



Commissioner of Education's Task Force on Holocaust Education

Update from Barbara Goldstein, Chair

February 12, 2020



History

- In 1994, the Florida Legislature passed the Holocaust Education Bill (SB 660) amending section 233.061 of Florida Statutes to require all school districts to incorporate lessons on the Holocaust as part of public school instruction.
 - The Commissioner of Education created a Task Force on Holocaust Education.
 - The Task Force is an advisory to the Commissioner of Education and coordinates Holocaust education activities on his behalf.
 - 10 Task Force sites in Florida.

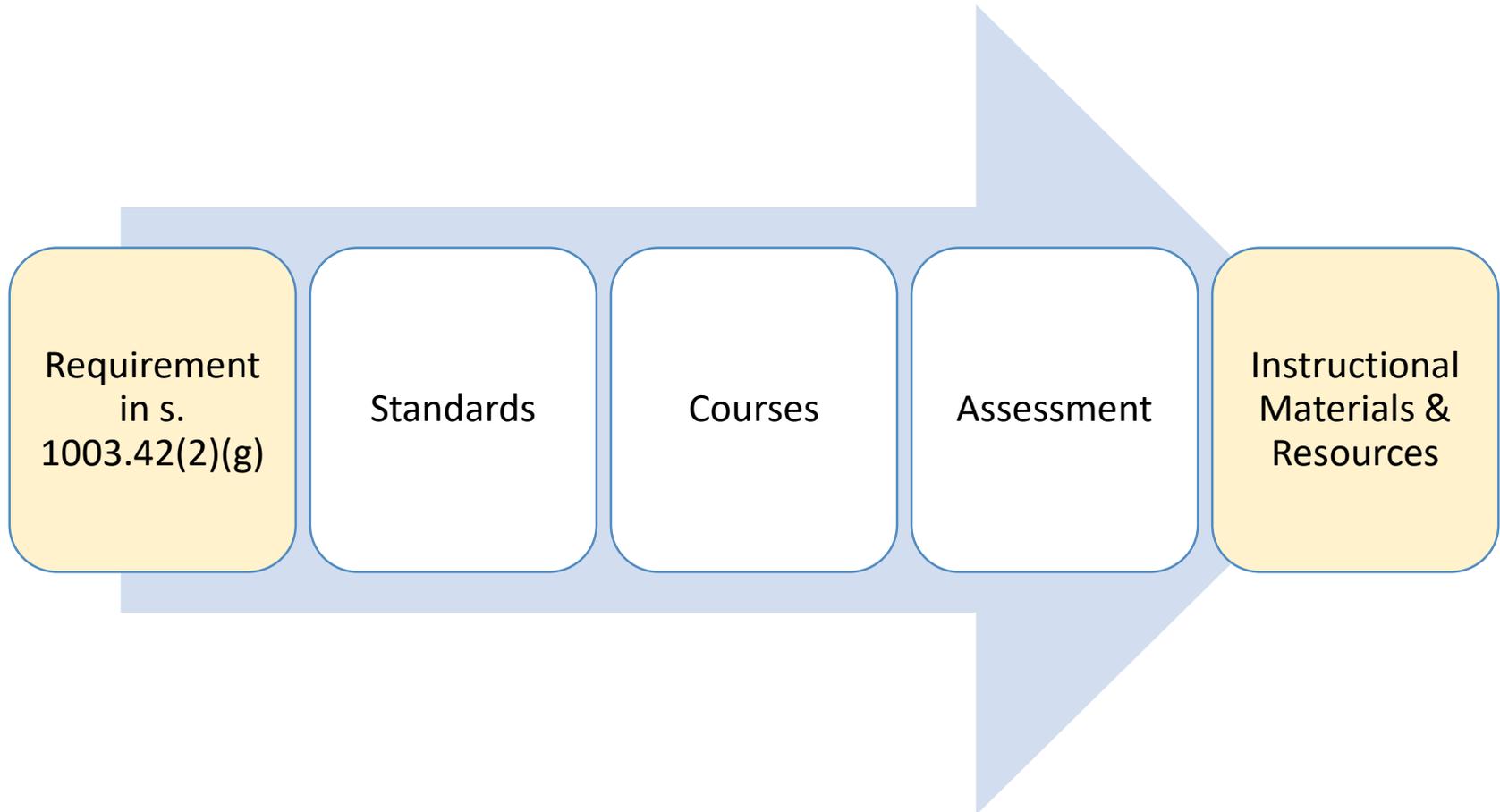
Section 1003.42(2)(g), Florida Statutes

- Required Instruction:
 - Public schools “shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following:
 - “The history of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.”

