

# Resources for Teaching About the Holocaust and Genocide



June 2025

## Acknowledgements

ISBE is grateful for the support and guidance of the following individuals and organizations in developing this resource guide, a testament to the power of collaboration united by a shared vision for inclusive, inquiry-based education for all students of Illinois:

Contributions & External References

**Illinois Holocaust Museum & Education Center:** Amanda Friedeman, Jessica Hulten, Kelley Szany

**Simon Wiesenthal Center:** Jacqueline Carroll, Alison Slovin

# Holocaust and Genocide Education

## Front Matter Document

June 2025

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### Introduction

#### Resource Guide Overview

This resource guide is designed to assist educators across Illinois in fulfilling the state’s mandate to teach about the Holocaust and other genocides. It is grounded in the values of human dignity, justice, and historical accuracy and provides carefully selected materials to support student learning about the origins, impacts, and resistance movements related to genocides. The guide also encourages reflection on our shared moral and civic responsibilities to confront hatred and prevent future atrocities.

This mandate underscores the importance of genocide education as an essential component of civic learning at a time when the number of incidents of antisemitism, xenophobia, racism, and denialism is increasing. The experiences of Holocaust survivors, victims of mass violence, and upstanders throughout history offer powerful lessons about humanity’s capacity for both harm and heroism.

When utilizing materials from other sources, exercise care by thoroughly checking for copyright restrictions, ensuring proper citation, and critically evaluating the credibility of the content to maintain academic integrity and respect the original creator’s rights.

### Background

Illinois has long been a national leader in Holocaust education, becoming the first state to mandate it in public schools in 1990. This was expanded in 2005 to include other acts of genocide. This guide reflects an expanded vision of the mandate and responds to recent legislative updates, incorporating resources to address genocides against Armenians, Cambodians, Assyrians, Rwandans, Bosnians, Darfurians, and others.

The guide provides age-appropriate resources and learning opportunities aligned to state social science standards and includes a balance of primary sources, survivor testimony, lesson plans, digital archives, and professional learning. Grounding this work in inquiry, critical thinking, and human-centered storytelling enables educators to foster students’ understanding of both historical events and their relevance today.

### Goal

This guide is designed to provide Illinois educators with pedagogically sound, historically accurate, and emotionally resonant resources that meet legislative requirements and inspire meaningful engagement with the histories of the Holocaust and other genocides.

## **Mission**

In collaboration with educators, museums, scholars, survivors, and community organizations, this guide aims to promote the ethical teaching of genocide history that:

- Respects the dignity and memory of victims and survivors.
- Equips students with tools to recognize injustice and prevent future harm.
- Cultivates empathy, historical thinking, and civic responsibility.

## **Principles for Teaching the Holocaust and Genocide**

The guiding principles espoused in this document are adapted from best practices in genocide education and are aligned with recommendations from institutions, such as the United States Holocaust Memorial Museum, the Illinois Holocaust Museum and Education Center, and Facing History & Ourselves:

### **1. Center Testimony and Human Experience**

Use survivor stories, firsthand accounts, and primary sources to humanize historical events and emphasize lived experiences over abstract statistics.

### **2. Teach Genocide as a Process**

Genocide does not occur spontaneously. Teaching about the historical, political, and social conditions that lead to genocide helps students recognize warning signs in the past and present.

### **3. Combat Denial and Distortion**

Ensure accuracy and historical integrity by using vetted, scholarly sources. Confront denialism and misinformation directly and responsibly.

### **4. Encourage Ethical Reflection and Civic Engagement**

Foster discussions around moral choices, resistance, complicity, and responsibility. Empower students to recognize their agency in confronting injustice.

### **5. Make Connections Without Equating**

Each genocide is unique, but drawing connections among them can help students identify recurring patterns. Avoid comparative suffering; instead, elevate understanding of shared human rights issues.

### **6. Support Teacher Learning**

Provide ongoing professional development and community of practice opportunities to help educators teach these complex topics with confidence and care.

## Assessment and Vetting of Resources

The resources included in this guide are vetted to ensure both historical accuracy and pedagogical soundness through a multi-layered, standards-aligned process. This evaluation is grounded in Illinois state legislation, informed by best practices in genocide education, and guided by expert consultation.

### Key Vetting Criteria and Process:

- **Legal and Standards Alignment**

All materials are developed in accordance with Section 27-20.3 of the Illinois School Code, which mandates instruction on the Holocaust and other genocides in public schools. Resources are aligned with Illinois Social Science Standards, which emphasize disciplinary thinking, inquiry-based learning, and civic engagement.

