

BEST PRACTICES IN HOLOCAUST EDUCATION

REPORT TO

THE SAN FRANCISCO JEWISH COMMUNITY ENDOWMENT

FUND

APPENDICES

Submitted by
The Berman Center for Research & Evaluation in Jewish Education
October 2006



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APPENDIX I

ANNOTATED BIBLIOGRAPHY: PROGRAMS, SOURCES, ASSESSMENT

Note: Some abstracts include wording from web-based sources describing the document.

1. Evaluative Studies and Reports

Caplan, Richelle Budd (2005) "Instilling Memory Every Week: Assessing Teacher-Training Seminars on the Holocaust in Israel, 2000-2003." *EUROCLIO Bulletin* 21 /2005.
<http://www.eurocliohistory.org/bulletin21.htm>

Evaluates Holocaust teachers education seminars given at the International School for Holocaust Studies at Yad Vashem, Israel. In spite of the unique environment of Israel, where many of the participant teachers are "second generation" of Holocaust survivors, no past study exists on the training of teachers of the Holocaust. This survey found that most (88%) of the participants (who were overwhelmingly women with a bachelors degree) enrolled in the course because of personal interest (most enrolled in the course following a recommendation of a peer or friend); teachers' satisfaction with the course was found to be very high, while a large majority (37%) criticized the course's lack of stress on didactics (i.e., how to apply the new knowledge in classrooms). It is concluded that "it does not appear that they all use the materials presented in the courses or believe that their teaching methods have been improved due to what they learned."

Donnelly, Mary Beth (2006) "Educating Students about the Holocaust: A Survey of Teaching Practices" *Social Education* 70 (1).

This article presents the results of a year-long study commissioned by the United States Holocaust Memorial Museum of teaching practices in Holocaust education in the nation's secondary public schools in 2003-04. The study assessed secondary teaching practices in middle and high schools in the field of Holocaust education, and investigated teachers' rationales for teaching about the Holocaust. The findings show that Holocaust education is well-represented in the curricula of the nation's secondary schools; it highlights teachers' rationales for providing Holocaust instruction to their students and illustrates teachers' beliefs that the Holocaust's lessons are powerful and pertinent to students.

Original report: National Study of Secondary Teaching Practices in Holocaust Education
http://www.sri.com/policy/cep/pubs/other/SRI_Natl-Study_TeachingPractices.pdf

Ellison, Jeffrey & John Pisapia (2006) "The State of Holocaust Education in Illinois." *IDEA: A Journal of Social Issues* 11(1) September 7. See also - <http://www.ideajournal.com/articles.php?id=41>

This study evaluates the mandated (since 1990) Holocaust Education program in Illinois at the high school level. At present, it represents the largest study of Holocaust education practices ever conducted in the United States. Selected findings:

- Most teachers of the Holocaust are white, Christian, hold degrees in history, and have been teaching it for less than ten years or more than twenty-one years.
- Most students receive Holocaust education in American History in the junior year. However, students taking advanced placement classes receive appreciably less instruction on the Holocaust than those in the regular program.
- Teachers use traditional methods of discussion, lectures, and questions on the final examination to deliver and test their lessons on the Holocaust.



Elmore, Diane (2002) *Evaluating a Multifaceted Tolerance Training Program: Using the Holocaust to Increase Knowledge, Promote Tolerance, and Prevent Prejudice*. Unpublished doctoral dissertation. University of Houston.

Using both qualitative and quantitative tools, this study evaluated the Holocaust Museum in Houston's Curriculum Trunk Program. Findings indicate that students in this program exhibited greater knowledge of the Holocaust as well as a more tolerant behavior.

Evaluation Services Center University of Cincinnati (2003) *An Assessment of Holocaust Education in Ohio, Indiana, and Kentucky*, Center for Holocaust and Humanity Education Hebrew Union College.

Available at the Berman Center. A Survey of background, knowledge base and attitudes of teachers teaching the Holocaust in the Ohio tri-state area.

Facing History and Ourselves: A Tradition of Program Evaluation and Practice-Based Research (Provided by Dennis Barr. See Appendix VI)

Available at the Berman Center. This internal FHAO document provides a summary of FHAO's "tradition of program evaluation and practice-based research" and summarizes key findings on teacher and student impact. It also includes a bibliography of internal project and published reports.

This document describes the overall findings of many studies completed on the impact of FHAO on educators and students including the following:

- Educators enrolled in FHAO's professional development institute were found to gain knowledge, motivation and preparedness to teach the FHAO curriculum.
- Impact of FHAO on students was not limited to increased knowledge of the subject matter, but included gains in interpersonal understanding, improved self perception, moral sensitivity, awareness of social justice and tolerance of other ethnic groups as well as an improved ability to think critically about racism, prejudice, and discrimination.

A new study by FHAO is getting underway currently. The Facing History and Ourselves National Professional Development and Evaluation Project will provide professional development and materials free of charge and stipends to 300 teachers in nine regions of the U.S. Teachers will be randomly assigned, by school, to receive these services beginning in the summer of 2007 or in 2008. All teachers will also participate in a state of the art evaluation of the program by completing and having students complete questionnaires several times a year over two years.

Hernandez, Alexander Anthony (2004) *Voices of Witness, Messages of Hope: Moral Development Theory and Transactional Response in a Literature-Based Holocaust Studies Curriculum*. Unpublished doctoral dissertation. Ohio State University.

See also - http://www.ohiolink.edu/etd/send-pdf.cgi?acc_num=osu1087317918.

This study evaluates a nine-week unit on the Holocaust in a middle school Language Arts class taught by the author. The study examines the responses of the students to the first-person narratives of Holocaust survivors, and the effect of this exposure on the students' sense of personal ethics and their perceptions on moral decision-making. Found some heightened awareness among the students to issues of racial discrimination and the need for social action to combat racism and some unexpected gender differences.



Spector, Karen (2005) *Framing the Holocaust in English class: Secondary teachers and students reading Holocaust literature*. Ed.D. dissertation, University of Cincinnati.
See also - ProQuest - Dissertations and Theses <http://gradworks.umi.com/31/76/3176753.html>

Qualitative study of three secondary school Holocaust literature units in the Midwest found that teachers and students used religious narrative frames to interpret Night (Wiesel, 1982), sometimes with lethal implications for Jews; that students used narratives of hope to interpret the The Diary of Anne Frank (Goodrich & Hackett, 1994). In order to maintain their hopeful narratives, students eviscerated Anne from her treacherous surroundings. All three units also presented Hitler as the sole perpetrator of the Holocaust and presented Jews as sheep being led to the slaughter. The teachers wanted their students to learn lessons of tolerance through their study of the Holocaust, and none of the three teachers taught students the history of antisemitism before the 20th century.

