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**SS ST. LOUIS LEGACY PROJECT: DEVELOPING A CULTURALLY
PLURALISTIC COMPREHENSIVE WEB-BASED CURRICULUM FOR HIGH
SCHOOL STUDENTS**

By

Deidre Ann Reid-Thomas

A Dissertation in Practice

Submitted in partial fulfillment of the requirements for the degree of

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College of Education

Lynn University

2012

LYNN UNIVERSITY
APPROVAL OF DISSERTATION IN PRACTICE

SS ST. LOUIS LEGACY PROJECT: DEVELOPING A CULTURALLY
PLURALISTIC COMPREHENSIVE WEB-BASED CURRICULUM FOR HIGH
SCHOOL STUDENTS

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**SS ST. LOUIS LEGACY PROJECT: DEVELOPING A CULTURALLY
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Abstract

According to Florida Statute 233.061 Holocaust history is required in public school instruction. In an effort to efficiently teach the Holocaust and bypass “Holocaust fatigue”, in which “this particular event is being taught to death”, new avenues of instruction must be traveled which include untold stories and 21st century practices of instructional delivery. The SS St. Louis Legacy Project, created by The National Foundation for Jewish Continuity, Inc., was originally developed to connect Jewish people from across the entire spectrum through innovative and unique creative projects. One such project involves creating a web-based curriculum centered on the story of the SS St. Louis for implementation in social studies secondary curriculum.

This study utilized e-survey methodology to gather basic demographic data. Based on descriptive statistics a curriculum based web-site was created to engage 21st century learners and support the objectives of the SS St. Louis Legacy project. The objectives include culturally pluralistic lesson plans that subscribe to the doctrine of Kallen on a constructivist web-based platform.

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TABLE OF CONTENTS

LIST OF TABLES	ix
LIST OF FIGURES.....	x
CHAPTER 1: INTRODUCTION	1
Purpose.....	3
Statement of the Problem	4
Research Issues	5
Cultural Pluralism and Constructivist Framework.....	6
Conceptual Model	7
Analytical Focus:.....	8
Research Questions	8
Assumptions/Delimitation.....	8
CHAPTER 2: LITERATURE REVIEW	10
Origins of the Holocaust Curriculum in Public Education.....	10
21 st Century Skills.....	13
Social Studies Instructional Practices.....	14
Web-based Curriculum	15
Simulations.....	17
Experiential Learning.....	18
The Story of the SS St. Louis.....	20
Jewish Refugees.....	21
The Voyage of the SS St. Louis	22
Decree 937	23

United States	24
Conclusion.....	24
CHAPTER 3: METHODOLOGY	26
Description	26
Research Questions	26
Population	27
Sampling	27
Outlining the Procedure	28
Instrumentation.....	28
Ethical Considerations.....	30
Validity & Reliability.....	31
CHAPTER 4: RESULTS	32
Description of Respondents	32
Background Information	34
School Demographics	35
Part I: Where is the Holocaust taught?.....	37
Part II: When is the Holocaust taught?	38
Part III: What is being taught?.....	39
Part IV: How is the Holocaust being taught?	43
SS St. Louis Web-Based Curriculum	45
CHAPTER 5: DISCUSSION	52
Restatement of the Problem	52
Summary of Findings	53

Limitations	54
Recommendations for Future Research & Implications for Practice.....	54
REFERENCES.....	58
APPENDIX A.....	67
2011-2012 DIFFERENTIATED ACCOUNTABILITY SCHOOL CATEGORIES	67
APPENDIX B	68
LETTER TO PRINCIPAL FOR CONSENT TO CONDUCT RESEARCH	68
LETTER TO SOCIAL STUDIES DEPARTMENT HEAD FOR ASSISTANCE.....	69
APPENDIX C	70
SURVEY INSTRUMENT	70

LIST OF TABLES

Table 1.1 Florida Sunshine State Standards in American History curriculum specific to the Holocaust.....	4
Table 1.2 Operational Definition of Terms	9
Table 4. 3 Gender, Ethnicity, Religion, and Years of Teaching Experience of U.S. History Teachers in the Selected Metropolitan School District	34
Table 4.4 Teacher Certification Areas of U.S. History Teachers in the Selected Metropolitan School District.....	35
Table 4.5 Grade Levels, Location, and Socioeconomic Population of Selected Metropolitan School District.....	35
Table 4.6 Estimated percentage of Jewish heritage in the Selected Metropolitan School District	36
Table 4.7 Holocaust requirement prior to graduation	37
Table4. 8 “Holocaust Remembrance Day” and Holocaust studies correlation	38
Table 4.9 Topics covered in Holocaust Studies	39

LIST OF FIGURES

Figure 1.1 SS St. Louis web-based curriculum design logic model.....	7
Figure 4.2 Differentiated Accountability Correct II status assignment guidelines	33
Figure 4.3 Average number of days spent teaching Holocaust Studies	38
Figure 4.4 Evaluative Techniques Utilized by Teachers in Selected Metropolitan School District	43
Figure 4.5 SS St. Louis Legacy Project website homepage.....	45
Figure 4.6 Florida Sunshine State Standards that correlate to the SS St. Louis Legacy Project Curriculum	46
Figure 4.7 Guiding questions for the SS St. Louis curriculum	46
Figure 4.8 Activity #1 for introduction to the SS St. Louis	47
Figure 4.9 The SS St. Louis and immigration policy	48
Figure 4.10 The SS St. Louis and propaganda	49
Figure 4.11 Propaganda extension activities	50

CHAPTER 1: INTRODUCTION

“As we arrived in Cuba we found out that we could not land, and the nightmare started again. No more fun on board, panic, telegrams etc. were the current event of the day. We tried the American Coast but were not allowed to enter.” (Karliner,para.5)

The story of the SS St. Louis depicts critical issues in immigration policy during the 1930's. A policy designed to systematically grant immigrants access to the United States became Hitler's main weapon against the Jews in the game known as propaganda. (Yorman, 1939) Questions continue to linger around why the United States made its historical decision and the impact it had on the 937 Jews aboard the SS St. Louis that were denied access.

On May 19, 2009 Senate Resolution 111 was signed stating the following:

“...today the Senate remembers a moment in history when the United States failed to provide refuge to slightly more than 900 individuals fleeing religious and racial persecution in Nazi Germany. S. Res. 111 acknowledges the 70th anniversary of the date, June 6, 1939, when the M.S. St. Louis, a German ocean liner, started its return voyage to Europe with nearly all of its original passengers. Later, over 250 of those individuals would perish in the Holocaust.” (Cong. Rec. Senate Resolution 111)

Senate Resolution 111, therefore, sets the stage for additional instruction in holocaust education.

Given the advancement of technological skills utilized by students in various educational institutions the need for web-based programs in K-12 curriculum is a necessity. (Neal & Miller, 2006; Parkay, Hass, & Anctil, 2010) According to Liaw (2004) the characteristics of web-based environments encompass: (1) a multimedia environment, (2) integrate various kinds of information and construct information bases, (3) support of interactive communication, (4) support networks to access information, and (5) provide a cross-platform environment. (p. 310) Synthesis of a web-based program with the aforementioned characteristics supports both the cognitive and social development of students.

Research on origins of Holocaust education in American public schools has revealed the theoretical framework of the “affective revolution”. The term “affective revolution” was coined by Marker and Mehlinger and “applied retrospectively to educators’ intense interest during the late 1960’s and early 1970’s in students’ identity, morality, emotions and values.” (Fallace, 2006, p. 81) The “affective revolution” was short-lived, however, Oliver and Shaver believed that “history should be taught as a continuing conflict of values and tied to the immediate needs of society.” (Fallace, 2006, p. 83) As a result, the story of the SS St. Louis has its appropriate niche in the American History curriculum and should be presented in a manner than engages diverse learning styles. (McCarthy & Anderson, 2000)

Purpose

The SS St. Louis Legacy Project, created by The National Foundation for Jewish Continuity (NFJC), Inc., was originally developed to connect Jewish people from across the entire spectrum through innovative and unique creative projects. “NFJC works to achieve its vision through its development and/or underwriting of special events and educational programs, initiating meaningful partnerships and alliances in and outside of the Jewish community, and fulfilling grants using the arts — from the performing to the fine arts — as the primary medium.” (NFJC, 2009) In November of 2010, the NFJC approached Lynn University with a proposal to develop a web-based curriculum centered on the story of the SS St. Louis for implementation in social studies secondary curriculum.

Several meetings were held with members of the NFJC to acquaint the researcher with the history behind the SS St. Louis and determine what the community organization’s vision was for a web-based curriculum. Based on these initial meetings it was determined that the following goals would be incorporated throughout the developmental process:

- Inform young people of the SS St. Louis Legacy Project
- Development of curriculum materials for implementation in Florida schools aligned to state standards
- Development of materials for the SS St. Louis website
- Development of interactive activities involving technological skills

Statement of the Problem

Based on historical research of the American History Curriculum documents from the Florida Department of Education (FLDOE) the story of the SS St. Louis is not explicitly stated as a requirement for classroom instruction based on Next Generation Sunshine States Standards (NGSSS). Table 1.1 highlights the Florida Sunshine State Standards (SSS) utilized in the American History curriculum that correlate with the Holocaust curriculum:

Table 1.1 Florida Sunshine State Standards in American History curriculum specific to the Holocaust (NGSSS Social Studies American History, 2008)

SS.912.A.1.4	Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
SS.912.A.1.6	Use case studies to explore social, political, legal, and economic relationships in history.
SS.912.A.3.13	Examine key events and peoples in Florida history as they related to United States history.
SS.912.A.5.9	Explain why support for the Klu Klux Klan Varied in the 1920's with respect to issues such as anti-immigration, anti-African Americans, anti-Jewish, anti-women, and anti-union ideas.
SS. 912.A.6.3	Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

Based on Table 1.1 interpretation of the specific events to be discussed in the classroom is left to the discretion of the individual teacher. Therefore, the story of the SS St. Louis is not a requirement for instruction in the American History curriculum.

Based on Shaver and Oliver's "jurisprudential approach" which involves the systematic analysis of public issues affecting student's lives, the story of the SS. St. Louis serves as a bridge between the past and current issues in US History. (Fallace, 2006, p. 82) Students will be able to compare and contrast immigration policy from 1939 with the passengers of the SS St. Louis and current day immigration policy involving Haitian refugees. Therefore, a web-based curriculum designed to engage the 21st century learner in addition to the story of the SS St. Louis will meet the demands of closing a gap in the American History curriculum itself.

Research Issues

Based on when the Holocaust occurred it is safe to say that the youngest survivors would be in their late 70's and 80's. As a result, historians are left with decreasing first person accounts of what took place and must substitute live testimonials with an alternative teaching mechanism. Deviation from the first person accounts should not lessen the long-term ramifications of extreme persecution and trauma. However, due to large collections of oral histories from Holocaust survivors the events from the Holocaust will never be lost. The challenge rests in the hands of the educators who now take on the task of teaching about the Holocaust without the assistance of survivors.

