

# Teaching the Holocaust and Other Genocides: Online Resource Platform for Educators

Board of Regents Presentation  
September 8, 2025



# Why Teach About the Holocaust and Other Genocides?



Provides students an opportunity to:

Examine complex events in history through multiple perspectives and stories

Engage in reflective thinking

Example: How does our shared humanity guide us in determining the responsibility we have to one another?

Engage in future-focused thinking

Example: In what ways can we act individually and collectively to affirm the dignity of every human being?

# NYS Mandate – §801 of NYS Education Law

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"In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship ..., the Regents of The University of the State of New York shall prescribe ***courses of instruction in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850, to be maintained and followed in all the schools of the state.*** The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction."

# Resource Platform: Priorities

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- Ease of use for educators (use of color coding, internal links, grade levels identified, etc.)
- Alignment with the CR-S Education Framework, Social Studies Framework, and Learning Standards for Literacy in History/Social Studies
- Provision of a variety of resources to support diverse learning styles and interests
- Ensuring historically accurate content
- Highlighting actions of individuals who resisted or helped others during times of genocide (stories of courage)
- Inclusion of additional resources/sources for further learning



# Process

- Establishment of partnerships
- Creation of resources (team of educators)
- Review/editing of resources
- Establishment of vetting team and vetting process (NYSED, BOCES, and local experts)
- Final edits made
- Dissemination to field



# Online Resource Guide: Home Page



## Teaching the Holocaust and Other Genocides

### Home

[Overview of Human Behavior](#)

[Holocaust Resources by Time Period](#)

[Responses to the Holocaust](#)

[Literature and Art](#)

[U.S. and the Holocaust](#)

[Other Genocides](#)

[Key Terms](#)

[Appendix](#)

Welcome to *Teaching the Holocaust and Other Genocides*, created through a collaboration with the [Holocaust & Human Rights Center](#), the [New York State Archives Partnership Trust](#), and the [New York State Education Department](#).

In this resource guide, you will find learning activities, readings, and case studies. Learning activities give suggestions on how to use some of these materials in the classroom. Readings provide an in depth look at specific content and include discussion questions. Cases Studies take a deeper dive into an individual or group experience during a specific historical period or event. Key vocabulary for some passages, discussion questions, and sources are also provided. These materials are color-coded throughout each module as follows:

- Learning Activities-**Purple**
- Case Studies-**Orange**
- Readings-**Dark Blue**
- Key Vocabulary-**Green**
- Discussion Questions-**Light Blue**
- Sources-**Yellow**

A **Supplemental Materials and Pacing Guide** has also been created to accompany use of the Teaching the Holocaust and Other Genocides digital platform. Suggestions for integrating key themes and social studies practices from the New York State K-12 Social Studies Framework are included in this guide. This resource offers suggested pacing guides for teaching the Holocaust in three, four, and five class periods.

# Supplemental Materials and Pacing Guide

## The Inquiry Arc

The Inquiry Arc in the K-12 Social Studies Framework guides learners through a structured process of investigation, reflection, and action. There are four key steps to teaching through the inquiry arc: (1) Developing questions and planning inquiries; (2) Applying disciplinary concepts and tools; (3) Evaluating sources and using evidence; and (4) Communicating conclusions and taking informed action.

Below is a suggested approach for applying the Inquiry Arc with students to a general study of the Holocaust, ensuring deep and thoughtful engagement with the topic:

### Step 1: Connect (Engaging Personally)

- Reflect on personal experiences with identity, belonging, or injustice to build empathy and relevance
- Explore ethical questions like: "What is our responsibility when we witness hate or exclusion?"
- Introduce survivor testimonies to humanize the history and spark emotional connection

- What were the causes and consequences of the Holocaust?
- How did ordinary people contribute to or resist genocide?
- What lessons can be learned to prevent future atrocities?
- How did different groups experience the Holocaust?
- What role did propaganda, laws, and societal attitudes play in enabling genocide?

### Step 2: Wonder (Framing the Inquiry)

### Step 3: Investigate (Gathering and Analyzing Information)

- Examine primary sources (Nuremberg Laws, survivor testimonies, Nazi propaganda, photographs, maps, etc.)
- Study historical contexts (antisemitism in Europe, Nazi ideology, World War II, etc.)
- Analyze scholarly interpretations (books, documentaries, academic papers, etc.)
- Explore case studies of resistance (Warsaw Ghetto Uprising, Swing Kids, partisans, etc.)
- Study rescuers (Tina Strobos, Gino Bartali, Albanians, etc.)
- Examine Holocaust memorials

7

## The Inquiry Arc

### Step 4: Construct (Synthesizing Information and Drawing Conclusions)

- Write essays or reports analyzing specific aspects of the Holocaust
- Develop timelines or infographics illustrating key events
- Compare and contrast survivor testimonies to highlight different experiences
- Read memoirs, historical fiction or poetry to deepen empathetic understanding (*Night*, *Number the Stars*, *I Never Saw Another Butterfly*, etc.)