Schweber, S. (under review). "What happened to their pets?: Third graders encounter the Holocaust." *Teachers College Record*.

Available at the Berman Center. This case study of one third grade class learning about the Holocaust in innovative, age-appropriate ways concludes that third graders are, after all, too young to be exposed to this topic.

Schweber, S. (2003). "Simulating Survival." *Curriculum Inquiry*, 33(2), 139-188.

A case study of using simulation techniques in a tenth grade history class studying the Holocaust (where students play "Jews" and "Gestapo" and the teacher is "a king of Hitler") concludes that contrary to the researcher's initial misgiving this kind of simulation engages the students in morally profound ways that allows them to deal with dilemmas regarding the Holocaust that may otherwise remain untouched.

Totten, Samuel (2001) "Holocaust education in the United States." In *Holocaust Encyclopedia*. Walter Laqueur (ed.), New Haven: Yale University Press. pp. 305-312.

This article describes the history of Holocaust education in the United States, and especially the marked expansion in teaching of the Holocaust in recent decades, with particular attention to the contribution of one program: *Facing History and Ourselves*. It concludes, however, that much of Holocaust education offered currently in U.S. social studies classes is brief and sparse.

Wiesel, Elie (Chairman) (1978) *Report to the President: President's Commission on the Holocaust*. For full text of the report see - <http://xroads.virginia.edu/~CAP/HOLO/holo.htm>

In many ways a founding document of Holocaust education in the United States, this 1978 report to President Carter recommended the establishment of a central Holocaust Museum in Washington, DC, and that Holocaust education will be: "a part of the curriculum in every school system throughout the country."



2. Evaluative Tools and Guidelines

Evaluation Guidelines for ITF Project Observer for Teacher Training Seminars. (Provided by William Shulman).

A brief guideline for observing and evaluating teachers training programs.

Evaluation Services Center University of Cincinnati. *Holocaust Education Survey: An Assessment of Holocaust Education in Ohio, Indiana, and Kentucky*, Center for Holocaust and Humanity Education Hebrew Union College, 2003. <http://www.uc.edu/evaluationservices/>

A large scale survey of over 900 teachers about Holocaust Education in Ohio, Indiana and Kentucky, looked at teachers' perception of Holocaust Education, attitudes toward the Holocaust and its teaching and practices of Holocaust education.

Ellison, Jeffrey. *Holocaust Questionnaire* (included in *From One Generation to the Next: A Case Study of Holocaust Education in Illinois*. Unpublished doctoral dissertation), Florida Atlantic University, Boca Raton, 2002

An evaluation tool including a survey of teachers to gauge the scope and contents (resources, methodology, evaluation) of Holocaust education in Illinois schools.

Facing History and Ourselves. *Post-Institute Evaluation: Holocaust and Human Behavior*. 2006.

An evaluation instrument of a teachers institute used by Facing History and Ourselves, it combines open questions with scale questions to gauge the institute's impact on the participants.

Model Evaluation Form for Teacher Training Seminar (provided by William Shulman).

A short questionnaire for evaluating a teachers training seminar. Uses 1-4 scale questions.

New Jersey Commission on Holocaust Education. *Sample Holocaust/Genocide Assessment Questions for Grades K-12*, Teacher and Student editions (Fall, 2001).

Includes questions for testing and assessing student learning and understanding following implementation of curricula.



3. Curriculum Guidelines

Two primary sources of guidelines:

International Task Force for Cooperation on Holocaust Education, Commemoration and Research (ITF) *Guidelines for Teaching (online document)*.

<http://www.holocausttaskforce.org/teachers/index.php?content=guidelines/menu.php>

This document provides guidelines in thirteen European languages for teaching the Holocaust generally, and for preparing educational trips to Holocaust sites and designing memorial services particularly.

U.S. Holocaust Memorial Museum. *Teaching about the Holocaust: A Resource Book for Educators*. Washington, 2001.

http://www.ushmm.org/education/foreducators/teachabo/teaching_holocaust.pdf

This resource book instructing teacher in use of Museum resources includes a section on general guidelines for teaching. It also contains an annotated bibliography of literature on the Holocaust and a videography.

Additional curriculum guidelines available:

Holocaust Museum Houston: Education Center and Memorial. *Guidelines for Teaching the Holocaust*.

http://www.hmh.org/ed_teaching_guidelines.asp

Teaching guidelines are presented in seven points which draw on the guidelines provided by USHMM. Other materials offered to teachers at this site include lesson plans and other downloadable resources for teachers and links to training opportunities and to "curriculum trunks."

Museum of Jewish Heritage - A Living Memorial to the Holocaust, Education Department. Shoah Teaching Alternative in Jewish Education (STAJE). *Guiding principles for teaching the Shoah in Jewish schools*. 2005. <http://www.mjhnyc.org/pdfs/education/teacher/guiding.pdf>

This document provides guidelines that help teachers address questions of students in their particular schools and allow them to tackle difficult issues raised by the *Shoah* in an intellectually meaningful and age-appropriate fashion. These guidelines support teachers in their efforts to help students recognize the extent of this tragedy, with its implications for Jewish identity and for the sense of what it means to be "human."

Selected sources of teaching curricula and teaching guides:

Video and testimony-based curricula

University of South Carolina's Shoah Foundation Institute. *Pyramid of Hate*. See -

<http://www.usc.edu/schools/college/vhi/> (Links: Education > For Teachers > The Pyramid of Hate).

For a lesson plan in PDF format:

<http://www.usc.edu/schools/college/vhi/vhf-new/Exhibits/PyramidOfHate/POH-Exercise.pdf> (also available at the Berman Center).

Using the lesson plan, printable images, and the video clips available on this webpage, students attempt to match testimonies with the five levels of the "Pyramid of Hate", providing them with an opportunity to explore the ways in which hate can escalate in society. The exercise encourages discussion and debate while teaching tolerance and understanding.



Echoes and Reflections. A multimedia curriculum on the Holocaust developed by the Anti-Defamation League, USC Shoah Foundation Institute for Visual History and Education, and Yad Vashem.

Visual history testimony integrated into 10 multi-part lessons, this educational resource offers curriculum connections to contemporary issues of diversity, prejudice and bigotry, and modern-day genocide. Developed curriculum integrates video clips of testimonies. Preview of lessons in the curriculum available at <http://www1.yadvashem.org/education/adl/index.htm>. Downloadable samples and additional information available at <http://www.echoesandreflections.org/>

Hard-copy curriculum guides

State of New Jersey, Commission on Holocaust Education. Curriculum Guides. (Hard-copy available at Berman Center.)

