[United States Holocaust Memorial Museum](http://www.ushmm.org/)-

This massive website has historical information (including the digital Encyclopedia of the Holocaust), primary sources (archival films, photos, journals and video survivor testimonies), teaching pedagogy, instructional materials and much more.  There is also a professional development tab for teachers who seek to increase their knowledge of how to teach this content.

The USHMM site also has a special section on [Confronting Genocide](http://www.ushmm.org/confront-genocide), which relates to current crimes against humanity.  
I have utilized this site for years including having students use the interactive "Mapping the Holocaust" link to see the entire chronology of the years 1933-1945 and the demographic changes in Europe during that time.  More recently, we used the online exhibit "Propaganda" to explore how propaganda was used by the Nazis and how it is used today to spread the messages of various hate groups.

[National Constitution Center](http://constitutioncenter.org/)-

This site is part of the United States Constitution Center’s outreach. The actual location of the center is in Philadelphia. The website has many teaching materials. It does not restrict itself to domestic topics. When I logged on to put the link in this document, the home page had a video of Malala Yousafzai being awarded the 2014 Liberty Medal at the age of 17, just prior to receiving the Nobel Prize for Peace! Since I have taught students in both the US and Morocco about Malala, I found this to be an amazing find, and I will be using her speech accepting the Liberty Medal when I teach my unit on the Constitution later this year.

[Facing History and Ourselves](http://www.facing.org/)-   
Not only is this site a teacher's dream-come-true in terms of the scope of its materials, but Facing History also provides extensive professional development opportunities both online and through its diverse seminars and workshops which are held all over the United States.

I have utilized many of the materials through their library loan program, accessed through the website, including hard-to-find gems like "The Hangman". This is a dark and graphic video cartoon. It is described on the Facing History website as, “ a parable in which the people of a town are hanged, one by one, by a mysterious stranger who erects a gallows in the center of town . For each hanging, the remaining townspeople find a rationale until the hangman come for the last survivor, who finds there is no one left to speak up for him”. It is a fantastic film to discuss the negative power of apathy and the importance of not being a bystander.

[Youth for Human Rights](http://www.youthforhumanrights.org)-

This student -friendly website is excellent for students as young as middle school and ties in beautifully with a lesson on the Declaration of Independence and/or the Constitution and Bill or Rights. The site includes: a [long video](http://www.youthforhumanrights.org/what-are-human-rights.html) which defines human rights, 30 short videos with young people acting out contemporary versions of each of the 30 rights in the Universal Declaration of Human Rights. The quality of the videos is outstanding and music is used to add to the right dramatic tone to each. My students especially liked a video for Right #11- “innocent until proven guilty”. There are consumables that teachers can print out as well as free materials available to order.

[Free the Children](http://www.freethechildren.com)-

I am actively involved in this organization’s work, through my human rights clubs, which were funded by seed money provided by Oprah Winfrey in order to help this organization get students involved in the United States. The website is outstanding, developed for students to be able to navigate and learn from. I use their print materials (sent free), dvd videos (on the site and sent to me in hard copy) and its many links to various human rights related issues.

[United Nations Cyber School Bus](http://www.un.org/Pubs/CyberSchoolBus/)

This sub-site of the United Nations is geared for students. There are many links students can explore related to global topics. I have used it to with station work. Students are asked to explore a topic of the day. There is also a link for joining Model UN.

[Gilder Lehrman Institute of American History](https://www.gilderlehrman.org/)

This is another great site for teachers to obtain literally a wealth of materials. I have utilized many primary sources which I found here. Though this site is “American History”, there are many topics which are global in American history. Their materials on the Monroe Doctrine and Jackson’s policy of Indian Removal (i.e.indigenous cultures worldwide) are outstanding.