Another area of concern in the Holocaust curriculum is the potential for "holocaust fatigue". According to Schweber (2006) the aforementioned phenomenon refers to the sense that "this particular event is being taught to death". Teaching and

learning are therefore influenced by (1) cultural/commercial trivialization, (2) curricular overexposure, and (3) political contentiousness”. (Schweber, 2006; Fallace, 2006)

Cultural Pluralism and Constructivist Framework

Development of the web-based curriculum for the story of the SS St. Louis hinges on two separate theoretical frameworks to address the creation of a web-site for educational purposes in addition to lesson plans that support the theory of cultural pluralism put forth by Kallen. Kallen’s doctrine of cultural pluralism is in alignment with American Jewish Education in regards to democratic ideals. (Kronish, 1982, p. 135)

The Constructivist approach, however, will be used in the web-based design of the curriculum. Liaw (2004) takes into consideration the constructivist paradigm and highlights five areas for consideration for web-based learning which include: pedagogy, instructional structure, interaction, technology, and learner’s characteristics. (Liaw, 2004) The five aforementioned areas together can potentially eliminate “loss of learner’s attention, boredom, information overload, and frustration.” (Liaw, 2004, p. 310)

Conceptual Model

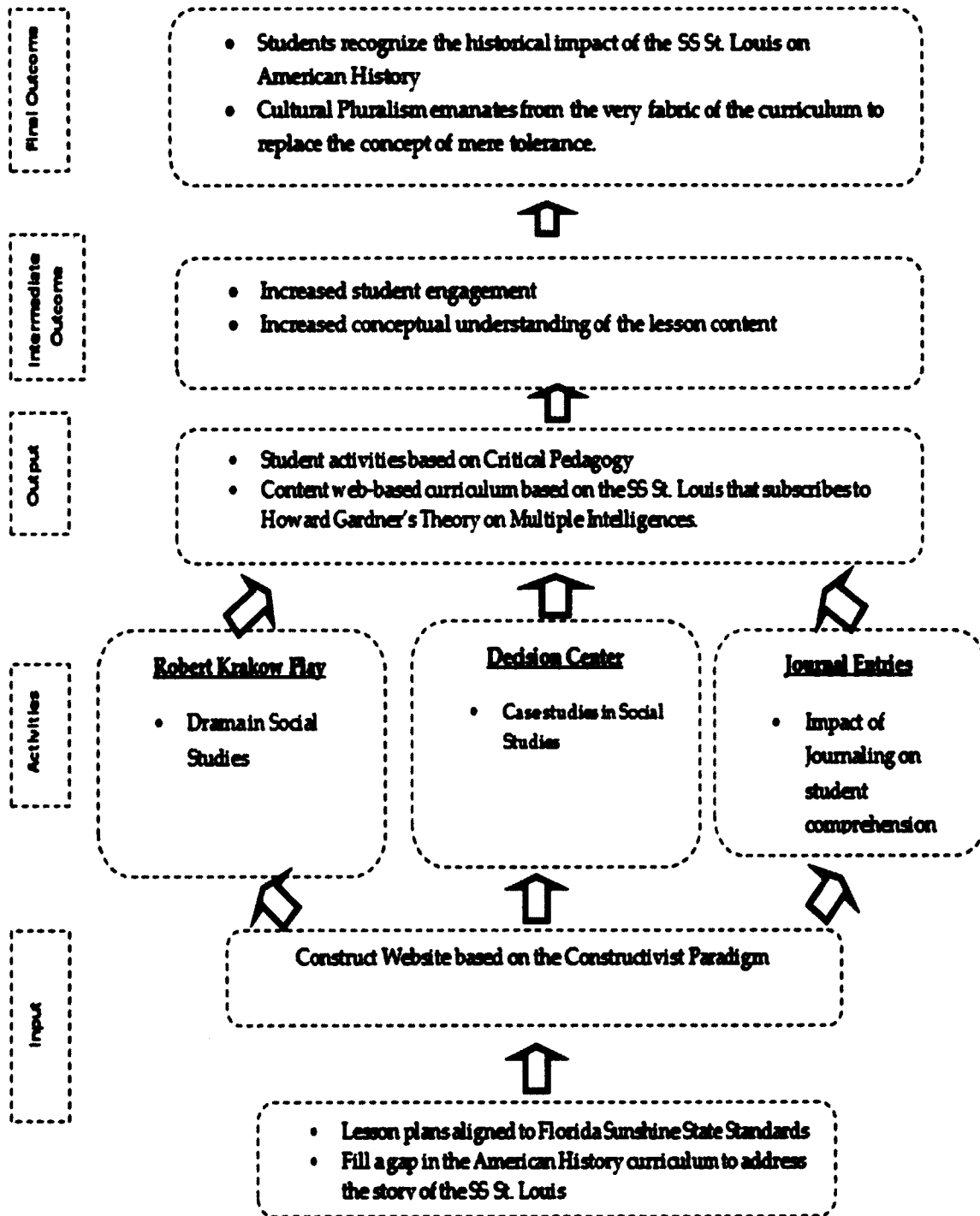


Figure 1.1 SS St. Louis web-based curriculum design logic model

Analytical Focus:

Developing a curriculum where the researcher will do the following:

- Listen to the objectives of the NJEC and provide a voice for the SS St. Louis Passengers.
- Align the story of the SS St. Louis to Next Generation Sunshine State Standards (NGSSS) in the context of United States history.
- Incorporate rigorous and relevant assessments to promote higher order thinking.
- Identify the struggle of the passengers aboard the SS. St. Louis while incorporating character development at the high school level.
- Develop theoretical frameworks that support research based designs for web-based programs.
- Highlight the significance of propaganda, communication, and immigration policy during the Anti-Semitic movement.

Research Questions

The curriculum will address the following questions:

1. Is the story of the SS St. Louis effectively taught in public school U.S. History courses?
2. Will a web-based U.S. History curriculum on the SS St. Louis support the cognitive and moral development of students based on current web-design pedagogy?

Assumptions/Delimitation

1. The individuals within the above-mentioned institutions hold the necessary Florida certification in the field of Social Studies.
2. The individuals reviewing the website possess technological skills to navigate the site successfully.
3. The researcher possesses the technological skills to build a web-site to host the curriculum

Table 1.2 Operational Definition of Terms

Vocabulary	Constitutive Definition	Operational Definition
Web-Based Curriculum (E-learning)	<ul style="list-style-type: none"> • Instruction delivered over the Internet to browser-equipped learners. 	<ul style="list-style-type: none"> ➤ Instructor led (Porter, 2004) ➤ Utilized in face-to-face instruction (Porter 2004) ➤ Blended Course (O’Neil & Perez, 2006) ➤ Instruction can be delivered by a combination of static methods (learning portals, hyperlinked pages, screen cam tutorials, streaming audio/video, and live Web broadcasts) and interactive methods (threaded discussions, chats, and desk-top video conferencing). (SearchSOA.com)
Cultural Pluralism	<p>Pluralism:</p> <ul style="list-style-type: none"> • A theory that reality is composed of a plurality of entities • A state of a society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation in and development of their traditional culture or special interest within the confines of a common civilization 	<p><u>Cultural Pluralism according to Horace M. Kallen:</u></p> <p>Includes “Hebraism” a blend of Kallen’s philosophical and humanistic concerns with his Jewish Commitments and ideology (Kallen, 1957)</p> <ul style="list-style-type: none"> ➤ A concept that social science and social philosophy can and do employ as a working hypothesis concerning human nature and human relations. (Kallen, 1957, p. 119) ➤ An ethical ideal – an article of faith which challenges certain prevailing philosophical conceptions about both. (Kallen, 1957, p. 119)

CHAPTER 2: LITERATURE REVIEW

The sharp increase in holocaust education in the past 40 years is linked to an overall rise in holocaust consciousness, representations, and invocations. (Fallace, 2006; Schweber, 2006) According to Fallace (2006) the Holocaust becomes a topic of conversation when it coincides with television shows, cultural events, activities of Jewish organizations and religious beliefs. As a result “popular culture can frame students’ perceptions of historical subject matter.” (Schweber, 2006, p. 2) In an effort to accurately depict the story of the SS St. Louis this chapter serves the purpose of providing a historical foundation of the holocaust curriculum in public education. The Constructivist theory in correlation with web-based social studies curriculums and experiential learning will be carefully examined for alignment with Kallen’s doctrine of cultural pluralism. This chapter will conclude with sound research practices in instructional pedagogy to assist with facilitation of the story of the SS St. Louis at the secondary level in concert with reducing “holocaust fatigue”.

Origins of the Holocaust Curriculum in Public Education

The “affective revolution” which began in the late 1960’s and early 1970’s served as the impetus for introducing holocaust education into American public schools.

According to Marker and Mehlinger the “affective revolution” marked educators’ interest

in students' identity, morality, emotions and values. (Fallace, 2006, p. 81) These views were shared by individuals such as Oliver, Shaver, and Newman who believed in the "systematic analysis of public issues immediately affecting student' lives", also known as the "jurisprudential approach". (Fallace, 2006, p. 82) As a result Oliver and Shaver argued that "history should be taught as a continuing conflict of values and tied to the immediate needs of society." (Fallace, 2006, p. 83)

In an effort to develop the moral compass of the students involved in Holocaust education, the theories of Kohlberg were applied in an educational context. Kohlberg subscribed to the Western educational thought of progressivism whereby "educative experiences make the child think – think in ways which organize both cognition and emotion". (Kohlberg & Mayer, 1972) Cognitive-developmentalism, is therefore, the conceptual framework needed to introduce class discussion of contemporary issues. (Fallace, 2006)

Three of the most influential holocaust curriculums were created between 1978 and 1983. The first of which included *The Holocaust Years: Society on Trial* by Chartock was published in 1978, approached the topic from a psychological perspective and focused on the "complexities of man's behavior under various conditions". In 1982 *Facing History* was released by the Anti-Defamation League (ADL) and was authored by Strom and Parsons. This curriculum, however, focused on a social scientific framework and strove to connect events of the past with present day situations. The last curriculum that made a significant impact in holocaust education was entitled *The Holocaust and*

Genocide: A Search for Conscience and was published in 1983 by Flaim and Reynolds. Once again, the aforementioned curriculum approached the topic from a social scientific perspective and centered around Kohlberg's cognitive developmentalism, asking students to examine with a critical eye human nature. (Fallace, 2006)

Jewish education was significantly affected by the work of Kallen, who blended his commitments to religion, science, and democracy. Kallen served as the link between Jewish and non-Jewish intellectuals by combining his philosophical and humanistic concerns with his Jewish commitments and ideology, leading to the term "Hebraism". (Kronish, 1982) His views on retaining identity in American society resulted in a fundamental debate: Should America be conceived as a "melting pot" or as a culturally pluralistic society. According to Kallen cultural pluralism stems from the "need to maintain cultural identity in the face of all institutional and intellectual pressures of the modern world". (Kronish, 144) In 1957 Kallen makes the following statement in *The Journal of Philosophy* regarding cultural pluralism:

"In my mind, here is what it fundamentally signifies: first, a concept that social science and social philosophy can and do employ as a working hypothesis concerning human nature and human relations; second, an ethical ideal – an article of faith which challenges certain prevailing philosophical conceptions about both. Those conceptions are fundamentally monistic." (p. 119)

Based on Kallen's publications on cultural pluralism three themes emerged. They include the following:

- 1) The ethnic group involves an involuntary affiliation, which depends on ancestry and family connections. Thus, ethnic membership and participation has special significance, which is of primary importance for personality growth and development.
- 2) American democracy ensured its citizens (and groups) the inalienable right to be different.
- 3) Positive value can be asserted to the nation as a whole which has developed from the existence of various ethnic cultures and their interaction within the framework of a democratic society. (Kronish, 1982, p. 141-142)

21st Century Skills

The increase in global competitiveness has given rise to accountability and standardization in education under the No Child Left Behind (NCLB) Act. However, according to Ravitch (2010),

“Our schools will not improve if we continue to focus only on reading and mathematics while ignoring the other studies that are essential elements of a good education. Schools that expect nothing more of their students than mastery

of basic skills will not produce graduates who are ready for college or the modern workplace. Nor will their graduates be prepared to appreciate and add to our society's cultural achievement or to understand and strengthen its democratic heritage." (p. 226)

Global education therefore requires that individuals seek their identity within an educational institution. The aforementioned can only be accomplished by providing a comprehensive well-balanced education that encompass both cultural and digital competency, hence the development of 21st century skills.

According to U.S. Secretary of Education Arne Duncan (2009) 21st century skills "increasingly demand creativity, perseverance, and problem solving combined with performing well as part of a team". The aforementioned definition resonates with organizations such as the Partnership for 21st Century Skills and the International Society for Technology in Education (ITSE). (Larson & Miller, 2011) From a national perspective, Voogt and Roblin (2012) found collaboration, communication, Information and Communication Technologies (ICT) literacy, and social and/or cultural competencies as a common set of 21st century skills. Consequentially 21st century competencies lend themselves to being transversal, multidimensional, and promote high order thinking. (Voogt &Rublin, 2012)

Social Studies Instructional Practices

In a study conducted by Henke, Chen, and Goldman (1999) it was determined that "social studies teachers were less likely than teachers in other core academic subjects –

English, mathematics, science – to use alternatives to whole class instruction”. (p. 5)

Additionally, it was revealed that only 43% of social studies teachers use hands on materials from the study conducted in 1994-1995. (Henke et al, 1999) However, in a recent study conducted by Russell (2010) the findings disclosed similar results despite the significant increase in technology since 1995. According to Russell (2010), “the actual classroom teaching practices of social studies teachers do not align with relevant literature supporting more authentic learning strategies, further expanding the gap between theory and research”. (p. 70)

Web-based Curriculum

Tyler (1949) is credited with ways of formulating, organizing, and evaluating educational objectives in regards to the basic principles of curriculum and instruction.

According to Tyler:

“These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations are prepared. All aspects of the educational program are really means to accomplish basic educational purposes. Hence, if we are to study an educational program systematically and intelligently we must be sure as to the educational objective aimed at.”