- *Caring Makes a Difference: Kindergarten – 4th Grade Curriculum Guide. Lessons on Friendship, Respect, Tolerance, Holocaust/Genocide* (2003).
- *To Honor All Children – From Prejudice, to Discrimination, to Hatred...to Holocaust: 5-8th Grade Holocaust/Genocide Curriculum* (2006).
- *The Holocaust and Genocide: The Betrayal of Humanity: A Curriculum Guide for Grades 9-12, Volumes I and II* (2003).
- Teaching, curricula and resources guides for teachers on diverse instances of genocide and crimes against humanity including: *Crimes Against Humanity and Civilization: The Genocide of the Armenians* (in cooperation with FHAO); *The North American Genocide; Genocide Instructional Guide, Child Alert: Darfur, The Killing of Cambodia; The Forced Famine in Ukraine 1932-1933; The Great Irish Famine; The Hitler Legacy: A Dilemma of Hate Speech and Hate Crime in a Post-Holocaust World*.
- Sample Holocaust/Genocide Assessment Questions for Grades K-12, Teacher and Student editions (Fall, 2001).

Electronic curriculum resources

Florida Center for Instructional Technology, College of Education, University of South Florida. *A Teacher's Guide to the Holocaust*. <http://fcit.usf.edu/HOLOCAUST/default.htm>

This guide provides an overview of the people and events of the Holocaust through photographs, documents, art, music, movies, and literature and contains a bibliography of essays in Holocaust education.

Museum of Tolerance, Los Angeles, CA. *Teachers' Guide*. <http://teachers.museumoftolerance.com/>

This website provides materials and guidelines in six languages for enhancing the museum experience including downloadable lessons on the Holocaust and tolerance that support the California Reading-Language Arts and History-Social Science Frameworks, and which are aligned to the California Content Standards for English-Language Arts and History-Social Science, grades 3-12.

At <http://teachers.museumoftolerance.com/mainjs.htm?s=2&p=4>, provides four guidelines for teaching.

Tolerance Resource Center at Notre Dame College, South Euclid, OH. *Teaching the Holocaust: A Bibliography Compiled by Karen Zoller*. Holocaust Educators' Conference II. November 9, 2001. <http://www.notredamecollege.edu/tolerance/Bibliography.htm#HolocaustBibliography>

This online bibliography contains a large number of state and city mandated curricula and teaching guides.



4. Professional Development Programs for Teachers of the Holocaust

Anti-Defamation League; University of Southern California Shoah Foundation Institute; Yad Vashem, The Holocaust Martyrs' and Heroes' Remembrance Authority. *Echoes and Reflections – a multimedia curriculum on the Holocaust*. <http://www.echoesandreflections.org/> Contact: Deborah Batiste, washington-dc@adl.org

The three organizations provide professional development for teachers in use of this curriculum. Echoes and Reflections is a multimedia curriculum on the Holocaust that is rich with visual history testimony and is integrated into 10 multi-part lessons. This is also an educational resource that connects to contemporary issues of diversity, prejudice and bigotry, and modern-day genocide.

Bearing Witness: Anti-Semitism, the Holocaust and Contemporary Issues

http://www.adl.org/bearing_witness/default.asp.

Bearing Witness provides Catholic school teachers with the training and resources necessary to teach their students about anti-Semitism and the Holocaust. Through Bearing Witness, participants explore the history of anti-Semitism, from biblical times to modern day, including the role of the Church during the Holocaust; recent changes in Catholic teachings on Jews and Judaism; issues of prejudice in contemporary society; and strategies for teaching students about the Holocaust and anti-Semitism. Also available is Bearing Witness Advanced: a unique professional development program for Catholic school educators from across the United States. A result of the joint partnership between the Anti-Defamation League (ADL), The U.S. Holocaust Memorial Museum and the Archdiocese of Washington, Bearing Witness allows educators the opportunity to extend their learning of the Holocaust. It includes a trip to Israel where participants hear from resident scholars and are afforded the chance to visit sites sacred to Jews and Christians.

Facing History and Ourselves <http://www.facinghistory.org/campus/reslib.nsf>.

Facing History and Ourselves uses an interdisciplinary approach to link history, literature and ethics. Facing History Institutes and Seminars connect history to the moral questions inherent in a study not only of violence, racism, and antisemitism but also of courage, caring, and compassion. FHAO provides both on-line materials and workshop presentations for middle and high school educators in Holocaust education using Facing History's principal resource book, *Holocaust and Human Behavior*, as well as video, primary sources, and presentations by survivors and leading scholars of the Holocaust.

Florida Holocaust Museum <http://www.flholocaustmuseum.org/>

Workshops provide dynamic approaches for the classroom that meet and are aligned with national, state and local standards. A weeklong Summer Institute program for Holocaust Education and Human Rights and Genocide provides teachers with the background knowledge, pedagogy, and materials to design and teach a course of study on the Holocaust and other genocides. A brochure detailing all teacher education opportunities at the Florida Holocaust Museum can be downloaded at http://www.flholocaustmuseum.org/pdfs/EducationPrograms2006_2007.pdf

Florida Holocaust Documentation and Education Center, Holocaust Education Summer Teacher Institute (www.hdec.org) Teacher Institute: http://www.hdec.org/teachers_institute.htm

A five-day university-accredited summer institute for teachers, exposing them to survivors, historians and other resources. "Partially funded by the Florida Commissioner's Task Force on Holocaust Education, the Center holds week-long Teacher's Training Institutes each summer, which provide teachers with an in-depth historical overview of the Holocaust, hands-on materials including the resource manuals, techniques, and opportunities to speak with Survivors, thereby obtaining firsthand information."



The University of Florida Training Institute for Teachers <http://web.jst.ufl.edu/shiftad.shtml>

A summer institute for teachers of the Holocaust featuring lectures by Holocaust scholars and survivors' testimonies.

Holocaust Museum in Houston, Teacher Training Program http://www.hmh.org/ed_teacher_training.asp

Provides a 5-day summer institute for secondary teachers which explores various dimensions of the Holocaust beyond the general history, including survivor testimony, scholars and educators, evening programs, and skilled teachers offering pedagogical ideas. Also provides a one-day workshop titled: "Anne Frank: New Approaches for Teaching the Diary" and training on using the museum's "curriculum trunk." Includes: Warren Fellowships for new teachers; week-long programs for more advanced teachers; week-long program in Spanish for teachers from Texas and Latin America.

Jewish Foundation for the Righteous, Teacher Education Program

<http://www.jfr.org/content/default.asp?artid=75>

The JFR's education program includes a summer residential program, an advanced seminar, an educators' trip to Germany and Poland, an academic newsletter, a teachers' Internet resource, and partnerships with Holocaust centers throughout the country.

