

Holocaust and Genocide Education in New Jersey

Survey Findings Report

Pursuant to P.L.2023, c.36

April 2024



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Executive Summary

In 1994, New Jersey became the first state in the United States of America to mandate “instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils” ([NJ Rev Stat § 18a:35-28](#)), known as the Holocaust and Genocide Education Mandate. In April 2023, Governor Murphy signed legislation ([P.L.2023, c.36](#)) requiring the NJ Department of Education (NJDOE), in conjunction with the New Jersey Commission on Holocaust Education (the Commission), to conduct a survey of New Jersey’s implementation of the Holocaust and Genocide Education Mandate. The purpose of the survey, conducted in fall of 2023, was to better gauge how each school district is meeting the State’s Holocaust and genocide instruction requirements, in order to inform the Commission’s work providing educators, schools, and districts with professional development and other support resources. The law also required survey respondents to submit an attestation affirming compliance with the Holocaust and Genocide Education Mandate.

The NJDOE and the Commission issued the survey to all NJ local educational agencies (LEAs) (public school districts, including charter schools). 596 of 678 LEAs responded, comprising approximately 1,304,230 students and 124,920 educators. Only 2 respondents indicated that they were not providing Holocaust and Genocide instruction to their students, one charter school who indicated wanting assistance from the NJ Commission on Holocaust Education on implementing Holocaust and genocide instruction, and one educational services commission, which means 99.6% of reporting districts and charter schools affirmed compliance with the Holocaust and Genocide Mandate. While the Commission does not interpret lack of survey submission as non-compliance with the Holocaust and Genocide Education Mandate, which is reviewed as part of the New Jersey Quality Single Accountability Continuum process, the Commission and the Department are in the process of considering whether to require any school districts complete a corrective action plan pursuant to P.L.2023, c.36.

Respondents reported Holocaust and genocide education being taught in the elementary grades (Kindergarten through fifth) by 494 districts/charter schools, in the middle school grades (six through eighth) by 531 districts/charter schools, and throughout high school grades (nine through twelfth) in 305 districts and charter schools, including 163 high school serving districts offering a Holocaust/genocide studies elective. In regard to the content area, Holocaust and genocide instruction primarily took place in social studies (39%) and English language arts (33%) with 11% of districts and charter schools also reporting special events.

When districts and charter schools were asked to select all of their perceived obstacles to fulfilling the Holocaust and Genocide Education Mandate, the responses varied. Over a third (35%) of respondents indicated no barriers to Holocaust and genocide instruction. However, the most commonly cited challenge was "Time" reported by 41% of districts/charter schools. Another significant obstacle was "Applicability to the curriculum/grade level," which 33% of respondents viewed as a barrier to meeting the mandate's requirements. For those who provided additional comments, the top three obstacles mentioned were financial limitations, aligning instruction with academic standards and determining developmentally appropriate

content for elementary students and those with special needs. This is valuable data that can be used by the NJ Commission on Holocaust Education to further support schools in meeting the mandate.

The survey responses revealed a need for additional support from the Commission, as well as a willingness among districts and charter schools to share successful practices. Specifically, 135 respondents expressed interest in receiving direct assistance from the Commission to “develop or strengthen their efforts” to fulfill the Holocaust and Genocide Education Mandate. On the other hand, a notable 255 districts and charter schools indicated they have “exemplary” Holocaust education programming already in place and were willing to share details about their approaches with the Commission. This significant number suggests many districts/charter schools have established robust educational programming around this topic and could serve as models.

Additionally, districts/charter schools reported that approximately 576 educators have a degree or specific certification related to Holocaust and/or genocide studies, such as those offered by Kean University (Certificate in Teaching the Holocaust and Prejudice Reduction) and Stockton University (Masters of Arts in Holocaust and Genocide Studies). By leveraging the expertise of educators and districts with strong Holocaust and genocide curricula, while also providing support to those struggling to fully integrate Holocaust and genocide education, the Commission has an opportunity to facilitate peer learning and ensure all schools and educators have access to the tools needed for impactful Holocaust and genocide instruction.

Upon completion of the District Overview section of the survey, respondents were directed to complete grade-specific Holocaust and genocide education information related to the three identified grade bands: elementary (K–5), middle school (6–8), and high school (9–12). In order to assist respondents in completing the survey and establishing a common understanding of Holocaust and genocide education, the Commission provided a definition of what constituted appropriate Holocaust and genocide instruction for each grade band on the survey (see page 7). For the multiple choice questions in this section of the survey respondents were able to select all the answers that applied to their district/charter school. This enabled respondents to account for the various ways Holocaust and genocide education occurred in the differing content areas and grades.

Elementary-specific information was provided by 494 districts and charter schools. When districts and charter schools were asked the multiple select question, “What is the manner in which the Holocaust is taught?” the vast majority, 93% of them (459) reported integrating related topics as appropriate throughout the curriculum, with 49% (240) also indicating independent lessons were taught related to themes such as bullying, diversity, and inclusion. Many respondents elaborated on their instruction by referencing literature, resources and lessons, which frequently centered on character education, social-emotional learning, anti-bullying and anti-bias instruction. Over 50% of elementary survey responses cited using the NJ Commission on Holocaust Education elementary curricular resources. Explicit teaching about the Holocaust and other genocides was noted by 27 districts and charter schools, primarily in

upper elementary grades four and five. Recurring examples included covering Native American genocide and the Holocaust, with numerous references to the novel *Number the Stars* by Lois Lowry. Notably, 185 districts/charter schools organized assemblies and/or special events connected to the mandate's topics, with 114 respondents hosting Holocaust speakers for their elementary students. This data highlights how districts are weaving mandate-related content into the elementary curriculum through cross-curricular integration, tailored lessons, special programs and, in some cases, direct study of genocide events geared toward the higher elementary grades.

354 districts and charter schools answered middle school-specific questions. The survey findings illustrate how methods of Holocaust and genocide education vary by grade band. Based on responses to a "select all that apply" question, the manner of instruction in middle school was more varied with 84% (298) of respondents integrating related topics across the curriculum as appropriate, 68% (240) providing an independent unit specifically on the Holocaust/genocide, and 62% (219) delivering independent lessons on discrimination, prejudice, the abuse of human rights, the Holocaust and/or genocide. When it came to resources, the NJ Commission on Holocaust Education was the most referenced resource utilized by 60% (212) of respondents. Districts/charter schools also enabled students to learn directly from primary sources and engage with the content in impactful ways through assemblies/events as indicated by 150 respondents and Holocaust speakers cited by 170 districts/charter schools. Overall, the survey results suggest districts and charter schools are employing diverse strategies tailored to the developmental readiness of middle school students to build critical understandings around discrimination, human rights, the Holocaust and genocide.

Survey questions regarding high school instruction were submitted by 303 respondents. In grades nine through twelve, Holocaust and genocide instruction is primarily (83%) integrated across the curriculum, with districts/charter schools also reporting an equal utilization of independent units and lessons at 57% (171 and 172 respondents, respectively) when asked to select all answers that apply. In addition, some respondents noted the inclusion of dual-credit, elective or Advanced Placement courses as covering Holocaust and genocide topics. Special programs are less frequent at the high school level with 92 districts providing assemblies/special events and 145 high school serving districts hosting Holocaust speakers. Regarding instructional resources, high school districts/charter schools relied heavily on materials from the NJ Commission on Holocaust Education as cited by 56% of respondents as well as district textbooks (48%), the United States Holocaust Memorial Museum (43%) and the NJ Holocaust Resource Centers (43%). Overall, the survey responses indicate that Holocaust and genocide education in high school grades primarily takes the form of curriculum integration across subjects, supplemented by targeted units, lessons and leveraging of external resources from state and national organizations.

New Jersey school districts are meeting the Holocaust and Genocide Education Mandate but indicate a willingness to continue to improve their programming with 523 (88%) districts and

charter schools requesting to receive additional information about the New Jersey Commission on Holocaust Education, including opportunities for professional development and resources.

In response to the survey findings, the New Jersey Commission on Holocaust Education will continue to serve its mission “to promote Holocaust education in the state of New Jersey” by clarifying district and educator understanding of the mandate requirements at various grade levels; increasing awareness and utilization of Commission resources and assistance; expanding its’ collection of instructional resources; providing a greater amount of professional development; and continuing to closely collaborate with the NJ Department of Education to directly support educators and districts in meeting the Holocaust and Genocide Education Mandate.

Background

As a leader in Holocaust education, New Jersey was the first state in the nation to form an Advisory Council on Holocaust Education as well as the first to mandate instruction on the Holocaust and genocides. In 1994, legislation was enacted requiring every board of education to “include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.” (NJ Rev Stat § 18a:35–28)

Building on this work, on Holocaust Remembrance Day, April 17, 2023, Governor Murphy signed legislation (P.L.2023, c.36) requiring the Commissioner of Education and the New Jersey Commission on Holocaust Education (the Commission) to develop and distribute a survey regarding instruction on the Holocaust and genocides to New Jersey school districts and charter schools.

The survey provides information about how school districts are implementing the instructional requirements pursuant to the Holocaust and Genocide Education Mandate (NJ Rev Stat § 18a:35–28). Results will be used to inform the work of the New Jersey Commission on Holocaust Education in providing educators, schools and districts with professional development and resources to strengthen student learning of the Holocaust and genocides. The law also required survey respondents to submit an attestation affirming compliance with the Holocaust and Genocide Education Mandate.

Local educational agencies were notified of the survey via broadcast on August 16, 2023. Every school district, charter school and renaissance school project was required to complete the online New Jersey Holocaust Mandate Survey (see Appendix A) within 60 days of receipt or no later than October 16, 2023. A follow-up broadcast was sent on October 11, 2023. Those who did not submit the survey by the October 16th deadline were contacted by the New Jersey Commission on Holocaust Education and sent an individual link to complete the survey.

The survey methodology employed in gathering quantitative and qualitative data on Holocaust and genocide education provided comprehensive and representative responses from throughout the state. The survey instrument was carefully designed to elicit data respectful to the variations that exist in instructional settings across New Jersey. The survey questions allowed participants to select all that apply, where appropriate, to ensure the various experiences of students throughout New Jersey classrooms could be represented. Percentages referenced throughout this report were calculated based on the number of respondents for each survey section. The surveys were distributed and collected via web-based platforms with follow-up communications to encourage submission. Upon completion of data collection, rigorous data cleaning and validation processes were conducted to ensure accuracy and reliability. The statistics presented in this report are reflective of survey submissions and do not account for non-submitting districts and charter schools. Overall, the survey methodology adhered to established best practices, facilitating robust and actionable data.

Survey Results

A total of 596 districts and charter schools submitted complete surveys. New Jersey's remaining 82 districts—comprising 42 charter schools, 27 public school districts, 5 county special services school districts, 6 educational services commissions, and 2 county vocational school districts—did not submit surveys. The districts and charter schools that did not submit surveys were not reflected in the survey results. While the Commission does not interpret lack of survey submission as non-compliance with the Holocaust and Genocide Education Mandate, which is reviewed as part of the New Jersey Quality Single Accountability Continuum process, the Commission and the Department are in the process of considering whether to require any school districts complete a corrective action plan pursuant to P.L.2023, c.36. The Commission is currently working with the Department of Education to follow up with non-submitting districts.

