

**TEACHING THE HOLOCAUST: OPTIMIZING EMERGENT CURRICULAR AND
PEDAGOGICAL APPROACHES**

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Recent research into Holocaust education has revealed considerable debates over what, when, where, why, and how we should teach children about this horrendous time in history. Historians, teachers, curriculum developers, and even state legislators all seem to have spirited opinions about what constitutes an optimally effective Holocaust curriculum, what should be included, what age students should learn certain elements, and how teachers should be trained and supported in these endeavors. Teachers, in particular, regularly express concerns about their approach to historical accuracy and completeness, age appropriateness of content, and selection of daily activities that are intended to facilitate students' construction of a solid knowledge base and a deeper understanding of Holocaust-related concepts and historical perceptions. A curriculum should provide the teachers with the historical and pedagogical guidance necessary to forge ahead confidently and construct meaningful lessons, and when mandated, should be accompanied by appropriate attention to teacher training and preparedness. This study focused on the pedagogical elements present within Unit IV of the New Jersey state mandated Holocaust curriculum, *The Holocaust and Genocide: A Betrayal of Humanity*, and examined how effectively it addresses these and related needs.

Keywords: Holocaust, genocide, language arts, history, curriculum development

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PREFACE

Teaching the Holocaust accurately and appropriately has been a personal journey for me. I have been teaching the Holocaust for fifteen years, and over the course of this period, my unit evolved into one containing much of which I believe children need to build a bridge between their prior understanding of the world and the atrocities of the Holocaust. When I began teaching the Holocaust, in 2002, I felt unsure of how best to navigate the overwhelming amount of information and the vast number of resources available. I was a new language arts teacher, and as such, lacked any in-depth content knowledge regarding the Holocaust, let alone the pedagogical tools necessary to forge ahead confidently. My unit has transformed substantially over the years, and while mistakes were certainly made, it has grown into a sound unit that incorporates in-depth content, multiliteracies, sound pedagogical practices, and inquiry based learning.

At the onset of my doctoral journey, when tasked with selecting a particular problem of practice, I found myself thinking back to those first years, when I labored through the construction of a Holocaust unit, with little guidance or content knowledge. Then, I was invited to sit on the Act 70 committee for the construction of a Pennsylvania curriculum to teach the Holocaust and human rights' violations. My past professional experience, coupled with my work with the state, led to the following inquiry. I hoped to better understand how Holocaust curriculum was presented at the state level and what supports were in place for the teachers

delivering the instruction. As teachers of the Holocaust, we have an awesome responsibility to deliver accurate, principled instruction that complicates student thinking about one of the most horrific events in recorded history.

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DEDICATION

To my daughter, Karsyn, who has been affected in every way imaginable by this journey. You are my greatest motivation and source of pride. I also dedicate this work to my grandfather, Nicholas Somma, who instilled in me a love of knowledge and of the University of Pittsburgh. To my parents, whose pride in even my smallest endeavors is humbling.

1.0 INTRODUCTION

In the 1930s and 1940s, nearly 200,000 German Nazis perpetrated unprecedented crimes against humanity that culminated in the mass murder of an estimated 6 million Jews and 5 million non-Jews across Europe (United States Holocaust Memorial Museum, 2001). The Shoah or “Holocaust,” as this genocide came to be known, also resulted in the displacement and diaspora of millions of survivors, and thus changed the face of Europe forever. Today, K-12 teachers present their students with Holocaust-related literature and history lessons in hopes of fostering learning opportunities designed to convey the totality of events, to grasp the great cost to humankind on global as well as personal levels, and to consider and foster appropriate remembrances of the cataclysmic era. Each of these goals, it is believed, is pursued for the purpose of contributing to the development of informed, reasoned citizens of a 21st century world.

To date, approaches to Holocaust education have been as diverse in scope, sequence, tone, and depth as the styles and preferences of those who teach them. Thus, from the classroom, to the school, to the district level, the enterprise of teaching K-12 students about the Holocaust has taken many shapes over the years. There have been some attempts to address this scope and sequence at the state level. Government officials in Florida, New Jersey, New York, California, and Illinois have taken steps to develop and mandate Holocaust and genocide education programs and curricula; however, scholars have observed that such products are often

ambiguous in design and may pose potential problems for teachers charged with achieving the articulated learning goals (Totten & Riley, 2012; Lindquist 2010; Dawidowicz, 1992).

As the Commonwealth of Pennsylvania approaches the release and implementation of its own mandated Holocaust and genocide education curriculum, developers would do well to consider the persistent problems these other states have faced in issuing and implementing their mandates. Namely, these problems include age-appropriateness of content and materials presented to students, conveyance of historical complexities and implications of the era, and adequate training for teachers. The purpose of this paper is to briefly examine these larger or more significant problems observed in the implementation of existing state Holocaust curricula, to evaluate elements of those curricula that are intended to guide teachers in their implementation, and then to make recommendations for optimal implementation of Holocaust and genocide education curricula.

2.0 LITERATURE REVIEW

Social studies and language arts teachers' experiences in how they educate their students about the Holocaust and other examples of crimes against humanity provide a trove of insights into curricular approaches and related pedagogical practice. A study of this nature, however, required me to probe deeper by surveying existing research and other contributions by scholars with expertise in the field of Holocaust and genocide curriculum development, best pedagogical practices, and teacher support structures. This review of literature summarizes several particularly revealing resources, and is organized into three emergent and common threads: (2.1) age appropriateness of content and materials; (2.2) conveyance of historical complexities and implications; and (2.3) teacher training.

2.1 AGE APPROPRIATENESS OF CONTENT AND MATERIAL

Age-appropriateness of content and materials introduced to students is a perpetual concern for teachers of language arts and social studies at all academic levels. Many recall one of the more significant controversies surrounding the implementation of Common Core State Standards had to deal with the perceived age-appropriateness of sexual content in books such as Toni Morrison's *The Bluest Eye* (reprinted in 2007) and David Mitchell's *Black Swan Green* (2007).

Similar controversies have surrounded Holocaust-related content and materials, many of which are far more graphic, shocking, and intended for younger audiences than popular staples such as Elie Wiesel's *Night* (1960), and Anne Frank's *The Diary of a Young Girl* (1952), later published and popularly read as *The Diary of Anne Frank: The Revised Critical Edition* (1989). From graphic picture books such as *Hidden: A Child's Story of the Holocaust* (Dauvillier, Lizano & Salsedo, 2014) to full-length dramatic performances such as Hans Krasa's child-centered opera "Brundibar" (Ben-Zeev, 2010), the ways and means of introducing young children to the Holocaust have broadened significantly in recent years. A 2014 BBC article addressed public backlash over the introduction of Holocaust content to students as young as five years old (Lewis & Naseraldin, 2014).

These critiques are not limited to the public sector. School officials have grappled over age-appropriateness, and upon a review of existing state programs, it is clear that while several of them do, in fact, address the importance of age-appropriate curricula, actual ages deemed appropriate for many materials remain unspecified, and guidance is minimal. As a result, districts assume the responsibility of determining the ages at which their students should be introduced to various voices, images, and perspectives of the Holocaust. This ambiguity has led to individual teachers assuming the responsibility for determining age-appropriateness of their materials, which can and does further complicate Holocaust education. For instance, content such as first-hand accounts, detailed descriptions, and graphic imagery might be effectively employed in the engagement of ninth and tenth grade students. Research shows that, when used appropriately, such materials can enrich and extend students' comprehension of key concepts at this level (Kress & van Leeuwen, 2006; Totten, 2002). Many materials that are effectively used

in the teaching of high school-aged students, however, are clearly not appropriate for elementary, or even middle school students.

An example of this age-appropriateness ambiguity is observed in Section 1554 of the Pennsylvania School Code of 1949. Section 1554, which was added in 2014, is entitled *Holocaust, Genocide, and Human Rights Violations Education*, and simply (and subjectively) states that instruction provided and materials utilized be “age-appropriate.” The section makes no distinction and provides no guidelines for what is meant by the term “appropriate,” leaving the interpretation to individual teachers.

To further complicate this dilemma, new materials emerge each year that are intended for use in all academic levels, and while some scholars assert that it is never too early to introduce students to “tolerance and respect for difference” (Sepinwall, 1999), others argue that content and subject matter related to the Holocaust actually has no place in primary grades (Schweber, 2008). Karen Shawn (1995) addressed this concern by observing and describing what she called “a disturbing trend toward publishing Holocaust literature for ever-younger primary grade students” (p. 423). Shawn (1999) pointed out that much of what is being published for younger children is “more graphic and depressing than those aimed at middle school and high school students” (p. 424).

To be sure, the United States Holocaust Memorial Museum (USHMM) recommends that materials be “age-appropriate, not pornographically terrifying, placed in context, and providing balanced perspective on history” (Ingall, 2014). The USHMM website goes on to assert that:

Students in grades six and above demonstrate the ability to empathize with individual eyewitness accounts and to attempt to understand the complexities of Holocaust history, including the scope and scale of the events. While elementary age students are able to

empathize with individual accounts, they often have difficulty placing them in a larger historical context. The Museum's exhibition, *Remember the Children: Daniel's Story*, introduces students in grades four and above to the history of the Holocaust, chronicling real events based on the experiences of Jewish children from Germany. Its multimedia approach was carefully designed to provide late-elementary school students an introduction to this history rather than an in-depth examination (2001).

This salient observation and example by experts at the USHMM would seem to be a good starting point for determining age-appropriateness at classroom, school, district, and even state levels. Optimally, effective curricular and pedagogical approaches must be centered on and be designed to accommodate students' emotional as well as academic development.

2.2 CONVEYANCE OF HISTORICAL COMPLEXITY AND IMPLICATIONS

In addition to current debates surrounding age-appropriateness of Holocaust education approaches and materials, there are critics of the actual historical claims and contributions of many existing textbooks, supplementary resources, pedagogical approaches, and curricula (Dawidowicz, 1992; Lewis & Naseraldin, 2014; Shawn, 1995; Short, 2003). These critiques begin, as they often do, with the inadequacies of the scope, sequence, depth, and breadth of adopted textbooks, and continue on to question easily accessible Internet sources, teacher practices, and even state mandated curricula. Additional concerns of many language arts and social studies teachers, concerns that are under-addressed by these critics, center on the regular and practical time constraints they face in teaching any body of content. Many teachers welcome new materials and curricular guides into their language arts or social studies classrooms, but

argue that their responsibility to cover a wide variety of literary or historical topics naturally limits their ability to spend adequate time focusing on the Holocaust.