Following the traditional curriculum design the areas crucial for effective instruction, include:

1. Define target students and their needs
2. Identify instructional objectives
3. Select the scope of subject content
4. Organize sequence and structure
5. Select presentation methods and media
6. Design assessment activities
7. Implement formative evaluation (Taba, 1962)

Adaptation of the aforementioned areas is required when designing web-based curricula. According to Liaw (2004) the characteristics of web-based environments encompass: (1) a multimedia environment, (2) integrate various kinds of information and construct information bases, (3) support of interactive communication, (4) support networks to access information, and (5) provide a cross-platform environment. (p. 310)

In support of the constructivist approach to web-design two main areas for development are cognitive and social. The cognitive constructivist takes into consideration the idea that “learners construct their knowledge of the world through assimilation and accommodation” while a social constructivist approach places emphasis on the social context. (Liaw, 2004) This further translates to a cognitive constructivist focusing on problem solving skills and learning strategies while a social constructivist places emphasis on projects that require solutions to problems rather than on instructional sequences. (Koontz, Li, & Comprá, 2006; Liaw, 2004)

Simulations

The instructional design of a curriculum requires the developer to take into consideration the various learning styles of his/her audience. In a traditional setting Witkin, Moore, Goodenough, and Cox (1977) examined the educational implications of cognitive styles and were able to coin the terms field-dependent and field-independent. Field-dependent deals with the “extent to which organization of the prevailing field determines perception of its components” while a field-independent individual “experiences items as more or less separate from the surrounding field”. (Witkin et al., 1977) The aforementioned distinction has led to research that supports the idea that one’s learning style dictates how information will be processed and translated. (Gardner, 1983; Witkin et al, 1977)

Gardner (2008) tackles future endeavors by focusing on five minds, which include the disciplined mind, the synthesizing mind, the creative mind, the respectful mind, and the ethical mind. The disciplined mind refers to honing skills and takes a considerable amount of time to accomplish. According to Gardner(2008) the synthesizing mind “takes information from disparate sources and evaluates that information objectively” for both self and audience while the creative mind breaks new ground by “putting forth new ideas, posing unfamiliar questions” and thinking outside the box. The respectful mind “welcomes differences between human individuals and between human groups” while the ethical mind “ponders the nature of one’s work and the needs and desires of the society in which one lives”. (Gardner, 2008, p. 3) All of the aforementioned mindsets have their

appropriate niche in education and support 21st century skills. Incorporation of the 5 *Minds for the Future* strengthen democratic ideals and provide the platform for ethnic survival.

The emergence of technology has provided another avenue for research in relation to learning styles and hypermedia. According to Liu and Reed (1994) “hypermedia technology has the potential to accommodate learners with different needs through its rich content”. (p. 419) Keeping with the traditional methods of instruction, external factors that influence student achievement are crucial for web-based learning. Therefore, areas such as gender, system experience, prior knowledge, and spatial ability all have significant effects on a learner’s behavior. (Sabry & Baldwin, 2003)

Experiential Learning

Experiential education by definition is the “philosophy and methodology in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values.” (Association for Experiential Education, 2011) The Association for Experiential Education (2011) goes further to provide principles that support experiential education which include but are not limited to the following:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, soulfully, and/or physically. This involvement produces a perception that the learning task is authentic.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting the learners, insuring physical and emotional safety, and facilitating the learning process. (para. 3)

Experiential Learning Theory is therefore applicable in numerous settings including history in which “students can be assigned situations to recreate incidents and judge historical decisions.” (Montgomery, Brown, & Deery, 1997, p. 218) Following the experiential learning model of Kolb (1984) Montgomery et al. (1997) applied a simulation exercise to an introductory education course and were able to conclude that simulations should involve role-playing and to be authentic they should be based upon careful and accurate research. In addition to providing foundational knowledge

simulations are an appropriate strategy for evoking reflection and application to real-time situations. (Montgomery et al., 1997; Association for Experiential Education, 2011) In a similar study McCarthy and Anderson (2000) empirically examined the relationships between active learning strategies and student performance on standard measures such as essay assessments. The authors were able to conclude that “certain learning techniques in the classroom may well enable students to absorb and retain information just as well as if not better than, the more traditional methods.” (p.290)

The Story of the SS St. Louis

After a regimen change in 1913, Jews in Germany were experiencing the gradual growth of discriminatory Anti-Semitic policy that was becoming ever more present and restrictive. The passage of the Nuremberg Laws in 1935 was the first of many laws to limit the power of German-Jewish citizens. As a result, this legislation created two laws for Jews in Germany and included the Law for The Protection of German Blood and Honor, which prohibited marriage and intimate relationships between Germans and Jews. Moreover, German females under the age of 45 were no longer permitted to work in Jewish households. The second law, Reich Citizenship Law, repealed the citizenship status of Jews in Germany and created and an alternate status for Jews as “nationals”. (Noakes, 1974)

Three years later on November 9, 1938 the situation became violent. Mobs of German citizens descended into Jewish neighborhoods, attacking Jews on the streets, in

their homes, destroying businesses, as well as places of worship. The events lasted two days and resulted in 96 mortalities, hundreds of injuries, and thousands of buildings, homes, and synagogues with structural damage. The events became known as “The Night of Broken Glass” or Kristallnacht. (Bard, 1998) Kristallnacht was the turning point for many and some believe the official start of the Holocaust, for the following reasons:

1. By now it is clear to Hitler and his top advisors that forced immigration of Jews out of the Reich is not a feasible option,
2. Hitler is already considering the invasion of Poland,
3. Numerous concentration and forced labor camps are already in operation,
4. The Nuremberg Laws are in place,
5. The doctrine of lebensraum has emerged as a guiding principle of Hitler’s ideology; and
6. The passivity of the German people in light of the events of Kristallnacht made it clear that the face of Germany was changing. (Burleigh & Wiper, 1991)

Jewish Refugees

It was apparent to the Jews living in Germany that the level of Jewish persecution was intensifying. Jews desired to leave Germany and the Nazi regime was overwhelmingly supportive. However, Jews wanting to leave Germany encountered

issues with immigration quotas. According to the United States Holocaust Museum (2011), by 1933 approximately 600,000 Jews were living in Germany and by 1940 close to half had fled to other countries. In excess of 100, 000 Jews immigrated to Western Europe and 8,000 to Switzerland. Furthermore, in the region of 90,000 German Jewish refugees were able to immigrate to the United States and approximately 60,000 to Palestine. In addition 84,000, refugees immigrated to Central and South America and 48,000 to Great Britain. As the amount of refugees increased subsequent policy ensued to set strict immigration quotas. Moreover, by 1939 the amount of options available to German Jewish refugees quickly diminished.

The Voyage of the SS St. Louis

According to website documents from the Jewish Virtual Library (1998) on May 13, 1939 the SS St. Louis, a luxury liner, set sail to Havana Cuba with 937 German-Jewish passengers, all hoping to escape Nazi persecution and begin new lives. For the passengers aboard the ship the mindset involved leaving family members behind with the hope of sending for them at a later date.

Passengers had made previous agreements that once they arrive in Cuba they would wait for their quota number which would grant them access to the United States. Life aboard the ship was lavish with an abundance of food, movies, and a swimming pool leading to a feeling of high hopes for freedom. However, on May 23, the captain of the SS St. Louis received a cable stating the passengers aboard the ship may possibly be denied entry in Cuba due to Decree 937.

Decree 937

In early 1939 Cuban legislature passed Decree 55 which made the distinction between refugees and tourists. The Decree posits that refugees needed visas and had to pay an additional \$500 bond to avoid becoming wards of Cuba. On the contrary, tourists were not required to carry a visa and were welcomed.

Manuel Benitez, the director of Cuban immigration, was mindful of a loop hole in the Decree. The Decree never defined the difference between a refugee and a tourist. As a result he was able to sell landing permits, which resembled visas, to each of the refugees for \$150 allowing them entrance into Cuba as tourists. The President of Cuba, Frederico Laredo Bru and his administration had disdain for the way Benitez abused the loophole and consequentially passed Decree 937 on May 5th. Decree 937 closed the loophole, however, landing permits had already been purchased and now they were null and void.

When the SS St. Louis arrived in Cuba, the passengers were informed that they would be permitted to disembark if they would give Benitez an additional \$250 to have their landing permits reinstated by the Cuban President Frederico Laredo Bru. Unbeknownst to the passengers on board, Joseph Goebbels decided to use the SS St. Louis and its passengers in a propaganda plot. The citizens were told false truths about the passenger's criminal nature, portraying them in a negative light, conversely, making a thousand German Jewish refugees seem undesirable. To further perpetuate the Anti-

Semitic propaganda, the agents sent to Cuba organized protests against the Jewish passengers. President Buru refused to reinstate the landing passes which would allow the passengers entrance into Cuba and led to the departure of SS St. Louis.

United States

The ship traveled up the Florida Coast running low on food and water. The passengers had hopes of being permitted to enter the United States, but they were denied admittance, due to quota restrictions. Captain Schroder of the SS St. Louis had only two choices left, to return to Germany or to find other countries in Europe to accept the passengers on board. A Joint committee was formed to assist with the negotiations in Cuba and was ultimately unsuccessful. In an effort to aid the passengers aboard the SS St. Louis the Joint committee was able to find other countries in Europe to accept the refugees. It is reported that 181 could go to Holland, 224 to France, 228 to Great Britain, and 214 to Belgium. Unfortunately, all of the countries except for Great Britain would be occupied by the Nazi regimen during WWII. As a result, most of the passengers found themselves in concentration camps soon after the voyage of the SS St. Louis.

Conclusion

Based on when the Holocaust occurred it is safe to say that the youngest survivors would be in their late 70's and 80's. As a result, historians are left with decreasing first person accounts of what took place and must substitute live testimonials with an

alternative teaching mechanism. Deviation from the first person accounts should not lessen the long-term ramifications of extreme persecution and trauma. However, due to large collections of oral histories the events from the Holocaust will never be lost. The challenge rests in the hands of the educators who now take on the task of teaching about the Holocaust without the assistance of survivors to speak authentically and without distortion.

Another area of concern in the Holocaust curriculum is the potential for “holocaust fatigue”. According to Schweber (2006) the aforementioned phenomenon refers to the sense that “this particular event is being taught to death”. Teaching and learning are therefore influenced by (1) cultural/commercial trivialization, (2) curricular overexposure, and (3) political contentiousness”. (Schweber, 2006; Fallace, 2006) Given these potential issues this study will address the nuances of designing a web-based curriculum to meet the innovative needs of curricula and instruction in the 21st century.

CHAPTER 3: METHODOLOGY

Description

The St. Louis project was developed to effectively support both the cognitive and moral advancement of students by utilizing empirically based web-design pedagogy. Design principles used in the creation of the SS St. Louis curriculum (independent variable) can foster cognitive development (dependent variable) through rigorous assignments and discussions, while application of various topics to recent events via experiential learning can lead to increased moral reasoning (dependent variable).

Research Questions

1. Is the story of the SS St. Louis effectively taught in public school U.S. History courses?
2. Will a web-based U.S. History curriculum on the SS St. Louis support the cognitive and moral development of students based on current web-design pedagogy?

Population

The target population consists of all U.S. History teachers in the state of Florida while the accessible population includes Social Studies teachers within a metropolitan school district in southern Florida.

Sampling

The researcher utilized purposive sampling to obtain data that is representative of the population being studied. According to the U.S. History curriculum guide provided by the selected metropolitan school district the story of the SS St. Louis is appropriate and lends itself to Oliver and Schafer's concept of history instruction "as a continuing conflict of values and tied to the immediate needs of society." (Fallace, 2006, p. 83) The survey was deployed to a total of seven secondary educational institutions resulting in a sample size of approximately 28 individuals. Of the 28 individuals, data was analyzed for those that only teach U.S. History in the 2011-2012 school year. The final sample, however, was further narrowed based on completed responses. Elementary and middle school teachers do not meet the criteria for this study due to the U.S. History curriculum placement at the high school level.

Outlining the Procedure

Schools in a Metropolitan School District were identified based on their grade level affiliation, containing at least grades 9-12. Once Lynn University IRB approval was obtained, the appropriate paperwork was completed and submitted to the selected metropolitan schools district's department of Research and Evaluation. Upon approval from the district department of Research and Evaluation principals of the pre-identified schools were contacted regarding the study with a letter (See Appendix B) stating the purpose of the study and detailed instructions for the social studies department heads. The survey was disseminated to the seven high schools social studies department heads who in turn sent the Qualtrics survey link to the respective U.S. History teachers. The survey link contained a letter (See Appendix B) describing the purpose of the study and their privacy rights in an effort to receive honest feedback.