- Participate in classroom debates or discussions on ethical dilemmas
- Engage with Holocaust survivors or second and third generation
- Reflect on how the Holocaust is remembered and memorialized in different cultures (Germany, the Netherlands, Poland, etc.)
- Discuss the importance of confronting Holocaust denial and distortion

### Step 5: Express (Sharing and Reflecting)

### Step 6: Reflect (Applying Learning to the Present and Future)

- Educate others through presentations or projects
- Design a memorial for Holocaust remembrance, explaining its symbolism and importance
- Advocate against modern antisemitism and genocide
- Support Holocaust remembrance initiatives and organizations
- Promote critical thinking about propaganda and hate speech today

By following the Inquiry Arc, students and teachers will have the opportunity to not only learn about the Holocaust but also develop a sense of moral responsibility and awareness to prevent history from repeating itself.

8



# Online Resource Guide: Home Page

## Why teach about the Holocaust and Other Genocides?

Learning about the Holocaust and other genocides gives students the chance to examine complex and controversial issues in world history. Activities like the ones provided in this resource guide encourage critical thinking by offering multiple perspectives as students analyze documents, explore essential questions, and draw informed conclusions. As educators support students in becoming reflective and future-focused, engaging in learning about important events in history including the Holocaust and other genocides can inspire thoughtful discussion about what it means to be human, what responsibilities we have to one another in society, and how we can act individually and collectively foster communities that affirm the dignity and worth of every human being.

This resource guide supports §801 of NYS Education Law that requires school districts to teach about the Holocaust. The law supports instruction in this area as noted below:

"In order to promote a spirit of patriotic and civic service and obligation and to foster in the children of the state moral and intellectual qualities which are essential in preparing to meet the obligations of citizenship ..., the Regents of The University of the State of New York shall prescribe courses of instruction in patriotism, citizenship, and human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (including the freedom trail and underground railroad), the Holocaust, and the mass starvation in Ireland from 1845 to 1850, to be maintained and followed in all the schools of the state. The boards of education and trustees of the several cities and school districts of the state shall require instruction to be given in such courses, by the teachers employed in the schools therein. All pupils attending such schools, over the age of eight years, shall attend upon such instruction."

## Getting Started

About this  
Resource Guide

Guidelines for Teaching  
about the Holocaust from  
the United States Holocaust  
Memorial Museum

A Brief Overview of the  
Holocaust for Educators

Connections to the  
NYS Social Studies  
Framework  
& Learning Standards

Alignment with the CR-S  
Education Framework

Teaching Considerations to  
Support Students

Click the modules below to view resources by topic.



Overview of  
Human Behavior



Holocaust Resources  
by Time Period



Responses to the Holocaust:  
Rescue and Resistance



Holocaust  
Literature and Art



U.S. and the  
Holocaust



Other  
Genocides



# Home Page Highlights



Connections to the  
NYS Social Studies  
Framework and  
Learning Standards  
for Literacy in  
History/Social Studies

Alignment with the  
CR-S Education  
Framework

Teaching  
Considerations to  
Support Students:

- Social-Emotional  
Considerations
- Considerations  
for ENL Students
- Considerations  
for Students with  
Disabilities

# Content Organization – Modules

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## Overview of Human Behavior

## Holocaust Resources by Time Period

- Before 1933
- 1933-1939: Indoctrination and Discrimination
- 1939-1942: Persecution and Segregation
- 1942-1945: Genocide
- 1945-Present: Liberation and Beyond

## Responses to the Holocaust

- Rescue
- Resistance

## Literature and Art

## U.S. and the Holocaust

## Other Genocides

# Holocaust Resources by Time Period

This section contains case studies, readings, and learning activities related to events during the period leading up to the Holocaust, during the Holocaust, and through present day. The button to the right will take educators to a WWII/Holocaust Timeline to support student learning in this module.

Timeline:  
Road to WWII  
and the Holocaust

Please refer to the **"Social-Emotional Considerations to Support Students"** page prior to using these resources.



