

# STATE OF NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION



P.O. Box 500  
Trenton, NJ 08625  
(609) 292-9274  
(609) 633-8599 - FAX

E-mail: [holocaust@doe.state.nj.us](mailto:holocaust@doe.state.nj.us)

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*Lt. Governor*

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HELA YOUNG♦♦

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RUTH RESPLER  
DR. JOAN RIVITZ  
HELEN SIMPKINS  
LAWRENCE GLASER

♦deceased  
\*Emeritus, Former Commission Chairs

September, 2013

**TO:** School District Superintendents  
Charter School Leaders/Non-Public & Special Ed Schools

**FROM:** Dr. Paul B. Winkler, Executive Director *Paul B. Winkler*  
New Jersey Commission on Holocaust Education

I hope the summer was a pleasant transition both professionally and personally and that the new school year begins well and is successful educationally. Please review and forward this letter and the enclosed information to your school leaders.

New on the Holocaust web site <http://www.state.nj.us/education/holocaust/> is a curriculum about the Greece experience during the Holocaust.

I have included a number of items with this letter (enclosed and available on the web) that should be forwarded to appropriate personnel in your school in relation to the Holocaust/genocide mandate and the entire issue of teaching about character education, anti-bullying and bias/prejudice reduction.

During the 2012/13 school year, the Commission continued to coordinate programs bringing together students and survivors. Over 3,000 students have been involved in the process over the past year. It is recommended that programs be implemented in the schools bringing together students and survivors.

Darfur and the Congo continue to be ongoing genocides. Please recommend that students become involved in educational programs and learn about the area.

Thank you for your continued support in the battle against bias, prejudice and intolerance wherever and whenever they exist and if the materials are not appropriate for your school age, please pass on to other interested persons.

The issues of human trafficking should be discussed with middle school and senior high school students. Please see enclosed material.

PBW/jab

Enclosures

Visit our web site at: [nj.gov/education/holocaust](http://nj.gov/education/holocaust)



## 2013-14 SCHOOL YEAR

### ENCLOSURES

- Letter to Superintendents/Principals regarding Holocaust/Genocide Mandate
- Why Teach About the Holocaust
- Curriculum Guide Covers
- Publications – Price List and Order Form
- How to Subscribe to Our List Serv
- Know the ABC's of Reporting Bias Incidents/Hate Crimes
- Human Trafficking Report
- Not on Our Turf – Students for a Traffick Free Super Bowl
- Background Information on Human Trafficking
- Frederick Douglass Family - Initiatives
- Teaching Strategies – Holocaust/Genocide Education
- Promoting Diversity in New Jersey's Schools
- Collaborative Learning Program Supports Teachers 9/11 Classroom Instruction
- 2014 Significant Anniversaries

### WEB SITE INFORMATION

- Law Mandating Holocaust/Genocide Education  
[http://www.state.nj.us/education/holocaust/about\\_us/mandate.html](http://www.state.nj.us/education/holocaust/about_us/mandate.html)
- Curriculum Guides Available  
<http://www.state.nj.us/education/holocaust/curriculum/>
- List of Holocaust/Genocide Resource Centers  
[http://www.state.nj.us/education/holocaust/centers/holocaust\\_centers.html](http://www.state.nj.us/education/holocaust/centers/holocaust_centers.html)
- Holocaust Rationale Statement  
[http://www.state.nj.us/education/holocaust/about\\_us/rationale.html](http://www.state.nj.us/education/holocaust/about_us/rationale.html)
- Recommended Books and Materials for School Libraries  
<http://www.state.nj.us/education/holocaust/resources/>
- The Prakhin International Literary Foundation Annual Award  
<http://www.state.nj.us/education/holocaust/stawards/Prakhin.pdf>
- Sister Rose Thering Fund Essay Contest  
<http://www.state.nj.us/education/holocaust/stawards/020113Thering.pdf>
- Teacher Workshops: (Continuously Updated During the Year)  
<http://www.state.nj.us/education/holocaust/programs/index.html>



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September, 2013

Dear Superintendent/Principal:

Over the past few months I have received a number of e-mails from educators preparing to align curriculum this summer in accord with the [2009 New Jersey Core Curriculum Content Standards \(NJCCCS\)](#) and the new [Common Core State Standards for English Language Arts and Mathematics](#). The specific question has to do with the districts responsibility regarding the Holocaust/genocide mandate.

**As a reminder, in 1994 the legislature voted unanimously in favor of the mandate and it was then signed into law by Governor Whitman. The intent of the mandate indicated that issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide, shall be included for all children from K-12<sup>th</sup> grade.**

This mandate remains in place and should be incorporated when developing new curriculum. A review of the new English Language Arts and Literacy in History/Social Studies, Science and Technical subjects suggests that this document can be used as a framework in developing a well articulated multi-disciplinary K-12 Holocaust/genocide program of study.

In grades K-4 the study is not about the atrocities of the Holocaust or genocide, but about anti-bullying, appreciation of others, and acceptance of differences; in other words good character education. This review should also include the materials to be used.

Please do not hesitate to communicate if you have any questions or need any assistance and/or materials.

Sincerely,

A handwritten signature in cursive that reads "Paul B. Winkler".

