



Educational Resources Related to the Israeli Conflict for Texas Students

TEKS:

Texas Essential Knowledge and Skills Related to Israel, Antisemitism, Genocide, and the Holocaust

United States History Studies Since 1877

- (7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to:
- (A) identify reasons for U.S. involvement in World War II, including the aggression of Italian, German, and Japanese dictatorships, especially the attack on Pearl Harbor
 - (C) analyze major issues of World War II, including the Holocaust; the internment of Japanese Americans and Executive Order 9066; and the development of atomic weapons
 - (D) analyze major military events of World War II, including fighting the war on multiple fronts, the Bataan Death March, the U.S. military advancement through the Pacific Islands, the Battle of Midway, the invasion of Normandy, and the liberation of concentration camps
- (10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. The student is expected to:
- (C) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran Hostage Crisis, Marines in Lebanon, and the Iran-Contra Affair

World History Studies

- (3) The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:
- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome
- (12) History. The student understands the causes and impact of World War II. The student is expected to:
- (A) describe the emergence and characteristics of totalitarianism
 - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II
 - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs



- (13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
- (F) discuss factors contributing to the Arab-Israeli conflict, including the rejection of the existence of the state of Israel by the Arab League and a majority of Arab nations
- (21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (C) identify examples of politically motivated mass murders such as in Cambodia, China, Latin America, and the Soviet Union
 - (D) identify examples of genocide, including the Holocaust and genocide in Armenia, the Balkans, Rwanda, and Darfur
 - (F) identify examples of American ideals that have advanced human rights and democratic ideas throughout the world

World Geography Studies

- (18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:
- (B) assess causes and effects of conflicts between groups of people, including modern genocides and terrorism

Texas Holocaust, Genocide, and Antisemitism Advisory Commission (THGAAC) Resources:

[Guidelines for Teaching About the Holocaust](#)—This resource provides recommendations from the United States Holocaust Memorial Museum for educators on how to talk and teach about the Holocaust.

[Online Digital Library for Educators \(ODLE\)](#)—The Online Digital Library for Educators presents sources such as poems, essays, and film clips for middle school through college-age students. *(Registration required.)*

[Holocaust Remembrance Week](#)—THGAAC provides classroom resources and guidelines for educators to support Holocaust Remembrance Week which takes place the week of January 27th each year.

Dallas Holocaust and Human Rights Museum Resources:

[Upstander Education Database](#) – This resource provides educators with grade-appropriate and TEKS-aligned easy teacher resources, ready to use classroom lessons, and engaging student activities to instill Upstander skills and teach Holocaust history, American civil/human rights history, and genocide awareness. *(Registration required.)*



Resources and Lessons on the Current Conflict:

[Support for Classroom Discussion on the Hamas-Israel War](#) (Institute for Curriculum Services)

Grades 6–12

For many students and educators, the scale and violence of the Hamas attack on Israel on October 7, 2023, and the events that have unfolded since, have evoked many different thoughts and emotions. Members of your school community may be worrying about loved ones or mourning a personal loss. It is important to be aware, especially as the enormity of the situation unfolds, that these events will likely spur difficult but important conversations with your students.

The following resources have been developed to provide you with tools to help facilitate those conversations. You will find resources on the following:

- ICS’s “Teaching the History of the Arab-Israeli Conflict Using Primary Sources” curriculum
- Guiding discussions on difficult topics
- Making sense of the news and social media (including avoiding misinformation and awareness of harmful mental health impacts)

[World 101: Regions of the World, Middle East & North Africa Modern History](#) (Council on Foreign Relations)

Grades 9–12

Multimedia resource that allows students to explore the history of the Middle East in the 20th and 21st centuries.

[World 101: Understanding the International System, Israeli-Palestinian Conflict Timeline](#) (Council on Foreign Relations)

Grades 9–12

Annotated timeline on the Israeli-Palestinian conflict from 1947 to the present helps students explore the history and important events behind the long-standing Middle east conflict.

[What Is U.S. Policy on the Israeli-Palestinian Conflict?](#) (Council on Foreign Relations)

Grades 9–12

The United States has long tried to negotiate a resolution to the Israeli-Palestinian conflict, but several factors, including deep divisions between and within the parties and declining U.S. interest in carrying out its traditional honest-broker role, have hurt the chances of a peace deal.

[10 Ways to Have Conscientious Conversations on the Israeli-Palestinian Conflict](#) (Anti-Defamation League)

Grades 6–12

The Israeli-Palestinian conflict invokes strong emotions and differences of opinion and perspective for many people. These disagreements are heightened in times of crisis. Remember that antisemitism, anti-Muslim bias and other forms of hate can manifest during crises, often exacerbated by [disinformation](#), and it is essential to reflect on how biases can show up in conversations. Allowing antisemitism or anti-Muslim bias to go unchecked not only harms the groups that are targeted by those



biases, but also undermines the trust and connection necessary to have productive conversations and learning experiences.

General Resources and Lessons

[Talking with Students About Shocking or Disturbing News](#) (Common Sense Media/Common Sense Education)

This resource provides tips and strategies for educators to use to address news and current events in the classroom. It also features age-based tips for addressing media literacy with students.

[How to Talk to Kids About Violence, Crime, and War](#) (Common Sense Media)

Today, issues involving violence, crime, and war -- whether they're in popular shows, video games, books, or news coverage -- reach even the youngest kids. And with wall-to-wall TV coverage, constant social media updates, streaming services that broadcast age-inappropriate content any time of day, plus the internet itself, having a plan is critical for discussing these issues in a manner that's age-appropriate, helps kids understand, and doesn't cause more harm.