

Governor's Council on Genocide and Holocaust Education

2017 Annual Report

State of Michigan

Rick Snyder, Governor

Pursuant to Public Act 170 of 2016, the members of the Michigan Governor's Council on Genocide and Holocaust Education developed this annual report to detail the Council's activities and recommendations to ensure that a school district's or public school's academy's social studies curriculum for grades 8-12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The report is submitted to the Speaker of the House, the Senate Majority Leader, the Senate and House Minority Leaders, and the bill sponsor, Representative Klint Kesto.

Respectfully submitted,

Lori Talsky, Chair

Governor's Council on Genocide and Holocaust Education

Corinne Khederian, Vice Chair

Governor's Council on Genocide and Holocaust Education

January 9, 2018

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I. Executive Summary

The Governor's Council for Genocide and Holocaust Education was created under Public Act (PA)170 of 2016 as a temporary commission under the Michigan Constitution, and signed into law by the Governor on June 13, 2016. Governor Snyder appointed the 15-member Council and 2 ex officio members on September 23, 2017. The first meeting of the Council was called by the Governor on April 5, 2017. The Council is required to identify and advise stakeholders of sources and strategies for providing genocide education to students; identify and advise stakeholders of programs and resources to train teachers and to promote, within schools and the general population, implementation of genocide education.

In the nine months since its first meeting, the Council has made excellent progress in meeting these expectations and making programs and resources available to teachers and students, including the following:

- A preliminary resource document has been made available to teachers on the internet for the 2016-17 school year.
- A comprehensive 6-day lesson plan is being finalized and will be available to educators early in 2018.
- Plans are established to engender and coordinate events to memorialize victims of the Holocaust and the Armenian genocide.
- The Council has committed to further program and resource inclusion and memorialization of the victims of other genocides, including, but not limited to, Bosnia, Cambodia, Rwanda and Ukraine.
- A comprehensive website is under development to provide resources and training materials to educators, students and the public. The website will be available early in 2018.

In addition, as required by statute, the Council has obtained private funding to conduct and implement the work of the Council.

Members of the Council have committed to continuing the work of the Council beyond the expiration of the Council and ensuring that the resources, programs and training materials need to fully implement genocide education in the state of Michigan remain available and updated in the future.

Although all training materials have been prepared with the law's recommendation of a combined total of six hours of education, the Council strongly suggests that additional hours are needed to adequately address genocide education.

II. Board Members

Lori Talsky, Bloomfield Hills, Chair

Corinne Khederian, Bloomfield Township, Vice Chair

Robin Axelrod, Ann Arbor

Edmond Azadian, West Bloomfield

B. Scott Durham, East Lansing

Corey Harbaugh, Gobles

Nelson Hersh, Orchard Lake

Cindy Hughey, East Lansing

Lara Nercessian, Royal Oak

Richard Norsigian, Farmington Hills

Ara Sanjian, Dearborn

Michael Walenta, Grand Rapids

Kenneth Waltzer, Haslett

Yosef Weingarten, Grand Rapids

Lori Weisberg, West Bloomfield

Ex officio

Kevork Bardakjian, Ann Arbor

Hayg Oshagan, Ann Arbor

Staff

Judith Kovach PhD, Coordinator

mpadpa@msn.com

Work Group Members

Jim Cameron, Liaison to Michigan Department of Education

Christine Derdarian

John Farris

Edward Haroutunian

Ani Kasparian

Eli Mayerfeld

III. Purpose and Responsibilities

Curriculum and Assessment

Under Public Act 170 of 2016, the board of a school district or charter school must ensure that its school's social studies curriculum for grades 8 to 12 include age- and grade-appropriate instruction about genocide, including but not limited to, the Holocaust, and the Armenian Genocide, beginning in the 2016-2017 school year.

The statute does not preclude a school district or public school academy from including instruction in other subject areas.

The statute "recommends" a combined total of six hours of such instruction during grades 8 to 12.

The law requires the State Board of Education to ensure that the recommended model core academic curriculum content standards for history in grades 8 to 12 include learning objectives concerning genocides, including but not limited to the Holocaust and the Armenian Genocide.