Dr. Paul B. Winkler  
Executive Director  
New Jersey Commission on Holocaust Education

PBW/jab

# WHY TEACH ABOUT THE HOLOCAUST?



Dear colleagues:

Excellent information for teachers of foreign language.

The UNESCO brochure “Why Teach about the Holocaust?” is now available in the 6 official languages of the United Nations.

Here are the links:

language: Arabic

URL : <http://unesdoc.unesco.org/images/0021/002186/218631A.pdf>

language: Chinese

URL : <http://unesdoc.unesco.org/images/0021/002186/218631C.pdf>

language: English

URL : <http://unesdoc.unesco.org/images/0021/002186/218631E.pdf>

language: French

URL : <http://unesdoc.unesco.org/images/0021/002186/218631F.pdf>

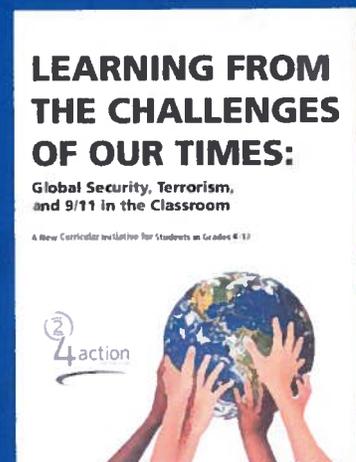
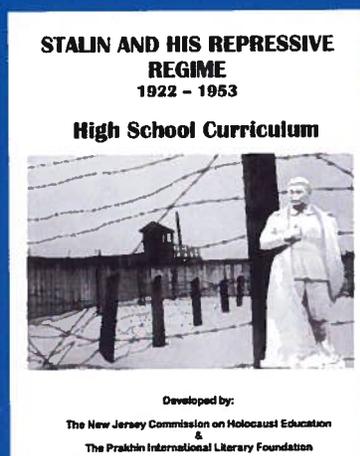
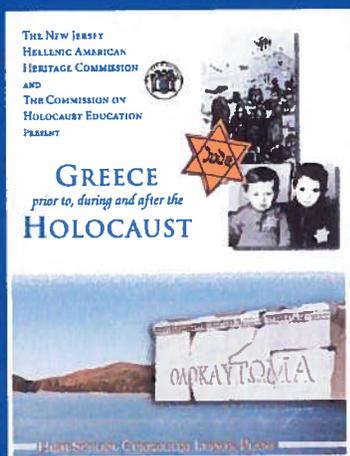
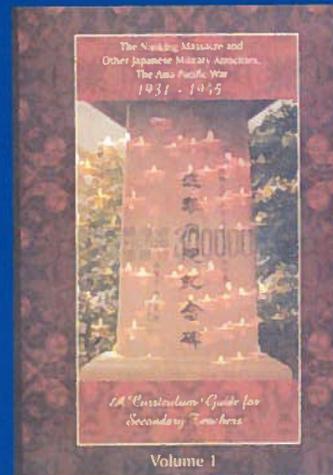
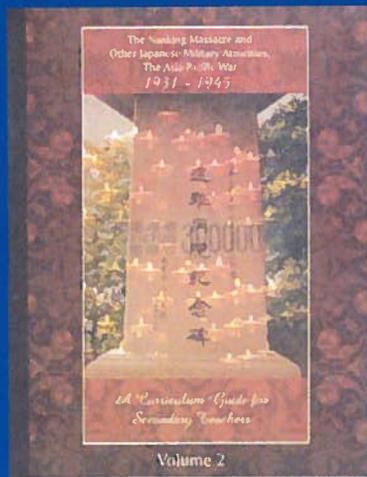
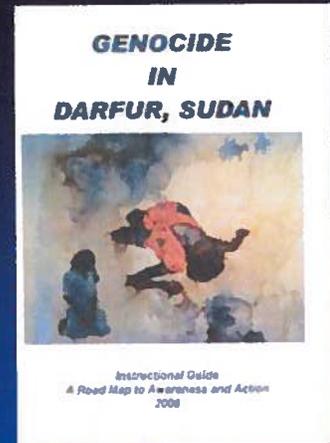
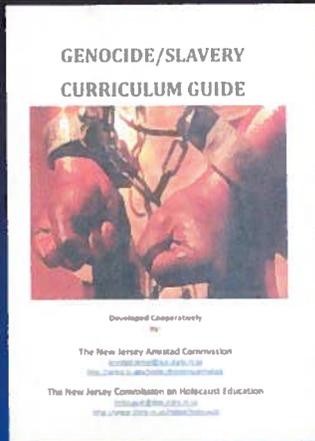
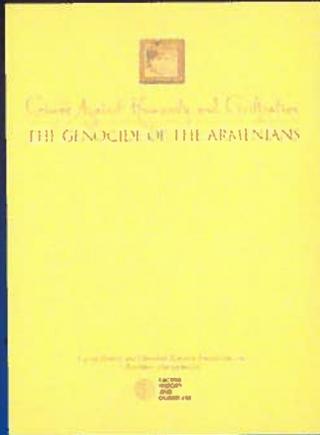
language: Russian

