

Testimony Elijah Burg SB.pdf

Uploaded by: Elijah Burg

Position: FAV

Written Testimony
Senate Bill 837-Education-Educate to Stop the
Hate Act-Established Ways and Means
Committee-March 1, 2023 Support

My name is Eliyah Burg. I am seventeen years old, a senior in the Baltimore City Public School System, and I am Jewish. When I started high school, having come from a private Jewish education, I noticed that the biggest reaction of my peers to my religion was simultaneous ignorance and disinterest. People were sorely uneducated about my people, my culture, and my history, while having little to no desire to learn or the resources to do so.

The first time the Holocaust was even mentioned in my memory was my junior year, when we reached our WWII unit in Honors US History, but even then, the focus remained on the non-Jews. We learned about Pearl Harbor and America's entrance into the war. We discussed the effect the war had on US citizens back home and spent several days on the horror of the Japanese internment camps, but the word "Jew" was rarely spoken. I passed it off as the result of studying the events in an American history course. I told myself, "of course we wouldn't talk about the Holocaust, the "Jewish parts" took place in Europe." Besides, I was sure that my peers had studied it before. No one, including myself, could go until eleventh grade without understanding one of the most pivotal moments in modern human history, right?

It wasn't until this year, when I watched the Ken Burns documentary on the U.S. and the Holocaust, that I learned the truth. Six hours of footage proved more educational than twelve years of schooling, the four most recent of which I spent in public school here in Maryland. The terrors and the triumphs were left equally unexplored by my honors history courses, the gaps in

my knowledge needing to be filled in what little free time I had, huddled on a couch with my family, all of us shaking with tears at the fate of my people and the fact that so much of my history had been lost or erased, hidden behind a singular book or a fifteen minute “crash course” video.

It wasn't enough, and never would be.

This year, the effects of this lack of education made themselves known when a swastika appeared on the wall of my public school's bathroom, drawn largely and crudely in thick black sharpie. It was likely not the first nor the last (a terrifying thought to say the least), but this one was made public in the form of a photograph that sparked rumors throughout the building. I am proud to say that the vast majority of my peers responded with appropriate support and outrage, but it didn't erase the fact that the symbol used by the perpetrators of genocide against my people was in my *school*. Someone who didn't understand the awful history of those four bent lines made me fear the place where I was supposed to get to be a teenager, supposed to learn and grow and play.

But along with the results of the missing pieces of the curriculum came clear evidence of what good Holocaust education could do. After years of trying that were continually interrupted by a global pandemic, the Baltimore School for the Arts Jewish Student Group (JSG) succeeded in bringing a Holocaust survivor in to speak to the school. For many students it was their first interaction with a survivor. As founder and head of JSG, I witnessed the profound impact our speaker, Ms. Herta Baitch, had on the community. Four hundred and fifty unapologetically loud and outspoken students and teachers packed into the ballroom and yet you could have heard a pin drop. There were eyes painted in shock and horror and tears throughout the room as my peers finally began to understand the terrible reality of the Holocaust. Once Ms. Baitch had finished

speaking, a crowd gathered around her, filled with students who wanted to thank her for her bravery, ask her questions, or simply let her hold them as they cried.

In the weeks that followed, I was approached by kids who were so grateful that they had been given the opportunity to bear witness to Herta's story. They were so strongly impacted by one new story, by one voice they had not yet heard, that they wanted to learn more, to preserve the history of the Holocaust through their own education. And in turn, I, a young Jewish girl in public school, felt safe and supported for the first time in a long time.

That is what this bill can do. It can simultaneously create an environment where Jewish students and anyone whose identity is invalidated or targeted by Nazi ideology can feel welcome and wanted, *and* fulfill the intended purpose of a school system: educating the next generation so we can learn from our past and look towards a brighter future.

With this in mind, I urge a favorable report of SB837.

Testimony for Maryland Senate - Favorable - GBando

Uploaded by: Gerad Bandos

Position: FAV

BALTIMORE SCHOOL *for the* ARTS

Testimony for Maryland General Assembly – State Senate
SB 837: Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)
Education, Energy, and Environment Committee
February 22, 2023

TESTIMONY IN FAVOR OF PASSAGE

Warm greetings to the esteemed members of the State Senate. Thank you for hearing this bill today regarding the importance of Holocaust education and combating antisemitism. This bill is meant to provide accountability and support for objectives already in place through the Maryland State Department of Education. It is no question that Holocaust education is important and worthwhile; that philosophy needs to be supported by high-quality curricular materials and supports.

My name is Gerad Bandos, and I'm a high school chemistry teacher at Baltimore School for the Arts, in Baltimore City Public Schools. You might be wondering, as I did six years ago, what bearing the Holocaust has on chemistry, but if we have any hope of cultivating scientifically literate citizens, we must seize on the role of science in the Holocaust, as a genuine example of the relationship between science and society. My students examine the moral failings of the scientists of that generation, as well as the ethical dilemmas we face today in the scientific legacy of the Holocaust. How do we relate to medical knowledge from experiments performed on Jewish inmates without possibility of consent? What obligation does a scientist—for example, the developer of Zyklon B—have to ensure his discovery is not used for anything evil? We also discuss the successes of scientists throughout the Holocaust, such as Lise Meitner who effectively explained nuclear fission while she was fleeing Nazi persecution, or Niels Bohr, who used his power and privilege as a scientist to guarantee a place of refuge for the Jews of Denmark.

Unfortunately, I have found that students lack any of the foundational knowledge of Holocaust and antisemitism to engage deeply in these rich discussions. We need fully developed Holocaust curriculum and tools to educate about and diminish antisemitism throughout every setting of education in our state. Our lack of curricular content for the Holocaust was never more apparent to me than when, at the beginning of the school year, my school had trouble with antisemitic graffiti—swastikas appearing in bathrooms. While the administrators dealt with the disciplinary response, I was the first teacher approached to help the whole school with the restorative response, putting together a program with in-person and asynchronous components for Holocaust education. I sent daily “educational bites” to the student body with historical information about antisemitism and the Holocaust. I facilitated viewing and discussions for the PBS Ken Burns documentary *The US and the Holocaust*. And I facilitated a school-wide assembly with a Holocaust refugee survivor. But for most of the program, I had to start at “Square One,” as we did not have any indicators that the students had sufficient background in the Holocaust or the history and dynamics of antisemitism to engage in the more difficult discussions about American antisemitism and contemporary antisemitism. Our students are not presently moving through their schooling with an enduring understanding of the events and forces of the Holocaust.

My question for you today, is that when something similar happens in any other school across Maryland, do you want to spend valuable time “reviewing the basics,” or do you want students to dive into the process of building a better world as soon as possible? Vote YES for SB837 – Education – Educate to Stop the Hate Act.

sb 837 2023 holocost study.pdf

Uploaded by: Kenneth Phelps, Jr.

