



THE MAKOR TEACHING GUIDES

Teaching the History of Antisemitism

One lesson, one unit, or a semester · Free, ready to teach · History electives, Holocaust and genocide studies, world history, and current events

Start at your size. One lesson tomorrow: The Nazi Synthesis, planned on page three, beat by beat. One unit: the chart on page two walks the arc chapter by chapter, each one a single lesson. The semester: teach Unit 3 in order, and let the registers keep the record current to this quarter.

Three facts

Your state likely requires it. Roughly twenty-nine states now mandate Holocaust education. The requirement usually arrives without a curriculum. Building one is left to you.

Your students have already met the subject. Antisemitism reaches them online before any teacher reaches them with the history.

The subject has a documented arc. The reasons kept changing. The target did not. Each turn of the arc left documents behind, and each chapter is built from them: a sermon, an accusation, an edict, a race law, a forgery, a synthesis, and the record since 1945.

AM I QUALIFIED TO TEACH THE HISTORY OF ANTISEMITISM?

If you teach social studies, history, or English in grades 6 to 12, in a public, private, or religious school, yes. You do not need to be a specialist. Every page assumes the reader starts from zero: terms are defined, events are dated, people are introduced. If you can assign a reading and lead a discussion, you can teach this.

OPEN EVERY LESSON WITH THE STORY SO FAR

Five sentences, spoken aloud, ground any lesson from this guide. Each has a chapter behind it if the class wants more.

1. The Jews are a people, with a faith, a language, and a calendar, three thousand years old. [/topic-who-are-the-jews](#)
2. Their homeland is the Land of Israel, where their two Temples stood in Jerusalem. [/topic-land-of-israel](#) · [/topic-temples](#)
3. The diaspora spread Jewish communities across the world, before and after the Second Temple fell in the year 70, and some always remained in the land. [/topic-diaspora](#) · [/topic-continuous-presence](#)
4. Wherever they lived, they kept the same book, the same calendar, and the same hope of return. [/topic-sacred-texts](#) · [/topic-calendar](#)
5. The hatred they met kept changing its reasons, faith, then money, then race, but the target never changed. [/topic-adversus-judaeos](#) · [/topic-nazi-synthesis](#)

The arc, chapter by chapter

The chart walks the history in order. Each row is one turn of the arc and the chapter that documents it, each a single lesson. Taught in sequence they form a course. Taken singly, each stands alone, and every chapter names its courses and standards codes in its Classroom Connections section.

THE TURN	THE CHAPTER
Contempt taught as doctrine	Adversus Judaeos · the preaching tradition of the early church, opening in Chrysostom's own words · /topic-adversus-judaeos
Life under Islam	The Dhimma · protection and subordination in the same law, from Granada's golden age to the 1066 massacre · /topic-dhimma
The accusation	The Blood Libel · Norwich, 1144: the first recorded case, and the machinery of accusation it founded · /topic-blood-libel
The expulsions	The Expulsions · England 1290 to Iberia 1492: the money turn, expulsion as statecraft and its fiscal logic, in the edicts' own words · /topic-expulsions
The wall	The Ghetto System · Venice, 1516: the institution the Nazis later borrowed, four centuries old by then · /topic-ghetto-system
Race replaces faith	The Racial Turn · 1879: the hatred rewritten as biology, in the movement's own publications · /topic-racial-turn
The violence organized	The Russian Pogroms · the largest Jewish population on earth, confined by law and under attack inside the Pale · /topic-russian-empire-pogroms
The forgery	The Protocols of the Elders of Zion · copied from a French satire that never mentioned Jews, exposed in 1921, circulating still · /topic-protocols
The synthesis	The Nazi Synthesis · Nazism invented almost nothing: seven inheritances, and the state that fused them · /topic-nazi-synthesis
The murder	Unit 4 entire, seven chapters from the prewar years to resistance and rescue · /section-4
The eastward turn	The Eastward Turn · the Protocols in Arabic by 1925, Nazi wartime radio, and the channel that carried the material east · /topic-hatred-moves-east
The violence since 1945	The Terror Record · the documented attacks of the postwar decades, from Entebbe to Buenos Aires, case by case · /topic-terror-record
The present	Contemporary Antisemitism · It Didn't End · the current record, handed to the reader as documents · /topic-contemporary-antisemitism · /topic-it-didnt-end
Denial and afterlife	Holocaust Denial & the Response · The Afterlife of the Image · how denial works and what societies do with images of contempt · /topic-holocaust-denial · /topic-afterlife-image
The response	The Postwar Trials · Nostra Aetate · the law's answer and the Church's 1965 reversal of teachings carried for most of two thousand years · /topic-postwar-trials · /topic-nostra-aetate

THE LENS THAT READS THE WHOLE ARC

The Recurring Cycle page names the seven stages the record shows repeating across centuries and places, and the small set of myths reused at each turn. Its own rule: a summary of the record, not a claim beyond it. Project it once at the start of the course, and return to it as each chapter lands.

