



Alberta Darling

Wisconsin State Senator | District 8

Testimony before the Assembly Committee on State Affairs

Assembly Bill 55: Holocaust Education

March 10, 2021

Thank you committee members for hearing testimony today on Assembly Bill 55.

Assembly Bill 55 adds Holocaust education to the model academic standards for social studies. Also, it guarantees that Wisconsin students learn about the Holocaust at least once during middle school and once during high school.

This legislation is becoming more urgent every day. Seventy-seven percent of Holocaust survivors are over the age of 80, and the average age of all survivors is nearly 84.

As the number of living Holocaust survivors and witnesses dwindle, it is up to us to ensure that the unforgivable events of the Holocaust are never forgotten and never repeated.

The need is great. Nearly two-thirds of millennials and Gen Z'ers are unaware that six million Jews were killed in the Holocaust and almost half can't name a single concentration camp. We can't let that ignorance continue.

Our goal is to ensure that Wisconsin students understand the important lessons of the Holocaust and the dangerous consequences of rising anti-Semitism and religious bigotry.

The Wisconsin-based Nathan and Esther Pelz Holocaust Education Resource Center are committed to providing materials, programming, and professional development necessary to implement this requirement at no additional costs to schools.

I'd like to thank Bev Greenberg and everyone at HERC for their dedication to making sure this bill becomes law. It is my hope Wisconsin will join the 16 other states who have similar legislation on the books.

Thank you for taking the time to hear Assembly Bill 55. I hope to count on your support for this important bill.



JON PLUMER

STATE REPRESENTATIVE • 42nd ASSEMBLY DISTRICT

Testimony – **Assembly Bill 55** – The Holocaust Education Act

Assembly Committee on State Affairs

March 10, 2021

Thank you Representative Swearingen and members of the Assembly Committee on State Affairs for your consideration today of Assembly Bill 55.

Assembly Bill 55 adds Holocaust and other genocide curriculum to the model academic standards for social studies education in Wisconsin’s public, charter, and certain private schools. Students would be required to receive instruction in these topics once in grades 5 to 8 and again when they are in high school.

This legislation is needed to combat the rising lack of knowledge about the Holocaust by American youth. A survey from 2018 found that two-thirds of millennials did not know what Auschwitz was and almost a quarter of millennials didn’t even know what the Holocaust was. That is simply unacceptable. To counter this disturbing trend, it is essential that we teach our students about the atrocities of the Holocaust and honor the memories of those who lives were taken during that horrific period and those who survived. “Never Again” is a phrase often used in conjunction with Holocaust remembrance and the first step in ensuring it never happens again is to make sure that we never forget what happened. This is even more imperative as the number of Holocaust survivors dwindles further each year.

Sixteen other states already require Holocaust education and similar legislation is pending in many others. Wisconsin has long been a leader in education and it is time we join with these states as an example to the country.

In Wisconsin we are fortunate to have excellent partners at the Nathan and Esther Pelz Holocaust Education Resource Center. They have already committed to providing educational materials and professional development on the subject at no cost to schools.

Thank you for taking the time to hear my testimony today and I look forward to you support of Assembly Bill 55.

**Speaker Testimonies for Assembly Committee on State Affairs
Public Hearing, AB-55**

Wednesday, March 10, 2021 2:15 pm
Wisconsin State Capitol, 2 E Main Street – Madison, WI

Testimony on AB-55 Presented by Sara Sillars

Hello and thank you to the State Affairs Committee for this opportunity to speak today in favor of AB-55 for Holocaust Education in Wisconsin. My name is Sara Sillars and I have been an educator for the Nathan and Esther Pelz Holocaust Education Resource Center (HERC) since 2014. A program of the Milwaukee Jewish Federation, HERC provides resources and learning opportunities for educators, students, and the general public throughout our state.

I feel incredibly honored and grateful to be a part of this organization. It's honestly how I have felt every moment that I have had the privilege to be a part of HERC. Throughout my time with HERC, I have witnessed and been in awe of the teachers of Wisconsin who dedicate their time to Holocaust education. HERC has always been committed to helping the educators of Wisconsin by providing resources and offering our collaboration so that they may educate students about the Holocaust with confidence. We have continued to find new ways to do this. Our innovative Holocaust Education Map website--which launches this spring and will be made available to all WI educators at no cost -- will serve as a database of lessons with a user-friendly interface. Educators will be able to look up a topic and will be ready to teach knowing that the lesson they choose will be matched to the social studies standards of Wisconsin. We have received feedback from teachers, both experienced and inexperienced in Holocaust education, telling us they found the site clear to understand and helpful. This site is truly unique and will help the State of Wisconsin continue to lead in Holocaust education.

We are prepared to support our state's educators with a Holocaust mandate in place because we recognize the urgency of this work. Recent research shows the memory of the Holocaust is fading. 22% of Millennials surveyed said they hadn't heard of the Holocaust! The recent audit of antisemitic incidents in Wisconsin showed a 329% increase in anti-Semitic incidents since 2015. Middle school activity of hate, harassment and threats is up 250%. Almost 25% of recorded hate incidents take place among middle schoolers or on college campuses.

We all get to help change the landscape, to ensure that students continue to understand our collective history. I have witnessed first-hand the impact that Holocaust education has had on students in the Madison area. My goal has always been to connect them to the individual stories, not just the historical facts. If the combination of this Holocaust education bill, our programs, the website, and the testimony of survivors can change the trajectory of even one life, that they may go out into the world with a greater sense of moral responsibility to their fellow humans, then we have made a difference.

Thank you for your time, and please vote YES for AB-55.

Testimony on AB-55 Presented by Jody Fuller

Good afternoon,

I wanted to thank you for allowing me to share my thoughts today regarding Holocaust education in the state of Wisconsin. I am a middle school teacher at Salem School in Kenosha County. I have been involved with teaching the Holocaust to middle school students for the past twenty-five years, and it has truly changed my life, as well as the lives of many of my students.

A paperclip-how many of you use this simple item throughout your day? As a middle school teacher, I admit to having them in every color and size. But for me, the meaning behind this simple piece of metal is much more than an item used to hold things together. This paperclip symbolizes the past as well as the future. Did you know that during WWII, many Norwegians wore a single paperclip on their lapels as a form of silent protest against the Nazi occupation? I share this story with my middle school students because I know that history speaks to us, and all of my students can relate to the importance of learning about our past to help shape our future.

1996 was the year that I met a Holocaust survivor, Walter Peltz. It was a moving experience that has forever changed how I see that time in history. Walter's story always talked about empathy and survival. As an educator, I believe that history improves our decision making, and it helps us understand change and the development of our society. If we do not provide our students with the tools needed to stop hatred, the past will repeat itself.

Holocaust education provides our students with the needed armor to stop the spread of hatred, and it engages our students in meaningful discussions to understand the complexities of the Holocaust. That is a powerful tool in equipping our students for their future. I personally have educated over 3,000 students, and the knowledge of how Holocaust lessons have impacted their lives is powerful.

Education is the key to making sure the past does not repeat itself. If we want to make changes in our society, then we need to educate our citizens, and this bill will help ensure WI students are educated on the Holocaust and other genocides. One of my former students told me that she sees the world differently after studying the Holocaust. She said that it is important for us to learn about our history so that when an election comes, we search carefully for our candidate so that we never have to go through something like that again.

Kiana, another one of my students, shared her feelings on Holocaust education. "Learning about the Holocaust affected me greatly. At first it was almost hard to believe something so horrific actually happened and was allowed by the world to take place. I view the world differently, but surprisingly not in a negative light. The hero's we learned about like Anne Frank and Elie Wiesel showed how much love and faith will always be stronger than hatred and fear, even when it seems incredibly strong. The way Anne Frank still believed that people were truly good is amazing and I believe it's the way we should all see the world." Anne Frank stated,

Testimony on AB-55 Presented by Natalie White

Dear State Affairs Committee,

My name is Natalie White. I have been teaching at Prairie du Chien High School for the past eight years. This is my fourth year teaching Holocaust Studies as an elective course for juniors and seniors. When my colleague and I first proposed this as a course offering, it was to address the lacking education our students received in regard to the Holocaust. Our mission was to increase understanding of the Holocaust and other genocides and combat the anti-Semitic rhetoric we were seeing and hearing in our school hallways. In my first year of teaching, I walked into my classroom one day to find a swastika drawn across half my white board. As the only Jewish teacher in the school, I was horrified. But, I do not believe the individual who drew it was motivated by hate; it was purely an act of ignorance.

Many of our Wisconsin students are ignorant to the significance behind symbols or gestures or words. ADL data shows there were 411 recorded incidents at K-12 non-Jewish schools across the US in 2019. This is up 19% from the year prior. In our own state, there were 52 reported anti-Semitic incidents last year. This is clearly not something that will decrease without educating our youth.

As an educator, my objective is to combat this ignorance. Lessons in Holocaust Education translate into lessons in civil rights, human rights, and social emotional learning. My students incorporate artwork and poetry analysis into their understanding of individual testimonies in the USC Shoah Foundation Archive. They use the ADL's Pyramid of Hate to discuss the escalation of hate that can lead to violence and genocide both in the Holocaust and in recent events. My students become empathetic learners not only in regard to victims of the Holocaust, but when discussing LGBTQIA rights, modern genocides, and issues that impact our local community.

I am fortunate to have a supportive district administrator who sees the value in offering this elective course. As a teacher, I appreciate local control when it comes to curriculum guidelines that enable teachers to create unique courses that address standards. However, in regard to Holocaust Education, the current social studies standard is simply insufficient to cover the breadth, magnitude and complexity of this atrocity.

Mandating Holocaust Education is the best way to ensure Wisconsin teachers will have access to resources and professional development adequate to appropriately address this topic. Teachers must have the support of the Department of Public Instruction in order to effectively educate our students. Holocaust Education emphasizes the powerful impact individual choices can have. You have the choice today to make a difference in creating a more understanding, compassionate, and informed population of young adults. This is a crucial step to eliminating further acts of hate and prejudice in our schools, communities, and the world. I encourage you to support AB-55.

March 10, 2021

Chair Swearingen and Members of the Assembly Committee on State Affairs,

Thank you for your consideration today of Assembly Bill 55 which requires that the state Superintendent of Public Instruction incorporate the Holocaust and other genocides into the model academic standards for social studies and to develop model curriculum and instructional materials.

Sixteen states currently require Holocaust education, and legislation is pending in several others. I had hoped that Wisconsin would have joined this growing list of states by now, as this same bill was introduced last session, passed the Assembly, and had a hearing in the Senate. Unfortunately, like so many other good pieces of legislation, it was stalled with the start of the pandemic.

I can remember interviewing Holocaust survivors when I was a teenager as part of a youth group project to preserve their stories. While they shared survival stories that were nothing short of heroic, their stories were also those of tragic loss. While they survived the horrors of the Holocaust, they also told of those who did not make it. It was not unusual to talk to survivors who had lost their entire families - who were separated from their parents, siblings, or children as they were led to their deaths.

As the number of Holocaust survivors shrinks, it is up to us to ensure that their plight is never forgotten and that the unforgivable events of the past never happen again. Today's children will likely never meet a Holocaust survivor. While they will not have a chance, as I did, to listen to their firsthand stories, it is incumbent upon us to make sure this history is never repeated.

As a young adult, I visited the Anne Frank house in Amsterdam and a concentration camp in Belgium during a youth group trip to Europe. And a couple of years ago, I visited Stutthof concentration camp in Gdansk, Poland, with my family. It is hard to explain the overwhelming feeling of loss and sadness - and fear - visiting these camps invokes. 65,000 people of more than 30 nationalities died there. Some died from the terrible living conditions, slave labor, or disease. Others were tortured or executed by shooting, hanging, or in the gas chambers. I saw large glass cases of their belongings - shoes, clothing, and more - left behind by those who were killed. There was a wall where some of those were held there carved their names. My dad scanned the wall looking for names of our ancestors who lost their lives there. While facing this history is horrifying, it is critical we never forget so these atrocities never happen again.

Anti-Semitic incidents are on the rise in our state and our nation, and more than a quarter of all recorded anti-Semitic incidents in Wisconsin took place among students or on campus. In a recent poll, 22% of millennials said they had never heard of the Holocaust - double the percentage of US adults who said the same. This highlights the need for Holocaust education in our schools. And as a Jewish woman whose family was directly impacted by the Holocaust, this terrifies me. Ensuring such atrocities never happen again requires knowledge and recognition of our past.

The time to add Wisconsin to the growing list of states requiring Holocaust education is now. I urge you to pass Assembly Bill 55 to do our part in ensuring these atrocities are never again repeated.

Rsp. SUBECK



WISCONSIN CATHOLIC CONFERENCE

TO: Representative Rob Swearingen
Members, Assembly Committee on State Affairs

FROM: Kim Vercauteren, Executive Director, Wisconsin Catholic Conference 

DATE: March 10, 2021

RE: Support for Assembly Bill 55, Holocaust and Genocide Education

The Wisconsin Catholic Conference (WCC) appreciates the opportunity to offer testimony on behalf of the Roman Catholic bishops of Wisconsin in support of Assembly Bill 55. This bill incorporates the Holocaust and other genocides into the state's model social studies standards for education and requires Holocaust and genocide instruction for certain grades at public, charter, and private schools participating in the parental choice programs.

The Catechism of the Catholic Church states that:

Actions deliberately contrary to the law of nations and to its universal principles are crimes, as are the orders that command such actions. Blind obedience does not suffice to excuse those who carry them out. Thus the extermination of a people, nation, or ethnic minority must be condemned as a mortal sin. One is morally bound to resist orders that command genocide. (Catechism of the Catholic Church, no. 2313)

It continues, “[e]very act of war directed to the indiscriminate destruction of whole cities or vast areas with their inhabitants is a crime against God and man, which merits firm and unequivocal condemnation.” (CCC, no. 2314)

While we appreciate that the Wisconsin Department of Public Instruction has revised the current model academic standards to incorporate instruction on human rights, the Holocaust, and other genocides, the WCC takes this opportunity to acknowledge its support for the continued inclusion of these subjects in our state academic standards as required under AB 55.

Under the bill, a school board, independent charter school, and private school participating in a parental choice program must include instruction on the Holocaust and other genocides at least once in grades 5 to 8 and once in grades 9 to 12. While the WCC does not generally support mandates imposed upon private schools, in this instance, the subject matter is of such great importance that our duty to educate and condemn genocide compels our support for AB 55. We appreciate that this bill allows for the school to utilize discretion in developing its curriculum based on the model provided.

We urge your support for Assembly Bill 55. Thank you.

Assembly Committee on State Affairs
March 10, 2021

**Wisconsin Department of Public Instruction
Testimony for Information on Assembly Bill 55**

Background

Learning about the Holocaust is currently part of Wisconsin academic standards for social studies. These standards were most recently revised in 2018.

The Wisconsin Department of Public Instruction (DPI) has a transparent and comprehensive process for reviewing and revising academic standards. The process begins with a notice of intent to review an academic area with a public comment period. The State Superintendent's Academic Standards Review Council examines those comments and recommends whether or not to revise or develop standards in that academic area. The State Superintendent then authorizes whether or not to pursue a revision or development process.

Following the State Superintendent's authorization to revise or develop standards, a state writing committee is formed to work on revision or development of those standards for all grade levels. That draft is then made available for open review to get feedback from the public, key stakeholders, educators, and the Legislature with further review by the State Superintendent's Academic Standards Review Council. The State Superintendent then determines adoption of the standards. Additional information on the standards review process can be found at <https://dpi.wi.gov/standards/council>.

The most recent revisions to social studies standards call for all students to learn about historical genocides. In fact, there is specific language related to learning about the Holocaust or Shoah. This language can be accessed on page 43 of the standards, located at [https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018 WI Social Studies Standards.pdf](https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018%20WI%20Social%20Studies%20Standards.pdf) and is copied below. Please note that the Universal Declaration of Human Rights referenced below was established in large part after World War II because of the Holocaust.

Historical Eras and Themes Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world. When teaching Wisconsin, United States, or World History, the following are topics for exploration:

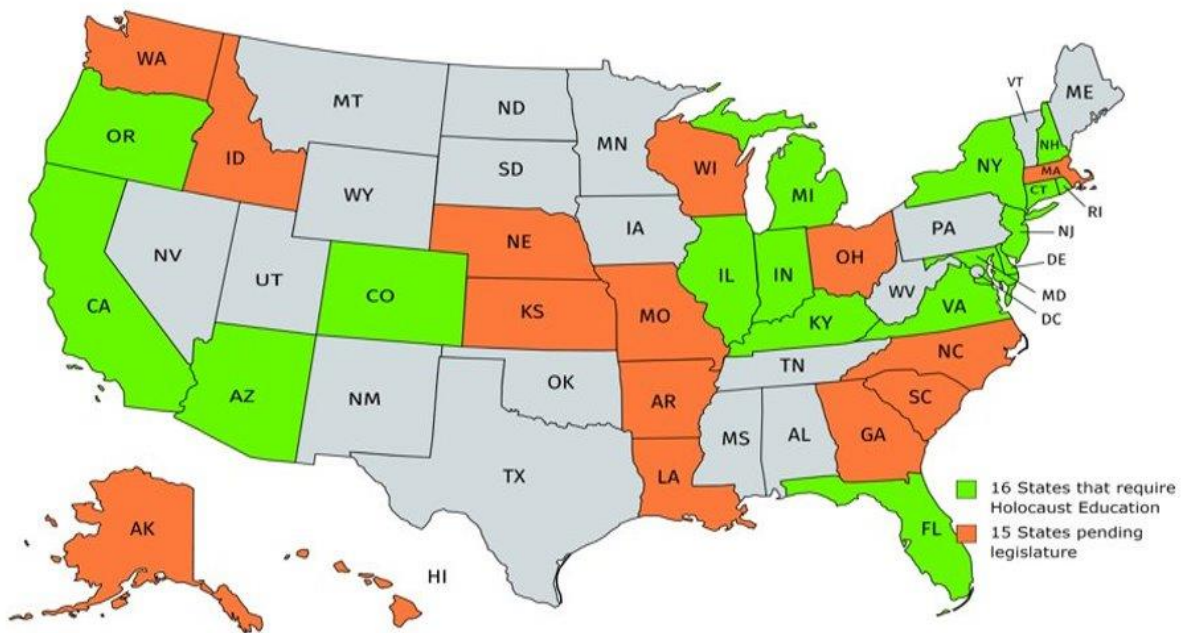
- (7) April 22, Environmental Awareness Day.
- (7g) The last Friday in April, Arbor Day, except that if the governor by proclamation sets apart one day to be designated as Arbor and Bird Day under s. 14.16 (1), that day shall be appropriately observed.
- (7r) June 14, if school is held, Robert M. La Follette, Sr. Day.
- (8) September 16, Mildred Fish Harnack Day.
- (9) September 17, U.S. Constitution Day.
- (9g) Wednesday of the 3rd week in September, as part of Wonderful Wisconsin Week under s. 14.16 (8), Wisconsin Day.
- (9r) Friday of the 3rd week in September, POW-MIA Recognition Day.
- (9t) Wednesday of the 4th week in September, Bullying Awareness Day.
- (10) September 28, Frances Willard Day.
- (11) October 9, Leif Erikson Day.
- (12) October 12, Christopher Columbus' birthday.
- (13) November 11, Veterans Day.

