



Florida Commissioner's Task Force on Holocaust Education

Feedback on Embargoed Standards – June 15, 2021

General Comments

- Document does not align with the Holocaust Education Mandate as defined in 1003.42(f)
- Standards were mandated for K-12 and have been reduced to 4-12.
 - Core concepts such as diversity, empathy, responsibility and fairness that are necessary to lay a foundation should be included in lower grades.
 - The concept of introducing, defining and understanding one's own role in the community must also be taught. Otherwise, there is no connection to the students' decision-making process in reference to understanding the lessons that should be drawn from Holocaust history.
- No connection has been drawn between Holocaust history and today (i.e. no encouragement for students to draw lessons about human behavior and to apply them to their daily thoughts, perceptions, choices, and actions).
- Standards address the role of antisemites but do not address the behaviors of bystanders, witnesses, and groups that began as collaborators but at times became victims.
- Education about antisemitism should connect to the broader point of Holocaust education that teaches that hatred against any group, if left unchecked, can result in another genocide or in human rights violations. No group should be treated as "the other."
- Standards for 9-12 are geared toward an elective course. All teachers need to be able to incorporate Holocaust education. Current standards are not suitable for the limited time in the regular classrooms.
- Lack of primary sources.
- Standards SS.912.HE.3.3 and SS.912.HE.3.6. Zionism/Israel should not be included in Holocaust standards.

Standards

SS.4.HE.1.1: Compare and contrast Judaism to other major religions observed around the world and in the United States and Florida.

- The Holocaust was not a religious war. How will other religions be chosen and defined?

SS.5.HE.1.1: Students will define the Holocaust as a plan to abuse and kill European Jews by Nazi Germany and its partners between 1933-1945.

- This is not an appropriate definition of the Holocaust.

SS.912.HE.1.1: Define the terms Shoah and Holocaust.

- "Shoah" is not used in secular education. "Holocaust" is more apt for use in public schools.

SS.912.HE.1.2 Explain the origins of antisemitism.

- The Protocols of the Elders of Zion was not only book/document used as propaganda. Concern with misinterpretation of document in classrooms.
- Include propaganda such as The Poisonous Mushroom (Nazi-era children's book).
- Clarification stating "21st century" should be referring to the 19th and 20th centuries

SS.912.HE.1.3: Analyze how the Treaty of Versailles led to the increasing spread of antisemitism in Germany and the rise of the Nazis.

- Oversimplification of pre-Holocaust antisemitism. The Nazis used antisemitism to foment hate and create a shared enemy in order to gain power. The Treaty of Versailles itself is not an antisemitic document.

SS.912.HE.2.9: Explain how killing squads, including the Einsatzgruppen, conducted mass shooting operations in Eastern Europe with the assistance of the Schutzstaffel (SS), police units, the army and local collaborators.

- Clarification 3: The Wannsee Conference was not the beginning of the Final Solution. Before January 1942, Jews had already been murdered in mass shootings, as well as gassed at the Chelmno death camp.

SS.912.HE.2.11: Discuss life in the various ghettos.

- Liquidation of ghettos should not be listed before discussion of types of ghettos and life in the ghettos.
- Be specific that there were various forms of armed and unarmed resistance in ghettos.

SS.912.HE.2.13: Describe life in the various camps.

- The death camps created as part of Operation Reinhard were Belzec, Sobibor, and Treblinka. (Remove Auschwitz-Birkenau, Chelmno, and Majdanek from clarification)

SS.912.HE.2.15: Describe the experience of Holocaust survivors following World War II.

- Include the psychological struggles of those who were in hiding, partisans, and children who had been taken in by non-Jews.
- Provide examples for clarification 3 (ways survivors lived)

SS.912.HE.3.3: Explain the causes and effects of the Zionist movement.

- Out of context for Holocaust Education.
- Misleading to connect Zionism and the Holocaust. Topics addressing emigration/immigration to Palestine and Israel should be addressed in other standards.
- This skews and politicizes Holocaust education. Not all Jewish victims and survivors were Zionists. Israel was not created because of the Holocaust.

SS.912.HE.3.6: Recognize that antisemitism includes a certain perception of the Jewish people, which may be expressed as hatred toward Jewish people, rhetorical and physical manifestations of antisemitism directed toward a person or his or her property or toward Jewish community institutions or religious facilities.

- Relating antisemitism to Israel is misleading and does not belong in Holocaust education.

Add K-12: Students will recognize lessons learned from the Holocaust including, but not limited to, respect for human dignity, civic responsibility, cultural diversity and religious freedom.

- The core concept of the responsibility for one's daily choices needs to be included