Having said this, any critique of the status quo, however, must begin with textbooks. As Dawidowicz (1992) and Short (2003) noted, history textbooks commonly do a more thorough job of presenting students with lists and brief explanations of the *what*, *when*, *where*, and *how* of Holocaust-related history, but devote far fewer paragraphs to discussions of the complexities surrounding *why* events unfolded as they did. It is dually noted that such shortcomings are commonly observed of textbook accounts of any given historical event or era, and is not exclusive to the textual passages about the Holocaust. Nonetheless, most textbooks, for instance, touch on the blights of anti-Semitism and the rise of Nazism, but none elaborate greatly on the histories or wide appeal of these menacing and ultimately sanguinary ideologies. Dawidowicz (1992) also noted that no textbook explains the pre-Hitler origins of anti-Semitism or its long ties to Christianity. Again, history textbook publishers routinely gloss over controversial issues or perspectives and this is not unique to their coverage of Nazi Germany or the Holocaust; however, as with other historical events and eras, such oversights may severely compromise students' comprehension of critical elements, causes, and implications. Such an oversight, it is also rightly assumed, may erroneously convey to students that discriminatory and later inhumane actions against Jews originated and ended with Hitler.

In addition to these and other textbook shortcomings, critics cite numerous problematic elements of Holocaust curricula developed and endorsed or mandated by the states. Dawidowicz (1992) noted, for instance, that the New Jersey State Holocaust curriculum was “overloaded with junk items from popular culture” (p. 26) and overly general, leading to “reductive bias” (Spiro et. al, 2004). Elaborating on this observation, Dawidowicz argued that:

A common pedagogical strategy is to generalize the issue – scapegoating, prejudice, bigotry – the issue of scapegoating is easy to transmit. Every child is familiar with the experience, whether as the victim or the victimizer, and knows how easy it is to heap blame on an innocent and helpless creature for whatever has gone wrong (p. 28).

This curricula, she continued “resort to the concept of prejudice, a generic term for hostile prejudgments of people and groups.” Dawidowicz continued by observing that most curricula focus on individual attitudes, beliefs, and opinions rather than their embodiment in public policy and law. “This approach,” she pointed out, “conceives of prejudice as a psychological or mental health problem, a disease that can be cured. The failure to distinguish between individual behavior and state policies may be attributable to the relatively benign American experience of anti-Semitism” (p. 28).

Other curricular critiques center on what is generally considered to be simply poor pedagogical recommendations or approaches. These range from the all-too-common practice of overemphasizing names and dates to ill-advised role-play or simulation activities. Most progressive social studies teachers have long lamented the overemphasis of “one damn thing after another” approaches to history, primarily because it contributes to students’ disdain for the subject. Social studies education scholars, however, have recently revealed that this obsession with chronology and finite historical “facts” does even more damage than previously assumed (Lesh, 2011; Lovorn, 2012; Van Sledright, 2011). These disjointed “twigs” of history, as described by James Loewen (2009), and presumably other basal literary, historical, or chronological elements, tend to oversimplify content, leading to mere surface-level understandings and less historical or critical thinking by students. This may be attributed to the fact that many state curricula committees are populated with members who are not skilled in

disciplinary literacy or historical thinking, yet are taxed with making sure a new curriculum on the Holocaust includes ample coverage of concepts and events.

Certain state curricula also include provisions for fairly involved enactments, including role-plays or simulations, intended to convey Holocaust-era horrors by engaging students in activities that foster an environment of some random or arbitrary prejudice. These projects often introduce students to some contrived set of demonstrative, discriminatory parameters such as a preferential bias toward left handed students or against blonde-haired students. This controversial approach, which famously originated with Jane Elliott's *Blue Eyes – Brown Eyes Experiment* in the late 1960s, has also garnered sharp criticism from elementary education experts, sociologists, and social studies educators alike. These and other critics argue that the act of singling out children with specific characteristics like blue eyes or long hair and then having the whole class act out nasty forms of prejudicial behavior against them generally fails to convey the complexities of prejudice and hate, and can actually serve to distract students and even reduce their empathy for those who have suffered from such actions in real life. As Totten asserted in *Holocaust Education: Issues and Approaches* (2002), “to suggest that one can approximate even a scintilla of what victims went through is sheer folly” (p. 115).

2.3 TEACHER TRAINING

The final challenge addressed in this paper is a broadly perceived significant lack of teacher training to accompany emergent Holocaust and genocide-related curricula. This lack of training is regularly considered a chief failure of state-mandated Holocaust curricula, and is often attributed to poor funding. Extreme examples of this imbalance can be observed in New York

and Illinois, for example, where rigorous, state-mandated Holocaust curricula go completely unfunded. Noreen Brand, director of education for the Illinois Holocaust Museum, states, “My idea is that states shouldn’t have a mandate unless you have funding to provide teacher training and you have a program for pre-service education that teaches teachers how to teach the mandated subject.” Not having adequate training, she adds, “causes people to do random activities, using poor literature and making poor choices” (Jewish News Service, 2014). As Totten observed, “Those who do not take the time to become well-versed in the key aspects of the Holocaust run the risk of teaching a superficial, watered-down unit that lends itself to deeper confusion from the students” (2002).

While Totten, in this statement, seemed to level much of the responsibility on the shoulders of the teachers themselves and the choices they make, the implication was that teachers need the proper preparation, skillset, materials, and support structures to accomplish the goals of any mandated curriculum. According to surveys of teachers who regularly implement state-mandated Holocaust curriculum, they report lacking the confidence to develop relevant units because they do not feel they have all of the subject matter knowledge necessary. These teachers also express feelings of being overwhelmed, both pedagogically and personally, due to the sensitivity and complexities involved in Holocaust education. Notably, these teachers worry about presenting content and materials in a way that does it justice and observes these sensitivities (Lindquist, 2007).

Additionally, Shawn (1995) noted, “the negative side of [the growth of Holocaust education] requires examination... Such rapid, broad-based popularization could conceivably dilute and diminish the impact of the Holocaust, hurrying it to its educational demise” (p. 22). Shawn continued that “Those who teach the subject ought to be able to explain the importance of

their work, and should be knowledgeable about Holocaust history and literature” (p. 22). Schweber (2006) cautioned that inadequate teacher training, among other factors, could contribute to a phenomenon he described as “Holocaust fatigue” caused by a “growing trivialization of the way the Holocaust is taught” that “diminishes students’ abilities to understand the event’s significance” (p. 44).

Untrained teachers also have trouble finding useful resources. Of course, there are countless resources on the Internet, but teachers must know how to select strategic images that convey certain concepts or reinforce learning objectives. The practice of randomly selecting (or cherry picking) images or other materials to support students’ learning can prove problematic because it is not necessarily supportive of or framed around any central theme from which the teacher can develop her Holocaust approach. Considering this, training is critical because language arts and social studies teachers should possess skills and prioritize efforts to complicate students’ critical thinking and in-depth analysis of Holocaust-related concepts and lessons.

Such training in the sustainable presentation of the curriculum and use of related materials would require teachers to refrain from adopting a default approach of triviality or simplicity in the level of questions they pose to students. Strong pedagogy should work to complicate student thinking, encouraging them to answer *and* ask difficult questions and struggle through serious analysis. Totten and Riley (2012) asserted that as it is, most Holocaust instruction fails to engage students in serious analysis, but rather, seems to be constructed from ambiguous questions and themes that lack real historical direction. Training in these areas would help assure that teachers take appropriate steps to select efficacious supplementary resources and materials that enrich pedagogical approaches and connections for students. This training would also facilitate teachers’ examinations of contemporary scholarship in Holocaust education, and

encourage them to remain current on the practices of the day. It would also help them avoid pitfalls of poor resource and pedagogical practices.

Finally, training would help teachers avoid the incorporation of questions that begin with, “How would you feel,” “What would you do,” or “What if you.” The answers these questions usually elicit provide no evidence of historical knowledge, nor can they be answered by activating any schema present in today’s students. Yet, teachers present students with these types of prompts in the hope of eliciting reflection, and ultimately, empathy. Shallow questioning, according to Totten and Riley (2012), creates uncertainty regarding motivation and expertise. Teacher training that engage teachers with current scholarship solidifies their content base, and offers sound pedagogical advice. Furthermore, it fosters commitment to the enterprise of teaching the events and lessons of the Holocaust in a prescribed, informed manner, while further facilitating the social development of all students.

3.0 RESEARCH QUESTION

Too often, the curriculum with which teachers are provided, whether district or state constructed, does little to offer the educators the pedagogical tools necessary to forge forward confidently and successfully. Noh and Webb (2015), in their examination of teacher learning of subject matter knowledge through educative curricular components, assert “most of the studies in this area have tended to be focused on the change in teachers’ instructional practice by virtue of the curriculum materials” (p. 293). On the other hand, they also pointed out that if the curriculum is strong, teachers will draw on it to “prepare for and enact their instruction,” but when the resources are lacking educative components, “teachers are influenced little, if at all, by curricular materials” (p. 293). District level curriculum, it is observed, can be superficial, offering little in the way of educative components for lesson construction. Alternately, state-mandated Holocaust curriculum can be cumbersome, including thousands of pages and long lists of resources that overwhelm teachers attempting to construct compliant units.

Another perplexing observation is that many of these curricula (or components thereof) are not created by educators. It is believed that this oversight has resulted in the neglect of fundamental tools educators would be likely to incorporate in effective implementation. In particular, while state and commercial curricula are rich in resources and historical background, they are often considered weak in the pedagogical resources that allow the teacher to construct a timeline, select themes that fit into that timeline, address potential misconceptions, and form

instruction that brings together the social, cultural, religious, and political issues that allowed for the Holocaust to occur. Curriculum that focuses solely on *what* to teach, yet fails to explain *how* to construct the learning, is not a practical resource for a teacher. Noh and Webb (2015) advocate for reform-oriented curricula that offer extensive support for teachers. This support would include, “details about different representations of content, curriculum developers’ reasons for choosing representations or activities out of the universe of possibilities, and historical information about pedagogical ideas” (p. 293).

While there are benefits to examining all three types of Holocaust curricula available to educators, for the purpose of this study, I will focus on the New Jersey state curriculum, *The Holocaust and Genocide: A Betrayal of Humanity* (2003). *The Holocaust and Genocide: A Betrayal of Humanity* (2003) is a seven-unit, thousand page document. Because of the size of the document, I will focus on Unit Four: *From Persecution to Mass Murder: The Holocaust*. This curriculum, which was approved for grades 9-12 in 2003, provides no subject area or grade specification. The introduction to the curriculum explains that the legislation mandates the instruction be delivered “in an appropriate place in the curriculum of all elementary and secondary pupils” (p. 5). It goes on to state that schools can decide to include the unit “in any course, combination of courses and at any grade level” (p. 5). In the introduction to the document, it clarifies that instruction on the Holocaust and genocides is mandated at both the elementary and secondary levels. Separate curricula exist for grades K-8 and 9-12. The preface goes on to state that “this document is not intended to be, nor could it be, effectively taught in its entirety within the structure of a school’s curriculum” (see Appendix A). As such, teachers are tasked with determining what to incorporate from this expansive document, and what to exclude in the interest of adhering to time constraints.