The survey findings are reflective of the information districts submitted on the surveys. This data provides a snapshot of what is believed to be occurring throughout districts and charter schools and may not be representative of all Holocaust and genocide education occurring throughout the state of New Jersey. The 596 submitting districts/charter schools comprise approximately 1,304,230 students and 124,920 educators. Respondents were asked to provide information regarding their Holocaust and genocide instruction in grades Kindergarten through five, grades six through eight, and grades nine through twelve.

Thank you for this opportunity to reflect on this initiative and the importance of this work. Support on this implementation is important. So thank you for that!

(Manville School District, Somerset County)

In the survey, the NJ Commission on Holocaust Education provided clarifying definitions of what constituted Holocaust and genocide education for each grade band:

- At the elementary level, Holocaust and genocide education is not expected to cover the definitions nor historical accounts of these events. Lessons may include topics on respecting ourselves and others, bullying, accepting diversity in ourselves and others, and other related themes/topics.
- In middle school, Holocaust and genocide education centers on developing student understanding of discrimination, prejudice, the abuse of human rights, the Holocaust, and genocide in a manner that is appropriate to the maturity and educational level of the students.
- In high school, Holocaust and genocide education focuses on the roots of prejudice and discrimination, rescue and resistance, liberation and issues of conscience, legacy and memorialization not only of the Holocaust but genocide in general, looking at genocides from the 20th and 21st centuries.

For the purposes of this report, the term “Holocaust and genocide education” refers to the stated definitions in relation to each grade band.

Districts/charter schools were requested to share whom or what they utilized to inform their survey responses and were able to select multiple answers. The overwhelming majority of respondents, 93% utilized curriculum and lesson plans to answer the survey questions, while 75% also cultivated administrator and educator feedback to complete the survey. In addition, approximately half of districts/charter schools, 54%, referenced the use of textbooks and trade books to provide an understanding of their Holocaust and genocide instruction.

Note about graphs: The data tables for all graphs are found in Appendix E. If you are using a screen reader or text-to-speech tool, the alternative text for each graph lists the graph type and a high-level summary of the data. All data is found in Appendix E.

District Overview

New Jersey school districts and charter schools were requested to provide a summary of how Holocaust and genocide are present throughout their K–12 curriculum. When respondents were asked to “identify how Holocaust and genocide education is taught and in what grade(s),” districts and charter schools reported the following, as shown in Table 1: Districts and Charter Schools Self-Reported Teaching of Holocaust and Genocide Education. There is a strong presence of Holocaust and genocide education throughout all three grade bands with 494 districts/charter schools reporting related instruction in grades kindergarten through fifth, 531 respondents reporting instruction in the middle grades six through eight and 305 districts/charter schools indicating Holocaust and genocide education in high school grades nine through twelve. It is important to note that there is a greater number of districts/charter schools that serve only K–8 as compared to those that serve K–12 and 9–12 grades, hence the elementary and middle grades have higher reporting numbers.

Table 1: Districts and Chart Schools Self-Reported Teaching of Holocaust and Genocide Education

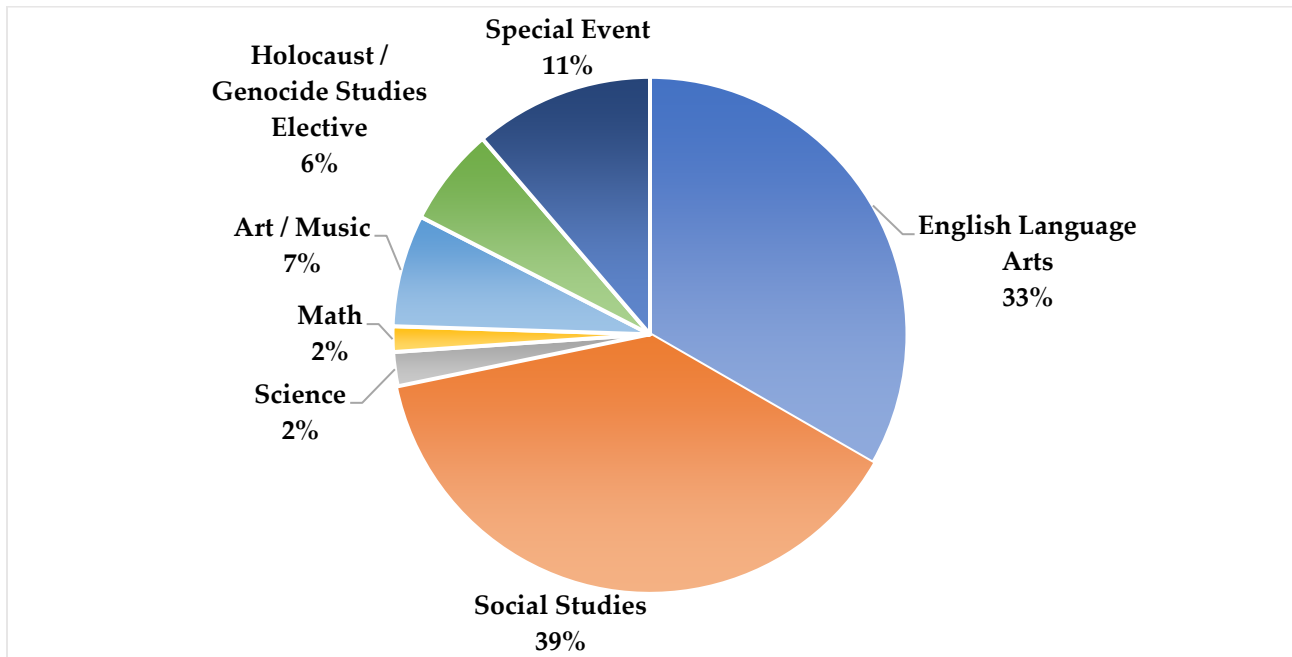
Content Area	Grades K–5	Grades 6–8	Grades 9–12
Social Studies	431	493	300
English	392	454	215
Special Event	105	164	90
Holocaust / Genocide Studies Elective	11	23	163
Art/Music	76	91	57
Science	20	26	22
Math	19	22	10

Allowing school districts to decide age-appropriate content to deliver, while addressing the human rights intention of the mandate has been really helpful. Considering the maturation level of the student has provided opportunities to address the intent of the mandate at the lowest grades, and continue to introduce more sophisticated aspects of the Holocaust and Genocide as students mature.

(Denville Township K–8 School District, Morris County)

The majority of Holocaust and genocide education is taught through the context of Social Studies and English Language Arts as shown in Figure 1: Holocaust and Genocide Education Representation by Content Area. Notably, as shown in Table 1, 163 New Jersey districts and charter schools reported offering a Holocaust/Genocide Studies Elective course in grades nine through twelve, while 23 respondents offered a related elective in the middle school grades. Districts and charter schools also infuse Holocaust and genocide instruction across Art/Music, Science and Mathematics, but to a less significant extent.

Figure 1: Holocaust and Genocide Education Representation by Content Area



[Data Table for Figure 1](#)

As reported by respondents, approximately 35,238 educators across the state of New Jersey teach Holocaust and genocide education related topics in grades Kindergarten through twelve. Of those educators, approximately 576 have a degree or specific certification related to Holocaust and/or genocide studies, such as those offered by Kean University (Certificate in Teaching the Holocaust and Prejudice Reduction) and Stockton University (Master of Arts on Holocaust and Genocide Studies). As this data was self-reported, the Commission believes the actual number of educators with specialized certificates to be much greater based on reporting from universities.

We'd like to share that we appreciate the State's commitment to ensuring that Holocaust and Genocide information are taught. It is hard to imagine any teacher not embracing these important topics.

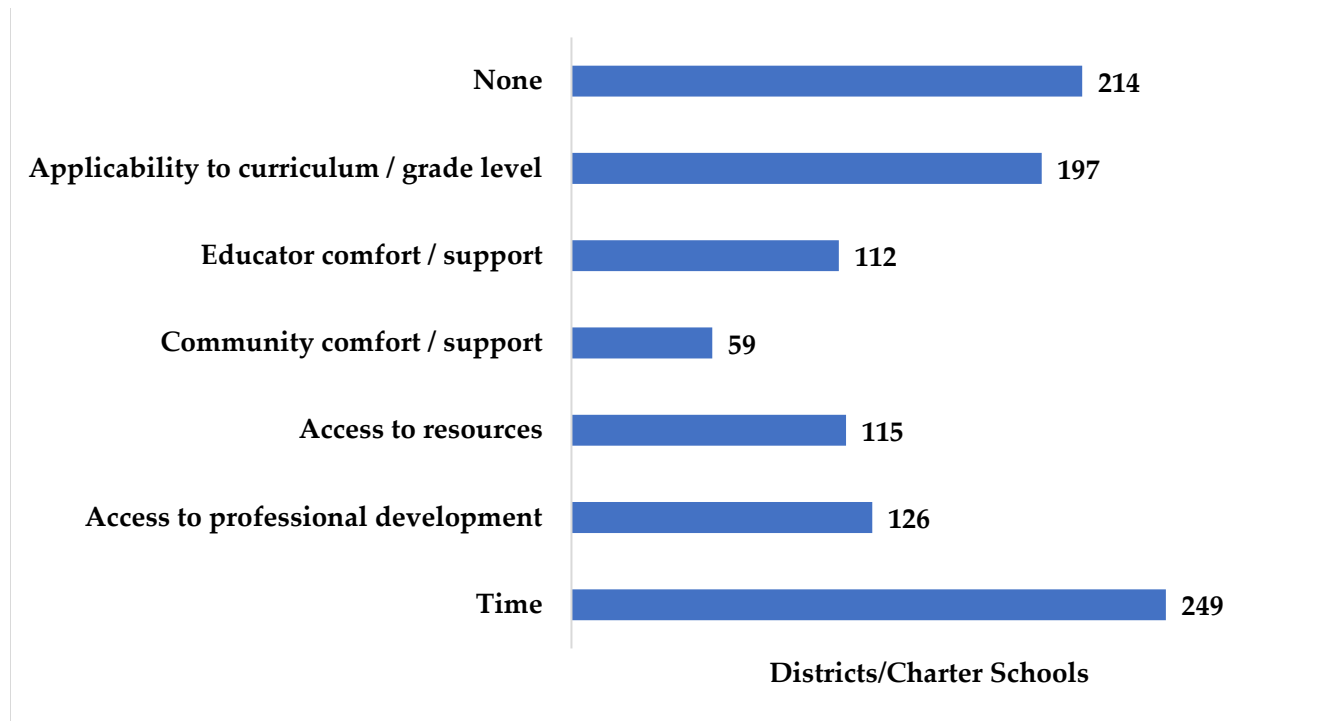
(Pompton Lakes School District, Passaic County)

Respondents were asked to select all perceived obstacles that applied to meeting the Holocaust and Genocide Education Mandate, 211 (35%) districts and charter schools reported “None,” while 247 (41%) identified “Time” as the biggest obstacle. Additionally, “Applicability to the curriculum/grade level” was reported by 195 (33%) of respondents as a challenge in meeting the Holocaust and Genocide Education Mandate. Approximately 20% of responding districts and charter schools also reported access to professional development (126) and resources (115) as barriers to Holocaust and genocide instruction. When evaluating community and educator comfort/support fewer respondents saw this as a challenge with only 59 and 111 districts/charter schools selecting those answers. Lastly, 88 respondents provided written comments in the “Other” option. The top three trends identified were finances, standards alignment and developmental appropriateness for elementary and students with special needs.