URL : <http://unesdoc.unesco.org/images/0021/002186/218631R.pdf>

language: Spanish

URL : <http://unesdoc.unesco.org/images/0021/002186/218631S.pdf>





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**Holocaust Publication Price List**

<b>TITLE</b>	<b>GRADE LEVEL</b>	<b>DESCRIPTION</b>	<b>PRICE</b>
K – 4 Caring Makes a Difference	K – 4	Curriculum guide and lesson plans Pre-Holocaust/genocide	\$17.00
5 – 8 To Honor All Children	5 – 8	Curriculum guide and lesson plans Holocaust/genocide	\$19.00
9 – 12 The Holocaust and Genocide: The Betrayal of Humanity (Volume I & II)	9 – 12	Curriculum guide and lesson plans	\$26.00
Hitler Legacy	9 – 12	Lesson plans regarding Hitler, hate sites and the Bill of Rights	\$13.00
Italians and the Holocaust	8 – 12	Lesson plans	\$ 6.00
The North American Genocide	6 – 12	Lesson plans and the genocide of the Native American population	\$ 8.75
Nanking Massacre (Volume I & II)	9 – 12	The story of the Nanking Massacre & Other Japanese Military Atrocities, The Asia-Pacific War (1931 – 1945)	\$17.00
Armenian	9 – 12	Lesson plans about the genocide	\$19.00
Darfur	9 – 12	Lesson plans about the genocide occurring in Darfur, Sudan	\$ 9.00
Irish Famine	9 – 12	How the famine was used to cause a genocide	\$11.50
Forced Famine in Ukraine	9 – 12	How the famine was used to cause a genocide	\$ 7.00
Cambodian (2 books)	9 – 12	Pol Pot's reign of terror in Cambodia	\$ 8.75
Slavery and Genocide	9 – 12	Lesson plans and connections demonstrating the link between genocide and slavery	\$ 9.00
Words for All Times	5 – 12	Letters from students to Holocaust survivors after hearing presentations	\$18.95
Margit – A Teenager's Journey through the Holocaust and Beyond	8 – 12	One persons journey through the death camps during the Holocaust	\$19.00
In Sunshine and in Shadow	8 – 12	The story of a hidden child saved by Wallenberg during the Holocaust	\$15.00



# Post



**SUBSCRIBE TO OUR MAILING LIST**

**RECEIVE INFORMATION ON UPCOMING  
PROGRAMS/EVENTS**

To receive updated information regarding the Commission via e-mail, please subscribe by logging onto the New Jersey Commission on Holocaust Education web site: <http://www.state.nj.us/njded/holocaust/> and entering your e-mail address under “**Subscribe to our mailing list**”. Also all upcoming events/programs, etc. can be viewed on this site.

# Remember

Remembrance is Continuing the Resistance  
**NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION**

# Post

## KNOW THE A B C's OF REPORTING BIAS INCIDENTS/HATE CRIMES

*Don't be a bystander*

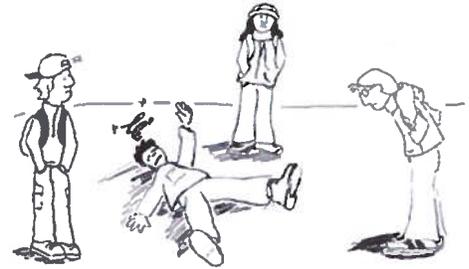


*Be an upstander!*

### Take action, document and report the following:

- A) WRITTEN OR VERBAL WORDS that target...**
- |                    |                          |
|--------------------|--------------------------|
| Religion           | Physical Characteristics |
| Race               | Disabilities/Challenges  |
| Gender             | National Origin          |
| Sexual Orientation | Culture                  |

- B) AGGRESSIVE BEHAVIOR (Based on A)**
- Fights
  - Sexual Harassment
  - Gang Activity



- C) VANDALISM/GRAFFITI (Based on A)**

### BE SURE TO PRESERVE THE EVIDENCE AND DOCUMENT IT!

#### **HOW TO REPORT**

- IN SCHOOL\*** - Guidance and/or the Principal
- OUT OF SCHOOL\*** - The local police and/or the school

*\*The county prosecutor is an excellent office to call toward determining the level of the incident (possible hate crime) and recommendations for next step.*

**REMEMBER**  
**"Victims should know that they are not alone  
 and that they have an ally—Be that ally!"**

**Schools must create a safe environment**

The New Jersey Commission  
 on Holocaust Education  
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# HUMAN TRAFFICKING

Over the years in the areas hosting the Super Bowl there has been an increase in human trafficking. In a little over 300 days, the Super Bowl will be played in New Jersey. While the teams will begin their effort starting in September, preparations are well underway to prepare the stadium and area for the event. The situation beginning in earnest here in New Jersey has been going on for many years in the US and the world – **Human Trafficking**.

A coalition of community and professional groups including the New Jersey Commission on Holocaust Education spearheaded by the Attorney General who is coordinating the effort to combat the evils of human trafficking which mostly involves the use of women for illegal activities but also includes those treated as slaves for labor and other purposes. Fifty percent of the victims are under 18 and as young as 9. That is why it is incumbent on schools to be alert to the situation and educate students of the evils. Many in the US and New Jersey believe it is a situation far away from us, but it is the belief that with the Super Bowl in 2014 the crime will become even bigger in New Jersey.

