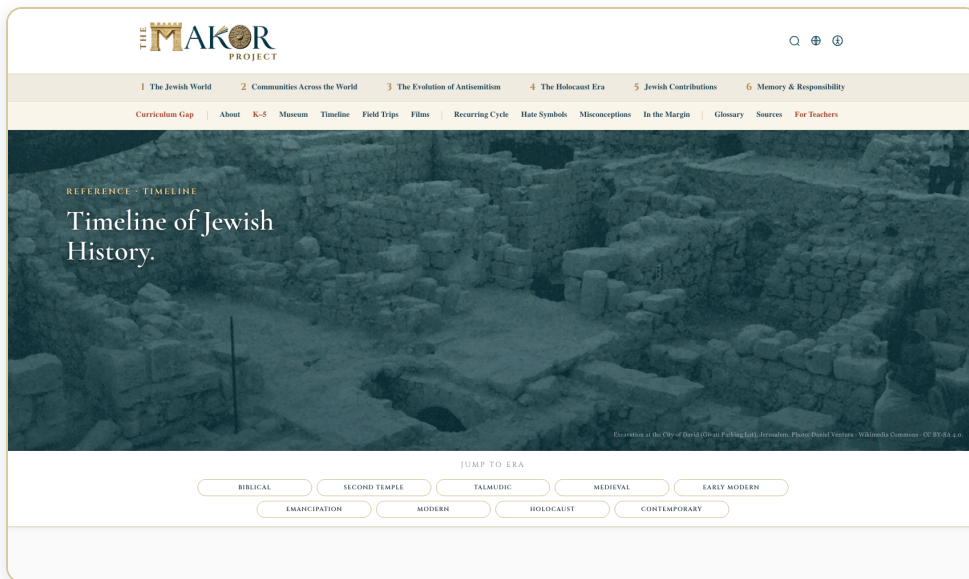


THE STANDARDS COMPANION • NEW YORK EDITION

In most classrooms, Jews appear as ancient Israelites, then vanish until they reappear as victims of the Holocaust, with a two-thousand-year gap in between.

The Makor Project covers the whole history. Free, source-based, and ready for the courses you already teach.



The site at makorproject.org: the whole arc of Jewish history, from the Biblical era to the present.

What it is

The Makor Project is a free online textbook and teaching companion for Jewish history, civilization, and the evolution of antisemitism, from antiquity through the Holocaust to the present. Six Units and 57 classroom-ready Chapters, each with primary sources, discussion questions, curated readings, and a printable PDF, mapped to the standards you already work from. No login, no cost.

Why it exists

A growing number of states require students to learn this history. Almost none supply a curriculum. Most students reach the Holocaust having met the civilization that was destroyed only in passing, with little sense of how the hatred behind it was built over centuries, or what came after. Makor covers the whole arc, before, during, and after, so students meet the Holocaust as the culmination of a history, not its origin. The full case is on The Curriculum Gap.

How to use it, by grade

Makor serves three levels from the same body of work. For the **early grades**, the K to 5 program adapts the material into guided modules, projected slideshows, handouts, and vocabulary cards. For **grades 6 to 12**, the 57 Chapters work as textbook chapters: each has a readable history, primary sources and images with full credits, discussion questions, Classroom Connections, and a printable PDF. For **college survey courses**, the same Chapters carry the primary-source depth and bibliographies to assign directly. Critical-thinking lessons add source-literacy exercises for any level. Each item is a link or a PDF, so you can hand it out on paper, email it, or post it in Google Classroom or any learning platform, with no student login.

Where Makor fits the courses you already teach

Every Chapter is mapped to a course and a standard. Find the course you teach, and here are the Chapters to pull. The codes here are mapped to the New York State Social Studies Framework's Key Ideas, with New York's Next Generation ELA standards supported throughout. For a version mapped to another state or country, register on the site or write to education@makorproject.org.

Ancient Civilizations

GRADES 6–12 AND COLLEGE · NEW YORK 9.1 (DEVELOPMENT OF CIVILIZATION) · 9.3 (CLASSICAL CIVILIZATIONS)

Who Are the Jews? · The Land of Israel · A Connected People · The First and Second Temples · The Synagogue · Ritual Objects and Material Culture · The Continuous Jewish Presence · plus the printable chapters *Ancient Israel and Judah* and *Judea in the Classical World*.

World Religions and Belief Systems

GRADES 6–12 AND COLLEGE · NEW YORK 9.2 (BELIEF SYSTEMS)

Who Are the Jews? · Sacred Texts · The Synagogue · The Calendar · The Jewish Life Cycle · The First and Second Temples · Ritual Objects · Nostra Aetate.

Teach Judaism here as a religion in its own right, not only as the root of what came after. It is a continuous people and faith that does not seek converts, did not spread by conquest, and has no central authority or governing hierarchy the way a church does.

Medieval Europe

GRADES 7–12 AND COLLEGE · NEW YORK 9.6 (SOCIAL AND CULTURAL GROWTH AND CONFLICT) · 9.9 (THE TRANSFORMATION OF WESTERN EUROPE AND RUSSIA)

Adversus Judaeos · The Blood Libel · The Expulsions · The Ghetto System · Rashi · Maimonides · Joseph Karo · The Diaspora.