makorproject.org/patterns

THE REGISTERS THAT KEEP THE COURSE CURRENT

Three living records carry the history past the textbook's last page. The Legal Record: judgments, treaties, and statutes, updated quarterly, each linked to its primary document. The Incident Record: documented incidents of the contemporary era, each entry ending with a verdict, a plea, or an official finding, and honest about its limits: the entries are landmarks, not a census. Hate Symbols: the symbols students actually encounter, decoded for educators. [/legal-record](#) · [/incident-record](#) · [/hate-symbols](#)

One lesson, fully planned

Teach this one first: **The Nazi Synthesis**, the chapter that holds the whole arc on one page. Its opening line is the course's thesis: Nazism invented almost nothing. It fits a Modern European History unit on the rise of Nazism, a Holocaust course's opening week, or a standalone lesson. The plan is a floor, not a script: teach it as written, or take the chapter your own way. The chapter page carries the full set of discussion questions, its sources, and key takeaways: the plan below uses the first question, and the rest are there when you want them. makorproject.org/topic-nazi-synthesis

Before class. Open the chapter. Read it once. Press Open PDF if you want handouts. That is the whole prep.

Opening, 5 min. Ask each student to write one sentence: where did Nazi antisemitism come from? Keep the answers. They revise them at the close.

Reading, 15 min. Read two sections together: "Seven inheritances" and "1935: race made into a diagram of law." Students note which inheritances they recognize from earlier history.

Discussion, 15 min. Discussion question 1, straight from the page: the chapter argues that Nazism invented almost nothing. Choose two of the seven inheritances and trace each back to an earlier chapter. What, then, is left that was actually new? *Listen for: each inheritance predates Nazism by centuries. What was new was the synthesis, and a modern state to enforce it.*

Close, 5 min. Students revise their opening sentences. Leave the class with the chapter's own opening: Nazism invented almost nothing.

NEW TO THE SUBJECT ENTIRELY?

Give it one full period: **Who Are the Jews?**, the site's front door: a people, not only a religion. The right first chapter when the subject is new to your class, so students meet a civilization before they meet the hatred. [/topic-who-are-the-jews](#)

The anatomy of a chapter

Every chapter page holds a readable history, written to be taught or assigned. Primary sources and images, each credited to its holding institution. Discussion questions that ask students to reason from the documents. Classroom Connections: the courses it fits and the standards it supports. Key takeaways, for review and exit tickets. A printable PDF: one button, the whole chapter.

CAN MY STUDENTS READ THE CHAPTERS?

Most chapters sit at high-school level. The Years Before the Killing reads at middle-school level, and every chapter's print-ready PDF makes excerpting easy for younger classes. A full chapter is a half hour's read: the lesson plans assign sections, not chapters.

DO I NEED APPROVAL TO USE MAKOR?

That depends on your district's materials policy. In many districts, supplemental materials for a course you already teach sit within a teacher's discretion. In others, a principal or department signs off. Either way, the material is built to pass review: every claim sourced, standards named, editorial rules published.

If a parent or your principal asks

The real fear is usually not the material. It is being accused of teaching a side. Here is why this material holds, and what to say if someone challenges you.

- **Every claim carries its source, on the page.** Dates, laws, and figures link to the archive or museum that holds the record. You are not asking anyone to trust you, or us. You are showing them a document.
- **The site documents. It does not argue.** Its standing rule is that the reader draws the conclusion.
- **Contested questions are labeled contested.** Where scholars disagree, the page says so and names them. No political side is taken, and on the Israeli-Palestinian conflict the site says plainly that it is a subject with legitimate arguments on both sides, and does not adjudicate it.
- **Hate texts are cited, never linked.** Students learn what a forgery like the Protocols did without the site ever sending anyone to read it.
- **Teaching about religion as history and culture is settled ground** in public schools, drawn in 1963 in *Abington v. Schempp*: the chapters study a tradition and never practice one.
- **The standards are public.** Every editorial rule the site follows is published at makorproject.org/editorial-standards, and the chapters in this guide name the state standards they support.

WHAT MAKOR ADDS TO A COURSE ON ANTISEMITISM

In standard textbooks the subject appears once, as the Holocaust, a hatred without a history. The chapters document the arc that made 1933 possible: the sermon, the accusation, the edict, the wall, the race law, the forgery, and the synthesis, each from documents, and then the record since 1945, kept current by the registers. Students leave knowing the reasons changed and the target did not, because they traced it themselves, chapter by chapter.

WHAT MAKOR IS

It's ready. Every chapter is a lesson: planned, one class period, teachable tomorrow.

It fits. Chapters drop into the units you already teach, with no new course to add.

It's solid ground. Primary sources and verified standards, so the documents do the talking.

It's free, with no logins and no ads.