Holocaust Education for Wisconsin Schools



**Move Wisconsin FORWARD!
Vote "Yes" for SB-69 | AB-55**

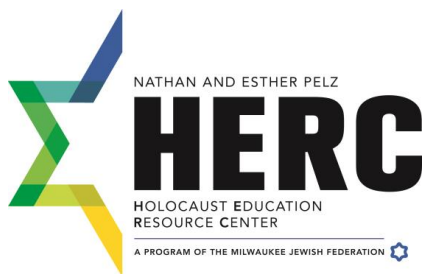
HOLOCAUST EDUCATION IS REQUIRED IN 16 STATES BUT NOT IN WISCONSIN!



Created with mapchart.net

Source: USHMM 2020

**The Holocaust Education Resource Center
Requests Holocaust Education in
Wisconsin Schools Now!**



1) Our Mission

The Nathan and Esther Pelz Holocaust Education Resource Center (HERC), located in Milwaukee, WI, is dedicated to the building of a society resting on the values of tolerance and diversity, dignity and respect toward all human beings. HERC teaches both students and adults the lessons learned from the Holocaust which led to the extermination of six million Jews and five million non-Jews by the Nazis and their collaborators during World War II.

2) What We Do

HERC engages and serves middle and high school as well as college students and adults through educational programs. HERC's staff and expert volunteers serve as resources and guides to Holocaust Education throughout the state.

During the last school year pre-COVID, HERC:

- Engaged more than 19,573 students
- Addressed a total of 28,067 people in the community
- Created a strong partnership with the Milwaukee Public School District and several charter schools

3) HERC's Support of Senate Bill 69 for Holocaust Education

HERC is prepared to continue serving the needs of educators and students across Wisconsin with user-friendly digital resources and facilitated trainings led by our staff.

This spring, HERC will debut its **new Holocaust Education Map** as a one-stop toolkit for educators to access over 115 lesson plans, searchable by grade, class length, and standard requirements met. **This new, one-of-a kind resource developed by HERC will be made available at no cost to every educator in Wisconsin.**

WHY HOLOCAUST EDUCATION?

Nation-wide

- Antisemitic incidents nationwide hit an all-time high in 2019, with 2,107 reported
- Incidents took place in every state across the USA
- Over 400 of these incidents occurred in K-12 schools
- 8 in 10 Americans believe that government should play a role in combating antisemitism

In Wisconsin

- 329% increase in antisemitic incidents since 2015
- 250% increase in incidents referencing the Holocaust, Nazi, and Hitler among middle school students
- 1 in 3 Millennials or Gen. Xers reported seeing a Nazi hate symbol on a social media platform they visited within the last 5 years

Sources: ADL 2019 and WI JCRC 2019
Antisemitism Audits



Those who do not learn history are doomed to repeat it ~ George Santayana

New Survey by Claims Conference Finds Significant Lack of Holocaust Knowledge in the United States



There were over **40,000 camps and ghettos** during the Holocaust.

49% of Millennials cannot name a single one.

- 93% believe all students should learn about the Holocaust in schools
- 80% believe that it is important to keep teaching the Holocaust so it doesn't happen again
- 70% of Americans say fewer people care about the Holocaust today
- 58% believe that something like the Holocaust could occur again

PEOPLE HAVE FORGOTTEN

Source:



2020

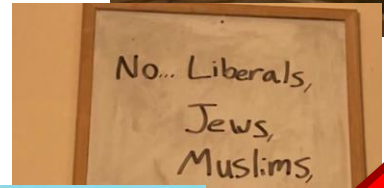
RISING ANTISEMITISM AFFECTS WISCONSIN

Video posted of Kenosha synagogue vandalism

Aug. 2020



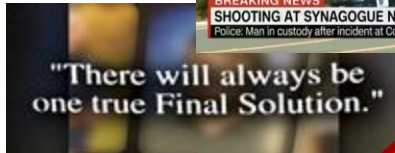
University of Wisconsin Oshkosh
April 2019



Poway Synagogue Shooting
April 27, 2019



New Berlin West High School Yearbook
May 2018



Baraboo High School Pre-Prom
Photo
May 2018



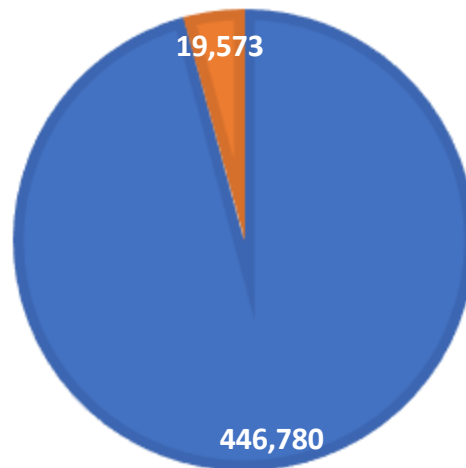
Charlottesville
Unite the Right Rally
August 11, 2017



WISCONSIN NEEDS A STATE-WIDE STRATEGY FOR HOLOCAUST EDUCATION!!!

HERC currently reaches 4% of Wisconsin students without a state-wide mandate in place.

■ Total Middle and High School Students in WI
■ Students Addressed by HERC in 2018-2019



Source:  PUBLIC INSTRUCTION

- There is increasing demand for Holocaust Education in Wisconsin
- Students and Teachers value this learning experience but too many don't receive it

STUDENT AND EDUCATOR TESTIMONIALS

Educating each successive generation about the divisiveness, prejudice, and injustice that led to the evils of the Holocaust is needed to ensure that such an atrocity will never happen again. Holocaust education provides a voice for those murdered so that their deaths are not in vain and serves as a catalyst for others to act against hatred.

-Ava Wales, Student at Nicolet High School, Nicolet High School District, Milwaukee County; February 2021

The scale of death and war in the Holocaust is just about unbelievable, yet some kids don't know what it is. Especially with the hatred in our world today, we need to teach people about genocide and discrimination so it doesn't happen even more.

- Conlen Jacoby, Student at Ozaukee Middle School, Northern Ozaukee School District, Ozaukee County; January 2021

My generation are the future leaders of our country and in order to prevent further genocides, people must learn. When people learn from these horrors, they can hopefully prevent and stop them from occurring again.

-Student, Menasha High School, Menasha Joint School District, Winnebago County; March 2018

This story could make us act and maybe fix some of the things that are happening like this.

-Kayla, Student at Whitehorse Middle School, Madison Metropolitan School District, Dane County; April 2017

By having our students engage in the study of the Holocaust, they will graduate from schools across our state equipped with the knowledge and skills to confront hatred beyond the walls of their classroom, an essential asset for the development of humanity.

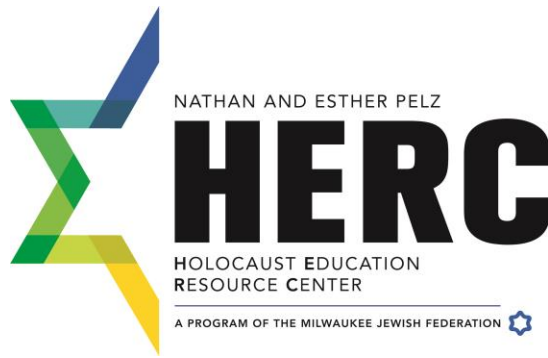
-Andrew Sotter, Teacher at Berlin High School, Berlin Area School District, Green Lake County; January 2021

If we do not provide our students with the tools needed to stop hatred, the past will repeat itself. Holocaust education provides our students with the needed armor to stop the spread of hatred.

-Jody Fuller, Teacher at Salem Middle School, Salem School District, Kenosha County

Through teaching the Holocaust, reading the book "Night" by Elie Wiesel, and participating in a HERC field trip which included a conversation with a Holocaust survivor, I have seen how a substantial number of students in my class developed empathy through exposure to an unfamiliar culture. These experiences made them become a lot more open minded.

-Sarah Griffie, former teacher at Brown Deer Middle/High School, Brown Deer School District, Milwaukee County



Special thanks from HERC to:

Beverly Greenberg: 9429 N Broadmoor Rd, Milwaukee, WI 53217
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Rick Rocamora: 5699 N Centerpark #621, Glendale, WI 53217
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Mark Miller, HERC Chair
Samantha Abramson, HERC Executive Director

Miryam Rosenzweig, Milwaukee Jewish Federation President & CEO
Jenny Tasse, Jewish Community Relations Council Director
Michael Blumenfeld, Wisconsin Jewish Conference

WISCONSIN NEEDS HOLOCAUST EDUCATION



DO THE RIGHT THING NOW!

Addendum

- Student & Teacher Statements
- Recent Antisemitism in Wisconsin
- Existing Holocaust Legislation in the US
- Coverage on Holocaust Legislation in the US
- Related WI Education Laws

Student and Educator Testimonies

Student statements:

It was truly an amazing experience last Match to be part of the creation of this bill. It helped me solidify the knowledge that through continuous education the tragedy of the Holocaust will be taught to and hopefully remembered by students coming up through the Wisconsin School system.

-Regan Weeks, Milwaukee School of Languages, Milwaukee Public Schools, Milwaukee County; February 2021

Educating each successive generation about the divisiveness, prejudice, and injustice that led to the evils of the Holocaust is needed to ensure that such an atrocity will never happen again. We share survivors' deeply personal stories so that others can learn from and be moved by their first-hand accounts. Holocaust education provides a voice for those murdered so that their deaths are not in vain and serves as a catalyst for others to act against hatred.

-Ava Wales, Nicolet High School, Nicolet High School District, Milwaukee County; February 2021

I think it's important to learn about the Holocaust because it's an important part of history. It also shows how prejudice can turn into genocide. This will help us better understand why our actions really matter.

- Brooke VandeBoom, Student at Ozaukee Middle School, Northern Ozaukee School District, Ozaukee County; January 2021

The scale of death and war in the Holocaust is just about unbelievable, yet some kids don't know what it is. Especially with the hatred in our world today, we need to teach people about genocide and discrimination so it doesn't happen even more.

-Conlen Jacoby, Student at Ozaukee Middle School, Northern Ozaukee School District, Ozaukee County; January 2021

The harsh realities of what the Holocaust brought to millions and millions of human lives are certainly unfathomable, especially in the overall well-being, fortunate state of living we reside in today. However, the teaching of this tragic topic throughout middle and high school allows students to not only better understand our world history but also better understand the importance of simply being humane to the people, places, and world around us. There should be no question of whether or not the Holocaust education is taught throughout the state of Wisconsin, as it is a turning point in the history mankind, and our world has gone through.

- Kelley Large, Student at Ozaukee High School, Northern Ozaukee School District, Ozaukee County; January 2021

While the Holocaust was one of the most gruesome moments in world history, it has taught me very important lifelong lessons. Through the dozens of books I've read on the subject as well as the education I have received there was one recurring theme; to never lose hope. The Holocaust has taught me to never lose track of the one blade of grass growing through the pavement, as well as standing up for the people around you.

- Clara McKee, Student at Ozaukee High School, Northern Ozaukee School District, Ozaukee County ;January 2021

My generation are the future leaders of our country and in order to prevent further genocides, people must learn. When people learn from these horrors, they can hopefully prevent and stop them from occurring again.

-Student, Menasha High School, Menasha Joint School District, Winnebago County; March 2018

It's important that we learn about the Holocaust so that everyone can understand the potential dangers of discrimination and oppression. It can help us keep from repeating our mistakes, as well as allowing us to recognize irrational and tyrannical rule. Learning about the Holocaust also allows us to remember the 11 million that lost their lives during that time period.

-Student, Victory School, Milwaukee Public Schools, Milwaukee County; April 2018

Learning the Holocaust can help us recognize the signs and red flags of discrimination. It's also important to learn about the Holocaust because the victims never did receive justice, and I feel as if learning about them is a way to remember them.

-Student, Humboldt Park School, Milwaukee Public Schools, Milwaukee County; May 2018

You motivated me to never give up. If you, someone who's been through so much in the Holocaust never gave up, then I shouldn't either.

-Andrea, Vieau School, Milwaukee Public Schools, Milwaukee County; March 2017

This story could make us act and maybe fix some of the things that are happening like this.

-Kayla, Whitehorse Middle School, Madison Metropolitan School District, Dane County; April 2017

Thank you so much for sharing your story with me. It enlightened me and really opened my eyes to the truth of the Holocaust and the injustices of discrimination.

-Mathew, Holy Family Parish School, Whitefish Bay, Milwaukee County; May 2016

Now that I have learned about the Holocaust I am going to try to use this to help me, help make the world better. Not just saying it but by doing it. I could easily talk to young students about violence and how it corrupts our world today because I see it happen every day, especially in my own neighborhood. They may not think that it is that big of a deal, but it really is and it actually hurts a lot of people.

-De'Jon HOPE Christian High School, Milwaukee, Milwaukee County; January 2014

I realize that you may be the only Holocaust survivor I will ever meet and that this was a once in a life time opportunity. I hope you will keep speaking to people of all age groups and informing them of what really happened in the Holocaust and I will also tell my children about this tragic event so we never forget what happened.

-Jaden, New Glarus Middle School, New Glarus School District, Green County; May 2014

Educator statements:

Giving testimony to the Wisconsin's State Senate Committee to require holocaust education in our schools was a moving experience. Being able to be part of the process of a bill becoming a law and sharing that experience with four of my students remains vivid in my memories. Holocaust education is even more important a year later. Combatting antisemitism, racism and ignorance is needed in our schools. When this bill becomes a law, it will have a great impact on our students.

-Yvonne Audi, Assumption Middle School, Wisconsin Rapids Area Catholic Schools, Wood County, February 2021

It is absolutely vital that we ensure that all young people are educated on the realities of the past, including the horrors of the Holocaust. History is not something that simply remains stuck in the past, to be forgotten about as we distance ourselves from certain events or time periods. The Holocaust was amongst the darkest periods in the history of humanity, and was brought about through hatred, prejudice, and appalling ideologies - ideas that we absolutely cannot bear to repeat, but equally importantly, that we cannot bear to forget.

-Dustin Rondeau, Beloit Memorial High School, School District of Beloit, Rock County; February 2021

We cannot stand by and watch! At this time in our history, Holocaust Education is more important than ever. It was true when I first heard a survivor in the 1970s as a high school student. Today, with the rise of insurrectionist movements and many who look the other way, there is a great need for education. The ideals of an infamous dictator continue to live today and must not be allowed to fester unchallenged. Education is the answer to apathy and ignorance of what is at stake. "Those who cannot remember the past are doomed to repeat it." (G. Santayana). Now is the time to act.

-Daniel Holahan, Marquette University High School, Milwaukee, Milwaukee County; January 2021

Students in the state of Wisconsin must be educated about the Holocaust. There is no greater example of the danger that hate can manifest than the Holocaust. By having our students engage in the study of the Holocaust, they will graduate from schools across our state equipped with the knowledge and skills to confront hatred beyond the walls of their classroom, an essential asset for the development of humanity.

-Andrew Sotter, Berlin High School, Berlin Area School District, Green Lake County; January 2021

It is imperative that Holocaust education is mandated across the state of Wisconsin so that students learn how to be actively engaged citizens in their communities. The history of the Holocaust provides our students the knowledge of the past, while fostering in them a commitment to bettering their lives and the lives of other people around them. After studying the Holocaust, students who were bystanders now speak out more when they see something they think is wrong; students who used to make prejudice comments, question the ramifications of their choices; and students who feel that they can't influence the world, now see the power of their voices and the importance of their actions.

- Lindsay McBride, Ozaukee Middle School, Northern Ozaukee School District, Ozaukee County; January 2021

In the fall of 2020, the Conference on Jewish Material Claims Against Germany released results from a comprehensive survey that gauged Holocaust knowledge among American Millennials and Gen Z. 64% of those surveyed said they believed Holocaust education should be compulsory in schools and another 80% of respondents said Holocaust education is important to make sure it doesn't happen again. We owe it to those who perished during the Holocaust and Holocaust survivors to make sure Holocaust education is compulsory in Wisconsin. 'Never again' begins in the classroom.

-Scott Lone, West Bend East High School, West Bend School District, Washington County; January 2021

Children are our most impressionable resources. They gather a lot of information from the media and unfortunately, this information can be erroneous, misleading or down right damaging. I would rather my children learn early and often from qualified educators about any world changing event; the Holocaust is definitely at the forefront of those events.

-Corey Thompson, Cardinal Stritch University, Milwaukee County; February 2020

Through a thorough and comprehensive study of the Holocaust and other genocides of history, we can learn valuable lessons and insights applicable to contemporary times that must be passed on to today's students...our leaders of tomorrow...so that history does not repeat itself. So that groups of people are not targeted for death due to their race, ethnicity, or religion.

-Bruce Varick, Archdiocese of Milwaukee, Milwaukee County; February 2020

Through teaching the Holocaust, reading the book "Night" by Elie Wiesel, and participating in a HERC field trip which included a conversation with a Holocaust survivor, I have seen how a substantial number of students in my class developed empathy through exposure to an unfamiliar culture. These experiences made them become a lot more open minded.

-Sarah Griffie, former teacher at Brown Deer Middle/High School, Brown Deer School District, Milwaukee County

We- students, teachers, staff, and parents- have been talking about you since you left. Such a powerful message and the devotion you have to keep telling it, is remarkable. Our community was so blessed to have met you and to have heard your message.

-Barry, Oostburg Middle School, Oostburg School District, Sheboygan County; May 2017

If we do not provide our students with the tools needed to stop hatred, the past will repeat itself. Holocaust education provides our students with the needed armor to stop the spread of hatred. It engages our students in meaningful discussions to understand the complexities of the Holocaust.

-Jody Fuller, Salem Middle School, Salem School District, Kenosha County



**Jewish Community
Relations Council**

MILWAUKEE
JEWISH FEDERATION

2019 Audit of Antisemitic Incidents

All incidents have been corroborated.

The Jewish Community Relations Council's 2019 Audit of Antisemitic Incidents indicates an overall increase in incidents and some troubling trends.

The audit includes 73 reported and corroborated incidents, which reflects a 55% increase in incidents from 2018 to 2019 and a 329% increase since 2015.

Geographical Considerations: Our reporting includes events that occur in the State of Wisconsin, are committed by persons residing in the State of Wisconsin, relate to Wisconsin institutions, relate to or specifically respond to Wisconsin persons, and/or would otherwise go unreported if not reported within our audit.

Trends

Harassment, threats, and assault increased by 150% (from 16 to 40 incidents).

