



Education on the Holocaust, Genocide of Indigenous Peoples and Other Genocides

Report to the Legislature

As required by Minnesota Statutes 2023, session laws 2023, chapter 55, article 2, section 63

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As requested by Minnesota Statutes, section 3.197: This report cost approximately \$3,200 to prepare, including staff time, printing and mailing expenses.

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Legislative Charge

In 2023, the Minnesota Legislature enacted [Minnesota Session Laws 2023, chapter 55, article 2, section 63 \(Appendix A\)](#), establishing a Working Group on Education on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides (HGIP). The eighth duty of the Working Group required the Working Group to submit to the chairs and ranking minority members of the committees of the senate and the house of representatives with primary jurisdiction over kindergarten through grade 12 education policy and finance a report containing a list of resources and materials provided to the commissioner of education for the commissioner to make available to public school districts implementing requirements for education on the Holocaust, genocide of Indigenous Peoples, and other genocides.

Executive Summary

In 2023, the Minnesota Legislature enacted Laws of Minnesota 2023, chapter 55, article 2, section 63, establishing a Working Group on HGIP. This workgroup was established to advise the commissioner of education and develop resources necessary to implement requirements of the law. The law charged HGIP with developing resources to support implementation of the [Minnesota Statutes 2024, section 120B.252](#), which requires all Minnesota middle and high schools to offer instruction on the Holocaust, the genocide of Indigenous Peoples, and other genocides by the 2026-27 school year.

The commissioner of education convened HGIP in 2024, appointing 25 participants representing classroom educators, curriculum specialists, university professors, museum/nonprofit educators, Indigenous knowledge keepers, survivors and descendants of genocides, and four student representatives. Over eight months, the group worked collaboratively to produce resources that are historically accurate, culturally responsive, trauma-informed, and classroom-ready. Their work was guided by data from an environmental scan, which included survey responses from over 1,000 Minnesota educators and themes from individual interviews of all Working Group participants.

HGIP responded to the environmental scan by drafting a comprehensive package of resources that fulfills all statutory duties as outlined in session law.

Introduction

Legislative Mandate

In 2023, the Minnesota Legislature enacted [Minnesota Session Laws 2023, chapter 55, article 2, section 63 \(Appendix A\)](#), establishing a Working Group on EHGP. The law charged HGIP with advising the commissioner of education and developing resources necessary to implement requirements for education on Holocaust, Genocide of Indigenous Peoples and other Genocides.

Specifically, HGIP responsibilities include:

- Advise the commissioner of education on the development of shared definition the social studies glossary definitions of key terms (Duty 1).
- Identify professional learning opportunities for teachers and public school district staff, including opportunities for continuing education to facilitate implementation of education requirements under [Minnesota Statutes 2024, section 120B.252](#) (Duty 2).
- Identify training materials, strategies, skills, content, and resources for teachers and public school district staff to successfully implement requirements under Minnesota Statutes, section 120B.252 (Duty 3).
- Develop model lesson plans that teachers and public school district staff may use to implement education requirements under Minnesota Statutes 2024, section 120B.252 (Duty 4)
- Create a work plan that outlines the timeline to fulfill the duties of the workgroup (Duty 5).
- Provide the commissioner of education a list of recommended professional learning opportunities, resources, strategies, skills, content, model lesson plans and other materials (Duties 6).
- Coordinate with the commissioner to update the material and resources and make publicly available (Duty 7)
- A legislative report containing a list of resources and materials provided to the commissioner of education (Duty 8; this document).

Additionally, in 2024, the Minnesota Legislature updated Chapter 120B—Curriculum and Assessment to include Holocaust, genocide of Indigenous Peoples, and other genocide education. [Minnesota Statutes 2024, section 120B.252 \(Appendix B\)](#), requires “at a minimum,” for all public middle and high schools to offer instruction on the Holocaust, the genocide of Indigenous Peoples, and other genocides as part of the social studies curriculum. The statute specifies key content areas the curriculum must cover and requires implementation by the 2026-27 school year, aligning with the rollout of the 2021 Minnesota K-12 Social Studies Standards.

HGIP Workgroup Formation

By spring of 2024, the commissioner appointed 25 participants to HGIP, encompassing all the categories specified in Laws of Minnesota 2023, chapter 55, article 2, section 63. This group included a wide range of perspectives: classroom educators, curriculum specialists, university professors, museum/nonprofit educators, Indigenous knowledge keepers, survivors and descendants of genocides, and four student representatives. Two cochairs provided leadership to HGIP—one from the Center for Holocaust and Genocide Studies and one with expertise in training middle and high school teachers who represented the Jewish Community Relations Council of Minnesota and the Dakotas.