Instrumentation

In an effort to determine if the story of the SS St. Louis is explicitly taught in U.S. History courses, survey research was determined to be the most suitable method. Survey methodology includes "defining the population, outlining a procedure, developing a survey instrument, pre-testing the survey, collecting data and analyzing it". (Ellison, 2002) For the purpose of this study a survey instrument developed by Ellison in a dissertation entitled *From one Generation to the Next: A case study of Holocaust Education in Illinois* was modified for use in the school district according to the Florida

Department of Education description of Holocaust studies. The survey contained multiple choice, text entry, matrix tables, and rank order formatting for the question types.

The original survey developed by Ellison was administered in a packet through the United States Postal Service. Given the advancement in technology, since the survey's original administration, the modified survey will be deployed using e-survey methodology. According to Jansen, Corely, and Jansen (2007) the three most common reasons for choosing an e-survey over traditional paper-and-pencil approaches are (1) decreased cost, (2) faster response times, and (3) increased response rates. (p. 1) This particular study will use the e-survey approach of being a web-based survey which by definition are survey instruments that physically reside on a network server (connected to either an organization's intranet or Internet) and that can be accessed only through a Web-browser. (Jansen, Coreley, & Jansen, 2007, p. 8)

Similar to the original survey the modified survey included the following sections to provide basic demographic information on the respondents and their educational institutions:

- Background Information
- School Demographics

The next three sections referenced Holocaust education in general:

Part I – Where is the Holocaust taught?

Part II – When is the Holocaust taught?

Part III – What is being taught?

Part IV – How is the Holocaust taught?

Following deployment of the survey a website was built to address curriculum needs in reference to the story of the SS St. Louis. Based on survey results regarding current instructional practices the website dealt with gaps in effective instructional pedagogy. In an effort to develop a comprehensive web-based curriculum the following guiding questions for curriculum development were utilized:

1. What forces prompted the Jews to flee Germany?
2. What significance did Kristallnacht play in the voyage of the SS St. Louis?
3. Why did the United States political leadership fail to grant safe harbor to the passengers aboard the SS St. Louis?
4. How did the United States play a role in the future of passengers aboard the SS St. Louis?
5. What social, religious, and political forces weighed on the United States' decision?

Ethical Considerations

In order to safeguard the well-being of the participants in the study, the researcher complied with all the stipulations described under the Code of Regulations 45 CFR 461

(Protection of Human Subjects). The survey instrument was vetted by other researchers to ensure participant anonymity, therefore, eliminating identification of specific schools and/or teachers.

Validity & Reliability

External validity in this research design is fairly strong due to the explicit description of the methodology and the lack of multiple treatment interference. Instruments for gathering data are never used more than once during the data collection period. Caution must be taken when applying the results of the experiment to ensure that generalizations are made during a similar time period. In addition, treatment diffusion is reduced significantly by administering the survey during a scheduled block of time. Validity is further reinforced by the selection process of purposive sampling which "virtually ensures that key characteristics of individuals in the population are included in the same proportions in the sample." (Fraenkel & Wallen, 2009)

Reliability in this study is difficult to ascertain due to the fact that this research represents a pilot study. According to Ellison, "the reliability of this study might best be compared to a snapshot in that this study represents a snapshot of Holocaust education in state of Illinois at a particular moment in time." (2002, p.6) The aforementioned situation can be applied to the survey for the SS St. Louis Project in the selected Metropolitan School District.

CHAPTER 4: RESULTS

This chapter provides an in depth analysis of the survey results through descriptive statistics. Areas of analysis highlight the five major sections of the survey which include background, demographic information, and the who, what, where, and when of Holocaust studies in public school United States History coursework. Based on descriptive statistics a web-based curriculum was developed to challenge the cognitive and moral development of students through the SS St. Louis Legacy curriculum. Various snapshots of the website will be presented along with a description of how each segment subscribes to a constructivist-based curriculum.

Description of Respondents

The initial application to conduct research that was submitted to the selected metropolitan school district included 24 high schools. However, access by the school district was granted to seven high schools of which five made the 2011 Washington Post Company List of Americas top high schools. The remaining 17 high schools were excluded due to their appearance on the List of Prohibited Schools FY2012. The schools that appeared on the aforementioned list were in Correct II status according to Florida's 2011-2012 Differentiated Accountability School Categories. According to Figure 4.2 Correct II Status for high schools in particular, incorporates schools that have failed to meet Adequate Yearly Progress (AYP) in more than four areas. As a result, additional interventions must be made at each specific educational institution to raise the percentage

of students who fail to meet AYP. Consequentially, these targeted interventions produce bureaucratic amounts of paperwork that must be submitted to the Florida Department of Education to show compliance with the Differentiated Accountability guidelines. Due to the additional responsibilities of schools in Correct II status, it was determined by the school district's IRB Committee that participation in additional research would add unwanted stress, hence, the reduction in the number of high schools selected to participate in this study. Respondent numbers were further complicated by the Florida Comprehensive Assessment Test (FCAT) blackout period that is imposed on the selected school district by the Department of Assessment

<p>CORRECT II</p> <p>Schools with AYP Counts* of 4 or greater that have met less than 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> ○ "A", "B", "C" elementary or middle schools ○ High schools and high school combination schools with FCAT performance points of 435 or higher ○ Ungraded schools. <p>Schools with AYP Counts of 4 or greater that include</p> <ul style="list-style-type: none"> ○ "D" elementary or middle schools ○ High schools and high school combination schools with FCAT performance points from 395 to 434. <p>Schools regardless of AYP Status that meet the following criteria:</p> <ul style="list-style-type: none"> ○ All "F" elementary or middle schools ○ High schools and high school combination schools with FCAT performance points less than 395. <p>*****</p> <p>➤ <i>SCHOOL IMPLEMENTS INTERVENTIONS</i></p> <p>➤ <i>DISTRICT AND STATE MONITOR PROGRESS AND SUPPORT SCHOOLS</i></p> <p>➤ <i>DISTRICT AND STATE DIRECT SCHOOL INTERVENTIONS FOR F and LOWEST 5% SCHOOLS</i></p>

Figure 4.2 Differentiated Accountability Correct II status assignment guidelines (FLBSI, 2011-2012)

Research Question 1: Is the story of the SS St. Louis effectively taught in public school U.S. History courses?

Background Information

Table 4. 3 Gender, Ethnicity, Religion, and Years of Teaching Experience of U.S. History Teachers in the Selected Metropolitan School District

	Answer	Response	%
Gender	Male	3	75
	Female	1	25
	Total	4	100%
Ethnic Background	Black or African American	1	33
	Asian-American	0	0
	Caucasian	2	67
	Hispanic	0	0
	Native American	0	0
	Multi-Racial	0	0
	Other (Specify)	0	0
	Total	3	100%
	Religion	Jewish	1
Protestant: Baptist		1	33
Protestant		1	33
Total		3	100%
Years of high school teaching experience	1-5	0	0
	6-10	1	25
	11-15	0	0
	16-20	0	0
	21+	3	75
	Total	4	100%

Table 4.4 Teacher Certification Areas of U.S. History Teachers in the Selected Metropolitan School District

Text Response

- Social Studies 6-12 ESE K-12 Middle Grades Intg. Curriculum 5-9
- Social Science Grades 6 – 12A ESOL Middle Grades Endorsement Educational Leadership Certification
- Social Science High School
- social studies

The majority of the respondents were males (75%) while the remaining respondent was female (25%) .(Table 4.3) Ethnicity was two-thirds Caucasian and one-third Black or African American. When it came to religion only three respondents provided answers with one reporting to be Jewish while the other two were of the Protestant faith. Teaching experience revealed three individuals with 21+ years and one individual between 6-10 years.

School Demographics

Table 4.5 Grade Levels, Location, and Socioeconomic Population of Selected Metropolitan School District

	Answer	Response	%
Grade Levels Included in School	9-12	3	75%
	9-10	0	0%
	11-12	1	25%
	Other (specify)	0	0%
	Total	4	100%

Table 4.5 (continued)

Location of School	Rural	0	0%
	Suburban	2	50%
	City	2	50%
	Metropolitan Center	0	0%
	Total	4	100%
Average Socioeconomic Level of Student Body	lower socioeconomic scale	0	0%
	middle socioeconomic scale	3	75%
	upper socioeconomic scale	1	25%
	Total	4	100%

Table 4.6 Estimated percentage of Jewish heritage in the Selected Metropolitan School District

	0-10%	11-20%	21-30%	30% and above	Responses	Mean
Administrators	3	1	0	0	4	1.25
Faculty/Staff	1	2	1	0	4	2.00
Students	1	1	1	1	4	2.50

The area of school demographics (Table 4.5) revealed that the majority of the individuals taught at educational institutions that were grades 9-12 with a 50-50 split in location between suburban and city. However, one respondent reported to be in the upper

socioeconomic scale while the remaining 75% reported a middle socioeconomic scale. The estimated percentage of Jewish heritage among administrators, faculty/staff, and students (Table 4.6) revealed the greatest distribution among students with a minimum value of one and a maximum value of four resulting in an average of 2.50.

Part I: Where is the Holocaust taught?

Table 4.7 Holocaust requirement prior to graduation

	Answer	Response	%
A Unit of study on the Holocaust is taught in my classroom:	Yes	3	100%
	No	0	0%
Students are required to take a unit of study before graduation:	Total	3	100%
	Yes	1	33%
	No	2	67%
	Total	3	100%

According to Table 4.7 a unit of study on the Holocaust is taught by all three respondents in their classrooms. However, only 33% knew that the Holocaust was a required topic prior to graduation.

Part II: When is the Holocaust taught?

Table 4. 8 “Holocaust Remembrance Day” and Holocaust studies correlation

	Answer	Response	%
Is the Holocaust taught in conjunction with “Holocaust Remembrance Day”?	Yes	2	50%
	No	2	50%
	Total	4	100%

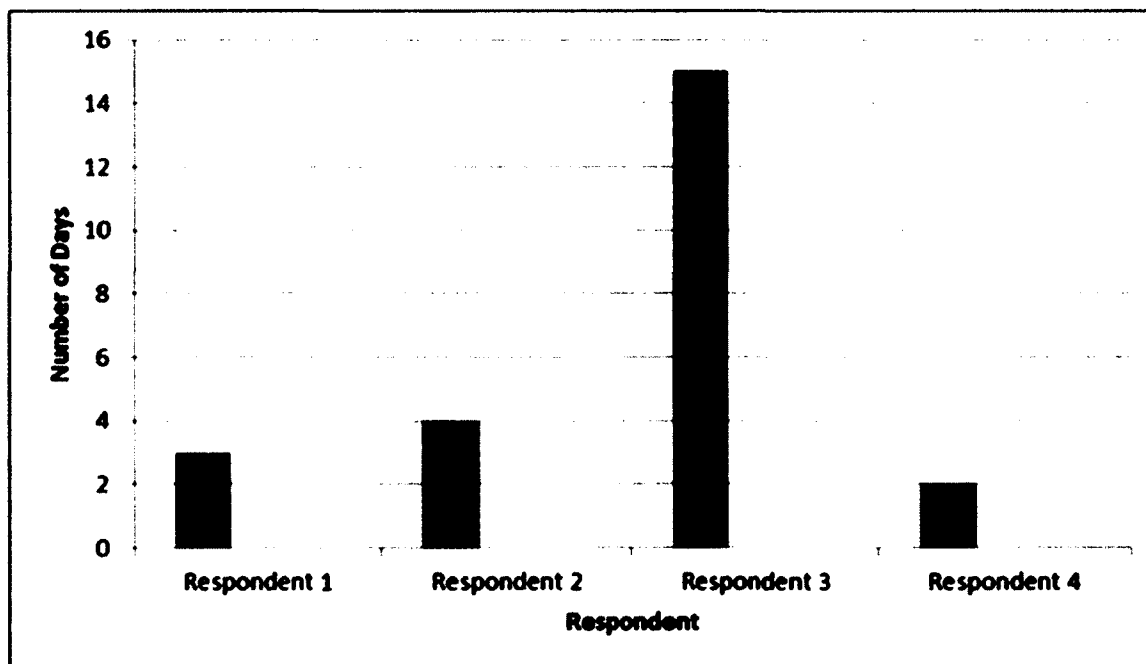


Figure 4. 3 Average number of days spent teaching Holocaust Studies

Teaching about the Holocaust in conjunction with “Holocaust Remembrance Day” was done by half the respondents with an average of six days devoted to the aforementioned topic. (Table 4.8)

Part III: What is being taught?