- **Collaboration with Subject-Matter Experts**

The resource guide reflects the input and review of trusted institutions and professionals, including the Illinois Holocaust Museum and Education Center, United States Holocaust Memorial Museum, USC Shoah Foundation, and Facing History & Ourselves. These contributors evaluated resources for historical reliability, sensitivity, and alignment with pedagogical goals.

- **Inquiry-Based, Culturally Responsive Framework**

Resources are assessed based on guiding principles adapted from nationally recognized genocide education frameworks. These include:

- Centering survivor testimony and firsthand accounts.
- Teaching genocide as a historical and social process.
- Addressing denial and distortion with scholarly sources.
- Promoting ethical reflection and civic engagement.
- Making connections among genocides without conflating unique experiences.
- Supporting teacher learning and professional growth.

- **Inclusive and Ongoing Review**

ISBE employs an iterative, feedback-informed process for resource evaluation. Materials are reviewed via educator professional learning and community-based consultation for cultural responsiveness, bias awareness, and instructional effectiveness. Educators across the state pilot materials, offering feedback that helps refine and improve the guide over time.

Although ISBE does not utilize a single standardized rubric, this multi-faceted approach functions as a rigorous assessment framework — ensuring that all resources are credible, pedagogically meaningful, and historically accurate.

## **Acknowledgment of Contributors**

This guide was developed through collaboration with:

- Illinois Holocaust Museum and Education Center
- Simon Wiesenthal Center
- USC Shoah Foundation
- United States Holocaust Memorial Museum
- Local educators, historians, and curriculum specialists

We also honor the memory of victims and the resilience of survivors whose stories guide our work.

## General Teaching Resources

Topic	Grade Levels	Resource Description	Sourced By	ISBE Standards Addressed
Illinois Holocaust Museum & Education Center: Learning Resources for Educators and Students	K-12	In-person and virtual field trips, learning resources, teaching trunks, and professional development opportunities at all grade levels.	<a href="#">Illinois Holocaust Museum &amp; Education Center</a>	<p><b>SS.3-5.IS.1.</b> Develop essential questions and explain the importance of the questions to self and others.</p> <p><b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).</p>
IWitness	K-12	Multimedia tools for classroom use at all grade levels.	<a href="#">USC Shoah Foundation</a>	<p><b>SS.3-5.IS.1.</b> Develop essential questions and explain the importance of the questions to self and others.</p> <p><b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).</p>
Educational Workshops	5-12	World-class learning experience, utilizing innovative technology and interactive lessons to bring its message of tolerance directly to schools and communities nationwide.	<a href="#">Mobile Museum of Tolerance</a>	<p><b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).</p>
Fundamentals of Teaching the Holocaust	6-12	Pedagogical resources and framing for teaching about the Holocaust.	<a href="#">United States Holocaust Memorial Museum</a>	<p><b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).</p>

Topic	Grade Levels	Resource Description	Sourced By	ISBE Standards Addressed
Echoes & Reflections	6-12	Professional Development, Lesson Plans, Student Activities, for teaching about the Holocaust.	<a href="#">ADL/USC Shoah Foundation/Yad Vashem</a>	<b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).
Professional Development and Classroom Resources	6-12	Professional development, lesson plans, and classroom resources.	<a href="#">Facing History and Ourselves</a>	<b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).
Holocaust Education Video Toolbox	6-12	Videos on Holocaust history with methodological and pedagogical suggestions for classroom use.	<a href="#">Yad Vashem</a>	<b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).
Visual History Archive	7-12	Searchable archive of survivor testimony.	<a href="#">USC Shoah Foundation</a>	<b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).
Genocide Prevention	7-12	Comprehensive resources for teaching about genocide.	<a href="#">United States Holocaust Memorial Museum</a>	<b>SS.9-12.IS.3.</b> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g. political, cultural, socioeconomic, race, religious, gender).