Before 1933:  
Historical  
Beginnings



1933-1939:  
Indoctrination and  
Discrimination



1939-1942:  
Persecution and  
Segregation



1942-1945:  
Genocide



1945-Present:  
Liberation and Beyond

# 1933-1939: Indoctrination and Discrimination

Between 1933 and 1939, Nazi Germany, under Adolf Hitler's leadership, transformed into a totalitarian state. After coming to power in 1933, the Nazis quickly eliminated political opposition, suppressed civil liberties, and established a one-party dictatorship. The 1933 Book Burnings and the 1936 Olympics illustrate the influence of Nazi propaganda. Policies of state-sponsored indoctrination and discrimination, through education and youth organizations and the enactment of the Nuremberg Laws in 1935, stripped Jews of their rights and laid the foundation for widespread antisemitic persecution. During this period, the regime also promoted aggressive nationalism, rearmed the military in violation of the Treaty of Versailles, and expanded its territory with actions like the annexation of Austria in 1938 and the occupation of Czechoslovakia in 1939. The November *pogroms* or *Kristallnacht* in 1938 marks the turning point and sets the stage for the Holocaust.

Learning Activities	Readings	Case Studies
Flames of Intolerance: The 1933 Book Burnings and the Fight for Intellectual Freedom Athletes Inquiry Jesse Owens Document Analysis: A Postcard <i>The Poisonous Mushroom</i> and the Indoctrination of Youth The Nuremberg Laws Evian Conference Political Cartoons Hitler Youth Poster Analysis Affidavit of an American Educator in Germany	Boycott of Jewish Businesses Citizens No More: The Nuremberg Laws and the Fall of Rights Book Burnings 1936 Berlin Olympics Racial Pseudoscience and State Power: Nazi Germany, Jim Crow and the Challenge of Jesse Owens Gymnast Agi Keleti Violence in Lichtenfels <i>Kristallnacht</i> Education as a Means of Indoctrination During the Third Reich <i>The Poisonous Mushroom</i> : An Examination of Antisemitic Propaganda in Nazi Germany Education of Jews Youth on the Margins The Reichstag Fire and the Enabling Act Protestant Churches and the Nazi State Propaganda at the Movies <i>Polenaktion</i> : The Karp Letter The Evian Conference of 1938	Thirteen Drivers' Licenses  Film: <i>Testimony of the Human Spirit</i> Chapter 1: Indoctrination and Discrimination



# Content Overview: Categories Within Modules

Example:  
Responses to the Holocaust:  
Rescue

## Learning Activities

Elementary Activity  
for Gino Bartali  
Middle and High School  
Activities for Gino Bartali  
Chiune Sugihara