Some facts for staff in schools to know include:

## **What is Human Trafficking?**

Human Trafficking is a form of modern day slavery. It is a rapidly growing criminal industry second only to drug dealing and equal in scope to arms dealing. Human Trafficking involves the use of force, fraud and/or coercion for the purpose of sexual exploitation or forced labor. Contrary to popular belief under federal and state law, Human Trafficking does not require movement of people across borders.

There are many millions of slaves worldwide. The U.S. State Department estimates that 600,000-800,000 people are trafficked in the United States annually. New Jersey is a prime location for Human Trafficking because it is a major national and international transportation and shipping corridor.

## **Who Are the Victims?**

Human Trafficking is a hidden crime that is seriously under-reported. Within the U.S., both citizens and foreign nationals – women, men, and children – can fall prey to traffickers who may threaten their lives and those of their families, isolate victims and/or make it impossible for them to escape. Many victims trafficked into the U.S. do not speak or understand English and are unable to communicate to seek rescue.

A number of bills have been passed and introduced in New Jersey and at the federal level to combat this evil and schools can assist by making students, staff and parents knowledgeable of the crime and be alert to potential victims by noting absences, strangers and comments or even rumors.

### **For more information:**

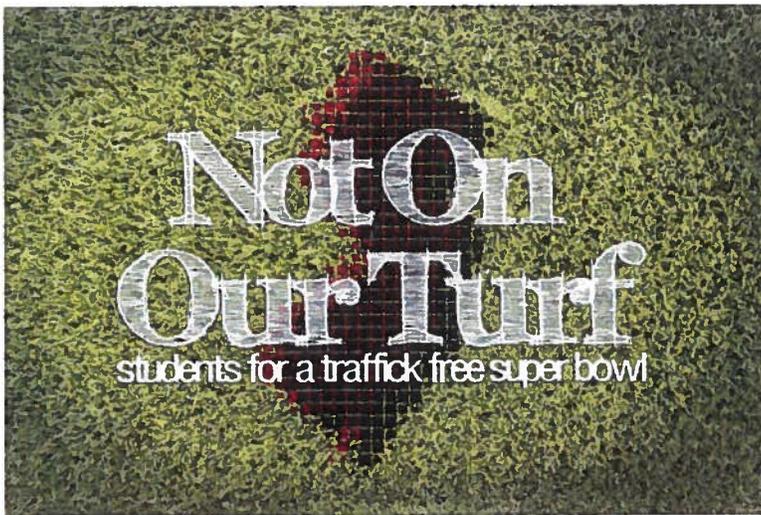
Update on Legislation - <http://www.house.gov/chris-smith/>

Report Suspicious Activity - 1-888-373-7888

Project Gold – End Slavery - [www.projectstaygold.org](http://www.projectstaygold.org)

Training Programs and Victims Support – [www.polarisproject.org](http://www.polarisproject.org)

To Join the New Jersey Coalition [crc@ujcnj.org](mailto:crc@ujcnj.org) or call 973-929-3087



# *Not on Our Turf*

Student Summit

October 15, 2013

Caldwell College

9 am - 1 pm

(Registration begins at 8:30 am)

Sponsored by *Project Stay Gold*

Did you know that the Super Bowl is a hotbed of human trafficking activity?

Every year, thousands are trafficked into the host city of the Super Bowl to "entertain" spectators.

With the Super Bowl coming to New Jersey in February 2014, we invite you to join us in our work to combat this horrible crime. We encourage your school to participate in the "Not on Our Turf" Student Summit.

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## What is the Summit?

We seek to bring students together to collaborate, learn, and act against modern day slavery.

## Who should attend?

Students in grades 8-12 who are independent thinkers & leaders are encouraged to attend. Ideal participants should be active in their schools and communities, committed to creating positive change (members of: Athletic Councils, Student Councils, Peer Development Groups, Youth Groups, Service Clubs, National Honors Societies, etc.). It is suggested that each advisor accompany 4 to 8 students.

## What is going to happen?

Participants will learn about modern day slavery from experts in the field. They will learn how to host a "Not on Our Turf" awareness event. Students will also develop the components of a successful social media campaign.

### Interactive workshops will include:

- Fundraising
- Political action
- How to start an awareness club
- Keeping yourself safe/warning signs
- Using art and music

## What will it cost?

Organizations/schools are asked to contribute \$45.00 (per school/group attending) to cover the cost of action kits and materials. (payable to Project Stay Gold) *Scholarships are available upon request.*

## How can we be included?

Visit [www.projectstaygold.org](http://www.projectstaygold.org) or fill out and submit the attached form. **All forms are due by September 30, 2013.**

**Walk-up registration is welcomed; however, student action kits are limited to the first 150 schools/organizations.**

## Sponsoring Organization

---

*Project Stay Gold* is a student abolitionist movement that started in Jefferson Township in 2011. Using the power of education, *Project Stay Gold* hopes to raise awareness; advocate for abolition; and support rescue and prevention missions. We seek to awaken a modern day abolitionist movement among young people because human trafficking is the second largest criminal industry and is the fastest growing crime in the world today. 100,000 people are trafficked within the United States each year; yet, many people don't even know that slavery still exists. *Project Stay Gold* desires to start the conversation.

