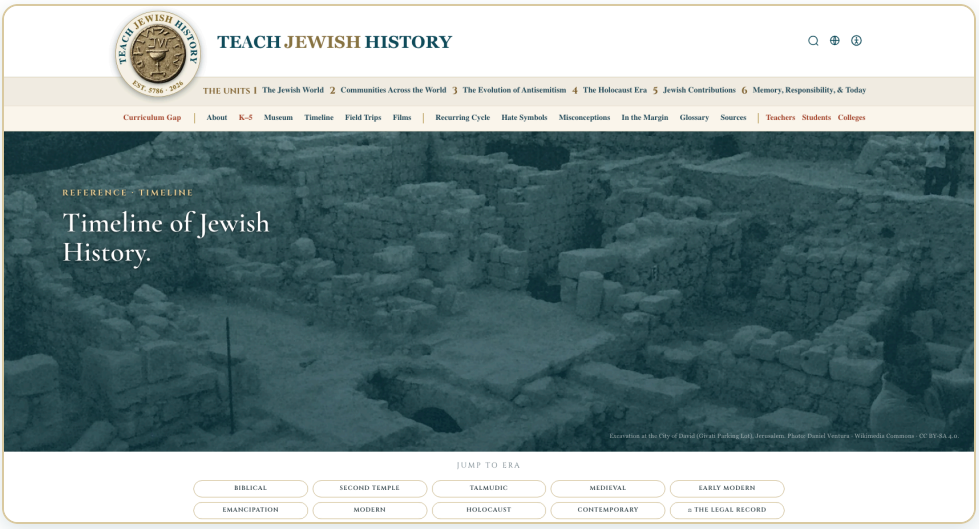
TEACH JEWISH HISTORY

THE STANDARDS COMPANION · ALBERTA EDITION

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

Teach Jewish History covers what comes between, and after.
Free, source-based, and ready for the courses you already teach.



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

What it is

Teach Jewish History 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 more than 60 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

In Alberta, the Holocaust is a required part of Grade 11 social studies, where Social 20-1 and 20-2 study ultranationalism as a cause of genocide. In November 2023 the Province announced that Holocaust education will be a mandatory part of its new social studies curriculum, and a draft Grade 8 curriculum, piloted in 2026–27, names it. A student can 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. The site 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

The site serves three levels from the same body of work. For **primary school**, the site's K to 5 program adapts the material into themed lessons with read-aloud books and handouts. For **secondary school**, Grades 6 to 12, the more than 60 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 **university 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.

A note on order. Where you can, teach a Unit 1 Chapter before Unit 3 or the Hate Symbols guide. The U.S. Holocaust Memorial Museum asks teachers to show Jewish life first, "so that victims are not perceived only as victims."

Where the site fits the courses you already teach

Every Chapter is mapped to a course. Find the course you teach, and here are the Chapters to pull. The lines quoted here come from Alberta's Social Studies Programs of Study (Kindergarten to Grade 12), the new Kindergarten to Grade 6 social studies curriculum, and the English Language Arts Programs of Study. For a version mapped to another state or country, register on the site or write to education@teachjewishhistory.org.

Ancient Civilizations

GRADE 5, NEW CURRICULUM · "ANCIENT CIVILIZATIONS WERE COMPLEX SOCIETIES THAT EXISTED THOUSANDS OF YEARS AGO (3000 BCE–500 CE)"

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

GRADE 3, NEW CURRICULUM · IMMIGRANTS "WHO SHARE A VARIETY OF BELIEFS AND CULTURES," WITH JEWISH AMONG THE EXAMPLES

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 and has no central authority or governing hierarchy the way a church does.*

Medieval Europe

GRADE 8 · 8.2.1: "APPRECIATE HOW RENAISSANCE EUROPE FORMED THE BASIS FOR THE WORLDVIEW OF THE WESTERN WORLD"

Adversus Judaeos · The Blood Libel · The Expulsions · The Ghetto System · The Dhimma · The Jews of Spain and the Sephardic World · Rashi · Maimonides · Joseph Karo · The Diaspora.

Modern and World History, nineteenth and twentieth centuries

GRADES 11 AND 12 · SOCIAL 20-1 2.7 (ULTRANATIONALISM IN THE WORLD WARS) · SOCIAL 30-1 2.9 (FASCISM IN NAZI GERMANY)

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

The Holocaust

GRADE 11, REQUIRED · SOCIAL 20-1 2.8: "ANALYZE ULTRANATIONALISM AS A CAUSE OF GENOCIDE (THE HOLOCAUST…)" · SOCIAL 20-2 2.9

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 10 AND 11 · SOCIAL 10-1 4.2 (HUMAN RIGHTS) · SOCIAL 20-1 3.7 (THE UNITED NATIONS)

Liberation and the Displaced Persons · The Postwar Trials · Hannah Arendt · Postwar Restitution · The Memory Architecture · Holocaust Denial and the Response · The Hatred That Outlived the War · 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.

Canadian History

GRADES 6 AND 9 · GRADE 9 9.1.8 (IMMIGRATION) · GRADE 6, NEW CURRICULUM: ANTISEMITISM AMONG THE EXAMPLES OF DISCRIMINATION

The Years Before the Killing · Liberation and the Displaced Persons · The Modern State of Israel · Soviet Jewry · Contemporary Antisemitism.

Required in Social Studies 20

GRADE 11, REQUIRED · SOCIAL 20-1 2.8 · SOCIAL 20-2 2.9 · DRAFT GRADE 8 (PILOT 2026–27)

At the 10 to 12 levels, every bracketed item in an outcome is a required component, so the Holocaust is required wherever Social 20-1 or 20-2 is taught. The draft Grade 8 curriculum, in optional pilot in 2026–27, teaches that the Nazi regime's actions led to the Holocaust and asks students to reflect on accounts from Holocaust victims. Start with The Nazi Synthesis · The Years Before the Killing · The Camp System · Jewish Resistance and Rescue.

English Language Arts

GRADES 10 AND 12 · ELA 10-1 3.2.2 (CREDIBILITY AND BIAS OF SOURCES) · ELA 30-1 3.2.2 D

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, from scholarship and science to the arts

GRADES 6–12 AND UNIVERSITY · UNIT 5

Across the Fields · Moses Mendelssohn · Levi Strauss · Emma Lazarus · Samuel Gompers · Albert Einstein · The Founders of Hollywood · Jonas Salk · 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 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 TJH 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 draws on the guidelines of the United States Holocaust Memorial Museum and the IHRA.

Pass it on

Read it. Use it in your classroom. If it works, share it with a colleague, a department, or a district.

A note on standards

The codes in this companion are quoted from Alberta's Social Studies Programs of Study (2005, with the 20-level courses dated 2007), in which bracketed items at the 10 to 12 levels are required, the new Kindergarten to Grade 6 social studies curriculum, which carries no public outcome codes, and the English Language Arts Programs of Study (2000 and 2003). The 7 to 9 curriculum is being rewritten, so confirm current wording against the official documents. The site draws on material from established institutions, credits them, and adds original chapters of its own.

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