Position: FAV



TESTIMONY IN SUPPORT OF SB 837

FAVORABLE

Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)

TO: Senator Brian J. Feldman, Chair, Senator Cheryl C. Kagan, Vice-Chair, and members of the Senate Education, Energy, and the Environment Committee

FROM: Rev. Linda K. Boyd, Co-Chair, Maryland Episcopal Public Policy Network, Maryland, Diocese of Maryland

DATE: February 22, 2023:

The Episcopal Church at large and the Diocese of Maryland in particular strongly supports including the study of the holocaust in our state curriculum. It seems inconceivable that there should be any opposition to this bill. To oppose this bill is to support the concept of genocide, mass murder and barbarism.

However, recent incidents of students appropriating and abusing Holocaust imagery have served as a reminder and a wake-up call for the need to teach the universal lessons of the Holocaust to help ensure that the next generation is getting the fullest understanding possible of the implications of the Nazi genocide of six million Jews and millions of others in Europe.

We believe strongly that learning about the Holocaust and lessons of unchecked anti-Semitism and racism is one of the best ways to fight prejudice and discrimination, and to help ensure that genocide and such atrocities never happen again.

The Diocese of Maryland requests a favorable report on SB 837.

BrookeMJ - Written Testimony - SB837 2023 Hearings

Uploaded by: M. Jason Brooke

Position: FAV



M. Jason Brooke, MSE, JD, CSQE
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Written Testimony in Support of
SB837 – Education – Curriculum – Study of the Holocaust
(Educate to Stop the Hate Act)

February 22, 2023

Honorable Committee Members, thank you for allowing me to testify today. I am here in support for SB837 as I believe this bill is a critical step to ensuring the safety of the Jewish community in our state and beyond.

My ancestors came to the United States in the early 1900s to escape persecution of the Jewish people in Russia. For five generations, we have proudly called Maryland our home. Despite a thriving Jewish community in our state, I was the only Jewish kid in my class until high school, where there was one other Jewish student in a class of over 330 students.

My experience as a child with antisemitism includes, among other things, being mercilessly laughed at in middle school for wearing a yarmulke and driving up to the multicultural center in Laurel, MD where our small Jewish congregation had Hebrew school only to see Swastikas and explicit language against Jewish people spray-painted on the building. As deeply disturbing as this was, my experience is small when compared to others who have had their family members' grave sites desecrated, been beaten on the street, or been gunned down while praying. It's hard to believe that in 2023 in the United States of America the threat of hate against Jewish people seems to be growing stronger each year.

Every week, I am reminded that Jewish people are under real threat in America. Our synagogue, located in the quiet but growing town of Fulton, MD, is guarded daily by armed security. When I walk into the temple with my family or drop my kids off on Sunday for Hebrew school, I know there is a real possibility that we could become victims of a violent hate crime. No one should be afraid to peacefully practice their religion in America and certainly not in Maryland.

I want to share a story that breaks my heart each time I think of it. I have two children: a 7-year-old son, Ethan, and a 6-year-old daughter, Maia. They are bright beacons of light that fill my day with great joy. Their mother and I are teaching them to be proud Americans and also to understand and be proud of their Jewish and Korean heritage. As you may know or can imagine, it is difficult to be a young child in America who does not celebrate Christmas. This past holiday season was made more difficult by the fact that my daughter, having just had her 6th birthday, was subjected to antisemitism in her kindergarten class.

One day in December, my daughter came home from school looking sullen and not her usual happy, vibrant self. I asked how her day was and she said "not good". I asked her why and she said one of her classmates told her that "Jews are bad" and another told her that "Hanukkah is bad". I asked her how that made her feel and she simply said "sad" as she buried her face in my chest and my heart broke. I then had to explain to my innocent little girl that Jews and Hanukkah are not bad and that sometimes people say things that are hurtful because they do not know any better.

**Written Testimony in Support of
SB837 – Education – Curriculum – Study of the Holocaust
(Educate to Stop the Hate Act)**



We immediately reached out to the school principal and my daughter's teacher to let them know of the incident. The principal was genuinely concerned and expressed her sadness that the situation occurred. The teacher spoke with the students specifically and classroom generally about inclusion and diversity and that Jewish people and Hanukkah are not bad and asked the students to apologize to Maia. We wholeheartedly appreciate the school's support, but unfortunately, several weeks after this incident, Maia again came home from school sullen and explained to me that another friend in her classroom told her that they had said something bad about Jews and proceeded to laugh about it to my daughter's face.

To be clear, I do not blame these children, who are as innocent as my daughter, but it must be recognized that someone taught these children these views. We have an obligation to teach our children that these views are not only wrong but also dangerous if left unchecked, as history has shown us. We also have an obligation to support educators so that they understand how best to respond when incidents like my daughter's experience occur.

Honorable members of this committee, this story is but a drop in the bucket of what a rising number of Jewish Americans experience each and every day. We must ensure that the struggles and sacrifices endured by an entire generation of great Americans to fight against Nazism is not forgotten. Antisemitism and hate more generally might never be eradicated but it is incumbent on all of us to take active steps to minimize it and to educate our children especially that it is not those who celebrate Hanukkah (or any other particular religion or holiday) who should feel ashamed but those who choose to promote hate.

For these reasons, I implore you to support this bill and vote in favor of Holocaust education in Maryland.

SB837 Educate to stop the hate act.pdf

Uploaded by: Meredith Weisel

Position: FAV



Maryland General Assembly
Senate Education, Energy and the Environment Committee

February 22, 2023

Testimony of Meredith R. Weisel

ADL Washington D.C. Regional Director

ADL (the Anti-Defamation League) is pleased to submit this testimony in support of *Senate Bill 837 Education – Curriculum – Study of the Holocaust (The Educate to Stop the Hate Act)*

Since 1913, the mission of ADL (the Anti-Defamation League) has been to “stop the defamation of the Jewish people and to secure justice and fair treatment to all.” Dedicated to combating antisemitism, prejudice, and bigotry of all kinds, as well as defending democratic ideals and promoting civil rights, ADL has long been recognized as a leading resource on effective responses to violent bigotry, conducting an annual Audit of Antisemitic Incidents and drafting model hate crime statutes for state legislatures.

Throughout the state of Maryland, ADL provides anti-bias training to students and educators and develops innovative materials, programs, and services that build bridges of communication and understanding. SB 837 would require the State Department of Education to develop guidelines on, and revise and enhance, instruction about the Holocaust in public schools, and require all public schools and certain nonpublic schools to include the revised and enhanced Holocaust instruction in school curricula. This bill would also encourage certain nonpublic schools to include Holocaust education in certain units of their curriculum. At a time of rising antisemitism across the country, including in Maryland, and at a time when Holocaust and genocide awareness, particularly among young people, is fading from memory, this bill sends a clear message that Maryland is committed to ensuring that schools have the tools they need to push back against these trends.