In particular, this study focuses on answering the following research questions:

1. What pedagogical components of the New Jersey State Holocaust curriculum serve to guide teachers in lesson construction?
2. How does the New Jersey State Holocaust curriculum specifically address potential pitfalls and misunderstandings and guide teachers in combatting them?
3. What implications and conclusions can be made from the New Jersey State Holocaust curriculum that can be used to inform subsequent state-mandated curricula?

Little is available in the way of scholarship related to the role of educative components in curriculum, so I hope to create public awareness in regards to its importance in curriculum. Through this study, I hope to learn how a state mandated Holocaust curriculum, which is soon to be constructed and adopted in Pennsylvania, is equipped to aid teachers in their delivery of a sound, principled Holocaust unit. I intend to use my findings to guide me in my work with the subcommittee on Pennsylvania Act 70 legislation implementation, moving toward the construction of a Holocaust curriculum that employs strong educative components for the purpose of supporting classroom teachers.

4.0 RESEARCH DESIGN AND METHODOLOGY

For the purpose of this inquiry, I will perform curricular analysis of the New Jersey State Holocaust curriculum, *The Holocaust and Genocide: A Betrayal of Humanity* (2003). In particular, I will carefully examine the objectives, pedagogical strategies, educative components, resources, and activities outlined in Unit Four: *From Persecution to Mass Murder: The Holocaust*. Included in this section is my rationale for selecting the New Jersey state Holocaust curriculum over the other four available models. Additionally, I have included an explanation of the rationale behind the construction of the heuristics I intend to use to frame my data collection and analysis.

4.1 CURRICULUM SELECTION

Choosing to focus on the New Jersey state Holocaust curriculum was a result of several different variables. The decision to examine a state curriculum, as opposed to a commercially produced curriculum, such as *Echoes and Reflections*, was to further my understanding of state curricula, thereby guiding me in the construction of a framework for the emerging Pennsylvania curriculum. Until 2014, only five states had laws in place requiring all school districts to teach their students about the Holocaust and genocide. In 2016, Michigan passed a mandate, joining this group. The five states that currently have a curriculum include New York, Illinois,

California, New Jersey, and Florida. From these, I did not want to select a curriculum that had been widely criticized in the literature; alternately, I did not want to choose an exemplar. This left only three from which to choose. New Jersey was the logical choice moving forward, in part, because of the geographic proximity. Additionally, the curriculum in New Jersey is delivered to a demographic very similar to that in Pennsylvania. Florida and California are too ethnically dissimilar from Pennsylvania. Therefore, New Jersey, based on region, ethnicity, and socio-economic status was the logical choice moving forward.

The New Jersey curriculum is a seven-unit document that begins with human behavior and ends with conscience and moral responsibility (See Appendix B). Because these particular units are less grounded in the historical complexities surrounding the Holocaust, I selected unit four for the purpose of my study. Unit Four, *From Persecution to Mass Murder: The Holocaust*, focuses on the events leading up to and contiguous with the Holocaust itself, which is why I selected it as my focus.

Unit Four, *From Persecution to Mass Murder: The Holocaust* is comprised of thirteen learning objectives. Each objective is broken into three components: the learning objective, teaching and learning strategies and activities, and materials and resources (See Appendix C).

4.2 DEVELOPING HEURISTIC

Davis and Krajcik (2005) assert that educative curriculum helps “increase teachers’ knowledge in specific instances of instructional decision making but also help them develop general knowledge that they can apply flexibly in new situations” (p. 3). Their work focuses on science curriculum that promotes both teacher and student learning through what they have termed

educative materials. Their model, which is informed by the work of Ball and Cohen (1996), has led them to develop and present nine heuristics for educative curriculum that fall under three different categories: Design Heuristics for PCK for Science Topics, Design Heuristics for PCK for Scientific Inquiry, and Design Heuristics for Subject Matter Knowledge. Drawing on the work of Davis and Krajcik (2005), I have constructed five design heuristics for the purpose of examining, and ultimately constructing, Holocaust curriculum. I did not intend for their use to be limited to either a language arts or social studies curriculum, specifically. Instead, my hope is they are broad enough to be used to examine any unit constructed for the purpose of teaching the Holocaust. The purpose of their design heuristics was to set forth a series of guidelines for educative curriculum materials, hoping to “further the principled design of these materials” (p. 3). For the purpose of this study, I will collect data based on the following heuristics, and I will hopefully test these heuristics in a later inquiry.

4.2.1 Heuristic One

Curriculum materials should warn teachers of potential pitfalls, as well as suggest and help teachers think about productive approaches or solutions when these situations arise.

4.2.2 Heuristic Two

Curriculum materials should be explicit about why something is pedagogically appropriate.

4.2.3 Heuristic Three

Curriculum materials should support teachers in engaging students in questioning. The curriculum should provide driving questions that frame the lesson, include focused questions that guide classroom discussion, and help teachers understand why these are productive questions (Davis and Krajcik, 2005, p. 11).

4.2.4 Heuristic Four

Curriculum materials should help teachers recognize the importance of students designing their own inquiry, as well as provide guidelines for how teachers can support students in this process (Davis and Krajcik, 2005, p. 11).

4.2.5 Heuristic Five

Curriculum materials should support teachers in developing subject matter knowledge, particularly in regards to concepts that are likely to be misunderstood by students. This support should be presented at a level beyond the level of understanding required by students, to better prepare teachers to explain the concepts and understand the ways students will comprehend the material (Davis and Krajcik, 2005, p. 12).

4.3 LIMITATIONS

As a result of considerable time constraints, this inquiry has been scaled to a manageable size, allowing for depth rather than breadth. The unit I am examining is 249 pages long and includes hundreds of suggested resources, from a variety of genres. That being said, it is only one unit of one curriculum that I will be examining. This is an extremely small sample size, and as a result, places certain limitations on the generalizability of the findings. Another limitation, particularly in regards to examining state curricula for the purpose of uncovering educative components, is the age of the state curricula that currently exists. The New Jersey curriculum is thirteen years old, and as such, will not reflect current trends in curriculum. Similarly, the Florida curriculum was introduced in 1991 and the California model in 2003. Therefore, there are no recent models available for examination. I will rely on current scholarship on educative curriculum, as well as the New Jersey model, to draw my conclusions regarding how best to approach the construction of a Pennsylvania curriculum.

Another limitation of the study is lack of teacher input. Ideally, interviewing the teachers currently implementing this curriculum would provide insight into what, specifically, the teachers feel are the difficulties with the text. Through interviews and surveys, teachers could express exactly from what they feel they would most benefit. My goal is to construct a Pennsylvania model, based on my findings, and present it to teachers for their input. I will attempt to pilot this work, in eighth grade, alongside two other language arts teachers. This extension study would allow me to gain both teacher and student feedback. A much richer data set such as this would reinforce the assertions I am able to make as a result of this inquiry, while offering another lens through which to examine and fine-tune the unit.

5.0 FINDINGS

Unit Four: *From Persecution to Mass Murder: The Holocaust* was examined by individual objective, of which there were thirteen. Each objective was looked at through the lens of all five of the heuristics. First, an examination was done to identify areas where the curriculum provided teachers with strategies or support to deal with the particularly sensitive or problematic facets of the lesson. Second, a search was done to identify areas where pedagogical rationale was provided for the teacher, particularly in regards to why certain resources were chosen or why particular activities are optimal. The third heuristic deals with the appropriate construction and use of questioning within a lesson. According to Davis and Krajcik (2005), the curriculum should provide driving questions that structure the lesson, as well as more focused questions that elicit strong, reflective classroom discussion. All of the questions included in the lessons, under each of the objectives, were examined. The fourth heuristic involved identifying evidence of activities where students were constructing their own learning or engaging in inquiry based discussions or activities. Finally, the fifth heuristic functioned to examine the resources provided to aid teachers in the development of appropriate content knowledge specific to each lesson within the unit.

5.1 HEURISTIC ONE: CURRICULUM MATERIALS SHOULD WARN TEACHERS OF POTENTIAL PITFALLS

For heuristic one, each objective of the thirteen lessons in unit four was examined for the purpose of identifying areas where students will encounter complex truths, interact with disturbing images or content, and the complicated questions or reactions this may elicit. The curriculum offers a variety of resources to help students achieve each of the objectives; this relates directly to heuristic one, because of the options available to examine a particular objective and combat potential reductive bias (Spiro et al., 2004). In other words, when students are provided with a variety of resources for the purpose of examining a concept and applying that learning, the likelihood of misunderstanding due to limited exposure to perspectives and resources is greatly reduced. The curriculum does incorporate multiple perspectives for the purpose of strengthening understanding, but these resources, while abundant, are not appropriate for all ages or supported with justification and resources. Heuristic one suggests that teachers benefit from guidance and recommendations for combatting misunderstandings that may arise during a lesson; while attempts are made, sections of this unit provide no support.

Each of the thirteen objectives and their respective lessons include potential challenges, but for the purpose of examining an objective through the lens of each heuristic, I will focus on the most notable findings. The first major concern is the reading level of much of the included content. While the content is certainly accurate, elements of this unit are far too complex for students. For example, the reading, “Propaganda in Education” includes an introduction by Eric Goldhagen, a Harvard University professor and Holocaust educator (See Appendix C). In this piece, Goldhagen states at one point: “Before sinking into murderous barbarism, Nazism regressed into puerile primitivism.” The piece also asserts: “The Nazis gloried in their

simplifications. The truth is simple, but alas, obfuscated by decadent intellectuals.” Goldhagen’s claims, albeit articulate and accurate, would be extremely difficult for high school students to grasp. In particular, his analysis of the Nazi use of indoctrination via propaganda and anti-Semitic curriculum is far too lofty for the average student. Goldhagen’s claim that Nazi ideology, “with its tales of demons and supermen, of darkest evil battling immaculate Good, of sinister conspiracies thwarted by alert Teutonic guardians – had an infantile quality” is likely too complex for the average high schooler to unpack without substantial teacher support. This is one instance where the reading materials incorporated into the unit are inaccessible to the average student and no additional support is provided for navigating these pieces. While a curriculum should absolutely include rigorous pieces that require multiple readings and deeper analysis from the students, the pieces must be accessible for the age group. If the majority of the pieces incorporated are a struggle, students will quickly feel confused and defeated, unable to construct knowledge from the complex readings provided.