New Jersey Commission on Holocaust Education provides adequate resources for schools to meet the Holocaust mandate. We are always open to strengthening our approach and implementation.

(Somerdale School District, Camden County)

Figure 2: Obstacles to Meeting the Holocaust and Genocide Education Mandate



[Data Table for Figure 2](#)

Time is an issue but this is such a worthy pedagogical topic of understanding for our students that, even though we are constrained by limited resources, it is completely worth it to add into instruction for our school community.

(Hopatcong Borough School District, Sussex County)

The Commission evaluated districts/charter schools' self-perceived efficacy in relation to the Holocaust and Genocide Education Mandate. Respondents were asked if they "do an exemplary job of meeting the Holocaust mandate" upon which 391 (66%) districts/charter schools reported that they "are very confident in our current program and offerings." Conversely, 205 (34%) districts/charter schools acknowledged that they "could strengthen our [their] efforts." Of the respondents that felt they could improve, 135 districts and charter schools elected to have the NJ Commission on Holocaust Education "provide assistance in developing/strengthening their efforts to meet the Holocaust and Genocide Education Mandate." Lastly, 255 districts/charter schools were open to the Commission learning more about their "exemplary" Holocaust and genocide education program. The survey revealed varying degrees of confidence among districts and charter schools in meeting the Holocaust and Genocide Education Mandate with a significant number expressing a willingness to enhance their efforts through collaboration with the Commission, while others were open to sharing their exemplary programming. In some cases, survey responses indicated that school districts would benefit from additional guidance on tailoring Holocaust and genocide instruction to specific student populations based on grade-level, education level, maturity level, and other factors.

The notion of human equality, despite our minor variations, and the necessity to respect these distinctions is consistently emphasized in educational curricula at all academic stages, from elementary to middle to high school. Regardless of the grade level, intolerance is unacceptable and should be confronted calmly and courageously, with a commitment to defending potential victims among us. Also, early childhood education allows district educators to build a solid foundation of diversity, equity, and inclusion. Early in the educational journey, students are taught to differentiate between right and wrong, between virtuous conduct and misconduct, and this responsibility is instilled throughout their academic progression. These lessons become more sophisticated as students advance, but they consistently underscore the importance of good citizenship practiced by well-informed students at every stage of learning.

(Perth Amboy Public School District, Middlesex County)

Holocaust and Genocide Education Mandate Implementation in the Elementary Grades

Upon completion of the District Overview section of the survey, respondents were directed to complete grade specific Holocaust and genocide education information related to the three identified grade bands: elementary (K–5), middle school (6–8), and high school (9–12). Information specific to elementary Holocaust and genocide education was provided by 494 respondents. At the elementary level, the NJ Commission on Holocaust Education considers lessons on topics related to respecting ourselves and others, bullying, accepting diversity in ourselves and others, and other related themes/topics as age-appropriate Holocaust and genocide education.

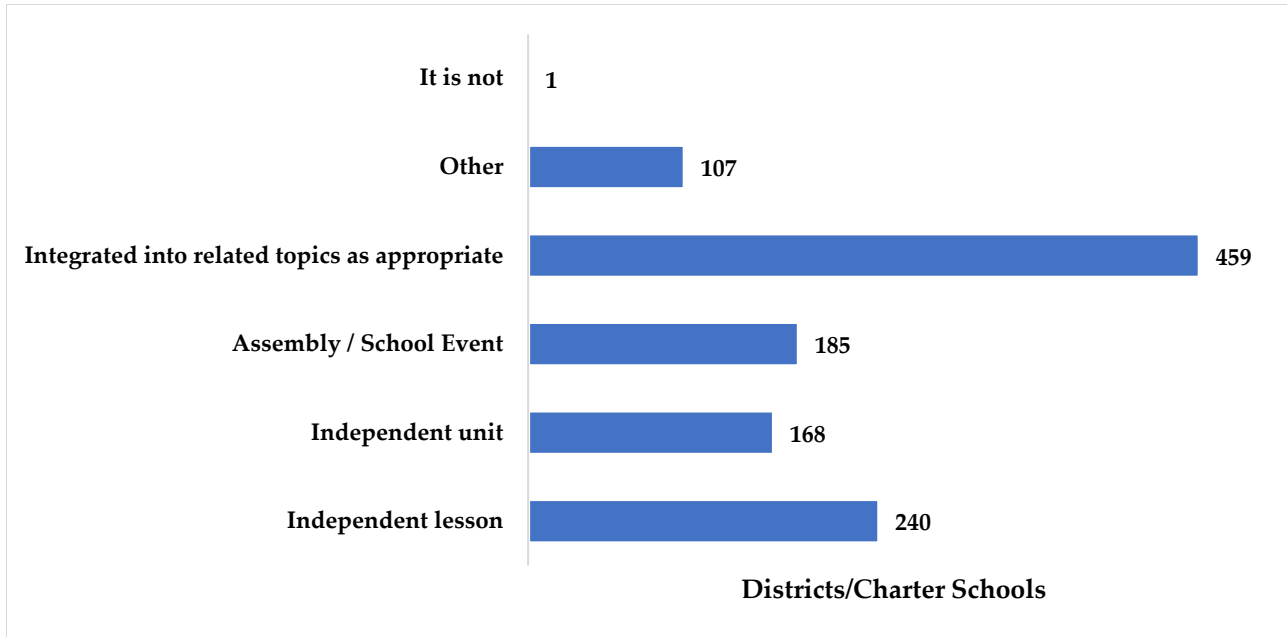
[Holocaust education] is intertwined into our curriculum grades K–5 through primarily health, social studies and language arts. The focus is inclusion, kindness and treating all people with respect. In primary grades, students will discuss how differences and diversity in our community are to be celebrated. They discuss empathy and tolerance as key characteristics of successful communities. Social Justice is explored through literature. In grades 3–5 Students will learn about people immigrating to the United States, the hardships they faced, and the impact of Jewish culture in America by reading, listening to stories, and watching videos. Students may use class time to connect the current reading unit: Historical Fiction Book Clubs to the Holocaust through read alouds and videos on the Holocaust and what life was like growing up in World War II.

(Branchburg Township School District, Somerset)

Of the districts and charter schools that answered questions related to the elementary grades, 93% of them (459) reported integrating related topics as appropriate throughout the curriculum, while 49% (240) additionally selected providing independent lessons related to themes such as bullying, diversity, and inclusion. It is important to note that the survey asked respondents to select all that apply when answering the question “What is the manner in which Holocaust is taught?” Respondents also shared that 185 organized assemblies and/or special events on topics related to the Holocaust and Genocide Education Mandate and 114 districts/charter schools hosted a Holocaust speaker, such as a survivor or family-member of a survivor, at the elementary grade level. The “Other” option was often chosen in conjunction with another choice, in which 107 respondents gave additional details of their selected options. For example, districts/charter schools articulated specific literature, resources and/or lessons. Of these responses, a large number of districts indicated lessons around character education, social-emotional learning, anti-bullying and anti-bias. Additionally, 27 districts/charter schools indicated explicit Holocaust and genocide instruction in upper elementary, grades four and five, related to Native American genocide and the Holocaust. It is important to acknowledge that the one respondent that selected “It is not” indicated it would like assistance to incorporate grade-appropriate Holocaust and genocide instruction. The Commission, in consultation with

the Department, will follow-up with the respondent to provide the supports necessary to ensure compliance.

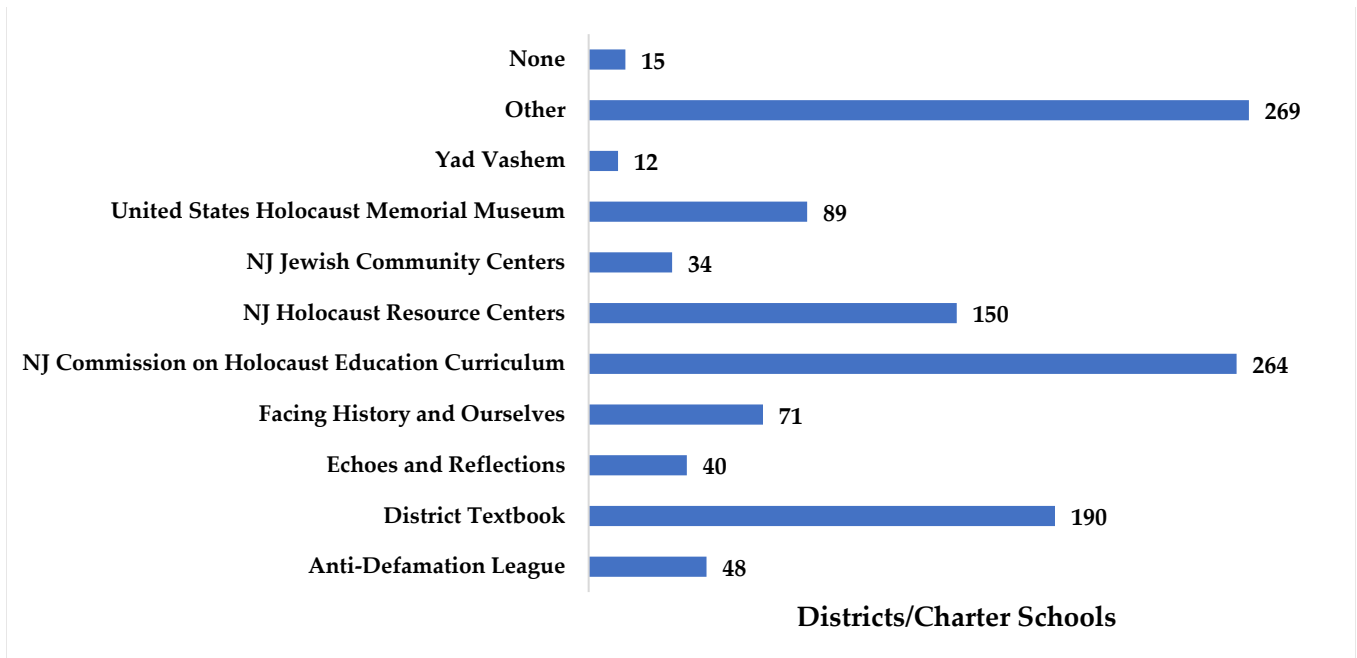
Figure 3: Manner of Holocaust and Genocide Education Mandate Instruction in the Elementary Grades



[Data Table for Figure 3](#)

Respondents were offered the option to provide examples of elementary Holocaust/genocide education in the form of lessons, units, activities, assembly/event flyers or any other examples of instruction. The goal of this survey question was to gain a more specific illustration of how the Holocaust and Genocide Education Mandate is being implemented in elementary classrooms; though this small sample from respondents does not provide enough of a representation from districts/charter schools to make any determinations or generalizations. Samples of elementary instruction were submitted by 44 districts/charter schools. The submissions were reviewed based on type and content. The instructional samples included 13 unit plans, 10 curricula, 6 lesson plans, 5 cross-walks and 5 references to events as well as a booklist, a project description, a list of topics and a PowerPoint presentation. All of the submitted pieces of evidence related to elementary Holocaust and Genocide Education Mandate instruction took place in social studies and/or English language arts. Overall, the submissions showed that elementary schools are approaching the work of Holocaust and genocide education from a variety of perspectives that aim to address the specific needs in their local settings.