The stories of the Holocaust have and will continue to serve as crucial reminders of the dangers of allowing hate and extremism to go unchecked. Almost eight decades after the end of World War II, we do not have the privilege to remain complacent about hate in any form, especially as we are seeing antisemitism rear its ugly head yet again.

ADL research has shown that antisemitic incidents and attitudes continue to threaten communities across the country, including in Maryland. In 2021 alone, ADL documented 2,717 antisemitic incidents in the United States. This was a 34% increase from the 2,026 incidents tabulated in 2020, and the highest number on record since ADL began tracking antisemitic incidents in 1979. 55 of these incidents happened here in Maryland. Of the total national incidents, 178 involved harassment in K-12 schools – a 93% increase from the 92 incidents of harassment in 2020. School-based harassment incidents in 2021 included one-off incidents (such as when one student told another, “I wish Hitler was alive to kill you and the rest of the Jews,” or when a teacher said,

“Maybe the Jews deserved to die” while teaching a class on the Holocaust), in addition to recurring incidents of antisemitic bullying (such as classmates taunting Jewish students with Holocaust jokes and references). Disturbingly, ADL also documented 152 vandalism-related incidents in K-12 schools last year, involving messages such as “Gas Jews,” “We love Hitler,” Heil Hitler” and “Hitler was right,” and over 90% of these vandalism incidents included the use of a swastika.

These incidents do not take place in a vacuum and unfortunately in 2022 we have continued to see school-based incidents rise and permeate throughout Maryland. They come at a time of rising bigotry, the emboldening of hate groups, and a resurgence of Holocaust denialism—a challenge that has existed on the fringes for many years, but in recent years has encroached on the mainstream of our politics and discourse. They also come at a time when awareness of the Holocaust is in decline. According to one recent survey, for example, 22% of American millennials have either never heard of the Holocaust or are unsure whether they have heard of it.

Educating our younger generations about the lessons of the Holocaust is one of the greatest tools we must fight back against this continuous onslaught of hate and extremism. According to a recent study from Echoes and Reflections, an ADL educational program, Holocaust education encourages empathy and tolerance. Students with Holocaust education have more pluralistic attitudes and are more open to differing viewpoints and report a greater willingness to challenge intolerant behavior in others. Students who learned about the Holocaust through survivor testimony showed higher critical thinking skills and greater sense of social responsibility and civic efficacy.

When students do not understand the history of the Holocaust and other genocides, or the elements leading to these tragedies, they cannot fully grasp the significance of bias and bigotry today or the lasting impact that hateful words and conduct can have on their school community or the community at large. Education is key to combating hate. By learning about the Holocaust, students will have the opportunity to explore how stereotypes, prejudice, and religious and ethnic hatred can escalate to atrocity.

ADL’s researchers, educators, and advocates are prioritizing improving and expanding Holocaust education across the country, as it is a crucial tool in the fight against antisemitism and hate in all forms. Here in Maryland, we have an important obligation and unique opportunity to empower a new generation to learn from our past to build a safer, stronger, and more equitable society in the future.

We urge the Senate Education, Energy, and the Environment Committee to give SB837 a favorable report.

2020 MSDE Salmon Letter to BJC August 2020.pdf

Uploaded by: Sarah Miicke

Position: FAV



Karen B. Salmon, Ph.D.
State Superintendent of Schools

July 16, 2020

Mr. Howard Libit
Baltimore Jewish Council
5750 Park Heights Avenue, Suite 329
Baltimore, Maryland 21215

Dear Mr. Libit:

Thank you for reaching out to inquire about the changes to the state social studies frameworks regarding the Holocaust. The Maryland State Department of Education (MSDE) appreciates the continued dialogue regarding Holocaust education in Maryland and I am happy to update you on our progress.

The changes to the state frameworks for high school Modern World History and United States History, outlined below, were made in November 2019.

Framework	Holocaust Specific Objectives
High School Modern World History	Evaluating the causes, course, and consequences of the Holocaust.
High School United States History	Analyzing the origins of the Holocaust and the motives, pressures, and fears that shaped the American response.

These frameworks can be found on the Maryland State Department of Education's (MSDE) website at: <http://marylandpublicschools.org/about/pages/dcaa/social-studies/msss.aspx>.

Although all 24 Local school systems (LSS) already had objectives covering the Holocaust in the curriculum they developed for high school United States and Modern World History, they are working to ensure that their language is aligned to the revised state frameworks. To support this work, the Jewish Museum of Baltimore is presenting to the LSS social studies supervisors at MSDE's December 2020 briefing.

The pandemic has delayed the planned revisions to the grades 6 and 7 frameworks. Initially slated to start in the fall of 2020 the revisions process will now begin in early 2021. The intention within these frameworks, which cover Ancient History through the 1400s, will be to advocate for the addition of an objective(s) regarding the roots of antisemitism that would help students to contextualize the study of the Holocaust when they get to high school.

MSDE appreciates your attention to enhancing Holocaust education for all Maryland students. Please reach out to Mr. Bruce A. Lesh, Director of Social Studies, Science, Environmental Literacy and Disciplinary Literacy (bruce.lesh@maryland.gov) if you have any further questions.

Best Regards,

Karen B. Salmon, Ph.D.
State Superintendent of Schools

Cc: Senator Shelly Hettleman
Delegate Dana Stein
Delegate Michele Guyton

Baltimore Jewish Council Inquiry_Mr Libit.pdf

Uploaded by: Sarah Miicke

Position: FAV



Mohammed Choudhury
State Superintendent of Schools

February 1, 2023

Mr. Howard Libit, Executive Director
Baltimore Jewish Council
5750 Park Heights Avenue, Suite 329
Baltimore, Maryland 21215

Dear Mr. Libit:

Thank you for reaching out to the Maryland State Department of Education (MSDE) to inquire about updates regarding our shared commitment to Holocaust education in Maryland. As the Deputy Superintendent of Teaching and Learning at MSDE, I have been asked to respond on behalf of the agency.

To provide your membership with an update on the steps that have been taken since 2019 to support Holocaust education in Maryland, I am providing the information below that includes background information about state frameworks and state standards, an overview of the revisions made to the state frameworks by grade band, and a timeline of the steps taken by MSDE for strengthening Holocaust education professional development in Maryland schools.

MSDE's Framework Development Process

The Code of Maryland Regulations (COMAR) 13A.04.08.01, *Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12* states that, “each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives.”