Table 4.9 Topics covered in Holocaust Studies

Item #	Answer	Response	%
1	Anti-Semitism	4	100%
2	Martin Luther	0	0%
3	Racial Anti-Semitism	2	50%
4	World War I	3	75%
5	Treaty of Versailles	3	75%
6	Germany in the postwar years (1918-1939)	4	100%
7	Weimar Republic	2	50%
8	Jewish life in Europe before the Holocaust	1	25%
9	Growth of totalitarian governments in Europe	3	75%
10	Beer Hall Putsch	1	25%
11	Mein Kampf	3	75%
12	Hitler's rise power	3	75%
13	Stereotyping	3	75%
14	Prejudice	1	25%
15	Obedience	1	25%
16	Propaganda	2	50%
17	Concentration Camps	4	100%
18	Anti-Jewish legislation	1	25%
19	Nuremberg Laws	4	100%

Table 4.9 (continued)

20	1936 Olympics	██████████	2	50%
21	Evian Conference	██████████	1	25%
22	Kristallnacht	████████████████████	3	75%
23	The ship St. Louis	████████████████████	4	100%
24	Immigration Laws	██████████████	2	50%
25	Role of bystanders	██████████	1	25%
26	Military history of European Theater of War	██████████	1	25%
27	Eugenics	██████████████████	3	75%
28	Treatment of handicapped (euthanasia)	██████████	1	25%
29	Leadership of SS	██████████	1	25%
30	Ghettos	████████████████████	4	100%
31	Judenrat (Jewish governments in ghetto)	██████████	1	25%
32	Invasion of Russia as turning point in Holocaust	██████████████	2	50%
33	Einsatzgruppen (mobile killing squads)		0	0%
34	Wannsee Conference	██████████████	2	50%
35	Final Solution	██████████████████	3	75%
36	Bureaucracy of Holocaust		0	0%
37	Collaboration	██████████	1	25%
38	Death Camps	████████████████████	4	100%
39	Auschwitz	██████████████	3	75%
40	Non-Jewish victims of Holocaust	██████████████	3	75%

Table 4.9 (continued)

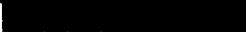

















41	Church's Response to Holocaust		2	50%
42	United States Response to Holocaust		2	50%
43	War Refugee Board		1	25%
44	Bombing of Auschwitz?		1	25%
45	Rescuers		0	0%
46	Righteous Gentiles		2	50%
47	Case Study of Denmark		0	0%
48	Oskar Schindler		2	50%
49	Raoul Wallenberg		1	25%
50	Resistance		1	25%
51	The White Rose		0	0%
52	Warsaw Ghetto Uprising		3	75%
53	Death Marches		3	75%
54	Liberation		4	100%
55	Nuremberg Trials		4	100%
56	Responsibility		0	0%
57	Creation of the State of Israel		2	50%
58	Forgiveness		0	0%
59	Uniqueness of Holocaust		3	75%
60	Comparisons to other genocides		3	75%
61	Survivor memories/ testimony		4	100%
62	Children of survivors		2	50%
63	Literature of Holocaust		1	25%

Table 4.9 (continued)

64	Restitution for forced labor and/or property		0	0%
65	Deniers/Revisionist historians of Holocaust	██████████	2	50%
66	Other (specify)		0	0%

In slight contrast to the findings of Ellison (2002) which identifies topics such as the bombing of Auschwitz, the War Refugee Board, the Evian Conference and the SS St. Louis as not being taught, the e-survey identified all except the SS St. Louis. However, topics such as the SS St. Louis received a 100% response rate with supporting topics such as Propaganda, Immigration Laws, and United States Response to the Holocaust receiving a 50% response rate. (Table 4.9)

Part IV: How is the Holocaust being taught?

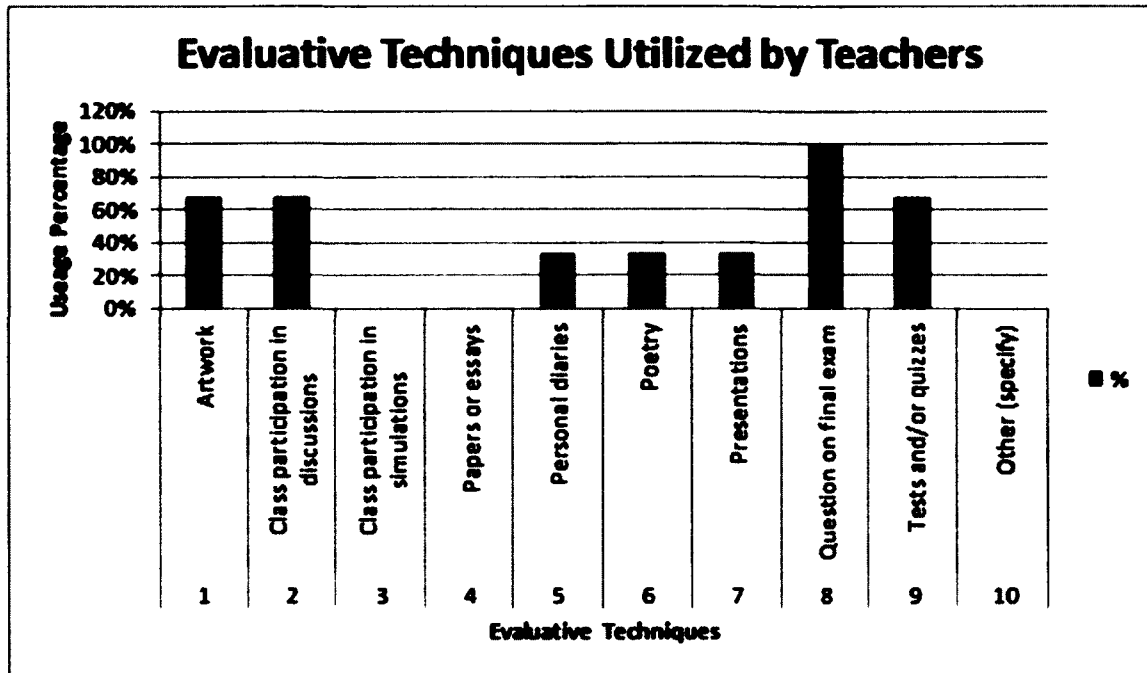


Figure 4. 4 Evaluative Techniques Utilized by Teachers in Selected Metropolitan School District

According to the survey results 100% of the respondents utilized film/video to portray the story of the Holocaust. Trailing behind at 75% usage were internet sites and secondary texts and readings. CD Roms, periodicals, primary source material, and survivor testimony were explored by 50% and curricular guides at a quarter. Visits to Holocaust education centers and virtual tours of Holocaust museums were not implemented in the classroom by any of the respondents. Curriculum guides were used by one individual and included the Palm Beach County Curriculum and the U.S. Holocaust Memorial Museum Curriculum Guides.

In relation to films/videos/dvd's one individual used "Brand of Brothers" and "Schindler's List". However, two respondents entered "Night and Fog" in the field of other. "Night" Elie Wiesel was the only reading used to supplement the curriculum. Similar to what was experienced by Ellison (2002) respondents were confused with the instructions that asked them to rank methods of instruction and instead used the number one throughout. Based on the average it was evident that Acts of Remembrance, research, simulations, writing, and field trips were the least utilized methods.

Of the three individuals who answered the final question all relied on providing questions on final exams as an evaluative technique followed by artwork, class participation, and tests/quizzes at 67%. Based on Figure 4.3 personal diaries, presentations, and poetry were used by 33%, while class participation in simulations, papers or essays were not seen as tools worthy of evaluative techniques.

Research Question 2: Will a web-based U.S. History curriculum on the SS St. Louis support the cognitive and moral development of students based on current web-design pedagogy?

Based on the survey results the story of the SS St. Louis is covered in context, however, the resources that are utilized do not support the cognitive and moral development of students. The evaluative techniques are limited and fail to meet the requirements of differentiated instruction for the majority of the respondents. Teachers

stated they addressed the story of the SS St. Louis but did not utilize effective strategies such as simulations, discussions, and/or case studies. The technology aspect of the curriculum was limited to a movie on dvd or vhs. Therefore, the 21st century aspect of instruction is limited and does not meet the needs of the diversified group of students.

SS St. Louis Web-Based Curriculum

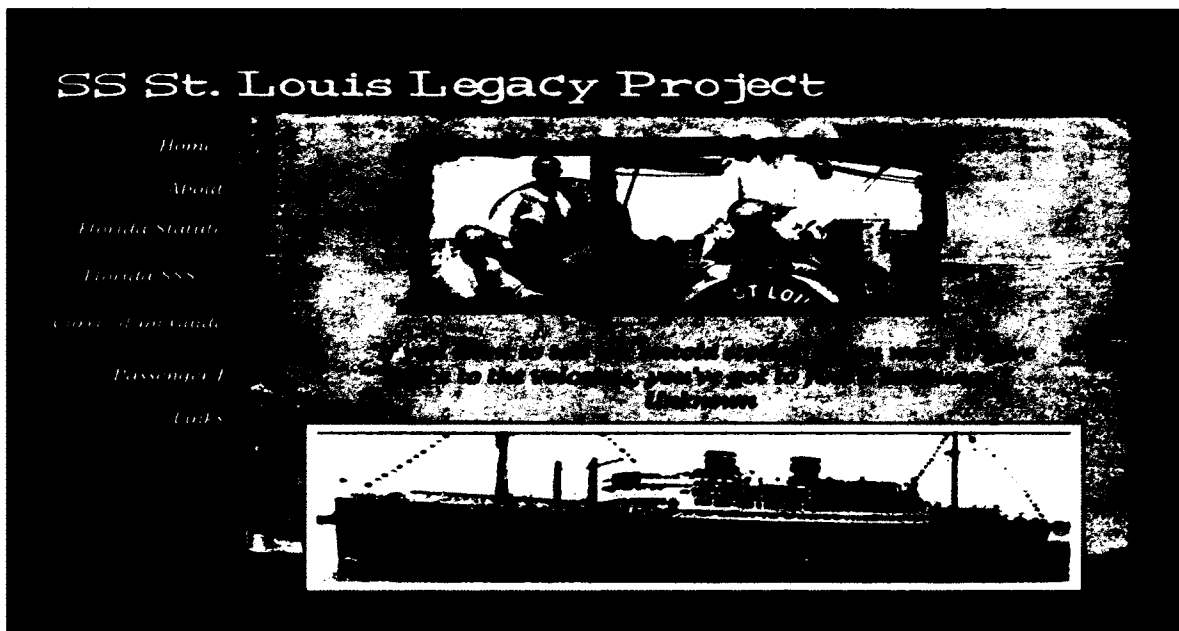


Figure 4.5 SS St. Louis Legacy Project website homepage

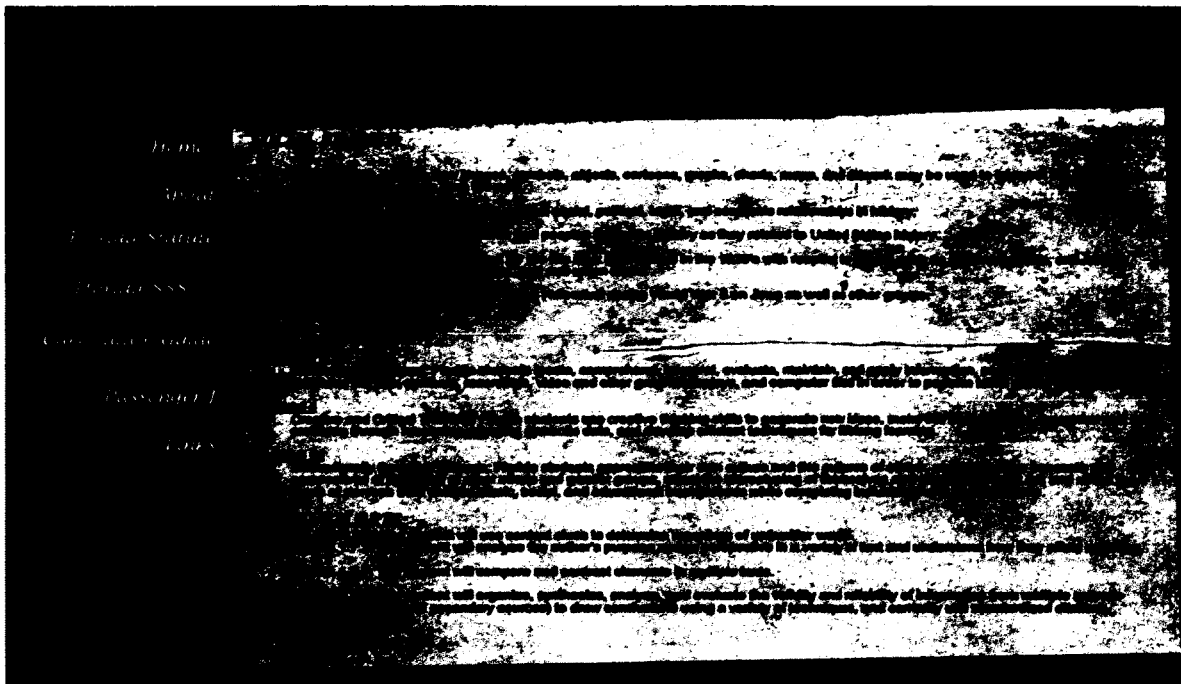


Figure 4.6 Florida Sunshine State Standards that correlate to the SS St. Louis Legacy Project Curriculum