Figure 4: Resources Used in Elementary Grades for Holocaust and Genocide Education



[Data Table for Figure 4](#)

When implementing the Holocaust and Genocide Education Mandate, respondents cited a variety of resources. Figure 4: Resources Used in Elementary Grades for Holocaust and Genocide Education displays where New Jersey districts/charter schools are retrieving information to support Holocaust and genocide instruction in the elementary grades. The NJ Commission on Holocaust Education was used by over 50% (264) of districts/charter schools, followed by district textbooks used by 190 respondents. In the “Other” option, 269 districts/charter schools provided additional information, with some mentioning the use of teacher-created materials, trade books, online learning platforms (BrainPOP/Newsela), NJ State Bar Foundation and Learning for Justice website. For a full list of respondent identified resources, please see Appendix B: Referenced Elementary Educational Resources for Holocaust and Genocide Education.

At the elementary level, the concepts in Holocaust and Genocide education are taught through lessons in ELA, SS and Character Education. In ELA, lessons include literature, such as *All Are Welcome* by Alexandra Penfold, is used to teach key lesson concepts such as, Individuals may be different, but all have the same basic human rights. In Social Studies, core lessons from our primary instructional resource focus on respecting others, celebrating diversity, lessons on segregation and taking action. In Character Education, classroom teachers and guidance counselors lead lessons focused on bullying, getting along with others, and showing compassion.

(Cherry Hill School District, Camden County)

Holocaust and Genocide Education Mandate Implementation in the Middle Grades

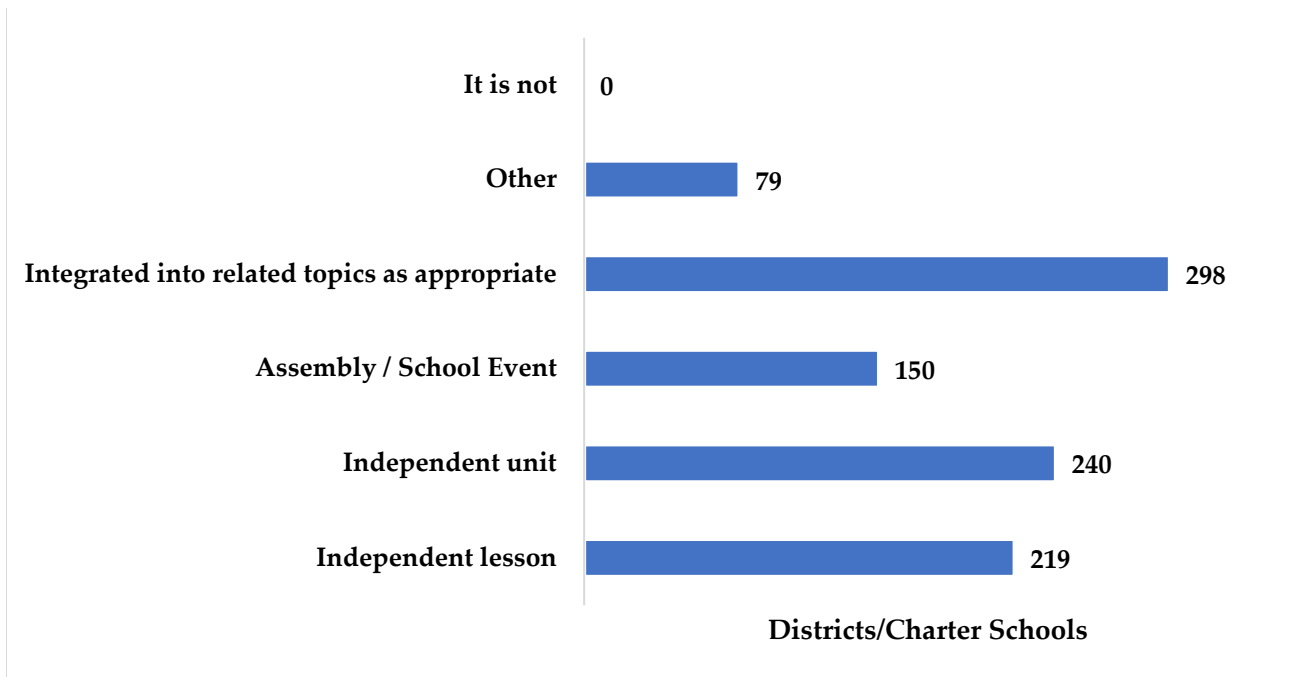
For the middle grades (six through eight), information regarding grade-band specific Holocaust and genocide education was provided by 354 districts and charter schools. Per the NJ Commission on Holocaust Education, instruction at the middle school level related to Holocaust and genocide education may center on developing student understanding of discrimination, prejudice, the abuse of human rights, the Holocaust, and genocide in a manner that is appropriate to the maturity and educational level of the students.

In grades 6–8, the Holocaust and Genocide are taught more explicitly. In 6th grade, students have a Holocaust visitor come and speak to them about their experiences. Teachers provide students with background information about the Holocaust prior to the speaker visiting. This assembly is planned by the teachers in collaboration with the Holocaust Awareness Museum and Education Center (HAMEC) in Pennsylvania. In Social Studies, 7th grade...students first take a look at the constitution and the Universal Declaration for Human Rights; synthesizing how well the constitution has upheld human rights in the United States. In Social Studies, 8th grade students assess human rights violations post 9/11, looking specifically at the prejudice and discrimination against Muslim and Sikh Americans.

(Mount Laurel Township School District, Burlington County)

In middle school, the manner of Holocaust and genocide instruction was more varied than that seen at the elementary level. As shown in Figure 5: Manner of Holocaust and Genocide Education Mandate Instruction in Middle School, when respondents were asked to select all manners of instruction, 84% (298) of districts and charter schools reported “Integrating related topics as appropriate,” while 68% (240) and 62% (219) of respondents indicated providing an “Independent unit” or “Independent lesson,” respectively. Of the districts/charter schools that provided comments in the “Other” option, many of them indicated that their Holocaust instruction was carried out through literature in English language arts and social studies. Additionally, 150 districts/charter schools provided assemblies and/or special events on topics related to the Holocaust and Genocide Education Mandate and 170 respondents reported hosting a Holocaust speaker, such as a survivor or a survivor’s family member, for their middle grade students.

Figure 5: Manner of Holocaust and Genocide Education Mandate Instruction in Middle School



[Data Table for Figure 5](#)

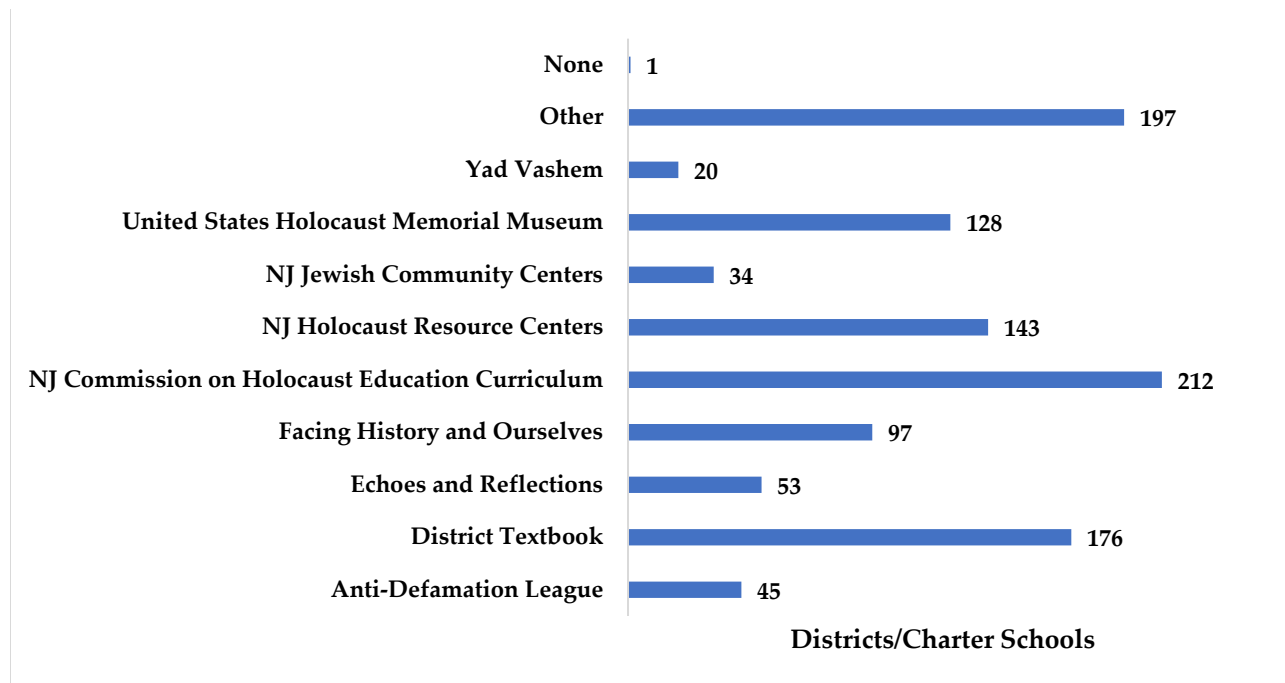
Respondents were offered the option to provide examples of middle school Holocaust/genocide education in the form of lessons, units, activities, assembly/event flyers or any other examples of instruction. The goal of this survey question was to gain a more specific illustration of how the Holocaust and Genocide Education Mandate is being implemented in middle school classrooms (grades six through eight); though this small sample from respondents does not provide enough of a representation from districts/charter schools to make any determinations or generalizations. Samples of middle school instruction were submitted by 35 districts/charter schools. The submissions were reviewed based on type, and content. The instructional samples included 7 crosswalks, 7 unit plans, 6 curricula, 4 assignments, 2 instructional PowerPoint Presentations and 2 event descriptions; other submissions included written summaries of instruction and a lesson plan. Middle school Holocaust and Genocide Education Mandate instruction as evidenced by the submissions showed equal representation in English language arts and social studies. English language arts instruction highlighted a focus on survivor stories, while in social studies topics related to the Holocaust, antisemitism, Native American genocide, colonialism, immigration, discrimination and individual responsibilities in society. Overall, the submissions illustrated that in middle school Holocaust and genocide instruction becomes more explicitly about the Holocaust and genocide with efforts by districts and charter schools to connect this learning to U.S. and local contextual issues of discrimination and individual responsibility.