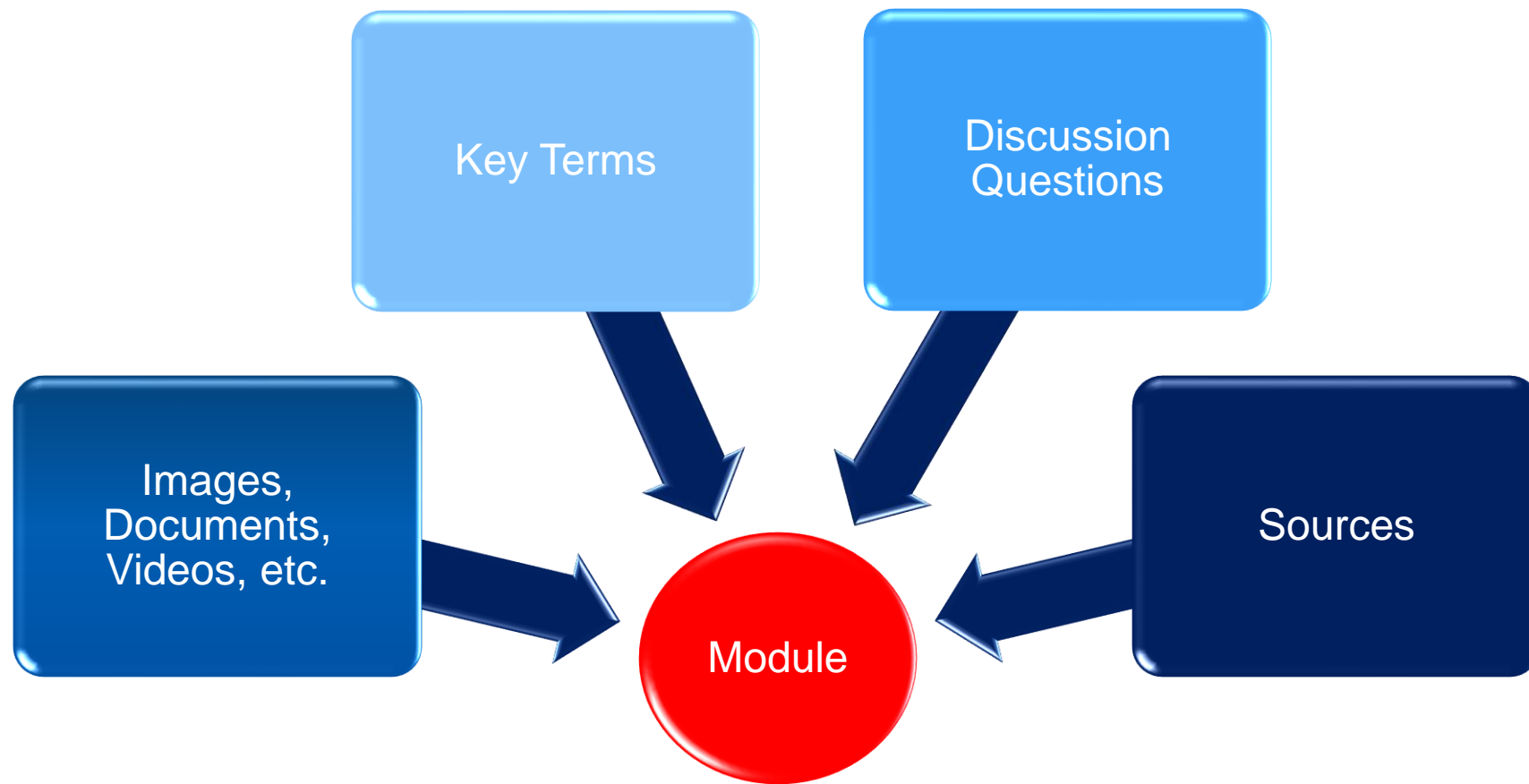
## Readings

The Righteous  
Among the Nations  
Altruism and the  
Righteous Gentiles  
Albanian Rescue  
The Netherlands During the  
Holocaust  
The Holocaust in Italy  
The Assisi Network  
*Kindertransport*  
*Kindertransport:*  
Memory in Bronze

## Case Studies

Andy Sterling:  
Hiding to Survive  
Chiune Sugihara:  
Japanese Diplomat  
Dimitar Peshev:  
Bulgarian Politician  
Gino Bartali:  
Italian Rescuer  
Jan Karski:  
Polish Underground  
Raoul Wallenberg:  
Swedish Diplomat  
Sel Hubert:  
*Kindertransport*  
Stefan Rozenfeld:  
Rescued  
Tina Strobos:  
Dutch Rescuer

# Content Overview Within Modules



# Primary Sources

## The 1936 Olympics: A Stage for Politics, Propaganda, and Resistance

The 1936 Summer Olympics, held in Berlin, Germany, were one of the most politically charged and controversial sporting events in modern history. These Games, officially known as the XI Olympiad, were used as a propaganda tool by Adolf Hitler's Nazi regime to showcase its ideology of Aryan superiority and the supposed resurgence of Germany. However, the Games also became a platform for resistance against these ideals, particularly through the remarkable performance of African American athlete Jesse Owens.

When the International Olympic Committee (IOC) awarded the 1936 Summer Olympics to Berlin in 1931, Germany was still under the democratic Weimar Republic. However, by the time the Games took place, Adolf Hitler had risen to power in 1933, and the Nazi regime sought to use the event to promote its totalitarian and racist ideals. **Joseph Goebbels**, the Minister of Propaganda, meticulously orchestrated the Games as a global spectacle meant to demonstrate German strength, unity, and racial superiority.



Poster from the 1936 Berlin Olympics





# Case Studies: Focus on a Range of Individuals

## Early Life

Maria Katharina Reichardt, known in her family as Kätchen, was born December 15, 1911, to a middle-class family in Posen (now Poznan, Poland). She was four years younger than her sister Hildegard, called Hilla. Their father, Willy Reichardt, was a captain and battery commander in the Prussian army. Their mother, Elisabeth or Ella, always called "Omi" by later generations, was a mother and housewife. The family lived a well-established life in Posen.



Reichardt Family, c. World War I

In 1917, during World War I, Willy was killed in action in France at only 44 years old, leaving Omi a widow and single mother with two daughters. As a result, she moved back to her native city of Berlin, where her father was still living. She found a reasonable rental apartment in an affluent neighborhood near Charlottenburg Palace. Hilla attended high school, but Kätchen stayed home because she was often too ill to attend. She was taught at home by a teacher from the auxiliary school from fall of 1921 to spring of 1923. Kätchen could read and write a little, but was unable to complete math tasks.