Topic	Grade Levels	Resource Description	Sourced By	ISBE Standards Addressed
Assyrian Genocide	9-12	<p><b>Inquiry:</b> Northern Plains History and Cultures: How Do Native People and Nations Experience Belonging?</p> <p><b>Resource Description:</b> This website introduces the mission and purpose of the Assyrian Genocide and Research Center (AGRC), which is dedicated to documenting, studying, and educating the public about the Assyrian Genocide of 1915.</p>	<p>Native Knowledge 360 degree by the National Museum of the American Indian</p> <p><a href="#">Assyrian Genocide Studies</a></p>	<p><b>SS.9-12.CV.1</b> Distinguish between the rights, roles, powers, and responsibilities of individuals and institutions in the political system and analyze the marginalization of multiple groups and perspectives in that system.</p>

Topic	Grade Levels	Resource Description	Sourced By	ISBE Standards Addressed
		<p>It provides historical context, outlines ongoing research efforts, and emphasizes the importance of genocide recognition in shaping the identity and historical consciousness of the Assyrian people. The site reflects on how collective memory and historical trauma continue to influence cultural belonging and activism within the global Assyrian community.</p> <p><b>Connection to Inquiry:</b> This resource supports students in exploring how marginalized communities experience and express belonging through remembrance and advocacy.</p>		

Topic	Grade Levels	Resource Description	Sourced By	ISBE Standards Addressed
		Just as Native peoples have fought to sustain cultural continuity and resist erasure, the Assyrian community uses historical research, education, and public memory to reclaim its narrative and affirm its presence. It invites comparisons with other communities who work to preserve identity in the aftermath of displacement, violence, or colonization.		

**ISBE Standards Addressed:**

SS.3-5.IS.1. | SS.9-12.IS.3.

## The Armenian Genocide

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Genocide Education Project Teaching Guides	6-12	Various lesson plans and teaching guides related to the stages of genocide and genocide in Armenia.	History	Power, Privilege, and Oppression; Resistance	<a href="#">The Genocide Education Project</a>	<b>SS.6-8.H4.LC.</b> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.
Near East Museum Exhibition	6-12	An online exhibit illustrating the beginning, execution and legacy of the Armenian Genocide.	History	Resistance	<a href="#">Near East Relief Digital Museum</a>	<b>SS.6-8.H3.LC.</b> Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.
iWitness	9-12	Testimonies and clips of testimonies of Armenian Genocide survivors.	History	Power, Privilege, and Oppression	<a href="#">USC Shoah Foundation</a>	<b>SS.6-8.H4.LC.</b> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Genocide Under the Cover of the War	9-12	Lesson plans focused on the history and the individual choices of the Armenian Genocide.	History	Power, Privilege and Oppression	<a href="#">Facing History &amp; Ourselves</a>	<b>SS.6-8.H4.LC.</b> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

**ISBE Standards Addressed:**

SS.6-8.H3.LC. | SS.6-8.H4.LC.

## Ukrainian Famine Genocide/The Holodomor

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Teaching Materials – Holodomor Research and Education Consortium	6-12	Source of teaching materials and engaging learning activities relating to the Holodomor, including work with primary sources, literature, etc.	History	Power, Privilege and Oppression	<a href="#">Holodomor Research and Education Consortium</a>	<b>SS.6-8.H3.LC.</b> Classify the kinds of historical sources used in a secondary interpretation to include sources representing multiple perspectives.
National Museum of the Holodomor – Genocide	6-12	Ukrainian Museum with extensive digital materials and resources available in English.	History	Power, Privilege and Oppression	<a href="#">National Museum of the Holodomor-Genocide</a>	<b>SS.6-8.H4.LC.</b> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events.

### ISBE Standards Addressed:

SS.6-8.H3.LC. | SS.6-8.H4.LC.

## The Holocaust

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Onsite and Virtual Field Trips	3-12	Onsite and virtual field trips addressing civic engagement, taking informed action, and social-emotional learning; pre- and post-visit learning activities.	Civics	Global Citizenship; How can small actions lead to global change?	<a href="#">Illinois Holocaust Museum &amp; Education Center</a>	<b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.
History Unfolded	6-12	Searchable newspaper archives detailing what Americans knew about the Holocaust as it was happening .	Civics	Global Citizenship: What is and should be America's role in the global community?	<a href="#">United States Holocaust Memorial Museum</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Nazi Persecution of Jehovah's Witnesses	7-12	Article with critical thinking questions.	Inquiry	Power, Privilege, and Oppression: What leads people to violate the humanity of others?	<a href="#">United States Holocaust Memorial Museum</a>	<b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.
Paragraph 175 and the Nazi Campaign against Homosexuality	7-12	Article with critical thinking questions.	Inquiry	Power, Privilege, and Oppression: What leads people to violate the humanity of others?	<a href="#">United States Holocaust Memorial Museum</a>	<b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.
Overlapping Triangles	9-12	Online learning experiences to discover the histories of diverse victims of Nazism.	Inquiry	Identity and Culture; Power, Privilege, and Oppression.	<a href="#">Unsilence</a>	<b>SS.9-12.H.9.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.



Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Teaching Trunks	K-12	Classroom resources and suggested activities, including books, teaching videos, and replica artifacts.	History	Global Citizenship; Identity and Culture	<a href="#">Illinois Holocaust Museum &amp; Education Center</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>
Holocaust Timeline Activity Cards	6-12	Lesson plan for a timeline activity to encourage critical thinking about the relationships among Nazi policy, World War II, historical events, and individual experiences during the Holocaust.	History	Identity and Culture; Power, Privilege, and Oppression: What does learning about the choices people made during the Weimar Republic, the rise of the Nazi Party, and the Holocaust teach us about the power and impact of our choices today?	<a href="#">United States Holocaust Memorial Museum</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Americans and the Holocaust: The Refugee Crisis	7-12	Lesson plans exploring the motives, pressures, and fears that shaped Americans' responses to Nazism and the humanitarian refugee crisis it provoked during the 1930s and 1940s.	History	Global Citizenship; What is and should be America's role in the global community?	<a href="#">United States Holocaust Memorial Museum</a>	<b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.
Experiencing History: Holocaust Sources in Context	7-12	Primary sources to explore diverse experiences of people during the Holocaust.	History	Identity and Culture; Power, Privilege, and Oppression; Resistance	<a href="#">United States Holocaust Memorial Museum</a>	<b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
What is the Holocaust by Bullets?	9-12	Detailed accounts of mass killings in Eastern Europe carried out by the Nazis.	History	Power, Privilege, and Oppression; What leads people to violate the humanity of others?	<a href="#">Yahad-In Unum</a>	<b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.

**ISBE Standards Addressed:**

SS.2.H.1. | SS.9-12.H.5. | SS.9-12.H.9.

## The Cambodian Genocide

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
National Cambodian Heritage Museum and Killing Fields Memorial	9-12	A Chicago-based Museum that offers guided tours of their exhibition.	History	Power, Privilege and Oppression	<a href="#">National Cambodian Heritage Museum and Killing Fields Memorial</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>
	9-12	A collection of various survivor stories and resources to provide information on the Cambodian Genocide.	History	Power, Privilege and Oppression	<a href="#">Documentation Center of Cambodia</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Cambodian American Model Curriculum	K-12	<p>A set of open-source lesson plans, primary source documents, planning resources, teaching strategies, and professional development activities designed to assist K-12 educators in teaching about the histories and cultures of Cambodians.</p> <p>(cont. on following page)</p>	History	Power, Privilege and Oppression	<a href="#">Orange County Department of Education</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
		This includes Cambodian American history and heritage, the long-term causes and effects of the Cambodian Genocide, the experiences of Cambodian Americans coming to the United States, and the establishment of Cambodian American communities.				

**ISBE Standards Addressed:**

SS.2.H1. | SS.9-12.H.5.

## The Bosnian Genocide

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
United Nations   International Criminal Tribunal for the Former Yugoslavia	9-12	A series of documentaries about the Bosnian Genocide as selected and produced by the ICTY.	History	Power, Privilege and Oppression	<a href="#">UN International Criminal Tribunal for the former Yugoslavia</a>	<p><b>SS.6-8.G.4.LC.</b> Identify how cultural and environmental characteristics vary among regions of the world.</p> <p><b>SS.9-12.H.9.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p>
ICTY Remembers The Srebrenica Genocide 1995-2015	9-12	A comprehensive offering of videos and information on the Bosnian Genocide.	Inquiry, History	Power, Privilege and Oppression	<a href="#">UN International Criminal Tribunal for the former Yugoslavia</a>	<p><b>SS.6-8.G.4.LC.</b> Identify how cultural and environmental characteristics vary among regions of the world.</p> <p><b>SS.9-12.H.9.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p>
Remembering Srebrenica   Learn	6-12	Free resources and lesson plans on teaching about the Bosnian Genocide.	Inquiry	Identity and Culture	<a href="#">Remembering Srebrenica</a>	<p><b>SS.6-8.G.4.LC.</b> Identify how cultural and environmental characteristics vary among regions of the world.</p> <p><b>SS.9-12.H.9.</b> Analyze the relationship between historical sources and the secondary interpretations made from them.</p>

### ISBE Standards Addressed:

SS.6-8.G.4.LC. | SS.9-12.H.9.