Holocaust Studies and Human Behavior (Mandatory 9-week course completed by each 8th grade student)... course uses an appropriate understanding of the historical context of the Holocaust to launch a wider view of the destructive effects of prejudice and intolerance. By learning of the personal lives of those who lived through the European Holocaust as well as historical examples of genocide and injustice, students will confront important themes of change and loss, courage, resourcefulness, fairness, humanity, justice, and the ethical use of authority and power. Students will uncover the ways in which they can apply the lessons of the Holocaust to their own lives in the wider world.

(School District of the Chathams, Morris County)

When implementing the Holocaust and Genocide Education Mandate, districts and charter schools cited a variety of resources at the middle school level, as shown in Figure 6: Resources Used in Middle School for Holocaust and Genocide Education. The NJ Commission on Holocaust Education was the most referenced, cited by 61% (212) of respondents. Additionally, 197 respondents selected the “Other” option and identified using resources such as the Museum of Jewish Heritage, Auschwitz Birkenau Museum, Genocide Watch website, National World War II Museum, Junior Scholastic, Nearpod, Story Works, Discovery Education online learning platform and Be Able website. For a full list of resources indicated by districts for middle school, please see Appendix C: Referenced Middle School Educational Resources for Holocaust and Genocide Education.

Figure 6: Resources Used in Middle School for Holocaust and Genocide Education



[Data Table for Figure 6](#)

Holocaust and Genocide Education Mandate Implementation in High School

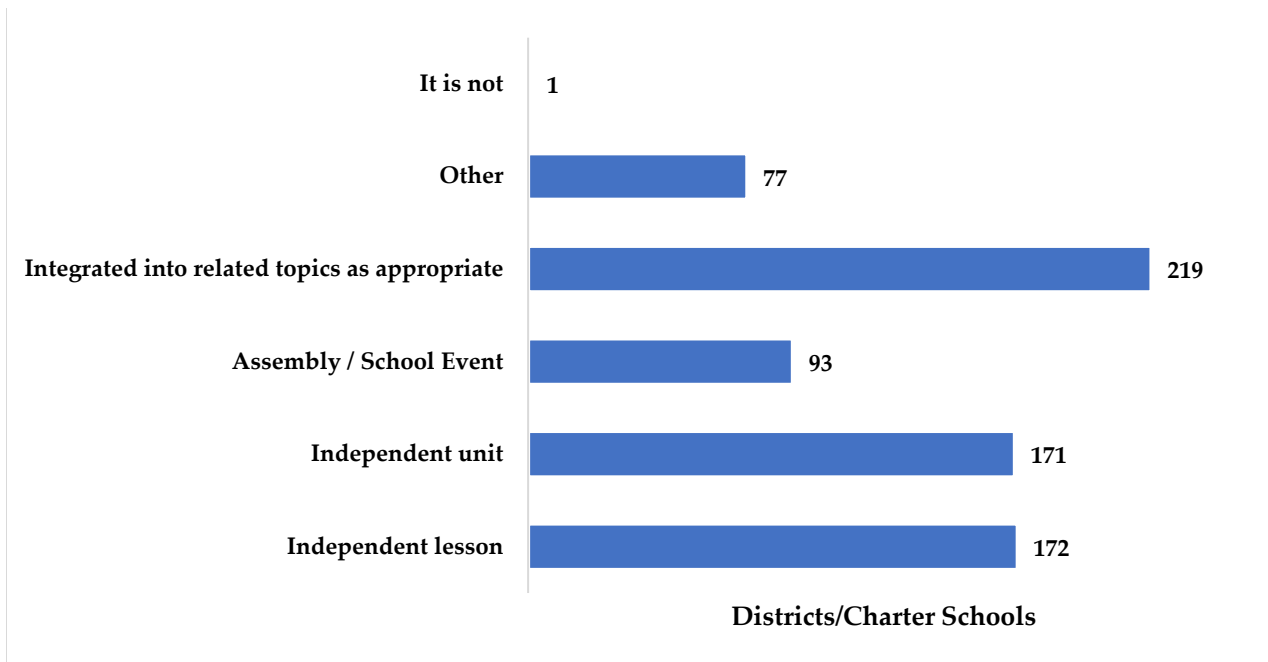
Regarding high school Holocaust and genocide instruction, 303 districts and charter schools answered specific survey questions. According to the NJ Commission on Holocaust Education, high school (grades nine through twelve) Holocaust and genocide education should focus on the roots of prejudice and discrimination, rescue and resistance, liberation, and issues of conscience, legacy, and memorialization not only of the Holocaust but genocide in general, looking at genocides from the 20th and 21st centuries. Additionally, the 2020 New Jersey Student Learning Standards for Social Studies explicitly require instruction on the Holocaust and genocides.

We utilize the high school Raven time which is a daily announcement period dedicated to sharing student generated videos on important topics, school news and community building. The student leaders spread awareness on topics related to Diversity, Equity, Inclusion and Belonging. This topic is also taught in both US I and US II as well as World History. Direct time is spent on the Holocaust and other genocides such as the genocides of Native Americans, Bosnians and Armenians. Topics of genocide and hatred are integrated into all ELA units. 9th grade students read *Night* by Elie Weisel. During a book club unit, students can read *Maus I*, *Maus II*, and the *Diary of Anne Frank*. These are very popular book options each year. Teachers read an excerpt from Elie Weisel's *Day*, and students read an allegory about the Holocaust called *Terrible Things*.

(Robbinsville Public School District, Mercer County)

When asked to select all manners of instruction that applied throughout grades 9 through 12, 72% (219) of respondents indicated it was "Integrated into related topics as appropriate" with 57% of districts and charter schools citing an "Independent unit" (171) and/or "Independent lesson" (172). Additionally, 77 respondents chose the "Other" option, some of which noted dual-credit courses, elective courses and Advanced Placement courses as pathways for Holocaust and genocide instruction. Respondents also shared that 93 of them provided an "Assembly/School Event" related to the Holocaust and/or genocide education and 145 high school serving districts and charter schools reported hosting a Holocaust speaker, such as a survivor or a survivor's family member. The Commission, in consultation with the Department, will follow-up with the one respondent that selected "it is not" to provide the supports necessary to ensure compliance.

Figure 7: Manner of Holocaust and Genocide Education Mandate Instruction in High School



[Data Table for Figure 7](#)

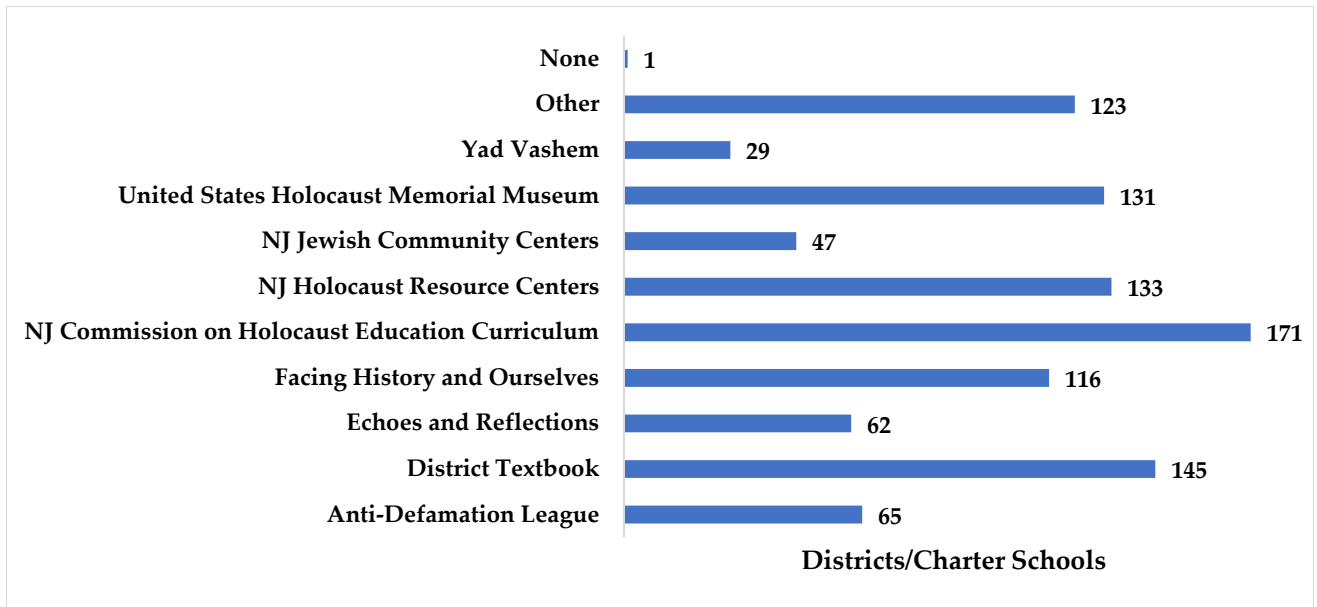
Respondents were offered the option to provide examples of high school Holocaust/genocide education in the form of lessons, units, activities, assembly/event flyers or any other examples of instruction. The goal of this survey question was to gain a more specific illustration of how the Holocaust and Genocide Education Mandate is being implemented in high schools (grades nine through twelve); though this small sample from respondents does not provide enough of a representation from districts/charter schools to make any determinations or generalizations. Samples of high school instruction were submitted by 28 districts/charter schools. The submissions were reviewed based on type, and content. The instructional samples included 8 unit plans, 6 crosswalks, 6 assignments, 5 curricula, 3 event descriptions, 1 Holocaust instructional PowerPoint and 1 toolkit titled “Stages of Genocide: A Toolkit for Educators.” Overall, the submissions demonstrated that at the high school level instruction ranges from a few isolated lessons to comprehensive units and full courses with primary representation in social studies or an elective course.

The Armenian, Holocaust, Cambodian, Rwanda and Sudan genocides are directly taught within multiple Social Studies courses (World History, United States History 2, Europe in the Modern Age, AP US History, AP Modern World History as well as in Race, Class, Gender and Ethnicity). In grades 9-12 Virtual Book rooms, reading lists, author visits, and physical displays highlight Holocaust Remembrance Day and provide students and staff with resources which support the curricula in all subject areas. Materials are available for all staff for professional development about the Holocaust. During West Orange’s Love & Unity Week, Kean University Diversity Council’s Holocaust Resource Center led our 9th and 10th grade students in an Antisemitism Presentation in May of 2023. The program began with an introduction by a local Rabbi.

(West Orange Public Schools, Essex County)

Respondents were asked to select all of the “resources being utilized to teach about Holocaust and genocide instruction at the high school level” as demonstrated in Figure 8: Resources Used in High School for Holocaust and Genocide Education. The NJ Commission on Holocaust Education was the most commonly referenced resource by 56% (171) of districts/charter schools citing its use with similar numbers of respondents also accessing resources from their district textbooks (145), the NJ Holocaust Resource Centers (133) and the United States Holocaust Memorial Museum (131). Some of the respondents that selected the “Other” option indicated they use resources from the Jewish Foundation of the Greater Metro West, Holocaust Museum and Center for Tolerance and Education in NY, the Choices Program, CommonLit and the USC Shoah Foundation. For a full list of reported resources, please see Appendix D: Referenced High School Educational Resources for Holocaust and Genocide Education.