Additionally, this investigation revealed a significant lack of teacher support for the handling of potentially problematic pieces. Also included under objective one, in reading two, “Propaganda in Education” are five different poems: *The Father of the Jews is the Devil*, *The Eternal Jew*, *The Jewish Teacher*, *The Jewish Businessman*, and *Jews, Disappear*. These poems were used in Nazi controlled schools. These resources contain extremely racist content, for which there is no guidance for use provided. Teachers are not provided with suggestions for how best to introduce these materials in a manner that will eliminate misunderstanding or the potential development of racist views or behaviors. One poem in this compilation states, “Red Indians, Negroes, Chinese, and Jew-boys too, the rotten crew.” Another piece in this collection refers to the Jew as “the father of lies.” Additionally, in “The Eternal Jew,” it states, “From the

start the Jew has been a murderer said Jesus Christ.” Here, students are exposed to the racist views of the Nazi state without any guidance for teachers regarding the best way to introduce these materials or discuss these materials in a matter that evokes respect and sensitivity. When presenting literature that, for instance, refers to Jews as the murderers of Jesus Christ, it is important to approach the lesson fully prepared to clarify misunderstandings and circumvent the development of new bias prior to inception.

Finally, many of the materials presented incorporate antiquated or ambiguous terminologies, which could also prove challenging for the teacher in several capacities. Because multiple resources are pulled from various sources, it is not surprising that there be conflicting use of key terms or conflicting views on particular facets of the topic. The document is a patchwork of dozens of authors approaching these historical realities in different ways (see Appendix D). As such, teachers would benefit from additional support in bypassing potential issues. An example of this type of ambiguity can be found in objective four, which states, “students will examine the origins, establishment, conditions, and operations of the Nazi concentration camps and death camps” (p. 344). Objective four is based on the somewhat common knowledge that concentration camps and death camps describe two distinct types of prisons. However, in the resources provided for the purpose of meeting this objective, the two terms, “concentration” and “death”, are used interchangeably, creating the potential for confusion or misunderstanding among students and even novice teachers. In this lesson, students could be led to assume that these two types of camps are the same. Reading 23 states, “the emphasis shifted from concentration camps to death camps” (p. 450). However, in reading 24, the message shifts to “the Germans built concentration camps . . . killing centers were activated at . . . concentration camps were established in the territories taken from the Soviet Union” (p.

452). In this reading, the terms are used interchangeably, bouncing back and forth multiple times. Additionally, a map is included that contains a ledger that only refers to the location of concentration camps, not death camps. This map recognizes well-known death camps, such as Treblinka and Auschwitz-Birkenau, as concentration camps. The resources compiled for this particular objective come from a variety of sources, and as a result, an inconsistency of usage exists that could make it extremely difficult for both teachers and students to differentiate between the two camp types, or even recognize that there are two distinct types.

There are resources embedded into this unit that provide tremendous insight into complex facets of Nazism, Eugenics, and even the Catholic Church's role in the Holocaust. The document entitled "The Church and the Holocaust" does an excellent job of explaining the position of the Vatican, and particularly Pope Pius XII, during the Holocaust. This comprehensive piece is accompanied by seven engaging questions, including: "The sincere Christian knows that what died in Auschwitz was not the Jewish people but Christianity. What does this remark by Elie Wiesel mean?" (p. 504). Pieces such as this are excellent additions to this unit, but there are holes in the unit that need addressed in order to make the entire piece a more comprehensive resource for teachers.

5.2 HEURISTIC TWO: CURRICULUM MATERIALS SHOULD BE EXPLICIT REGARDING PEDAGOGICAL RATIONALE

Heuristic two suggests that curricula should be explicit in regards to why certain content or resources are pedagogically appropriate. This is particularly relevant for this curriculum because hundreds of resources are provided, so guidance regarding what to use, where, and why would be of benefit to the educator tasked with creating the instruction. Certain lessons embedded within unit four provide dynamic instructional suggestions with attempts at pedagogical justification. For example, the unit suggests inviting survivors in to speak with the students, or encouraging students to seek out a survivor and interview them. The curriculum does an excellent job of explaining the benefits of meeting and speaking with a survivor and how best to approach it with the students. Under “Note to the teacher,” twelve suggested steps for embarking on this experience are provided, prefaced with: “students must be provided careful guidance” (p. 382). Suggestions for how best to support students in their interactions are helpful for teachers constructing this learning experience. One concern is that this unit seems to rely heavily on opportunities for interaction with survivors. Since the curriculum was adopted thirteen years ago, the number of living survivors has dwindled significantly. There are about 100,000 Jews who were in camps, ghettos or in hiding under Nazi occupation who are still alive today, according to the Conference on Jewish Material Claims Against Germany. This organization states that there were approximately 500,000 living survivors, including those who fled Nazi Germany, in 2014. This rate of attrition is alarming and leaves less and less opportunity for students to experience face-to-face interaction with a survivor. Objectives within the curriculum that rely on access to Holocaust survivors will soon be unteachable. Alternative means of

exposure to survivor stories need to be included, moving forward, in order for certain objectives to remain teachable.

While there is reasoning and direction provided for certain activities, other components lack a clear rationale. For example, it is unclear why such a substantial amount of time and attention is paid to locating similarities between the Nuremberg and Jim Crow laws. Multiple reading pieces and videos are included for this specific lesson. This lesson states, under the note to teacher: “it is suggested that sufficient time be devoted to the viewing of all four film segments to facilitate an in-depth discussion. The teachers should preview the films in their entirety” (p.333). All four of the suggested clips are related to African American rights in the United States. The videos include: *Separate but Equal*, *The Tuskegee Airmen*, *Glory*, and *Shadow of Hate: A History of Intolerance in America*. While the curriculum states these four clips should be shown, it does not explain why all four must be shown, what questions should accompany the clips, or how to assist students in drawing connections between the Jim Crow Laws and the Nuremberg Laws, legislation between which exist stark differences. There are some similarities between these two sets of race laws, but overemphasizing this comparison could lead students to believe these laws were related, or that segregation in the United States was a form of genocide, similar to the Holocaust. The Nuremberg Laws were national laws that ultimately functioned as a gateway to mass murder, whereas the Jim Crow Laws were state enacted, and while racist and cruel, did not function as a catalyst for genocidal action. Focusing such substantial attention on this comparison while not also exploring comparisons between Apartheid legislation or treatment of the Native Americans lacks any pedagogical clarification.

In addition to questions of why certain curricular inclusions are pedagogically appropriate are questions of how to deliver certain components of the unit given time constraints.

Objective three, for instance, states: “Students will investigate the escalation of Nazi persecution which include the following: Kristallnacht, Eugenics Program, Euthanasia Program, Isolation and Deportation of the Jews, Einsatzgruppen, Wannsee Conference, and the Final Solution.” The topics mentioned in this particular objective could take weeks to teach, as each one is a complex, multi-faceted topic that requires the imparting of tremendous amounts of information, and likely, the building of some level of foundational knowledge upon which to scaffold. The curriculum suggests forty-five different readings for the purpose of teaching this particular lesson. However, no suggested timeline is provided, nor is there key information recommended for any of the seven aforementioned sub topics to be covered in this lesson. While the lesson is broken into six subsections, and resources are listed under each specific sub section, no additional pedagogical guidance is imparted. Additionally, while forty-five readings are listed for the purpose of delivering this lesson, only fourteen are actually included in this curriculum. Several video clips are also suggested, though only one is accompanied by any guidance for the teacher. The clip, *If You Cried You Died*, is preceded by the disclaimer, “shocking visuals” (p. 346). However, no specifics are provided. *If You Cried You Died* is twenty-eight minutes long, and no suggestions are made regarding sections that may be shown in lieu of showing the piece in its entirety. Furthermore, clarifying what is meant by “shocking visuals,” as well as guidance in regards to age level appropriateness may help an already overwhelmed teacher determine where and how best to implement this resource.

Similarly, objective six, which states: “investigate roles of the business, industrial, legal, scientific, and medical professions, as well as the role of the church in the Holocaust.” Under this objective, in addition to the twenty-five readings suggested in the resource list, twenty-three pages of readings are included. Additionally, eleven full books are listed as resources. It stands

to reason that a teacher will not be able to examine all of these materials in order to meet the instructional needs of this one objective. If a fraction of these resources were presented and accompanied by rationale and guidance regarding which function best under different circumstances, teachers would be able to implement them purposefully and confidently.

Finally, certain inclusions under objective five include troubling, graphic depictions of brutal murder (p. 459-463). The objective states: “Examine the effects of the living conditions in the ghettos, concentration camps, and death camps on the victims as reflected in literature, art, and music.” To accomplish this objective, an activity is suggested that involves the discussion of eleven pieces of survivor-created art, along with short biographies on each of the artists. Holocaust survivors, such as Tamara Deuel (2007), to name only one, have created powerful art, free of explicit graphics. Her vivid, melancholy paintings lend themselves to vast interpretations and thoughtful analysis. Deuel’s art is just one alternative to the explicit images selected for inclusion in this curriculum.

Yet, the art selected for the purpose of meeting this objective includes depictions of toddlers thrown into the air and shot by a 10-year old Nazi boy as a birthday present (Figure 1).



Figure 1: Sketch from survivor Itzhak Belfer

Additional pieces show a gas tube forced down the throat of a victim, Nazi soldiers dancing on corpses, and babies being thrown into trash bags by SS officers (Figure 2).



Figure 2: Additional sketches from objective five

Pedagogical guidance is critical when embarking on a unit as cumbersome and potentially problematic as one on the Holocaust. A large list of resources is in no way enough to

aid a teacher in the construction of optimal Holocaust instruction. If a curriculum provides dozens of readings and videos without any guidance as to which are the most appropriate for certain goals, a teacher is less likely to use them. Few, if any, have the hours to devote to previewing such an overwhelming collection of materials. Unfortunately, while many of the materials are quite good, a novice teacher unsure of their own content knowledge will likely opt for a much more watered down, cursory presentation of the objectives. While the intentions are undoubtedly good, time constraints and lack of confidence may win out in the end.

5.3 HEURISTIC THREE: SUPPORTING TEACHERS IN ENGAGING STUDENTS IN QUESTIONING

Heuristic three claims teachers benefit from support in the construction of questions that frame a lesson and guide classroom discussion. Additionally, the issue of how teachers are supported in the task of engaging students in questioning to which they are being introduced also falls under the umbrella of heuristic three. Formulating questions during a Holocaust unit is difficult and requires careful planning and thought. The questions used should complicate student thinking in an area where they do not have the ability to simply activate schema as a means of building bridges to this new learning. Students have no prior knowledge from which to draw. That being said, Holocaust scholars have cautioned teachers for years against trying to create simulations or questions that will relate the events of the Holocaust to the students' personal experiences.