Endorsed by:



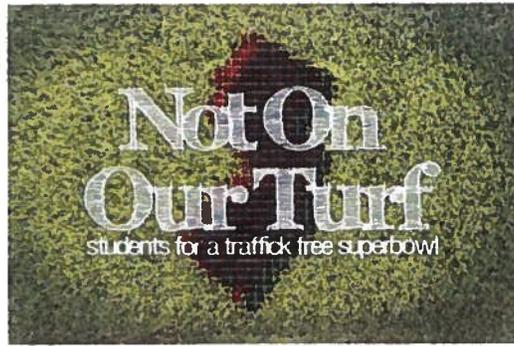
Visit: [www.notonourturf.org](http://www.notonourturf.org)

Contact: [projectstaygold@gmail.com](mailto:projectstaygold@gmail.com)

Project Stay Gold is a registered 501c3

Senator Jeff Chiesa  
Honorary Co-Chair

Funding made possible through a grant from the Jefferson Township Education Association



# ***Not on Our Turf***

## **Student Summit**

Sponsored by *Project Stay Gold*

# October 15, 2013

## Caldwell College

### 9 am – 1 pm

(Registration begins at 8:30 am)

*School Name:* \_\_\_\_\_

*Advisor(s):* \_\_\_\_\_

*Email/Phone number:* \_\_\_\_\_

*Number of Students attending:* \_\_\_\_\_

Include \$45.00 per school/organization to cover the cost of action kits and materials.  
(payable to Project Stay Gold)

*Mail to Project Stay Gold c/o Dan Papa 1010 Weldon Rd Oak Ridge, NJ 07438 or Contact  
projectstaygold@gmail.com*

## BACKGROUND INFORMATION ON HUMAN TRAFFICKING (for teachers):



**DEFINITION:** *Under the U.S. Trafficking Victims Protection Act (TVPA) (first passed in 2000 and reauthorized several times since then) human trafficking is a form of modern-day slavery where people profit from the control and exploitation of others.*

**Definition:** Trafficking of children = to buy or sell children (anyone under 18) for labor or sex. It does not require travel (or travel over state lines). Children cannot give consent to be trafficked or sexually exploited. Trafficking is against both federal and state law; conviction for trafficking can lead to sentences of up to life in prison.

**Who are the Victims?** Children (both boys and girls) of all ages, races, income status, ethnicities, gender orientations, and neighborhoods have been trafficked. The typical age of a sex trafficking victim is 14 or 15 years. They may come from disadvantaged or dysfunctional homes, but not always. They may have suffered physical or sexual abuse. Over 2000 children are estimated to be sex trafficked each year in New York City.\*

**Who are the Traffickers?** They are criminals (both men and women) who deceive children into believing not only that they will earn money to survive, but also that they will be taken care of and have the secure loving environment that they may lack at home. Traffickers typically take all or most of the money a child earns and engage in severe physical, sexual, and emotional abuse to build a relationship of dependency. Children are also trafficked by gangs and even family members.

**Where?** Anywhere children gather: social media websites, after-school programs, at shopping malls and bus depots, in clubs, or through family, friends and acquaintances. Children are sometimes recruited on school campuses.

### Signs of Trafficking:

- Unexplained or persistent absences from school and/or drop in grades.
- Chronically runs away from or is "kicked out" of home.
- Exhibits bruises or other signs of physical trauma or torture (cigarette burns).
- Depression, anxiety, shame, drug addiction, uncharacteristic sexualized behaviors.
- Lacks control over her or his schedule and/or identification documents.
- Hunger or malnourishment and/or in need of other medical care.
- Change in attire, behavior, relationships, and/or material possessions (e.g. luxury handbags, elaborate manicures, multiple new cell phones, etc.).
- A "boyfriend" or "girlfriend" who is noticeably older.
- "Branded"/tattooed with the trafficker's name(s) or symbols ("\$\$," bar codes).
- Distrust of police, teachers, adults.

**What to do if you suspect trafficking? Call 9-1-1 and tell the dispatcher that you "suspect a child is being trafficked." You must mention that a CHILD is the suspected victim.**

**For More Information:** Robert Benz, Frederick Douglass Family Initiatives, [fdi.org](http://fdi.org),  
Linda Michalski, Benedictine Academy, [lmichalski@benedictineacad.org](mailto:lmichalski@benedictineacad.org) , 908-352-06  
U.S. Department of Education Fact Sheet, <http://www2.ed.gov/about/offices/list/ose/osh/factsheet.html>  
United States Department of Justice:: <http://www.justice.gov/criminal/ceos/faqs/faqs.html#tourism>  
**National Human Trafficking Hotline (and Resource Center): 888-3737-888**  
<http://ocfs.ny.gov/main/reports/CSEC-2007.pdf> ,



## FREDERICK DOUGLASS FAMILY INITIATIVES

### BACKGROUND:

FDI is an Atlanta-based 501(c)(3) founded in 2007 by the direct descendants of both Frederick Douglass and Booker T. Washington. The organization seeks to reframe public understanding of our most serious modern human rights challenges, such as human trafficking, and to advance innovative systemic solutions. This innovation often comes from history and the models of Douglass and Washington.