Figure 8: Resources Used in High School for Holocaust and Genocide Education



[Data Table for Figure 8](#)

New Jersey Commission on Holocaust Education

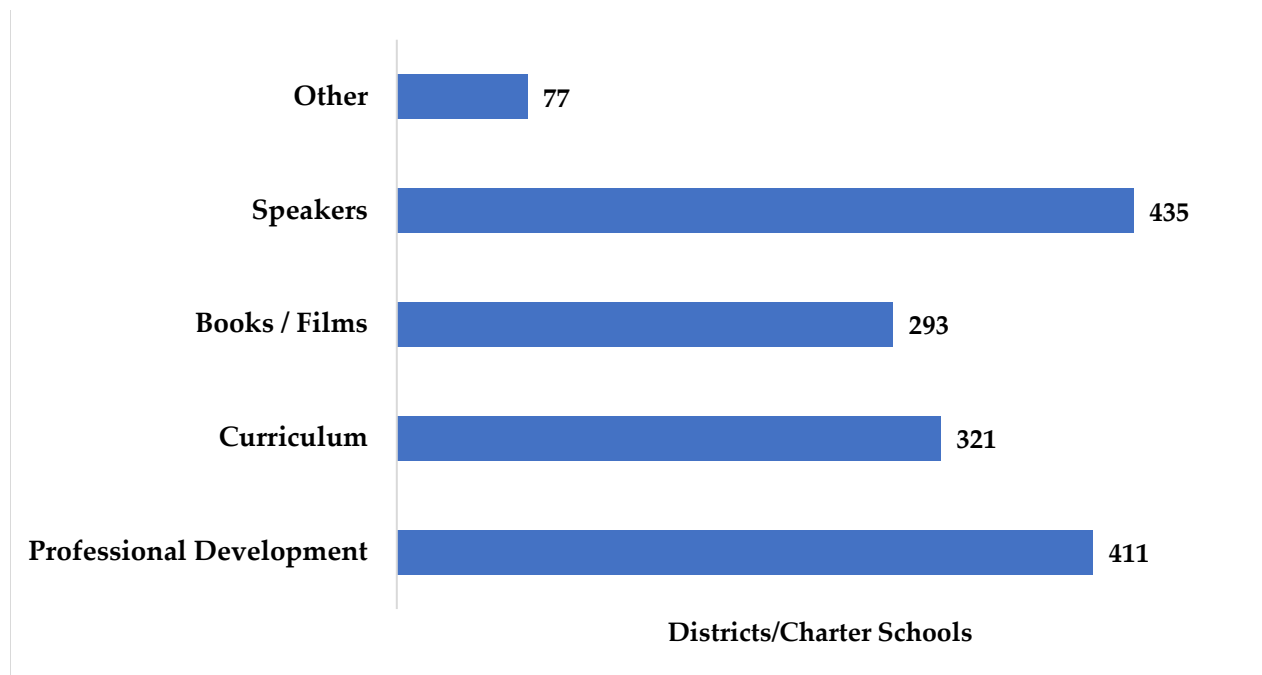
One of the main goals of the survey was to identify ways that the New Jersey Commission on Holocaust Education can strengthen the support it provides for districts across the state of New Jersey. Districts and charter schools were asked to select all the options they believed would help strengthen their Holocaust and genocide instruction. Respondents shared that the greatest assistance the Commission can provide is in the form of speakers, which was indicated by 73% (435) of respondents, followed by professional development reported by 69% (411) of districts/charter schools. In addition, respondents were able to write in comments when selecting the “Other” option. The following quotes derived from the survey results highlight specific suggestions made by districts and charter schools on ways the Commission can enhance its offerings.

- “Create a liaison for each school district to visit with, communicate with, and dialogue with each school district. Most schools have little knowledge of the New Jersey Commission on Holocaust Education and the multitude of resources available to schools. Also, the Commission should encourage and create eyewitness speakers from these current genocidal conflicts to visit and talk with our students [which is] essential for building critical thinking, active citizenship, and future upstanders. Also, the Commission could visit with schools during faculty meetings and/or in-service opportunities for educators, to show off the multitude of resources they have for humanities/ math/ and science programs.”
- “Provide access to experts on the topic of the Holocaust, guest speakers, locations for school trips and professional development opportunities.”
- “Offer more student programming/events at the state level that districts can send students out to attend.”
- “Creation or identification of age-appropriate and current texts, lessons, and activities on modern genocides.”
- “We would appreciate materials that are modified for students with special needs and are accessible to a variety of learning styles including students with intellectual disabilities, students with AAC/AT devices, etc...”
- “Assistance via grant funding for materials, presentations and assemblies.”
- “Record and send out professional development videos for those who cannot attend.”
- “Centralization of resources in a physical location or through website.”

These comments echo the sentiments shared by the majority of the written responses received in relation to what the Commission can do to continue to promote Holocaust and genocide education throughout New Jersey. While some of these requests are already performed by the

Commission, this data highlights the need to further communicate the Commission’s services. In addition, it provides the Commission with clear direction on the interests and needs of administrators and educators throughout the state of New Jersey.

Figure 9: Ways the NJ Commission on Holocaust Education can Strengthen Holocaust and Genocide Education



[Data Table for Figure 9](#)

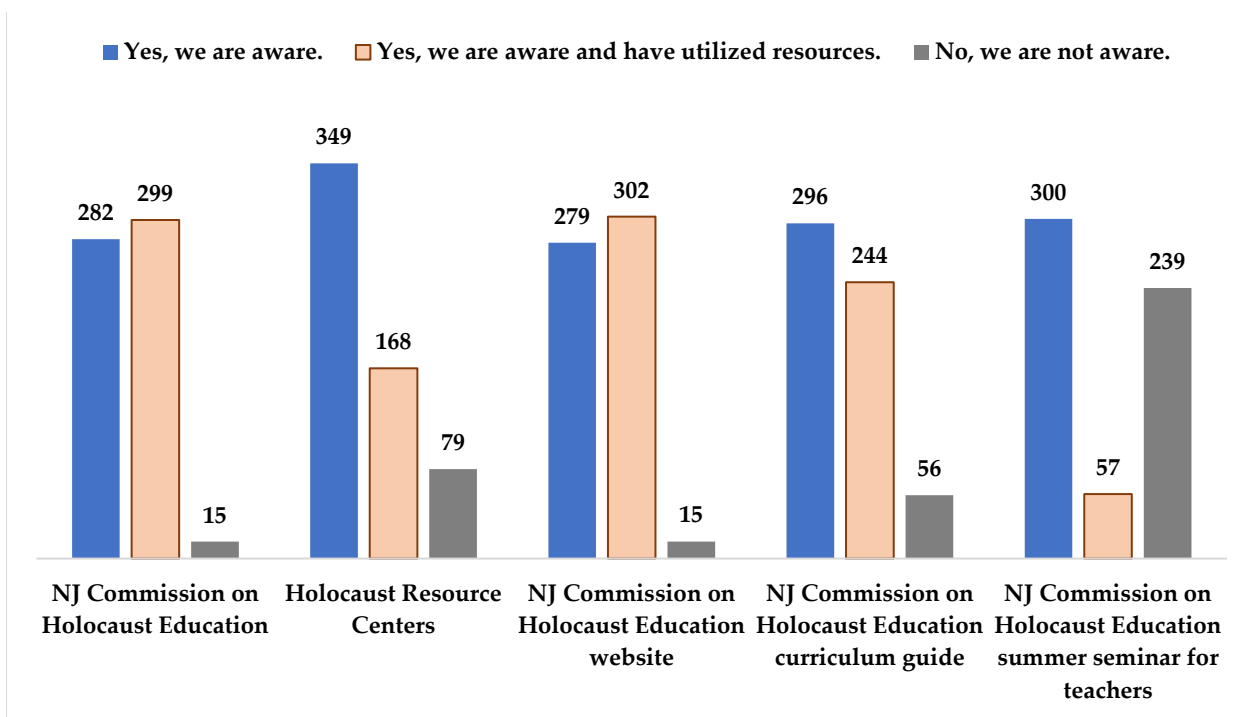
Thank you for your continued work to ensure that this mandate requires schools to ensure students are engaged in meaningful work. Please continue to consider ways to make this difficult content accessible to young students and applicable to the events we see in today's challenging world.

(Flemington-Raritan Regional School District, Hunterdon County)

The survey inquired as to respondents’ awareness of the work of the NJ Commission on Holocaust Education. It is evident that the Commission's resources have relatively high awareness with the majority of districts/charter schools indicating they are aware of them, as shown in Figure 10: Awareness of NJ Commission on Holocaust Education Resources. Of the respondents, 59% (349) were aware of and 28% (168) reported utilizing resources from the Holocaust Resource Centers. The New Jersey Commission on Holocaust Education partners with 30 Holocaust Resource Centers to provide a network of resources, instructional materials, professional development and educational programs accessible to students, schools and educators throughout the State. Approximately 93% (581) of respondents, reported being aware of the Commission; however, only approximately 50% (299) of districts and charter schools

reported actively accessing the Commission's resources with only 41% (244) of districts/charter schools utilizing the Commission's curriculum guide. Respondents were least aware of the NJ Commission on Holocaust Education's summer seminar program for teachers. The summer seminar is an annual professional development program hosted by the NJ Commission on Holocaust Education and sponsored by NJEA. The summer seminar consists of a 16-day trip led by Holocaust Survivor Maud Dahme to the "Infamous Sites of the Holocaust" in Germany, the Czech Republic, Poland, and the Netherlands. Overall, while awareness of the Commission's resources is widespread among districts and charter schools, there is room for improvement in terms of engaging districts in using the specific resources and opportunities, particularly the Holocaust resource centers, the curriculum guide and the summer seminar for teachers.

Figure 10: Awareness of NJ Commission on Holocaust Education Resources



[Data Table for Figure 10](#)

Thank you for the valuable work you continue to do to reinforce this mandate with accessible and approachable guides and resources. Much appreciated!

(South Hackensack School District, Bergen County)

Thank you for providing this survey. Being new to the district, I am looking forward to learning more about how we educate our students on these topics as well as identifying additional opportunities/resources to enhance our current work.

(Galloway Township Public School District, Atlantic)

Yes, the district implements the Holocaust mandate with fidelity and take pride in our curricular offerings. The work that has come from the NJ Commission on Holocaust Education has been helpful and appreciated.

(Jersey City Public Schools, Hudson County)

Districts and charter schools were overwhelmingly interested, 523 (88%), in receiving additional information about the New Jersey Commission on Holocaust Education, including opportunities for professional development and resources. When districts were asked to share any additional comments, questions or concerns regarding “the Holocaust mandate, Holocaust education in New Jersey schools and the work of the New Jersey Commission on Holocaust Education,” the responses demonstrated an appreciation of the work of the Commission as well as a desire for additional supports.