Beginning with assessments conducted during the 2016-2017 school year, the Michigan State Superintendent of Public Instruction is required to ensure that the Michigan Merit Examination social studies component, the M-Step and any successor state assessment for social studies, as appropriate, include questions related to the learning objectives in the model core concerning genocides, including the Holocaust and the Armenian Genocide.

Governor's Council on Genocide and Holocaust Education

The Governor's Council on Genocide and Holocaust Education was created by PA 170 of 2016 as a temporary commission. The 15-member Council was appointed by the Governor and is charged with all the following:

- Identify sources of strategies and content for enhancing genocide education of the Holocaust, the Armenian Genocide, and other genocides to students;
- Advise school leaders about these strategies and content;
- Identify programs and resources to train teachers, and share these programs with school leaders;

- Promote genocide education within the schools and general population of Michigan (to include coordinating events and education that appropriately memorialize the victims of the Holocaust, the victims of the Armenian Genocide, and the victims of other genocides);
- Secure private funding for the Council (to include applying for and receiving grants and gifts);
- Carry out other tasks to meet its goals in providing genocide education; and
- Submit an annual report to the Michigan Legislature on the progress and status of the Council.

IV. Background

As of 2014, only five states required schools to teach students about the Holocaust and genocide education. In 2013, attorney Lori Talsky Zekelman assembled a coalition of individuals and organizations within the Michigan Jewish community to form *Genocide and Holocaust Education Now!*, a coalition of individuals and organizations within the Michigan Jewish community committed to the passage of legislation requiring that Holocaust and genocide studies be taught to all Michigan students. To be certain that Michigan students were not already adequately learning about these crimes against humanity, a research study was commissioned by *Genocide and Holocaust Education Now!* in which almost 500 Michigan high school graduates under 21 were questioned about their knowledge of the Holocaust and other genocides. Although almost all knew a few facts, it was evident that they lacked sufficient understanding and insight into how such events occurred. A second study of approximately 100 curriculum experts from a cross section of Michigan school districts indicated their willingness to include genocide and Holocaust studies in the curriculum.

(See Appendix A for a summary of the research study.)

Senate Bill 1075 requiring genocide and Holocaust education was drafted and introduced by Senator Randy Richardville in 2014 and was passed unanimously by the Michigan Senate on December 4, 2014. The bill had virtually unanimous support in the House but was derailed at the last moment by legislative technicalities. Under the sponsorship of Rep. Clint Kesto, House Bill 4493, virtually identical to Senate Bill 1075, was introduced on April 21, 2015.

In July 2015, the *Armenian Genocide Education Committee*, comprised of individuals involved in all organizations within the Michigan Armenian community, was formed with the purpose of educating the public about the Armenian Genocide and other genocides, in hopes of averting future atrocities, and requested that House Bill 4493 be amended to include the Armenian Genocide, based on Public Act 558 of 2002 recognizing the Armenian Genocide and Public Act 10 of 2004, recognizing the Holocaust. In October 2015, *Genocide and Holocaust Education Now!* agreed to and welcomed the inclusion of the Armenian Genocide, the only other genocide recognized by the state of Michigan, into the language of the bill.

As a result of the initiative begun by *Genocide and Holocaust Education Now!* and by joint efforts of the Jewish and Armenian communities, HB 4493 passed the House and Senate and was officially signed into law by Governor Rick Snyder on June 13, 2016.

V. Work Group Tasks and Goals

At its first meeting, the Council voted to create five work groups to address the responsibilities of the Council defined in PA 170 of 2016.

The Council structure as adopted by the Council may be viewed in Appendix B.

Education/Resources Work Group

1. Identify, to the extent possible, all sources of strategies and content (curricula) for genocide education of 8th through 12th grade students. (short term)
 - a. Having identified sources, develop recommendations regarding which materials are endorsed and those that are discouraged
2. Advise the superintendent of public schools, school districts, academies and nonpublic schools about the recommendations derived from #1. (long term)
3. Promote, within schools, implementation of genocide education.

Teacher Training Work Group

1. Identify, to the extent possible, all programs and resources to train teachers to provide genocide education. (short term)
 - a. Having identified sources, develop recommendations regarding which materials are endorsed and those that are discouraged
2. Share the recommended resources with the superintendent of schools, school districts, academies and nonpublic schools. (long term)

Community/Public Education Work Group

1. Promote, within the general population, implementation of genocide education, including but not limited to engendering and coordinating events, activities and education that will appropriately memorialize the Holocaust, Armenian Genocide and victims of other genocides.