Participants reviewed the 2021 Minnesota Social Studies Standards, learned about the Inquiry Design Model (IDM), and provided feedback on initial drafts of a glossary of terms drawn from Minnesota Statutes 2024, section 120B.252, as well as on a statewide educator survey.

Current Landscape of Genocide Education in Minnesota

Taking an option provided in the statute, HGIP first examined how educators currently teach about genocide throughout Minnesota. An environmental scan, including a February 2025 survey of 1,045 educators statewide and one-on-one interviews with all HGIP participants, was conducted.

The 1,045 Minnesota educators that responded to the survey primarily taught social studies or English language arts and represented 87% of Minnesota counties. Only 28% of responses (n= 291) came from the seven-county metro area. Survey data indicated that while 59% of social studies educators felt “prepared” to teach about genocide, the rest were only somewhat or not at all confident. Indeed, 60% of respondents reported having no professional training related to genocide or Holocaust education.

The survey data highlighted strong educator commitment to teaching about genocide, and 241 educators volunteered their contact information to stay involved in this initiative moving forward. This engagement suggests interest for more support in teaching about genocide.

HGIP fulfilled its legislative charge by drafting a comprehensive package of educational materials and tools related to genocide education. When asked if other topics should be included in HGIP curriculum, educators overwhelmingly responded with wanting additional resources for Black genocide.

Fulfillment of the Duties of the HGIP Workgroup

HGIP Workgroup Duty 1- Advise the commissioner on the development of shared definition the social studies glossary definitions of key terms.

Early in its process, HGIP reached consensus on precise definitions for critical terms, including “Holocaust,” “genocide,” and “incidents of mass violence.” These definitions were guided by statutory language defining these terms in Minnesota Statutes 2024, section 120B.252.

HGIP Workgroup Duty 2- Identify professional learning opportunities for teachers and public school district staff, including opportunities for continuing education to facilitate implementation of education requirements under Minnesota Statutes 2024, section 120B.252.

HGIP drafted resources to identify quality professional development and provides a curated list of training opportunities. The collection highlights professional learning offered by national institutions, local organizations, and community partners—ensuring that educators can access credible, practical opportunities to build their skills and confidence in teaching about the Holocaust, genocide of Indigenous Peoples, and other genocides.

HGIP Workgroup Duty 3, 4 and 6 - Identify training materials, strategies, skills, content, and resources for teachers and public school district staff; develop model lesson plans that teachers and public school district staff may use to implement education requirements, and provide the commissioner of education a list of recommended professional learning opportunities, resources, strategies, skills, content, model lesson plans and other materials to successfully implement requirements under Minnesota Statutes 2024, section 120B.252.

HGIP drafted a suite of training options and educator resources to directly assist in classroom implementation. These are practical tools for educators as they plan and carry out genocide education. Key items include:

- **Communication Tools:** HGIP created several resources to help educators and school leaders explain the purpose and importance of genocide education to families and communities in clear, accessible language. The “Why Teach About Genocide in Minnesota Classrooms” guide provides an overview of how to convey the importance of genocide education. The guide also includes a “Frequently Asked

Questions (FAQ) about Genocide Education” resource that equips educators and school leaders with responses to common questions from families and communities. By grounding answers in statute and emphasizing inquiry-based, age-appropriate instruction, the FAQ fosters transparency, trust, and constructive dialogue. Finally, the guide includes “Sample Email Communications to School Communities about Genocide Education,” which provides adaptable email templates for educators to communicate with school boards, colleagues, and families about implementing genocide education.

- **Inquiry Design Model (IDM) Support Tools:** HGIP also developed several resources to help educators use the IDM blueprint for these complex topics. “Why Use the IDM” is a guide for educators outlining the benefits of using inquiry-based learning (e.g., it engages students in investigating compelling questions and promotes deeper understanding). The guide provides an overview of the IDM components (compelling questions, supporting questions, performance tasks, sources, etc.) specifically in the context of genocide education, and offers tips on how to facilitate inquiry while being mindful of students’ emotional safety. Finally, the group created the “IDM Template for Genocide Education,” providing a fillable planning document for educators to create their own genocide-related IDM unit plans modeled after the ones HGIP used. These tools encourage educators not only to use the provided model unit plans, but also to adapt and build their own inquiries suited to their classroom context.