Sections of unit four from the New Jersey curriculum attempt to include questions that could be used for discussion as well as follow up to reading pieces. Questions are provided in

conjunction with certain readings, video excerpts, and activities. A strong example can be found when looking at the learning activity involving the moral dilemma, “Life in the Ghettos: A Moral Dilemma” under objective four (p. 339). This moral dilemma, written by a New Jersey teacher, Frank Yusko, is to be followed by a discussion group, where students respond to the following questions:

1. How did the Nazis benefit from having the Judenrat leaders make the selection of those to be “resettled”? What did “resettlement” mean?
2. Why did some Judenrat leaders submit to these Nazi orders? What choices did they have? What were the probable consequences of each of those choices for themselves and for their communities? Is it fair for anyone to judge who made the “right” choice?

Clearly, these questions provide teachers with some sort of pedagogical framework upon which to build.

Therefore, questions, such as those included with *Honor the Yellow Badge*, under objective two, can be seen as potentially problematic (p. 330). The poem, which relates to the early segregation that took place as a result of the Nuremberg Laws, is accompanied by three questions. One of the three questions, which asks, “When were the yellow badge and the concept of the ghetto first employed,” cannot be answered by reading the poem. The second of the three questions asks, “How would you feel if you were forced to wear a symbol that was meant to be degrading?” Questions that begin with “How would you feel” are meant to help students relate to the events being discussed, eliciting empathy, but ultimately, these questions are pedagogically weak. More often than not, students cannot relate to the situation, and asking how they might feel in a similar situation will likely not elicit the desired response. Students are

likely to say they would feel badly or angry without truly understanding what emotions such an experience would really evoke.

Similarly, after reading a historical fiction piece that outlines the events of Kristallnacht, three questions follow. After reading an excerpt that outlines the violence and destruction of this night, at one point describing a character as “lying face down in a pool of blood and broken glass,” the students are asked to relate to the experiences in the text. The young character watches as his grandfather, a World War I hero, is publically humiliated. These experiences are emotional ones for the reader, yet students are asked to answer, “What do the police do while the Grandfather is being attacked?” (p. 415). Students are then asked, “How do you think you would have reacted to this situation?” (p. 415).

While not all of the questions included are optimal, the more troubling issue is the complete absence of questions in lessons focused on deeply complex issues and events. For instance, document ten, “Regulation for the Elimination of the Jews from the European life of Germany” includes no questions with the document and there is no explanation as to what exactly the document is or why it is significant. This would be an extremely difficult document for students to interpret. It would be beneficial for the teacher if questions were provided as a means of better understanding the learning goal related to the document.

5.4 HEURISTIC FOUR: THE IMPORTANCE OF STUDENT-CONSTRUCTED INQUIRY

This investigation has resulted in the conclusion that very little in the way of inquiry-based learning is provided in the New Jersey curriculum, or more specifically, unit four of the curriculum. The unit does culminate with different opportunities for reflection through summative assessment, but the students are offered minimal chances to embark on individual construction of meaning. No formative or summative assessment is included under objectives one or two, but objective three offers a tiered assignment, where students can choose, as part of a study of ghetto life, to create a mural, a power point, a series of poems, or conduct an interview with a ghetto survivor. Objective four suggests students should write a reflective essay after examining “how ‘selections’ were made upon arrival at the camps” (p. 346).

The only instance in the unit where students are given a chance to conduct research or examine outside resources within the unit is in objective nine, where students are asked to “research the reasons why specific groups were victimized by the Nazis” (p. 367). Seven different groups are provided, including: The Sinti and Roma, The Jehovah’s Witnesses, Homosexuals, Physically and Mentally Handicapped, The Poles, People of Color, and Anti-Nazis. For this assignment, students are expected to “Research and examine the experiences of the following groups of victims and determine how the Nazi motives for their victimization and their experiences compared and contrasted with those of the Jews” (p. 367). Whether or not students are to collect information from outside sources is unclear; twenty-seven different readings, on these seven groups, are included, along with three web sites and five videos. In the interest of pushing students to think deeply about the groups that were targeted and how their treatment may have varied by group, perhaps the unit could have asked students to research for

the purpose of uncovering groups other than the Jews that were targeted during the Holocaust. Students could have investigated groups that were singled out and articulated the rationale behind the selection of these particular groups. Finally, as a means of eliciting thoughtful interaction and reflection, students could have shared their findings on a specific group with students who researched other groups. Then, after having had the opportunity to impart their new knowledge on their classmates, students could have worked together to determine similarities and differences between the groups and their treatment by the Nazi government during this period in history. Handing them the list of groups and the documents from which they are to extract information cannot really be categorized as research, as suggested in the objective.

The culminating activities for the entire unit, found in objectives twelve and thirteen, involve the construction of a Holocaust chronology from 1933 to 1945, following by an essay that asks students to reassess their previous generalizations about human nature. This curriculum demonstrates a commitment to authentic assessment, as no objective tests are suggested as a means of determining student knowledge acquisition for the unit. While opportunities for inquiry-based learning are minimal, the unit does embed opportunities for student reflection and analysis of complex concepts. This is evident, for instance, in the activity under objective eleven, where students first view segments of interviews with four different survivors, then construct a written response that answers a series of reflection questions, including: “from their testimony, what do you believe is the most important lesson for your generation?” (p. 383). Also, after reading an excerpt from Viktor Frankl’s *Man’s Search for Meaning*, students are asked to reflect on a series of questions and statements, including: “Was their evidence of heroism in the camp?”, “What determined how a man acted in the camps?”, and “What did a man have to hold on to in order to keep his existence from descending to the level of animal

life?”(p. 385). In some ways, these questions are asking students to move beyond basic comprehension of the piece. The component the unit seems to be in need of is an opportunity for students to pinpoint about what it is they are most interested or where they would hope to construct a deeper understanding and allow them the opportunity to do so with guidance from the teacher. Students should not be left to search the Internet for answers to their most pressing questions. Instead, responsible inquiry into these sensitive topics should be facilitated in a classroom setting.

5.5 HEURISTIC FIVE: SUPPORTING TEACHERS IN THE DEVELOPMENT OF SUBJECT-MATTER KNOWLEDGE

The fifth and final heuristic asserts that a curriculum should provide the teacher delivering the unit with a level of subject matter knowledge beyond that which the students will be expected to develop. Research warns teachers of the dangers of limited content knowledge regarding the Holocaust, while recognizing the overwhelming amount of information needed to suggest a professional understanding of the event. While the curriculum can, in no way, include all of the information necessary for teachers to develop their subject matter knowledge, embedding that which will support the teacher in the construction of their lessons and the facilitation of meaningful, accurate dialogue with the students is imperative.

The most glaring shortcoming of this curriculum is the manner in which it attempts to impart subject matter knowledge on the teacher tasked with delivering this curriculum. Rather than providing a teacher resource guide with the most pertinent readings, the curriculum lists book after book, without reference to chapter or sections that are most useful. Additionally, the

curriculum does not even differentiate between the materials listed for the purpose of constructing lessons and those meant to be shared directly with the students. Teachers constructing Holocaust units, particularly those teaching the content for the first time, will not have the time to dedicate to the extensive reading materials provided in this text. A unit that offers sixty nine full length books for the purpose of designing instruction is not practical; for example, Pierre Blet's (1999) *Pius XII and the Second World War* is recommended as a reading for the delivery of objective five. This book, one of forty-one readings included under this objective, is 304 pages long, and no chapters or excerpts are recommended. Similarly, Franklin Littell's (2000) *The Crucifixion of the Jews: The Failure of Christians to Understand the Jewish Experience*, a 164-page book, is included for the gathering of background information. How, then, is a teacher to use this book as a resource? What purpose is this particular book serving? When looking at the unit as a whole, even if the average length of the recommended books is 200 pages, that teacher would be expected to read as many as 13,800 pages, and if only half of the recommended sources are accessed, teachers would still be tasked with combing through over 6,000 pages. It is important to keep in mind that these readings are included in only one of seven different units for the purpose of teaching the Holocaust; multiplying these numbers by seven uncovers a thoroughly impossible task for teachers. Therefore, it seems unlikely that this curriculum would function as a usable, easily accessible resource for teachers.

6.0 CONCLUSION

After careful examination of the New Jersey State Holocaust curriculum *The Holocaust and Genocide: A Betrayal of Humanity* (2003), my conclusions are three-fold. To say that this document is simply good or bad would be inadequate, as there are many facets to this piece. To start, this curriculum provides a wide range of resources that allow educators to approach the teaching of the Holocaust through the use of multiliteracies. In other words, the specific unit I examined provided hundreds of reading pieces, including historical artifacts, primary source documents, literature, poetry, lyrics, and propaganda. Additionally, there were a myriad of media options, including interactive web sites, film and documentary choices, music, and art work. In addition to the resources provided for the purpose of imparting knowledge on the students, there are also a considerable number of resources included to provide teachers with background, content information. The curriculum made a commendable effort to afford teachers every available resource for the purpose of constructing a strong historical understanding of the events surrounding the Holocaust, as well as for the purpose of lesson construction. That being said, time may have been better spent narrowing the list down to only the most relevant and effective resources for each objective. Also, the list of resources would have been far more useful if it had been organized into resources meant for the students, or classroom use, and resources meant for the teacher to use in the construction of their own content knowledge. This distinction is never made in the document. Also, if resources had been organized by the year in

which they are most appropriate to use (grade 9, 10, 11, or 12), teachers would be more likely to use them. A teacher with ninth grade classes is forced to dedicate a great deal of time previewing videos, whereas a teacher with twelfth grade classes would have less issues surrounding the age appropriateness of the materials. For instance, the movie *Schindler's List* is suggested as a resource on more than one occasion. This movie is three hours and fifteen minutes long, and it is also rated R. That being said, there is no guidance regarding which grade levels are most appropriate for use, nor are particular excerpts or scenes flagged as too graphic for students. This may not present a huge problem for someone teaching seniors, but for those teaching ninth or tenth graders, showing *Schindler's List* creates a range of complicated decisions, such as whether or not to send a permission slip home to gain parental consent or opt out of using it entirely.