Mission of the Task Force

- Assist school district professionals and support staff in preparation for teaching the history of the Holocaust, leading to:
 - Investigation of human behavior;
 - An understanding of the ramifications of prejudice, racism, and stereotyping;
 - An examination of what it means to be a responsible and respectful person;
 - Protecting democratic values by offering intensive training programs, curriculum materials, resources, and sustained support; and
 - Oversight over a \$100,000 recurring base appropriation for the Holocaust Task Force.
 - Tallahassee Community College became the fiscal agent for the appropriation in 2019.

In Summary, the Task Force Exists to Connect Actual Instruction to Requirements in Law



Membership

- All members of the Task Force on Holocaust Education are appointed by the Commissioner of Education. The members represent educators, Holocaust survivors, relatives of Holocaust survivors, university representatives, emeritus members, and other qualified individuals throughout Florida.

2019: A Year of Transition for Holocaust Education in Florida

- This past year Holocaust education moved to the top of mind for many school district leaders and lawmakers:
 - August 2019: Florida DOE conducted a survey thereafter of all 67 school districts and found that in general Holocaust education looks very different from district to district.
 - September 2019: State Board of Education adopted a rule that by July 1 of each year, each school district must submit a report to the Commissioner that describes how instruction was provided for numerous aspects of required instruction, including Holocaust education.
 - October 2019: Commissioner Corcoran appointed Barbara Goldstein as the Chair of the Commissioner's Task Force on Holocaust Education.
 - January 2020: The Task Force held its annual meeting with a renewed focus on its mission.

January 22, 2020 Annual Meeting

- Commissioner Corcoran shared his vision;
- Bylaws revision and membership criteria;
- Budget review and creation of a finance committee;
- Website update www.fldoe.org/holocausteducation;
- Draft survey to school districts;
- Designate site updates; and
- Progress of Holocaust Memorial at Capitol.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Additional Context on Holocaust Education

Holocaust Studies

INFUSION OF HOLOCAUST STUDIES MATRIX

| | THEMES/ TOPICS | SOCIAL STUDIES | THE ARTS | LANGUAGE ARTS | ETHICS/ RESPONSIBILITY | RESEARCH/ THINKING |
|--------------------|---|---|--|---|---|--|
| Pre K-2 | belonging, understanding, and appreciating differences; learning to get along | similarities and differences of people and communities; variations in families; customs and values of diverse groups | use art forms to understand family and cultural celebrations. Art as way of transmitting history of ancient civilizations. Forms of representation. | reading and writing in response to literature; literacy development | how rules affect the way people live; living and working together; how people abide by rules of conduct and resolve their conflicts; promotion of tolerance, understanding, and acceptance | access information using tables, charts, graphs; observe, identify, order, describe; compare and contrast |
| 3-5 | confronting change; evaluating customs and values of groups in conflict; recognize and resist conditions detrimental to human development and opportunity | changes over time; becoming a responsible, respectful member of democratic society; how democratic processes help to solve problems; customs and values create different types of communities | using art forms to gain an understanding of cultures from the past and present. The art of war, symbols in art, group analysis of one or more paintings; Why painting when photography might do? | reading and writing for various purposes; using journals, diaries, and other forms of literature to gain an understanding of history | solving problems and conflicts peaceably; decision making and participation in a democracy; ethical and unethical uses of power; promotion of tolerance, understanding, and acceptance | locate, manipulate, and summarize information from oral, visual, and written sources in addition to above |
| 6-8 | confronting change and loss; responding to unfairness and danger; displaying courage and resourcefulness | how lives can be changed by people and events; political and social decisions that affect the quality of life; how diverse groups adapt to new environments; importance of participation in the community | using art forms to gain an understanding of cultures from the past and present. Use of art from eras of intolerance: Grosz, Dix, Chagall, Heartfield. | read and interpret primary sources; write journals in response to historical and geographic problems; write accurate research papers with correct documentation | ethical and unethical uses of power; being responsible for members of the community; rejecting stereotyping and prejudice; promotion of tolerance, understanding, and acceptance | use technology to observe and analyze the interrelationships between humans and their environments, in addition to above |
| 9-12 | analyzing human behavior and historical processes; identifying causes, forms, and effects of discrimination; setting standards for responsible action | change over time; how indifference in the community can affect peoples lives; rejecting or stereotyping of others; opposing discrimination, prejudice and anti-Semitism | using art forms to express that which is vital to the community Advanced projection of art and analysis based on themes related to the Holocaust, victims and creator of art under adverse circumstances | read and interpret primary sources; write journals in response to historical and geographic problems | ethical and unethical uses of power; individual, group, and community roles in advocating personal, societal, and political responsibility; promotion of tolerance, understanding, and acceptance | use technologies to gather historical and contemporary evidence in order to question and interpret, using all of the above |