Funding/Finance Workgroup

1. Act in good faith to assure that sufficient private funding is available to support the work of the Council.

2. Explore, as appropriate, grants, donations and other community funding for the ongoing work of the Council.
3. Ensure that distributions/expenditures are approved by the entire Council.

Task Force on Policy

1. Provide Policy recommendations for consideration by the Council.
2. Research and study policy questions requested by the Council.
3. Research and study policy questions raised by the Work Groups, as requested by the Council Chair and Vice-Chair.

VI. Work Summary

Overarching Themes for Work Group Recommendations

- Recommended resources and strategies should include more than looking at factual information and should allow learners to consider, explore and reflect upon the worst and best examples of human conduct and human nature so the learners can be and do better.
- Program outcomes should reflect developing a sense of personal responsibility and empathy in age-appropriate ways among learners.
- Recommended strategies and content should include activities that help learners to probe the questions of what it means to be human, including the degree of inhumanity of which we are capable.
- Recommended curricula and resources should be action-oriented and be taught in a way that inspires learners to take action against injustice.
- Recommendations should help students understand a continuum of acts of injustice, from bullying to genocide.

Teacher Training Work Group

- The work group proposed that the Council adopt a platform for genocide education that emphasizes the stages of genocide, such as developed by Gregory Stanton, as modified into a Michigan model.
- The stage approach as developed by Stanton also includes education on strategies for prevention of genocide at every stage. These strategies are often societal, but require the involvement of individuals. It is this level of awareness, beyond a history lesson, of how to be a good, responsible world citizen that can lead to the kind of citizens we hope this law will help us teach and raise in Michigan schools.

- The work group approach utilized best practices of genocide education, modeled on the principles of Holocaust education established by the United States Holocaust Memorial Museum, as modified as a Michigan model, so that teachers are trained, and students learn the historic content of genocide by attaching it to a platform that can be taught to teachers and used by teachers to deliver instruction to students. This approach supports work done over the last several years to rethink and retrain Michigan teachers in history and social studies education.

Student Resources/Curriculum Work Group

- To meet the requirement that teacher resources be available for the 2016-17 school year, the Student Resources/Curriculum work group created a compact resource and training guide for Michigan teachers, to be used until a more comprehensive plan is developed. The plan is available to teachers on a temporary Governor's Council on Genocide and Holocaust Education web page housed at the Holocaust Memorial Center website.

The compact resource and training guide may be viewed in Appendix C,

- The work group identified important themes to be included in a comprehensive lesson plan for Michigan teachers and students, including the following:
 - Defining and understanding what genocide is.
 - Understanding the importance of learning about genocide
 - In addition to teaching about the mandated genocides, teaching about the universal stages of all genocides.
 - Teaching students about civic/societal/individual moral responsibility.
 - Using the Arc of Inquiry model, the organizing structure for the Michigan social studies framework, which guides the instructional process, and is at the heart of the learning experience. This model involves: • Developing Questions and Planning Inquiries • Applying Disciplinary Concepts and Tools • Evaluating Sources and Using Evidence • Communicating Conclusions and Taking Informed Action

Collaborative Work Product: Teacher Training and Student Resources/Curriculum Work Groups

- The Teacher Training and Student Resources/Curriculum work groups are currently working in partnership in developing six sequential 1-hour lesson plans incorporating the aforementioned stage model and genocide education best

practices, including recommended themes and resources. It is anticipated that the lesson plans will be available to educators in early spring 2018, approximately one year from the first meeting of the Council.

- The resources used in the lesson plans fit within the development of our new Michigan Social Studies model, allowing for inquiry, the exploration of primary documents, historiography, and authentic literacy experiences for students. The recommended resources provide a template for what our Council believes constitutes viable, high-quality instructional resources. This will help teachers and any other scholar or group interested in vetting or developing instructional resources on any genocidal event. The recommended resources ensure that the Council has provided appropriate resources for the specific historical events the law requires we address, as a starting point, but in a way that will lead to the future development of materials that are uniform and maintain the expectations we have for viable instructional resources. Each resource recommended includes teacher training opportunities and/or resources, as well, regarding how to best and most responsibly utilize the instructional materials.

