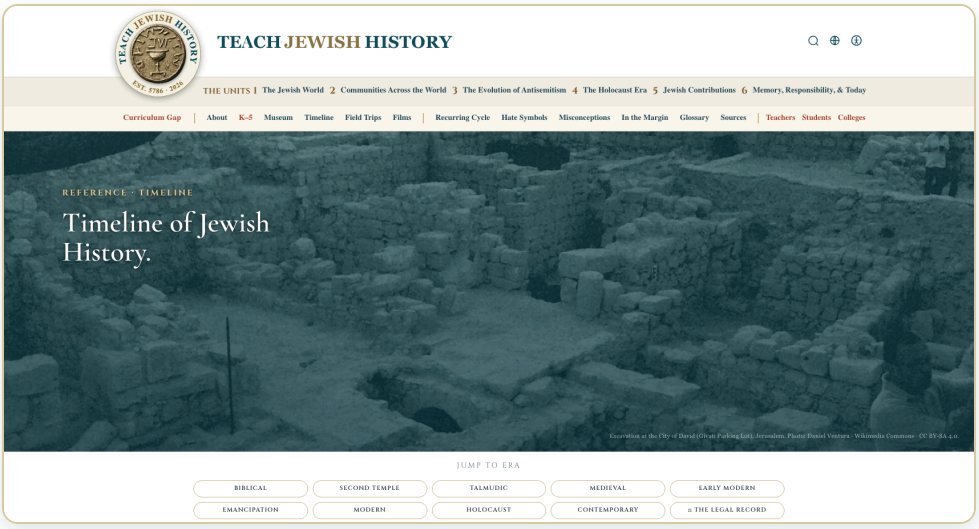
# TEACH JEWISH HISTORY

THE STANDARDS COMPANION · NEW ZEALAND 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 New Zealand, the new Social Sciences curriculum for Years 0 to 10, published in August 2026 and required from 1 January 2027, names the Holocaust in a Year 10 case study that schools choose: Nazi Germany, ideology, control, and the Holocaust, or the Easter Rising. Where it is chosen, its content is prescribed, from antisemitism and the Nuremberg Laws to New Zealand's response to Jewish refugees. 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**, Years 4 to 13, 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 The New Zealand Curriculum, Social Sciences Years 0–10 (September 2026), English Years 0–10, and the NCEA History achievement standards. The curriculum has no codes, so lines are cited by year and strand. For a version mapped to another state or country, register on the site or write to education@teachjewishhistory.org.

### Ancient Civilizations

YEAR 4 · GLOBAL HISTORY CASE STUDY: ANCIENT EGYPT, ANCIENT GREECE, OR IMPERIAL ROME

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

YEARS 1 AND 2 · CIVICS EXAMPLES: SYNAGOGUES AMONG COMMUNITY GROUPS, PASSOVER AMONG FAITH OBSERVANCES

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

YEAR 6 CASE STUDY · THE BLACK DEATH: "WRONGFUL BLAMING OF MINORITY GROUPS, PARTICULARLY JEWISH COMMUNITIES"

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

YEAR 10, PRESCRIBED · "DEEP RESENTMENT IN GERMANY OVER THE TREATY OF VERSAILLES AND THE ECONOMIC HARDSHIPS OF THE GREAT DEPRESSION"

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

YEAR 10 CASE STUDY · "THE HOLOCAUST DEVELOPED THROUGH A SERIES OF DECISIONS AND POLICIES" · "DISCRIMINATION BECAME PERSECUTION AND THEN GENOCIDE"

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

YEAR 10, PRESCRIBED · "THE UN WAS FORMED IN 1945 TO PREVENT FUTURE GLOBAL CONFLICT" · CIVICS: THE UDHR

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.

### New Zealand History

YEAR 10 CASE STUDY · "NEW ZEALAND'S MIXED RESPONSE TO JEWISH REFUGEES": THE EVIAN CONFERENCE, ABOUT 1,000 ADMITTED

The Diaspora · A Connected People · The Years Before the Killing · Liberation and the Displaced Persons · Contemporary Antisemitism.

### The Year 10 Case Study

YEAR 10, CHOSEN CASE STUDY · SOCIAL SCIENCES YEARS 0–10 (2026), REQUIRED FROM 1 JANUARY 2027

Year 10 history offers a choice of two case studies, Nazi Germany and the Holocaust, or the Easter Rising and Irish independence. Where a school chooses the first, its content is prescribed: antisemitism long before the Nazis, the Nuremberg Laws, Kristallnacht, the murder of 6 million Jewish people, and New Zealand's response to Jewish refugees. NCEA History prescribes no content. Start with The Nazi Synthesis · The Years Before the Killing · The Camp System · Jewish Resistance and Rescue.

### English

YEARS 6 AND 10 · ENGLISH: "BIAS CAN BE PRESENT IN TEXTS" · MISINFORMATION AND SOURCE CREDIBILITY · NCEA HISTORY: "RELIABILITY OR BIAS"

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

YEARS 7–13 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 lines in this companion are quoted from The New Zealand Curriculum, Social Sciences Years 0–10 (September 2026), proposed as a National Curriculum Statement required from 1 January 2027, in which items marked "e.g." are illustrative and the rest is prescribed, English Years 0–10, and the NCEA History achievement standards. 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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