

Holocaust Education Survey - 2022

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Group 1

School/Program Name

LYNBROOK UFSD

Beds Code (if applicable)

280220030000

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.

The Holocaust is taught in the third grade and is aligned to NYS Social Studies Learning Standard 3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. In accordance with the substandards and in the context of the Holocaust, students learn about and discuss how governments and citizens alike have a responsibility to protect human rights and to treat others fairly, how prejudice and discrimination are barriers to justice and equality for all people, and steps people can take to support social action and change. The book *One Candle* by Eve Bunting also serves as a starting place for further discussion. The conversations are age appropriate and look at the human side of the Holocaust. *Number the Stars* by Lois Lowry is also read and discussed in ELA class and a Holocaust survivor addresses members of the student body each year.

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.

The Holocaust is taught in the eighth grade and is aligned to NYS Social Studies Learning 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. In accordance with the substandard, students investigate the Holocaust and explain the historical significance of the Nuremberg trials. The class also discusses the history of anti-Semitism from ancient times and how that is related to Nazism. Students see how anti-Semitism is not a new issue and compare what happened in the Holocaust to more recent civil rights movements and current events. The work in Social Studies is also related back to what the students learned in the English class unit on *Daniel's Story* by Carol Matas.

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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.

The Holocaust is taught in Global History and Geography II and is aligned to NYS Social Studies Learning Standards 10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace and 10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens through which historical occurrences of oppression can be evaluated. In accordance with the substandards, students examine the human atrocities and mass murders that occurred during the Holocaust as well as investigate and analyze the historical context of the Holocaust and Nuremberg Trials and their impacts on the UN Universal Declaration of Human Rights.

The Holocaust is also taught in United States History and Government and is aligned to NYS Social Studies Learning Standard 11.8. WORLD WAR II (1935 – 1945): The participation of the United States in World War II was a transformative event for the nation and its role in the world. In accordance with the substandards, students investigate American officials' knowledge of the Holocaust, evaluating the degree to which intervention may have been possible.

Students complete Webquests and use the United States Holocaust Memorial Museum website to find and explore primary source documents. Personal stories of local survivors of the Holocaust and survivors throughout the U.S. are researched, shared, and discussed. Additionally, students compare the similarities and differences between the Holocaust and Japanese Internment, the Holocaust and Rwandan genocide, etc..

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

Field Trips to the Holocaust Museum and Tolerance Center

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

Educators have been trained on teaching the Holocaust through our partnership with Putnam-Westchester BOCES as part of their Integrated Social Studies | ELA Curriculum workshops. In addition, educators have also attended and turnkeyed information from the annual Long Island Council for the Social Studies conferences.