Social Studies State Frameworks are developed by MSDE to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies, which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in Social Studies in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. The tenure and stability of State Frameworks affords local education agencies time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in social studies were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

Background

MSDE continues its long-standing support for the teaching of the Holocaust and other genocides. Since the development of Maryland's first content standards framework in the 1990s, the Holocaust and other genocides have been required for students to study. MSDE is responsible for developing frameworks that reflect the needs of all students in Maryland. As a result, all 24 local education agencies have always had objectives covering the Holocaust in the curriculum they develop for high school United States and Modern World History.

The Holocaust is also taught in English Language Arts. Often students read *Night*, *The Boy in the Striped Pajamas*, *The Book Thief*, *Between Shades of Grey*, *Maus*, *Number the Stars*, *When Hitler Stole Pink Rabbit*, and *the Diary of Anne Frank*. This multi-disciplinary approach guarantees students multiple opportunities to encounter and understand this tragic and instructive period in global history.

In August of 2019, MSDE received inquiries about the status of Holocaust education in Maryland. MSDE met with representatives of your organization to garner stakeholder feedback to strengthen Holocaust education in Maryland. This included:

1. seeking opportunities for inclusion in the revised State Frameworks in the elementary frameworks;
2. seeking opportunities for inclusion in the revised State Frameworks in Grades 6 and 7 frameworks;
3. strengthening the objectives in High School United States History;
4. strengthening the objectives in Modern World History State Frameworks; and
5. providing ongoing professional development for teachers in Holocaust education.

Below is a summary of the revisions made in each grade band to increase opportunities for the inclusion of Holocaust related objectives.

Early Learning Grades

Guidelines from national organizations including the [United States Holocaust Memorial Museum](#) and [Facing History and Ourselves](#) recommend teaching the Holocaust in Grade 6 and above. These experts cite the developmental ability to empathize with individual eyewitness account and the content needed to contextualize events surrounding Holocaust history as limiting factors for introducing the content to young learners. Instead, these organizations advocate for the inclusion of objectives that have young learners analyze the value of diversity and the dangers of bias and prejudice. The PreK – Grade 5 state frameworks provide opportunities for students to learn concepts such as freedom, bias, power, authority, diversity, and the role of the individual in supporting the common good.

Middle Level Learning

The pandemic delayed the planned revisions to the grades 6 and 7 frameworks. Initially slated to start in the fall of 2020 the revisions process began in spring 2021. The intention within these frameworks was to advocate for the addition of an objective(s) regarding the roots of antisemitism that would help students to contextualize the study of the Holocaust when they get to high school. These state frameworks are currently being revised and are undergoing academic review at the time of the writing of this letter. Upon approval, final revisions and public release is expected in May 2023.

High School Learning

MSDE altered the language of two objectives in the high school state frameworks for Modern World History and United States History. These revisions were finalized in November 2019.

State Framework	Before Revision	After Revision
Modern World History	Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two.	Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two. Evaluate the causes, course, and consequences of the Holocaust.
High School United States History	Critiquing the domestic and foreign policy response of the United States to the Holocaust and refugee crisis.	Analyze the origins of the Holocaust and the motives, pressures, and fears that shaped the American response.

Holocaust Education Professional Development

The successful implementation of state frameworks relies on adequate and sustained professional learning. Below is a timeline of professional development opportunities developed by MSDE and associated groups to support educators in teaching the new objectives.

December 2020

Social Studies Supervisor Briefing - “American and the Holocaust” with the United States Holocaust Memorial Museum

March 2021

Social Studies Supervisor Briefing - “Racial Laws in Nazi Germany” United States Holocaust Memorial Museum

May 2021

Social Studies Supervisor Briefing - Announcement and introduction to the Jewish Museum of Maryland and the MSDE teacher cohort for 2021-2022

September 2021

Social Studies Supervisor Briefing - “History Unfolded” Resources and Lesson Plans United States Holocaust Memorial Museum <https://newspapers.ushmm.org/>, Introduction to the Jewish Museum of Maryland (JMM) and MSDE’s Maryland Teacher Cohort, Introduction to Towson University’s Holocaust Initiative with Dr. Todd Kenreich

2021 – 2022

Maryland Holocaust Education Cohort

MSDE and JMM created a cohort of teachers to support the development of teacher resources for the revised objectives in the state frameworks for High School United States History and Modern World History. Educators who attended the Summer Institute at JMM in the last three years were invited to participate in the first cohort. Building on their learning from these conferences the selected teachers attended professional development sessions hosted by JMM and the United States Holocaust Memorial Museum (USHMM) focusing on the Key Guidelines for Teaching the Holocaust from the USHMM. The teachers wrote lessons that draw from resources archived at JMM and the USHMM. The lessons were reviewed by the JMM in the summer of 2022 and shared with social studies supervisors in December 2022.

MSDE/JMM Cohort Outcomes:

- Participants will be able to utilize national and local resources to develop lessons that support Holocaust education in the high school United States History and Modern World History courses.
- Secondary level social studies teachers in Maryland will have access to lessons that address Holocaust related objectives in their courses that have been designed by master teachers and vetted by JMM and MSDE.

Selected Cohort Teacher Leaders

- Six total representing:
 - Baltimore City
 - Talbot County
 - Anne Arundel County
 - Howard County
 - Harford County
 - Baltimore County
 - Carroll County

Cohort Workshops

October 26, 2021

- Review of USHMM principles for teaching about the Holocaust
- Teacher development of belief statements

November 2, 2021

- Application of USHMM principles and responsible pedagogical approaches to teaching about the Holocaust
- USHMM American and the Holocaust and JMM resources

November 9, 2021

- Research behind the importance of using testimonial in Holocaust education
- Survivor testimony

Winter 2021-2022

- Lesson plan development

Summer 2022

- JMM review of lesson plans and materials
- Recruit MD teachers for Winter and Summer Institutes at the JMM and USHMM

December 2022

- Lessons and materials shared with supervisors at the Social Studies Collaborative Meeting

January 2023

- 23 Maryland educators registered for the “Teaching *The U. S. and the Holocaust* Documentary,” facilitated by the Baltimore Jewish Council and the Jewish Museum of Maryland.

In addition to the opportunities provided by MSDE listed above, USHMM and JMM have offered professional development to Maryland teachers during Winter Institute held in February, Summer Balfour Conference, as well as Summer Institute in both August 2021 and 2022. These opportunities are expected to continue in 2023 – 2024.

I welcome the opportunity to meet with you regarding Holocaust education. Please feel free to provide me with available dates and times that you are available to meet within the next two weeks. I can be reached by email at deann.collins@maryland.gov or by telephone at 410-767-0651. Thank you again for your interest in social studies education in Maryland.