The classroom toolkit

- **The Timeline.** Project it as a warm-up, or have students place the day's lesson on it. makorproject.org/timeline
- **The Museum.** Manuscripts, coins, and objects, each credited to the institution that holds it. One object, projected, opens a class. makorproject.org/museum
- **The Recurring Cycle.** The seven-stage lens, on one page. makorproject.org/patterns
- **Virtual Field Trips.** Archaeological sites, memorials, and historic Jewish quarters, from the projector. makorproject.org/field-trips
- **Films.** Curated film and video by unit, grade bands marked. makorproject.org/films
- **The Incident Record.** Documented antisemitic incidents of the contemporary era, each entry ending with its record: a verdict, a plea, or an official finding. makorproject.org/incident-record
- **The Legal Record.** Judgments, treaties, and statutes, each linked to its primary document. makorproject.org/legal-record
- **Hate Symbols.** The educator's guide to the symbols and what they mean. makorproject.org/hate-symbols
- **Misconceptions and the Glossary.** The beliefs students bring to class, set beside the documents, and every term defined. makorproject.org/misconceptions · makorproject.org/glossary
- **The source-literacy lessons.** Reading documents against headlines, and recognizing propaganda, with printable handouts. makorproject.org/for-teachers

- **Standards & Mandates.** The state requirements, on one page: find your state's. makorproject.org/state-mandates
- **Sample Syllabi.** The full elective plan, plus a college survey. makorproject.org/sample-syllabi

Find your way on the site

Home · makorproject.org

The Curriculum Gap, why the site exists · [/curriculum-gap](https://makorproject.org/curriculum-gap)

Table of Contents, the whole site on one page · [/table-of-contents](https://makorproject.org/table-of-contents)

For Teachers, the guides, a self-paced course, and registration for updates · [/for-teachers](https://makorproject.org/for-teachers)

For Students · [/for-students](https://makorproject.org/for-students)

K–5, the early-grades program · [/k5](https://makorproject.org/k5)

EVERY CHAPTER IS A LESSON

One class period of material each, with discussion questions, sources, a print-ready PDF, and a Where-this-Chapter-fits note naming the courses it supports, all on the chapter page. The shelf is a menu, not a syllabus: take the chapter your course calls for, and leave the rest where they are. The lessons planned in this guide come from this shelf, and any other chapter teaches the same way.

Unit 1 • The Jewish World · [/section-1](https://makorproject.org/section-1)

[Who Are the Jews?](#) · [The Land of Israel](#) · [The Continuous Jewish Presence](#) · [The First & Second Temples](#) · [The Synagogue](#) · [The Sacred Texts](#) · [The Calendar & the Cycle of the Year](#) · [Ritual Objects & Material Culture](#) · [The Jewish Life Cycle](#) · [The Diaspora as a Phenomenon](#)

Unit 2 • Communities Across the World · [/section-2](https://makorproject.org/section-2)

[A Connected People](#) · [The Jews of Iraq](#) · [The Jews of North Africa](#) · [The Jews of Iran](#) · [The Departure from MENA](#) · [Soviet Jewry](#) · [American Jewry](#) · [Ethiopian Jewry, Beta Israel](#) · [The Modern State of Israel](#)

Unit 3 • The Evolution of Antisemitism · [/section-3](https://makorproject.org/section-3)

[Adversus Judaeos](#) · [The Blood Libel](#) · [The Ghetto System](#) · [The Expulsions](#) · [The Racial Turn](#) · [The Russian Pogroms](#) · [The Protocols of the Elders of Zion](#) · [The Nazi Synthesis](#) · [The Dhimma](#) · [The Eastward Turn](#) · [The Terror Record](#) · [Contemporary Antisemitism](#)

Unit 4 • The Holocaust Era · [/section-4](https://makorproject.org/section-4)

[The Years Before the Killing](#) · [Aktion T-4](#) · [The Nazi Ghettos](#) · [The Camp System](#) · [The Einsatzgruppen](#) · [The Holocaust in North Africa & the Middle East](#) · [Jewish Resistance & Rescue](#)

Unit 5 • Jewish Contributions · [/section-5](https://makorproject.org/section-5)

[Across the Fields](#) · [Rashi](#) · [Maimonides](#) · [Joseph Karo](#) · [Moses Mendelssohn](#) · [Emma Lazarus](#) · [Theodor Herzl](#) · [Albert Einstein](#) · [The Founders of Hollywood](#) · [Jonas Salk](#)

Unit 6 • Memory, Responsibility, and Today · [/section-6](https://makorproject.org/section-6)

[Liberation & the Displaced Persons](#) · [The Postwar Trials](#) · [Hannah Arendt](#) · [Postwar Restitution](#) · [The Memory Architecture](#) · [Nostra Aetate](#) · [Holocaust Denial & the Response](#) · [The Afterlife of the Image](#) · [It Didn't End](#)

The Makor Project (makorproject.org) is a free online textbook of Jewish history and the history of antisemitism, built from primary sources. It was built to close a gap: in standard textbooks, the Jewish people appear in the ancient world, then reappear two thousand years later as victims of the Holocaust, a history with no in-between. Read in order, its six units and 57 chapters form a full course. Taken singly, each chapter drops into lessons teachers already teach. Every chapter names the standards it supports in its Classroom Connections section, so the alignment work is already done.

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