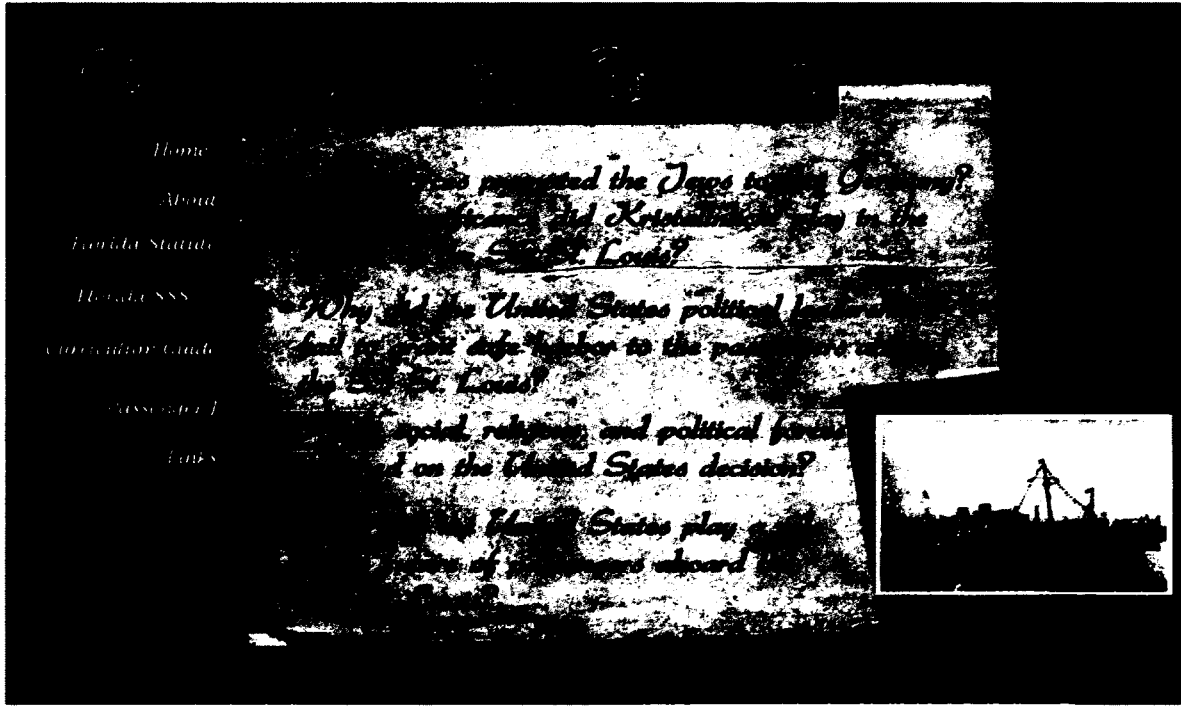


Figure 4.7 Guiding questions for the SS St. Louis curriculum

From the homepage (Figure 4.5) at <http://dreidthomas.wix.com/ss-st-louis> , visitors to the website will be able to access:

1. the Florida Statute on Holocaust Education,
2. the selected Florida Sunshine State Standards that apply to the curriculum (Figure 4.6),
3. a curriculum guide based on the guiding questions stated in the methodology (Figure 4.7),
4. the Passenger J movie trailer by Robert Krakow, and
5. links to websites that support the objectives behind the SS St. Louis Legacy project.

The guiding questions were divided into four sections. The first two guiding questions addressed Kristallnacht and an overall introduction to the SS S. Louis story

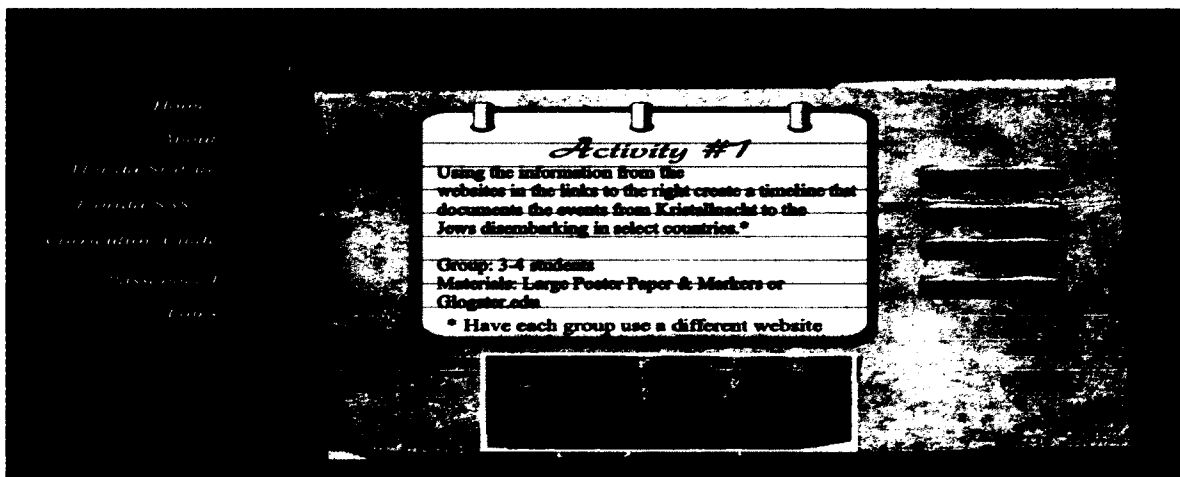


Figure 4.8 Activity #1 for introduction to the SS St. Louis

In an effort to have students conduct research and synthesize the information into a timeline, various websites were provided which addressed the topics of Kristallnacht and the voyage of the SS St. Louis. (Figure 4.8) This inquiry-based lesson therefore supports the need for student discovery. The activity directions ask each group to utilize a different site which provides the grounds to compare and contrast once the activity is done. Students will discover that depending on the reference the story may have multiple nuances that were not discussed on another website of the same topic.

Figure 4.9 provides the groundwork for discussing Immigration policy during the Holocaust period. Students are provided with a prezzi that discusses the difference between emigration and immigration and its application to the story of the SS St. Louis. The extension activity builds on immigration policy and asks students to take into consideration Haitian immigration policy in comparison to the Jews aboard the SS St. Louis. A classroom discussion would be held in which two students speak on behalf of Jewish immigrants and Haitian immigrants.

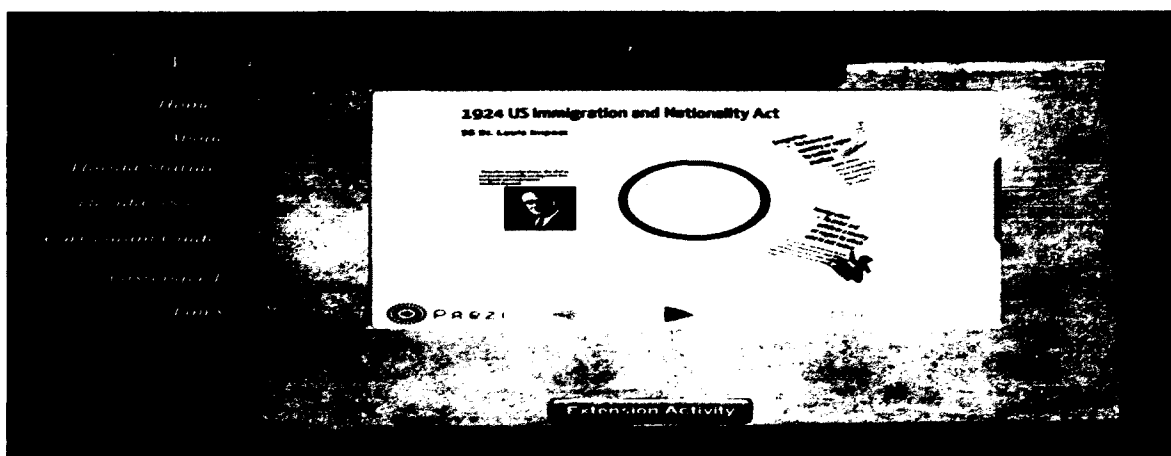


Figure 4.9 The SS St. Louis and immigration policy

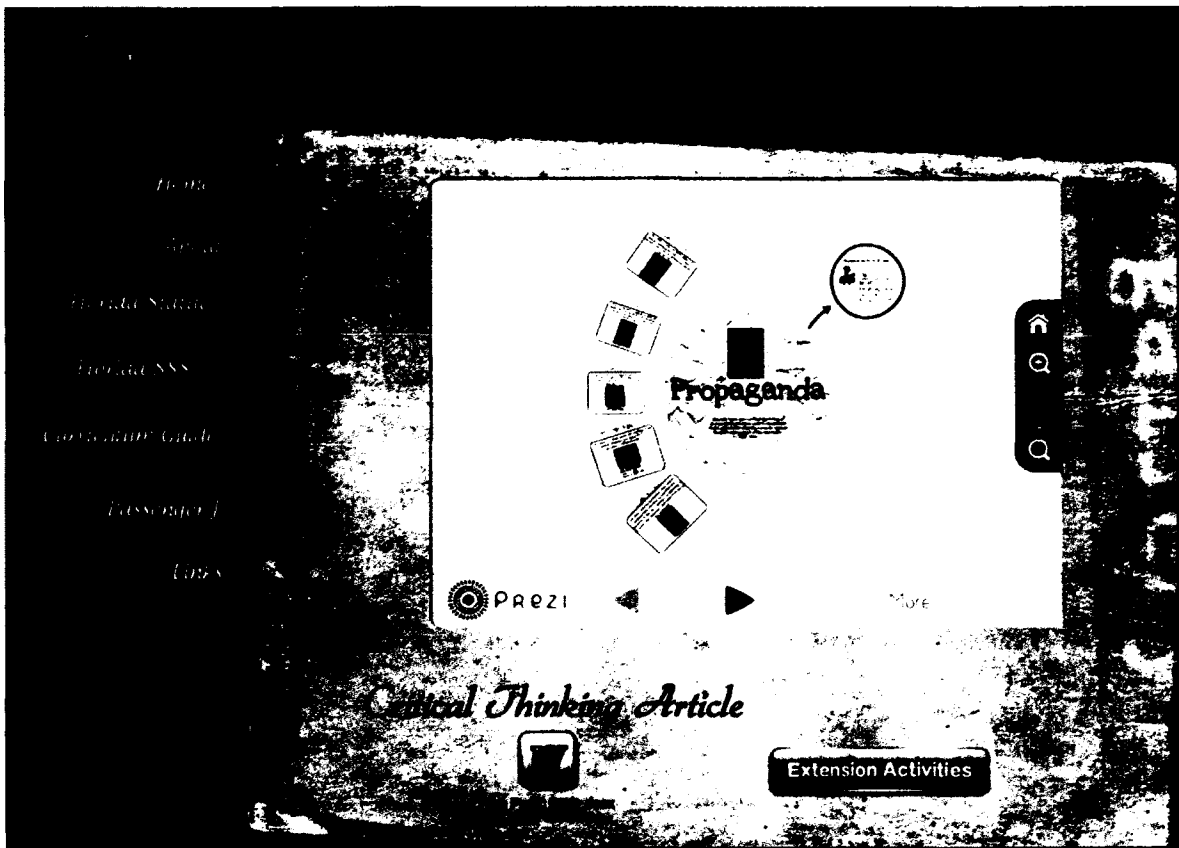


Figure 4.10 The SS St. Louis and propaganda

Figure 4.10 provides the groundwork for discussing propaganda and how it was used against the Jews during Hitler's regime. The prezi provides students with an overview of what propaganda is and the various types of techniques used. Finally, application of propaganda is applied to the passengers aboard the SS St. Louis.