Hate group activity (900% increase)

References to the Holocaust, Nazi, and Hitler (94% increase)

Middle school activity (250% increase)

Conspiracy theories (67% increase)

Pejorative references to Israel and Zionism (160% increase)

Harassment, Threats, Assault

In recent years, the incidence of direct, personal acts of antisemitism has increased dramatically (from 0 in 2015, 6 in 2016, 15 in 2017, 16 in 2018, to 40 in 2019). This trend points to a shift in how people express their antisemitic sentiments. They are bolder, more open, more personal, and more threatening.

Hate group activity includes actions by known white power, white nationalist, black separatist, and neo-Nazi groups. There were 10 incidents that clearly involved hate groups in 2019, though other incidents may have a less apparent connection. This trend points to increased boldness and visibility of such groups.

Some examples:

- Distribution of flyers from the Loyal White Knights of the Ku Klux Klan with racist and antisemitic language, including, "When the Blacks and Jews are the majority they will NOT stand for white quality like they have tricked us into doing for them!"
- A man walked around a Milwaukee festival with a Stahlhelm flag, which is a variation of the Imperial flag used by Stahlhelm Bund der Frontsoldaten, an

organization whose ideology was adopted by German neo-Nazi and far-right activists after World War II.

- Multiple posts by a local African American religious group echoed antisemitic tropes about Jewish control of the media and government, and about Jews being responsible for the “filth and degenerate behavior” from Hollywood.”
- Tweets from former Wisconsin Congressional candidate Paul Nehlen included calling Jews “unlawful, racist murders” who are part of the “Synagogue of Satan.” One photo showed Nehlen making a white power hand gesture with 110 written on his palm. His shirt showed Pittsburgh shooter Robert Bowers, with the words, “Screw the Optics. I’m going in.”
- A man claiming to be part of the Sicarii, part of the Black Hebrew Israelites, went to a synagogue and told the rabbi that Jews are imposters.
- Graffiti on a bike trail of the Othala rune and “Ruhm und Ehre,” which references a song, “Honor and glory for the Waffen SS” and the “Blood and Honor” Nazi slogan.
- A Racine synagogue was vandalized with spray painted swastika, symbol for neo-Nazi group The Base, and “Jude.”
- A sticker “Life Liberty and the Pursuit of Victory” from the Patriot Front (a known white nationalist group) found on a street sign.

Holocaust, Nazi, and Hitler references: During 2019, there was a notable increase of 94% from the previous year in incidents referencing the Holocaust, Nazis, and Hitler. Trends:

- Holocaust denial and minimization, including multiple social media posts calling the Holocaust a hoax and that “the Holocaust was invented propaganda to destroy Germany.”
- More than two dozen instances of vandalism of swastikas and other Nazi and neo-Nazi related symbols. Notable was the appearance of more obscure references and symbols, such as Othala runes, mentions of the Waffen SS, references to “blood and honor,” the SA, the number 110.
- Harassment, including comments such as: “I hope Hitler comes back to kill the Jews”; “If I was part of Hitler’s army, I would shoot and kill her”; “Do you prefer gas or bullets?”; “You should go die in a gas chamber.” All these took place among middle school students.
- Increased incidence of people calling Jews “Nazis” as pejoratives.

Some examples:

- College students posted in their off campus housing a sign: “No...Liberals, Jews, Muslims, Queers or Hmongs,” and a large flag with a swastika on it. Another incident at another university included a Star of David with a swastika inside it drawn on a board in university housing.
- Middle school students said to a Jewish eighth-grader: “Do you prefer gas or bullets?” “You should go die in a gas chamber.” “All Heil Hitler.” “Bring back Hitler so he can kill all the Jews.”

Middle School activity: Incidents among middle school students increased 250%, from two to seven incidents. Five of those incidents were harassment involving references to Holocaust, Nazi, or Hitler.

Conspiracy theories: Twenty percent of incidents include references to conspiracy theories involving Jewish power; Jewish control of the banks, government or media; Jews as masterminds of the 9/11 terror attack; and Jews as puppet-masters who use others for

malevolent means. Many of these incidents paint Jews as inherently negative and play on stereotypes.

Examples:

- A video of Milwaukee Jewish community leader speaking at a press conference about gun laws was shared to a neo-Nazi website, with the caption: "Milwaukee Jewish Federation, another Jewish and Zionist organization/lobby to add to the list, wants to take away your guns under the banner of 'common sense.'" Comments included, "Having these people lead any talks regarding gun reform is not in the best interest of American citizens..." and "Oy! Ve must disarm the goyim, and soon!"
- References to George Soros' influence ("a Soros group") in a state judicial race. Soros is often used as a dog whistle for conspiracy theories of Jewish control.
- Comments on a news article about efforts to demolish a historic home referred to the Jewish consultant with the comment, "Nothing a little Jewish lightning [sic] can't take care of." "Jewish lightning refers to a conspiracy theory about arson with the intent of fraud.
- Flyers criticizing a professional hired to conduct an equity audit in a school district labeled the professional as an "ethnically Jewish anti-racist activist" while accusing him of being a communist subverting the community against whites.
- Social media post by a local person about "The Zionist Jewish Lobby Control USA" included comments about Jewish control over agencies of the media, pornographic industry, and government.
- During a film discussion, a participant said: "Don't all Jews own the media? The Jews control what we see"; "The Jews have always been taught to colonize"; "The only reason most politicians pretend they support Israel is because of the money and no other reason."
- Social media post by a local person featured photos of Jewish and non-Jewish CNN hosts with blue Stars of David on their pictures. Part of the caption read, "If Jews represent just 2% of the U.S. population, would it be odd for a media organization to also have a Jewish President and Jewish Vice-President, a Jewish-majority of Executive Vice Presidents, and a Lead Political Anchor..." Comments included: "Zionists are basically Satanists" and repeatedly talked about Rothschilds and Soros wanting global dominance and being Satanists.
- Social media post by a local person: "9/11 was a conspiracy made in America and designed by Zionists."
- Message taped to a college student's door said, "The bourgeoisie work for the birds JEWS."
- Email to a Jewish institution claimed that Jewish Bolsheviks starved millions, that "Churchill's and FDR's Jewish handlers led their little plot to kill as many Germans as possible after WWII? There was genocide in WWII, however, it was NOT directed at the Jews, but rather at the German people."
- A Jewish community member was harassed in his workplace after being told he looks Jewish and that the Jews control the diamonds and the banks.
- A hired contractor came to an elderly Jewish woman's house, and after seeing Judaic objects, ranted that he hated all Jews and that Jews have destroyed the world through their greed.
- An email sent to staff at a Jewish institution included claims that the Jews control the U.S. Banks, the police, the military, social media, U.S. courts, politicians, etc. It also repeatedly talked about how Jews/Jewish-Bankers are running the new slave-trade in the prison system and systematically creating racism.

- A user named “Reltih LivesOn” (Reltih is Hitler backwards) posted to a Jewish institution’s social media page: “The holocaust is a hoax. Hitler wanted peace. Stalin Churchill and the Jews forced an unforgivable war on a nation of ppl for money. You are a lie a deceiver manipulator of nation and the devil’s puppet. The creators of Babylon will burn in the fires of wat [sic] you started. All jews must die in order to save he [sic] human race.”
- Social media post tagged a Jewish institution and claimed that Hitler liberated Germany from the “occult Zionist occupation.” It called Zionists Satanists and claimed that the Holocaust was invented propaganda to destroy Germany. It also quotes several other conspiracy theories such as the Rothschilds, Jew as initiators of colonialism and human trafficking.

Israel/Zionism: This audit understands that there is legitimate criticism of Israel and Zionism. Not all anti-Israel activity is antisemitism. Generally, such activity crosses the line when all Jews are held responsible for the actions of Israel; when Israel is denied the right to exist as a Jewish state and equal member of the global community; and when traditional antisemitic symbols, images, or theories are used (Source: ADL).

In 2019, the number of incidents that referenced the “Zionist Jewish lobby,” called Jews “Zionists” as a pejorative or shorthand for essential evil, rose 160% to 13.

Examples:

- Email to a Jewish institution: “A year ago at this time I was a big supporter of Israel. Now I long to see it overrun by Palestinians. Death to Israel!!!!”
- Social media post by a local person claiming “The Zionist Jewish State, Israel is fascist...” Comments on the post referenced conspiracy theories and compared Israel and Zionism to Hitler: “...The state of Israel is an apartheid globalist Zionist anti-semitic state. It has nothing legitimate to do with Judaism. That’s just a cover story so that certain factions that have been pushing this agenda...”
- Multiple social media posts blaming “advocates for Israel” for “shut[ting] any criticism of U.S. policy or wrongdoing by the Zionist state coming from Americans.” Note that calling Israel “The Zionist state” is used as a slur.
- Social media post by a local person about a Congressional candidate’s antisemitic tweet included a comment that invokes antisemitic canards about Jewish control: “Oops. She told the truth about how Israel runs the U.S. Middle East policy.”
- A local Jewish business owner received an email linking to an article about Zionists as a Satanic cult that control everything and use innocent Jews as a cover for their schemes.

Notes:

There was a 50% decrease in the number of reported incidents in high schools, from six to three. Incidence of vandalism decreased from 16 to 13.

Charges filed against man who allegedly vandalized Racine synagogue

Posted at 5:24 PM, Jan 20, 2020

RACINE — Federal investigators arrested an Oak Creek man on federal charges related to the vandalism of a Racine synagogue.

The feds say Yousef Barasneh was a part of a white supremacy group, targeting minorities across the country.

On Friday, investigators [arrested 22-year-old Barasneh](#) on federal charges of conspiracy in connection to anti-Semitic graffiti painted on Beth Israel Sinai Congregation in Racine back in September.

Congregation President Joyce Placzkowski had just arrived at her synagogue for a board meeting when she came across a disturbing sight of swastikas, anti-Semitic words and the symbol for a white supremacist group plastered on the outside of the building.

"Who in the world would think that this would happen in Racine?" she said. "I don't have any idea how people can have that kind of hate to other people. It makes no sense to me."

According to court records, Barasneh is a member of the neo-Nazi extremist group known as "The Base," specifically the "Great Lakes cell" based in Wisconsin.

In November, federal investigators [arrested 18-year-old Richard Tobin of New Jersey](#) for "[directing] others to 'tag the sh**' out of synagogues," first hitting a synagogue in Hancock, Michigan and then Beth Israel in Racine.

Tobin is not mentioned in the criminal complaint about Barasneh, but the details match the complaint filed against him last year.

Through encrypted messages, cell phone data, and other evidence, investigators eventually pinned down Barasneh to the vandalism at Beth Israel.

"I'm very thankful for the police and the FBI, and anyone else in law enforcement who were able to figure out who did this," Placzkowski said.

As the case continues to unfold, Placzkowski hopes to get justice for her synagogue.

"I hope the court system can give some relief and send a message to other people who if you do this, there will be consequences," Placzkowski said.

At the end of the year, the synagogue increased their security measures by installing cameras outside the building.

If convicted, Barasneh faces up to 10 years in prison.

According to the Milwaukee Jewish Federation, preliminary numbers from their 2019 audit show a 143 percent increase in anti-Semitic incidents since 2016, mostly in the Milwaukee area. They've also seen a rise in white nationalism.

Not just a picture: Baraboo one year later

A year after a viral 'Nazi salute' prom photo, community members assess what they've learned

By [Erik Gunn](#)

January 6, 2020



Downtown Baraboo. Photo by Analog Weapon, licensed under CC BY-NC-SA 2.0

It was the pre-prom picture that went around the world.

It was supposed to be a lighthearted, celebratory snapshot. It turned into anything but that: A picture of teenage boys, the majority of them with their arms stuck out in the air, parroting a Nazi salute to the camera.

Many were grinning — smiles that sparked horror and disgust in those who saw it when the photograph surfaced months later. A few in the photo seemed to look away, keeping their arms down.

More than a year later, that moment frozen in time — a moment that curdled a typically benign annual ritual into an ugly display of white supremacy — still reverberates through the community of Baraboo and the Baraboo School District.

The picture became public in November 2018, six months after it was taken, when it showed up anonymously on Twitter. "I don't think the community reaction was monolithic by any means," says Alex Paulson, a Baraboo elementary and middle-school school teacher active in the community's response to the incident. But across the board, he adds, "It was emotional, visceral and raw."

There was denial: local residents who minimized what had taken place when the picture was taken.

And there was outright hostility: anonymous antisemitic and racist flyers that surfaced periodically after the photo came to light.

Baraboo Police Chief Mark Schauf tells the *Wisconsin Examiner* that his department has investigated a handful of incidents — from posting of antisemitic flyers to, for a brief time, a

scurrilous video put on the internet mocking teachers at the school with antisemitic and anti-LGBT language — that raised concerns and frightened some in the community.

No suspects have been identified, and none of the incidents have, so far, included direct threats to individuals that would put them outside the bounds of First Amendment protection for free speech, Schauf says.

But others in Baraboo refused to turn their backs on the ugly image. Instead, with support from the city's mayor, they have embarked on an ongoing campaign of teaching and learning — a continuing effort to bring out the best potential for the future in this city of 12,000 people.

"It cultivated a lot of urgency in the community," Paulson says.

'We're going to have a really bad day'

Baraboo School Superintendent Lori Mueller found out about the picture when the rest of the world did. Originally posted on Nov. 11, 2018, on an anonymous Twitter account, the image was amplified by a journalist who [tweeted](#) the image the next day along with claims of widespread racist bullying at the school.

"We need to huddle up," Mueller says she told school district administrators that morning.

"We're going to have a really bad day."

Social media posts in the next few hours kindled a wildfire of accusations online. Some 4,000 email messages poured into the school district — many brimming with condemnation and some containing death threats. They blamed the school district and its personnel for the picture. National media coverage swiftly followed.

"It was my role to serve as a lightning rod as school superintendent," recalls Mueller, speaking a little more than a year later, during a panel discussion at Madison Area Technical College about the events.

After a school investigation, assisted by the Baraboo Police Department, Mueller wrote a letter to parents in the school district announcing there would be [no punishment](#) for the people involved with the photo. She cited the First Amendment free-speech rights of the boys, a position supported by two law professors [interviewed by *The Atlantic*](#).

What happened?

There were conflicting stories of how the picture came to be made.

It was shot on the steps of the Baraboo County courthouse. The boys were high school juniors, and the picture was taken on the night of their junior prom.

The picture with the Nazi gesture was taken at the end of the photo session. Some who took part claimed the photographer had encouraged the gesture. He has emphatically denied that in published reports.

Another account was that the photographer had simply asked students to wave as if to their parents. It was the students who turned that into the Nazi salute — deliberately mocking the photographer.

That was the explanation that a student who took part gave to [BuzzFeed News](#) in a story published five months after the controversy broke. Mueller mentioned it in the Madison College panel discussion. Other community residents who have spoken more recently with the *Wisconsin Examiner* confirm that they've heard that explanation, too, and find it plausible.

"I don't know if it was the students' idea. I'm pretty sure that it was," says Amy DeLong, a local family practice physician and Ho-Chunk Nation member who practices at a tribal clinic in Baraboo. "I think the photographer was pretty clueless about the whole thing."

But however ambiguous its origin, its meaning for many was disturbingly clear.

"I was sick," says Mara Doughty, who is Jewish, recalling when she first learned of the picture.

Equally troubling was the reaction from some residents who denied the gesture's meaning.

"I heard a lot of people saying it wasn't what it was looking like," says Doughty. But subsequent coverage and reporting on the incident convinced her that it was *exactly* what it had looked like.

Of those still in denial, "I think people were as shocked as I was," Doughty says. "But I think their first thought was, 'I know these kids.' Nobody wants to be seen as a Nazi, and [so], 'Those kids aren't Nazis' — I think that was the mindset."

Kristin White Eagle, a local Ho-Chunk leader whose children attend Baraboo High School, says even before the photo surfaced she had seen the school working to promote diversity and respect.

So when the picture turned up, she says her first thought was, "How could this happen?" She continues, "How in this day and age — with so much activity and class time to understand different people and cultures — could something so hurtful to people have occurred?"

Difficult conversations

In the aftermath of the episode, the picture of the community that emerged was complex and contradictory.

While the predominant gesture in the pictures does clearly mimic the Nazi salute, Mueller told the Madison College audience that the investigation did not find evidence of conscious, organized “networked hate.”

DeLong, who has two daughters in the high school, believes that careless ignorance was behind the gestures that the students made in the picture. “I don’t think they knew the full meaning of it,” she says. “They were just being stupid and mindless.”

But that doesn’t let the community off the hook, in her eyes. Especially where Jewish families, Native Americans, other people of color and other marginalized groups in the school are concerned, the incident served “to let people know that there’s still a lot of racism in our community.”

The city administration and the school district, along with members of the community, embarked on a series of community-wide events to address what had happened.

First there was a gathering at which a local rabbi addressed the impact of the photo and Baraboo Mayor Mike Palm read a proclamation disavowing hate and embracing diversity.

A subsequent gathering included small group conversations in which people discussed their own experiences and feelings about how welcoming the community was — or wasn’t.

Palm says he began asking people he knew of different ethnic or religious identities about how they felt in their hometown. Some of the answers were troubling, he admits.

“They did feel intimidated. They did feel marginalized,” Palm says. “What I learned then was, it wasn’t a photo. It was a larger community issue.”

Taking action

For the next phase of the community response, organizers enlisted the Madison-based organization We Are Many United Against Hate, founded by Middleton resident Masood Akhtar, to help.

Akhtar arranged a visit by Milwaukee ex-skinhead [Arno Michaelis](#) and his friend and collaborator, [Pardeep Kaleka](#), whose father was among those killed in the August 5, 2012, mass shooting at the Sikh temple in Oak Creek. The two conduct presentations in schools and other venues on resisting racist extremism and have consulted with communities around the country confronting extremist violence.

In Baraboo, Michaelis’ and Kaleka’s joint memoir, [The Gift of Our Wounds](#), was chosen as a common read for the community.

Mueller says that Michaelis reinforced her conviction that heavy-handed punishment of the boys involved in the picture was the wrong way to deal with their actions, however reprehensible.

“We were going to condemn the photo and we were going to defend the kids,” she says.

During his visit, Michaelis had stressed the importance of compassion for everyone involved. Mueller paraphrases him this way: “I know people want to punish these individuals, but the minute you turn your back on them, you’re going to create a reason for them to be angry.”

Her recurring message to those who had taken part in the photo, she says, was, “How can you restore the relationship that you burned?”

Expanding knowledge

In the months that followed, the senior class — which included the students who had posed for the picture — was sent on a field trip to the [Illinois Holocaust Museum](#) in Skokie, Ill. A longer visit was arranged to Baraboo by a [traveling Holocaust memorial](#) sponsored by the Auschwitz-Birkenau State Museum in Poland.

In mid-December, organizers convened another gathering at the school, led by teacher Alex Paulson and Marcy Huffaker, a Jewish 20-year resident of the community who emerged early as a leader in organizing the community’s response.

“The factors [behind it] and the incident are not unique to Baraboo,” Paulson says. “This could have happened in any community. It’s something that all communities need to work on.”