Kätchen and Hilla, 1923

According to family oral history, besides regular severe colds, tonsillitis, stomach and intestinal disorders, Kätchen had seizures every once in a while, and in later years was eventually diagnosed with epilepsy. One morning in January 1924, her legs gave out and she screamed in pain. The doctor suspected rheumatoid arthritis, but later came to the conclusion that it was paralysis. She also developed temporary paralysis of her hands, legs, feet, and bladder.



# Responses to the Holocaust

## Responses to the Holocaust

### Home

### Overview of Human Behavior

### Holocaust Resources by Time Period

### Responses to the Holocaust

Rescue

Resistance

### Literature and Art

### U.S. and the Holocaust

### Other Genocides

### Key Terms

### Appendix

During the Holocaust, acts of rescue and resistance emerged as powerful responses to Nazi persecution. Despite the immense danger, some individuals and groups risked their lives to save Jews and others from deportation and death. Rescuers, including members of underground networks, religious communities, diplomats, and ordinary citizens, provided hiding places, forged documents, and escape routes. Resistance also took many forms, from armed uprisings in ghettos and camps—such as the Warsaw Ghetto Uprising—to sabotage operations and the spread of underground newspapers. Even in Nazi Germany, individuals and groups protested policies and actions. These courageous efforts, though often limited in scope, demonstrated profound bravery and humanity in the face of systematic genocide.

Please reference the **"Social-Emotional Considerations to Support Students"** page prior to using these resources.



