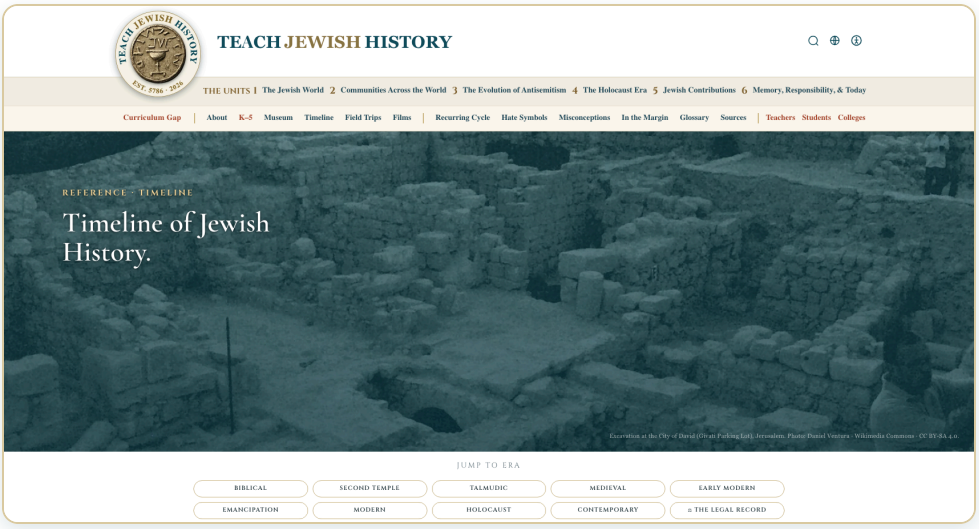
TEACH JEWISH HISTORY

THE STANDARDS COMPANION · SCOTLAND 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 Scotland, no law or guidance requires schools to teach the Holocaust. Curriculum for Excellence prescribes no content, the word does not appear in the National 5 or Higher History specifications, and the nearest named content is an option a centre may choose: the treatment of Jews and other minority groups in Nazi Germany. 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, ready-to-teach lessons with read-aloud books and printable handouts. For **secondary school**, S1 to S6, 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's teaching guidelines ask teachers to show Jewish life before the Holocaust, "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 Curriculum for Excellence experiences and outcomes for social studies, religious and moral education, and literacy, and from the SQA National 5 and Higher History course specifications. For a version mapped to another state or country, register on the site or write to education@teachjewishhistory.org.

Ancient Civilizations

THIRD AND FOURTH LEVELS, AND UNIVERSITY · SOC 4-05c: "A MEETING OF CULTURES IN THE PAST" · SOC 3-01a: INTERPRETING THE EVIDENCE OF A HISTORICAL PERIOD

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

THIRD AND FOURTH LEVELS · RME 3-04a: "SOURCES FROM WORLD RELIGIONS" · RME 4-04b: "THE BELIEFS OF WORLD RELIGIONS"

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 Britain and Europe

FOURTH LEVEL, NATIONAL 5 AND HIGHER · SOC 4-04b: "CONFLICTING WORLD BELIEF SYSTEMS IN THE PAST" · NATIONAL 5: "THE CROSS AND THE CRESCENT, THE CRUSADES 1071–1192"

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

FOURTH LEVEL, NATIONAL 5 AND HIGHER · SOC 4-06b: "THE CHANGING NATURE OF CONFLICT OVER TIME" · NATIONAL 5: "HITLER AND NAZI GERMANY, 1919–39" · SOC 4-04a: GROUPS WHO EXPERIENCED INEQUALITY

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, and Ethiopian Jewry (Beta Israel).

The Holocaust

NATIONAL 5 AND HIGHER · NATIONAL 5: "TREATMENT OF JEWS AND OTHER MINORITY GROUPS" · "CONCENTRATION CAMPS; DEATH CAMPS"

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

FOURTH LEVEL AND UNIVERSITY · SOC 4-06c: "ATTEMPTS TO RESOLVE AN INTERNATIONAL CONFLICT" · SOC 4-04c: THE EXERCISE OF POWER

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.

United States History

NATIONAL 5 AND HIGHER · NATIONAL 5: "FREE AT LAST? CIVIL RIGHTS IN THE USA, 1918–1968" · HIGHER: "USA, 1918–1968"

American Jewry · Levi Strauss · Emma Lazarus · Samuel Gompers · The Founders of Hollywood · The Synagogue · The Modern State of Israel · Soviet Jewry · Contemporary Antisemitism.

Scotland's Own Record

THIRD LEVEL, NATIONAL 5 AND HIGHER · SOC 3-03a · "MIGRATION AND EMPIRE, 1830–1939"

Migration and Empire, 1830 to 1939, at National 5 and Higher, lists Jewish immigrants beside the Irish, Lithuanians, and Italians, and SOC 3-03a asks why a group from beyond Scotland settled here. Start with The Russian Pogroms for the reasons they left, then The Years Before the Killing for the Nazi Germany option.

English and Literacy

THIRD AND FOURTH LEVELS · LIT 4-18a: "RECOGNISE PERSUASION AND BIAS" · LIT 3-14a

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

THIRD LEVEL AND UP, 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 Curriculum for Excellence experiences and outcomes, the Social Studies Benchmarks (2017), and the SQA National 5 and Higher History specifications (May 2024). Curriculum for Excellence prescribes no content, and every SQA topic named here is a centre's choice, 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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