And “working on” does not mean simply rehashing what happened on a May afternoon nearly two years ago.

“What we’re moving on to is really focusing on systemic change,” Paulson says. “Fostering a grass roots investment in creating a community that’s really welcoming to all people coming to Baraboo.”

The December 2019 school gathering included a presentation in which a student panel — with members who were white, African American, Latino and Native American — spoke about what they appreciated about their community. They addressed what they hoped to see to bring about a stronger, more diverse and more unified community as well.

“I would like to see more voices heard,” said one of the teens. Said another: “It would be really nice to see people step into others’ shoes, and get out of their own bubble.” And from a third, on what fellow teens should do in the face of stereotyping and name-calling: “Take action when you hear something — don’t just close your ears.”

How far does it reach?

Although the December meeting's attendance was smaller than some past gatherings, some who were there were willing to make allowances — for the cold weather, the pre-holiday hectic rush or even a confidence that the work has permeated more widely in the community.

"The folks that aren't here — they're at a comfort level with the way things are going," says Kristin White Eagle. "I think it's infiltrated through the community. People feel a part of it."

There remain skeptics. "There are also people who say, 'Why are you wasting your time on this?'" says Palm, the mayor.

Amy DeLong says she's seen some increased interest in promoting diversity, including classes teaching the Ho-Chunk language, although she's not sure whether those came about directly from the photo incident or may have been in the works even before that surfaced. "I never had that opportunity," she says. "They're making an effort."

She and others would like to see the school district do more to recruit teachers of color. Her children, now high school juniors, tell her they still encounter racist talk and attitudes among students in the classrooms and hallways.

As Palm said at the Madison College panel, "This type of program and project does not end."

DeLong agrees.

"A lot of people will still blow it off and say, 'What's the big deal,' which is a little disconcerting," she says. "Others really look at it as a lesson. This is an opportunity for us to do better, to teach kids to be open-minded and appreciate differences."

An opportunity that mustn't end, she adds. "It can't be that we're going to do this for the next one year. It's got to be ongoing."



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Partner Of Slain Protester, 3 Others Sue Kyle Rittenhouse, Facebook, Militias 'We Have An Army. We Do Not Need People Playing Army,' Reads Complaint

By Madeline Fox

Updated:

Wednesday, September 23, 2020, 10:19am

Four people have filed [a federal civil rights lawsuit](#) [1] against Kyle Rittenhouse, the Illinois teenager [charged with killing two protesters and wounding a third](#) [2] during the protests in Kenosha that followed the police shooting of Jacob Blake last month.

Other defendants in the lawsuit are Facebook, two militia groups and two other people the plaintiffs say were involved in militia actions during the protests.

The suit, filed Tuesday in the Eastern District of Wisconsin, claims Rittenhouse, the militia groups, the individuals and the platform they used to organize their patrols of Kenosha protests all violated the plaintiffs' constitutional right to protest through intimidation, inflicted emotional distress and caused physical harm.

"It's really one of those moments in the United States where the rubber hits the road," said Jason Flores-Williams, attorney for the four plaintiffs. "It's important to stand firm and fight for human dignity, and constitutional rights, right now, before it's too late."

Flores-Williams said the suit is particularly important in the run-up to what could be a contested presidential election, with protests across the country potentially to follow.

The complaint references conspiracy theories, and racist and anti-Semitic rhetoric that have been linked to right-wing extremist violence in other parts of the country, such as at the 2017 Charlottesville "Unite the Right" rally, and in online forums and groups.

"In our society, heavily armed groups of untrained men are free to possess ludicrous opinions about Hitler having admirable qualities, Black people being intellectually inferior to whites, or our government being controlled by Satan-worshipping pedophiles funded by a Jewish cabal," the complaint reads. "However, when these beliefs turn into a conspiracy to deprive the rest of us of our constitutional guarantees through threats, fear, assault, violence, and murder, then the actions and coordination of these right wing militias become the subject matter of our law.

"We have an army. We do not need people playing army — particularly when their targets are engaged in the expression of fundamental rights," it continues.

The lawsuit was filed on behalf of Hannah Gittings — the partner of Anthony Huber, one of the two people Rittenhouse allegedly shot and killed — and three others who were at the protests.

The other plaintiffs, as described in the complaint, are a Kenosha resident named Christopher McNeal who was "confronted, commanded, assaulted and harassed" by militia members; Milwaukee resident Carmen Palmer, who traveled to the Kenosha protests with her children and her church group and was threatened with rifles, pepper sprayed, and had her tires slashed; and Nathan Peet, another Kenosha resident, who witnessed the death of the first man Rittenhouse allegedly shot.

"They (the militias) engaged in a pattern of harassment and assault, forcing people to protest, to the degree that they could, at the end of the barrel of an assault rifle," said Flores-Williams.

The complaint contains screenshots of Facebook and Reddit posts on the "Kenosha Guard" and "Boogaloo Bois" pages, including several posts by the two other men named in the lawsuit, Ryan Balch and former Kenosha alder Kevin Mathewson. The complaint describes Balch as "a Wisconsin resident, Nazi sympathizer and avowed member of the Boogaloo Bois," and describes Mathewson as the commander of the Kenosha Guard.

The plaintiffs are seeking damages, and an injunction preventing Facebook from "violating its own policies that are supposed to prevent violent rhetoric, militia groups, and other racially motivated hate groups from congregating and interacting on its site." Facebook received more than 400 reports that posts in the Kenosha Guard group were violating the platform's standards, according to the suit.

"We want Facebook to enforce its own rules, and not let its tools and platforms be utilized by extremist groups to assault and violate the rights, and ultimately kill protesters of conscience," said Flores-Williams.

Just as important, he said, was a chilling effect to armed right-wing militias moving forward.

"We can send an overall message to these organizing extremist militias that you can't do this within communities," he said. "If you think it's just going to be an easy thing where you post a couple things on Facebook, you get together and you play army and then you go intimidate people you don't agree with or you don't like the way they look, you can't do that just freely -- there's going to be legal consequences."

Wisconsin Synagogue Vandalized With ‘Free Palestine’ Graffiti During Kenosha Protests

By Aaron Bandler

August 28, 2020

A witness recorded a man spray painting “Free Palestine” on a Wisconsin synagogue’s driveway on the evening of Aug. 27. The witness, Julio Rosas, posted the video on social media.

The vandalism occurred during protests in Kenosha, Wis., in response to a police officer-involved shooting of a Black man named Jacob Blake, who was shot in the back seven times during a dispute on Aug. 23. The incident was recorded by several witnesses; Blake was hospitalized and reportedly is paralyzed.

Rosas, a reporter for the conservative website Townhall.com, tweeted footage of the vandalism:

Beth Hillel Temple Rabbi Dena Feingold told Jewish News Syndicate (JNS), “We support the movement for Black lives, and we know that one person with a can of spray paint does not speak for an entire cause. We pray for Jacob Blake and decry the vigilante murders that took place a block from our synagogue two nights ago. Our call is for justice and peace in our community and around the world.”

The “vigilante murders” is an apparent reference to a shooting on Aug. 25 that resulted in two dead and another seriously wounded. The suspect, identified as Kyle Rittenhouse, 17, has been charged with first-degree intentional homicide.

Jewish groups condemned the graffiti.

“This is anti-Semitism,” the American Jewish Committee (AJC) tweeted. “Full stop. If you don’t understand why, you need to educate yourself. If you try to justify or explain this in any way, you are part of the problem.”

AJC Director for Combating Anti-Semitism Holly Huffnagle tweeted, “An American synagogue — a Jewish house of worship — was just vandalized in response to a conflict in the Middle East. Blaming Jews for the actions of a nation state is antisemitism. Racial justice can never be accomplished by the disparagement of others.”

The Anti-Defamation League Midwest chapter also tweeted, “We are deeply disturbed by this act of antisemitism and hate and will be in touch with the Temple to offer our support.”

Israel-based writer and Journal contributor Hen Mazzig tweeted, “How in a crowd of protesters, no one had the moral courage to stop a person vandalizing a synagogue? Doing this isn’t just bad for Jews, it’s bad for the movement.”

Holocaust Education Legislation in the US

According to the *International Holocaust Remembrance Alliance*, an intergovernmental body whose purpose is to place political and social leaders' support behind the need for Holocaust education, remembrance, and research both nationally and internationally, the United States does not have a mandated national curriculum. Therefore, state and local governments bear primary responsibility for education. As of January 2021, there are 16 states in the US which include in their legislation requirements for Holocaust and genocide education.

Arizona

Whereas, the Holocaust was the state-sponsored, systematic persecution and annihilation of European Jews and other groups deemed "undesirable" by Nazi Germany and its collaborators between 1933 and 1945. Under this system, six million Jews, as well as Roma (Gypsies), Poles and people with disabilities, were targeted for destruction or decimation solely for racial, ethnic or national reasons. Millions more, including homosexuals, Jehovah's Witnesses, Soviet prisoners of war and other political dissidents, also suffered grievous oppression and death under Nazi tyranny; and

Whereas, during the year leading up to World War II, parents from Germany, Austria, Czechoslovakia and Poland put their children on trains to the United Kingdom to ensure their escape and survival from the increasing Nazi violence.❖ The children of this organized rescue mission, called the Kindertransport, represented some of the youngest Holocaust survivors and most of them were never reunited with their parents; and

Whereas, the number of living Holocaust survivors, as well as their children and liberators, is rapidly diminishing, and this loss of live testimonies increases the likelihood that the historical significance of the Holocaust and its relevance to more recent genocidal conflicts will continue to diminish over time; and

Whereas, Holocaust knowledge in the United States is significantly lacking, especially among younger generations, as nearly 22 percent of millennials have not heard of the Holocaust and only about 50 percent identify it as an attempted extermination of the Jewish people; and

Whereas, the study of the Holocaust offers an opportunity to reflect on and teach about the moral responsibilities of individuals, societies and governments; and

Whereas, nearly 58 percent of Americans believe something like the Holocaust could happen again; and

Whereas, comprehensive education about the Holocaust and other genocides is vital to preserving history and the voices of those affected and to deterring such devastating events from being repeated; and

Whereas, an abundance of local resources exists for educators and communities to engage in Holocaust remembrance and educational events, including the United States Holocaust Memorial Museum's special programs, exhibits and biannual trainings for teachers and the Bureau of Jewish Education's annual Educators' Conference on the Holocaust; and

Whereas, Arizona is home to the nation's largest annual educational event about genocide, Genocide Awareness Week, which is hosted by Scottsdale Community College.❖ This event presents an occasion for people of all ages and backgrounds to gather, discuss and learn about the Holocaust and other genocides; and

Whereas, the Holocaust is not currently a required topic in Arizona's academic standards and is therefore not required to be taught in the state's schools. The State of Arizona, however, has numerous resources to ensure that students can be exposed to this important part of history, including the Anti-Defamation League's Echoes and Reflections teacher lessons and trainings and the Phoenix Holocaust Association's Speakers Bureau, which facilitates speaking engagements by survivors, their families and liberators at Arizona schools.

Therefore

Be it resolved by the House of Representatives of the State of Arizona, the Senate concurring:

That the Members of the Legislature express support for educating citizens, particularly this state's schoolchildren in grades eight through twelve, on the Holocaust and other genocides and for ensuring that all educators are knowledgeable and trained on the subject.

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California – Effective January 1, 2015

California Education Code § 51220

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study:

- (B)(1) Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the pupils. Instruction shall provide a foundation for understanding the history, resources, development, and government of California and the United States of America; instruction in our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and Federal Constitutions; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust, and contemporary issues.
- (2) For purposes of this subdivision, genocide may include the Armenian Genocide. The “Armenian Genocide” means the torture, starvation, and murder of 1,500,000 Armenians, which included death marches into the Syrian Desert, by the rulers of the Ottoman Turkish Empire and the exile of more than 500,000 innocent people during the period from 1915 to 1923, inclusive.

Legislation Key Points

The adopted course of study for grades 7 to 12 shall offer courses in the following:

- Human rights issues with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust

Contact Information

Connecticut- Approved May 10, 2018

Senate Bill No. 452 Public Act No. 18-24 AN ACT CONCERNING THE INCLUSION OF HOLOCAUST AND GENOCIDE EDUCATION AND AWARENESS IN THE SOCIAL STUDIES CURRICULUM. Be it enacted by the Senate and House of Representatives in General Assembly convened: Section 1. Subsection (a) of section 10-16b of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2018): (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language Senate Bill No. 452 Public Act No. 18-24 2 of 2 arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government, [and] history and Holocaust and genocide education and awareness in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages and vocational education. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre. Sec. 2. (NEW) (Effective July 1, 2018) (a) For the school year commencing July 1, 2018, and each school year thereafter, each local and regional board of education shall include Holocaust and genocide education and awareness as part of the social studies curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the Holocaust and genocide education and awareness portion of the social studies curriculum, the board may utilize existing and appropriate public or private materials, personnel and other resources. (b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of Holocaust and genocide education and awareness under this section. Approved May 10, 2018

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Colorado- Signed July 8, 2020

HOUSE BILL 20-1336 BY REPRESENTATIVE(S) Michaelson Jenet and Sirota, Esgar, Baisley, Benavidez, Bird, Buck, Buckner, Buentello, Caraveo, Catlin, Champion, Coleman, Cutter, Duran, Exum, Froelich, Garnett, Gonzales-Gutierrez, Gray, Herod, Hooton, Jackson, Jaquez Lewis, Kennedy, Kipp, Kraft-Tharp, Landgraf, Larson, Liston, Lontine, McCluskie, McKean, McLachlan, Melton, Mullica, Neville, Pelton, Rich, Roberts, Saine, Singer, Snyder, Soper, Sullivan, Tipper, Titone, Valdez A., Valdez D., Van Winkle, Weissman, Will, Williams D., Woodrow, Young, Arndt, Carver, Geitner, Humphrey, Ransom, Sandridge, Wilson, Becker; also SENATOR(S) Fenberg and Hisey, Ginal, Garcia, Bridges, Cooke, Coram, Crowder, Fields, Foote, Gardner, Gonzales, Hansen, Lee, Lundeen, Moreno, Pettersen, Priola, Rodriguez, Scott, Story, Tate, Todd, Williams A., Winter, Danielson, Marble, Smallwood, Woodward, Zenzinger. CONCERNING REQUIRING THE SATISFACTORY COMPLETION OF A COURSE THAT INCLUDES HOLOCAUST AND GENOCIDE STUDIES AS A CONDITION OF HIGH SCHOOL GRADUATION IN PUBLIC SCHOOLS. Be it enacted by the General Assembly of the State of Colorado: SECTION 1. In Colorado Revised Statutes, add 22-1-104.7 as follows: Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act. 22-1-104.7. Teaching of Holocaust and genocide studies - definitions. (1) As USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES: (a) "GENOCIDE" MEANS ANY OF THE FOLLOWING ACTS COMMITTED WITH THE INTENT TO DESTROY, IN WHOLE OR IN PART, A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP: (I) KILLING MEMBERS OF A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP; (II) CAUSING SERIOUS BODILY OR MENTAL HARM TO MEMBERS OF A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP; (III) DELIBERATELY INFLECTING ON A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP CONDITIONS OF LIFE CALCULATED TO BRING ABOUT ITS PHYSICAL DESTRUCTION IN WHOLE OR IN PART; (IV) IMPOSING MEASURES INTENDED TO PREVENT BIRTHS WITHIN A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP; OR (V) FORCIBLY TRANSFERRING CHILDREN OF A NATIONAL, ETHNIC, RACIAL, OR RELIGIOUS GROUP TO ANOTHER GROUP. (b) "HOLOCAUST" MEANS THE SYSTEMATIC, BUREAUCRATIC, STATE-SPONSORED PERSECUTION AND MURDER OF APPROXIMATELY SIX MILLION JEWS AND FIVE MILLION INDIVIDUALS TARGETED FOR THEIR RELIGION, DISABILITY, OR IDENTITY BY THE NAZI REGIME AND ITS COLLABORATORS. (c) "HOLOCAUST AND GENOCIDE STUDIES" MEANS STUDIES ON THE HOLOCAUST, GENOCIDE, AND OTHER ACTS OF MASS VIOLENCE, INCLUDING BUT NOT LIMITED TO THE ARMENIAN GENOCIDE. (2) (a) FOR SCHOOL YEARS BEGINNING ON OR AFTER JULY 1, 2023, EACH SCHOOL DISTRICT BOARD OF EDUCATION AND CHARTER SCHOOL SHALL INCORPORATE THE STANDARDS ON HOLOCAUST AND GENOCIDE STUDIES DEVELOPED BY THE STATE BOARD PURSUANT TO SECTION 22-7-1005 (2.7) INTO AN EXISTING COURSE THAT IS CURRENTLY A CONDITION OF HIGH PAGE 2-HOUSE BILL 20-1336 SCHOOL GRADUATION. (b) THE PROVISIONS OF SUBSECTION (2)(a) OF THIS SECTION APPLIES ONLY IF THE STANDARDS ARE ADOPTED BY THE STATE BOARD ON OR BEFORE JULY 1, 2023. (3) A SCHOOL DISTRICT OR CHARTER SCHOOL MAY UTILIZE THE RESOURCE BANK CREATED PURSUANT TO SECTION 22-2-127.3 OR OTHER ALTERNATIVE PROGRAMS OR MATERIALS TO IMPLEMENT THE PROVISIONS OF THIS SECTION. ANY PROGRAMS OR MATERIALS USED IN TEACHING HOLOCAUST AND GENOCIDE STUDIES MUST REPRESENT BEST PRACTICES AND BE DEVELOPED USING INPUT FROM EXPERTS IN THE AREA OF HOLOCAUST AND GENOCIDE STUDIES. SECTION 2. In Colorado Revised Statutes, 22-7-1005, add (2.7) as follows: 22-7-1005. Preschool through elementary and secondary education - aligned standards - adoption - revisions. (2.7) (a) ON OR BEFORE JULY 1, 2021, THE STATE BOARD SHALL ADOPT STANDARDS THAT IDENTIFY THE KNOWLEDGE AND SKILLS THAT STUDENTS SHOULD ACQUIRE AS A CONDITION OF HIGH SCHOOL GRADUATION RELATED TO HOLOCAUST AND GENOCIDE STUDIES, AS DEFINED IN SECTION 22-1-104.7 (1), INCLUDING BUT NOT LIMITED TO THE ARMENIAN GENOCIDE. (b) IN CREATING THE STANDARDS DESCRIBED IN SUBSECTION (2.7)(a) OF THIS SECTION, THE DEPARTMENT OF EDUCATION SHALL UTILIZE A STAKEHOLDER PROCESS THAT IS COST-EFFECTIVE AND EFFICIENT, INCLUDING THE USE OF EXPERTS IN THE COMMUNITY. (c) THE ADOPTION OF THE STANDARDS IDENTIFIED IN THIS SUBSECTION (2.7) IS CONDITIONAL ON THE RECEIPT OF GIFTS, GRANTS, OR DONATIONS. SECTION 3. In Colorado Revised Statutes, add 22-2-127.3 as follows: 22-2-127.3. Holocaust and genocide studies - resource bank - technical assistance - definitions. (1) As USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES: PAGE 3-HOUSE BILL 20-1336 (a) "GENOCIDE" HAS THE SAME MEANING AS SET FORTH IN SECTION 22-1-104.7 (1)(a). (b) "HOLOCAUST" HAS THE SAME MEANING AS SET FORTH IN SECTION 22-1-104.7 (1)(b). (c) "HOLOCAUST AND GENOCIDE STUDIES" HAS THE SAME MEANING AS SET FORTH IN SECTION 22-1-104.7 (1)(c). (2) (a) THE