Modern and World History, nineteenth and twentieth centuries

GRADES 9–12 AND COLLEGE · NEW YORK 10.2 (ENLIGHTENMENT, REVOLUTION, AND NATIONALISM) · 10.5–10.6 (UNRESOLVED GLOBAL CONFLICT)

The Racial Turn · The Russian Pogroms · The Protocols Forgery · The Nazi Synthesis · Theodor Herzl · The Modern State of Israel · Soviet Jewry · The Departure from MENA · Contemporary Antisemitism · and the community Chapters: North Africa, Iraq, Iran, and Ethiopian Jewry (Beta Israel).

The Holocaust

GRADES 8–12 AND COLLEGE · NEW YORK 10.5 (UNRESOLVED GLOBAL CONFLICT, 1914–1945) · EDUCATION LAW §801

The Years Before the Killing, 1933 to 1939 · Aktion T-4 · The Camp System · The Einsatzgruppen · The Nazi Ghettos · The Holocaust in the Middle East and North Africa · Jewish Resistance and Rescue.

Postwar, Memory, and Human Rights

GRADES 9–12 AND COLLEGE · NEW YORK 10.10 (HUMAN RIGHTS VIOLATIONS) · 10.6 (THE POSTWAR WORLD)

Liberation and the Displaced Persons · The Postwar Trials · Hannah Arendt · Postwar Restitution · The Memory Architecture · Holocaust Denial and the Response · It Didn't End · The Afterlife of the Image. With them, the living registers: The Legal Record, judgments and statutes updated quarterly, and the Incident Record, documented incidents each ending with a verdict, a plea, or an official finding.

United States History

GRADES 8–12 AND COLLEGE · NEW YORK 11.4–11.5 (THE POST-CIVIL WAR ERA, INDUSTRIALIZATION, AND URBANIZATION) · 11.8 (WORLD WAR II) · 11.10 (SOCIAL AND ECONOMIC CHANGE)

American Jewry · The Synagogue · The Modern State of Israel · Soviet Jewry · Contemporary Antisemitism.

Section 801, and a State That Checks

ALL GRADES · NEW YORK EDUCATION LAW §801, HUMAN RIGHTS INSTRUCTION WITH PARTICULAR ATTENTION TO THE INHUMANITY OF GENOCIDE · THE 2022 LAW (S.121A/A.472A) DIRECTING THE COMMISSIONER TO VERIFY DISTRICTS' HOLOCAUST INSTRUCTION

New York wrote this instruction into law and, in 2022, at the Museum of Jewish Heritage, signed a second law to check that it happens. A district asked to show its Holocaust instruction can show these pages: The Years Before the Killing · The Camp System · Jewish Resistance and Rescue · Holocaust Denial and the Response · and the Incident Record, with every claim sourced and every source credited.

English and ELA

ALL GRADES · NEW YORK'S NEXT GENERATION ELA STANDARDS: READING IN HISTORY AND INFORMATIONAL TEXT

Every Chapter supports the close reading of primary sources. Strongest fits for media and information literacy: The Protocols Forgery and Contemporary Antisemitism, plus the critical-thinking lesson *The Primary Source vs. the Headline*.

Jewish Contributions to science, thought, and law

GRADES 6–12 AND COLLEGE · UNIT 5

Albert Einstein · Across the Fields · with Theodor Herzl, Rashi, Maimonides, and Joseph Karo listed above.

Other ways to weave in the materials

Beyond the core lesson, the materials fit naturally into the rest of classroom life.

- **Print-and-go guides.**

The eight Makor Teaching Guides, one per grade band or subject, each opening with a first lesson planned beat by beat and a chart for the course.

- **A student club.**

The Makor Club kit turns student interest into a member-led history club: film nights, virtual field trips, an assembly plan, and community service.

- **Current-event assignments.**

Pair a story in today's news with the critical-thinking lesson *The Primary Source vs. the Headline*, or with the Contemporary Antisemitism Chapter, to build media literacy.

- **Readings.**

Assign a Chapter page, or a printable chapter from Makor Originals, with its discussion questions, as a reading.

- **Films.**

The Films collection gathers documentary viewing for the classroom.

- **Field trips.**

Virtual Field Trips visit sites and memorials online, and Chapters also point to local museums and historic synagogues for in-person visits.

- **Symbols and misconceptions.**

When they come up, bring in the guide to recognizing Hate Symbols and the Misconceptions reference.

- **Explore and reference.**

The online Museum of objects and manuscripts, the interactive Timeline, the Recurring Cycle, and the Glossary support projects, warm-ups, and independent study.

- **Extra credit and independent work.**

Any Chapter, with its sources and questions, stands alone as a research or writing assignment.

Professional development

A free, self-paced course, Teaching Jewish History and the Roots of Antisemitism, built entirely from the site. About six hours, taken in any order, ending with a classroom plan you build as you go and a certificate of completion. It follows the guidelines of the United States Holocaust Memorial Museum and the IHRA.

How to help

Read it. Use it in your classroom. Then tell another teacher. The Makor Project grows by word of mouth among educators who care about teaching this history well. Share it with a colleague, a department, or a district, and help put this history where it belongs.

A note on standards

The codes in this companion are mapped to the New York State Social Studies Framework, and to Education Law §801, which requires human rights instruction with particular attention to the inhumanity of genocide, joined in 2022 by S.121A/A.472A, under which the commissioner studies whether districts are teaching the Holocaust as required. Standards are revised periodically, so confirm the current codes against the official documents. Makor curates the strongest existing material, credits the institutions behind it, and adds original chapters of its own.

The Makor Project · makorproject.org · education@makorproject.org

“MAKOR” IS THE HEBREW WORD FOR SOURCE.