Rescue

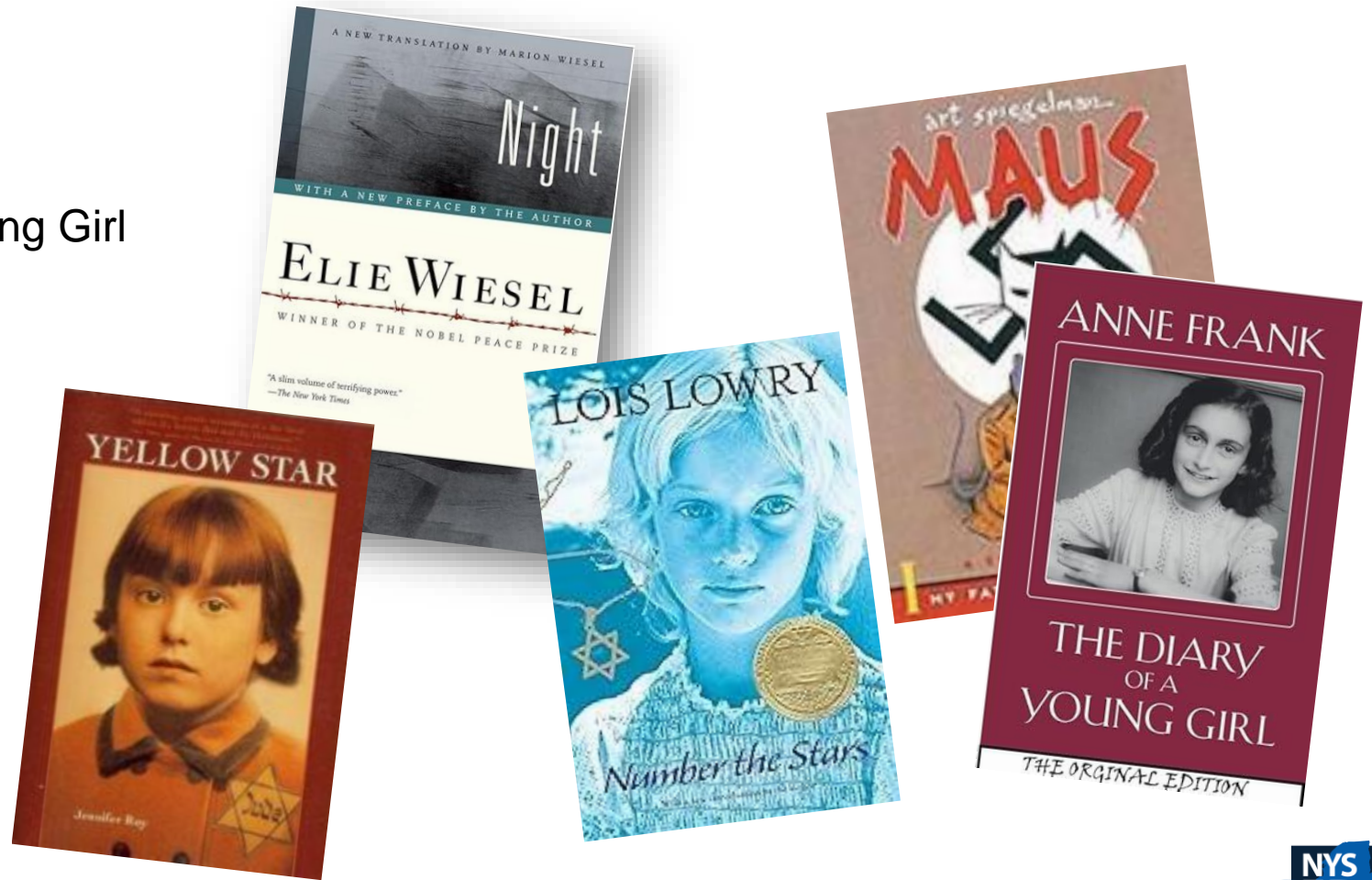


Resistance

# Literature Guides

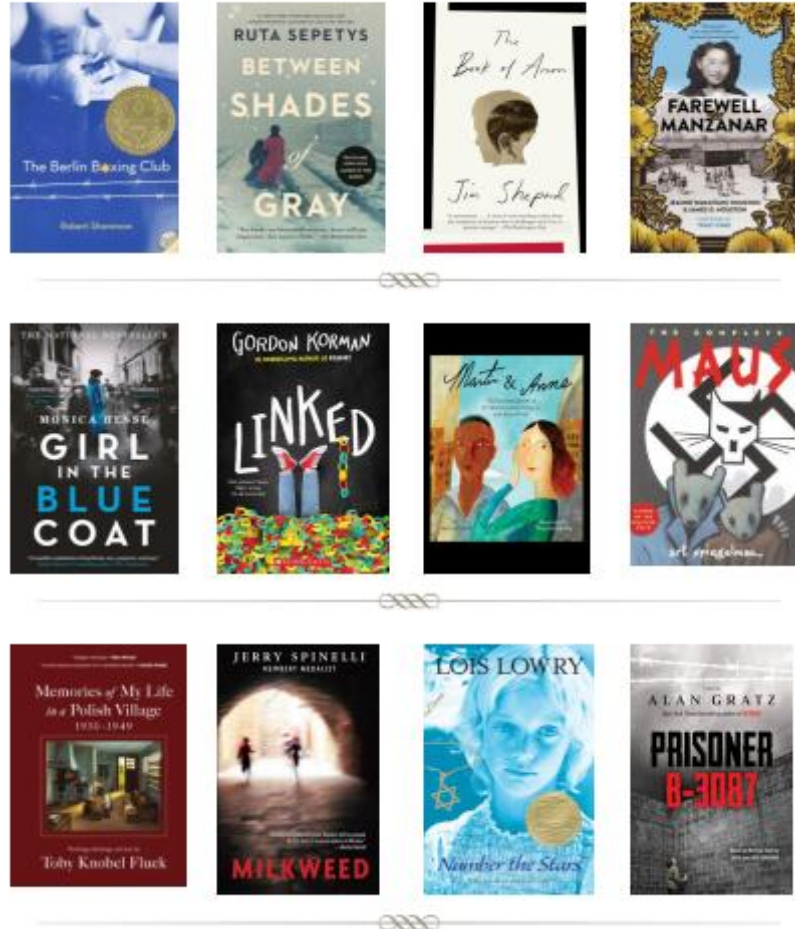
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- Anne Frank: The Diary of a Young Girl
- Night
- Number the Stars
- Maus
- Yellow Star



# Young Readers Annotated Bibliography

The following books were carefully selected using criteria outlined in the  
*Teacher's Guide: Selecting Holocaust Fiction to Avoid Misinformation.*