Inquiry Design Model Sample Unit Plans

One of the most significant outputs from the HGIP group is a collection of sample IDM samples along with their accompanying resources. These models cover required content areas outlined in the Minnesota 6-12 Social Studies Standards and serve as examples that educators can use or adapt.

Sample IDMs prepared and approved by the Working Group that are available by grade:

- Seventh grade: U.S. studies
 - One Black genocide in the U.S.-focused IDM created by HGIP exploring how Black families’ and organizations’ fight for justice and cultural survival redefined freedom and community.
- Eighth grade: global studies
 - One Holocaust-focused IDM created by HGIP exploring what happens when fear and antisemitism become part of a society’s laws and institutions.
- High school: world history
 - One Holocaust-focused IDM created by HGIP exploring why the international community often fails to act in the face of injustice.
- High school: U.S. history
 - One Black genocide in the U.S.-focused IDM created by HGIP exploring how freedom was contested during the American Revolution.

Sample IDMs that are still being developed:

- Sixth grade: Minnesota studies
 - Two genocide of Indigenous Peoples-focused IDMs created by HGIP exploring how the 1) Dakota and 2) Anishinaabe Nations maintained their relationships to their homelands.

- Seventh grade: U.S. studies
 - Two genocide of Indigenous Peoples-focused IDMs recommended by HGIP exploring impacts of treaties and policies from the perspectives of the United States and the 1) Dakota and 2) Anishinaabe Nations and analyze the ways in which Tribal Nations are seeking to enforce treaty rights.
 - One Holocaust-focused IDM analyzing connections between World War II, Fascism, and the Holocaust.
- High School: world history
 - One Holodomor (Genocide of Ukrainians in 1932-1933)- focused IDM exploring the impact of truth telling in history.
- High School: U.S. history
 - One Black genocide in the U.S.- focused IDM exploring the impact of remembering racial violence.
 - One Holocaust-focused IDM analyzing the connections between nationalism, Fascism, World War II, and the Holocaust on a global scale and in the United States.

Each IDM unit is supported by five key training and professional learning implementation tools:

- **Beyond the Lesson:** Preparing to teach genocide in middle or high school – Guidance on how to teach genocide at each grade level in a trauma-informed, inclusive, and accurate way.
- **Student Discussion Guide for Complex Topics** – Classroom norms and sample language to support students engaging in complex and sensitive discussions.
- **Genocide Pre-Lesson** – A structured introduction that prepares students emotionally and intellectually to engage with genocide-related content.
- **Educator Preparation Guide** – Background knowledge and contextual understanding to help educators teach with confidence and cultural awareness.
- **IDM Pacing Guide** – Provides educators recommended timeframes for planning instruction aligned to the IDMs. (in development)

HGIP Workgroup Duty 5 -Create a work plan that outlines the timeline to fulfill the duties of the workgroup (see Appendix C); some materials and resources are works in progress.

HGIP Workgroup Duty 7 -Coordinate with the commissioner to update the material and resources and make publicly available .

MDE is making the materials publicly available on its website.

HGIP Workgroup Duty 8 -A legislative report containing a list of resources and materials provided to the commissioner of education.

At the last HGIP meeting, the group:

- Reviewed and discussed a draft implementation plan that will guide next steps
- Shared ideas for how the resources can be used and supported in schools
- Discussed ways we might stay engaged as the work continues
- Identified key hopes and considerations for a successful implementation

MDE is committed to implementing this work thoughtfully and developing an implementation plan to successfully support education of Holocaust, genocide of Indigenous Peoples and other genocides.

The resources developed by HGIP fulfill the requirements outlined in the session law ([Appendix A](#)) and statute ([Appendix B](#)).

Conclusion

The statewide availability of these resources to provide quality instruction on the Holocaust, the genocide of Indigenous Peoples, and other genocides into the Minnesota's middle and high school marks a significant step in educational policy and practice. This legislative report has documented the work articulated in Laws of Minnesota 2023, chapter 55, article 2, section 63 ([Appendix A](#)). The Working Group laid the groundwork for successful implementation of the educational requirements outlined in Minnesota Statutes 2024, section 120B.252.

Appendices

Appendix A: Laws of Minnesota 2023, chapter 55, article 2, section 63

WORKING GROUP ON EDUCATION ON THE HOLOCAUST, GENOCIDE OF INDIGENOUS PEOPLES, AND OTHER GENOCIDES.