Community/Public Education Work Group

- The Community/Public Education work group has focused efforts on creating meaningful opportunities around the state to commemorate Genocide Awareness Month in April. This will be implemented by:
 - Offering libraries and museums poster or photo exhibits and films depicting the horrors of various genocides and the Holocaust.
 - Disseminating press releases during this month of remembrance featuring human -interest stories of Michigan survivors of different genocides, and will distribute information via social media such as Comcast Newsmaker, Facebook, Instagram and Twitter.
- The work group is creating a speakers' bureau to be made available to religious, civic and educational institutions. The speakers will include genocide experts as well as survivors.
- The work group plans to create a documentary of the stories of Michigan survivors of genocide and the Holocaust to be broadcast on public television when funding becomes available.

Funding/Finance Work Group

- Funding for the 2-year duration of the Council has been obtained from private sources.

- The focus of the work group has been to explore grants and endowments to continue the ongoing mandate of PA170 of 2016 beyond the end date of the Council and facilitate and enhance products and activities, including but not limited to:
 - Ongoing vetting of resources and development of lessons plans to provide educators with the most current resources and teaching strategies about genocide and the Holocaust.
 - Providing teacher training in genocide and Holocaust education throughout Michigan.
 - Engaging education experts to vet and develop additional resources and lessons to teach about genocides not specifically mandated in the statute.
 - Maintenance and enhancement of the Michigan Genocide and Holocaust Education website.

Task Force on Policy

- The task force has focused on addressing policy and legislation related to the mandate to teach about genocide and the Holocaust

- The task force prepared a resolution, adopted by the Council, recommending that the requirement of six hours of education regarding the Holocaust, Armenian Genocide and other genocides be specified to mandate that this be six hours of education per year from grades 8-12 in Michigan schools.

Full text of the resolution can be seen in Appendix D.

Website Development and Launch

- The members of the Council unanimously agreed that a website was necessary for dissemination of lesson plans and resource materials. An interactive website with pages dedicated to teachers, students and the public is under development and will be open early in 2018.
- Once open, the website can be accessed at www.mhge.com.

VII. Future Work Plans

- Members of the Council were appointed by Governor Rick Snyder in September 2016 with all terms expiring August 26, 2018. The first meeting of the Governor's Council on Genocide and Holocaust Education was called in April 2017, giving Council members only 17 months to fulfill the responsibilities outlined in PA170 of 2016. Although the work described above clearly meets the expectations outlined in the law and will be fully implemented before the expiration of the formal Council, members of the Council concur that there is more work to be done to provide Michigan educators, students and communities with a broad range of lessons plans and resources to fully implement the spirit of the law.
- Long-term plans include:
 - Developing lesson plans for teachers wishing to spend more than six hours in their curricula for education about the Holocaust, Armenian Genocide and other genocides.
 - Providing accurate and current resources and lesson plans on historical and current genocides, including but not limited to Rwanda, Cambodia, Bosnia and Ukraine.
 - Providing a comprehensive library of Holocaust and genocide resources to schools and communities, including films, videos, bibliographies, events and speakers.
 - Maintaining a website making resources and lesson plans readily available to teachers, students and communities.

VIII. Conclusion

The Governor’s Council on Genocide and Holocaust Education has been operational since April 5, 2017, a period of approximately nine months. During this time period, it has efficiently and effectively addressed all the tasks delineated in PA 170 of 2016. In most instances, the goals the Council has set for itself exceed the expectations of the law.

Defined Tasks in PA 170	Status
(a) Identify strategies and content for genocide education	Compact resource list: Completed Comprehensive lesson plans: Under development
(b) Advise stakeholders in school systems about strategies and content	Ongoing regular communication with and participation by the Michigan Department of Education (MDE) liaison. Website designed to accomplish this task.
(c) Identify and advise stakeholders of programs and resources to train teachers	Compact resource document meets this requirement. Lesson plans under development exceed minimal compliance.
(d) Promote, in schools and general population, implementation of genocide education, including (i), (ii) and (iii) below	(a), (b) and (c) address this task in schools. Activities to promote genocide education have been planned.
(i) Engender and coordinate events, activities and education to memorialize victims of the Holocaust	Plans have been developed to enhance observation of Holocaust Remembrance Day in 2018 and in future years and coordinated with the Holocaust Memorial Center.
(ii) Engender and coordinate events, activities and education to memorialize victims of the Armenian genocide	Plans have been developed to enhance observation of Armenian Genocide Remembrance Days in 2018 and beyond and coordinated with the Armenian community.
(iii) Engender and coordinate events, activities and education to memorialize victims of other genocides	Council has coordinated with the Ukrainian community to memorialize victims of the Ukrainian Genocide. Plans to work with other communities whose members were genocide victims to develop activities are underway.
(e) Secure private funding for the Council for the purpose of carrying out its duties.	Private funding for the work of the Council has been secured. Applications for grants and endowments for future work are planned.

