

UNITED STATES  
**HOLOCAUST**  
MEMORIAL  
**MUSEUM**

WILLIAM LEVINE FAMILY INSTITUTE  
FOR HOLOCAUST EDUCATION

**Museum Teacher Fellowship Curriculum Review Project**

**Rubric for assessing how the USHMM Guidelines for teaching about the Holocaust are reflected in your curriculum.**

Use this tool to consider how your curriculum aligns with the USHMM guidelines. Provide concrete examples for each guideline. **The examples should include how you're already meeting this guideline AND how you would like to strengthen the guideline in your curriculum.**

<p><b>DEFINE THE TERM</b> <b>“HOLOCAUST”</b></p> <p><i>Where do you define the Holocaust in your lessons?</i></p>	
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<p><b>THE HOLOCAUST WAS NOT</b> <b>INEVITABLE</b></p> <p><i>Just because a historical event took place, and it is documented in textbooks and on film, does not mean that it had to happen. How do you show this?</i></p>	
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**AVOID SIMPLE ANSWERS TO  
COMPLEX QUESTIONS**

*How do you allow students to think about the many factors and events that contributed to the Holocaust and that often made decision making difficult and uncertain?*

**STRIVE FOR PRECISION OF  
LANGUAGE**

*IN what ways do you avoid stereotypical descriptions? How do you avoid the temptation to generalize?*

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**STRIVE FOR BALANCE IN  
ESTABLISHING WHOSE  
PERSPECTIVE INFORMS YOUR  
STUDY OF THE HOLOCAUST**

*Do you make careful distinctions about sources of information? How do you strongly encourage your students to investigate carefully the origin and authorship of all material, particularly anything found on the Internet?*

**AVOID COMPARISONS OF PAIN**

*One cannot presume that the horror of an individual, family, or community destroyed by the Nazis was any greater than that experienced by victims of other genocides. How do you avoid generalizations that suggest otherwise?*

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**AVOID ROMANTICIZING  
HISTORY**

*How do you take care to not place overemphasis heroic actions? Likewise, how do you not center Nazis in your study?*

**CONTEXTUALIZE THE HISTORY**

*How do you place the Holocaust in historical context?*

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**TRANSLATE STATISTICS INTO  
PEOPLE**

*How do you show that individual people—grandparents, parents, and children—are behind the statistics and emphasize the diversity of personal experiences within the larger historical narrative?*

**MAKE RESPONSIBLE  
METHODOLOGICAL CHOICES**

*Do you use graphic imagery? What's your rationale for this? Do you select images and texts that do not exploit the students' emotional vulnerability or that might be construed as disrespectful to the victims themselves?*