Despite the issues surrounding the extensive number of resources included in this document, *The Holocaust and Genocide: A Betrayal of Humanity* (2003) does offer well thought out, culminating activities to bring the units to a close. In Unit Four: *From Persecution to Mass Murder: The Holocaust*, students are provided opportunities to reflect on the learning that took place through various assessment opportunities. The curriculum does not suggest testing students on the names and dates found in each section, but rather, looks for ways the students can engage more deeply with this information. For example, under the last two objectives of this unit, the curriculum suggests providing students the opportunity to demonstrate their knowledge acquisition through the construction of first, a culminating timeline of key events, which demonstrates their understanding of the sequence of events (p. 388), followed by an essay developed from the prompt, "Given your study of this unit, reassess your previous generalizations about the nature of human behavior" (p. 390). The two-fold nature of this

culmination offers students the opportunity to reflect on their acquisition of the historical components of the learning, as well as the broader lessons about human beings' capacity for evil, hope, and redemption.

In addition to the overwhelming amount of reading for teachers, the resources provided to use within individual lessons are also overwhelming. While the curriculum states in its preface that teachers are in no way expected to use all of these materials, the document provides no insight in regards to which documents are better suited to certain types of lessons, certain courses, or even certain age groups. Teachers are not likely to have the time necessary to read through or samples all of the provided materials, determine which are best suited to a particular lesson, then construct instruction based on those decisions.

In unit four alone, forty-one videos or video excerpts are recommended. Nineteen of these videos have no time information indicating how much of the lesson should be devoted to the clip. Of the twenty-two videos that do provide time information, the combined showing time is 1,666 minutes of class time, without the other nineteen videos. Eight videos are longer than ninety minutes, with the longest lasting over three hours. With the average class length ranging from 35-45 minutes, if only the half of the videos with specific time information were shown, it would take approximately forty-two class periods to show the footage. This is for one of seven units. This would result in forty-two days with no instruction. The shortest recommended video with the time information provided is twenty minutes. Guidance in regards to optimal video choices for each lesson would be tremendously beneficial to the teacher. For instance, there are four recommended videos on segregation in the United States for inclusion in a lesson comparing the Nuremberg Laws to the Jim Crow Laws. It is extremely unlikely that more than a day would be spent examining the similarities between these two instances of prejudice, so it would be of

great benefit to the teacher if explanation was provided regarding why each video is being used and which are better for different purposes or discussion threads.

While this curriculum is expansive, historically accurate, and clearly well intentioned, it is my belief that it is lacking in the educative components necessary to make it an optimal tool for teachers embarking on Holocaust instruction in their classrooms. The curriculum lacks pedagogical support. Only a few short pages of guidance are provided in the entire document, in regards to approaching delivery, and they are not nearly enough to support teachers in the construction of their unit (See Appendix D). Little or no pedagogical support is provided regarding resource selection, inclusions and exclusions related to age appropriateness, strategies for condensing or expanding the unit, means of dealing with potential misconceptions, or support in scaffolding questions and activities.

In order to construct an optimally effective, teacher-friendly curriculum, it is my assertion that educative components must be embedded throughout. Additionally, the document should include only the most beneficial resources, as well as explicit instructions regarding age appropriateness and effective use. The curriculum should also model scaffolding in content, resource use, and assessment to help teachers construct quality lessons. Finally, with a topic as expansive as the Holocaust, the curriculum should suggest a timeline and strategies for condensing and expanding the unit. A separate section for extension activities and resources would allow teachers who teach a semester or yearlong course to extend and enrich their lessons. It is also my belief that the Holocaust, if expected to be delivered at this level of thoroughness, should be taught as a stand-alone unit. Attempting to incorporate lessons on many or all of the genocides that have happened since the Holocaust creates a whole new list of complications. When incorporating extension lessons on other acts of genocide, covering them in a cursory,

simplistic manner, in comparison to the amount of time spent unpacking the events leading up to and surrounding the Holocaust, can only function to diminish their significance by comparison. Furthermore, when delivering a Holocaust unit within the confines of a language arts classroom, it becomes even more complicated to draw connections without embedding literature on other historical acts of genocide. Moving forward, I will be mindful of the need for clarity and rationale for the purpose of supporting teachers in the cultivation of a clear, age appropriate unit that allows students to think deeply about the events surrounding the Holocaust.

APPENDIX A

INTRODUCTION TO THE NEW JERSEY CURRICULUM

TO THE TEACHER

INTRODUCTION

In April of 1994, New Jersey Governor Christine Todd Whitman signed legislation that mandated the inclusion of instruction on the Holocaust and genocides in the curriculum of all elementary and secondary school students in the State. This legislation supported the pioneering role that New Jersey educators had played in the development of curricula designed to facilitate effective teaching and learning of the history of the Holocaust and genocides.

In anticipation of the mandate, the New Jersey Commission on Holocaust Education published comprehensive curriculum guides for use at the elementary and secondary levels. These guides, *The Holocaust and Genocide: Caring Makes a Difference (Grades K-8)*, and *The Holocaust and Genocide: The Betrayal of Mankind (Grades 7-12)*, were disseminated to all school districts in New Jersey in 1995. In 1998, a survey of school districts was conducted by the Commission to determine, in part, the degree to which these curriculum guides were useful to teachers in their effort to design and implement curricula on the Holocaust and genocides. The results overwhelmingly revealed that the guides were perceived to have been useful to teachers. As a consequence of the positive response, in September of 1999, the Commission created two committees and charged them with the responsibility to enhance and update the elementary and secondary curriculum guides. Both committees were made up of New Jersey educators who have had extensive classroom experience with the content and pedagogy associated with the Holocaust and genocides.

The current curriculum guide, re-titled *The Holocaust and Genocide: The Betrayal of Humanity (Grades 9-12)*, is the result of an extensive two-year review process. The changes reflect the latest scholarship, learning activities and resources available in the field of Holocaust and genocide education. It is not intended to be implemented in its entirety, but as a resource from which educators can select those goals and objectives that will form the basis for their curricula, and then identify and select from the many recommended learning activities and resources those that best meet the needs of their students. *Thus, this document is not intended to be, nor could it be, effectively taught in its entirety within the structure of a school's curriculum.*

One of the challenges that confronted the committee was the nature of the legislative mandate, which requires the inclusion of the subject "in an appropriate place in the curriculum of all elementary and secondary school pupils." Thus, schools have the latitude to include the teaching of the subject in any course, combination of courses and at any grade level, which at the secondary level, is grades 9-12. Schools have responded by incorporating lessons, units or full courses on the Holocaust and genocides into art, music, literature, world history, United States history, European history, psychology, sociology, science, law and other courses in the curriculum. While the flexibility enables local school districts to tailor their curricula on the Holocaust and genocides to the needs of their students and communities, it required the committee to assure that the curriculum guide contains a sufficient variety of activities and resources that could be useful to the broadest range of local needs and decisions. This has resulted in a document that is larger than would have been necessary with a more narrowly targeted mandate.

Figure 3: Introduction provided to the teacher in the New Jersey Holocaust

Curriculum Introduction: Figure continues onto the next three pages.

Introduction

Teachers are encouraged to consider the rationale statements carefully and to shape and further refine them to better reflect their own visions and perspectives on the teaching of the Holocaust and genocides. The rationale statements that are developed will ultimately guide the curriculum development and implementation processes.

**New Jersey Commission on Holocaust Education's Rationale
for Holocaust and Genocide Education**

1. The teaching of tolerance must be made a priority if New Jersey's cultural diversity is to remain one of the State's strengths. (State of New Jersey legislation, April 4, 1994) Study of the Holocaust assists students in developing understanding of the ramifications of prejudice, racism, and stereotyping in any society. It helps students develop an awareness of the value of pluralism, and encourages tolerance of diversity in a pluralistic society. (U.S. Holocaust Memorial Museum)
2. National studies indicate that fewer than 25% of students have an understanding of organized attempts throughout history to eliminate various ethnic groups through a systematic program of mass killing or genocide. (State of New Jersey legislation, April 4, 1994)
3. Instruction shall enable students to identify and analyze applicable theories of human nature and behavior. (State of New Jersey legislation, April 4, 1994)
4. Students need to understand that genocide is a possible consequence of prejudice and discrimination. (State of New Jersey legislation, April 4, 1994)
5. A study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. (State of New Jersey legislation, April 4, 1994)
6. Students need to learn that each citizen bears personal responsibility to fight racism and hatred wherever and whenever it happens (State of New Jersey legislation, April 4, 1994).
7. The Holocaust was a watershed event, not only in the 20th century but in the entire history of humanity. (Parsons and Totten, 1993, p.1. U.S. Holocaust Memorial Museum)
8. It is important for students to understand those factors that contributed to the gradual and systematic process that led to what the Nazis termed *The Final Solution of the Jewish Problem*, and that the Holocaust was preventable.
9. The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of others' oppression (U.S. Holocaust Memorial Museum).
10. Holocaust history demonstrates how a modern nation can utilize its technological expertise and bureaucratic infrastructure to implement destructive policies ranging from social engineering to genocide. (U.S. Holocaust Memorial Museum)

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11. A study of the Holocaust and genocides helps students think about the use and abuse of power, and the role and responsibilities of individuals, organizations and nations when confronted with civil rights violations and/or policies of genocide.
12. As students gain insight into the many historical, social, religious, political and economic factors that cumulatively resulted in the Holocaust, they gain a perspective on how history happens and how a convergence of factors can contribute to the disintegration of civilized values. Part of one's responsibility as a citizen of a democracy is to learn to identify the danger signals and to know when to react.

STRUCTURE OF THE CURRICULUM GUIDE

The Holocaust and Genocide: The Betrayal of Humanity (Grades 9-12) is structured into seven units:

1. An Introduction to a Study of the Holocaust and Genocides: The Nature of Human Behavior
2. An Introduction to a Study of the Holocaust and Genocides: Views of Prejudice and Genocide
3. The Rise of Nazism: Prelude to the Holocaust
4. From Persecution to Mass Murder: The Holocaust
5. Resistance, Intervention and Rescue
6. Genocide
7. Issues of Conscience and Moral Responsibility

Each of the above units contains the following components:

- Introduction
- Unit Goal
- Performance Objectives
- Teaching/Learning Strategies and Activities
- Instructional Materials and Resources (List)
- Copies of Select Recommended Readings

At the conclusion of the curriculum guide, Appendices include support materials that may be useful to educators in the curriculum development process. The appendices include the following items:

- New Jersey Legislation Mandating Holocaust Education
- Holocaust Memorial Address by N.J. Governor James E. McGreevey
- Holocaust Timeline
- Glossary
- Holocaust Statistics
- The Holocaust: A Web Site Directory / Internet Sites
- New Jersey Holocaust Resource Centers and Demonstration Sites
- Resource Organizations, Museums and Memorials
- Oral History Interview Guidelines (Excerpts). (U.S. Holocaust Memorial Museum)
- Child Survivors: Suggested Questions
- List of Vendors

APPENDIX B

NEW JERSEY CURRICULUM GOALS AND OBJECTIVES

THE HOLOCAUST AND GENOCIDE: THE BETRAYAL OF HUMANITY SECOND EDITION 2003

GOALS AND OBJECTIVES

UNIT 1 AN INTRODUCTION TO A STUDY OF THE HOLOCAUST AND GENOCIDES: THE NATURE OF HUMAN BEHAVIOR

*Students will develop an understanding of various theories
of human nature and behavior.*

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Performance Objectives:

1. Students will discuss general theories of human nature and relate these to personal experiences.
2. Students will examine aggression and cruelty as parts of human nature.
3. Students will examine the positive and negative behaviors associated with obedience, conformity and silence.
4. Students will recognize the positive behavior associated with acts of courage, integrity and empathy.
5. Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer.
6. Students will develop generalizations that reflect their individual views of human nature.