Midwest Center for Holocaust Education in Kansas City <http://www.mchekc.org>

Provides a one-credit graduate course for educators titled: "Racism, Anti-Semitism, Propaganda: 1930s Germany and the Nazi Olympics" which combines content lectures with classroom application for 7th-12th grade classrooms, as well as nine curriculum units and many additional resources for educators.

U.S. Holocaust Memorial Museum Conferences and On-line Workshop

<http://www.ushmm.org/education/>

USHMM provides on-line resources as well as teacher workshops and conferences offered throughout the year at the Museum and around the country. Programs are developed to meet educators' specific learning needs and are conducted over a one- to three-day period. The online workshop is offered for teachers who are unable to attend a professional development program presented by the Museum. In addition to video of the actual workshop session, segments include historical and artifact photographs, text, and links to related sites within the Museum's Web site.



APPENDIX II

SELECTED BIBLIOGRAPHY OF ACADEMIC BOOKS AND ARTICLES

This list reflects the work of leading individuals in the field on Holocaust education, based on an initial literature review and conversations with scholars. These publications were selected but not abstracted by the Berman Center.

- Brabham, Edna Greene (1997) "Holocaust Education: Legislation, Practices and Literature for Middle-School Students." *The Social Studies* 88 (3): 139-142.
- Chartock, Roselle (1979) *An Evaluative Study of a Unit Based on the Nazi Holocaust: Implications for the Design of Interdisciplinary Curricula*. Doctoral Dissertation, University of Massachusetts. UMI Dissertation Services, 8004908.
- Chartock, Roselle (1995) *Can It Happen Again? Chronicles of the Holocaust*. New York: Black Dog & Leventhal. Collection of primary source material.
- Crouch, Margaret Weiss (1996) *The Holocaust in Undergraduate Education: A Status Survey and Interpretative Synthesis of Topics, Textbooks and Resources*. Doctoral Dissertation, University of Massachusetts. UMI Dissertation Services, 9704384.
- Ellison, Jeffrey (2002) *From One Generation to the Next: A Case Study of Holocaust Education in Illinois*. Unpublished doctoral dissertation, Florida Atlantic University, Boca Raton.
- Fishman, Jane Vogel (1996) *The Teaching of Holocaust Literature in American Universities*. Doctoral Dissertation, State University of New York at Buffalo. UMI Dissertation Services, 9634433.
- Frampton, Wilson (1989) *A Descriptive Study to Ascertain Curriculum Guidelines for Holocaust Education As Reported by State Departments of Education*. Doctoral Dissertation, Temple University. UMI Dissertation Services, 9022903.
- Garber, Zev, Berger, A. and Libowitz, R. (eds.) (1988) *Methodology in the Academic Teaching of the Holocaust*. New York: University Press of America.
- Heckler, Ellen (1994) *An Analysis of the Treatment of the Holocaust in Selected American and World History Textbooks*. Doctoral Dissertation: Rutgers, The State University of New Jersey. UMI Dissertation Services, 9429745.
- Juzwik, M. M. (in press) *Performing Curriculum: Building Ethos through Narratives in Pedagogical Discourse*. Full text copy is available at –
<http://www.msu.edu/~mmjuzwik/991%20materials/TC%20Record%20article.htm>
- Juzwik, M. M. (2004, April). "Voices of Remembering the Holocaust: A Cultural Historical Analysis of Narrative Performances in a Middle-level Holocaust Unit." Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

- Juzwik, M. M. (2004, May). "Understanding Pedagogy as Performance: The Rhetorical Construction of Teaching Ethos in a Holocaust Unit." Paper presented at Rhetoric Society of America Biennial Conference. Austin, TX.
- Juzwik, M. M. (2004, December). "Narrative Voices and Collectively Remembering in a Middle School Classroom Context." Paper presented in P. Hayes (Chair), Understanding the Holocaust: Studies across contexts. Symposium conducted at the annual meeting of the Association of Jewish Studies. Chicago, IL.
- Schwartz, Donald (1990) "Who Will Teach Them After We're Gone: Reflections on Teaching the Holocaust." *The History Teacher* 23 (2): 95-109.
- Schweber, S. (2006). "'Sick of the Holocaust': Teaching it wisely." *Social Education*, 7(1), pp. 44-50.
- Schweber, S. (2004) *Making Sense of the Holocaust: Lessons from Classroom Practice*. NY: Teachers' College Press
- Schweber, S. (2006). "'Holocaust Fatigue in Teaching Today.'" *Social Education*, 7(1), pp. 44-50. (Available at the Berman Center).
- Shawn, Karen (1995) "Current Issues in Holocaust Education." *Commentary* 96(2): 15-18.
- Short, Geoffrey (1995) "The Holocaust in the National Curriculum: A Survey of Teachers' Attitudes and Practices." *The Journal of Holocaust Education* 4(2): 167-188.
- Totten, S.(Ed.) (2004). *Teaching About Genocide*. Greenwich, CT: Information Age.
- Totten, S. (Ed.) (2003). *Working to Make a Difference: The Personal and Pedagogical Stories of Holocaust Educators Across the Globe*. Lanham, MD: Lexington Books.
- Totten, S. (2002). *Holocaust Education: Issues and Approaches*. Boston, MA: Allyn & Bacon Publishers.
- Totten, S. (Ed.) (2002). *Remembering the Past, Educating for the Future: Educators Encounter the Holocaust*. Westport, CT: Praeger.
- Totten, S., Jacobs, S., & Bartrop, P. (Eds.) (2004). *Teaching the Holocaust at the University and College Levels*. Westport, CT: Praeger.
- Totten, S., & Feinberg, S. (Eds.) (2001). *Teaching and Studying About the Holocaust*. Boston, MA: Allyn & Bacon Publishers.
- Walker, Robert P. (1996) "Searching for the educational imperative in Holocaust curricula." In R. Milled (ed.) *New Perspectives on the Holocaust*. New York: NYU Press.

APPENDIX III

SELECTED LIST OF HOLOCAUST ORGANIZATIONS

The following is a selected list of national and international Holocaust-related organizations and museums with web site addresses.

Beit Hashoah Museum of Tolerance, Los Angeles, CA

<http://www.museumoftolerance.com/site/c.juLVJ8MRKtH/b.1580483/k.BE32/Home.htm>

This museum includes a Holocaust exhibition as well as an exhibition examining racism and bigotry in everyday American life. The museum is designed to challenge visitors to confront bigotry and racism as everyday experiences and to understand the Holocaust in both its historical and contemporary contexts.

The David S. Wyman Institute for Holocaust Studies

<http://www.wymaninstitute.org>.

The Wyman Institute teaches the history and lessons of America's response to the Holocaust, through scholarly research, public events, publications, and educational programs. It focuses on America's response to Nazism and the Holocaust and the abandonment of Europe's Jews during the Nazi era, the efforts to promote rescue, and the moral and historical lessons of those experiences. The institute provides access to historical record through exhibits, speakers, educational curricula, and other forms of media.

