust (10.e) Students are given instruction in Nuremberg Laws, discrimination of Jews, ghettos, concentration camps and extermination of Jews and others. Students will read excerpts from survivors of the Holocaust and will see footage/photos of the concentration camps. They will understand the liberation movements of the concentration camps did not mean equality for all. Zionism the Creation of Israel, rationale, and the conflict

and division it has caused in the world. (10.7c and 10.9) Students will analyze the United Nations Universal Declaration of Human Rights and compare what happened during the Holocaust, Nuremberg Trials and other events. Other events in the world post the Universal Declaration of Rights that have occurred and how they compare to the Holocaust and how can we put an end to genocide. Discussion of the Nuremberg Trials and the Nazi hunters occur.

In English students read various non fiction on the Holocaust and have read Night. Additionally teaching on Shakespeare also included the negative connotation of Jews during the time period.

11th grade:

This will be investigated through reading, primary and secondary sources, film, video of survivors. Students will investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible. Students will examine the contributions of Supreme Court Justice Robert Jackson and his arguments made as Chief Prosecutor for the United States at the Nuremberg WarCrimes trials. Students will investigate the role of Eleanor Roosevelt in creating the United Nations Universal Declaration of Human Rights. Students will make comparison to the treatment of Japanese, Native, and African Americans (11.8c)

HS Other:

Choose Love, Human Rights week, Kindness Matters, PS I love you, etc., Holocaust Remembrance Day in January

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)

5a. If other selected, please identify and describe

6. What type of training have the educators had to prepare them for teaching about the Holocaust?

Teachers have had the opportunity to attend conferences annually from the Long Island Council of Social Studies that have representation of the Holocaust museum and various sessions on the Holocaust. Holocaust survivors have in the past presented to the MS and HS Veteran staff that often collaborate and share resources Curriculum from the Holocaust museum.