## The 1994 Genocide against the Tutsi in Rwanda

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Rwandan Genocide	6-12	Resource that provides information on the Rwandan genocide, including pictures, videos, a link to the Early Warning Project, and eyewitness testimonies.	History	Power, Privilege and Oppression	<a href="#">USHMM</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>
World Outside My Shoes	6-12	A list of various educational resources on the Rwandan Genocide with some focus on Carl Wilkens, an American aid worker.	History	Global Citizenship	<a href="#">World Outside My Shoes</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

### ISBE Standards Addressed:

SS.2.H1. | SS.9-12.H.5.



Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
iWitness	9-12	Testimonies and clips of testimonies of Rwandan Genocide survivors.	History	Power, Privilege, and Oppression	<a href="#">USC Shoah Foundation</a>	<p><b>SS.2.H.1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

## Darfur Genocide in Sudan

Resource Title	Grade Levels	Description	Learning Objective	Themes/ Essential Questions	Sourced By	ISBE Standards Addressed
Sudan Genocide	6-12	Resource that provides information on the Sudan Genocide; including pictures, videos, a link to the Early Warning Project, and eyewitness testimonies.	History	Power, Privilege, and Oppression	<a href="#">USHMM</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>
Risk Analysis for Sudan	9-12	A resource that provides a statistical model of risk for future mass killing in Sudan and offers information on other genocides.	Civics	Global Citizenship	<a href="#">The Early Warning Project</a>	<p><b>SS.2.H1.</b> Identify main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p><b>SS.9-12.H.5.</b> Analyze factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras.</p>

### ISBE Standards Addressed:

SS.2.H1. | SS.9-12.H.5.

## Additional Reading List

### GRADES K-4

#### **We Are All Born Free**

Civics | Global Citizenship

**Description:** Articles of the Declaration of Human Rights explained to younger grades through pictures.

**ISBN 10:** 1847806635 | ISBN 13: 978-1847806635

#### **One**

Civics | Global Citizenship

**Description:** A picture book story about the power of one, and inspiring others to stand up to bullies.

**ISBN 10:** 0972394648 | ISBN 13: 978-0972394642

#### **Rhinos & Raspberries**

Geography | Inquiry | Civics | Global Citizenship

**Description:** A series of short stories from different cultures around the world, complete with lesson plans and questions for teachers to utilize in the classroom.

**ISBN 10:** 0618685502 | ISBN13: 978-0618685509

### GRADES 5-6

#### **Fireflies in the Dark**

History | Global Citizenship

**Description:** The story of a teacher who inspired children she was imprisoned with in Terezin to create artwork, with photos and examples of the artwork that the students created.

**ISBN 10:** 0823414612 | ISBN 13: 978-0823414611

#### **The Lost Year**

History | Inquiry | Global Citizenship

**Description:** A novel about a young teenage boy discovering a family secret that links his family tree to the Holodomor genocide in Ukraine.

**ISBN 10:** 1250313600 | ISBN 13: 978-1250313607

#### **Hour of Need: The Daring Escape of the Danish Jews during World War II: A Graphic Novel**

History | Global Citizenship

**Description:** A graphic novel about a family's daring escape from the Netherlands during the Holocaust, and the power of being an upstander.

**ISBN 10:** 1499813570 | ISBN 13: 978-1499813579

## GRADES 7-12

### **A Problem from Hell: America and the Age of Genocide**

Inquiry | Civics | History

**Description:** An in-depth analysis on America's role over the past century in genocide policy and prevention.

**ISBN 10:** 0465061516 | **ISBN 13:** 978-0465061518

### **Darfur Diaries**

History

**Description:** A collection of personal stories from teenagers and people who lived through the Darfur genocide in Sudan.

**ISBN 10:** 9781560259282 | **ISBN 13:** 978-1560259282

### **First They Killed My Father**

History

**Description:** The memoir of a child Cambodian genocide survivor.

**ISBN 10:** 0060856262 | **ISBN 13:** 978-0060856267

### **We Are Witnesses: Five Diaries Of Teenagers Who Died In The Holocaust**

History

**Description:** A collection of five diaries from teenagers who did not survive the Holocaust.

**ISBN 10:** 0312535678 | **ISBN 13:** 978-0312535674