Facing History and Ourselves (FHAO)

<http://www.facinghistory.org/campus/reslib.nsf>

For 30 years, Facing History has been engaging students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development and lessons of the Holocaust and other examples of genocide, students make the essential connection between history and the choices they confront in their own lives.

Holocaust Museum Houston

<http://www.hmh.org>.

Provides many resources for teachers, including teacher training workshops and institute, a Warren Fellowship (for teachers education), and a "curriculum trunk" with many downloadable curricula for all ages of students (see - http://www.hmh.org/ed_cur_trunk.asp). The museum library includes a collection of survivors' testimonies.

Imperial War Museum, London, England

<http://www.iwm.org.uk/>

The Imperial War Museum is the national (British) museum of twentieth century conflict. It illustrates and records all aspects of modern war, and of the individual's experience of war, whether allied or enemy, service or civilian, military or political, social or cultural. Its rôle embraces the causes, course and consequences of conflict and it has an essentially educational purpose.



The International Task Force for Cooperation on Holocaust Education, Remembrance, and Research (ITF)

<http://www.holocausttaskforce.org>

The ITF Website includes a directory of organizations worldwide engaged in Holocaust Education, broadly defined.

Jewish Foundation for the Righteous

<http://www.jfr.org>

Mostly an organization providing financial assistance to aged and needy non-Jews who risked their lives to save Jews during the Holocaust, Jewish Foundation for the Righteous also educates teachers and students about the history of the Holocaust with a special emphasis on rescue and the role of the Righteous.

The New York Tolerance Center

<http://www.wiesenthal.com/site/apps/s/content.asp?c=fwLYKnN8LzH&b=253162&ct=285127>

Affiliated with the Simon Wiesenthal Center, the New York Tolerance Center, is a professional development multi-media training facility targeting educators, law enforcement officials, and state/local government practitioners. The Tolerance Center provides participants with an educational and experiential daylong training program, which explores issues of prejudice, diversity, tolerance, and cooperation in the workplace and in the community.

University of Southern California's Shoah Foundation Institute

<http://www.usc.edu/schools/college/vhi>

Offers many resources for teachers of the Holocaust, many of them downloadable for free. Offers two online lessons (with downloadable class material): Pyramid of Hate, and Labels.

The Simon Wiesenthal Center

<http://www.wiesenthal.com/site/pp.asp?c=fwLYKnN8LzH&b=242023>.

Website provides an online multimedia learning center and virtual exhibits and provides link to the Los Angeles Beit Hashoah Museum of Tolerance.

U.S. Holocaust Memorial Museum, Washington, DC

www.ushmm.org.

The central Holocaust Museum in Washington, DC, it provides many resources for Holocaust educators, including a rich Resource Center and *Teaching about the Holocaust: A Resource Book for Educators*. USHMM also hosts many listservs for teachers of the Holocaust at <http://www.lsoft.com/scripts/wl.exe?XH=LISTSERV.USHMM.ORG>



APPENDIX IV

HOLOCAUST MUSEUM HOUSTON – TEACHING GUIDELINES

Source: Holocaust Museum Houston's website http://www.hmh.org/ed_teaching_guidelines.asp

Guidelines for Teaching the Holocaust

1. Avoid stereotypical descriptions.

Though all Jews were targeted for destruction by the Nazis, the experiences of all Jews were not the same; likewise, all Germans cannot be characterized as Nazis, and not all Nazis were the same. It is important that in the study of genocide and persecution of groups who suffered stereotyping and generalization, that we not use stereotypes and generalizations ourselves.

2. Avoid simple answers to complex history.

A study of the Holocaust raises difficult questions about human behavior, and it often involves complicated answers as to why events occurred. Be wary of oversimplifications. Allow students to contemplate the various factors which contributed to the Holocaust; do not attempt to simplify or reduce Holocaust history to one or two catalysts in isolation from the social, economic, military, and political forces which came into play.

3. Contextualize the history you are teaching.

Although a study of the Holocaust has ramifications for our society today, such a study must be undertaken in a historical context, so that students can begin to comprehend the specific circumstances that encouraged or discouraged these acts.

4. Avoid comparisons of pain.

A study of the Holocaust should always highlight the different policies the Nazi regime carried out against various groups of people; however, these distinctions should not be presented as a basis for comparison of suffering between them. In addition, one cannot presume that the horror created by the Nazis was any greater than that experienced by victims of other genocides; the true horror of the Holocaust lies not in numbers, but in policies of hatred and genocide carried out in a widespread, bureaucratic fashion.

5. Translate statistics into people.

In any study of the Holocaust, the sheer number of victims challenges easy comprehension. The vast number of six million, which all but defies our grasp, was comprised of individual people: families of children, parents, and grandparents. First-person accounts and memoir literature may help provide students with a way of making meaning out of collective numbers.

6. Strive for a balance of perspective.

Often, too great an emphasis is placed on the victims of Nazi aggression. Most students express empathy for victims of mass murder; but it is not uncommon for students to assume that the victims may have done something to justify the actions against them, and thus place inappropriate blame on the victims themselves. It is important to not lose sight of the many perspectives, and place the Holocaust in its full historical and sociological context that does not limit itself to one point of view. Any study of the Holocaust should address the victims, the perpetrators of violence, and the bystanders, attempting to portray each as human beings: capable of moral judgment and independent decision-making.



7. Reinforce the objectives of your lesson plan.

Always keep in mind why it is important to study and teach the Holocaust, for whatever objectives are projected, and establish that this history has multiple ramifications for all students as individuals and as members of society as a whole.

(Prepared in part by the United States Holocaust Memorial Museum)



APPENDIX V

CALIFORNIA RESOURCES AND LEGISLATION

1. Leaders and Contacts in California Holocaust Education

This list was developed from information available on the US Holocaust Memorial Museum (USHMM) website. See - <http://www.ushmm.org/education/foreducators/> (follow these links: Beyond Our Walls: State Profiles on Holocaust Education > click California on U.S. map > scroll to bottom of page to find "CALIFORNIA HOLOCAUST RESOURCES").