UNIT II
**AN INTRODUCTION TO A STUDY OF THE HOLOCAUST AND
GENOCIDES: VIEWS OF PREJUDICE AND GENOCIDE**

*Students will understand that genocide is a possible consequence of
prejudice and discrimination.*

Performance Objectives:

1. Students will define and explain the nature of prejudice as a universal human phenomenon.
2. Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.
3. Students will define and examine the history of anti-Semitism from ancient times to 1933.
4. Students will investigate current extremist groups and examine whether advanced education and culture reduce the potential for genocide.
5. Students will reassess their previous generalizations about human nature in light of their study of prejudice and genocide.

UNIT III
THE RISE OF NAZISM: PRELUDE TO THE HOLOCAUST

*Students will understand the global
and domestic conditions that led to the rise
of Nazi Germany.*

Performance Objectives:

1. Students will analyze and form conclusions about the late 19th and early 20th century German politics that provided the seedbed for the rise of Nazism.
2. Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.
3. Students will form a generalization about Jewish life in Europe prior to the Holocaust.
4. Students will assess and form conclusions about events that affected the collapse of the Weimar Republic and contributed to the rise of Nazism in Germany.
5. Students will determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior.
6. Students will examine the role of the media and propaganda in promoting Nazi ideology.
7. Students will reassess their views of human nature in light of new knowledge they acquired about Hitler's life and the Nazi Party in Germany.

Figure 4: The individual list of objectives provided for each unit of the New Jersey Holocaust Curriculum.

This figure continues onto the following five pages.

UNIT IV
FROM PERSECUTION TO MASS MURDER: THE HOLOCAUST

Students will understand that the Holocaust was an evolutionary process of Nazi state policy from persecution to mass murder.

Performance Objectives:

1. Students will examine policies, laws and teachings in the years immediately following the Nazi assumption of power that led to the Holocaust.
2. Students will describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany.
3. Students will investigate the escalation of Nazi policies of persecution which include the following: Kristallnacht; Eugenics Program; Euthanasia Program; Isolation and Deportation of Jews; Einsatzgruppen; Wannsee Conference; and The Final Solution.
4. Student will examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps.
5. Students will examine the effects of the living conditions in the ghettos, concentration camps and death camps on the victims as reflected in literature, art and music.
6. Students will investigate the roles of the business, industrial, legal, scientific and medical communities, as well as the role of the Church in the Holocaust.
7. Students will analyze the involvement with and responses to Nazi persecution policies by Germans and collaborators from other nations.
8. Students will evaluate the continuing role of mass media and propaganda in Nazi Germany including the use of the "Big Lie" and the corruption of language.
9. Students will research the reasons why specific groups were victimized by the Nazis.
10. Students will analyze the response to the Holocaust by the United States and the Allies, the world media and the American Jewish community when knowledge of the Holocaust was revealed to the world.
11. Students will identify the importance of eyewitness testimony in the study of the Holocaust.
12. Students will develop a chronology of the Holocaust from 1933 to 1945.
13. Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.

UNIT V

RESISTANCE, INTERVENTION AND RESCUE

Students will understand the various forms of resistance, intervention and rescue that occurred during the Holocaust.

Performance Objectives:

1. Students will define resistance.
2. Students will examine the major obstacles to defying and resisting Nazi authority.
3. Students will analyze various forms of spiritual and religious resistance.
4. Students will identify and analyze the various forms of Jewish and non-Jewish unarmed resistance.
5. Students will analyze Jewish armed resistance during the Holocaust.
6. Students will demonstrate insight into the reasons why non-Jewish rescuers risked their lives to save Jews.
7. Students will investigate countries that responded to the plight of the Holocaust victims and offered refuge.
8. Students will reassess their previous generalizations about human nature in light of their understanding of resistance, intervention and rescue.

UNIT VI
GENOCIDE

Students will understand the nature of genocide and the causes, manifestations and efforts at prevention.

Performance Objectives:

1. Students will develop and articulate a definition of genocide.
2. Students will explain the political difficulties involved in labeling an occurrence genocide.
3. Students will analyze the root causes of events other than the Holocaust that have been identified as genocides.
4. Students will analyze the work of non-governmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.
5. Students will reassess their generalizations about human nature in light of their study of genocide.

UNIT VII

ISSUES OF CONSCIENCE AND MORAL RESPONSIBILITY

*Students will analyze society's moral codes
and assess issues of conscience and moral responsibility
and their effect.*

Performance Objectives:

1. Students will analyze the concepts of responsibility, values and morality.
2. Students will be able to differentiate between a crime and a war crime.
3. Students will examine the organization and set up of the Nuremberg War Crimes Tribunal, and compare and contrast the sentences given to the 22 original Nazi defendants.
4. Students will study and analyze the wider issues of conscience beyond the scope of the first set of Nuremberg Trials.
5. Students will assess the relationship between the Holocaust and the establishment of the State of Israel.
6. Students will discuss individual and collective responsibility for the Holocaust.
7. Students will evaluate the uniqueness and universality of the Holocaust.
8. Students will assess the reality of attempts at Holocaust denial and formulate appropriate responses to such attempts within the principles of a democratic society.
9. Students will examine post-Holocaust persecution of Jews in Eastern Europe.
10. Students will examine the impact of the Holocaust upon post-Holocaust life of survivors, their children and their grandchildren.
11. Students will reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society.
12. Students will reevaluate their previous generalizations about human nature.

Affective Objectives:

Effectively taught curricula on the Holocaust and genocides should result in student attainment of the following affective objectives:

1. Students will demonstrate behaviors that are respectful of individuals regardless of differences based upon factors related to race, ethnicity, religious affiliation, gender, disability, economic status, or sexual orientation.
2. Students will demonstrate awareness of the principles of a democratic society and the personal and collective responsibility necessary to preserve them.
3. Students will demonstrate a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.
4. Students will demonstrate a willingness to take appropriate action when observing or becoming aware of a violation of human rights.
5. Students will be aware of and sensitive to the personal and universal consequences of indifference to the preservation of human rights.
6. Students will demonstrate an awareness of how government can preserve or violate human rights.

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7. Students will take appropriate action when confronted with information intended to distort or deny history, such as that presented by deniers of the Holocaust and the Armenian Genocide.
8. Students will become critical consumers of information from the various sources available to them in our technological world, including the Internet.
9. Students will demonstrate an appreciation for the courageous and heroic behaviors demonstrated by many whose human rights were violated in modern history, including victims and survivors of the Holocaust and other genocides.
10. Students will make a commitment to continue their learning about the Holocaust and genocides as a means of furthering their understanding and helping them to work toward the creation of a more humane and more just world.
11. Students will increase their voluntary involvement in causes designed to fight bigotry and hatred, and promote and preserve human rights.
12. Students will continue to reassess their understanding of human nature and apply their newly acquired understandings to the way they lead their lives

APPENDIX C

“PROPAGANDA IN EDUCATION”

Throughout the World
SHOAH, Fall/Winter, 1982-3

PROPAGANDA IN EDUCATION

INTRODUCED BY
ERIC GOLDHAGEN

A revolutionary regime bent upon eradicating the “old ideology” and replacing it with a new creed concentrates its efforts on the young generation, for the young are far more malleable than those whose minds have been molded by the *ancien régime*.

The new pedagogues of the Nazi regime sought to inculcate in the young the virtue of ruthlessness, the faith in racism and, above all, the belief in the existence of the latter-day Devil—the Jew—and the necessity to wage incessant war against him.

Like the medieval Devil, the Jew was a protean figure assuming various guises. Now he is terrifying, now comical. He provokes various emotions: contempt, hatred, fear, loathing and derision.

Though the poems and songs were intended for the young, they might as well have been printed in adult publications, for the contents were not much more sophisticated. For Nazi ideology—with its tales of demons and supermen, of darkest evil battling immaculate Good, of sinister conspiracies thwarted by alert Teutonic guardians—had an infantile quality. The proclaimed aim of the Nazis to homogenize society (*gleichschalten*) extended to the mental realm as well. The collective mind was to be emptied of all complexity and fed on simple fairytale-like myths. Before sinking into murderous barbarism, Nazism regressed into puerile primitivism.

The Nazis gloried in their simplifications. Der Führer, proclaimed Goebbels, is the “Great Simplifier” (*Der Grosse Vereinfacher*). The truth is simple, but alas, obfuscated by decadent intellectuals. Der Führer with his cleansing sword, hacks away the obscuring thicket of verbal weeds to reveal the Truth in all its uncomplicated plainness. “What the National Socialism teaches” declared one writer, “can be understood by the simple man as well as by the professor, often times better by the former.”

This propaganda bore the desired fruit, especially in the young. The inmates of the ghettos and concentration camps knew, as a rule born of

their experience, that the young Nazis tended to be more cruel than the old.

Few of those who had been imbued with Nazi ideology retain that creed today. The vast majority has repressed the memory of it. And when an idea of the past does rise up in their minds it fills them with dread, pain and shame. For they then become aware of the intolerable thought that, but for the defeat of Hitler, they would have lived their lives as primitive mental barbarians.

*Don't Trust
a Fox on the
Greensward,
and Never a Jew on
His Plighted Word.*

Editor's Note: The following poems are excerpts from a picture book written by Elvira Bauer and published by “Der Stürmer” in Nuremberg. The translation is an anonymous work from the University of South Florida Library.

The Father of the Jews is the Devil

*At the creation of the world
The Lord God conceived the races:
Red Indians, Negroes and Chinese,
and Jew-boys too, the rotten crew.
And, we were also on the scene:
We Germans midst this motley
medley—
He gave them all a piece of earth
To fill in the sweat of their brow.
But the Jew-boy went on strike at
once!
For the devil rode him from the first.
Cheating, not working, was his aim;
For lying, he got first prize
In less than no time from the Father of
Lies.
Then he wrote it in the Talmud.
By the banks of Pharaoh's Nile
Pharaoh saw this folk decided
“I'll torment the lazy blighters,*

ERIC GOLDHAGEN, of the Harvard Divinity School, teaches the Holocaust at Harvard.