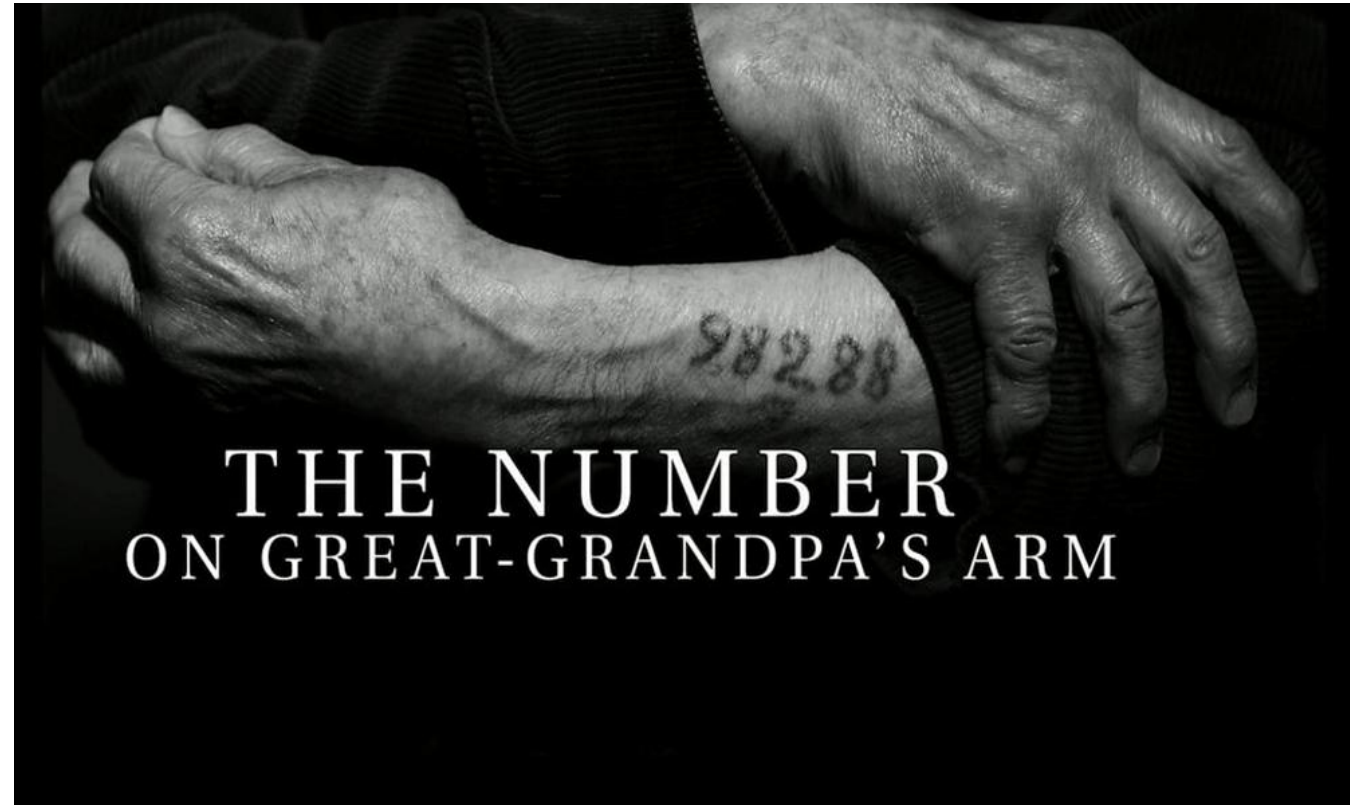
Teachers Guide:  
Selecting Holocaust Fiction to  
Avoid Misinformation

# Annotated Videography

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34 Films with:

- Descriptions
- Internal link
- Movie Ratings
- Release Date





# U.S. and the Holocaust: Safe Haven at Fort Ontario

## Discussion Questions

1. What were the key factors that led President Roosevelt to establish the Fort Ontario Refugee Camp in 1944?
2. How did the classification of refugees as "guests" rather than immigrants impact their lives and legal status in the United States?
3. What was the process for selecting the refugees who would be transported to Fort Ontario, and what criteria were used?
4. How did the conditions aboard the USS Henry Gibbins shape the refugees' experience as they made their way to the United States?
5. In what ways did the presence of fences and barbed wire at Fort Ontario affect the refugees' sense of freedom and security?
6. What were some of the key challenges the refugees faced during their time at Fort Ontario, both inside the camp and in their interactions with the local community?
7. How did schooling and educational programs at Fort Ontario help the refugees adapt to their new lives in the U.S.?
8. What role did local Oswego residents play in the lives of the refugees, and how did their attitudes evolve over time?
9. How did the personal stories of survivors, such as Manya Hartmeyer Breuer, highlight the emotional and psychological impact of life at Fort Ontario?
10. What were the long-term outcomes for the refugees who stayed at Fort Ontario, and how did their experiences shape their contributions to American society after the camp closed?



# Other Genocides

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Armenia

Bosnia

Cambodia

Darfur

Holodomor

Rohingya

Rwanda

Uyghurs



Mariam Ibrahim Ausher, 35, a soldier with the Sudanese Liberation Army, joined the rebels after her village was attacked by government forces and her first husband and children were killed. She fights in the Jebel Marra region of Darfur alongside her rebel husband, General Al Gizouli.

