

Required Instruction of the Holocaust and Other Cases of Genocide



Guidance for Curriculum Implementation

Table of Contents

- Background 3
- What does the mandate require? 3
- Legal Basis 3
- Local Authority Regarding Curricular Choices 3
- Why Teach About the Holocaust and other cases of Genocide? A Rationale 4
- Age Appropriateness 4
- Standards Connections 5
 - Connections to the *Kentucky Academic Standards (KAS) for Social Studies* 5
 - Connections to the *Kentucky Academic Standards (KAS) for Reading and Writing* 10
- Optional Curricular Resources to Support Instruction 12

Background

Education about the Holocaust and other cases of genocide is complex and involves investigation into human behavior. Through Holocaust and genocide studies, educators and students have the opportunity to analyze how societies, institutions and individuals can be turned against a segment of a population. Discrimination and acts of genocide can arise from multiple compounding factors, such as fear, peer pressure, indifference, greed, resentment, the act of scapegoating and the oversimplification of complex problems. Preventative measures that promote tolerance and understanding emphasize the need for all to reinforce values that protect and preserve free and just societies. Through these studies, students may assess the fragility of all societies and of the institutions that are charged with protecting the security and rights of all.

Engaging students with the history and literature of the Holocaust and other cases of genocide is challenging and important. This document is intended as a set of guidelines and recommendations to assist teachers in developing their curricula on the Holocaust and other cases of genocide.

What does the mandate require?

HB 128 (2018) amends KRS 156.160 to require every public middle and high school's curriculum to include instruction about the Holocaust and other cases of genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, that a court of competent jurisdiction, whether a court in the United States or the International Court of Justice, has determined to have been committed by applying rigorous standards of due process. This amendment does not provide guidance on the subject, course or year of study in middle or high school when students engage in Holocaust or genocide studies.

Legal Basis

The following Kentucky Revised Statute (KRS) provides a legal basis for this publication:

- HB 128 (2018) states that all public middle and high school's curriculum shall include instruction on the Holocaust and other cases of genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, that a court of competent jurisdiction, whether a court in the United States or in the International Court of Justice, has determined to have been committed by applying rigorous standards of due process.

Local Authority Regarding Curricular Choices

The KDE does not require specific curriculum or strategies to be used to teach the *Kentucky Academic Standards (KAS)* or to implement required legislation. Local schools and districts choose to meet those minimum required standards and/or required legislation using a locally adopted curriculum according to KRS 160.345, which outlines the School Based Decision Making Council's (SBDM) role in determining curriculum. As educators implement academic standards and/or required legislation, they, along with community members, must guarantee 21st-century readiness that will ensure all learners are transition-ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The [Kentucky Model Curriculum Framework](#) is a resource to help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate "future-oriented" thinking while suggesting a process for designing and reviewing local curriculum.

[KRS 160.345 \(g\)](#) The school council shall determine which textbooks, instructional materials and student

support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council.

[KRS 160.345 \(j\) 1](#). The school council shall adopt a policy to be implemented by the principal in the following additional areas: 1. Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(7).

Why Teach About the Holocaust and other cases of Genocide? A Rationale

The Holocaust, also known as the Shoah, remains an infamous and landmark event. It bears witness to the dangers of prejudice, discrimination and dehumanization, be it the antisemitism that fueled the Holocaust or other forms of racism and intolerance. Its history is tied profoundly to the six million Jewish children, men and women who perished under Nazi rule during World War II. While not the only group to suffer horrendously at the hands of the Nazi regime and their collaborators, the Jewish victims were located uniquely at the epicenter of the Holocaust. It is the intent of HB 128 (2018) that students across Kentucky engage in learning experiences which always endeavor to honor, dignify and protect the memory of the Jewish victims and survivors, as well as all others targeted by the Nazi regime, including, but not limited to Roma (Gypsies), individuals with disabilities, Communists, Socialists, Jehovah's Witnesses and homosexuals.