Holocaust Research Centers

Name	Affiliation	Email	Phone	Fax
Berenbaum, Michael	Director, Sigi Ziering Center for the Study of the Holocaust and Ethics at the University of Judaism	mberenbaum@uj.edu	310-440-1576 x. 576	310-472-2374
Davis, Mark	Holocaust Study and Social Justice Center of Sacred Heart School	mdavis@schschools.org	650-473-4098	650-322-7151
Edelman, Carol F.	The Center for Excellence on the Study of the Holocaust, Genocide, Human Rights and Tolerance California State University, Chico		530-898-4874	
Roth, John	Claremont McKenna College, The Center for the Study of the Holocaust, Genocide, and Human Rights	holocaustcenter@claremontmckenna.edu	909-607-2891	909-621-8419

Holocaust Educational Organizations

Name	Affiliation	Email	Phone	Fax
Braff, Mitch	Jewish Partisan Educational Foundation	mitch@jewishpartisans.org	415-563-2244	415-563-2442
Elperin, William	President, The "1939" Club	the1939club@aol.com	310-491-7802	310-432-4177
Goodman, Mryna L.	Sonoma State University, The Rodgers Center for Holocaust Education	cioffi@chapman.edu	714-628-7377	714-532-6072
Hier, Rabbi Marvin	Simon Wiesenthal Center/Museum of Tolerance		310-553-9036	310-772-7605
Kane, Leslie	The Holocaust Center of Northern California	info@hcnc.org	415-777-9060	415-751-6735
Sauvage, Pierre	Chambon Foundation	sauvage@chambon.org	323-650-1774	323-654-4689



California School Contacts, Teachers and Other Community Educators

Name	Affiliation	Email	Phone
Nichols Lynda	History/Social Science Consultant at Standards and Assessment Division, California Department of Education	lnichols@cde.ca.gov	916-323-5822 FAX: 916-323-2807
Mimi Baer	Executive Director, California Association for Independent Schools	mbaer@caisca.org	310-393-5161 FAX: 310-394-6561
Jackie Berman	Education Specialist, JCRC in San Francisco (via Marjorie Green)	juberman@pacbell.net.	650-948-7425
Jennifer Norton	Museum Teacher Fellow (USHMM) (via Dan Napolitano)	norton@volcano.net	209-257-7733
Bonnie Sussman	Museum Teacher Fellow (USHMM) (via Dan Napolitano)	bsussman@bishopodowd.org	510-577-9100
Bill Younglove	Museum Teacher Fellow (retired) (via Susan Llanes Myers)	younglw@aol.com	
Nina Grotch	Education Coordinator, ADL in San Francisco (via Richelle Budd-Caplan)	ngrotch@adl.org	(415) 981-3500



2. Organizations in California Active in Holocaust Education

Adapted from data available from the Association of Holocaust Organization (AHO)

Name	Webpage
Alliance for the Study of the Holocaust at Sonoma State University	http://sonoma.edu/holocaust/ash/
Auschwitz Study Foundation, Inc.	www.ASFoundation.org
Center for the Study of the Holocaust, Genocide & Human Rights/Claremont-Mckenna College	http://holocaustcenter.claremontmckenna.edu
Chambon Foundation	www.chambon.org
Child Survivors of the Holocaust/Los Angeles	http://www.ahoinfo.org
Committee of Concerned Christians	http://www.ahoinfo.org
Descendants of the Shoah	www.descendants.org
Getty Research Institute, Research Library	http://www.getty.edu/gri
Holocaust Oral History Project	
Holocaust Study and Social Justice Center of Sacred Heart Schools	www.shschools.org
Holocaust, Genocide, Human Rights and Tolerance/Chico	www.csuchico.edu/mjs/center
Jewish Partisan Educational Foundation	www.jewishpartisans.org
Los Angeles Museum of the Holocaust/Martyrs' Memorial	www.lamoth.org
Rodgers Center for Holocaust Education /Chapman University	www.chapman.edu/holocausteducation
Sigi Ziering Institute – Exploring the Ethical and Religious Implications of the Holocaust	www.UJ.edu
Silent Voices Speak	www.silenvoicespeak.com
Simon Wiesenthal Center / Museum of Tolerance	www.wiesenthal.com
Sonoma State University Holocaust Studies Center	http://www.sonoma.edu/holocaust/center.htm
Sonoma State University, The Rodgers Center for Holocaust Education	http://www.chapman.edu/holocausteducation
State of California Center for Excellence in the Study of the Holocaust	http://www.ahoinfo.org
The "1939" Club: a Los Angeles-based association of Holocaust survivors and their children	www.1939club.com
The Herbert Zipper Center, Crossroads School	http://www.xrds.org
The Holocaust Center of Northern California	www.hcnc.org
USC Shoah Foundation Institute for Visual History and Education	www.usc.edu/schools/college/vhi
Voices of the Generations	http://home.earthlink.net/~jkohner/index.html



3. California Legislation

The United States Holocaust Memorial Museum website presents all relevant California legislation and also excerpts relevant sections from the general California academic standards implemented in 1997 and 1998 for History/Social Studies and English/Language Arts. The following summarizes select relevant legislation (source: USHMM website):

<http://www.ushmm.org/education/foreducators/index.php?content=states/>

Legislation: In 1985 the California State Assembly passed Assembly Bill 1273 which states that ". . . the State Department of Education shall develop a model curriculum for use by school districts maintaining grades 7 to 12, inclusive, to be incorporated into existing history or social studies courses offered by these districts relating to the issue of genocide." State guidelines for teaching about the Holocaust have been developed for grades 10 and 11. There is an emphasis on "human rights" throughout the K-12 sequence. Section 51220 of the Education Code was amended as of October 11, 2001 as amendment number 804, Chapter 734. There was also a one-time allocation that designated "non-profit agencies to serve as regional social tolerance resource centers" in 1995-1996. A new law passed in September 2002 expanded previous legislation and established two new initiatives: California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education, and the Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance as a pilot program at the California State University, Chico.

The following are sources for specific legislation.

- (1) Initial legislation establishing a model curriculum relevant to Holocaust education.

Bill Number 1273

Title: Model Curriculum for Human Rights and Genocide

Year: 1985

<http://www.ushmm.org/education/foreducators/index.php?content=states/>

- (2) Establish Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance

California Education Code Section 44775.7

Law took effect January 2003

View <http://www.aroundthecapitol.com/code/code.html?sec=edc&codesection=44775.7-44775.9>

From the Center's website http://www.csuchico.edu/mjs/center/about_center/index.html

- Assembly Bill 2003 Chapter 702 (Koretz: The Holocaust and genocide) was passed by the California State Assembly and Senate and signed by former Governor Gray Davis in October 2002. The law took effect in January of 2003. It created both the California Center for Excellence on the Study of the Holocaust, Genocide, Human Rights and Tolerance and the California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education. The bill charges the Center and the Taskforce with the training of California's 25,000 to 45,000 history and social science teachers and 20,000 to 40,000 language arts teachers on genocide, human rights and tolerance so that these topics can be covered more widely and more effectively in the classroom. The Center provides workshops and other support to teachers for the genocides and human rights violations mentioned in the Social Science and Language Arts Frameworks, including 20th century genocides like the Armenian Genocide, the Soviet Genocide, the Holocaust, the Cambodian Genocide, and the Genocide in Rwanda. The Center also covers human rights violations in the United States against Native Americans and African Americans.
- Assembly Bill 1175 (Koretz), passed by the State Legislature and signed by the Governor in 2004, extended the life of the State of California Center for Excellence on the Study of the Holocaust, Genocide, Human Rights, and Tolerance until 2007.