(f) Undertake additional tasks to support MI goals for genocide education	A comprehensive website for teachers, students and the public has been created to facilitate access to training and resources.
(g) Submit an annual report to the Legislature on the progress and status of the Council.	The annual report for 2017 has been completed. A final report at the end of the Council's term will be submitted.

In its work to complete these tasks, the Council has developed a deep understanding of the best practices for teaching about the Holocaust, the Armenian Genocide, and other genocides as well as a commitment to use genocide and Holocaust education as a means of teaching students about moral development and what it means to be a good person.

The lessons of the Holocaust, the Armenian Genocide, and other genocides can be used to probe the questions of what it means to be human; to understand the degree of depravity and inhumanity that we are capable of when there is a state-sponsored ideology of hate unleashed on a society and when words are used to incite hate and violence; and to appreciate the necessity of helping those who are vulnerable to hate and to celebrate the human capacity to overcome suffering. The Council is hopeful that learning these lessons will inspire students to take actions against injustice, racism, intolerance, and anti-Semitism and to fight indifference to the suffering of others.

Understanding this significant role of teaching about the implications of genocides has led the Council to conclude that the recommendation of a combined total of six hours of education over the span of grades 8 through 12 is insufficient to accomplish the spirit and intent of the law. Thus, the Council unanimously adopted a resolution urging school districts, superintendents, administrators, teachers and the Legislature to allocate sufficient time to teach critical thinking and personal growth skills, as well as the historical facts of genocides in history and the present.

The members of the Governor's Council on Genocide and Holocaust Education wish to express their appreciation to Governor Rick Snyder and Lieutenant Governor Brian Calley for their support. In addition, special thanks to Representative Klint Kesto, the primary sponsor of HB 4493, the numerous co-sponsors of the bill and the Michigan Legislature for enacting PA 170 and making Michigan one of a few states to require that Michigan students learn and genocide and its consequences.

Appendix

A. Summary: Research on Genocide and Holocaust Education in Michigan

- Market research was conducted in Michigan in the spring of 2014 that clearly demonstrates the benefit of Holocaust and genocide education, as well as educator support for teaching about genocides, including the Holocaust.
- The research shows that most young adults, ages 18-25, have only minimal knowledge about the Holocaust and even more limited knowledge about other Genocides. Youth who remember receiving education know more. Clearly, education produces the desired effects. Only a small percentage of the young adult respondents had been taught about the moral lessons to be learned from genocides.

The following provides a brief summary of both surveys.

Educator Report Conclusions

- The survey focused on 99 curriculum experts each from a different school district. Curriculum experts could answer online or by telephone.
- The Holocaust is almost universally taught (99%), and is most frequently taught in history courses and also in English classes. At the same time, most students only receive less than 10 hours of Holocaust education throughout high school.