### CAUSE:

Human Trafficking is a modern manifestation of the same slavery that has plagued mankind continuously for thousands of years. The black market nature of modern slavery leaves unanswered many important questions that would help define the depth and breadth of the problem. We do know, however, that various forms of slavery exist in every corner of the globe, including the United States, with millions of victims suffering the loss of life, liberty and dignity. Only the widespread application of knowledge on the subject will bring details into focus.

### Approach

Just as Frederick Douglass said that *Knowledge makes a man unfit to be a slave*, FDI believes it can help stop slavery and other human rights abuses when it disseminates knowledge through **youth education** and **instructor training** with the **collaborative support** of community stakeholders.

### Current Work

- **New York City Public Schools** – In conjunction with the NYC Mayors Office and the NYC Department of Education, FDI is implementing a full scale, Human Trafficking education pilot:
  - **Youth Education** – FDI's curriculum is being prepared for fall 2013 launch.
  - **Instructor Training** – One DOE training session has been completed - more being planned. Evaluations reveal Educator demand for the subject matter.
  - **Collaboration** – Among those stakeholders participating: NYPD, Admin. of Children's Services, US Attorney's office, Safe Horizon and AMBER Alert.
- **TCU/Cassata High School Pilot** – In association with TX Christian Univ. and a local Fort Worth high school, FDI will launch a fall 2013 pilot to refine curricular and assessment models.
- **Chicago Public Schools** – FDI is developing a full scale Human Trafficking Education program with the Cook County Sheriff's Department for CPS.

### Past Work

- **Freedom Partner Schools** - Benedictine Academy is the first Freedom Partner School to successfully implement our week-long interdisciplinary slavery curriculum. They have since been awarded the National Jefferson Ambassador Gold Medal Award for Public Service in Washington DC, the NJ Governors Jefferson Award, and the Youth Hero Award for their social activism against human trafficking, modern slavery.
- **100 Days to Freedom** – Fall 2012, FDI implemented a successful national Human Trafficking Education project based of the Emancipation Proclamation anniversary.
  - Students promoted an online petition involving the US DOE.
  - Schools won national and citywide awards for their work on the freedom project.
  - Students created a "New Proclamation of Freedom" for modern slavery presented in Washington DC at the historical site of Frederick Douglass.
- **Curriculum Development** – "History, Human Rights and the Power of One" in schools nationally. *Curriculum addresses the core standards.*
- **Intervention/Advocacy** – In 2012, led two demonstrations at the national headquarters of Backpage.com – an online facilitator of sex trafficking cases.

## Living History Behind the Program



The Frederick Douglass Family Initiatives (FDI) was co-founded in June 2007 by Nettie Washington Douglass, her son, Kenneth B. Morris, Jr. and Robert J. Benz. FDI exists to honor and preserve the legacy of Frederick Douglass and to create awareness about the issue of modern-day slavery in an effort to expedite its demise.

The founders represent a remarkable living history. Ms. Douglass and Mr. Morris are direct descendants of Frederick Douglass, the man called “the father of the civil rights movement” and Booker T. Washington, the famed educator and founder of Tuskegee Institute.

Through the union of Ms. Douglass’ mother, Nettie Hancock Washington (granddaughter of Booker T. Washington), and her father, Dr. Frederick Douglass III (great grandson of Frederick Douglass), the founders unite

the bloodlines of two of the most important names in American history.

A few years back, the founders were confronted for the first time with solid facts about modern-day slavery: millions are still enslaved in every country of the world, including the United States, in conditions as bad or worse than those suffered by their ancestors. They decided that this was not something from which they could walk away especially considering the platform granted to them by their lineage.

Based on their experience and the opinions of leading experts in the field, FDI founders believe that education and awareness are the first step to ending Human Trafficking in our lifetimes. The foundation has, therefore, made it their business to educate the public about this veiled crime with the starting point being young people.

“When we work with students,” says Ms. Douglass, “we can accomplish several things at once: provide an interesting narrative about an important period in our history that is often overlooked; inspire modern Abolitionists; provide timely information that may prevent young people themselves from becoming victims and help create better world citizens.”

[Who was Frederick Douglass?](#)

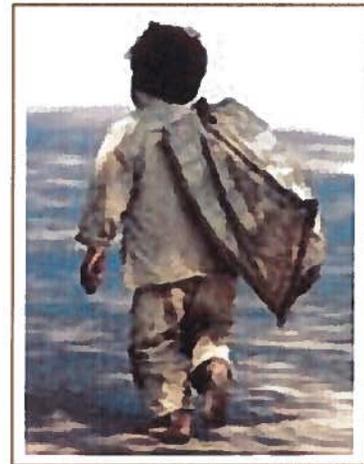
[Who was Booker T. Washington?](#)

[Nettie Washington Douglass](#) - Chairwoman

[Kenneth B. Morris, Jr.](#) - President

[Robert J. Benz](#) – Founder & Executive Vice-President, Frederick Douglass Family Initiatives

[Contact Us](#)



# Teaching Strategies

## Holocaust/Genocide Education

### **Simulations –**

These activities are not recommended as a strategy to teach students about the issues of bias, prejudice and the Holocaust/genocide.