DEPARTMENT SHALL CREATE AND MAINTAIN A PUBLICLY AVAILABLE RESOURCE BANK OF MATERIALS PERTAINING TO HOLOCAUST AND GENOCIDE COURSES AND PROGRAMS. AT A MINIMUM, THE RESOURCE BANK MUST INCLUDE: (I) SAMPLE ACADEMIC CONTENT STANDARDS FOR HOLOCAUST AND GENOCIDE STUDIES; (II) SAMPLE PROGRAMS OF INSTRUCTION FOR HOLOCAUST AND GENOCIDE STUDIES; (III) SAMPLES OF HOLOCAUST AND GENOCIDE STUDIES LEARNING RESOURCES, INCLUDING FIRST-PERSON TESTIMONY; (IV) SAMPLE MATERIALS FOR PROFESSIONAL EDUCATOR DEVELOPMENT IN TEACHING HOLOCAUST AND GENOCIDE STUDIES; AND (V) CASE STUDIES ON THE HOLOCAUST AND GENOCIDES, INCLUDING BUT NOT LIMITED TO THE ARMENIAN GENOCIDE. (b) THE DEPARTMENT SHALL ENSURE THAT THE MATERIALS INCLUDED IN THE RESOURCE BANK REPRESENT THE BEST PRACTICES IN TEACHING HOLOCAUST AND GENOCIDE STUDIES, AND THE DEPARTMENT SHALL SEEK INPUT FROM EXPERTS IN THE AREA OF HOLOCAUST AND GENOCIDE STUDIES IN COMPILING THE MATERIALS. (c) THE DEPARTMENT SHALL ENSURE THAT THE RESOURCE BANK IS AVAILABLE FOR ACCESS BY SCHOOL DISTRICTS, CHARTER SCHOOLS, BOARDS OF COOPERATIVE SERVICES, AND THE PUBLIC BY JULY 1, 2021. (3) TO THE EXTENT SUCH RESOURCES AND TOOLS ARE READILY PAGE 4-HOUSE BILL 20-1336 AVAILABLE TO THE DEPARTMENT, THE RESOURCE BANK MAY ALSO: (a) IDENTIFY EXISTING RESOURCES AND TOOLS THAT PROVIDE OPPORTUNITIES FOR EXPERTS IN HOLOCAUST AND GENOCIDE STUDIES TO BE PAIRED WITH A TEACHER IN THE CLASSROOM TO CO-TEACH COURSES IN HOLOCAUST AND GENOCIDE STUDIES; AND (b) INCLUDE A LISTING OF SCHOOLS AND SCHOOL DISTRICTS THAT ARE INTERESTED IN FINDING EXPERTS WHO WISH TO VOLUNTEER TO CO-TEACH COURSES IN HOLOCAUST AND GENOCIDE STUDIES AND A LISTING OF EXPERTS WHO ARE INTERESTED IN VOLUNTEERING TO CO-TEACH SUCH COURSES. (4) THE DEPARTMENT MAY SEEK, ACCEPT, AND EXPEND GIFTS, GRANTS, OR DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE PURPOSES OF THIS SECTION. SECTION 4. Safety clause. The general assembly hereby finds, PAGE 5-HOUSE BILL 20-1336 S. Polis RNOR OF E S OF CCOLORADO determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety. ,•41& K BecWer Lero 4kare.rcia SPEAKER OF THE HOUSE PRESIDENT OF OF REPRESENTATIVES THE SENATE 1,eizet •o(niatiewax. Robin Jones CHIEF CLERK OF THE HOUSE OF REPRESENTATIVES Cindi L. Markwell SECRETARY OF THE SENATE APPROVED_,k)v o OM 22 pm (Date and Time) PAGE 6-HOUS 20-1336

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Delaware- Signed on July 23, 2020

House Bill 318

150th General Assembly (2019 - 2020)

Bill Progress

Current Status:

Signed 7/23/20

What happens next?

The General Assembly has ended, the current status is the final status.

Bill Details

Introduced on:

1/21/20

Long Title:

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO HOLOCAUST AND GENOCIDE EDUCATION.

Original Synopsis:

This Act requires the Department of Education to establish and implement a curriculum on the Holocaust and genocide for students in grades 6 through 12. Teaching the lessons learned from the Holocaust and other genocides helps cultivate the spirit of human resilience, courage, heroism, and tolerance. Education about the Holocaust and genocide provide a context to learn about the danger that befalls us when hatred goes unchallenged and there is indifference in the face of oppression of others. The Halina Wind Preston Holocaust Education Committee can provide guidance, academic content assistance, resources, and assistance with curricula development to deliver quality Holocaust and genocide education.

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Florida Required Holocaust Education Mandate Public School Instruction – Passed in 1994

F.S. 1003.42

(2) Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, 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:

(g) 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.

Legislation Key Points

Members of the instructional staff of the public schools...shall teach efficiently and faithfully... the History of the Holocaust (1933-1945)

- Systematic, planned annihilation of European Jews and other groups by Nazi Germany
- a watershed event in the history of humanity
- taught in a manner that leads to an 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 for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions

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Illinois Holocaust & Genocide Education Mandate – Effective January 1, 1990

Public Act 094-0478 § 27-30.3

Holocaust & Genocide Study: Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933-1945. This period in world history is known as the Holocaust, during which 6,000,000 Jews and millions of non-Jews were exterminated. One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences. To reinforce that lesson, such curriculum shall include an additional unit of instruction studying other acts of genocide across the globe. This unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. The studying of this material is a reaffirmation of the commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur.

The State Superintendent of Education may prepare and make available to all school boards instructional materials which may be used as guidelines for development of a unit of instruction under this Section; provided, however, that each school board shall itself determine the minimum amount of instruction time which shall qualify as a unit of instruction satisfying the requirements of this Section.

Sponsored by: Representative Sara Feigenholtz & Senator Ira Silverstein

Legislation Key Points

Every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of the Nazi atrocities of 1933-1945

- 6,000,000 Jews and millions of non-Jews were exterminated
- One of the universal lessons of the Holocaust is that national, ethnic, racial, or religious hatred can overtake any nation or society, leading to calamitous consequences
- Unit shall include, but not be limited to, the Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan
- Commitment of free peoples from all nations to never again permit the occurrence of another Holocaust and a recognition that crimes of genocide continue to be perpetrated across the globe as they have been in the past and to deter indifference to crimes against humanity and human suffering wherever they may occur

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Indiana – Effective July 1, 2007

Indiana Code 20-30-5 § 7

- (a) Each school corporation shall include in the school corporation’s curriculum the following studies:
- (3) Social studies and citizenship, including the:
- (A) constitutions;
 - (B) governmental systems; and
 - (C) histories;
- of Indiana and the United States, including a study of the Holocaust in each high school United States history course.

Sponsored by: Representative Brian C. Bosma

Legislation Key Points

- Each school corporation shall include in the school corporation’s curriculum the following studies:
 - Social studies and citizenship, including...a study of the Holocaust in each high school United States history course

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Kentucky – Effective April 2, 2018

HB128 (BR 351)

Amend KRS 156.160 to require every public middle and high school to provide instruction on the Holocaust and other acts of genocide; shall be known as the Ann Klein and Fred Gross Holocaust Education Act.

Legislation Key Points

- Every public school shall include in its curriculum instruction on the Holocaust and other acts of genocide, which may include, but not be limited to those in Armenia, Ukraine, Cambodia, Bosnia, Rwanda, and Sudan

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Michigan – Effective June 14, 2016

Michigan Compiled Law 380 § 1168

- (1) Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of 6 hours of this instruction during grades 8 to 12.
- (2) Subsection (1) does not preclude a school district or public school academy from including instruction described in subsection (1) in other subject areas.
- (3) The governor's council on genocide and Holocaust education is created as a temporary commission described in section 4 of article V of the state constitution of 1963.
- (4) The governor's council on genocide and Holocaust education shall consist of 15 members appointed by the governor. Members shall be individuals who have a particular interest or expertise in genocide education or Holocaust education, or both.
- (5) If the governor determines that sufficient private funding is available for the operations of the governor's council on genocide and Holocaust education, the governor shall appoint the members of the governor's council on genocide and Holocaust education within 60 days after the effective date of this section.
- (6) If a vacancy occurs on the governor's council on genocide and Holocaust education, the governor shall make an appointment for the unexpired term in the same manner as the original appointment.
- (7) The governor may remove a member of the governor's council on genocide and Holocaust education for incompetence, dereliction of duty, malfeasance, misfeasance, or nonfeasance in office, or any other good cause.
- (8) The first meeting of the governor's council on genocide and Holocaust education shall be called by the governor. At the first meeting, the governor's council on genocide and Holocaust education shall elect from among its members a chairperson and other officers as it considers necessary or appropriate. After the first meeting, the governor's council on genocide and Holocaust education shall meet at least quarterly, or more frequently at the call of the chairperson or if requested by 8 or more members.
- (9) A majority of the members of the governor's council on genocide and Holocaust education appointed and serving constitute a quorum for the transaction of business at a meeting of the council. A majority of the members present and serving are required for official action of the council. A member may not vote by proxy.
- (10) The business that the governor's council on genocide and Holocaust education may perform shall be conducted at a public meeting of the council held in compliance with the open meetings act, 1976 PA 267, MCL 15.261 to 15.275.
- (11) A writing prepared, owned, used, in the possession of, or retained by the governor's council on genocide and Holocaust education in the performance of an official function is subject to the freedom of information act, 1976 PA 442, MCL 15.231 to 15.246.
- (12) Members of the governor's council on genocide and Holocaust education shall serve without compensation. However, if funding is available for this purpose from private sources, members of the council may be reimbursed for their actual and necessary expenses incurred in the performance of their official duties as members of the council.
- (13) State funds shall not be used for the operations of the governor's council on genocide and Holocaust education.
- (14) The governor's council on genocide and Holocaust education shall do all of the following:

- (a) Identify, to the extent possible, all sources of strategies and content for providing and enhancing genocide education to students.
 - (b) Advise the superintendent of public instruction, school districts, public school academies, and nonpublic schools in this state on strategies and content for providing and enhancing genocide education to students.
 - (c) Identify, to the extent possible, all programs and resources to train teachers in providing genocide education to students and share these programs and resources with the superintendent of public instruction, school districts, public school academies, and nonpublic schools in this state.
 - (d) Promote, within the schools and general population of this state, implementation of genocide education. This duty includes, but is not limited to, all of the following:
 - (i) In accordance with 2004 PA 10, engendering and coordinating events, activities, and education that will appropriately memorialize the victims of the Holocaust, such as observance of Holocaust Remembrance Day and the Days of Remembrance.
 - (ii) In accordance with 2002 PA 558, engendering and coordinating events, activities, and education that will appropriately memorialize the victims of the Armenian Genocide, such as observance of the Michigan Days of Remembrance of the Armenian Genocide.
 - (iii) Engendering and coordinating events, activities, and education that will appropriately memorialize the victims of other genocides.
 - (e) Secure private funding for the governor's council on genocide and Holocaust education. The governor's council on genocide and Holocaust education may also apply for and accept grants and receive gifts, donations, and other financial support from private sources, in accordance with state law, for the purpose of carrying out its duties under this section.
 - (f) Carry out any other tasks that it considers to be advisable to support the ability of this state to meet its goals in providing genocide education.
 - (g) Submit an annual report to the legislature on the progress and status of the council.
- (15) With respect to its duties, the governor's council on genocide and Holocaust education is an advisory body only. There is no right or obligation on the part of this state or its subdivisions, officials, or employees to implement the findings or recommendations of the governor's council on genocide and Holocaust education unless further legislation is enacted that specifically authorizes implementation of those findings or recommendations.
- (16) As used in this section:
- (a) "Armenian Genocide" means the systematic, bureaucratic, state-sponsored persecution and murder of approximately 1,500,000 Armenians by the Ottoman Turkish Empire and its collaborators.
 - (b) "Genocide" means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, as such: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; or forcibly transferring children of the group to another group.
 - (c) "Holocaust" means the systematic, bureaucratic, state-sponsored persecution and murder of approximately 6,000,000 Jews and 5,000,000 other individuals by the Nazi regime and its collaborators.

Sponsored by: Representative Klint Kesto

Legislation Key Points

- Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district's or public school academy's social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide

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CHAPTER 29

HB 1135 - FINAL VERSION

06/16/2020 1275s

2020 SESSION

20-2123

04/08

HOUSE BILL 1135

AN ACT naming a portion of route 49 in honor of Specialist Marc P. Decoteau; designating a portion of state route 125 as Officer Stephen Arkell Memorial Highway; declaring June 6 as D-Day Remembrance Day; proclaiming August 31 as Overdose Awareness Day; naming certain courtrooms in the tenth circuit district court and relative to circuit court, district and family division cases in Rockingham county; and relative to Holocaust and genocide studies legislation and establishing a commission to study genocide education.

SPONSORS: Rep. Stringham, Graf. 5; Rep. Edwards, Rock. 4; Rep. R. Osborne, Graf. 7

COMMITTEE: Public Works and Highways

AMENDED ANALYSIS

This bill:

I. Names a portion of route 49 in Campton, Thornton, and Waterville Valley in honor of Specialist Marc P. Decoteau.

II. Names the section of state route 125 in Brentwood the Officer Stephen Arkell Memorial Highway.

III. Requires the governor to annually proclaim June 6 as D-Day Remembrance Day and August 31 as Overdose Awareness Day.

IV.(a) Provides for naming of the 2 courtrooms in the tenth circuit district court house in Hampton after Justice H. Alfred Casassa and Justice Francis J. "Whitey" Frasier; and

(b) Provides that the name of a person may be removed from the courtroom for certain acts of misconduct; and

(c) Reassigns circuit court district and family division cases from certain towns in Rockingham county.

V. Requires Holocaust and genocide prevention education to be included in the criteria for an adequate education and establishes a commission on Holocaust and genocide education.

Explanation: Matter added to current law appears in ***bold italics***.

Matter removed from current law appears [~~in brackets and struck through.~~]

Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

06/16/2020 1275s 20-2123

04/08

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty

AN ACT naming a portion of route 49 in honor of Specialist Marc P. Decoteau; designating a portion of state route 125 as Officer Stephen Arkell Memorial Highway; declaring June 6 as D-Day Remembrance Day; proclaiming August 31 as Overdose Awareness Day; naming certain courtrooms in the tenth circuit district court and relative to circuit court, district and family division cases in Rockingham county; and relative to Holocaust and genocide studies legislation and establishing a commission to study genocide education.

Be it Enacted by the Senate and House of Representatives in General Court convened:

29:1 Specialist Marc P. Decoteau Memorial Highway. Pursuant to RSA 4:43, the portions of New Hampshire route 49 in the towns of Campton, Thornton, and Waterville Valley shall be named the Specialist Marc P. Decoteau memorial highway. A suitable marker or markers may be placed along the highway.

29:2 The Officer Stephen Arkell Memorial Highway. Pursuant to RSA 4:43, the section of New Hampshire route 125 in the town of Brentwood shall be named the Officer Stephen Arkell Memorial Highway. A suitable marker or markers may be placed along the highway.

29:3 Signage. The cost of design, construction, maintenance, and installation of any signage, replacement signage, or other markers authorized under sections 1 and 2 of this act shall not be a charge to the state. However, the design, construction, and installation of any signage or other markers authorized shall be approved by the department of transportation.

29:4 New Sections; D-Day Remembrance Day; Overdose Awareness Day. Amend RSA 4 by inserting after section 13-aa the following new sections:

4:13-bb New Hampshire D-Day Remembrance Day.

I. The governor shall proclaim June 6 of each year as New Hampshire D-Day Remembrance Day.

II. The proclamation issued by the governor shall call on the people of New Hampshire to observe the day with appropriate ceremonies and activities and shall urge all state agencies and academic institutions, and interested organizations, groups, and individuals, to fly the flag of the United States at half-staff each June 6 in honor of the individuals who died as a result of their service in the invasion of Normandy in World War II.

4:13-cc Overdose Awareness Day. The governor shall annually issue a proclamation calling for the proper observance of August 31 as Overdose Awareness Day, a day to honor and remember those who have died or suffered a permanent injury as a result of an overdose, to raise awareness of the epidemic, and to reduce the stigma associated with addiction, overdoses, and overdose fatalities.

29:5 Findings. The general court finds that:

I. Since Hampton became a town in 1639, a system of appointed persons to hear disputes and maintain law and order has been in place. In 1919, the police court was replaced by the municipal court. In 1964, Hampton became a district court location serving Hampton, Hampton Falls, North Hampton, South Hampton, and Seabrook, the same communities that it serves today.

II. In 1972, Governor Walter Peterson appointed H. Alfred Casassa to serve as a part-time judge. Judge Casassa served through 1979 when the number of cases increased to 1,400 related to the protest demonstrations of the Seabrook nuclear power station and it was determined that the court needed to move to a full-time judge.

III. In 1980, Francis J. "Whitey" Frasier was appointed as the first full-time judge of the court. He served as a special judge under Judge Casassa. Judge Frasier served 28 years on the bench of the Hampton district court until his retirement in 2008.

IV. Because of the exemplary leadership of these individuals, and their demonstrated commitment to the community, the courtrooms in the new tenth circuit district court located at 2 Timber Swamp Road, Hampton shall be named in their honor.

29:6 Tenth Circuit Court, District Division; Courtrooms Named. Courtroom One of the new tenth circuit district court building is hereby named after Francis "Whitey" Frasier, the first full-time judge for the court, and Courtroom Two in the new tenth circuit district court building is hereby named after H. Alfred Casassa, the last part-time judge serving the court. Appropriate signage may be placed in the court house and at each courtroom.

29:7 Removal of Name for Misconduct. The chief justice of the supreme court may, upon his or her own initiative or upon written complaint of any person which charges that a person whose name appears on a courtroom pursuant to section 6 of this act committed misconduct and which specifies the grounds therefor, remove the name of such person from the courtroom. Misconduct sufficient to support removal of a name under this section shall include:

I. The practice of fraud or deceit;

II. Conviction of a felony or any offense involving moral turpitude;

III. Any unprofessional conduct, or dishonorable conduct unworthy of, and affecting the judicial profession; or

IV. Unfitness or incompetency by reason of negligent habits or other causes; or negligent or willful acts performed in a manner inconsistent with the interests of persons relying on the judicial profession.