Sincerely,

Dr. Deann Collins
Deputy Superintendent of Teaching and Learning

Dr. Salmon 2019 Holocaust Letter copy.pdf

Uploaded by: Sarah Miicke

Position: FAV



Karen B. Salmon, Ph.D.
State Superintendent of Schools

September 18, 2019

The Honorable Dana Stein
251 House Office Building
6 Bladen Street
Annapolis, MD 21401

The Honorable Shelly Hettleman
311 House Office Building
6 Bladen Street
Annapolis, MD 21401

The Honorable Michele Guyton
306 House Office Building
6 Bladen Street
Annapolis, MD 21401

Dear Delegate Stein, Delegate Hettleman, and Delegate Guyton:

The Maryland State Department of Education (MSDE) supports the efforts of the Maryland House of Delegates, the Baltimore Jewish Council, and the Jewish Community Relations Council to bring greater attention to the Holocaust in classrooms across the State. We appreciate your willingness to enter a conversation regarding the teaching of this significant period in world history. One means of addressing your concerns is through the State Social Studies Frameworks.

Currently, the elementary social studies framework is being revised. The present draft proposes that grades four and five be taught as a two-year arc that covers the history of the United States through the lens of Maryland History. Including a unit which addresses the Holocaust does not go beyond the scope of the proposed final grade 5 unit and MSDE will advocate for this recommendation with the teacher workgroup currently revising the elementary social studies framework.

The middle school social studies framework in Maryland is structured so that students explore the world through a chronological framework. Sixth graders examine the ancient world through the early middle ages and 7th graders continue this investigation through the age of exploration. Grade 8 students finish their middle school social studies education by examining the history of the United States from the colonization of North America through the 1890s. Situating a study of the Holocaust within this framework would have students learning about a significant event in an anachronistic manner. In 2020, MSDE is scheduled to initiate a revision of the grade 6 and 7 frameworks. When this revision occurs, MSDE will advocate for the addition of an objective(s) regarding the roots of antisemitism that would help students to contextualize the study of the Holocaust when they get to high school.

Additionally, the High School United States History framework is in the last steps of its revision process. The current draft of the framework includes the objective “Students will assess the progression of US involvement in world affairs by tracing the origins of the Holocaust and the American response.” MSDE feels strongly that the addition of this objective will require teachers to address the American response to the Holocaust by first helping students understand the origins of the



Holocaust. We see this as a significant improvement over the current objective which you correctly state only asks students to examine the American response without any understanding of the events that precipitated the reaction. The revised high school United States History framework is scheduled for release in spring of 2020.

The aspect of your letter that most resonates with MSDE are your concerns around the Modern World History framework. The lack of the word Holocaust was not intended to downplay its significance but instead employ an economy of words so that the atrocities executed by the Nazi regime in Europe was studied along with the atrocities committed by the Japanese in Asia. The existing objective will be reduced to focus on just Japanese atrocities committed in Asia and a new objective will be added that states, "Students will evaluate the cause, course, and consequences of the Holocaust." In doing so, it would highlight that students are required to learn specifically about the Holocaust as a part of this unit.

Although state frameworks provide guidance for local school systems to develop their own curriculum and professional development for teachers, the strongest tool to promote the teaching of the Holocaust with fidelity is to provide consistent, content-rich, professional learning for teachers. Given the high turnover rate among teachers in Maryland, professional development around such an important topic cannot not be sporadic. It must be consistent so that all teachers can develop the tools necessary to teach the Holocaust with confidence. To this end, MSDE will emphasize with school districts the need to dedicate some of their Title II funds towards substantive professional learning around the teaching of the Holocaust.

MSDE appreciates your attention to the need to enhance Holocaust education. In doing so you are upholding your mission to "advocate at all levels of government for social justice and public resources on issues of concern to the Jewish community." You are also helping to improve education on behalf of all students across the state. MSDE looks forward to working with you to find a collaborative solution for this concern. Please reach out to Mrs. Monica Bias (monica.bias@maryland.gov) if you would like to schedule a meeting to further discuss these issues.

Best Regards,



Karen B. Salmon, Ph.D.
State Superintendent of Schools

SB837 Holocaust education Fav.pdf

Uploaded by: Sarah Miicke

Position: FAV

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 Suburban Orthodox Congregation
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 Temple Isaiah
 Zionist Organization of America
 Baltimore District

WRITTEN TESTIMONY

**Senate Bill 837 – Education – Curriculum – Study of the Holocaust
 (Educate to Stop the Hate Act)
 Education, Energy, and the Environment Committee**

February 22, 2023

SUPPORT

Background: Senate Bill 837 (SB837) would simply codify MSDE’s 2019 commitment to make significant changes to the State’s Holocaust education framework and to give funding for teacher education to adequacy make the changes. The attached letter from 2019 lays out the changes MSDE stated they would make, but which do not seem to have been, at least, fully implemented. This bill is not an education mandate, it only codifies what the state has promised, yet failed to implement in a timely manner.

Written Comments: In September 2019 then State Superintendent Dr. Salmon responded to a request from The Baltimore Jewish Council, the JCRC of Greater Washington and 79 concerned elected officials about the state of Holocaust education in Maryland, a state where Millennials and Gen-Z-ers have one of the lowest rankings in terms of knowledge of the Holocaust according to a 2020 survey from the Claims Conference¹. The survey found that only 43% of Maryland’s younger citizens knew what Auschwitz was and of that, only 32% knew it was a concentration camp.² Further, 50% have seen some type of Holocaust denial on social media and over 50% had seen Nazi symbolism in their community or social media in the past five years.³ (This survey was taken in March 2020 before the latest wave of antisemitism during the pandemic.) Dr. Salmon stated that the following changes would be made:

- Adding a unit to address the Holocaust within the 4th and 5th grade social studies framework that is currently being revised by MSDE.
- Adding objective(s) regarding the roots of Antisemitism to an upcoming revision of 6th and 7th grade social studies education, to give students the context to study the Holocaust in high school.
- Including a new Holocaust objective in a high school U.S. history revised framework that is nearly completed – “Students will assess the progression of U.S. involvement in world affairs by tracing the origins of the Holocaust and the American response.”

¹ <https://www.claimscon.org/millennial-study/>

² <https://www.claimscon.org/wp-content/uploads/2020/08/Millennial-Holocaust-Survey-MARYLAND-TOPLINE-8.11.20.pdf>

³ <https://www.claimscon.org/wp-content/uploads/2020/08/Millennial-Holocaust-Survey-MARYLAND-TOPLINE-8.11.20.pdf>

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 Baltimore District

- Adding an objective to “evaluate the cause, course, and consequences of the Holocaust” to the Modern World History framework for high school. Maryland’s current framework referred to genocide but did not specially reference the Holocaust.
- Emphasizing that local school systems should devote funding for professional development of teachers around Holocaust instruction.

