THE TEACHING GUIDES

Teaching Grades 9–12

One lesson, one week, or a full elective · Free, written at high-school level · Global History, U.S. History, government, media literacy, and ELA

Start at your size. Fifteen minutes: add one chapter's story, source, and question to the unit you are teaching, at teachjewishhistory.org/for-tomorrow. One lesson tomorrow: The Protocols Forgery, planned on page three, beat by beat. Five lessons: the full Holocaust unit, which has its own guide in this series. The course: the chart on page two drops a chapter into nearly every course on a high-school schedule. A semester: the full elective plan, week by week, is on the Sample Syllabi page.

Two facts

It fits courses you already teach. The same history runs through Global History, U.S. History, government, and ELA. The chart shows where each piece fits, AP courses included.

Your state likely requires it. A 2026 federal review found that 42 of the 50 states and D.C. require Holocaust education through academic standards or state law. Most of the statutes aim at the high-school years. Many requirements arrive without a curriculum, and building one is left to the teacher.

AM I QUALIFIED TO TEACH THIS HISTORY?

If you teach social studies, world history, U.S. history, government, or ELA in grades 9 to 12, in a public, private, or religious school, yes. You do not need to be a specialist. The pages are written for readers new to the subject: 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.
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> 1. The Jews are a people, with a faith, a language, and a calendar, more than 3,000 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 the site fits what you already teach

Your Holocaust or WWII unit gets the five-lesson unit, planned lesson by lesson in Teaching the Holocaust, this series' companion guide. 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
Global History: the ancient world	The Land of Israel · The First and Second Temples · The Diaspora · the Israelite kingdoms, Jerusalem under Greece and Rome, and the year 70 · /topic-land-of-israel · /topic-temples · /topic-diaspora
Global History: belief systems	Who Are the Jews? · The Sacred Texts · Ritual Objects and Material Culture · The Jewish Life Cycle · a people, its texts, and its practices, taught like any tradition · /topic-who-are-the-jews · /topic-sacred-texts · /topic-ritual-objects · /topic-life-cycle
Global History: the medieval world	Adversus Judaeos · The Blood Libel · The Ghetto System · The Expulsions · The Dhimma · The Jews of Spain and the Sephardic World · the teaching, the libel, and the walls, with Rashi and Maimonides for the scholarship of the age, and the Spanish Inquisition and Toledo's 1449 statute barring Christians of Jewish descent from office in The Expulsions · /topic-adversus-judaeos · /topic-blood-libel · /topic-ghetto-system · /topic-expulsions · /topic-dhimma · /topic-sepharad
Global History: Enlightenment to empire	Moses Mendelssohn · The Racial Turn of 1879 · The Russian Pogroms · Theodor Herzl · emancipation argued through one philosopher's life and the Reform, Neo-Orthodox, and Conservative movements that followed, then hostility rebuilt on race · /topic-mendelssohn · /topic-racial-turn · /topic-russian-empire-pogroms · /topic-herzl
Global History: WWII and the Holocaust	The five-lesson unit, or any of Unit 4's seven chapters at full depth · /section-4
Global History: the modern Middle East	The Departure from MENA · The Modern State of Israel · the region's twentieth century through one people's story · /topic-mena-departure · /topic-modern-israel
U.S. History: immigration and industry	Emma Lazarus · American Jewry · Levi Strauss · Samuel Gompers · immigration history through one people's story, one merchant's, and one organizer's · /topic-lazarus · /topic-american-jewry · /topic-strauss · /topic-gompers
U.S. History: the twentieth century	The Founders of Hollywood · Albert Einstein · Jonas Salk · the studios, the physicist the Nazis drove out, and the first effective polio vaccine · /topic-hollywood · /topic-einstein · /topic-salk
U.S. History: the Cold War	Soviet Jewry · the movement that made Jewish emigration an American cause · /topic-soviet-jewry
Government and civics	The Postwar Trials · Postwar Restitution · The Legal Record · how law and public memory answered, from Nuremberg to this quarter · /topic-postwar-trials · /topic-restitution · /legal-record
Media literacy	The Protocols Forgery · Holocaust Denial and the Response · The Afterlife of the Image · Hate Symbols · how a lie is built, how denial works, and the symbols that carry hate today · /topic-protocols · /topic-holocaust-denial · /topic-afterlife-image · /hate-symbols
Current events	The Terror Record · Contemporary Antisemitism · The Hatred That Outlived the War · the present, documented as it occurs · /topic-terror-record · /topic-contemporary-antisemitism · /topic-it-didnt-end
An existing elective	A Holocaust or genocide-studies course already on the books can take Unit 4 as its text, then add the before and the after: Unit 3 for the roots and Unit 6 for the aftermath · /section-4 · /section-3 · /section-6
An elective of its own	A full semester plan, week by week, on the Sample Syllabi page, an option beside the fits above, not instead of them · /sample-syllabi