29:8 Signage. The cost of design, construction, maintenance, and installation of any signage, replacement of signage, or other markers authorized under section 6 of this act shall not be a charge to the state. However, the design, construction, and installation of any signage or other markers authorized under section 6 of this act shall be approved by the judicial branch.

29:9 Judicial Districts; Rockingham County. RSA 502-A:1, I-VI is repealed and reenacted to read as follows:

I. PORTSMOUTH DISTRICT. The Portsmouth district shall consist of the city of Portsmouth and the towns of Newington, Greenland, Rye, and New Castle. The district court for the district shall be located in Portsmouth, holding sessions regularly therein and elsewhere in the district as justice may require. The name of the court shall be Portsmouth District Court.

II. HAMPTON DISTRICT. The Hampton district shall consist of the towns of Hampton, Hampton Falls, North Hampton, South Hampton, and Seabrook. The district division for the district shall be located in Hampton, holding sessions regularly therein and elsewhere in the district as justice may require.

III. BRENTWOOD DISTRICT. The Brentwood district shall consist of the towns of Exeter, Newmarket, Stratham, Newfields, Fremont, East Kingston, Kensington, Epping, Brentwood, Danville, Kingston, and Newton. The district division for the district shall be located in Brentwood, holding sessions regularly therein and elsewhere in the district as justice may require.

IV. DERRY DISTRICT. The Derry district shall consist of the towns of Derry, Londonderry, Chester, and Sandown. The district court for the district shall be located in Derry, holding sessions regularly therein and elsewhere in the district as justice may require. The name of the court shall be Derry District Court.

V. AUBURN-CANDIA-RAYMOND DISTRICT. The Auburn-Candia-Raymond district shall consist of the towns of Auburn, Candia, Deerfield, Nottingham, Raymond, and Northwood. The court shall be located in Auburn, Candia, or Raymond. The court shall hold sessions regularly at the principal court location and elsewhere in the district as justice may require. The court shall bear the name of the town in which it is located.

VI. SALEM DISTRICT. The Salem district shall consist of the towns of Salem, Windham, Atkinson, Hampstead, and Plaistow in Rockingham county and the town of Pelham in Hillsborough county. The district court for the district shall be located in Salem, holding sessions regularly therein and elsewhere in the district as justice may require. The name of the court shall be Salem District Court.

29:10 Judicial Branch Family Division; Sites. Amend RSA 490-D:4, IV(d) to read as follows:

(d) Matters arising in municipalities located within the [~~Exeter~~] **Brentwood** district [~~and the Plaistow district~~] shall be heard in the court facility in Brentwood.

29:11 Findings and Purpose. The general court finds that intolerance, bigotry, antisemitism, and national, ethnic, racial, and religious hatred and discrimination are incompatible with the fundamental principles of democracy, and that such ideologies and practices, when unchallenged, can lead to genocide. Recognizing that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement, the general court finds that it is necessary, as part of an adequate education, to ensure that students are taught the historical facts about the Holocaust and other genocides and how intolerance, bigotry, antisemitism, and national, ethnic, racial, and religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence. The general court further finds that through education about the Holocaust and other forms of genocide, their causes, the consequences of intolerance, bigotry, antisemitism, and hate, and the lessons to be drawn for the present, students will understand the fragility of democracy, the importance of democratic principles, and the power of individual choices in preventing genocide.

29:12 Criteria for an Adequate Education. Amend RSA 193-E:2, IV to read as follows:

IV. Knowledge of civics and government, economics, geography, [~~and~~] history, **and Holocaust and genocide education** to enable them to participate in the democratic process and to make informed choices as responsible citizens.

29:13 New Paragraphs; Adequate Public Education; Definitions. Amend RSA 193-E:3-a by inserting after paragraph II the following new paragraphs:

II-a. "Genocide" means any of the following acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group: killing members of the group; causing serious bodily or mental harm to members of the group; deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; imposing measures intended to prevent births within the group; or forcibly transferring children of the group to another group.

II-b. "Holocaust" means the systematic, bureaucratic, state-sponsored persecution and murder of approximately 6,000,000 Jews by the Nazi regime and its collaborators.

II-c. "Holocaust and genocide education" means studies on the Holocaust, genocide, and other acts of mass violence.

29:14 New Subparagraph; Instruction in National and State History and Government; Genocide Education. Amend RSA 189:11, I by inserting after subparagraph (i) the following new subparagraph:

(j) How intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve, into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices.

29:15 New Hampshire Genocide Awareness Month. Amend RSA 4:13-t to read as follows:

4:13-t New Hampshire Genocide Awareness Month. The governor shall annually proclaim the month of April as New Hampshire Genocide Awareness Month and shall urge cities and towns throughout the state to observe this month in an appropriate manner commemorating the victims of genocides and educating the public about the ~~[evils of genocide and commemorating victims of genocide]~~ **importance of preventing intolerance, bigotry, antisemitism, and national, ethnic, racial, and religious hatred and genocide against any group of people.**

29:16 State Board of Education; Rulemaking. Following the receipt of the preliminary report of the commission on Holocaust and genocide education, established in RSA 193-E:2-f, the state board of education shall initiate rulemaking, pursuant to RSA 541-A, relative to the recommendations of the commission.

29:17 New Section; Commission on Holocaust and Genocide Education. Amend RSA 193-E by inserting after section 2-e the following new section:

193-E:2-f Commission on Holocaust and Genocide Education.

I. There is established a commission to study best practices for teaching students how intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved in the past, and can evolve into mass violence and genocide, such as the Holocaust.

II. The members of the commission shall be as follows:

- (a) One member of the senate, appointed by the president of the senate.
- (b) Two members of the house of representatives, appointed by the speaker of the house of representatives.
- (c) The commissioner of education, or designee.
- (d) One high school teacher, appointed by the governor.
- (e) One middle school teacher, appointed by the governor.
- (f) One school administrator, appointed by the New Hampshire School Administrators Association.
- (g) One school curriculum coordinator, appointed by NEA-NH.
- (h) The Roman Catholic bishop of Manchester, or designee.

- (i) A representative of the New Hampshire Council of Churches, appointed by the council.
- (j) A representative of the Keene state college Cohen Center for Holocaust and Genocide Studies, appointed by the college president.
- (k) Two members appointed by the Jewish Federation of New Hampshire, one of whom shall be a religious leader.
- (l) Two survivors or direct descendants of a survivor of either the Holocaust or another genocide, one appointed by the president of the senate and one appointed by the speaker of the house of representatives.
- (m) A representative appointed by the Anti-Defamation League, New England region.

III. The commission shall:

- (a) Recommend model school district policies for Holocaust and genocide education.
- (b) Recommend to the state board of education rules for fulfilling the Holocaust and genocide education requirement.
- (c) Identify best practices for teaching Holocaust and genocide education and the appropriate number of hours of instruction at multiple grade levels.
- (d) Identify existing teaching materials and curriculum as well as strategies and content for providing and enhancing genocide education to students.
- (e) Identify in-service education opportunities for educators.
- (f) Promote, within the schools and the general population of the state, implementation of Holocaust and genocide education.

IV. Legislative members of the commission shall receive mileage at the legislative rate when attending to the duties of the commission.

V. The members of the commission shall elect a chairperson from among the members. The first meeting of the commission shall be called by the senate member. The first meeting of the commission shall be held within 45 days of the effective date of this section. Eight members of the commission shall constitute a quorum.

VI. Report. The commission shall report its findings and any recommendations for proposed legislation to the president of the senate, the speaker of the house of representatives, the chairpersons of the senate and house committees with jurisdiction over education, the senate clerk, the house clerk, the state board of education, the governor, and the state library. A preliminary report shall be submitted on or before January 1, 2021. An annual report shall be submitted on or before November 1, 2021 and each year thereafter. The commission shall monitor the implementation by grade, curriculum, and hours of instruction. A final report shall be submitted on or before November 1, 2024.

29:18 Repeal. RSA 193-E:2-f, relative to the commission on genocide education, is repealed.

29:19 Effective Date.

- I. Sections 1-16 of this act shall take effect 60 days after its passage.
- II. Section 18 of this act shall take effect November 1, 2024.
- III. The remainder of this act shall take effect upon its passage.

Approved: July 23, 2020

Effective Date:

- I. Sections 1-16 shall take effect September 21, 2020.
- II. Section 18 shall take effect November 1, 2024.
- III. Remainder shall take effect July 23, 2020.

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New Jersey Holocaust/Genocide Education Mandate – Adopted March 10, 1994

N.J.S.A. 18A:35-28

Be it enacted by the Senate and General Assembly of the State of New Jersey:

1. The Legislature finds and declares that:
 - A. New Jersey has recently become the focal point of national attention for the most venomous and vile of ethnic hate speeches.

- B. There is an inescapable link between violence and vandalism and ethnic and racial intolerance. The New Jersey Department of Education itself has formally recognized the existence of the magnitude of this problem in New Jersey schools by the formation of a Commissioner's Task Force on Violence and Vandalism.
 - C. New Jersey is proud of its enormous cultural diversity. The teaching of tolerance must be made a priority if that cultural diversity is to remain one of the State's strengths.
 - D. 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.
 - E. The New Jersey Commission on Holocaust Education, created pursuant to P.L.1991.c.193 (C.18A:4A-1 et seq.), several years ago expanded its mission to study and recommend curricular material on a wide range of genocides. The Holocaust Commission is an ideal agency to recommend curricular materials to local districts.
2. A. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
 - B. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
 3. This act shall take effect immediately and shall first apply to curriculum offerings in the 1994-95 school year.

Sponsored by: Senators John H. Ewing, Jim McGreevey, & Jack Sinagra

Legislation Key Points

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall:

- enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life
- further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens

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New York – 1994

NY Education Law Title 1 Article 17 § 801

Courses of instruction in patriotism and citizenship and in certain historic documents:

1. In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship in peace or in war, the regents of The University of the State of New York shall prescribe courses of instruction in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850, to be maintained and followed in all the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction.

Similar courses of instruction shall be prescribed and maintained in private schools in the state, and all pupils in such schools over eight years of age shall attend upon such courses. If such courses are not so established and maintained in a private school, attendance upon instruction in such school shall not be deemed substantially equivalent to instruction given to pupils of like age in the public schools of the city or district in which such pupils reside.

Legislation Key Points

In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship in peace or in war, the regents of The University of the State of New York shall prescribe courses of instruction in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust

Contact Information

Oregon - Signed July 15, 2019

80th OREGON LEGISLATIVE ASSEMBLY--2019 Regular Session Senate Bill 664 Sponsored by Senators WAGNER, MANNING JR, Representative SOLLMAN; Senators DEMBROW, FREDERICK, HASS, KNOPP, ROBLAN, STEINER HAYWARD, Representatives BOSHART DAVIS, CLEM, DOHERTY, EVANS, GOMBERG, GREENLICK, HERNANDEZ, MARSH, MCLAIN, MITCHELL, NERON, NOSSE, POWER, PRUSAK, RAYFIELD, SANCHEZ, SCHOUTEN, WILDE, WILLIAMSON, WITT SUMMARY The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure as introduced. Requires school districts to provide instruction about Holocaust and genocide. Directs Department of Education to provide technical assistance to school districts for instruction. Takes effect July 1, 2020. A BILL FOR AN ACT Relating to instruction in public schools about genocide; and prescribing an effective date. Be It Enacted by the People of the State of Oregon: SECTION 1. (1) School districts must provide instruction about the Holocaust and genocide. (2) Instruction required under this section must be designed to: (a) Enable students to evaluate the morality of the Holocaust, genocide and similar acts of mass violence and to reflect on the causes of related historical events; (b) Develop students' respect for cultural diversity and help students gain insight into the importance of the protection of international human rights for all people; (c) Promote students' understanding of how the Holocaust revealed the need for the term "genocide" and led to international legislation that recognized genocide as a crime; (d) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat misinformation, indifference and discrimination through tools of resistance such as protest, reform and celebration; (e) Provide students with opportunities to contextualize and analyze patterns of human behavior by individuals and groups who belong in one or more categories, including perpetrator, collaborator, bystander, victim and rescuer; (f) Enable students to understand the ramifications of prejudice, racism and stereotyping; (g) Preserve the memories of survivors of genocide and provide opportunities for students to discuss and honor survivors' cultural legacies; (h) Provide students with a foundation for examining the history of discrimination in this state; and (i) Explore the various mechanisms of

transitional and restorative justice that help humanity move forward in the aftermath of genocide. (3) The Department of Education shall provide technical assistance to school districts for the purpose of providing instruction required by this section. SECTION 2. Section 1 of this 2019 Act first applies to the 2020-2021 school year. NOTE: Matter in boldfaced type in an amended section is new; matter [italic and bracketed] is existing law to be omitted. New sections are in boldfaced type. LC 2024 SB 664 1 2 SECTION 3. This 2019 Act takes effect on July 1, 2020.

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Rhode Island Holocaust & Genocide Education in Secondary Schools – Enacted June 17, 2016

Rhode Island General Law Chapter 16 § 93

§ 16-93-1 Legislative Findings:

The general assembly hereby finds and declares that:

- (1) On November 4, 1988, the United States government ratified the International Convention on the Prevention and Punishment of the Crime of Genocide ("Genocide Convention") which was approved by the United Nations General Assembly in 1948. Upon ratification, the United States government recognized that throughout all periods of history, genocide has inflicted great losses on humanity, and was convinced that, in order to liberate mankind from such an odious scourge, international co-operation was required.
- (2) The United States government recognizes that genocide still continues, today, in the twenty-first (21st) century. The United States Congress passed House Con. Resolution 467, "Declaring genocide in Darfur, Sudan" on July 22, 2004. On September 9, 2004, the United States Secretary of State, Colin L. Powell, told the United States Senate Foreign Relations Committee that "genocide has occurred and may still be occurring in Darfur." Additionally, President George W. Bush affirmed the Secretary of State's finding on September 21, 2004, when he addressed the United Nations General Assembly by saying: "At this hour, the world is witnessing terrible suffering and horrible crimes in the Darfur region of Sudan, crimes my government has concluded are genocide."

- (3) The United States Department of Education says "education is primarily a state and local responsibility in the United States. It is states and communities, as well as public and private organizations of all kinds, that establish schools and colleges and develop curricula"
- (4) The state of Rhode Island also has previously demonstrated its concerns and interests regarding raising awareness on the subjects of holocaust and genocide.
- (i) In 2000, the Rhode Island general assembly passed house bill no. 7397, "Genocide and Human Rights Education", requiring the Rhode Island department of education to "develop curricular material on genocide and human rights issues and guidelines for the teaching of that material."
- (ii) In 2007, the Rhode Island general assembly passed house bill No. 5142, requiring the state investment commission to divest its assets from targeted companies in Sudan.
- (iii) In 2011, the state of Rhode Island enacted an act entitled "Genocide Education in Secondary Schools" (Chapters 45 and 70 of the Public Laws of 2011) which emphasized a need to adhere to making genocide curriculum materials available including, but not limited to, the Holocaust, Armenia, Cambodia, and Darfur.
- (iv) The general assembly has passed a number of resolutions condemning the Holocaust.
- (v) The general assembly, on the 100th commemoration of the Armenian mass killings, declared it a genocide. (Resolution No. 198 passed by the house of representatives at its January session A.D. 2015 and approved April 8, 2015, entitled "House Resolution Proclaiming April 24, 2015, as 'Armenian Genocide Remembrance Day' to Commemorate the Armenian Genocide of 1915 to 1923 and in Honor of Armenian-Americans" and Resolution No. 217 passed by the senate at its January session A.D. 2015 and approved April 15, 2015, entitled "Senate Resolution Proclaiming April 24, 2015, as 'Armenian Genocide Remembrance Day' to Commemorate the Armenian Genocide of 1915 to 1923 and in Honor of Armenian-Americans".)
- (vi) The governor, legislators, and community leaders attended and participated at the Holocaust memorial dedication in 2015 whereby a need was recognized for education on the topic of holocaust and genocide in Rhode Island schools.
- (5) The establishment of free public education in the United States is intended to prepare citizens for participation in American social, economic, and political activities.
- (6) The state of Rhode Island has also previously demonstrated its concerns for civic education, of which genocide education should be a component. In 2005, the general assembly directed the board of regents for elementary and secondary education to develop and adopt a set of grade level standards in civic education by August 31, 2007.
- (7) Given the importance of the issue of genocide to the political affairs of the United States, as well as the responsibility of the state to educate its citizens, it is a fundamental responsibility of the state of Rhode Island to ensure that the critical subject of genocide is included as part of the curriculum in all public schools.
- (8) It is the judgment of the Rhode Island general assembly that the board of education in the state shall include instruction on the subjects of holocaust and genocide studies, where appropriate in the curriculum, for all middle and high school students.

§ 16-93-2 Definitions:

For the purpose of this chapter, the following words shall have the following meanings:

- (1) "Genocide," as defined by the Genocide Convention: means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial, or religious group, such as: (i) Killing members of the group; (ii) Causing serious bodily or mental harm to members of the group; (iii) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part; (iv) Imposing measures intended to prevent births within the group; and/or (v) Forcibly transferring children of the group to another group.
- (2) "Holocaust" means the systematic, bureaucratic, state-sponsored persecution and murder of approximately six million (6,000,000) Jews and five million (5,000,000) other individuals by the Nazi regime and its collaborators.

§ 16-93-3 Powers & Duties:

The state shall adhere to the following procedures:

- (1) The department of education shall collect and disseminate to every school district, private school, mayoral academy, and charter school, and make available on its website, curriculum materials and such other materials as may assist local and regional school committees, and governing bodies of any private school, mayoral academy, or charter school, in developing instructional materials on holocaust and genocide awareness and education. The curriculum materials may include information on relevant genocides, including the Holocaust, Armenia, Cambodia, Iraq, Rwanda, and Darfur.

(2) Every school district shall include in its curriculum a unit of instruction on holocaust and genocide, utilizing, but not being limited to, the materials collected and disseminated by the department of education, commencing with the 2017-2018 school year. Nothing herein shall require school districts to require holocaust and genocide instruction in every year of middle school and high school, but that holocaust and genocide education and instruction shall be utilized during appropriate times in the middle school and/or high school curricula, as determined by the local authority. All students should have received instruction on genocide and holocaust awareness materials by the time they have graduated from high school.

Introduced by: Senators Gayle L. Goldin, Joshua Miller, Leonidas P. Raptakis, Hanna M. Gallo

Legislation Key Points

- Given the importance of the issue of genocide to the political affairs of the United States, as well as the responsibility of the state to educate its citizens, it is a fundamental responsibility of the state of Rhode Island to ensure that the critical subject of genocide is included as part of the curriculum in all public schools
- It is the judgment of the Rhode Island general assembly that the board of education in the state shall include instruction on the subjects of holocaust and genocide studies, where appropriate in the curriculum, for all middle and high school students

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Virginia- Approved March 27,2009

CHAPTER 474

An Act to require the Superintendent of Public Instruction to distribute a teacher's manual on Holocaust education.