Subdivision 1. Working group established. (a) The Working Group on Education on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides is established to advise the commissioner of education and develop resources necessary to implement requirements for education on the Holocaust, genocide of Indigenous Peoples, and other genocides. The commissioner must appoint members of the working group by April 1, 2024, based on the guidance and recommendations from the cochair of the working group.

(b) The Working Group on Education on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides must have a minimum of 12 members, but no more than 21 members, consisting of the following members:

(1) at least one representative, who shall cochair the working group, from the Center for Holocaust and Genocide Studies;

(2) at least one representative, who shall cochair the working group, with expertise in training middle and high school educators in Holocaust and other genocide education;

(3) at least one representative from the Tribal Nations Education Committee;

(4) at least one representative from a Minnesota college or university with academic expertise in the genocide of Indigenous Peoples in Minnesota or in the Americas and throughout the world;

(5) at least one additional representative from a Minnesota college or university other than the Center for Holocaust and Genocide Studies with academic expertise in the Holocaust and genocide studies;

(6) at least one representative from a Minnesota educator licensure program with expertise in the Holocaust, genocide of Indigenous Peoples, and other genocide studies;

(7) at least three representatives from Minnesota-based nonprofit organizations, community groups, sovereign nations, or institutions of higher education whose missions include educating about and honoring the victims and survivors of displacement, genocide, and mass violence;

(8) at least one public middle or high school social studies educator with experience teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom;

(9) at least one public middle or high school English language arts educator with experience teaching the Holocaust, genocide of Indigenous Peoples, or other genocides in the classroom; and

(10) at least one public middle or high school student with a demonstrated interest in learning about the Holocaust, genocide of Indigenous Peoples, or other genocides.

(c) At the discretion of the commissioner and in consultation with the working group cochairs, the working group may include additional experts in the fields of Holocaust and genocide studies, genocide of Indigenous Peoples or other genocides, Minnesota history, social studies education, or English language arts education, and community members with a particular interest in education on the Holocaust, genocide of Indigenous Peoples, and other genocides.

Subd. 2. Working group duties. (a) The working group must:

(1) advise the commissioner during the development of the social studies glossary regarding the definitions of "Holocaust," "genocide," and "incidents of mass violence";

(2) identify professional learning opportunities for educators and public school district staff, including opportunities for continuing education to facilitate implementation of education requirements under Minnesota Statutes, section 120B.252;

(3) identify training materials, strategies, skills, content, and resources for educators and public school district staff to successfully implement the education requirements under Minnesota Statutes, section 120B.252;

(4) develop model lesson plans that educators and public school district staff may use to successfully implement the education requirements under Minnesota Statutes, section 120B.252;

(5) create a work plan that outlines the timeline to fulfill the duties of the working group under this subdivision;

(6) provide to the commissioner of education a list of recommended professional learning opportunities, resources, strategies, skills, content, model lesson plans, and other materials developed under this subdivision by May 1, 2025;

(7) coordinate with the commissioner to update the material and resources. The commissioner must make all reasonable efforts to make the recommended materials publicly available on the department's website by September 1, 2025, and in coordination with the working group, must update the materials and resources; and

(8) by November 15, 2025, submit to the chairs and ranking minority members of the committees of the senate and the house of representatives with primary jurisdiction over kindergarten through grade 12 education policy and finance a report containing a list of resources and materials provided to the commissioner of education for the commissioner to make available to public school districts implementing requirements for education on the Holocaust, genocide of Indigenous Peoples, and other genocides.

(b) The working group may:

(1) conduct a survey of the current state of education on the Holocaust, genocide of Indigenous Peoples, and other genocides in Minnesota public school districts with a focus on educator preparedness, access and utilization of resources, and additional surveys of the state of education on the Holocaust, genocide of Indigenous Peoples, and other genocides following the conclusion of the 2024-2025 school year;

(2) carry out any other tasks that it considers pertinent to support the ability of educators and public school district staff to facilitate the successful implementation of education requirements under Minnesota Statutes, section 120B.252; and

(3) apply for and accept grants and receive gifts, donations, and other financial support from private sources for the purposes of carrying out its work under this section.

Subd. 3. Working group meetings. The working group must convene on at least a bimonthly basis and must hold the first meeting no later than September 1, 2024.

Subd. 4. Administration. The commissioner must provide meeting space and technical assistance for the working group.