- (3) Establish the California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education

California Education Code Section 44775.2

View <http://www.aroundthecapitol.com/code/code.html?sec=edc&codesection=44775.2-44775.6>

From the Center's website <http://www.csuchico.edu/mjs/center/taskforce/index.html>

- Established by Legislative Bill AB 2003 and until January 1, 2005, the California Taskforce on Holocaust, Genocide, Human Rights, and Tolerance Education is an advisory body that works with the Center to promote education and awareness including, but not limited to, providing teachers with the knowledge and training to effectively teach pupils about the Holocaust, genocide, human rights, and tolerance.



APPENDIX VI

FHAO DOCUMENT ON ASSESSMENT

This document is a format-modified version of a document provided by Dennis Barr of FHAO, which is available at the Berman Center.

Facing History and Ourselves (FHAO): A Tradition of Program Evaluation and Practice-Based Research

Brief History

- Since Facing History and Ourselves began under a series of federal grants in 1976, internal and external evaluation has always been a priority;
- For sixteen years, the U.S. Department of Education selected Facing History as an “exemplary program” worthy of dissemination through the federal government’s National Diffusion Network. During those years evaluation results were regularly submitted to an independent panel of experts for validation (*Program Effectiveness Panel*, 1980, 1985, 1993).
- Since its inception, independent researchers have conducted many studies on Facing History, including studies on adolescent psychosocial and moral development and education, violence and violence prevention, historical understanding, citizenship education, empathy, self-concept and social interest, academic achievement, teacher professional development, and school climate.
- A major two-year study of the processes and outcomes of Facing History funded by the Carnegie Corporation of New York became a model for researcher/practitioner interaction in the research process (1996-1998). The same model was used in a Harvard Project Zero/Facing History study of Facing History students’ understanding of history (1997).
- The U.S. DOE designated the Facing History and Ourselves Program as a “Promising Program” based on a review by the Department’s Independent Expert Panel on Safe, Disciplined, and Drug-Free Schools (2001).
- Recently, a study conducted by the Center for Research in Educational Policy at the University of Memphis on the Teaching American History Grant Program found that Facing History’s professional development approach was give the highest ratings by participating teachers of all approaches (2003).
- A review of the research on character education practices concluded that Facing History is one of the programs with a scientific evidence base (2004)



Summary of Key Findings

Educator impact

- **Institutes:** Participants in professional development Institutes from different educational disciplines consistently claim that these experiences have a significant impact on them personally and professionally:
 - deepening their understanding of and motivation to teach the topics covered;
 - a high degree of preparedness, confidence, and competence to implement a Facing History course
 - greatly improved their capacity to teach students to relate history to their own lives, to understand their roles in a democratic society, to recognize the origins of hatred and violence and to generate alternative solutions to violence.
- **Follow-up studies with educators:** Studies have been conducted to assess the long term impact of Facing History professional development experiences, follow-up services and implementation in the classroom 1, 3 and 5 years following participation in an institute (Barr, 2002; Lieberman, 1990- 1995).
 - Facing History equips teachers to effectively address complex issues: Consistently, 80% of respondents report using FHAO methodologies, resources, and follow-up services to create successful courses;
 - Facing History revitalizes teachers by helping them to develop new awareness about their professional role;
 - Facing History teachers report strong impacts on their students: Over 75% of the teachers report that the program had a large impact on their students' knowledge of history, ability to relate history to their own lives, and understanding of their roles and responsibilities in society.

Student impact

- Facing History promoted greater historical knowledge (Lieberman, 1977-93; Presseisen 1995) and interpersonal understanding than comparison students (Lieberman, 1977-93).
- Facing History promoted increased capacity for moral reasoning, empathy, social interest, and improved self-perception. (Brabeck 1994; Presseisen 1995; Glynn 1982).
- Facing History promoted personal involvement, self-reflection and pro-social awareness (Bardige, 1983), and meaningful, but safe, grappling with differences in points of view and background among students (Larson 1991; Fine 1991).
- Facing History promoted students' sensitivity to the concerns of others, capacity to get along with peers, including those they see as belonging to different groups, and critical thinking about racism, prejudice, and discrimination (Barr, 2001).
- Facing History promoted greater interpersonal understanding, negotiation skills, and capacity to reflect on the personal meaning of relationships than comparison classes (Schultz, Barr, Selman, 2001; Barr, 2001).
- Facing History students decreased more in self-reported fighting behavior from pre to post test than the comparison group (Schultz, Barr, Selman, 2001)
- Facing History students' demonstrated a greater decrease in racist attitudes than comparison students' from pre to post test.
- Facing History students developed interest, positive feelings towards, understanding of, and willingness to interact with, other ethnic groups.
- Facing History students developed awareness of the importance and consequences of choices they and others make in relation to social injustice.



References

Items available at the Berman Center are briefly described.

Bardige, B. (1981). Facing History and Ourselves: Tracing development through analysis of student journals. Moral Education Forum, summer, 42-48.

* Bardige, B. (1988). Things so finely human: Moral sensibilities at risk in adolescence. In C. Gilligan, J. V. Ward, J. M. Taylor & B. Bardige, Mapping the moral domain: A contribution of women's thinking to psychological theory and education (pp. 87-110). Cambridge, MA: Harvard University Press.

Evaluates the moral impact and involved in teaching the Facing History and Ourselves curriculum. Bardige analyzes students' response journal kept during the course of the program and suggests that certain moral sensibilities of young pre-adolescents can be eroded as a result of exposure to images and information about the Holocaust. Instead of gaining a sense of moral responsibility, students may learn to "rationalize inactions [or] evade decisions."

Barr, Dennis J. (2005) "Early adolescents' reflections on social justice: Facing History and Ourselves in practice and assessment." *Intercultural Education* 16(2), pp. 145-160.

Describes *Facing History and Ourselves*, an international moral, character and civic education program, and introduces an assessment instrument used to explore young people's perspectives on their and others' choices in relation to social exclusion and teasing among peers. The instrument, developed collaboratively by educational researchers and practitioners, is based on a theory of psychosocial development and core themes and practices of the program. The assessment elicits students' responses to a true story about a girl who had been ostracized by peers and is then invited to join them in teasing another girl. A rubric is introduced for analyzing perspectives on the girls' choices as a bystander to teasing.