IN AP COURSES

The same fits, matched to period: AP World History: Modern and AP European History take the medieval and modern rows from their start dates forward, AP U.S. History takes the three U.S. rows, and AP U.S. Government's civil-liberties unit pairs with the Government and civics row. Every chapter is document-based, the skill the AP history exams test in the DBQ. AP Art History can use the Museum for the unfamiliar-work analysis its exam requires: coins, illuminated manuscripts, and inscriptions, each credited to the institution that holds it. /museum

IN ELA

Every chapter is document-based reading practice: primary sources, discussion questions, and close reading, aligned to the Common Core literacy-in-history standards, the RH strand. Hannah Arendt and Emma Lazarus pair with essays and poetry units.

One lesson, fully planned

The planned lesson: **The Protocols Forgery**, the forged "minutes" of a Jewish plot to rule the world, exposed in 1921 and circulating still. One complete lesson, and it doubles as media literacy. 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. teachjewishhistory.org/topic-protocols

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

First 5 minutes. Project the chapter's side-by-side table: two passages, forty years apart, nearly word for word. Ask what students notice.

Next 15 minutes. Read two sections together: "A fabricated text presented as authentic" and "Philip Graves and the establishment of the fraud." Students note each piece of evidence that the text is a forgery.

Next 15 minutes. Discussion question 1, straight from the page: "Long passages of the Protocols were copied from Maurice Joly's 1864 satire, which attacked Napoleon III and never mentioned Jews. Why is a match between two texts stronger evidence of forgery than an expert simply declaring the document false?" *Listen for: an expert's verdict can be doubted, a side-by-side match anyone can check cannot.*

Last 5 minutes. Exit ticket: "Name one documented fact you would show someone who shared the Protocols online."

What if I have a week?

The five-lesson Holocaust unit: five chapters in an order that tells one story, the lie, the laws, the machinery, the response, the aftermath. Each lesson is planned beat by beat in **Teaching the Holocaust**, this series' companion guide, with one-lesson and three-lesson versions for tighter calendars. Have two weeks? Add The Nazi Synthesis before the laws, and The Postwar Trials after the aftermath. /topic-nazi-synthesis · /topic-postwar-trials

What if I can only spare one lesson?

Each of these stands alone and fits a course you already teach:

- **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. /topic-who-are-the-jews
- **The Nazi Synthesis** · the seven inheritances the regime fused, on one page. The natural single lesson before any Holocaust unit. /topic-nazi-synthesis
- **Emma Lazarus** · the poet whose sonnet has been on a plaque in the Statue of Liberty's pedestal since 1903. Fits U.S. history and ELA. /topic-lazarus
- **Contemporary Antisemitism** · the present, documented as it occurs. Fits a current-events or civics block. /topic-contemporary-antisemitism

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?

Yes. The site is written at high-school level, and grades 9 to 12 are its native band: no adaptation needed. A full chapter is a half hour's read: the lesson plans assign sections, not chapters, and the printable PDFs make excerpting easy.

DO I NEED APPROVAL TO USE THE SITE?

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.

If a parent or your principal asks

Here is what to point to.