Subd. 5. Expiration. This section expires November 15, 2025, or the date upon which the working group report required under subdivision 2 is submitted to the legislature, whichever is later.

Appendix B: Minnesota Statutes 2024, section 120B.252

120B.252 HOLOCAUST, GENOCIDE OF INDIGENOUS PEOPLES, AND OTHER GENOCIDE EDUCATION

Subdivision 1. **Definitions.** (a) "Holocaust and genocide studies" means interdisciplinary teaching and learning about the causes, impacts, and legacies of the Holocaust, other genocides, and incidents of mass violence.

(b) "Holocaust" means the systematic, state-sponsored persecution and murder of 6,000,000 Jews by the Nazi regime and its allies and collaborators.

(c) "Genocide" means an internationally recognized crime where acts are committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. Acts of genocide, as defined by the United Nations and the Rome Statute, include the following categories:

(1) killing members of the group;

(2) causing serious bodily or mental harm to members of the group;

(3) deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;

(4) imposing measures intended to prevent births within the group; or

(5) forcibly transferring children of the group to another group.

Genocide also means a series of purposeful actions by a perpetrator or perpetrators to destroy a collectivity through mass or selective murders of group members and suppressing the biological and social reproduction of the collectivity. The perpetrator or perpetrators may represent the state of the victim, another state, or another collectivity.

(d) "Incidents of mass violence" means extreme violence deliberately inflicted on a large scale on civilians or noncombatants by state or nonstate actors. Incidents of mass violence encompass the international crimes of genocide, crimes against humanity, war crimes, and terrorism.

(e) "Center for Holocaust and Genocide Studies" means the Center for Holocaust and Genocide Studies at the University of Minnesota.

Subd. 2. **Requirements.** (a) A school district must, at a minimum, offer as part of its social studies curriculum for middle and high school education on the Holocaust, genocide of Indigenous Peoples, and other genocides. Curriculum must:

(1) examine the history of the genocide of Indigenous Peoples and Indigenous removal from Minnesota, including the genocide, dispossession, and forced removal of the Dakota, Ojibwe, and Ho-Chunk;

(2) analyze the connections between World War II, nationalism, fascism, antisemitism, and the Holocaust;

(3) analyze how individuals, groups, and societies around the world have been affected by genocide and mass violence, especially those experienced by communities expelled from, resettled in, migrated to, or living in Minnesota; and

(4) describe and evaluate different responses to genocides and other human rights violations.

(b) Public schools are strongly encouraged to include in middle and high school social studies curriculum context about the history, culture, and traditions of the communities devastated by the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence.

(c) School districts are strongly encouraged to include the Holocaust, genocide of Indigenous Peoples, other genocides, and incidents of mass violence in middle and high school English language arts curriculum.

(d) A school district must provide Holocaust and genocide education as part of its curriculum in middle and high school by the 2026-2027 school year in accordance with Department of Education rulemaking on social studies standards and benchmarks

Appendix C: HGIP Working Group Work Plan and Timeline

Timeline of major milestones

- **September 2024:** HGIP convenes first meeting – introductions, review of mandate
- **November 2024:** HGIP has a short meeting to introduce MAD as facilitators; MAD conducts 1:1 interviews with all HGIP participants
- **January 2025:** HGIP meeting #1 – review participant interview data, approve charter, provide feedback on educator survey, review 2021 Minnesota Social Studies Standards, discuss glossary of definitions
- **February 2025:** HGIP meeting #2 – deep dive into IDM, create HGIP evaluation rubric; MAD conducts educator survey
- **March 2025:** HGIP meeting #3 – review and make meaning of educator survey data, begin action team work on IDMs
- **April 2025:** Action teams start drafting IDM unit plans
- **May 2025:** HGIP meeting #4 – pedagogical approach presentations by cochairs, IDM feedback and refinement; drafting continues by action teams
- **June 2025:** HGIP meeting #5 – final review of IDMs and educator preparation guides
- **July 2025:** peer review with licensed social studies educators conducted; feedback incorporated and sent to HGIP for final review
- **August 2025:** HGIP meeting #6 – build consensus and vote to approve recommendations for commissioner’s consideration
- **September 2025:** MDE shares resources with communications team to start development on genocide education webpage to make all resources publicly available
- **October 2025:** HGIP meeting #7 – review legislative report, discuss plans for resource roll out and implementation
- **November 15, 2025:** Statutory deadline for legislative report — submitted with HGIP’s recommendations and the list of materials
- **October, 2025-forward:** Finalize resource packet with materials still being developed

Appendix D: Recommendations For MDE Commissioner

Approved by HGIP 08.19.25

In alignment with [Minnesota Statutes 2024, section 120B.252](#) and as authorized in [Laws of Minnesota 2023, chapter 55, article 2, section 63](#), the Minnesota Department of Education (MDE) convened the Working Group on the Holocaust, Genocide of Indigenous Peoples, and Other Genocides (HGIP) to support the development of instructional resources and educator guidance for genocide education in Minnesota’s public schools.