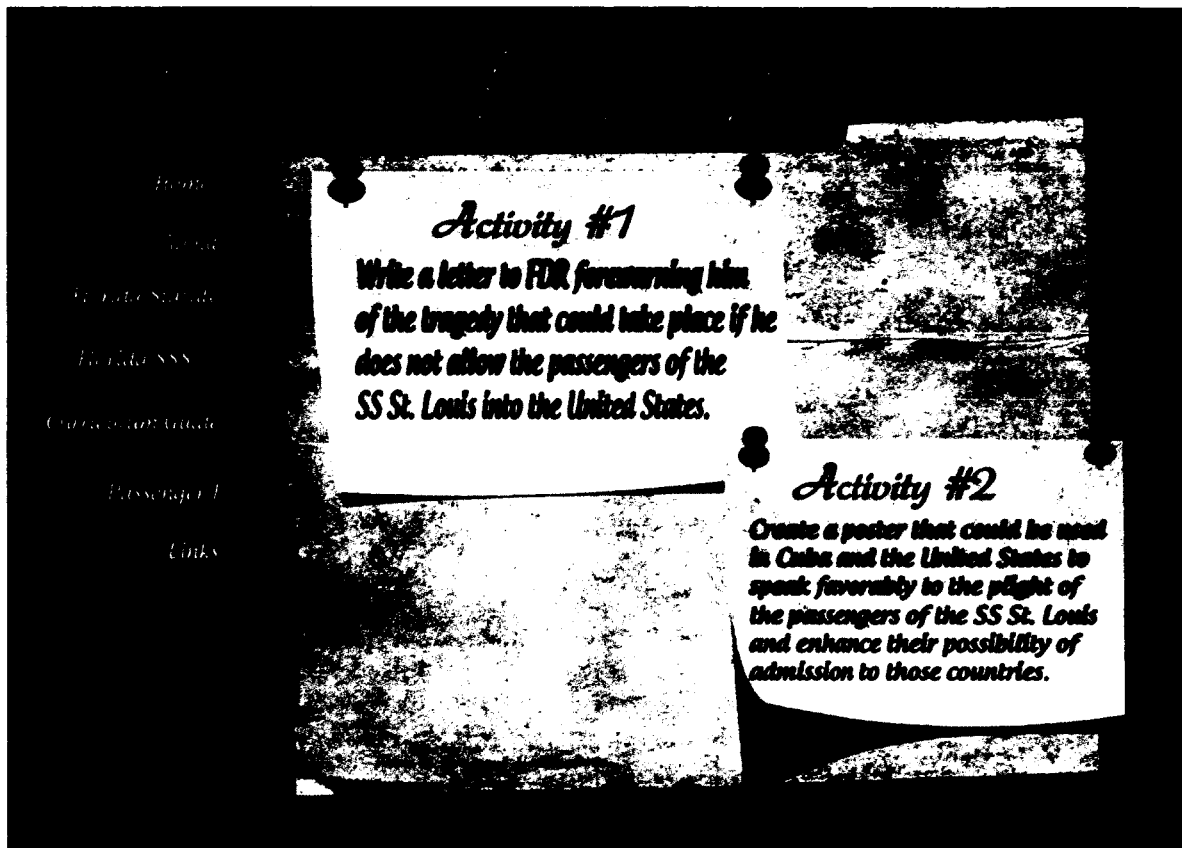


Figure 4.11 Propaganda extension activities

The extension of activities related to propaganda (Figure 4.11) focus on writing and the arts. The students are able to choose which activity matches their dominant learning style. However, both activities support the moral development of students allowing them to take on the role of advocating for the less fortunate. The article entitled “The Panic Party” is also used in the curriculum allowing students to view the SS St. Louis from a satirical point of view. After reading the article students are asked to answer the following critical thinking questions:

1. **Compare and Contrast the reaction of England and France to the departure of the Jews.**
2. **How would you relate the plight of the Jewish emigrants on board the SS St. Louis to the title of the essay “The Panic Party”?**
3. **The “Saint Louis” became a “Flying Dutchman”. How does this metaphor help explain life aboard the ship?**

The last question in the curriculum guide regarding the future of passengers aboard the SS St. Louis will be depicted through an Xtranormal movie. Students will be paired and assigned a passenger aboard the SS St. Louis. Based on their research students will build a movie by creating an interview with the passenger they are assigned.

CHAPTER 5: DISCUSSION

Restatement of the Problem

Given the advancement of technology and the desire to provide differentiated instruction in the classroom, new instructional strategies are a necessity. In the Social Studies realm, the topic of Holocaust studies faces additional scrutiny with the concept of “Holocaust fatigue”. Holocaust fatigue deals with the idea that the aforementioned topic is being taught to death and therefore the historical significance is lost during instruction.

The Florida State Statute on Holocaust education requires the topic:

“to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions. ”

Infusing the Florida Statute in addition to the needs of 21st century learners requires a paradigm shift in curriculum design and implementation.

The story of the SS St. Louis lends itself to implementation into the United States History curriculum; however, it is not explicitly stated in current instructional documents. Students may receive in depth coverage of the SS St. Louis if they take a Holocaust class,

which falls into the category of being an elective. Therefore, students who do not take the elective course may not be exposed to the requirements under the Florida Statute on Holocaust education.

This study focused on determining the current practices of Holocaust education instructional practices in public educational institutions. Based on the findings a web-site was developed that merged the needs of the 21st century learners with effective web-based curriculum pedagogy. Assignments were built to encourage critical thinking and moral advocacy which aligns to the developmental principles of King (2009).

Summary of Findings

Due to the low response rate on the Holocaust survey this study morphed into a case study. With only four respondents, generalizations cannot be made and therefore research question one was difficult to ascertain. However, based on the data that was received the story of the SS St. Louis is being taught in the classroom. As stated earlier the resources reflect a 20th century rather than 21st century curriculum and do not support the cognitive and moral development of students. The technology portion was lacking and therefore supports the need for a web-based curriculum. The newly designed website requires student interaction and engagement. It should be noted that the individual with less than ten years' experience used a variety of resources to cover the unit on Holocaust studies. The remaining three participants with over 21 years' experience utilized minimal instructional material.

Limitations

As previously stated in the respondent description, the study was compromised by the restricted access to select schools. Results were therefore reflective of individuals who teach primarily in the middle socioeconomic area. The FCAT blackout period further complicated matters by pushing the deployment of the survey closer to the end of the school year, when teachers are focused on closing out procedures and exams. Perhaps the greatest limitation for the SS St. Louis Legacy curriculum rests with the technology knowledge of the instructors themselves. Several new innovative programs were incorporated into the curriculum, which include Prezi (graphic organizers brought to life), Xtranormal (movie maker), and Glogster (online media posters).

Finally, the videos that were posted in the curriculum are linked to YouTube, which is blocked by the selected metropolitan school district. Implementation of this curriculum will require collaboration with the Instructional Technology Department to allow access to select videos. Consequentially, full utilization of this web-based curriculum should be preceded by training whereby the individuals involved will be given the professional development necessary to aid in effective instructional delivery.

Recommendations for Future Research & Implications for Practice

It is evident that the survey should be deployed again to solicit a greater and more diverse response. The website would be included in the next deployment in an effort to receive feedback regarding the curriculum and the various activities. Student feedback

would also assist in restructuring the website to fit their needs. However, the idea of “curriculum consonance” which deals with the “relationship among what teachers plan to teach (the intended curriculum), what ensues in the classroom (the operational curriculum), and what students learn (the experienced curriculum)” lends itself to further research based on current web-design pedagogy. (Thornton, 1988)

The SS St. Louis Legacy project has opened the doors for untold stories that fit the standards required in the classroom. This curriculum provides a fresh perspective on historical events and figures while at the same time integrating numerous aspects of the Common Core Standards. The activities that are built into the curriculum support the following Common Core shifts in teaching:

1. **Lead High-Level, Text-Based Discussions** (questions are grounded in the text, and students refer to text in their responses)
2. **Focus on Process, Not Just Content** (provide students with the opportunity to discover information on their own)
3. **Create Assignments for Read Audiences and with Real Purpose** (writing to a variety of audiences)
4. **Teach Argument, Not Persuasion** (argument requires more logic and reason)

5. Increase Text Complexity (expose students to various resources on the same topic to add more depth and perspective to the lesson)

(Davis, 2012)

Further studies are needed to determine the impact of the newly designed curriculums on student cognitive development. A study should be conducted to measure the cognitive and moral development of students before and after the implementation of curriculums similar to the SS St. Louis Legacy project that engage students multiple learning styles. The development of assessments that meet the needs of the diverse learners is on the horizon and as a result the curriculum design must match the desired outcome.

The SS. St. Louis Legacy Project is not just an interactive web site, curricular design and course materials. The innovative program design which resonates with the findings of Taba (1962) and Liaw (2004) provides:

- A comprehensive curriculum designed by a scholarly practitioner focused on ambitious academic goals, aligned with state standards, and organized around US History that matters for students' work, personal, and civic lives;**
 - Online technologies for interactive materials and supplemental student learning activities plus teacher access to online activity data;**
 - Resources for advancing quality teaching embedded in the curriculum;**
 - Open educational resources that are cost effective for both teachers and students;**
- and**

- **An interactive web site providing performance analytics and field-based activities to strengthen local efforts at contextualizing effective practices and outcomes.**

The creation of this web-based curriculum emphasizes the fact that the story of the SS St. Louis is not just U S History but more specifically Florida History.

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APPENDIX A

2011-2012 DIFFERENTIATED ACCOUNTABILITY SCHOOL CATEGORIES

2011-2012 Differentiated Accountability (DA) Matrix-Form Matrix-1

June 2011, Rule 6A-1.088011
Revised June 1, 2011

2011-2012 DIFFERENTIATED ACCOUNTABILITY SCHOOL CATEGORIES***	
CATEGORY I	CATEGORY II
<p>PREVENT I</p> <p>Schools with AYP Counts* from 1 to 3 that have met at least 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • "A", "B", "C" elementary or middle schools • High schools and high school combination schools with FCAT performance points of 436 or higher • Ungraded schools. <p>.....</p> <ul style="list-style-type: none"> ➤ SCHOOL IMPLEMENTS INTERVENTIONS ➤ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS 	<p>PREVENT II</p> <p>Schools with AYP Counts* from 1 to 3 that have met less than 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • "A", "B", "C" elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>"D" elementary or middle schools with AYP counts less than 4. High schools and high school combination schools with FCAT performance points from 395 to 434 with AYP counts less than 4.</p> <p>.....</p> <ul style="list-style-type: none"> ➤ SCHOOL IMPLEMENTS INTERVENTIONS ➤ DISTRICT DIRECTS SCHOOL INTERVENTIONS ➤ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS ➤ STATE MONITORS DISTRICT'S SUPPORT OF SCHOOLS
<p>CORRECT I</p> <p>Schools that have AYP Counts* of 4 or greater, have met at least 80% of AYP criteria, and belong to one of the following groups:</p> <ul style="list-style-type: none"> • "A", "B", "C" elementary or middle schools • High schools and high school combination schools with FCAT performance points of 436 or higher • Ungraded schools. <p>.....</p> <ul style="list-style-type: none"> ➤ SCHOOL IMPLEMENTS INTERVENTIONS ➤ DISTRICT DIRECTS INTERVENTIONS ➤ DISTRICT MONITORS PROGRESS AND SUPPORTS SCHOOLS ➤ DISTRICT AND STATE PROVIDE INTENSIVE ON-SITE SUPPORT TO SCHOOLS IN THE LOWEST 5% 	<p>CORRECT II</p> <p>Schools with AYP Counts* of 4 or greater that have met less than 80% of AYP criteria and belong to one of the following groups:</p> <ul style="list-style-type: none"> • "A", "B", "C" elementary or middle schools • High schools and high school combination schools with FCAT performance points of 435 or higher • Ungraded schools. <p>Schools with AYP Counts of 4 or greater that include</p> <ul style="list-style-type: none"> • "D" elementary or middle schools • High schools and high school combination schools with FCAT performance points from 395 to 434. <p>Schools regardless of AYP Status that meet the following criteria:</p> <ul style="list-style-type: none"> • All "F" elementary or middle schools • High schools and high school combination schools with FCAT performance points less than 395. <p>.....</p> <ul style="list-style-type: none"> ➤ SCHOOL IMPLEMENTS INTERVENTIONS ➤ DISTRICT AND STATE MONITOR PROGRESS AND SUPPORT SCHOOLS ➤ DISTRICT AND STATE DIRECT SCHOOL INTERVENTIONS FOR F and LOWEST 5% SCHOOLS
<p>SCHOOLS NOT REQUIRED TO PARTICIPATE IN DA STRATEGIES</p> <p>Schools that have not missed AYP for at least two consecutive years that are:</p> <ul style="list-style-type: none"> • "A", "B", "C" elementary or middle schools • High schools and high school combination schools with FCAT performance points of 436 or higher • Ungraded schools. 	<p>INTERVENE**</p> <ul style="list-style-type: none"> • Current "F" elementary or middle schools that have earned at least four "F" grades in the last six school years. • High schools and high school combination schools that have earned less than 395 FCAT performance points and have earned at least four "F" grades in the last six school years (counting the current year's FCAT performance points less than 395 as one year). • "D" Correct II elementary or middle schools or "F" elementary or middle schools or Correct II high schools and high school combination schools with FCAT performance points less than 435 that meet at least 3 of the following criteria: <ul style="list-style-type: none"> • Percentage of non-proficient students in reading has increased compared to the percentage attained five years earlier • Percentage of non-proficient students in math has increased compared to the percentage attained five years earlier • 65 % or more of the students are not proficient in reading • 65 % or more of the students are not proficient in math. <p>.....</p> <ul style="list-style-type: none"> ➤ SCHOOL IMPLEMENTS INTERVENTIONS ➤ DISTRICT AND STATE MONITOR ON-SITE ➤ DISTRICT AND STATE PROVIDE INTENSIVE ON-SITE SUPPORT ➤ DISTRICT CHOOSES ONE OF FOUR RECONSTITUTION OPTIONS <ol style="list-style-type: none"> 1. Convert school to a district turnaround school 2. Reassign students and monitor progress 3. Close and reopen as a charter school 4. Contract with an outside entity to run the school