- **Each Chapter cites its sources on the page.** Documents, laws, and figures are credited, most with a link to the archive or museum that holds the record.
- **For the Israeli-Palestinian conflict, start with the dates.** The Modern State of Israel sets out the main events since 1967 in order, with its sources listed at the end of the Chapter.
- **Hate texts are cited, never linked.**
- **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.
- **You can answer "who runs this site?"** Teach Jewish History is a free, independent educational resource, and its About page explains who built it and how. teachjewishhistory.org/about
- **The standards are public.** Every editorial rule the site follows is published at teachjewishhistory.org/editorial-standards, and the chapters in this guide name the state standards they support.
- **If a student repeats an antisemitic claim mid-lesson**: return to the document and ask what it says.

> ### What the site adds TO YOUR HIGH SCHOOL
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> High school is where the mandates land: most state requirements sit in these grades, many with no curriculum attached. The chart in this guide fills the centuries between the ancient world and the Holocaust inside the courses already on the schedule, so the Holocaust unit lands on ground students already know, and graduates leave having met the whole arc.

What Teach Jewish History is

It's ready. Every chapter can anchor a lesson, with questions, sources, and a print-ready PDF.

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

It's solid ground. Primary sources and verified standards.

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. teachjewishhistory.org/timeline
- **The Museum.** Manuscripts, coins, and objects, each credited to the institution that holds it. Papers can center on a single object. teachjewishhistory.org/museum
- **Virtual Field Trips.** Archaeological sites, memorials, and historic Jewish quarters, from the projector. teachjewishhistory.org/field-trips
- **Films.** Curated film and video by unit, grade bands marked. teachjewishhistory.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. teachjewishhistory.org/incident-record
- **The Legal Record.** Judgments, treaties, and statutes, each linked to its primary document. Built for civics. teachjewishhistory.org/legal-record
- **Misconceptions and the Glossary.** The beliefs students bring to class, set beside the documents, and every term defined. teachjewishhistory.org/misconceptions · teachjewishhistory.org/glossary
- **The source-literacy lessons.** Reading documents against headlines, and recognizing propaganda, with printable handouts. teachjewishhistory.org/for-teachers
- **Standards & Mandates.** The state requirements, on one page: find your state's. teachjewishhistory.org/state-mandates

- **Sample Syllabi.** The full elective plan, plus a college survey. teachjewishhistory.org/sample-syllabi

Find your way on the site

Home · teachjewishhistory.org
The Curriculum Gap, why the site exists · /curriculum-gap
Table of Contents, the whole site on one page · /table-of-contents
For Teachers, the guides, a self-paced course, and registration for updates · /for-teachers
For Students · /for-students
K–5, the early-grades program · /k5

EVERY CHAPTER CAN ANCHOR A LESSON

Each one can anchor a lesson, 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
Who Are the Jews? · The Land of Israel · The Continuous Jewish Presence in the Land · The First and Second Temples · The Synagogue · The Sacred Texts · The Calendar & the Cycle of the Year · Ritual Objects and Material Culture · The Jewish Life Cycle · The Diaspora

Unit 2 · Communities Across the World · /section-2
A Connected People · The Jews of Iraq · The Jews of Iran · The Jews of North Africa · The Departure from MENA · The Jews of Spain and the Sephardic World · The Jews of Poland and Lithuania · 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 of 1879 · The Russian Pogroms · The Protocols Forgery · 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 the Middle East and North Africa · Jewish Resistance & Rescue

Unit 5 · Jewish Contributions · /section-5
Across the Fields · Rashi · Maimonides · Joseph Karo · Moses Mendelssohn · Levi Strauss · Emma Lazarus · Samuel Gompers · Theodor Herzl · Albert Einstein · The Founders of Hollywood · Jonas Salk

Unit 6 · Memory, Responsibility, and Today · /section-6
Liberation and the Displaced Persons · The Postwar Trials · Hannah Arendt · Postwar Restitution · The Memory Architecture · Nostra Aetate · Holocaust Denial and the Response · The Afterlife of the Image · The Hatred That Outlived the War

Teach Jewish History (teachjewishhistory.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 many standard textbooks, the Jewish people appear in the ancient world, then reappear more than two thousand years later as victims of the Holocaust, a history with no in-between. Read in order, its six units and more than 60 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.

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