Barr, D. B. et al. (1998). Final report to the Carnegie Corporation of New York. Unpublished manuscript, Harvard University.

* Brabeck, M., Kenny, M., Stryker, S., Tollefson, T., & Strom, M. (1994). Human rights education through the 'Facing History and Ourselves' Program. Journal of Moral Education, 23(3), 333-347.

Examines the effect of FHAO's human rights program on the eighth graders' moral development and psychological functioning, and finds that the students' moral reasoning was increased without adverse impact to their psychological well-being. Some gender differences also found.

Facing History and Ourselves (undated) *The Ostracism Case Study*, available on-line. See - <http://www.facinghistory.org/campus/reslib.nsf/om?openform>. This is a restricted webpage. Use login name: "campus guest" and password: "campus".

This unique evaluation of the Facing History and Ourselves (FHAO) curriculum looks at the effect of the ongoing administration of the curriculum on the group dynamics of an eighth grade class. After one of the girls in the class has been ostracized by her friends, the lessons learned during FHAO's language arts class were applied to the class' social life. This website includes raw interviews with the involved students and their teacher, with commentary by Facing History.



Facing History and Ourselves. (1993). Project submission to the Program Effectiveness Panel, US Department of Education, January.

Fine, M. (1992). Facing History and Ourselves: Portrait of a classroom. Educational Leadership, 49(4), 44-49.

Fine, M. (1993) "Collaborative Innovations: Documentation of the Facing History and Ourselves Program at an Essential School." Teachers College Record, Volume 94, Number 4.

Fine, M. (1995). Habits of mind: Struggling over values in America's Classrooms. San Francisco: Jossey-Bass.

Explores the politics and practice of programs that foster moral thinking and civic responsibility, highlighting the acclaimed and controversial Facing History and Ourselves (FHAO) curriculum, which uses study of the Holocaust to help students reflect on issues of racism, violence, intolerance, and prejudice.

Glynn, M. T., Bock, G., & Cohn, K. C. (1982). American youth and the holocaust: A study of four major holocaust curricula. New York: National Jewish Resource Center.

Lieberman, M. (1981). Facing History and Ourselves: A project evaluation. Moral Education Forum, summer, 36-41.

Lieberman, M. (1986). Evaluation report 78680D to the joint Dissemination Review Panel. Available from Facing History and Ourselves Resource Center, Brookline, MA.

* Schultz, Lynn Hickey, Robert L. Selman and Dennis J. Barr (2001) "The Value of a Developmental Approach to Evaluating Character Development Programmes: an outcome study of Facing History and Ourselves." *Journal of Moral Education* 30(1), pp. 4-26.

See also -

[http://www.facinghistory.org/campus/reslib.nsf/0/D8B148CE81957B2C8525718100699B68/\\$file/valueofdevelopmentalapproach.pdf](http://www.facinghistory.org/campus/reslib.nsf/0/D8B148CE81957B2C8525718100699B68/$file/valueofdevelopmentalapproach.pdf)

This study of FHAO found showed increases across the school year in eighth-grade students' in relationship maturity and decreases in racist attitudes and self-reported fighting behavior relative to comparison students, although these findings were complicated by interaction effects with gender. The gains Facing History students made in moral reasoning and in civic attitudes and participation were not significantly greater than the comparison students, although there was a significant difference between the groups on the civic measure at post-test.

* Available at the Berman Center.



APPENDIX VII

SPECIFIC PROGRAMMING COSTS

The following are specific costs associated with program pieces cited in conversations with those interviewed for this project as well as internal documentation of budgets provided by the Holocaust Museum Houston.

Programming Piece	Cost	Source
Per diem for teachers	If teacher is not getting credit, offer \$50-\$75 per day	Edelstein
Student internship: 9 sessions of 3 hours each after school to study; 7 weeks, 40 hours per week in the summer.	\$7-\$7.50/hour for studying; \$8/hour to work in the summer; \$8.50-\$9/hr to work during the school year.	Edelstein
A workshop – evening for 4 hours – all the attendant costs, including follow up for 25 teachers all year.	\$7500	Weinstein
3-day teacher conference, can spend \$15,000.	\$15,000	Myers
Summer week-long institute with hotel rooms, food, speakers.	\$40,000	Myers
“Echoes and Reflections” minimum of 3 hours training, local ADL staff do the training, provide curriculum binder and CD and food, for 30 people.	Under \$5,000	Weiser
“Bearing Witness” 3 days, including food.	Under \$15,000	Weiser
Training a teacher in a year, depending on what you’re going to pay for.	\$1,000 at most	Filben

Holocaust Museum Houston Budgets (source: Susan Myers)

	Proposed 2006-2007	Projected 12 months 2005-2006
Programming		
Administrative	\$86,062	\$81,794
Lecture Series	\$5,240	\$3,141
Samantha Power	\$35,000	\$0
Wolf Blitzer	\$75,000	\$0
Hitler Youth	\$6,920	\$4,597
Alan Dershowitz	\$44,000	\$6,237
Yom Hashoah	\$5,180	\$5,214
Jaworski Lecture	\$7,420	\$0
Elie Weisel	\$75,000	\$2,756
JCC Bookfair	\$800	\$536
Co-Sponsored Program	\$2,000	\$1,000
Survivor's Registry	\$0	\$505
Lack Lecture	\$9,740	\$7,185
Young Leadership	\$5,000	\$150
Program – TDB	\$6,620	\$910
Medical Ethics	\$25,000	\$0
Programming TOTAL	\$388,982	\$114,025
Education		
Administrative	\$249,820	\$234,214
Trunks	\$81,000	\$92,131
Spanish Trunks	\$22,500	\$0
Study of the Holocaust (Congregations)	\$2,450	\$0
Outreach (HPD)	\$1,500	\$1,137
Outreach (Early Childhood) – cut	\$0	\$0
Student Forums	\$5,470	\$2,413
Academic Committee	\$7,140	\$640
Youth & The Law	\$300	\$130
Educator's Open House	\$320	\$85
Conferences	\$11,922	\$7,313
Warren Fellowship	\$50,000	\$38,928
Warren Fellowship (Syracuse)	\$40,000	\$0
Summer Institute	\$20,000	\$14,533
Accreditation	\$2,975	\$563
Genocide (joint with MFA)	\$3,500	\$1,912
University Student Forum (Genocide)	\$4,150	\$0
Law Enforcement and Society	\$450	\$250
Spring Forum (University/St. Thomas)	\$1,550	\$1,421
Youth Poetry (HATCH)	\$200	\$51
Blue Bridge	\$0	\$0
10th Anniversary	\$0	\$72,609
Opening of the Heart (Rothko Chapel) – cut	\$0	\$0
Butterfly Video	\$0	\$0
Education TOTAL	\$505,247	\$468,330