* Schools with FCAT performance points of 436 or higher or ungraded schools enter DA after earning Adequate Yearly Progress (AYP) for two consecutive years (starting from 2003-04). An "AYP Count" value is reported to all schools. The AYP Count starts at 1 for a school that has earned AYP for two consecutive years. The count increases by one each year that a school earns AYP. A school must miss AYP two consecutive years to enter DA. If a school in DA then misses AYP one year, the school's AYP Count remains. However, if the school then misses AYP in the following year, the school's AYP Count reverts. Missing AYP for two consecutive years reverts the AYP Count to zero. To re-enter DA, a school would need to miss AYP for two consecutive years or be graded D or F.

** To exit the Intervene category a school must make significant progress after one year. Significant progress is defined as: 1. "C" elementary and middle schools and high schools with 435 FCAT performance points or greater. 2. The school's AYP performance improves so that at least one subgroup in reading and at least one subgroup in mathematics that previously did not make AYP has made AYP.

***For the purposes of DA, high school status is calculated on FCAT performance only (80 points based on reading, mathematics, writing, and science scores).

APPENDIX B

LETTER TO PRINCIPAL FOR CONSENT TO CONDUCT RESEARCH

Dear Principal,

In partial fulfillment of the degree of, Doctor of Education, at Lynn University I am seeking your assistance with research I am conducting regarding the American History curriculum and the development of cognitive and moral reasoning through a web-based curriculum.

According to Florida Statute 233.061 Holocaust history in the state of Florida is required in public school instruction. In an effort to efficiently teach the Holocaust new avenues of instruction must be traveled which include untold stories and 21st century practices of instructional delivery.

Your school has been chosen to participate in an online survey that seeks to determine the topics covered regarding the Holocaust in American History courses and the various materials and methods of instruction. Please forward the attached document to your Social Studies department head. This document contains a letter to the department head requesting his/her assistance in this project and instructions for the teachers that teach American History.

Your support in this endeavor is greatly appreciated. Completing the survey should take approximately 10 minutes.

Information gathered from the survey will be held in strict confidentiality. School names and teachers will not be used in the final report and a summary of the results will be made available upon request.

Thank you for your assistance with this study. If you have any questions please feel free to contact me at d.reidthomas@email.lynn.edu.

Sincerely,
Deidre Reid-Thomas

LETTER TO SOCIAL STUDIES DEPARTMENT HEAD FOR ASSISTANCE

Dear Social Studies Department Head,

I am seeking the assistance of the teachers in your department who teach American History. This is in partial fulfillment of the degree of, Doctor of Education, at Lynn University pertaining to the American History curriculum and the development of cognitive and moral reasoning through a web-based curriculum.

According to Florida Statute 233.061 Holocaust history in the state of Florida is required in public school instruction. In an effort to efficiently teach the Holocaust new avenues of instruction must be traveled which include untold stories and 21st century practices of instructional delivery.

Below you will find a link to the online survey which will take approximately 10 minutes to complete. Please forward this survey to those who teach at least one period of American History.

Please copy and paste the link to the survey in a separate email to the selected American History teachers: https://lynn.qualtrics.com/SE/?SID=SV_2mfUlrSsK0X3hQ0

Your support in this endeavor is greatly appreciated. Information gathered from the survey will be held in strict confidentiality. School names and teachers will not be used in the final report and a summary of the results will be made available upon request.

Sincerely,

Deidre Reid-Thomas

APPENDIX C
SURVEY INSTRUMENT

Holocaust Survey

Dear Colleague,

Thank you for taking the time to complete this 10 minute survey.

Your school has been chosen to participate in a study regarding American History Curriculum. According to Florida Statute 233.061 Holocaust history in the state of Florida is required in public school instruction. In an effort to efficiently teach the Holocaust, new avenues of instruction must be traveled which include untold stories and 21st century practices of instructional delivery.

Please complete this survey in its entirety to ensure a statistically reliable sample. Information gathered from this study will be held in strict confidentiality. School names and teachers will not be used in the final report and a summary of the results will be made available upon request.

If you would like a summary of the results or have any additional comments please feel free to contact me at DReidthomas@email.lynn.edu.

Sincerely,

Deidre Reid-Thomas

1. Your gender:

- Male
- Female

2. Your ethnic background:

- Black or African American
- Asian-American
- Caucasian
- Hispanic
- Native American
- Multi-racial
- Other (specify) _____

3. Your religion:

4. Your years of high school teaching experience:

- 1-5
- 6-10
- 11-15
- 16-20
- 21+

5. Your area(s) of certification:

6. Grade levels included in school:

- 9-12
- 9-10
- 11-12
- Other (specify) _____

7. Location of school:

- Rural
- Suburban
- City
- Metropolitan Center

8. Estimated average socioeconomic level of student body: (check one)

- lower socioeconomic scale
- middle socioeconomic scale
- upper socioeconomic scale

9. Estimated percentage of Jewish heritage:

	0-10%	11-20%	21-30%	30% and above
Administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty/Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. A unit of study on the Holocaust is taught in my classroom?

- Yes
- No

11. You teach about the Holocaust in the following classes:

- Caribbean Studies
- Civics
- Civil War and Reconstructions
- Comprehensive Law
- Constitutional Law II
- Contemporary History
- Florida History
- Global Studies
- Holocaust
- Latin American History
- Multicultural Studies
- Psychology
- Sociology
- Vietnam War
- Visions and Countervisions
- Visions and Their Pursuits
- Other (please specify) _____
- Economics
- United States Government
- United States History (American History)
- World Geography
- World History

12. All students in your school are required to take a unit of study on the Holocaust before graduation:

- Yes
- No

13. Is the Holocaust taught in conjunction with "International Holocaust Remembrance Day" ?

- Yes
- No

14. Estimated amount of days in the year devoted to teaching:

_____ Holocaust studies

15. In teaching about the Holocaust last year, you discussed or had your students read about the following topics: (check all that apply)

- Anti-Semitism
- Martin Luther
- Racial Anti-Semitism
- World War I
- Treaty of Versailles
- Germany in the postwar years (1918-1939)
- Weimar Republic
- Jewish life in Europe before the Holocaust
- Growth of totalitarian governments in Europe
- Beer Hall Putsch
- Mein Kampf
- Hitler's rise power
- Stereotyping
- Prejudice
- Obedience
- Propaganda
- Concentration Camps
- Anti-Jewish legislation
- Nuremberg Laws
- 1936 Olympics
- Evian Conference
- Kristallnacht
- The ship St. Louis
- Immigration Laws
- Role of bystanders
- Military history of European Theater of War
- Eugenics
- Treatment of handicapped (euthanasia)

- Leadership of SS
- Ghettos
- Judenrat (Jewish governments in ghetto)
- Invasion of Russia as turning point in Holocaust
- Einsatzgruppen (mobile killing squads)
- Wannsee Conference
- Final Solution
- Bureaucracy of Holocaust
- Collaboration
- Death Camps
- Auschwitz
- Non-Jewish victims of Holocaust
- Church's Response to Holocaust
- United States Response to Holocaust
- War Refugee Board
- Bombing of Auschwitz?
- Rescuers
- Righteous Gentiles
- Case Study of Denmark
- Oskar Schindler
- Raoul Wallenberg
- Resistance
- The White Rose
- Warsaw Ghetto Uprising
- Death Marches
- Liberation
- Nuremberg Trials
- Responsibility
- Creation of the State of Israel
- Forgiveness
- Uniqueness of Holocaust
- Comparisons to other genocides
- Survivor memories/ testimony
- Children of survivors
- Literature of Holocaust
- Restitution for forced labor and/or property
- Deniers/Revisionist historians of Holocaust
- Other (specify) _____

16. In teaching about the Holocaust last year, you used the following resources:

	Yes	No
CD Roms	<input type="radio"/>	<input type="radio"/>
Curricular Guides	<input type="radio"/>	<input type="radio"/>
Films/Videos	<input type="radio"/>	<input type="radio"/>
Internet Sites	<input type="radio"/>	<input type="radio"/>
Periodicals (newspapers, magazines, and/or journals)	<input type="radio"/>	<input type="radio"/>
Primary source material from the Holocaust (photos, documents, artwork, and music)	<input type="radio"/>	<input type="radio"/>
Secondary texts and readings	<input type="radio"/>	<input type="radio"/>
Survivor testimony in classroom	<input type="radio"/>	<input type="radio"/>
Visits to Holocaust education centers, museums, or memorials	<input type="radio"/>	<input type="radio"/>
Virtual tours of Holocaust museums	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>

17. Do you use the following curriculum guides? (Check all that apply)

- Holocaust Studies: Palm Beach County Curriculum
- Life Unworthy of Life: A Holocaust Curriculum
- The Holocaust and Genocide: The Betrayal of Humanity Parts 1 & 2
- Echoes and Reflections: A Multimedia Curriculum on the Holocaust
- U.S. Holocaust Memorial Museum curriculum guides
- Holocaust and Human Rights Education Center curriculum guides
- Other _____
- Other _____

18. Do you use the following films/videos/DVD's?

- A Tree for Sugihara
- All But My Life
- America and the Holocaust: Deceit and Indifference
- Auschwitz: "If you Cried, you Died"
- Band of Brothers
- Camera of My Family
- Courage to Care
- The Last Days
- Lodz - PBS
- Milgram's Experiment
- Not in Our Town
- Porraimos
- Purple Triangles
- Schindler's List
- Survivors of the Holocaust
- The Nazis: Helped into Power
- The Nazis: Chaos and Consent
- The Stanford Prison Experiment
- Uprising
- The Wave
- The Wild East
- Other (specify) _____

19. Do you use the following secondary texts/readings?

- All But My Life by Gerda Weissmann Klein
- Abandonment of the Jews by David Wyman
- Between Dignity and Despair by Marion Kapla
- Children in the Holocaust: Their Secret Diaries by Laurel Holliday
- Genocide by Hane Springer
- I Never Saw Another Butterfly edited by Hana Volavkova
- Night by Elie Wiesel
- Number the Stars by Lois Lowry
- The Other Victims – by Ina Friedman
- Rescue by Milton Meltzer
- The Sunflower by Simon Wiesenthal
- Survival in Auschwitz by Primo Levi
- War and Genocide: a Concise History of the Holocaust by Doris Bergen
- The Wave by Ron Jones
- While Six Million Died by Arthur Morse
- Other (specify) _____

20. In teaching about the Holocaust last year, rank how frequently you used the following methods from 1 to 10 (i.e., 1 most frequently, 2, 3,.....10 least frequently).

- _____ Acts of remembrance (including memorial services)
- _____ Creative presentations (including dramatic readings, plays, poetry, and music)
- _____ Discussions
- _____ Field Trips
- _____ Films
- _____ Lectures
- _____ Reading assigned texts
- _____ Research
- _____ Simulations
- _____ Writing

21. In teaching about the Holocaust last year, you used the following evaluative techniques:
(please check all that apply)

- Artwork
- Class participation in discussions
- Class participation in simulations
- Papers or essays
- Personal diaries
- Poetry
- Presentations
- Question on final exam
- Tests and/or quizzes
- Other (specify) _____