[H 2409]

Approved March 27, 2009

Be it enacted by the General Assembly of Virginia:

1. *§ 1. That the Superintendent of Public Instruction shall select and distribute to all local school divisions a teacher's manual, with instructions for its use in the classroom, that emphasizes the causes and ramifications of the Holocaust and genocide. Each local school division shall provide grade-appropriate portions of the manual to history and literature teachers of these classes.*

Invaluable Lessons: More States Making Holocaust, Genocide Education A Must

By Stav Ziv | June 20, 2016

The Armenian community waited anxiously last year to see whether President Barack Obama would utter three syllables—"genocide"—in relation to the massacre of up to 1.5 million Armenians at the hands of the Turks starting in 1915. Hope was high as the centennial approached, but Obama didn't say the "g-word." Headlines have shouted about countries that did, and about Turkey's response—pulling ambassadors from Austria, the Vatican, and most recently, Germany. Meanwhile, the media this month covered Italy's new law against Holocaust denial, and on Friday a conviction and five-year sentence for a former Auschwitz guard.

To a teenager, the Armenian genocide and the Holocaust may seem like ancient history, but they are still frequently in the news and their lessons and warnings remain highly relevant. What's disconcerting in the U.S. is that not all young Americans reading these headlines have even learned what genocide is, or about the Holocaust, let alone about other instances of genocide in the distant and not-so-distant past.

It might be surprising to hear that Michigan Governor Rick Snyder signed a bill into law Tuesday that mandates Holocaust and genocide education in the state's high schools, making it one of only a handful of states that have enacted such legislation. If Rhode Island's governor signs a similar bill, which the state's General Assembly passed Tuesday, the country's smallest state will be next. "Our next generation of leaders needs to have the wherewithal to recognize and help prevent widespread harm to their fellow men and women," Snyder wrote in his signing letter. "Teaching the students of Michigan about genocide is important because we should remember and learn about these terrible events in our past while continuing to work toward creating a more tolerant society."

'We failed them'

Up until 2014, only five states had laws in place requiring all school districts to teach their students about the Holocaust and genocide, prejudice, discrimination or other related themes. California, Illinois, New Jersey, New York and Florida each enacted legislation sometime from 1985 to 1994, but then no state followed suit for two decades—20 years that saw Rwanda, Srebrenica and Sudan.

When Rhonda Fink-Whitman heard about a Holocaust and genocide education bill lingering in Pennsylvania a few years ago, she was shocked to learn that these weren't already required subjects. The daughter of a Holocaust survivor and author of a novel based on her mother's experiences, "94 Maidens," she met then-state representative Brendan Boyle, who had proposed the bill, through the Holocaust Awareness Museum and Education Center in Philadelphia. Around the same time, her college-age daughter had some friends over. They admired a bracelet Fink-Whitman was wearing etched with the words, "History will be kind to me, for I intend to write it." But they didn't know who Winston Churchill was.

Armed with a camera, a microphone and a list of questions, she set out to visit a handful of college campuses in her home state of Pennsylvania to see what other kids knew. "What was the Holocaust?," or "Can you name a concentration camp?," she would ask on the idyllic grounds of Penn State, Drexel or Temple, or maybe "What country was Hitler the leader of?," or "What is genocide?" Much of the video's run time features students stumbling over their words, trying to come up with answers. Parts of this experiment are excruciating to watch, but it's not their fault, Fink-Whitman tells *Newsweek*. "We failed them," she says. "If they've never been exposed to this information, how could they possibly know it?"

The resulting video, which she calls "The Mandate Video," garnered nearly half a million views after it was posted to YouTube in late September 2013 along with a slew of press coverage, all of which helped direct renewed attention to the effort in Pennsylvania. The state's original bill, which would mandate Holocaust and genocide education, drew a slate of opponents, some of whom pointed to other state education requirements that were falling by the wayside because of budget cuts.

Getting laws passed

But in June 2014, then-Governor Tom Corbett signed a compromise version of the bill into law, which "strongly encourages school entities in this Commonwealth to offer instruction in the Holocaust, genocide and other human rights violations." It called on the Department of Education to establish relevant curriculum guidelines within a year of the law taking effect and to provide training programs. Though it did not immediately require every district to teach these subjects,

it calls on the State Board of Education to conduct a study on whether and how schools are including them and to submit a report by November 2017. If that study demonstrates that less than 90 percent of “school entities” are doing so already, then the Board of Education “shall adopt a regulation... to require school entities to offer instruction in the Holocaust, genocide and human rights violations.” In other words, the Pennsylvania law effectively ensures that either the vast majority of school entities (more than 90 percent) will be teaching these subjects within two years, or that the strong encouragement will become a requirement.

“Our law isn’t as strong as we would have liked,” Fink-Whitman says. “Which is why when I mentor other states, I say, ‘Here’s what we got in PA, but make yours better!’ And they do!” Fink-Whitman’s video and the efforts in Pennsylvania caught the attention of like-minded parents, activists, professors and others around the country who thought they wanted to see a Holocaust and genocide education requirement in their own states. She has spoken with folks from more than a dozen states—from Ohio to Oregon, from Texas to Hawaii, from Rhode Island to Michigan.

When Susan H. Bitensky, a professor at Michigan State University’s College of Law, saw the mandate video, “I was just horrified at the ignorance,” she tells *Newsweek*. “The students who came from states where education on this subject was required seem to have command of the facts, but others are woefully ignorant.” She was inspired to make researching and drafting a bill for Michigan a project of the Lori E. Talsky Center for Human Rights of Women and Children, which she directs. She and a changing cast of student volunteers looked closely at the language used in other states’ laws and drafted a version that drew from the best of each. Though the bill changed dramatically between the time it left Bitensky’s hands and when it reached Snyder’s desk, it “one upped” Pennsylvania’s law, as Fink-Whitman says.

Michigan’s new law requires that social studies curricula for grades 8-12 “[include] age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian genocide,” recommends a combined total of six hours of this instruction and creates a Governor’s Council on Genocide and Holocaust Education. Moreover, it ensures that future state assessments in social studies include questions related to the learning objectives around genocide. So if instructors are “teaching to the test,” they’ll have to spend time on the Holocaust and genocide.

“This seemed urgent to me because although after the Holocaust everybody said, ‘Never again,’ it has become almost a pathetic saying. Because we’ve had so many genocides since the Holocaust,” Bitensky says. “The first and best line of defense against genocide is in the schoolrooms,” she adds, emphasizing the need to “create a knowledge about what this is, how it comes to be [and] what its effects are; develop an abhorrence for it and alert to its warning signs.”

‘As important as literacy’

Amos Guiora, also a law professor at the University of Utah, agrees that teaching about the Holocaust and genocide means much more than detailing specific events. The Israeli-born son of two Holocaust survivors, he got in touch with Fink-Whitman and subsequently with Bitensky, while working on his forthcoming book *The Crime of Complicity: The Bystander in the Holocaust* (due out in March 2017). It’s important not only to learn about the Holocaust, but to address the broader lessons and questions it raises, he tells *Newsweek*. It “strikes me as a viable way and a legitimate way to address the question, ‘What is our responsibility to one another?’”

Guiora—who says a Utah effort to follow Pennsylvania and Michigan is in its very preliminary stages, “somewhere between the dugout and the on deck circle”—believes the pedagogical imperative extends even beyond grappling with genocide, racism and discrimination to issues such as sexual assault. “Invaluable lessons can be taught based on the Holocaust that apply to these kinds of situations,” says Guiora, whose upcoming book has inspired a symposium at the university titled “The Bystander Dilemma: The Holocaust, War Crimes, And Sexual Assaults,” scheduled for next March.

He recognizes that imposing top-down requirements raises important questions about education and the role of the legislature, and understands that teaching one subject invariably means another will be skipped. But “the failure of individuals to stand up and protect the vulnerable, that at the end of the day is what [my] book is about and why [this subject] needs to be mandatory in terms of education.”

With Pennsylvania’s highly visible campaign, Michigan’s new law, Rhode Island’s passed bill and nascent efforts in states like Utah, Holocaust and genocide education laws seem to be gaining momentum for the first time in two decades. “It does seem like something’s afoot doesn’t it?” Bitensky says. “I think we’re getting an exponential growth in the credibility of these laws, and I think that has a ripple effect.”

It’s important to note that even among the more than 40 states that do not have a law requiring Holocaust and/or genocide education, there are no doubt teachers, schools and districts that teach these subjects. The point is that “in a state where there is no law on it or it’s just made discretionary,” Bitensky says, “it’s hit or miss.”

“I think this is as important as literacy,” she adds, and “we don’t make literacy hit or miss.”



Legislators in 20 U.S. States to Introduce Legislation on Holocaust & Other Genocide Awareness & Prevention

By Anne Frank Center for Mutual Respect | April 24, 2017

The bills begin the landmark project of the Anne Frank Center for Mutual Respect to require Holocaust and other genocide education across all 50 states and the District of Columbia

Anne Frank Center for Mutual Respect, the independent U.S. national organization among Anne Frank organizations worldwide, has obtained commitments from 26 state legislators across 20 states, including Republicans and Democrats, to introduce legislation that would require education in public schools on the Holocaust, the Armenian Genocide, and other genocides.

Those 20 states are among the shocking 42 U.S. states that do not already require education on genocide awareness and prevention. The 20 states are the initial states in the Anne Frank Center for Mutual Respect's ambitious new program, the 50 State Genocide Education Project, to mandate genocide education in public schools across all 50 states and the District of Columbia.

Anne Frank Center for Mutual Respect is announcing the 20 states today, Monday April 24, 2017, a rare day in history on which Yom HaShoah, Holocaust Remembrance Day, and Armenian Genocide Remembrance Day, overlap.

Anne Frank Center for Mutual Respect is asking state legislators to sign onto a communique in which they pledge to introduce legislation that would require genocide education, or in some cases to strengthen a state's existing requirement through a commission or task force to keep genocide comprehensive and up-to-date. The 26 state legislators across the initial 20 states have signed on to the communique.

Currently, three states, Florida, Illinois and New Jersey, require genocide education from grades K-12, and have a state commission or task force to keep genocide education comprehensive and up-to-date.

Two states, California and Michigan, require genocide education from grades 7 or 8 through 12, and have a state commission or task force.

Three states, Indiana, New York and Rhode Island, require genocide education from grades 7 or 8 through 12, but do not have a commission or task force.

Louisiana Representative Beryl Amedee (R) and Massachusetts Representative Jeffrey Roy (D) are among the 26 legislators across the 20 states announced today.

Representative Amedee in Louisiana said: "I have had the opportunity to visit Holocaust museums in New York and Washington, DC. During one visit, I overheard a student ask one of her classmates, 'Why should I care if all these people were killed before I was even born?' Her question stunned me! At that moment, choking back tears, I made a commitment in my heart to do what I can to be sure future generations learn about our collective history."

Representative Roy in Massachusetts, who has proposed legislation on genocide education, said: "Our goal is to teach that genocide is not just somebody else's story. Genocide is not simply about killing people, but also about destroying humanity. By including genocide in the curriculum, we will give students a better understanding of the human condition, and increase efforts worldwide for preventing further genocides."

Steven Goldstein, Executive Director of the Anne Frank Center for Mutual Respect, said: “America has a blot on its national conscience when only eight states require Holocaust and other genocide education with any clear requirement and specificity. Our organization begins with initiatives in 20 more states today, but let’s be clear: Never Again means required genocide education in public schools across all 50 states and the District of Columbia. We won’t stop until that happens.

Here are the 26 legislators across 20 states who have made commitments through the Anne Frank Center for Mutual Respect’s communique to introduce new legislation mandating genocide education:

Alaska Representative Justin Parish (D), Vice Chair, House Committee on Education

Arkansas Representative Michael John Gray (D), House Minority Leader

Connecticut Senator Toni Boucher (R), Co-Chair, Committee on Education

Connecticut Senator Beth Bye (D), Vice Chair, Committee on Education

Colorado Representative Brittany Pettersen (D), Majority Deputy Whip and Chair, Committee on Education

Delaware Representative Jeff Spiegelman (R), primary sponsor of Holocaust Remembrance Day

Delaware Representative Debra Heffernan (D), Vice Chair, House Committee on Health and Human Development

Georgia Representative Tom Taylor (R), House Committee on Governmental Affairs

Georgia Representative David Clark (R), House Committee on Defense and Veterans Affairs

Hawaii Senator Will Espero (D), Senate Committee on Education

Idaho Representative Hy Kloc (D), House Education Committee

Idaho Senator Cherie Buckner-Webb (D), Assistant Minority Leader and member, Senate Committee on Education

Kansas Representative Bill Sutton (R), Vice Chair, Committee on Education Budget

Kentucky Representative Mary Lou Marzian (D), Committee on Education

Louisiana Representative Beryl Amedee (R), House Committee on Education

Maryland Senator Roger Manno (D), Senator Majority Whip

Maryland Delegate Joseline Peña-Melnyk (D), Chair, House Committee on Public Health and Minority Health Disparities

Massachusetts Representative Jeffrey Roy (D), Vice Chair, Joint Committee on Health Care Financing

Missouri Representative Shamed Dogan (R), Vice Chair, House Committee on Rules-Legislative Oversight

Nebraska Senator Rick Kolowski (D), Vice Chair, Committee on Education

New York Senator Toby Ann Stavisky (D), Committee on Higher Education

Ohio Representative Teresa Fedor (D), House Committee on Education and Career Readiness

South Carolina Representative Robert Brown (D), Second Vice Chair, House Education & Public Works Committee

Virginia Delegate Mark Cole (R), Committee on Education

Virginia Delegate Eileen Filler Corn (D), first Jewish woman elected in Virginia history

Washington Representative Tana Senn (D), Vice Chair, House Committee on Early Learning and Human Services

**List updated April 25, 2017*

Two New Efforts Launched to Require Holocaust Education Nationwide

By Stav Ziv | May 1, 2017

Sean Spicer's recent gaffe about the Holocaust—when during a press briefing he erroneously claimed that Adolf Hitler had never used chemical weapons against his own people and used the confusing and seemingly made-up term “Holocaust centers”—made him an accidental poster boy for Holocaust education. His comments not only sparked a maelstrom of criticism and calls for him to be fired, but also spurred the New York-based Anne Frank Center for Mutual Respect to launch the “50 State Genocide Education Project.”

“Our project was oddly inspired by Sean Spicer’s ignorance,” says Steven Goldstein, the organization’s executive director. On second thought, “inspired” isn’t exactly the right word, he says, since it has a positive connotation. “But it was certainly triggered by Sean Spicer’s comments,” he adds. “We looked at the bigger picture. How could someone like Sean Spicer make his way through an education system and not know about the Holocaust? Where did the American education system go wrong in Sean Spicer’s case? Because clearly it went wrong.”

The Anne Frank Center announced its new initiative last week on Yom HaShoah, or Holocaust Remembrance Day, which this year also coincided with Armenian Genocide Remembrance Day. The ultimate goal is to reach a point when all 50 states and the District of Columbia require Holocaust and genocide education. As a starting point, the organization announced commitments from 26 Democratic and Republican state legislators from 20 states to introduce legislation requiring such instruction in public schools (or to strengthen existing laws) in their states. Goldstein emphasizes that the Anne Frank Center is pushing for broad genocide education that includes the Holocaust, the Armenian genocide and other genocides.

“It was a shock to the system that 72 years after the Holocaust, only eight states require genocide education,” Goldstein says. “It’s stunning. It’s astounding. And we believe that if all 50 states had required Holocaust and genocide education, the egregious errors that Sean Spicer has made about the Holocaust and the insensitivity to the Holocaust that’s come out of this administration, perhaps that wouldn’t happen.”

The Anne Frank Center’s announcement lists New York, New Jersey, Florida, Illinois, California, Rhode Island, Michigan and Indiana as the states that already have laws requiring some form of Holocaust and genocide education. Pennsylvania was not included in its list, though the state passed a law in 2014 that is essentially a mandate. (It “strongly encourages” instruction on the Holocaust, genocide and other human rights violations and calls on the state Board of Education to conduct a study on whether and how schools are teaching the subjects and submit a report by November 2017. If that study demonstrates that less than 90 percent of “school entities” are doing so already, then the Board of Education “shall adopt a regulation... to require school entities to offer instruction in the Holocaust, genocide and human rights violations.”) The Anne Frank Center has now obtained commitments from lawmakers in Alaska, Arkansas, Connecticut, Georgia, Louisiana, Maryland, Massachusetts, Virginia and a dozen other states.

“We believe that educating people about genocide is so vital that it requires federal legislation,” says Goldstein. He explains that although education matters are left mostly to the states, there are ways to achieve change nationwide, such as by tying education funding to instruction about genocide. “But realistically, such legislation wouldn’t have a prayer of passing given the composition of the Congress and President Trump dominating the government,” he says. So “we have to deal with the realistic landscape and go state by state.” He hopes to obtain commitments from legislators in every state and Washington, D.C., though he realizes that even then, it could take years to pass laws throughout the country.

The Anne Frank Center’s announcement came one day before U.S. Representative Brendan Boyle (D-Pa.) introduced a resolution in the House supporting nationwide Holocaust education. The bill expresses “the sense

of the House that more should be done to instill Holocaust education in school curricula around the country” and to instill “the promise that we will never forget the horrors of the Holocaust and must always work to prevent such atrocities from occurring in the future.” It “commends Holocaust education activists on their longstanding efforts to include Holocaust education in States’ public school curricula across the country; and encourages more States to enact legislation mandating Holocaust education in their schools and support continued efforts to move this initiative forward.”

The bill mentions those who are ignorant about and those who deny the events of the Holocaust; hate groups that try to perpetuate racist, xenophobic and anti-Semitic principles; the loss as the years go by of Holocaust survivors as ambassadors and storytellers; and calls education about the Holocaust “our best defense against unchecked intolerance and bigotry, and against history repeating itself.”

“This is the beginning of making it national. This first resolution simply says this is a national priority and encourages all of the state legislatures to adopt legislation similar to Pennsylvania,” says Boyle, who pushed for the requirement there when he was a state legislator. “Once this is passed, it makes easier for me to go back and introduce more legislation,” he adds. Like Goldstein, he believes that “while education is left largely to purview of states, at the federal level we can create pretty tangible incentives for states to adopt certain philosophies and programs. I would see my Holocaust education program as following that path.”

Boyle’s bill was originally co-sponsored by fellow U.S. Representatives Brian Fitzpatrick (R-Pa.), Ted Deutch (D-Fla.) and Ileana Ros-Lehtinen (R-Fla.). By Monday afternoon, Congress’s website showed the number of co-sponsors had risen to 30. Although the resolution is independent of the Anne Frank Center’s project, the organization has endorsed the bill, as have others including the Simon Wiesenthal Center and Southern Poverty Law Center.