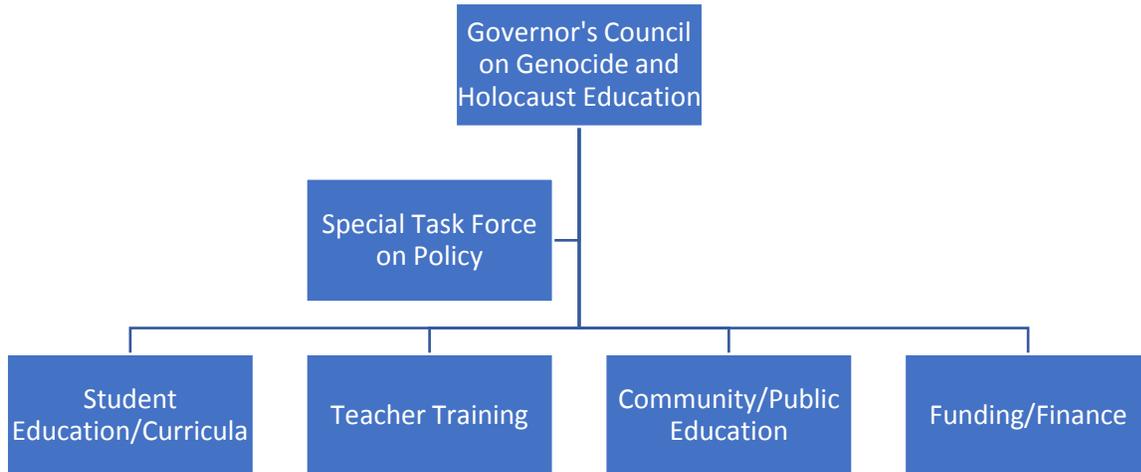
Other genocides are taught, but less frequently. And, when other genocides are taught, even less time is spent on teaching other Genocides than on the Holocaust.

Nine in 10 curriculum experts support teaching the Holocaust and Genocide as a required part of the curriculum.

Youth Report Conclusions

- A telephone study was completed with 412 youth 18-25 who live in Michigan and attended a Michigan high school.
- At any level beyond what would be considered basic general knowledge (what was the Holocaust, identify Hitler) knowledge is very limited about the Holocaust with less than half of young adults having knowledge about the meaning of the Final Solution, and fewer than one in five having some knowledge about other Genocides. Those who remember being taught these subjects are more knowledgeable about them.
- It is evident that educating young adults on these issues increases their knowledge and understanding. More education is necessary to increase knowledge and help students understand the issues of morality and social responsibility related to genocide.

B. Council Structure



C. Compact Resource Guide

Holocaust and Genocide Education Resources

Facing History and Ourselves

“Facing History and Ourselves is a nonprofit international educational and professional development organization. Our mission is to engage 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 of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.”

The Facing History and Ourselves [scope and sequence](#) provides an excellent model for teaching students about genocide and other difficult topics. The model asks students to act as moral philosophers as they move through five phases of study, beginning with an examination of their own identities in “The Individual and Society,” then exploring how we divide into groups in “We and They” before moving on to an in-depth historical Case Study of subjects such as the Holocaust, the [Armenian Genocide](#), the [Reconstruction Era](#), the [Civil Rights movement](#), and others. Next, students move from thought to judgment, exploring issues of good and evil, guilt and responsibility, prevention and punishment in “Judgment & Legacy.” Finally, in “Choosing to Participate,” students consider ways they can actively work to prevent injustice and make the world a better place.

Particularly useful is FHAO’s unit “[Decision Making in Times of Injustice](#).” This complete 17-lesson unit includes handouts, worksheets, and lesson plans. Think of it as a cake mix for teachers: If you’ve never baked before, the cake mix will help you make a perfectly good cake; and if you already know your way around the kitchen, the mix can be a great time saver, acting as the foundation for your cake as you add your own ingredients and embellishments.

Facing History and Ourselves: Holocaust and Human Behavior

The new extensively revised and updated version is available free online by registering with Facing History. Available in printed version, as downloadable PDF, and online.

“*Holocaust and Human Behavior* uses our unique methodology to lead students through an examination of the history of the Holocaust, while fostering their skills in ethical reasoning, critical thinking, empathy, and civic engagement... *Holocaust and Human Behavior* has been fully revised to reflect the latest scholarship on Nazi Germany and the Holocaust and new research from the fields of neuroscience and the psychology of bias and prejudice. This revision also features a new chapter on World War I. In this edition you’ll find a wealth of new materials to support your teaching, including more than 200 readings, maps, historical photographs, visual essays, as well as video and lesson plan recommendations.”

[Facing History and Ourselves Unit on the Armenian Genocide](#)

This series of eight lessons is organized as a mini-unit for teaching the Armenian Genocide. They were designed to complement Facing History and Ourselves' resource books, [Facing History and Ourselves: Holocaust and Human Behavior](#) and [Crimes Against Humanity and Civilization: The Genocide of the Armenians](#). Most of these lessons are designed to be used with the film [The Armenian Genocide \(Two Cats Productions\)](#), which aired on PBS on April 17, 2006 and is available to borrow from Facing History's library or stream if you are in the Facing History and Ourselves [Educator Network](#).