HGIP held preliminary meetings in September and November 2024 and began full collaborative work in January 2025. Over the following eight months, 25 participants—including educators, curriculum leaders, genocide scholars, survivors and descendants, Indigenous knowledge keepers, and students—worked together to develop instructional materials that are historically accurate, culturally responsive, and trauma-informed.

The working group has fulfilled the statute’s requirements by producing a comprehensive suite of resources, including shared definitions, professional development tools, educator preparation guidance, and model instructional units aligned to Minnesota’s 2021 Social Studies Standards. The recommendations below represent the group’s consensus. While these recommendations are advisory, the working group’s input will inform how MDE staff and the commissioner of education update and revise the materials and resources, make them available to public school districts, and report to the Legislature. The commissioner holds the final decision.

Approval of full resource package fulfilling statutory deliverables

The working group recommends the approval and publication of the full set of genocide education resources developed through the HGIP process. These materials meet the deliverables required by Minnesota Statutes 2024, section 120B.252 and Laws of Minnesota 2023, chapter 55, article 2, section 63.

Together, these resources form a comprehensive, educator-ready package that equips Minnesota educators to meet statutory requirements with clarity, care, and confidence.

Review and revision of Holodomor Unit by academic expert

The working group recommends the draft high school world history Holodomor (Genocide of Ukrainians in 1932-1933) IDM and educator preparation guide created through the HGIP process be reviewed by qualified academic expert(s) in Eastern European history and revised in collaboration with the HGIP working group participant who led the creation of the original IDM as well as the MDE social studies specialist, a licensed social studies educator (to be identified), and any interested HGIP working group participants to ensure accuracy, nuance, and alignment with international scholarship. This process should be completed no later than June 2027. The evaluation rubric created and approved by HGIP will be used to fulfill this recommendation. This IDM would be included in the full package of resources and would be available to public school districts, meeting the deliverables required by Minnesota Statutes 2024, section 120B.252 and Laws of Minnesota 2023, chapter 55, article 2, section 63.

Completion of Duluth Lynchings Unit

The working group recommends the HGIP participant who led the creation of the original IDM in collaboration with the Minnesota Humanities Center, MDE social studies specialist, a licensed social studies educator (to be identified), and any interested HGIP working group participants, continue development of the IDM and educator preparation guide on the Duluth Lynchings. Final versions should be completed by June 2026 to support statutory implementation timelines. The evaluation rubric created and approved by HGIP will be used to fulfill this recommendation. This IDM would be included in the full package of resources and would be available to public school districts, meeting the deliverables required by Minnesota Statutes 2024, section 120B.252 and Laws of Minnesota 2023, chapter 55, article 2, section 63.

Development of IDMs in alignment with [Minnesota Statutes 2024, section 120B.252](#) and to address 2021 Minnesota social studies benchmarks in grade seven U.S. studies and high school U.S. history

These units should be codeveloped by a licensed social studies educator (to be identified) and any interested HGIP working group participants. They must include the following 2021 Minnesota Social Studies Standards benchmarks:

7.4.18.3 – Analyze connections between World War II, Fascism, and the Holocaust. Identify the relationship between individuals’ experiences of these events and broader historical contexts.

9.4.18.4 – U.S. History Era 7: U.S. and the World—Analyze the connections between nationalism, Fascism, World War II, and the Holocaust on a global scale and in the United States.

These units should also be:

- In alignment with the evaluation rubric created and approved by HGIP.
- In alignment with Minnesota’s genocide education statute: [Minnesota Statutes 2024, section 120B.252](#), including the following from subdivision 2
 - (a) A school district must, at a minimum, offer as part of its social studies curriculum for middle and high school education on the Holocaust, genocide of Indigenous Peoples, and other genocides. Curriculum must:
 - (2) analyze the connections between World War II, nationalism, fascism, antisemitism, and the Holocaust.
- Completed by June 2026 to ensure they are available to educators for instruction beginning in the 2026-27 school year.