Recommendations

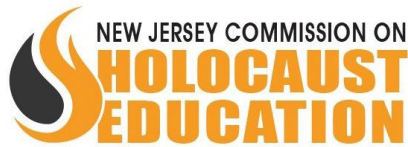
Based on the findings from the survey, there is room for New Jersey to continue to improve Holocaust and genocide education. In analyzing the survey results and specifically the qualitative responses districts provided at various points throughout the survey, four needs became apparent. The following identifies specific goals and correlating supporting actions that the New Jersey Commission on Holocaust Education is considering to recognize and strengthen the implementation of the Holocaust and Genocide Education Mandate based on the survey data.

- ❖ Reinforce understanding of the mandate requirement and appropriate implementation at various grade levels. Respondents indicated how and where Holocaust and genocide education is taught, survey question #7, demonstrating large variation in mandate implementation. Further clarification of the expectations of the law would support consistent implementation across districts and charter schools.
 - Collaborate with the NJ Department of Education to streamline and strengthen the district and educator implementation of the Holocaust and Genocide Education Mandate in relation to the New Jersey Student Learning Standards.
 - Create a Holocaust and Genocide Education Mandate one-pager clarifying the expectations of the law and providing examples of appropriate content at each grade band.
 - Develop a presentation for administrators, superintendents and boards of education to increase their awareness of the legislative mandate and implementation strategies.
 - Highlight districts with “exemplary” programming as models of success.
- ❖ Increase awareness and utilization of the New Jersey Commission on Holocaust Education and the resources and assistance it can offer to New Jersey schools. As demonstrated in Figure 10: Awareness of NJ Commission on Holocaust Education in New Jersey, not all New Jersey school districts are aware nor using all of the offerings of the Commission.
 - Contact districts that requested assistance to identify needs and next steps of support.
 - Create a promotional video highlighting the available resources and services of the Commission.
 - Designate a position to serve as a liaison between the Commission and districts to increase the level of communication and support.

- Release a monthly newsletter highlighting offerings of the Commission and Holocaust Resource Centers throughout New Jersey.
- ❖ Strengthen instructional resources to support NJ educators' implementation of the legislative mandate. Though the survey did not specifically identify access to instructional resources as an obstacle, this became an evident need in the "Other" option in response to question #10.
 - Enhance existing resources to better serve students with disabilities, including those who are deaf and hard of hearing.
 - Translate resources into additional languages to better serve multi-lingual students.
 - Create grade-specific toolkits to assist educators.
 - Increase resource offerings related to other genocides and human rights violations of the 21st century.
- ❖ Provide more professional development. The majority of districts indicated that the NJ Commission on Holocaust Education can best support them through professional development as communicated through responses to questions #10 and #29.
 - Create on-demand professional development resources.
 - Increase virtual professional development opportunities.
 - Engage with higher education institutions to provide resources and opportunities to pre-service educators.

The survey results demonstrate that New Jersey remains a pioneer in Holocaust education with widespread implementation of the Holocaust and genocide mandate from Kindergarten through twelfth grade. New Jersey districts continue to demonstrate a desire and willingness to do better, and work with the Commission to strengthen their Holocaust and genocide instruction. Now is the opportunity for the New Jersey Commission on Holocaust Education to build on its existing framework of success to ensure all districts and educators have access to exemplary Holocaust and genocide instructional support.

Appendix A: Holocaust Education in New Jersey Survey



Holocaust Education in New Jersey Survey

Pursuant to P.L. 2023, Chap. 36, approved April 17, 2023, the superintendent or a designee of each New Jersey public school district, charter, and renaissance school shall:

- (1) complete the survey distributed by the Commissioner of Education pursuant to section 1 of this act within 60 days of its receipt; and
- (2) submit, with the survey response, an attestation affirming that the school district is meeting the instruction requirements established pursuant to section 2 of P.L.1994, c.13 (C.18A:35-28).

The results from the survey will be used by the New Jersey Commission on Holocaust Education to provide educators, schools, and districts with professional development, tools, and resources to strengthen student learning of the Holocaust and genocides.

1. District's County
2. Respondent Information
3. Grades offered in the district
4. Total Number of Students Enrolled
5. Total Number of Teachers
6. What is informing your response to this survey? Check all that apply
 - a. Administrator feedback
 - b. Educator Feedback
 - c. Curriculum/Lesson Plans
 - d. Textbook/Books
 - e. Other

7. Please identify how Holocaust and genocide education is taught and in what grade(s). Check all that apply.

	K	1	2	3	4	5	6	7	8	9	10	11	12
English Language Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art / Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holocaust / Genocide Studies Elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Approximately how many educators in your district teach about the Holocaust and/or genocide?
9. How many educators in your district have a degree or certification related to Holocaust and/or genocide studies? For example, the Certificate in Teaching the Holocaust and Prejudice Reduction from Kean University or the Master of Arts in Holocaust and Genocide Studies from Stockton University.

10. What obstacles does your district face in meeting the Holocaust mandate? Check all that apply

- a. Time
- b. Access to Professional Development
- c. Access to Resources
- d. Community Comfort/Support
- e. Educator Comfort/Support
- f. Applicability to Curriculum/Grade Level
- g. None
- h. Other

11. Does the district do an exemplary job of meeting the Holocaust mandate?

- a. Yes, we are very confident in our current program and offering.
- b. No, we could strengthen our efforts.

12. Would you like the Commission to contact you to provide assistance in developing/strengthening your efforts to meet the Holocaust Mandate? Yes/No

13. May we contact you to learn more about the district's Holocaust education program?
Yes/No

The following sections pertain to grade-band-specific questions. Districts must provide information regarding Holocaust education in relation to all grades offered in the district.

Elementary (K–5) Holocaust Education

The New Jersey Commission on Holocaust Education has determined that Holocaust and genocide lessons must be age-appropriate. At the elementary level, Holocaust and genocide education is not expected to cover the definitions nor historical accounts of these events. Lessons may include topics on respecting ourselves and others, bullying, accepting diversity in ourselves and others, and other related themes/topics.

14. What is the manner in which the Holocaust is taught? Check all that apply
- a. Independent Lesson
 - b. Independent Unit
 - c. Assembly/School Event
 - d. Integrated into related topics as appropriate
 - e. It is not
 - f. Other
15. Approximately, how many hours of instruction are devoted to Holocaust and genocide education?
16. **Optional:** Please feel free to upload lessons, units, activities, flyers of assemblies/events and any other examples of Holocaust / Genocide instruction.
17. What resources are being utilized to teach about Holocaust and genocide education at the elementary school level? Check all that apply
- a. Anti-Defamation League
 - b. District Textbook
 - c. Echoes and Reflections
 - d. Facing History and Ourselves
 - e. NJ Commission on Holocaust Education Curriculum
 - f. NJ Holocaust Resource Centers
 - g. NJ Jewish Community Centers
 - h. United States Holocaust Memorial Museum

- i. Yad Vashem
- j. Other
- k. None

18. Have you had a Holocaust Survivor or a descendant of a survivor speak to your elementary school students? Yes/No

Middle School (6–8) Holocaust Education

The New Jersey Commission on Holocaust Education has determined that Holocaust and genocide lessons must be age appropriate. In middle school, Holocaust and genocide education centers on developing student understanding of discrimination, prejudice, the abuse of human rights, the Holocaust, and genocide in a manner that is appropriate to the maturity and educational level of the students.

19. What is the manner in which the Holocaust and genocide is taught? Check all that apply

- a. Independent Lesson
- b. Independent Unit
- c. Assembly/School Event
- d. Integrated into related topics as appropriate
- e. It is not
- f. Other

20. Approximately, how many hours of instruction are devoted to Holocaust and genocide education?

21. **Optional:** Please feel free to upload lessons, units, activities, flyers of assemblies/events and any other examples of Holocaust / Genocide instruction.

22. What resources are being utilized to teach about Holocaust and genocide education at the middle school level? Check all that apply

- a. Anti-Defamation League
- b. District Textbook
- c. Echoes and Reflections
- d. Facing History and Ourselves
- e. NJ Commission on Holocaust Education Curriculum
- f. NJ Holocaust Resource Centers
- g. NJ Jewish Community Centers

- h. United States Holocaust Memorial Museum
- i. Yad Vashem
- j. Other

23. Have you had a Holocaust Survivor or a descendant of a survivor speak to your middle school students? Yes/No

High School (9–12) Holocaust Education

The New Jersey Commission on Holocaust Education has determined that Holocaust and genocide lessons must be age appropriate. In high school, Holocaust and genocide education centers on the roots of prejudice and discrimination, rescue and resistance, liberation and issues of conscience, legacy and memorialization not only of the Holocaust but genocide in general, looking at genocides from the 20th and 21st centuries.

24. What is the manner in which the Holocaust and Genocides are taught? Check all that apply

- a. Independent Lesson
- b. Independent Unit
- c. Assembly/School Event
- d. Integrated into related topics as appropriate.
- e. It is not
- f. Other

25. Approximately, how many hours of instruction are devoted to Holocaust and genocide education?

26. **Optional:** Please feel free to upload lessons, units, activities, flyers of assemblies/events and any other examples of Holocaust / Genocide instruction.

27. What resources are being utilized to teach about Holocaust and genocide education at the high school level? Check all that apply

- a. Anti-Defamation League
- b. District Textbook
- c. Echoes and Reflections
- d. Facing History and Ourselves
- e. NJ Commission on Holocaust Education Curriculum
- f. NJ Holocaust Resource Centers
- g. NJ Jewish Community Centers

- h. United States Holocaust Memorial Museum
- i. Yad Vashem
- j. Other

28. Have you had a Holocaust Survivor or a descendant of a survivor speak to your high school students? Yes/No

New Jersey Commission on Holocaust Education

29. How can the New Jersey Commission on Holocaust Education assist your district in strengthening Holocaust and genocide education? Check all that apply

- a. Professional Development
- b. Curriculum
- c. Books/Film
- d. Speakers
- e. Other

30. Please evaluate the district's level of awareness of the following:

(Yes, we are aware; Yes, we are aware and have unitized resources; No, we are not aware)

- a. NJ Commission on Holocaust Education
- b. Holocaust Resource Centers
- c. NJ Commission on Holocaust Education website
- d. NJ Commission on Holocaust Education curriculum guide
- e. NJ Commission on Holocaust Education summer seminar for teachers

31. Are you interested in receiving additional information about the New Jersey Commission on Holocaust Education, including opportunities for professional development and resources?

- a. Yes
- b. No

32. Please share any additional comments, questions or concerns regarding the Holocaust mandate, Holocaust education in New Jersey schools and the work of the New Jersey Commission on Holocaust Education.

Appendix B: Referenced Elementary School Educational Resources for Holocaust and Genocide Education

The following list was compiled from written responses provided by districts who selected the “Other” option to question #17 of the NJ Holocaust Education Survey.