[USHMM Resources for Teachers](#)

The United States Holocaust Memorial Museum's resources are indispensable. Particularly useful are the [USHMM Guidelines for Teaching about the Holocaust](#). These pedagogical principles should be followed not just by teachers of the Holocaust, but of any historical subject.

The USHMM's 39-minute streaming documentary film "[The Path to Nazi Genocide](#)" is very useful, especially for teachers who are pressed for time and need to familiarize their students quickly before diving into a deeper study of richer materials like survivor testimony.

[Resources for Teachers of the Armenian Genocide](#)

In addition to FAO, other online resources for the teaching of the Armenian Genocide can be accessed through the websites of [The Armenian National Institute](#), [The Genocide Education Project](#) and [The Armenian Genocide Museum & Institute in Yerevan, Armenia](#).

Two very recent books, not included in any of the resources named above, are noteworthy in explaining the Nazi mindset, which connects the Armenian Genocide directly to planning of the Holocaust. These works by Stefan Ihrig are [Atatürk in the Nazi Imagination](#) and [Justifying Genocide](#). In the first Ihrig shows that politically active Germans of the Weimar Republic, especially on the far right, saw in post-WW1 Turkey a model for successful revisionism, authoritarian rule, secular modernization and the political utility of genocide. In the second, he explains "justificationalism" of the genocide of the Armenians in the Ottoman Empire led to an ethic-free thinking in concepts of 'final solutions' in post-WW1 Germany.

[Echoes and Reflections](#)

No study of the Holocaust or any genocide is complete without hearing the voices of those most affected by the events. The ADL's "Echoes and Reflections" curriculum uses visual history testimony compiled by the USC Shoah Foundation to teach middle and high school students about the Holocaust.

For visual survivor testimonies of the Armenian Genocide, go to the [USC Shoah Foundation's IWitness - Armenian Genocide Collection](#) and [20 Voices](#).

Museums in metro Detroit

The Holocaust Memorial Center - Farmington Hills, MI <https://www.holocaustcenter.org/>

The Alex and Marie Manoogian Museum - Southfield MI <https://www.manoogianmuseum.com/>

D. Resolution re classroom hours

The Governor's Council on Genocide and Holocaust Education was created under Public Act No. 170. Among the tasks assigned to the Council are:

- (a) *Identify, to the extent possible, all sources of strategies, resources, and content to teachers etc. for providing and enhancing holocaust and genocide education to students.*
- (b) *Advise the superintendent of public instruction, assistant superintendents in charge of curriculum of school districts, public school academies, and nonpublic schools in this state on strategies and content for providing and enhancing holocaust and genocide education to students.*
- (c) *Identify, to the extent possible, all programs and resources to train teachers in providing holocaust and genocide education to students and share these programs and resources with the superintendent of public instruction, school districts, public school academies, and nonpublic schools in this state.*
- (d) *Identify and evaluate how to best prepare students to perform in the area of Holocaust and genocide education on Michigan state exams.*

The members of the Council, appointed by the Governor, consists of scholars, educators, professionals and other experts in genocide and Holocaust education. We [unanimously] support the following statement:

Public Act No. 170 states that “the legislature **recommends a combined total of 6 hours** of instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide during grades 8 to 12.”

The purpose of Holocaust and genocide education is far greater than teaching about these events as part of history. The lasting effects of lessons of genocide and the Holocaust lead children, and young adults to understand a continuum of acts of injustice, from bullying to the tragic world events of genocide. By studying the roots of genocide and the choices made by people in response to genocide, it is intended that students will develop a sense of morality, personal responsibility and empathy for others, so they will become more engaged, kinder citizens. Six hours over four years is barely enough time to teach a brief history of the Holocaust, the Armenian genocide and other genocides, without addressing the larger picture. We find this recommendation to be inconsistent with the spirit and intent of the bill.

The student and teacher training resources studied and recommended by this Council will prepare teachers to successfully impart these lessons to students but to do so will require more teaching hours. We encourage districts, superintendents, administrators and teachers to allot sufficient time to teach the critical thinking and personal growth skills necessary for healthy, productive, compassionate and ethical citizens that can have the tools necessary to make a positive difference in society.

Approved: September 11, 2017