Teacher's Workshop: Teaching With the Film *Defiance*



Teacher's Workshop Testimonial

- “The workshops stand alone as the best I have ever attended. The presenters provide invaluable knowledge; often the knowledge is from the viewpoint of a survivor. The resources are wonderfully rich enabling a classroom teacher to use for many powerful activities and class discussions. Finally, the topic of the Holocaust is treated with respect and the hope that with knowledge comes the power to help our students realize a world in which this atrocity will never be forgotten and never happen again.”
- Lynne Rowan Harris, *Augusta Raa Middle School*

Hearing from Holocaust Survivors like Ela Weissberger



Joint Effort of The Florida Holocaust Museum, TCC, HERC and DOE

Witness to History:

The Holocaust Remembered by Florida Survivors

An original exhibition of The Florida Holocaust Museum



Salomon and Flora Schrijver's wedding, with visible Stars of David patches. Jews were forced to wear the Star of David patch at all times.

Image credit: The Florida Holocaust Museum, courtesy of Samuel Schryver, formerly of Clearwater, Florida

Throughout World War II, government and community leaders, and ordinary people made ethical choices based on their circumstances, personal morality, or political forces. The Nazis carried out their plans to murder European Jews and others, while some individuals, groups, and governments chose, at great risk, to protect and rescue those who were targeted. Thousands of others chose to participate in the Nazis' racist schemes while most people did nothing, although they were aware of what was happening.

In this exhibition you will find examples of perpetrators, bystanders, victims, and upstanders. It retells how the actions of individuals, groups, and governments contributed to the Holocaust and explores the reactions of Florida Survivors to events as they unfolded.

This exhibition made possible through



This exhibition presented locally by



**THE
FLORIDA
HOLOCAUST
MUSEUM**

**On view 1/27/20- 3/06/20
at the Tallahassee Community College**

Center for Innovation

300 W. Pensacola St., Tallahassee, FL 32301

The Florida Holocaust Museum • 55 Fifth Street South, Saint Petersburg, FL 33701 • 727-820-0100 • www.TheFHM.org

Teaching the Next Generation: the Mural at Tallahassee Community College



History's Lesson

- On the first day of the new school year, all the teachers received the following note from their principal:
 - “I am a survivor of a concentration camp. My eyes saw what no man should witness:
 - Gas chambers built by learned engineers.
 - Children poisoned by educated physicians.
 - Infants killed by trained nurses.
 - Women and babies shot and burned by high school and college graduates.
 - So, I am suspicious of education.
 - My request is: help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, arithmetic are important only if they serve to make our children more humane.
- A letter written by a Holocaust survivor to educators, published in “Teacher and Child” by Dr. Haim Ginott, child psychologist and author.



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Thank You!

www.fldoe.org/holocausteducation