*Courtesy: Vice News*

*Photography by Zach Caldwell*

# Resource: Key People



**Anielewicz, Mordecai (1919-1943)** was a Jewish resistance leader who became a symbol of courage for his role in leading the Warsaw Ghetto Uprising against the Nazis in May 1943. Born near Warsaw, Anielewicz was involved with Jewish youth movements and became a member of the Zionist-socialist group Hashomer Hatzair. When Nazi forces began the mass deportation of Jews from the Warsaw Ghetto to the Treblinka death camp, Anielewicz organized and led the Jewish Fighting Organization (ŻOB) to resist. As the Nazis prepared to liquidate the ghetto, Anielewicz led a group of poorly armed Jewish fighters in a courageous stand against the vastly superior German forces. For nearly a month, the Jewish fighters resisted, symbolizing strength and resilience in the face of certain death. Anielewicz perished in the uprising's final days, but his legacy lives on as a symbol of courage and resistance during the Holocaust, inspiring generations to remember the importance of fighting against injustice.

**Chamberlain, Neville (1869-1940)** was a British politician who served as Prime Minister of the United Kingdom from 1937 to 1940 and is best known for his policy of appeasement toward Nazi Germany in the lead-up to World War II. Chamberlain's most famous action was his negotiation with Adolf Hitler, resulting in the Munich Agreement of 1938, in which Britain, France, Italy, and Germany agreed to allow Hitler to annex Czechoslovakia's Sudetenland in exchange for a promise of no further territorial expansion. Chamberlain mistakenly believed that this would secure "peace for our time," but the policy ultimately failed as Hitler continued his aggressive expansion, leading to the outbreak of World War II in 1939. His reputation suffered as the war unfolded; he resigned as Prime Minister in 1940 and Winston Churchill replaced him.

This resource provides a more in-depth description of key people that are mentioned throughout the website. Where possible, a primary source illustrating a person has been provided. The names in [blue text](#) are hyperlinked to a selected primary source. Click the term to view the related visual.

[Download PDF](#)

[A-G](#)

[H-P](#)

[R-T](#)

[U-Z](#)

Below is an index of individuals profiled in this resource. Click on the name to view the full profile.

Name	Section	Topic
<a href="#">Mordechai Anielewicz</a>	Genocide (1942-1945)	Warsaw Ghetto
<a href="#">Gino Bartali</a>	Responses to the Holocaust	Rescue
<a href="#">Rudolf Brazda</a>	Persecution and Segregation (1939-1942)	Gay Men
<a href="#">Charlotte Delbo</a>	Genocide (1942-1945)	None of Us Shall Return
<a href="#">August Dickmann</a>	Persecution and Segregation (1939-1942)	Jehovah's Witness
<a href="#">Alberto Errera</a>	Genocide (1942-1945)	Sonderkommandos
<a href="#">Ben Ferencz</a>	Liberation and Beyond (1945-Present)	Nuremberg Trials
<a href="#">Anne Frank</a>	Literature and Art	Literature Study Guides
<a href="#">Heinz Geiringer</a>	Literature and Art	Children's Voices
<a href="#">Ruth Gruber</a>	U.S. and the Holocaust	Safe Haven



# Camps and Ghettos

22 Camps/Ghettos including:

Location

Establishment

Imprisoned Population

Conditions

Liberation

Destruction of Evidence

Post-War Trials



Chelmno  
Extermination  
Camp



Dachau  
Concentration  
Camp



Drancy  
Transit  
Camp



Ebensee  
Concentration  
Camp



Gross-Rosen  
Concentration  
Camp



Łódź  
Ghetto



Majdanek  
Concentration and  
Extermination Camp



Mauthausen  
Concentration  
Camp



# NYSED Day Of Learning: Center for Jewish History



## DAY OF LEARNING

An invitation-only program of the New York State Education Department

**MARCH 31, 2025 | 8:00 AM - 3:30 PM**

Join us for an immersive day of professional collaboration and explore ways to engage students in learning about the Holocaust. The day includes access and learnings from *Anne Frank The Exhibition*.

Space is limited to the first 150 registrants.

Center for Jewish History, 15 W. 16th Street, NYC

A full day of workshops, panel discussions, and networking for superintendents, district leadership, and educators to focus on **interdisciplinary learning**, **supporting educators in the classroom**, and **education policy**.

Presented in partnership with the **Anne Frank Center** at the University of South Carolina, the **Center for Jewish History**, and **Anne Frank The Exhibition**.

REGISTER: [HTTPS://RB.GY/GIGUJV](https://rb.gy/giguJV)



# NYSED Day of Learning: Center for Jewish History



## The Exhibition



# Next Steps

Presentation to BOCES District Superintendents

Collaboration with the Staff/Curriculum Development  
Network (SCDN)


NYSED Weekly

Dissemination Through Listservs

Continued Sharing of Resource Through Multiple Channels







“The opposite of love is not hate,  
it’s indifference”

-Elie Wiesel



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

Thank You!

Questions?