In July 2020 the Baltimore Jewish Council asked for an update and Dr. Salmon (letter attached) stated that all but the middle school updates had been adopted in November 2019 and that the middle school updates would be done by early 2021. In January 2023 the Council again asked for an update and MSDE replied (letter attached) that the middle school updates have yet to be finalized. Further, as you can read from testimony from both students and teachers in our public schools, the high school curriculum does not match the changes MSDE has attempted to make. Perhaps the main reason for the high school guideline changes not matching the classroom experience is due to a lack of educational opportunities for teachers. This bill includes \$500,000 a year in annual teacher education funding so that teacher know how to best educate their students about the Holocaust.

For these reasons the Baltimore Jewish Council asks for a favorable report on SB837.

The Baltimore Jewish Council, a coalition of central Maryland Jewish organizations and congregations, advocates at all levels of government, on a variety of social welfare, economic and religious concerns, to protect and promote the interests of The Associated Jewish Community Federation of Baltimore, its agencies and the Greater Baltimore Jewish community.

SB837_MSEA_Lamb_FWA.pdf

Uploaded by: Lauren Lamb

Position: FWA

**Testimony in Support with Amendments to Senate Bill 837
Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)**

**Senate Committee on Education, Energy, and the Environment
February 22, 2023**

**Lauren Lamb
Government Relations**

The Maryland State Education Association supports Senate Bill 837 with amendments. This legislation would require the State Department of Education to develop guidelines and enhance instruction about the Holocaust in public schools for certain elementary, middle, and high school grade levels and require all public schools and certain nonpublic schools to include the revised and enhanced Holocaust instruction in school curricula beginning in the 2024-2025 school year.

MSEA represents 75,000 educators and school employees who work in Maryland's public schools, teaching and preparing our almost 900,000 students so they can pursue their dreams. MSEA also represents 39 local affiliates in every county across the state of Maryland, and our parent affiliate is the 3-million-member National Education Association (NEA).

Maryland and the U.S. as a whole have seen a disturbing rise in antisemitic hate in recent years, manifesting in attacks, vandalism, and online harassment. It is therefore of the utmost importance that students receive a complete and accurate history education that comprehensively addresses the history of the Holocaust and underscores the dangers of prejudice, discriminatory policies, and abuses of power.¹²

¹'Way Out of Control': I-Team Examines Rise in Antisemitic Incidents in Montgomery County (2023).
<https://www.nbcwashington.com/investigations/way-out-of-control-i-team-examines-rise-in-antisemitic-incidents-in-montgomery-county/3266981/>

²Antisemitism is on the rise in the U.S., surveys say (2023).
<https://www.axios.com/2023/02/13/antisemitism-ajc-poll-survey-rise-online>



Revisiting social studies frameworks to ensure the inclusion of analysis of the roots, context, and impacts of the Holocaust provides an opportunity to enhance guidance on this issue. This bill represents a thoughtful effort to ensure that social studies curricular resources are up-to-date, rigorous, and reflective of the experiences, contributions, and history of communities as diverse as Maryland's student population.

In revising social studies frameworks, it will be critical to ensure that updated information is incorporated into the frameworks rather than added on to expand the quantity of instruction required. Educators have finite instructional time in the school year, and it is essential that in improving the accuracy and completeness of our curricular models, we do not reduce the overall time available for each standard.

MSEA applauds the allocation of funding for substantive professional development to enhance educators' content knowledge on teaching the Holocaust, and we want to highlight the importance of ensuring that said professional development will be paid and subject to collective bargaining. We look forward to continuing to work with the sponsor to clarify the language around instructional time and professional development.

We urge the committee to issue a favorable report, bearing in mind the considerations noted here, on Senate Bill 837.

SB 837_ Education – Curriculum – Study of the Holo

Uploaded by: Alexa Thomas

Position: UNF



PSSAM
Public School Superintendents' Association
OF MARYLAND

Mary Pat Fannon, Executive Director
1217 S. Potomac Street
Baltimore, MD 21224
410-935-7281
marypat.fannon@pssam.org

BILL: SB 837

TITLE: Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)

DATE: February 22, 2023

POSITION: Oppose

COMMITTEE: Education, Energy, and the Environment

CONTACT: Mary Pat Fannon, Executive Director, PSSAM

The Public School Superintendents' Association of Maryland (PSSAM), on behalf of all twenty-four local school superintendents, **opposes** Senate Bill 837.

Senate Bill 837 would require the Maryland State Department of Education (MSDE) to develop new guidelines, as well as revise and enhance existing instruction, regarding topics surrounding the Holocaust in all of Maryland's public schools. This bill would also require all twenty-four county boards of education to dedicate Title II funds for professional development related to teaching the history of the Holocaust.

PSSAM has a longstanding policy of opposing efforts by the General Assembly to codify curriculum standards, assessments, or graduation requirements. Local superintendents strongly believe that the role of curriculum development and implementation belongs solely to local boards of education in conjunction with MSDE. Rest assured, PSSAM's opposition to this bill does not rest on an evaluation of the merits of teaching any specified subject matter, but rather opposition to statutorily mandating revisions to content standards and curriculum.

The Maryland General Assembly, in creating the Maryland State Board of Education and local boards of education, has delegated to them the responsibility of delivering a high-quality statewide system of public education through State standards and accountability measures, as well as locally governed and administered curriculum. The State Board establishes State content frameworks, state assessment standards, and minimum state graduation requirements, while each local board and school system implement locally-developed curriculum to ensure that the state

content frameworks are followed, student performance standards are met, and students are prepared to meet graduation requirements.

In the context of educational programming proposed by Senate Bill 837, PSSAM emphasizes that many local school systems already incorporate age-appropriate materials on topics such as the Holocaust into a comprehensive social studies curriculum. Superintendents are committed to providing students with a comprehensive, well-rounded education through history curriculum that is implemented after proper stakeholder input is received and review processes are completed in each individual system. However, seeing as though this bill would require all local systems to divert Title II funds from other programs in order to accommodate the prescriptive professional development required under the bill's current language, this bill will create budgetary hardships for all twenty-four local systems.

Again, PSSAM's opposition to this bill does not rest on the merits of instruction pertaining to the Holocaust. Rather, it rests on the implications of curricular mandates on local school systems. Senate Bill 837, alongside similar bills which seek to interject or extract piecemeal segments of the curriculum, only serve to weaken the effectiveness of the overall educational curriculum.

For these reasons, PSSAM **opposes** Senate Bill 837 and urges an unfavorable report.