An analysis of the circumstances which created and sustained the Holocaust becomes applicable to the study of other genocides. Understanding the conditions that caused the Holocaust can provide students with the knowledge to analyze the development of mass violence across the world while emphasizing the value of promoting human rights and civic engagement that supports the welfare of all members of society. Studying the Holocaust and other cases of genocide can allow students to engage in meaningful discussions of the aspects of society that enable systematic oppression, support exclusionary policies and permit conditions that make genocide possible. Through these studies, students can understand that genocide is preventable and not inevitable. Bearing witness to the Shoah enables students to "Never Forget" so that events such as these may never happen again. This becomes a central and compelling reason to engage in Holocaust and genocide studies so that students become informed and critically literate, socially connected, respectful of diversity and ethically responsible and engaged.

Age Appropriateness

While students of all ages should learn about the value of diversity and empathy and the danger of discrimination and bias, an examination of the Holocaust and other cases of genocide is suited to middle and high school students because they have the knowledge of world history and geography needed to contextualize the Holocaust and other cases of genocide. This greater understanding of the world prepares students to understand the scope and scale of the events.

Middle and high school students have the ability to empathize with individual eyewitness accounts while evaluating multiple sources to understand the complexities of Holocaust and genocide studies.

Accuracy of content, together with a balanced perspective on history, must be a priority. Since Holocaust and genocide studies are complex, there is often a tendency to generalize or simplify answers to questions which may misrepresent the facts. Educators should strive to utilize a variety of primary sources, including survivor testimony, among other resources, while refraining from using any activities, such as simulations or re-enactments, which might trivialize the subject matter. Educators should select resources that are not

disrespectful of the victims, respect the emotional capacities of students and strive to use precise language to avoid any one-dimensional descriptions of events or individuals.

Standards Connections

HB [128 \(2018\)](#) requires Holocaust and other cases of genocide education in middle and high school, but it does not dictate the discipline(s) in which this material is taught. In order to provide guidance on how local SBDMs might determine where Holocaust and other cases of genocide education may fit in middle and high school curriculum, suggested connections are made between the *Kentucky Academic Standards (KAS) for Social Studies* and the *Kentucky Academic Standards (KAS) for Reading and Writing*.

It is important to note that the causes and implications of the Holocaust and other cases of genocide are vast and complex. The examples provided indicate a snapshot of Holocaust and genocide education and are not intended to fully capture the magnitude of these events.

Kentucky Academic Standards for Social Studies:

The following example, from grade 7 provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices. The identified sample evidence of learning is an example of how the disciplinary strand standards interact with the inquiry practices when engaging in genocide studies; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

| Standard | Sample Evidence of Learning |
|--|---|
| <p>7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.</p> | <p>Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions on the growth and expansion of civilizations from 600-1600. An example of a compelling question that supports Holocaust education is “What factors enable people to individually and collectively perpetrate crimes against humanity?”</p> |
| <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p> | <p>Student comparison of discipline specific supporting questions is essential to the inquiry process because in order to gain a full and complex understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions on the growth and expansion of civilizations from 600-1600 and compare the types of supporting questions each of the four disciplines uses. Some examples of supporting questions may include:</p> <ul style="list-style-type: none"> ● What role do laws play in furthering or contributing to discrimination? ● How did discriminatory practices impact the allocation of resources? <p>Students can compare the first question as a civics specific questions to the second question, which uses the lens of an economist.</p> |

| Standard | Sample Evidence of Learning |
|---|---|
| <p>7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.</p> | <p>Subjects living within empires had various rights, roles, responsibilities and limitations, often dependent upon their position and role in society. The foundation of political legitimacy for rulers was usually seen as deriving from divine sources, and those who ruled were considered to have a strong level of control over subjects. In some locations, antisemitism intensified between 600-1600 as rulers consolidated their power and attempted to forge unified populations. Often, this meant supporting one's rule through religious ideologies, which could exclude groups who followed other religions. In this period, Jewish populations were often exiled from communities, excluded from a variety of trades and forced to wear special clothing. Deplorably, laws have been used to discriminate against Jewish populations throughout history, mirroring similar laws passed by Nazi Germany. For example, the Star of David required to be worn by Jews under oppressive Nazi laws had a precedent in empires throughout the pre-modern period, when Jews were often required to wear special badges or hats to distinguish them from the non-Jewish populations. As antisemitism grew in Germany in the 1930s and 1940s, Jewish populations were stripped of citizenship and rights, forcibly removed from their communities, excluded from a variety of trades and forced to wear identifying clothing. Throughout both the pre-modern and modern historical periods, political institutions enacted policies or laws designed specifically to identify and segregate Jewish populations from society.</p> |
| <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p> | <p>Economic incentives are advantages or consequences obtained that either encourage or discourage involvement in an action. As empires grew and trade between regions increased, resources became more abundant and stimulated growth within the economy. At the same time, Jewish populations were often economically excluded by law from many occupations. For example, in many locations, Jews were not allowed to own land and thus could not farm, or were not allowed to join trade guilds and thus could not learn some types of occupational skills. Therefore, as empires flourished and commerce increased, some Jews, where tolerated, became successful in allowed occupations, including banking, moneylending and trade. In both Islam and Christianity, usury (the lending of money at interest), was forbidden. Thus, Jews often conducted economic functions like money-lending that were essential to trade and commerce. As rulers and prominent families accrued debt owed to Jewish bankers, unjustified resentment against Jewish power and wealth also grew. As Jews became more prominent and successful in society, antisemitism increased, causing the forced migration of Jews from many countries and regions.</p> |