There are many other ways to provide content and effective approaches in the classroom. While on the surface it might sound like a good idea to have children simulate a death camp, a beating, etc., but it does not have a positive or lasting impact and might harm the child psychologically and prohibit real learning from taking place. For instance, you would not or should not have an individual be Hitler, a slave owner or a terrorist for the same reason and it may cause others to criticize that youngster. Films, stories, debates, trials, readings, first-hand accounts, discussions, etc., are much better and have a deeper, longer and lasting impact on the students. Teachers should consider their goal of the activity and what type of student learning they anticipate. For example, why reproduce the hate and discomfort when it would be so much better to explore the choices people made and why, and what the impact of those choices was. The bottom line is no matter how prepared the simulation it can never truly replicate the horror. We recommend simulation not be utilized, but the more in-depth approach that the students may learn and fully understand be utilized.

### **Fictional Material –**

The use of fictional material sounds like a good approach to reach students rather than through non-fiction documentaries, first-hand accounts, but it will work only if the fiction is first presented in a historical or factual context. The students may then utilize skills such as critical thinking, comparing, analysis, etc., when reading or viewing the fictional accounts. To just read the fictional account will not give the students a solid foundation of study as suggested in an excerpt from Lindquist, D. (1998). Developing Holocaust curricula: The content decision-making process. *The Clearing House*, 82(1), 27-33.

The matter of historical accuracy is especially critical when using literature to teach the Holocaust. Teachers must draw a careful distinction between historical truth and literary truth. Historical truth—the acknowledged factual record regarding a given situation—must coexist with literary truth—the establishment of the essence of a particular event—while allowing for literary license to be used as a means of advancing both the story line and the reader’s understanding of the situation. The historical record thus establishes what happened, whereas literary truth, if properly and carefully applied, addresses the tone of what happened. Several problems arise as Holocaust educators attempt to establish an appropriate balance between the imperative of historical accuracy and the ability of literature to enhance student learning through its power to express truths about the human experience.

When using literature to teach history, it is necessary to suspend belief at some level if the literature is to be allowed to develop fully. It is vital, however, that literature used to teach the Holocaust fulfills “the promise of truthfulness” (Wyschogrod 1998, 10), so that historical accuracy is maintained.

September, 2013

**TO:** New Jersey Educators  
**FROM:** New Jersey Human Relations Council  
New Jersey Commission on Holocaust Education  
**RE:** Promoting Diversity in New Jersey's Schools



New Jersey is one of the most diverse states in the nation – a state with many racial and ethnic backgrounds, religious affiliations and over 120 languages spoken – a few of the diversities of our residents. We in New Jersey should be proud of this diversity, for learning about others is a very important way to reduce bias, bigotry and intolerance. However, New Jersey ranks number two (2) in the country in the number of hate crimes reported by its' citizens against a person(s) or their property.

One of the factors preventing students from greater understanding and appreciation of one another is that only four other states have more segregated school systems than New Jersey. Former Chief Justice Deborah Poritz, when speaking about a state Supreme Court ruling, cited a “constitutional imperative to prevent segregation in our public schools”; “as a state, we are losing ground,” Poritz wrote. “We have paid lip service to the idea of diversity in our schools, but in the real world we have not succeeded. Students attending racially imbalanced schools are denied the benefits that come from learning and associating with students from different backgrounds, races and cultures, and as research has demonstrated this understanding reduces prejudice.”

In spite of the many efforts of citizens, educational institutions, the legislative, judicial and executive branches of government, and human services agencies and organizations, the housing patterns of New Jersey continue to keep many of our school districts segregated. Therefore, since changing the housing patterns in New Jersey will take many years, it is up the schools to work toward integration NOW, not just thinking that housing, busing, school redistricting or open enrollment will effect a cure for our segregated schools.

We would like to suggest some school exchange opportunities for suburban, rural and urban students that are easily available to support the goal of integration:

- Mix It Up At Lunch
- Special Programs and Assemblies
- Teacher In-Service Days
- Cultural Diversity Days



- Study Circles
- Trips
- Informal Sports Program
- School Exchange Days

It all begins with a phone call, e-mail, or text message to a fellow school educator in another district. There is no better way to reduce prejudice than by having OPEN AND HONEST DIALOGUE in order to have the educational community partnering to rid our schools and community of bias, bigotry and intolerance

We look forward to establishing greater communications on this process in order to promote better understanding of the needs and expectations of the diverse population in New Jersey.



# Collaborative Learning Program Supports Teachers 9/11 Classroom Instruction

There are many challenges for educators when it comes to teaching students about the 9/11 terrorist attacks, especially given the fact that the anniversary arrives every year so soon after school starts. Now teachers have a comprehensive tool to help them teach 9/11 throughout the year with both a video and curriculum packet developed by the New Jersey State Museum, in collaboration with the New Jersey Department of Education's Commission on Holocaust Education.