MD Catholic Conference_SB 837_INFO.pdf

Uploaded by: Garrett O'Day

Position: INFO



MARYLAND
CATHOLIC
CONFERENCE

February 22, 2023

SB 837

Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)

Senate Education, Energy & the Environmental Committee

Position: INFORMATION ONLY

The Maryland Catholic Conference offers this STATEMENT OF INFORMATION to Senate Bill 837. We offer this testimony on behalf of the families of approximately 50,000 students served by more than 150 PreK-12 Catholic schools in Maryland. The Catholic Conference is the public policy representative of the three (arch)dioceses serving Maryland, which together encompass over one million Marylanders. Statewide, their parishes, schools, hospitals and numerous charities combine to form our state's second largest social service provider network, behind only our state government.

Senate Bill 837 would require the State Department of Education to develop guidelines on instructional content on the Holocaust that is age-appropriate, interdisciplinary and consistent with the applicable grade level instruction. Nonpublic schools that participate in state-funded education programs would be required to include this instructional curriculum for the 2024-2025 school year.

The Conference appreciates the end goal of this legislation. Teaching about the horrors and historical atrocities of the Holocaust is indubitably important. However, what makes nonpublic schools unique is their instructional autonomy. Catholic schools teach units on the Holocaust in their own dedicated way. Accordingly, we respectfully request that the state not dictate their particular curriculum as independent schools.

Nonpublic schools are approved and/or licensed by the State Department of Education and meet all institutional requirements placed on them by law. However, Maryland law regards nonpublic school curriculum as independent of that of our public schools for numerous reasons and this bill mandates particular curriculum on certain nonpublic schools.

To the extent that curriculum is more than encouraged, but is rather mandated, on nonpublic schools in the state, we respectfully disagree. As most nonpublic schools do already teach about the Holocaust in their own way, oftentimes even more comprehensively, we ask that they continue to be given the autonomy to do so.

2023_SB837_MSDETestimony_LOI_FINAL.pdf

Uploaded by: Justin Dayhoff

Position: INFO



Mohammed Choudhury
State Superintendent of Schools

BILL:	Senate Bill (SB) 837	DATE:	February 22, 2023
SUBJECT:	Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)	COMMITTEE:	Education, Energy, and the Environment
POSITION:	Letter of Information		
CONTACT:	Justin Dayhoff 410-767-0449 justin.dayhoff@maryland.gov		

The Maryland State Department of Education (MSDE) is providing this letter of information pertaining to Senate Bill (SB) 837 – *Education – Curriculum – Study of the Holocaust (Educate to Stop the Hate Act)*. MSDE shares commitment to Holocaust education in Maryland and the letter contains information about the Department’s efforts to ensure teaching and learning frameworks are strong enough to allow local education agencies (LEAs) to implement high-quality programs without constraining the LEAs’ ability to provide the full range of education services required under law.

The information below includes background information about State frameworks and State standards, an overview of the revisions made to the State frameworks by grade band, and a timeline of the steps taken by MSDE for strengthening Holocaust education professional development in Maryland schools.

MSDE’s Framework Development Process

The Code of Maryland Regulations (COMAR) 13A.04.08.01, Requirements for Social Studies Instructional Programs for Grades Prekindergarten – 12 states that, “each local education agency shall provide in public schools an instructional program in social studies each year for all students in grades prekindergarten – 8; and offer in public schools a social studies program in grades 9 – 12 which enables students to meet graduation requirements and to select social studies electives.”

Social Studies State Frameworks are developed by MSDE to support local education agencies in providing high-quality instructional programs in social studies. State Frameworks are defined as supporting documents and provide guidance for implementing the State Standards in Social Studies, which are reviewed and adopted by the Maryland State Board of Education every eight years. State Frameworks also provide consistency in learning expectations for students in social studies programs across the twenty-four local education agencies as local curriculum is developed and adopted using these documents as a foundation.

MSDE shall update the State Frameworks in Social Studies in the manner and time the State Superintendent of Schools determines is necessary to ensure alignment with best-in-class, research-based practices. The tenure and stability of State Frameworks affords local education agencies time to procure supporting instructional materials, provide professional development, and to measure student growth within the program. Educators, practitioners, and experts who participate in writing workgroups for State Frameworks represent the diversity of stakeholders across Maryland. State Frameworks in social studies were developed, reviewed, and revised by teams of Maryland educators and practitioners, including local education agency content curriculum specialists, classroom teachers, accessibility staff, and academic researchers and experts in close collaboration with MSDE.

Background

MSDE continues its long-standing support for the teaching of the Holocaust and other genocides. Since the development of Maryland's first content standards framework in the 1990s, the Holocaust and other genocides have been required for students to study. MSDE is responsible for developing frameworks that reflect the needs of all students in Maryland. As a result, all 24 local education agencies have always had objectives covering the Holocaust in the curriculum they develop for high school United States and Modern World History.

The Holocaust is also taught in English Language Arts. Often students read *Night*, *The Boy in the Striped Pajamas*, *The Book Thief*, *Between Shades of Grey*, *Maus*, *Number the Stars*, *When Hitler Stole Pink Rabbit*, and *the Diary of Anne Frank*. This multi-disciplinary approach guarantees students multiple opportunities to encounter and understand this tragic and instructive period in global history.

In August of 2019, MSDE received inquiries about the status of Holocaust education in Maryland. MSDE met with representatives from the Baltimore Jewish Council to garner stakeholder feedback to strengthen Holocaust education in Maryland. This included:

1. seeking opportunities for inclusion in the revised State Frameworks in the elementary frameworks;
2. seeking opportunities for inclusion in the revised State Frameworks in Grades 6 and 7 frameworks;

3. strengthening the objectives in High School United States History;
4. strengthening the objectives in Modern World History State Frameworks; and
5. providing ongoing professional development for teachers in Holocaust education.

Below is a summary of the revisions made in each grade band to increase opportunities for the inclusion of Holocaust related objectives.

Early Learning Grades

Guidelines from national organizations including the United States Holocaust Memorial Museum and Facing History and Ourselves recommend teaching the Holocaust in Grade 6 and above. These experts cite the developmental ability to empathize with individual eyewitness accounts and the content needed to contextualize events surrounding Holocaust history as limiting factors for introducing the content to young learners. Instead, these organizations advocate for the inclusion of objectives that have young learners analyze the value of diversity and the dangers of bias and prejudice. The PreK – Grade 5 state frameworks provide opportunities for students to learn concepts such as freedom, bias, power, authority, diversity, and the role of the individual in supporting the common good.