Activities

- Create a class poster of “Kindness” synonyms
- How Will I Stop Bullying anchor chart

Literature

- A Bug and A Wish by Karen Scheuer
- A Great Adventure in the Shadow of War by Mary Helen Dirks
- Acceptance is My Superpower by Alicia Ortego
- All are Welcome by Alexandra Penfold
- All Kinds of Children by Norma Simon
- Anne Frank: The Girl Heard Around the World by Linda Elovitz Marshall
- Barbed Wire Baseball by Marissa Moss
- Baseball Saved Us by Ken Mochizuki
- Be You by Peter Reynolds
- Beautiful by Stacy McAnulty
- Better Than You by Trudy Ludwig
- Brown Girl Dreaming by Jacqueline Woodson
- Celebrating All Cultures by Abby Colich
- Celebrations Around the World by Katy Halford
- Charlotte’s Web by E.B. White
- Confessions of Former Bully by Trudy Ludwig
- Culture and Diversity: Together In Our World by Marie Murray
- Cultures Around the World by Jeanne Dustman
- Different - A Great Thing to Be by Heather Avis
- Eliza’s Freedom Road: An Underground Railroad Diary by Jerdine Nolan

- Escaping To America by Rosalyn Schanzer
- Fish for Jimmy by Katie Yamasaki
- Gittel’s Journey: An Ellis Island Story by Leslea Newman
- Hair Love by Matthew Cherry
- Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids by Carol McCloud
- Here is the World: A Year of Jewish Holidays by Leslea Newman
- Hidden Like Anne Frank: I’ll Go Fetch Her Tomorrow by Bloeme Emden
- Home of the Brave by Katherine Applegate
- Howard B. Wigglebottom Learns About Bullies by Howard Binkow
- I am Enough by Grace Byers
- I Can Do Hard Things: Mindful Affirmations for Kids by Gabi Garcia
- I Choose to Speak Up by Elizabeth Estrada
- I Like Myself by Karen Beaumont
- I’m Sorry by Trudy Ludwig
- Irena Sendler: Rescuer of the Children of Warsaw by Chana Kroll
- Just Ask! Be Different, Be Brave, Be You by Sonia Sotomayor
- Liesl’s Ocean Rescue by Barbara Krasner
- Night by Elie Wiesel
- No More Bullying Book for Kids: Become Strong, Happy, and Bully-Proof by Vanessa Green Allen
- Number the Stars by Lois Lowry
- Our Class is a Family by Shannon Olsen
- Out of My Mind by Sharon Draper
- Quiet Resistance from Courageous Teen Resisters by Ann Byers
- Rabbi Benjamin’s Buttons by Alice McGinty
- Red and Green and Blue and White by Lee Wind
- Red: A Crayon’s Story by Michael Hall
- Remembering a Devoted Keeper of Anne Frank’s Legacy by Mani Basu
- Rose Blanche by Christophe Gallaz
- Rough Faced Girl by Rafe Martin

- Sabbath Shalom, Hey! By Ann Koffsky
- Saving the Children by Bob Simon
- Small Miracle: A Holocaust Story from France by Charles Middleburg and David Austin
- Sneetches by Dr. Seuss
- Speak Up and Get Along!: Learn the Mighty Might Through Chop, and More Tools to Make Friends, Stop Teasing and Geel Good about Yourself by Scott Cooper
- Terrible Things – An Allegory of the Holocaust by Eve Bunting
- The Blessing Cup by Patricia Polacco
- The Butterfly by Patricia Polacco
- The Cats in Krasinski Square by Karen Hesse
- The Devil’s Arithmetic by Jane Yolen
- The Diary of Anne Frank by Anne Frank
- The Hundred Dresses by Eleanor Estes
- The Memory Coat by Elvira Woodruff
- The Name Jar by Yangsook Choi
- The Only One Club by Jane Naliboff and Jeff Hopkins
- The Tree in the Courtyard – Looking Through Anne Frank’s Window by Jeff Gottesfeld
- The Unbreakable Code by Sara Hoagland Hunter
- Through My Eyes by Ruby Bridges
- Tony Baloney School Rules by Pam Munoz Ryan
- Two Eyes, a Nose, and a Mouth by Roberta Grobel Intrater
- Ways to Welcome by Linda Ashman
- We’re All Wonders by R.J. Palacio
- What Was the Underground Railroad? by Yonjda Zeldis McDonough
- What You CAN Do About Bullying by Max and Zoey by Ari Magnusson
- When We Are Kind by Monique Gray Smith
- Where Are You From by Jaime Kim
- Who Belongs Here: An American Story by Margy Burns Knight and Anne Sibley O’Brien
- Programs:
- Second Step – SEL Lessons

- The Leader in Me — SEL Program

Resources

- Association for Library Service to Children Book List and Tool Kits
- Children’s Book Council
- I Am Anne Frank Stories of Rescue poster set
- Rowan’s Learning Resource Center
- Scott O’Dell Book Awards
- Young Adult Library Services Association Book finder
- Zinn Education Project

Appendix C: Referenced Middle School Educational Resources for Holocaust and Genocide Education

The following list was compiled from written responses provided by districts who selected the “Other” option to question #22 of the NJ Holocaust Education Survey.

Activities

Rescue and Survival Hiding Lesson from US Holocaust Memorial Museum

Literature

- A Long Walk to Water by Linda Sue Park
- After Auschwitz by Elie Wiesel
- Anne Frank: The Diary of a Young Girl by Anne Frank
- Beyond Courage: The Untold Story of Jewish Resistance During the Holocaust by Doreen Rappaport
- Boy of the Wooden Box by Leon Leyson
- Clara’s War by Clara Kramer
- Farewell to Manzanar by Jeanne Wakatsuki Houston by James Houston
- Fish in a Tree by Lynda Mulally Hunt
- Four Perfect Pebbles by Marion Blumenthal
- Front Desk by Kelly Yang
- Gossamer by Lois Lowry
- Milkweed by Jerry Spinelli
- Night by Elie Wiesel
- Number the Stars by Lois Lowry
- Out of My Mind by Sharon Daper
- Prisoner B-3087 by Alan Gratz
- Salvaged Pages by Alexandra Zapruder
- Suzy and Leah by Jane Yolen
- The Book Thief by Markus Zusak
- The Boy Who Dared by Susan Campbell Bartoletti
- The Devil’s Arithmetic by Jane Yolen

- The Unteachables by Gordon Korman

Resources

- Annefrank.org
- Film: Anne Frank: The Whole Story (2001 Director Robert Dornhelm)
- Film: The Diary of Anne Frank (1959 Director George Stevens, 1995 Director Akinori Nagaoka, 2009 Director Jon Jones)
- Film: The Path To Nazi Genocide (USHMM)
- Jewish Partisans Education Foundation
- The Girl Who Lived Forever – Scope Magazine
- The Holocaust Survivor Project

Appendix D: Referenced High School Educational Resources for Holocaust and Genocide Education

The following list was compiled from written responses provided by districts who selected the “Other” option to question #27 of the NJ Holocaust Education Survey.

Literature

- All the Light We Cannot See by Anthony Doerr
- Between the World and Me by Ta-Coates
- Cambodia, 1975-1978: Rendezvous with Death by Karl Jackson
- Eyewitness Auschwitz by Philip Miller
- Internment by Samira Ahmed
- Journey Through the Inferno by Adam Boren
- Stamped: Racism, Antiracism, and You by Jason Reynolds
- The Book Thief by Markus Zusak
- The Boys Who Challenged Hitler by Knud Pedersen
- The Diary of a Young Girl by Anne Frank
- The Sunflower by Simon Weisenthal
- What Makes a Rescuer? by Christi Chidester

Resources

- Elie Wiesel Nobel Peace Prize Acceptance Speech
- Film: Coexist
- Film: Conspiracy
- Film: First They Killed My Father
- Film: Quo Vadis Aida
- Film: Schindler’s List
- Film: Sometimes in April
- Film: The 100 Year Walk: Interview by Dawn Anahid Mackeen
- Film: The Pianist
- I Forgive You series, interview with Imaculee Ilibaguza

- Oprah Documentary: Interview at Auschwitz with Elie Wiesel
- The Hutu Ten Commandments

Appendix E: Data Tables for Figures

Figure 1: Holocaust and Genocide Education Representation by Content Area

Content Area	Percentage
English Language Arts	33
Social Studies	29
Special Event	11
Art / Music	7
Holocaust / Genocide Studies Elective	6
Science	2
Math	2

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Figure 2: Obstacles to Meeting the Holocaust and Genocide Education Mandate

Obstacle	Number of District/Charter Schools
Time	249
None	214
Applicability to curriculum / grade level	197
Access to professional development	126
Access to resources	115
Educator comfort / support	112
Community comfort / support	59

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Figure 3: Manner of Holocaust and Genocide Education Mandate Instruction in the Elementary Grades

Manner of Instruction	Number of District/Charter Schools
Integrated into related topics as appropriate	459
Independent lesson	240
Assembly / School Event	185
Independent unit	168
Other	107
It is not	1

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Figure 4: Resources Used in Elementary Grades for Holocaust and Genocide Education

Resource	Number of District/Charter Schools
Other	269
NJ Commission on Holocaust Education Curriculum	264
District Textbook	190
NJ Holocaust Resource Centers	150
United States Holocaust Memorial Museum	89
Facing History and Ourselves	71
Anti-Defamation League	48
Echoes and Reflections	40
NJ Jewish Community Centers	34
None	15
Yad Vashem	12

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Figure 5: Manner of Holocaust and Genocide Education Mandate Instruction in Middle School

Instruction	Number of District/Charter Schools
Integrated into related topics as appropriate	298
Independent unit	240
Independent lesson	219
Assembly / School Event	150
Other	79
It is not	0

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Figure 6: Resources Used in Middle School for Holocaust and Genocide Education

Resource	Number of District/Charter Schools
NJ Commission on Holocaust Education Curriculum	212
Other	197
District Textbook	176
NJ Holocaust Resource Centers	143
United States Holocaust Memorial Museum	128
Facing History and Ourselves	97
Echoes and Reflections	53
Anti-Defamation League	45
NJ Jewish Community Centers	34
Yad Vashem	20
None	1

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Figure 7: Manner of Holocaust and Genocide Education Mandate Instruction in High School

Instruction	Number of District/Charter Schools
Integrated into related topics as appropriate	219
Independent lesson	172
Independent unit	171
Assembly / School Event	93
Other	77
It is not	1

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Figure 8: Resources Used in High School for Holocaust and Genocide Education

Resource	Number of District/Charter Schools
NJ Commission on Holocaust Education Curriculum	171
District Textbook	145
NJ Holocaust Resource Centers	133
United States Holocaust Memorial Museum	131
Other	123
Facing History and Ourselves	116
Anti-Defamation League	65
Echoes and Reflections	62
NJ Jewish Community Centers	47
Yad Vashem	29
None	1

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Figure 9: Ways the NJ Commission on Holocaust Education can Strengthen Holocaust and Genocide Education

Way	Number of District/Charter Schools
Speakers	435
Professional Development	411
Curriculum	321
Books / Films	293
Other	77

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Figure 10: Awareness of NJ Commission on Holocaust Education Resources

Resource	Yes, we are aware	Yes, we are aware and have utilized the resources	No, we are not aware.
NJ Commission on Holocaust Education	282	299	15
Holocaust Resource Centers	349	168	79
NJ Commission on Holocaust Education website	279	302	15
NJ Commission on Holocaust Education curriculum guide	296	244	56
NJ Commission on Holocaust Education summer seminar for teachers	300	57	239

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