



THE MAKOR TEACHING GUIDES

## Teaching World History

One lesson, one era, or the whole year · Free, ready to teach · Grades 6–12

**Start at your size.** One lesson tomorrow: Who Are the Jews?, planned on page three, beat by beat. One era: the chart on page two holds every unit of the course. The year: taught in order, the chapters walk beside your course from the ancient world to today.

### Three facts

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**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 history runs through every era you teach.** The ancient world, Rome, Islam, medieval Europe, the Enlightenment, nationalism, the world wars, the Cold War, the modern Middle East: the same people appear in each, and the chart shows where.

### AM I QUALIFIED TO TEACH THIS HISTORY?

If you teach world history or social studies 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](#)

## Where Makor fits, era by era

The chart walks your course in its own order. Each row is a unit you already teach, and the chapters that belong inside it, each a single lesson. The chart lists the strongest fits, not all of them: every chapter names its courses and standards codes in its Classroom Connections section.

| IF YOU ARE TEACHING                      | ADD THIS CHAPTER                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>The ancient world</b>                 | The Land of Israel · The First and Second Temples · the Israelite kingdoms, the Temple at the center of the story, and the evidence of the presence that never broke · <a href="#">/topic-land-of-israel</a> · <a href="#">/topic-temples</a> · <a href="#">/topic-continuous-presence</a>                                                                                                                                        |
| <b>Belief systems</b>                    | Who Are the Jews? · The Sacred Texts · The Calendar · Ritual Objects · The Jewish Life Cycle · a people, its texts, its year, and its practices, taught like any tradition · <a href="#">/topic-who-are-the-jews</a> · <a href="#">/topic-sacred-texts</a> · <a href="#">/topic-calendar</a> · <a href="#">/topic-ritual-objects</a> · <a href="#">/topic-life-cycle</a>                                                          |
| <b>World cultures and geography</b>      | A Connected People · Ethiopian Jewry, Beta Israel · the map of the whole diaspora, the communities across three continents, and how they stayed connected · <a href="#">/topic-communities</a> · <a href="#">/topic-beta-israel</a>                                                                                                                                                                                               |
| <b>Rome and the rise of Christianity</b> | The Diaspora · Adversus Judaeos · the year 70, the communities that spread, and where the hostility started · <a href="#">/topic-diaspora</a> · <a href="#">/topic-adversus-judaeos</a>                                                                                                                                                                                                                                           |
| <b>The Islamic world</b>                 | The Dhimma · Maimonides · Jewish life under Islamic rule, and its most famous philosopher · <a href="#">/topic-dhimma</a> · <a href="#">/topic-maimonides</a>                                                                                                                                                                                                                                                                     |
| <b>Medieval Europe</b>                   | Rashi · The Blood Libel · The Expulsions · The Ghetto System · scholarship in Troyes, and the libel, the expulsions, and the walled quarters that closed in around it · <a href="#">/topic-rashi</a> · <a href="#">/topic-blood-libel</a> · <a href="#">/topic-expulsions</a> · <a href="#">/topic-ghetto-system</a>                                                                                                              |
| <b>The early modern world</b>            | The Ghetto System · Joseph Karo · the walled quarters, begun in Venice in 1516 and dismantled three centuries later, and the law code written in Safed · <a href="#">/topic-ghetto-system</a> · <a href="#">/topic-karo</a>                                                                                                                                                                                                       |
| <b>The Enlightenment</b>                 | Moses Mendelssohn · emancipation argued through one philosopher's life · <a href="#">/topic-mendelssohn</a>                                                                                                                                                                                                                                                                                                                       |
| <b>Nationalism and empire</b>            | The Racial Turn · The Russian Pogroms · Theodor Herzl · hostility rebuilt on race, the violence that followed, and the movement for a Jewish state · <a href="#">/topic-racial-turn</a> · <a href="#">/topic-russian-empire-pogroms</a> · <a href="#">/topic-herzl</a>                                                                                                                                                            |
| <b>The interwar years</b>                | The Protocols · The Nazi Synthesis · The Years Before the Killing · the lie that traveled the world, the centuries it drew on, and the laws that followed · <a href="#">/topic-protocols</a> · <a href="#">/topic-nazi-synthesis</a> · <a href="#">/topic-1933-1939</a>                                                                                                                                                           |
| <b>WWII and the Holocaust</b>            | The five-lesson unit in Teaching the Holocaust, this series' companion guide, or any of Unit 4's seven chapters at full depth · <a href="#">/section-4</a>                                                                                                                                                                                                                                                                        |
| <b>The postwar world</b>                 | Liberation & the Displaced Persons · The Postwar Trials · Nostra Aetate · what liberation did not end, what the courts built from the evidence, and the Church's 1965 reversal · <a href="#">/topic-liberation-dp</a> · <a href="#">/topic-postwar-trials</a> · <a href="#">/topic-nostra-aetate</a>                                                                                                                              |
| <b>The Cold War</b>                      | Soviet Jewry · the movement that made Jewish emigration an American cause · <a href="#">/topic-soviet-jewry</a>                                                                                                                                                                                                                                                                                                                   |
| <b>The modern Middle East</b>            | The Departure from MENA · The Modern State of Israel · The Eastward Turn · the region's twentieth century through one people's story, how the hatred moved east, and the community chapters behind it · <a href="#">/topic-mena-departure</a> · <a href="#">/topic-modern-israel</a> · <a href="#">/topic-hatred-moves-east</a> · <a href="#">/topic-iraq</a> · <a href="#">/topic-iran</a> · <a href="#">/topic-north-africa</a> |
| <b>Today</b>                             | The Terror Record · Contemporary Antisemitism · It Didn't End · the present, documented as it occurs · <a href="#">/topic-terror-record</a> · <a href="#">/topic-contemporary-antisemitism</a> · <a href="#">/topic-it-didnt-end</a>                                                                                                                                                                                              |