Middle Level Learning

The pandemic delayed the planned revisions to the grades 6 and 7 frameworks. Initially slated to start in the fall of 2020 the revisions process began in spring 2021. The intention within these frameworks was to advocate for the addition of an objective(s) regarding the roots of antisemitism that would help students to contextualize the study of the Holocaust when they get to high school. These state frameworks are currently being revised and are undergoing academic review at the time of the writing of this letter. Upon approval, final revisions and public release is expected in May 2023.

High School Learning

MSDE altered the language of two objectives in the high school state frameworks for Modern World History and United States History. These revisions were finalized in November 2019.

State Framework	Before Revision	After Revision
Modern World History	Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two.	Analyzing the systematic and state-sponsored atrocities perpetrated by governments in Europe and Asia during World War Two. Evaluate the causes, course, and consequences of the Holocaust.
High School United States History	Critiquing the domestic and foreign policy response of the United States to the Holocaust and refugee crisis.	Analyze the origins of the Holocaust and the motives, pressures, and fears that shaped the American response.

Holocaust Education Professional Development

The successful implementation of state frameworks relies on adequate and sustained professional learning. Below is a timeline of professional development opportunities developed by MSDE and associated groups to support educators in teaching the new objectives.

December 2020

Social Studies Supervisor Briefing - “American and the Holocaust” with the United States Holocaust Memorial Museum

March 2021

Social Studies Supervisor Briefing - “Racial Laws in Nazi Germany” United States Holocaust Memorial Museum

May 2021

Social Studies Supervisor Briefing - Announcement and introduction to the Jewish Museum of Maryland and the MSDE teacher cohort for 2021-2022

September 2021

Social Studies Supervisor Briefing - “History Unfolded” Resources and Lesson Plans United States Holocaust Memorial Museum <https://newspapers.ushmm.org/>, Introduction to the Jewish Museum of Maryland (JMM) and MSDE’s Maryland Teacher Cohort, Introduction to Towson University’s Holocaust Initiative with Dr. Todd Kenreich.

2021-2022 Maryland Holocaust Education Cohort

MSDE and JMM created a cohort of teachers to support the development of teacher resources for the revised objectives in the state frameworks for High School United States History and Modern World History. Educators who attended the Summer Institute at JMM in the last three years were invited to participate in the first cohort. Building on their learning from these conferences the selected teachers attended professional development sessions hosted by JMM and the United States Holocaust Memorial Museum (USHMM) focusing on the Key Guidelines for Teaching the Holocaust from the USHMM. The teachers wrote lessons that draw from resources archived at JMM and the USHMM. The lessons were reviewed by the JMM in the summer of 2022 and shared with social studies supervisors in December 2022.

MSDE/JMM Cohort Outcomes:

- Participants will be able to utilize national and local resources to develop lessons that support Holocaust education in the high school United States History and Modern World History courses.
- Secondary level social studies teachers in Maryland will have access to lessons that address Holocaust related objectives in their courses that have been designed by master teachers and vetted by JMM and MSDE.

Selected Cohort Teacher Leaders

- Six total representing:
 - Baltimore City
 - Talbot County
 - Anne Arundel County
 - Howard County
 - Harford County
 - Baltimore County
 - Carroll County

Cohort Workshops

October 26, 2021

- Review of USHMM principles for teaching about the Holocaust
- Teacher development of belief statements

November 2, 2021

- Application of USHMM principles and responsible pedagogical approaches to teaching about the Holocaust
- USHMM American and the Holocaust and JMM resources

November 9, 2021

- Research behind the importance of using testimonial in Holocaust education
- Survivor testimony

Winter 2021-2022

- Lesson plan development

Summer 2022

- JMM review of lesson plans and materials
- Recruit MD teachers for Winter and Summer Institutes at the JMM and USHMM

December 2022

- Lessons and materials shared with supervisors at the Social Studies Collaborative Meeting

January 2023

- 23 Maryland educators registered for the “Teaching The U. S. and the Holocaust Documentary,” facilitated by the Baltimore Jewish Council and the Jewish Museum of Maryland.

In addition to the opportunities provided by MSDE listed above, USHMM and JMM have offered professional development to Maryland teachers during Winter Institute held in February, Summer Balfour Conference, as well as Summer Institute in both August 2021 and 2022. These opportunities are expected to continue in 2023 – 2024.

As the Assembly weighs curriculum legislation pertaining to this topic, MSDE respectfully requests that you consider this information as you deliberate Senate Bill 837. Please contact Justin Dayhoff, Assistant State Superintendent, Division of Financial Planning, Operations, and Strategy by phone at 410-767-0439, or by email at justin.dayhoff@maryland.gov for additional information.

Agudah Testimony - SB837 - 2023 - Holocaust edu IN

Uploaded by: Rabbi Ariel Sadwin

Position: INFO



EDUCATION, ENERGY, AND THE ENVIRONMENT COMMITTEE

SENATE BILL 837

EDUCATION – CURRICULUM – STUDY OF THE HOLOCAUST (EDUCATE TO STOP THE HATE ACT)

FEBRUARY 22, 2023

**TESTIMONY OF AVI LENCZ,
ASSOCIATE DIRECTOR, AGUDATH ISRAEL OF MARYLAND**

STATEMENT OF INFORMATION

Agudath Israel of Maryland speaks on behalf of the Orthodox Jewish communities across Maryland, on behalf of the 10,000 students attending 30 Jewish day schools in our great state, and on behalf of the many but dwindling number of survivors of the Holocaust and their families, who are such an important part of our communities.

We are fully supportive of the intent of the sponsors of this bill and applaud their great sensitivity to ensuring the mantra of “never forget” is fully upheld and maintained. We fully concur with the statements in the preamble to this act, viz. “The Holocaust was a watershed event in the course of human history... it occurred because individuals, organizations, and governments made choices that legalized discrimination leading to prejudice, hatred, and mass murder... Holocaust education will help students... explore the dangers of remaining silent, apathetic, and indifferent to the oppression of others; and learn how the abuse of power can lead to the implementation of destructive policies...” There is no question that these lessons are timely now as ever.

However, we do wish to voice the following perspective: the state should not dictate the particulars of curriculum to its nonpublic schools. Our students do receive Holocaust education in school (as well as Holocaust education opportunities outside of school, in addition to interactions they may have with survivors in our communities); other nonpublic school students in Maryland do so as well. The value of allowing Maryland’s nonpublic schools to craft their curriculum independently (while ensuring they meet State licensing, approval, and institutional requirements) is long recognized, and should not be compromised, admirable as the intent may be.

Speaking on behalf of the Orthodox Jewish communities of Maryland, we laud the intent of this bill of ensuring that students become better-versed in the evils of the Holocaust. At the same time, we state our concerns with the potential compromising of the integrity and independence of nonpublic schools and opening the door for the state’s intrusion into mandating the curriculum for nonpublic schools.