"Students gained a very human understanding of the events of the day and the aftermath of the attacks after participating in this program," explained Andrew Lois, a Keyport High School educator who helped launch the program in September of 2012. "As the years progress, students' memories of this event seem to get increasingly hazy. Through this program, they learned about how people reacted, but also how people, particularly those from New Jersey, rushed to help and to contribute in any way they could."

The program includes short videos and accompanying lesson plans designed to bring the content of the State Museum's *Remember 9.11* exhibition into classrooms statewide. While the *Remember 9.11* exhibit recently ended its nearly two year run, the Museum will open a long-term 9/11 collections gallery this fall.

"Educators should consider pairing this in-class instruction with a visit to the Museum's new 9/11 collections gallery to enhance their students' understanding of this seminal historic event," said Beth Cooper, the Museum's Curator of Education. "The videos and related materials provide teachers and students across our state with access to primary sources, artifacts and oral history accounts from New Jerseyans directly affected by 9/11, along with commentary provided by Museum professionals to spur inquiry and discussion."

Featuring first person testimonials from 9/11 family members and Ground Zero volunteers, this engaging program was designed by professional educators and meets common core and NJ State education standards. The 4-part video explores 9/11 objects and stories. The teacher's guide includes lessons for middle and high school students designed to be used with the videos featured in the program and contains sample questions to spark and provide a framework for discussion.

Students will learn about:

- Life Before 9/11/2001
- Volunteerism & Good Citizenship
- The Collapse of the World Trade Center Twin Towers: Causes & Lessons Learned
- Recovery Work of 9/11

The program is provided at no cost. Videos and lesson plans can be downloaded at:  
[http://www.nj.gov/state/museum/dos\\_museum\\_school-resources.html](http://www.nj.gov/state/museum/dos_museum_school-resources.html).

For more information or to receive a copy of the teacher's guide and materials, please contact Beth Cooper at [beth.cooper@sos.state.nj.us](mailto:beth.cooper@sos.state.nj.us) or (609) 984-2586.

## 2013/14

### Significant Anniversaries Holocaust/Genocide Education

*These anniversaries provide an excellent opportunity for the teachers to engage the students in research, use of primary sources and analysis of information. Each may be studied via the internet or material on the specific topics.*

#### **January 2013:**

##### **Emancipation Proclamation – 150<sup>th</sup> anniversary**

President Abraham Lincoln issued the Emancipation Proclamation on January 1, 1863, as the nation approached its third year of bloody civil war. The proclamation declared "that all persons held as slaves" within the rebellious states "are, and henceforward shall be free."

##### **Liberation of Auschwitz – 70<sup>th</sup> anniversary**

Auschwitz was the largest camp established by the Germans. A complex of camps, Auschwitz included a concentration, extermination, and forced-labor camp. It was located 37 miles west of Krakow (Cracow), near the prewar German-Polish border. On January 27, 1945, Auschwitz was liberated by Soviet troops, a day commemorated around the world as International Holocaust Remembrance Day.

#### **August 2013:**

##### **Martin Luther King, Jr. – 50<sup>th</sup> anniversary**

Martin Luther King, Jr. gave his famous 'I Have a Dream' speech from the steps of the Lincoln Memorial in Washington, D.C., USA during the March on Washington for Jobs and Freedom - a civil rights rally attended by approximately 200,000 supporters.

#### **November 2013:**

##### **Kristallnacht – 75<sup>th</sup> anniversary**

Also known as The Night of the Broken Glass. On this night, November 9, 1938, almost 200 synagogues were destroyed, over 8,000 Jewish shops were sacked and looted, and tens of thousands of Jews were removed to concentration camps. This pogrom received its name because of the great value of glass that was smashed during this anti-Jewish riot. Riots took place throughout Germany and Austria on that night.

##### **Kindertransport – 75<sup>th</sup> anniversary**

November 1938 was the beginning of the Kindertransport program. In the months between the Kristallnacht Pogrom and the start of WWII, nearly 10,000 children were sent, without their parents, out of Nazi Germany, Austria, Poland and Czechoslovakia to safety in Great Britain. These children were saved by the Kindertransport rescue mission.

## **April 2014:**

### **Rwandan Genocide – 20<sup>th</sup> anniversary**

On April 6, 1994, a plane carrying President Habyarimana, a Hutu, was shot down. Violence began almost immediately after that. Under the cover of war, Hutu extremists launched their plans to destroy the entire Tutsi civilian population. Political leaders who might have been able to take charge of the situation and other high profile opponents of the Hutu extremist plans were killed immediately. Tutsi and people suspected of being Tutsi were killed in their homes and as they tried to flee at roadblocks set up across the country during the genocide. Entire families were killed at a time. Women were systematically and brutally raped. It is estimated that some 200,000 people participated in the perpetration of the Rwandan genocide.

### **The Armenian Genocide – 99<sup>th</sup> anniversary**

In April of 1915 tens of thousands of Armenian men were rounded up and shot. Hundreds of thousands of women, old men and children were deported south across the mountains to Cilicia and Syria. On April 15 the Armenians appealed to the German Ambassador in Constantinople for formal German protection. This was rejected by Berlin on the grounds that it would offend the Turkish Government. By April 19 more than 50,000 Armenians had been murdered in the Van province.