Source: Bauer, Elvira. “Don't Trust a Fox on the Greensward and Never a Jew on His Plighted Word.” *Der Stürmer*: Nuremberg, 1936. Translation, anonymous, from the University of South Florida Library, in “Propaganda in Education,” *Shoah*, Fall/Winter 1982-3. New Jersey Commission on Holocaust Education.

Figure 5: "Propaganda in Education" is a reading included, for the students, in the New Jersey Holocaust Curriculum. This figure continues onto the next page.

These people shall make bricks for me!"
 The Jew did this all wailing and whining
 Never was there such cursing and swearing.
 With bent backs and over-big slippers.
 Even today we see them shambling
 With lip hanging down and great red noses
 And looking daggers, flashing hate. They owe
 Pharaoh a thousand thanks,
 Who trounced them soundly for their pranks.
 The Jews soon had enough of that!
 The Devil brought them to our midst.
 Like thieves they stole into our land
 Hoping to get the upper hand.

The Eternal Jew

From the start the Jew has been
 A murderer said Jesus Christ.
 And as Our Lord died on the cross
 God the Father knew no other race
 To torment His Son to death.
 He chose the Jews for this.
 That is why the Jews now claim
 To be His special proteges.
 When Christ the burden of the cross
 Too heavy found, He sought to rest
 One moment 'gainst a door
 But from the house a Jew came out
 Cursed Him and upbraided Him,
 Telling Him to move on further.
 For 'twas a Jew that owned that house.
 It was the Jew Ahasuerus.
 Since then the Jew has borne a curse.
 Two thousand years he has sought rest.
 That wretched Jew Ahasuerus,
 The curse has passed to all his race,
 Restless he wanders far and wide,
 One land to another.
 He has no home to call his own.
 The alien Jew, that scurvy knave.
 His nomad soul finds nowhere rest.
 Everywhere he's just a pest.
 Four centuries have come and gone.
 Ahasuerus crops up everywhere
 Now in Hamburg, next Berlin,
 In Denmark and in Danzig too.
 Dresden, Paris have seen that Jew.
 Believe me, children, it is quite clear.
 Ahasuerus haunts us still
 Under the skin of every Jew.

Now, children, keep a good look out
 Whenever you see a Jew about.
 The Jew creeps round, a regular fox,
 Keep your eyes skinned, or you'll be
 on the rocks.

The Jewish Teacher

It's going to be fine in the schools at last.
 For all the Jews must leave.
 For big and small it's all alike.
 Anger and hate do not avail
 Nor utmost Jewish whine or wail.
 Away with all the Jewish breed.
 'Tis the German teacher we desire.
 Now he leads the way to cleverness,
 Wanders and plays with us, but yet
 Keeps us children in good order.
 He makes jokes with us and laughs
 So going to school is quite a joy.

The Jewish Businessman

Folks, look at this rare twister, too.
 It is old Aaron Kahn, the Jew.
 Owner of a store is he.
 And all his precious merchandise
 Is sold by means of rotten lies.
 Just rubbish worked off on dumb boys.
 Aaron Kahn has a purse quite full.
 He's emptied that of many a fool.
 These suckers come most willingly
 To spend their money at his store.
 But when a hungry man appears
 And begs for bread with melting tears,
 Look at the picture over there
 And see a Jewish soul laid bare.
 So listen folks, wherever you are:
 "Don't trust a fox on the greensward,
 And never a Jew on his plighted word!"

Jews, Disappear!

In our far-flung Fatherland
 Many a bit of earth is famous
 For its beauty and its strength
 The wealth of health bestows.
 That's why it's so frequented
 By people from far and near
 As on this picture may be seen
 A notice-board is erected here,
 Telling for all the world to know
 Here Jews are hardly popular
 The German is the owner here,
 So, friend Yid, best disappear!

APPENDIX D

HOW TO USE THIS CURRICULUM GUIDE

1. Design of Rationale Statements for Teaching the Holocaust and Genocides

It is recommended that the design of curricula on the Holocaust and genocides begin with a discussion and eventual development of a series of statements that define the most compelling reasons for including this subject in the curriculum. This process should involve a cross-section of stakeholders, ideally including teachers, administrators, supervisors of instruction, parents, members of the general community and high school students.

To facilitate this process, it may be helpful to review the various rationales that are currently available, including, but not limited to, the New Jersey Commission on Holocaust Education's rationale above and the rationale developed by the United States Holocaust Memorial Museum in its "Guidelines for Teaching About The Holocaust." It is also recommended that educators consult "The Significance of Rationale Statements in Developing a Sound Holocaust Education Program," by Samuel Totten, Stephen Feinberg and William Fernekes, in *Teaching and Studying the Holocaust*, Samuel Totten and Stephen Feinberg, Eds., New York: Allyn and Bacon, 2001. While such sources can be useful guides in this process, ultimately the rationale for teaching this subject must reflect the beliefs and commitments of those at the local level. The rationale statements form the foundation that will guide the design or selection of unit goals, performance objectives, teaching and learning activities and materials/resources.

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The rationale statements should (1) enable educators, students and the community to understand why this subject is being taught; (2) assist teachers in prioritizing the time allotted to various topics and issues; (3) assist in defining intended cognitive and affective student outcomes; (4) facilitate the difficult task of choosing which among the vast volume of available resources and materials to use with students; and (5) guide the development of appropriate student assessments.

2. Identifying the Placement of the Subject in the Curriculum

The Holocaust and genocides mandate provides districts with the flexibility to include these subjects in any appropriate place in the secondary curriculum. Thus, after the rationale statements are agreed upon, it is recommended that the local committee identify the placement of the subject in the curriculum. The following questions could serve as a guide to this process:

- Should the subject be a part of existing courses? If so, identify them.
- Should the subject also be offered as a half or full-year elective?
- What experiences have students had with this subject in previous grades?
- Should an interdisciplinary approach be used with teams of teachers collaborating in the implementation of the subject?
- Given the amount of content currently included in mandated United States and world history courses, how can these courses be effectively restructured to allot a reasonable amount of time to this subject in those courses?

Figure 6: The New Jersey Holocaust Curriculum Guidelines for Use. This figure continues onto the next two pages.

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3. Selection of Unit Goals and Performance Objectives

After determining the placement and time allotments available for the inclusion of Holocaust and genocide curriculum and using the adopted rationale statements as a guide, review the unit goals and performance objectives in the curriculum guide. The unit goals represent the broad understandings that students will be expected to acquire as a result of their study, while the performance objectives form the basis for more specific student outcomes as a consequence of instruction.

Select or adapt those unit goals and performance objectives that relate most directly to your rationale and prioritization of topics.

4. Selection of Teaching/Learning Strategies and Activities

After selecting the unit goals and performance objectives, consult the center column of the curriculum guide, *Teaching/Learning Strategies and Activities*. This column contains an extensive list of choices for teachers from which they may select those strategies and/or activities that they believe are most appropriate for their students. It is not intended that teachers use all the recommended strategies and activities.

5. Selection of Instructional Materials/Resources

When specific learning strategies and activities are selected, teachers may refer to the third column in the guide entitled *Instructional Materials/Resources*. This column contains multiple materials and resources that are directly related to the selected strategies and activities. In some cases, copies of recommended materials and resources are provided in the curriculum guide. These are identified in the Instructional Materials/Resources column as *(Reading #16)*, for example. That source may be found by consulting the table of *Readings Included in Unit* at the beginning of the respective unit. Other resources are listed but copies are not included in the guide.

In selecting materials and resources, teachers should be aware that no attempt has been made to categorize them regarding level of difficulty for students. All recommended materials, unless specified otherwise, are deemed appropriate for use at the high school level. However, given the range of student interest and reading abilities that is represented in typical high schools, teachers must determine whether specific materials and resources are appropriate for their students. Thus, teachers are urged to review the recommendations carefully prior to their use with students.

Teachers should exercise special care in the selection of recommended sites on the Internet. This medium has enabled teachers and students to have instant access to information of all kinds that relates to the Holocaust and genocides. While this access has the potential for positive learning and should be used, teachers must be aware that students will require guidance in becoming critical consumers of the information that is provided. For example, there are sites on the Internet that present the views of deniers of the Holocaust and numerous groups that promote hatred and

bigotry. Also, even sites that offer legitimate and accurate information sometimes contain links to sites that are promoting hatred. Thus, it is recommended that teachers themselves become familiar with the sites they recommend and provide clear guidance to students so they can become critical consumers of Internet sites and information.

It is also suggested that teachers preview, in advance of their use with students, all films, videos and reading materials that are selected. Because of the nature of the issues and subject matter, some materials may contain graphic images or language that may be offensive to some students. Thus, teachers must use discretion in the selection of materials and consider the age-appropriateness and maturity of students during the materials/resources selection process. When selecting materials that may be offensive to some students, it is also recommended that students be advised of this in advance, allowing them the option of using alternative resources related to the performance objective. While it is not always feasible to notify parents of all materials that may be offensive or upsetting to some students, the establishment and dissemination of a policy regarding the use of potentially controversial materials in the classroom, and the options described above, could serve to properly inform parents and students, and avert misunderstandings. Such a policy can respect the academic freedom required by teachers as well as the values and sensitivities of students and their families.

6. Assessment of Student Progress

The New Jersey State Department of Education has included content on the Holocaust and genocides and related topics in the New Jersey Core Curriculum Content Standards. This content will also be assessed in the Statewide Assessment Program that will test students in the various content areas on the HSPA in grade 11. It is recommended that teachers review the Standards and the related Pupil Progress Indicators and ensure that these are included in the curriculum and instruction.

While some of the content on the Holocaust and genocides will be assessed in the State assessment, the Commission recognizes that assessment is an essential part of effective instruction on a daily basis in our classrooms. Thus, it is recommended that in planning for daily instruction, teachers "begin with the end in mind." In other words, ask *What kinds of evidence will be required to determine that students have achieved the performance objectives?* The evidence could include performance tasks of all kinds, including artistic creations, musical performances, volunteer work, individual and group projects, as well as traditional pencil and paper tests, quizzes and exercises. This "evidence" becomes the assessment, a combination of multiple sources of information. No final assessment should be based upon the results of any single test or piece of evidence.

In addition, the Commission has published under separate cover, a document that is designed to assist teachers in the creation of test items related to the Holocaust and genocide. Teachers may use the items in this publication as a resource in the creation of pencil and paper tests or quizzes on the subject. As stated above, however, such items should be only a part of an effective system of assessment.

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