| Standard | Sample Evidence of Learning |
|---|---|
| <p>7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> | <p>Push and pull factors either push people away from their home or pull them to a new place. Push factors might include a war or a famine and pull factors might include a new opportunity. As populations recovered from the collapse of Classical Empires after 600 C.E. and new empires were built or reconstituted, migrations also rose. Sometimes these migrations were voluntary, as when Jewish traders formed diaspora communities across the Indian Ocean Maritime System and along the Silk Roads to facilitate trade, and others were forced as the policies of land-based empires restricted the religious practices of its inhabitants. For example, as large land-based empires consolidated their power and established themselves based on a dominant religious ideology, antisemitism forced communities to move to areas that were more tolerant or protected Jewish communities. In some locations, as in Spain following the Reconquista in 1492, Jewish populations were legally expelled, causing a forced migration of these populations into more tolerant areas, including North Africa and the Ottoman Empire.</p> |
| <p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p> | <p>Empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition. Religion played a crucial role during this period, as new empires usually based their ruling ideology on specific religions. Thus, the legitimacy of the ruler and the religion followed by the subjects of the state were closely bound. As in all places and times, however, no society is completely homogenous. Thus while some empires were tolerant of minority religions, other empires enacted laws and supported practices that discriminated and persecuted those who practiced religions that were not state-sponsored. During this period, antisemitism was prevalent as land-based empires were either tolerant towards or persecuted Jewish populations. At the same time, having diverse religious populations often helped stimulate trade and enhanced cultural interactions, as Jewish banking facilitated the flow of money and increased wealth, and Jewish trade diasporas created vast networks of cultural interaction which sped and intensified the exchange of valuable technology like the Arabic numeral system and double-entry accounting practices.</p> |
| <p>7.I.U.E.2 Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.</p> | <p>While supporting claims and refuting opposing claims, students can analyze primary and secondary sources that represent a variety of perspectives to answer compelling and supporting questions, noting where the evidence provided may not be sufficient to answer the question. Sources may include, but are not limited to, political arguments, economic data, geographic representations and/or accounts from historians.</p> |

| Standard | Sample Evidence of Learning |
|---|---|
| <p>7.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> | <p>Students can construct arguments as political scientists, economists, geographers and historians to analyze how a problem, such as antisemitism, can develop at local, regional and global levels over time. When addressing antisemitism over time, students can make connections between the factors that enable people to individually and collectively perpetrate crimes against humanity during the growth and expansion of civilizations from 600-1600 with the factors that contributed to the Holocaust and discrimination in the present day. Students can identify the characteristics and causes that allow societies to discriminate among populations and collectively perpetuate crimes against humanity. Students can identify the challenges and opportunities faced by those trying to fight antisemitism, discrimination and crimes against humanity throughout history, connecting their knowledge to events in modern day America.</p> |