Boyle’s resolution was in the works before Spicer’s comments, but he also cites Trump’s White House as having exhibited ignorance and “spoken in a way that raises real concerns,” he says. “This administration has presented unique opportunities to show why legislation like mine is needed.” The rise of hate incidents against Jews, Muslims and other groups—including vandalism at a Jewish cemetery in Boyle’s own state—is also a factor. “The best way to push back against this sort of ugly rhetoric and ugly activity,” Boyle says, “is for people of good conscience to make sure that we educate the masses as to what was the ultimate conclusion of unchecked hate that we saw in the Holocaust.”

Goldstein echoes Boyle on that note. The Anne Frank Center is very careful to differentiate between hate crimes and genocide, he says. Still, “history shows us that genocide begins with initial steps of hate,” he says. “There’s no doubt effective genocide education includes the steps that unfortunately have led to genocide in history: the identification of oppressed people; demonizing them next; rounding them up next; isolating them next and then killing them... There are different levels of stripping people of their humanity that eventually have led to genocides.

“All genocide begins with hate and prejudice. That’s how it begins and then it escalates,” Goldstein says. “Our schools need to be early sentinels of ‘Never again’ before ‘Never again’ becomes ‘Once again.’”

THE Hollywood REPORTER

'Schindler's List' Reunion: Steven Spielberg Calls for Holocaust Stories to be Required Curriculum

By Hilary Lewis | April 28, 2018

The director, reunited with the stars of his seven-time Oscar winner after a 25th anniversary screening at the Tribeca Film Festival, also talked about the "traumatic" experience of filming.

The Tribeca Film Festival's 25th anniversary reunion of Steven Spielberg with his *Schindler's List* stars Liam Neeson, Ben Kingsley, Embeth Davidtz and Caroline Goodall was surprisingly devoid of discussion about the Holocaust film's current political relevance, particularly amid the [increased prominence](#) of neo-Nazis and other white supremacists and events like last summer's deadly "Unite the Right" rally in Charlottesville, Virginia.

But the acclaimed filmmaker did say that he felt more should be done to educate young people about the Holocaust. In response to a question about [a recent survey](#) that found a lack of knowledge about the Holocaust among millennials, Spielberg said, "It's not a pre-requisite to graduate high school, as it should be. It should be part of the social science, social studies curriculum in every public high school in this country."

He clarified that he wasn't saying his movie should be taught in schools necessarily, but that "these stories that Holocaust survivors have the courage to tell" should be on the curriculum.

Reflecting on the experience, 25 years ago, of making the film about "the banality of the deepest evil," Spielberg said, "It feels like five years ago."

Spielberg and the stars watched the movie, along with a packed audience at New York's Beacon Theatre, before a post-screening discussion moderated by *The New York Times*' Janet Maslin. For the director, it was the first time he'd watched *Schindler's List* with an audience since the seven-time Oscar-winning pic was released in 1993, and he and his actors said they noticed things this time they had previously missed.

Spielberg was surprised by the "long, lingering look" the real Emilie Schindler (played by Goodall) "gives her husband's grave" in the film's closing scene, which features the real Oskar Schindler's Jews placing stones on his grave. "It blindsided me," he said. The director said this scene came about from his own insecurity, three-quarters of the way through filming, that people wouldn't believe the film was based on true events.

"I'm so known for films that are nothing like this, I didn't know that if people and the way they perceive me, and my own perception of myself, was enough to be able to present this movie as truth, which it was," Spielberg said. "I got really worried and it came to me, 'What if we can get as many of the Holocaust Schindler survivors and get them to put stones on Schindler's grave?' That was an idea

that was never in the script — that was a desperate attempt from me to find validation from the survivors' community itself to be able to certify that what we had done was credible."

For Neeson, though, what he noticed was much more minor and his reaction to it gave the panel a needed moment of comic relief.

The actor pointed out that for a couple of the close-up shots of Schindler getting ready at the beginning of the movie, filmmakers used the second assistant director to show Schindler's hands, which Neeson said were shaking, something that always bothers him.

On a far more serious note, both Spielberg and Neeson recalled the traumatic experience of filming the scenes at concentration camps.

Two Israeli actors, Spielberg said, had breakdowns after they filmed a scene in which they had to strip down and shower together, with many other people, cramped in a small room, afraid that they'll be gassed.

"That aesthetic distance we always talk about between audience and experience? That was gone. And that was trauma," said Spielberg. "There was trauma everywhere. And we captured that trauma. You can't fake that. [Another scene] where everyone takes off their clothes was probably the most traumatic day of my entire career — having to see what it meant to strip down to nothing and then completely imagine this could be your last day on earth."

Neeson, meanwhile, who said he felt "unworthy" of being cast in the lead role as he was making the movie, recalled filming a scene near the gates of Auschwitz, where producer Branko Lustig, himself a Holocaust survivor, told him, "See that hut there? That was the hut I was in."

Neeson said, "It hit me, big fucking time." The actor then recalled that he was so thrown his knees were shaking as he did his scene and he couldn't get his lines right.

Spielberg also clarified some rumors about the origins of the pic and, in what may be a relief for those still disturbed by Mel Gibson's past anti-Semitic comments, when asked if Gibson "could have been cast in the lead," he said, "That's not true."



Lawmakers from 20 states pledge to mandate Holocaust education

April 24, 2017

Some 26 legislators representing 20 states have committed to introduce legislation that would require public schools to teach about the Holocaust, the Armenian genocide and other genocides.

The states are among the 42 in the United States that do not already require education on genocide awareness and prevention, the New York-based Anne Frank Center for Mutual Respect said in announcing that it had obtained the commitments as part of its 50 State Genocide Education Project to mandate genocide education in public schools across all 50 states and the District of Columbia.

The center made the announcement on Monday, observed this year both as Yom Hashoah, or Holocaust Remembrance Day, and Armenian Genocide Remembrance Day.

It asked the state legislators to sign a pledge to introduce legislation that would require genocide education, or in some cases to strengthen a state's existing requirement through a commission or task force. The 26 legislators have signed the pledge, the center said in a statement.

The 20 states are Alaska, Arkansas, Connecticut, Colorado, Delaware, Georgia, Hawaii, Idaho, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Missouri, Nebraska, New York, Ohio, South Carolina, Virginia and Washington.

Three states — Florida, Illinois and New Jersey — require genocide education from grades K-12, and have a state commission or task force to keep genocide education comprehensive and up to date. California and Michigan require genocide education from grades 7 or 8 through 12, and have a state commission or task force. Indiana, New York and Rhode Island mandate genocide education from grades 7 or 8 through 12 but do not have a commission or task force.

"Our goal is to teach that genocide is not just somebody else's story," said state Rep. Jeffrey Roy, D-Mass., who has proposed legislation on genocide education. "Genocide is not simply about killing people, but also about destroying humanity. By including genocide in the curriculum, we will give students a better understanding of the human condition and increase efforts worldwide for preventing further genocides."

THE DIAMONDBACK

The U.S. must mandate nationwide Holocaust education

By Joseph Kuttler | April 25, 2017

This Monday, April 24 was Holocaust Remembrance Day. It's been 72 years since the Holocaust ended, and we must ensure its memory does not fade. The survivors will not be here forever to educate the next generation about the horrors they faced. Even today, we can see people forgetting the atrocities committed against so many millions of people. To mitigate this alarming trend, we must mandate nationwide Holocaust education to guarantee history will never repeat itself.

On Holocaust Remembrance Day this year, I spoke with a member of my synagogue and a survivor of six concentration camps, Max Jacob. Born in Hungary, Jacob was persecuted solely for being Jewish. At 17, he was sent to Auschwitz along with the rest of his family, all of whom perished shortly after arriving. Jacob was lucky enough to survive the Holocaust and eventually made his way to the United States. When we spoke, he reflected on those brutal times, those almost unimaginable memories, by saying he finds comfort in his belief that a similar genocide will never befall the Jews again, as there is now a Jewish state and army in the land of Israel.

Genocide, however, is not limited to the Holocaust. Rather, it is a human problem, seen again and again in history. Jacob said we cannot forget the memory of those who were killed in the Holocaust — such as his mother and father, brothers and sisters — and we must learn something from their senseless deaths, ensuring nothing of the sort ever happens again.

Elie Wiesel, a famous Holocaust survivor and author of the book *Night*, which recounted his experiences in the concentration camps, echoed these sentiments. He told *The New York Times*, "I decided to devote my life to telling the story because I felt that having survived I owe something to the dead. ... Anyone who does not remember betrays them again."

Unfortunately, the number of opportunities to learn from such individuals who overcame traumas like Jacob and Wiesel will be declining. Jacob is 93 now, and his fellow survivors are dying. Wiesel passed away last year at 87. The next generation will not be able to engage with such people and will have to learn this history and these lessons from other sources.

"Born in Slavery: Slave Narratives from the Federal Writers Project, 1936 to 1938" can serve as inspiration in this regard. As people who personally experienced the brutality of slavery were beginning to be lost to history, the U.S. government paid out-of-work writers to visit elderly freed slaves and transcribe their experiences. The works were later published in both transcript and microfilm in 1941. The generation that was raised reading and hearing the personal stories of the survivors of slavery eventually led the civil rights movement of the 1960s. Learning from the past effectively influences the future.

Schools should similarly employ the memories of the last remaining survivors of the Holocaust to engage with students. Holocaust survivors have extensively recounted their tales with interviewers and should continue doing so, to preserve their memories. More importantly, however, there should be a conscious movement to bring survivors into schools to convey their stories to students. These direct interactions will make a lasting imprint on the next generation.

The idea of mandating the teaching of the Holocaust is not novel. Currently, eight states in the United States require Holocaust education for public school students, typically for those who are high school age. In 2016, Michigan approved such legislation. It did so, explained Gov. Rick Snyder, "because we should remember and learn about these terrible events in our past while continuing to work toward creating a more tolerant society."

Students must learn of the utter helplessness victims of the Nazis faced. They should learn to empathize with the plight of these subjugated people and employ this understanding to be cautious about such atrocities happening again. Genocides recur because people have not learned from the mistakes of their forebears. If we mandate the studying of the Holocaust and other genocides nationwide, we can, in the words of Snyder, "hope that future generations who would learn about any atrocities would do so only in the context of a history book because they would be living in a more tolerant and cooperative society."

Wisconsin's Holocaust education bill is seeing reintroduction

Cara Spoto | January 31, 2021 | 18 Shevat 5781



Up to 100,000 Americans attended an anti-Nazi rally in New York City on May 10, 1933, in reaction to Nazi persecution of Jews and the book burnings. Image from *Fighting the Fires of Hate: America and the Nazi Book Burnings* of the United States Holocaust Memorial Museum.

MADISON — Legislation aimed at educating Wisconsin students about the Holocaust is getting another shot at becoming state law.

The Holocaust Education Bill was introduced in January 2020 to wide support, but its path to passage was disrupted when both houses of the Legislature adjourned their sessions in March due to the pandemic.

Now the legislation, which would require all public, charter and voucher schools to teach middle and high school students about the Holocaust, is being reintroduced.

The bill was recirculated among members of the state Legislature for review in January of this year.

Addressing a need

Sen. Alberta Darling, a Republican, introduced this and last year's bill. Darling said she knew she wanted to be a part of the effort as soon as Bev Greenberg, a longtime supporter of the Nathan and Esther Pelz Holocaust Education Resource Center, a program of Milwaukee Jewish Federation, asked for her help.

"I visited one of the death camps in Europe once, and when I saw the boots and clothes of the children it was just like a stab in the heart. When Bev Greenberg asked if I could sponsor the bill, it was just something I knew I had to do," the River Hills resident said.

Darling said she was also prompted to sponsor the bill after learning about recent studies showing a dearth of knowledge about the Holocaust among many millennials.

A 50-state survey on Holocaust knowledge among millennials and Gen Z commissioned by the Conference on Jewish Material Claims Against Germany last year reportedly found that 63 percent of survey respondents did not know 6 million Jews were killed during the Holocaust.

“I just think it is very important for people to know what happened, and this will give us a chance to make sure older Wisconsin children are educated about the Holocaust,” Darling said. “Last time (the bill) passed out of both committees and it passed unanimously in the Assembly.”

The measure, which has already received bipartisan support, comes at a time when symbols of hate and white supremacy have resurfaced in America. Several of the rioters who stormed the U.S. capitol on Jan. 6 had connections to Neo-Nazi organizations.

Teaching aid

As Darling and her colleagues work to get the Holocaust Education Bill passed into law, HERC Executive Director Samantha Abramson and her coworkers have been putting the final touches on a website designed to help teachers educate their students about the Holocaust.

Called the Holocaust Education Map, Abramson describes the website as a “thematically organized toolbox of lesson plans,” where teachers can go to find lessons about the Holocaust or Nazi Germany in general.

It’s fashioned with specific social studies standards in mind, so educators can search for lessons based on the amount time they have or the topic they wish to cover.

The site is still in a testing phase right now, but Abramson said she expects it to be ready for the general public by the first half of this year.

“As we have seen the legislation for this mandate move along, we have been preparing to address the needs of all the educators and the students who are going to be impacted by the bill,” Abramson said. “This legislation is something that HERC has really been hoping for because we value the lessons that the Holocaust can teach us — the lessons we hope will make society better for everyone, and ultimately prevent another Holocaust.”

Social Studies Requirements in the State of Wisconsin

1. Civics Graduation Requirement (pg. 2)
2. Financial Literacy – Act 94 (pg. 3)
3. Environmental Literacy and Sustainability (pg. 4)
4. American Indian Studies – Act 31 (pg. 5)

Civics Graduation Requirement

Any students graduating from a Wisconsin high school (starting with the class of 2017) "takes a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions" (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R).

118.33(1m)(a).

- 1.** Beginning in the 2016-17 school year, no school board, operator of a charter school under s. 118.40 (2r) or (2x), or governing body of a private school participating in a program under s. 118.60 or 119.23 may, except as provided in subd. 2. and subject to the policies under sub. (2) (m), grant a high school diploma to any pupil unless the pupil takes, during the high school grades, a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions.
- 2.**
 - a.** Except as provided in subd. 2. b., a school board, operator of a charter school under s. 118.40 (2r) or (2x), and governing body of a private school participating in a program under s. 118.60 or 119.23 shall require a pupil for whom an individualized education program under s. 115.787 is in effect and a parentally placed child with a disability, as defined in 34 CFR 300.130, to complete the civics test described under subd. 1. but may not condition graduation on the successful completion of the test.
 - b.** If a pupil's individualized education program under s. 115.787 or a services plan, as defined in 34 CFR 300.37, includes a statement that it is not appropriate to administer the civics test under subd. 1. to the pupil, a school board, operator of a charter school under s. 118.40 (2r) or (2x), and governing body of a private school participating in a program under s. 118.60 or 119.23 may not make completion of the civics test described under subd. 1. a condition of graduation for that pupil.
- 3.** A school board, operator of a charter school under s. 118.40 (2r) or (2x), and governing body of a private school participating in a program under s. 118.60 or 119.23 shall permit a limited-English proficient pupil, as defined in s. 115.955 (7), to take the civics test described under subd. 1. in the pupil's language of choice.
- 4.** A pupil may retake the civics test described under subd. 1. until the pupil obtains the passing score required under subd. 1.
- (b)** A school board, operator of a charter school under s. 118.40 (2r) or (2x), and governing body of a private school participating in a program under s. 118.60 or 119.23 may determine the format of the civics test required under this subsection and when in the school year to administer the test.

Wisconsin Act 94 (2017) Financial Literacy Requirement

The 2017 Wisconsin Act 94 was signed into law on November 30, 2017. This legislation requires school districts to adopt academic standards for financial literacy and incorporate instruction in financial literacy into the curriculum in grades kindergarten to 12. The act was published on December 1, and therefore became effective on December 2, 2017. Additional information will be released about how districts may receive additional support to implement Wisconsin's Model Academic Standards for Financial Literacy. Visit <https://dpi.wi.gov/finance> for more information.

The knowledge and skills set forth in the personal financial literacy standards cross all grade levels and disciplines. A comprehensive, developmentally appropriate pre-kindergarten through grade 12 program can promote personal financial literacy throughout numerous curricular areas. Educators from all grade levels can use the financial literacy standards to align instruction and create curriculum and activities designed to instill within students a desire to be financially literate. The standards are intended to help schools develop programs that provide the knowledge and skills to establish sound financial habits.

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Wisconsin Standards for Environmental Literacy and Sustainability

In May 2018, the Wisconsin Standards for Environmental Literacy and Sustainability (ELS) were adopted by the Wisconsin State Superintendent for school districts, educator preparation programs, and non-formal environmental education centers to consider in their work with environmental education. This site provides resources to support the implementation of the standards.

The Wisconsin Standards for Environmental Literacy and Sustainability provide a foundational framework that identifies what students should know and be able to do in environmental education. These standards take an interdisciplinary approach to integrating environmental education into multiple subject areas.

The seven standards are intended to be integrated across subject areas from kindergarten through grade 12. Developing environmental literacy and the skills needed to support sustainable communities is a shared responsibility. Environmental literacy and sustainability is often associated with science. While environmental science is a key component for ecological understanding, environmental literacy and sustainability is about optimizing the health of natural and cultural systems, and requires knowledge and skills in a number of areas, including, but not limited to, science, social studies, English language arts, mathematics, physical education, health, the arts, agriculture, family and consumer sciences, design and engineering, and other career and technical education fields. In these disciplines, students learn related concepts and skills that are needed to make decisions for a sustainable future. While other disciplines have environmental content, the discipline specific content standards of these areas do not fully capture the interdisciplinary nature of environmental literacy and sustainability.

State Statutes for American Indian Studies in Wisconsin

American Indian Studies in Wisconsin (often referred as Wisconsin Act 31) refers to the requirement that all public school districts and pre-service education program provide instruction on the history, culture, and tribal sovereignty of Wisconsin's eleven federally-recognized American Indian nations and tribal communities.

Thus, the references mentioning American Indian Studies in Wisconsin or Wisconsin Act 31 in the context of education are likely referring to the state statutes listed below.

§115.28(17)(d), Wis Stats.

General duties. The state superintendent shall:

(17) AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§118.01(2)(c)(7.and 8.), Wis Stats.

Educational goals and expectations.

(2) EDUCATIONAL GOALS. . .each school board shall provide an instructional program designed to give pupils:

7. An appreciation and understanding of different value systems and cultures.

8. At all grade levels, an understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.

§118.19(8), Wis Stats.

Teacher certificates and licenses.

(8) The state superintendent may not grant to any person a license to teach unless the person has received instruction in the study of minority group relations, including instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state.

§121.02, Wis Stats.

(1) Except as provided in §118.40 (2r)(d), each school board shall:

(h) Provide adequate instructional materials, texts and library services which reflect the cultural diversity and pluralistic nature of American society.

(L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located in this state at least twice in the elementary grades and at least once in the high school grades.