## IN AP WORLD HISTORY

AP World History: Modern begins in 1200, so the medieval rows forward carry the course, period by period. Every chapter is document-based, the skill the exam tests in the DBQ, and each names its standards in Classroom Connections.

## One lesson, fully planned

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Teach this one first: **Who Are the Jews?**, the site's front door. It answers the question every era of the course quietly depends on, what kind of group is this, and it fits a belief-systems or cultures unit in any semester. 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 classroom 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-who-are-the-jews](http://makorproject.org/topic-who-are-the-jews)

**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 a one-sentence answer: what kind of group are the Jews, a religion, a nation, or something else? Keep the answers. They revise them at the close.

**Reading, 15 min.** Read two sections together: "The first question, usually answered too fast" and "So what kind of group is this?" Students note every kind of belonging the chapter names.

**Discussion, 15 min.** Discussion question 1, straight from the page: a person can be a Jewish atheist, and a person with no Jewish ancestors can convert in. Why do those two facts together show that "religion" alone is not a complete definition? *Listen for: the category is a people. Membership passes by birth the way a nation's does, and it can be joined the way a faith can, around one book, one calendar, and one remembered homeland.*

**Close, 5 min.** Students revise their opening sentences. Leave the class with the chapter's own phrase: one people, many doors in.

## The anatomy of a chapter

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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

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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](https://makorproject.org/editorial-standards), and the chapters in this guide name the state standards they support.

## WHAT MAKOR ADDS TO YOUR WORLD HISTORY COURSE

In standard textbooks, Jewish history is a page or two in the ancient world, then the Holocaust, a history with no in-between. The world history course is where that gap lives, because the course itself walks straight through the missing centuries: Rome, Islam, medieval Europe, the Enlightenment, the age of nationalism. The chart restores the thread one lesson at a time, inside the eras already on your calendar, so that when the Holocaust unit arrives, it lands as history with a history, and the course after it can answer what came next.

### WHAT MAKOR IS

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

**It fits.** Chapters drop into the eras 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](https://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](https://makorproject.org/museum)
- **Virtual Field Trips.** Archaeological sites, memorials, and historic Jewish quarters, from the projector. [makorproject.org/field-trips](https://makorproject.org/field-trips)
- **Films.** Curated film and video by unit, grade bands marked. [makorproject.org/films](https://makorproject.org/films)
- **The Recurring Cycle.** The pattern the era walk shows, named step by step on one page. [makorproject.org/patterns](https://makorproject.org/patterns)
- **Misconceptions and the Glossary.** The beliefs students bring to class, set beside the documents, and every term defined. [makorproject.org/misconceptions](https://makorproject.org/misconceptions) · [makorproject.org/glossary](https://makorproject.org/glossary)
- **The guide to hate symbols.** The symbols that carry hate today, each documented. [makorproject.org/hate-symbols](https://makorproject.org/hate-symbols)
- **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](https://makorproject.org/incident-record)
- **The Legal Record.** Judgments, treaties, and statutes, each linked to its primary document. [makorproject.org/legal-record](https://makorproject.org/legal-record)
- **The source-literacy lessons.** Reading documents against headlines, and recognizing propaganda, with printable handouts. [makorproject.org/for-teachers](https://makorproject.org/for-teachers)
- **Standards & Mandates.** The state requirements, on one page: find your state's. [makorproject.org/state-mandates](https://makorproject.org/state-mandates)
- **Sample Syllabi.** The full elective plan, plus a college survey. [makorproject.org/sample-syllabi](https://makorproject.org/sample-syllabi)

## Find your way on the site

**Home** · [makorproject.org](https://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

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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 era 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](#)

[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](#)

[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](#)

[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](#)

[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](#)

[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](#)

[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](http://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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