The following example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout high school. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices when engaging in genocide studies; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

| Standard | Sample Evidence of Learning |
|---|---|
| <p>HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</p> | <p>Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history. An example of a compelling question that supports genocide education is “Why do crimes against humanity persist despite the call to never forget?”</p> |
| <p>HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</p> | <p>Student generation of discipline specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions. Some examples of supporting questions may include:</p> <ul style="list-style-type: none"> ● How does the transfer of power impact new nation-states? ● How does persecution of a group’s cultural identity impact population distribution? <p>When responding to the discipline specific questions, students can synthesize the information in order to refine their thinking about the</p> |

| Standard | Sample Evidence of Learning |
|---|--|
| | compelling question. |
| HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community. | Societies across the modern world govern themselves using a variety of political forms. There are different processes for selecting leaders, solving problems and making decisions. Citizens living within various forms of governments have varying rights, roles, responsibilities and limitations. Sometimes, these governments are able to maintain order, uphold human rights and interact positively with the international community. However, sometimes, like in Rwanda prior to and during the genocide, the government did not protect its citizens: some citizens were excluded from a variety of jobs and were denied basic human rights while leaders were overthrown and international agreements were ignored. |
| HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations. | International economic trends illustrate current components of the global economy that will impact the immediate and long term future of an organization or government. International economic trends are used by organizations and governments to make decisions about the best economic decisions to ensure the organization or government remains competitive. International policies may include, but are not limited to, policies, such as export quotas, that manage supply to maintain price stability, etc. Prior to the genocide, Rwanda was poor and most of the population lived on the food they could grow or hunt. As the population increased and access to sufficient farming land became scarce, individuals could no longer provide for their families. Economic conditions grew worse in the late 1980's and 1990's due to drought and a collapse in coffee prices. As a result, the economic situation immediately prior to the genocide resulted in increasing poverty. |
| HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. | There are a multitude of ways that cultural factors impact movement and migration as groups migrate due to the persecution of their cultural identity both voluntarily and by force. Other times culture impacts where people and groups migrate as seen with chain migration, when a group of people from one place immigrate to a new place together. As conflict increased in Rwanda due to fighting, Tutsis were forced to flee Rwanda and ended up in countries such as Burundi and Uganda |
| HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present. | After 1945, several new societies emerged from colonial rule to establish independence or autonomy. In some circumstances, the transition through decolonization was nonviolent and methodical while at other times, it resulted from violence. The latter applied to Rwanda, a country in central Africa where Hutus rebels revolted against the Belgian colonial power and the ruling Tutsis elite. The revolution was |

| Standard | Sample Evidence of Learning |
|--|---|
| | <p>the result of decades of imperialism and lingering effects of the Treaty of Versailles, which established a government that turned the traditional Hutus-Tutsis relationship into a class system. The monopolizing of power by one group over another, stripping groups of their equal rights, forcibly removing groups from their communities, and the establishment of ethnic quotas in public service employment contributed to the 1994 genocide that was ignored by the international community.</p> |
| <p>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p> | <p>Through sourcing documents, doing close readings, corroborating documents and contextualization, students can research, gather information and use sources to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history. Sources may be primary or secondary, text, print or visual and may include, but are not limited to, political arguments, economic data, geographic representations and/or accounts from historians.</p> |
| <p>HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p> | <p>Students can engage in historical thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history. When engaging in genocide studies to determine why crimes against humanity persist, students can use sourcing, contextualization and causation, among others, to determine the long-term, sometimes institutional, contributing factors to genocide and identify the immediate actions taken by individuals, institutions, governments and international organizations that enable a genocide to occur. Students can then propose a solution or design an action plan that responds to a factor that contributes to the development of genocide, such as classification, symbolization and/or dehumanization.</p> |

Kentucky Academic Standards (KAS) for Reading and Writing:

In the *KAS for Reading and Writing*, students are to view literacy experiences as transactional, interdisciplinary and transformational (Interdisciplinary Literacy Practice 3) and utilize digital resources to learn and share with others (Interdisciplinary Literacy Practice 7). Students’ understanding and use of text are dependent upon the transaction between the reader, the text itself and the context. This transaction values the parameters of the text, the input of the reader and the opportunities in the classroom to build understanding. When students’ literacy experiences cross traditional disciplinary boundaries, their knowledge is expanded and relevant. Furthermore, students’ interactions with text become transformational when they are motivated to pursue additional information or activity as a result of their new schema.

In English/language arts classrooms, students should engage with complex and controversial issues in Holocaust and genocide studies by way of text. As stated in Interdisciplinary Literacy Practice 1, students must recognize that text is anything that communicates a message. Thus, educators should select both print and non-print texts and text sets that are respectful of the victims, appropriate for the emotional capacities of

students and not simply one-dimensional descriptions of events or individuals. Due to the sensitive nature of the topics, student interactions with these texts must be structured intentionally to allow students to read, comprehend and analyze the texts with the purpose of understanding the message and becoming critically literate. Students should be given opportunities to not only analyze the context, author, intended audience and purpose of texts, but also to evaluate each author's perspective, selection of details, use of information and interpretation of history.

Multiple connections to education about the Holocaust and other cases of genocides may be made to the Reading Informational Text standards. Below are Guiding Principles and their associated standards for grades 6-12. The standard connections provided here are meant to serve as examples, not as an exhaustive list.

Guiding Principle 3 Students will analyze how and why individuals, events and ideas develop and interact over the course of a text.

- RI.6.3 Analyze in detail how an author develops a key individual, event or idea over the course of a text.
- RI.7.3 Analyze the interactions between individuals, events and ideas over the course of a text.
- RI.8.3 Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.
- RI.9- 10.3 Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.
- RI.11- 12.3 Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.

Guiding Principle 6 Students will analyze how point of view, perspective and purpose shape the content and style of a text.

- RI.6.6 Determine an author's perspective and purpose in a text, and explain how it is conveyed in a text.
- RI.7.6 Determine an author's perspective and purpose in a text, and analyze how the author distinguishes his or her position from that of others.
- RI.8.6 Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.9- 10.6 Determine an author's point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.
- RI.11- 12.6 Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

Guiding Principle 7 Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

- RI.6.7 Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
- RI.7.7 Compare/contrast a print to a non-print version of a text, analyzing each media's portrayal of the subject and its impact on the audience.
- RI.8.7 Evaluate the advantages and disadvantages of using print and non-print formats for presenting

particular topics or ideas.

- RI.9- 10.7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.
- RI.11- 12.7 Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Guiding Principle 9 Students will analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.6.9 Compare/contrast how two or more authors present similar events.
- RI.7.9 Analyze how two or more authors writing about the same topic present key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.8.9 Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
- RI.9- 10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.
- RI.11- 12.9 Analyze documents of historical and literary significance for their themes, purposes and rhetorical features.

Optional Curricular Resources to Support Instruction

The information below includes sample resources to enable middle and high schools to implement Holocaust and genocide education into the curriculum. The identified resources are possible suggestions; however, they are not the only resources available to support Holocaust and genocide education.

[Aegis Trust](#)- This resource provides contextual knowledge of different genocides and crimes against humanity taking place in the past and contemporary.

- Content: Genocide
- Applicable grade levels: HS

[Amnesty International](#)- This resource provides up to date profiles of human rights issues in each country.

- Content: Genocide
- Applicable grade levels: HS

[Center for Holocaust and Genocide Studies at the University of Minnesota](#)- This resource provides pedagogical scaffolding and primary and secondary sources for teaching the Holocaust and genocide.

- Content: Holocaust and Genocide
- Applicable grade bands: HS

[Echoes and Reflections](#)- This resource provides educators with pedagogical support and knowledge about the Holocaust.

- Content Focus: Holocaust
- Applicable grade levels: MS, HS

[Jewish Virtual Library](#)- This resource provides an in-depth background of content knowledge surrounding the history of the Holocaust.

- Content Focus: Holocaust
- Applicable grade levels: MS, HS

[Kentucky Educational Television \(KET\) PBS Learning Media- Murals of the Holocaust](#)- This resource provides a video collection where the stories of a Holocaust survivor and the son of a Holocaust survivor are shared. Additionally, one teacher shares how she incorporates the arts into Holocaust history lessons.

- Content Focus: Holocaust
- Applicable grade levels: MS, HS

[The Office of the Special Adviser on the Prevention of Genocide](#)- This resource provides important historic and contemporary documents pertaining to Genocide.

- Content: Genocide
- Applicable grade bands: MS, HS

[United States Holocaust Memorial Museum](#)- This resource provides pedagogical support for educators building instruction on the Holocaust and genocide studies.

- Content Focus: Holocaust and Genocide
- Applicable grade levels: MS, HS

[Yad Vashem](#)- This resource provides educators with primary and contemporary sources that can encourage practices such as analysis, synthesis, evaluation and help build contextualization.

- Content: Holocaust
- Applicable grade level: MS, HS