

BIBLIOGRAPHIES, SUGGESTED FIGURES TO STUDY, AND SAMPLE LESSON PLANS

General American Jewish History Bibliography

PRINT SOURCES

American Jewish Historical Society. *American Jewish Desk Reference: The Ultimate One-Volume Reference to the Jewish Experience in America*. New York: Random House, 1999.

American Jewish Historical Society. *Publications of the American Jewish Historical Society, American Jewish History Quarterly, American Jewish History* (current title of scholarly quarterly journal). (digitized version from 1893-1979 available at www.ajhs.org)

American Jewish Year Book. Philadelphia [etc.]: American Jewish Committee [etc.], 1899/1900-.

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<http://www.fau.edu/library/brodytoc.htm>

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Davidowicz, Lucy S. *On Equal Terms: Jews in America, 1881-1981*. New York: Holt, Rinehart and Winston, 1982.

De Sola Pool, David. *The Mill Street Synagogue (1730-1817) of the Congregation Shearith Israel*. New York: N.p., 1930.

De Sola Pool, David. *An Old Faith in the New World: Portrait of Shearith Israel, 1654-1954*. New York: Columbia University Press, 1955.

Feldberg, Michael, Ph.D., editor. *Blessings of Freedom: Chapters in American Jewish History*. Hoboken, N.J.: Ktav, 2002.

Feingold, Henry, ed. *The Jewish People In America*. 5 vols. Baltimore: Johns Hopkins University Press for the American Jewish Historical Society, 1992.

Grinstein, Hyman B. *The Rise of the Jewish Community of New York, 1654-1860*. Philadelphia: Jewish Publication Society of America, 1945.

Hyman, Paula E. and Deborah Dash Moore, eds. *Jewish Women in America: An Historical Encyclopedia*. 2 vols. New York: Routledge Press for the American Jewish Historical Society, 1997.

Karp, Abraham J. *Haven and Home: A History of the Jews in America*. New York: Schocken Books, 1985.

Karp, Abraham J, ed. *The Jewish Experience in America*. Waltham, MA: American Jewish Historical Society, 1969.

Korn, Bertram W. *American Jewry and the Civil War*. New York: Atheneum, 1970.

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- Marcus, Jacob Rader, ed. *Memoirs of American Jews, 1775-1977*. 3 vols. Philadelphia: Jewish Publication Society, 1955.
- Marcus, Jacob Rader. *United States Jewry, 1776-1985*. Detroit: Wayne State University Press, 1989.
- Marcus, Jacob Rader. *American Jewry--Documents--Eighteenth Century*. Cincinnati: Hebrew Union College Press, 1959.
- Raphael, Marc Lee. *Judaism in America*. New York: Columbia University Press, 2003.
- Reznek, Samuel. *Unrecognized Patriots: The Jews in the American Revolution*. Westport, CT: Greenwood Press, 1975.
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- Schappes, Morris U. *A Documentary History of the Jews of the United States, 1654-1875*. New York: Schocken, 1971.
- Schoener, Allon. *The American Jewish Album: 1664 to the Present*. New York: Rizzoli, 1983.
- Stone, Kurt E. *The Congressional Minyan: The Jews of Capitol Hill*. Hoboken, N.J.: KTAV, 2000.
- Telushkin, Rabbi Joseph. *The Golden Land: The Story of Jewish Immigration to America*. New York: Harmony Books, 2002.

INTERNET SOURCES

<http://www.americanjewisharchives.org>

American Jewish Archives. Includes several interactive exhibits.

<http://www.ajhs.org>

American Jewish Historical Society. Includes "ADAJE," the American Digital Archive of the Jewish Experience; first content available is digitization of AJHS journal from 1893-1979.

<http://www.ajljewishvalues.org/>

Association of Jewish Libraries, Jewish Values Finder

<http://www.bjeny.org/350years.asp>

Board of Jewish Education of Greater New York. Includes lesson plans.

<http://www.celebrate350.org/>
Celebrate 350: Jewish Life in America

<http://www.cjh.org>
Center for Jewish History. Soon to include a timeline of American Jewish history, drawing from images from the five Partners' collections. Includes finding aids for various CJH archival collections, including those of the American Jewish Historical Society.

<http://www.cjh.org/family>
Center for Jewish History Genealogy Institute. Includes resources on family history.

<http://www.350th.org/>
Commission for Commemorating of 350 Years of American Jewish History

<http://www.amuseum.org/jahf/>
Jewish-American Hall of Fame. Includes brief and succinct biographies of many important American Jewish historical figures.

<http://www.us-israel.org/jsource/>
Jewish Virtual Library. Includes biographies.

<http://www.jwa.org/index.html>
Jewish Women's Archive. Includes brief biographies, as well as primary sources and lesson plans.

<http://www.tenement.org/education.html#prepost>
Lower East Side Tenement Museum's educational resources. Includes activities and a bibliography (including an activity using primary source documents).

HAGGADOT

Geffen, David (ed.). *American Heritage Haggadah: The Passover Experience*. New York/Jerusalem: Gefen Publishing House, 1992.

Kaplan, Mordecai; Kohn, Eugene; Eisenstein, Ira (developed). Gevirtz, Gila (ed.). *The New American Haggadah*. N.J.: Behrman House, 1999.

American Jewish History Bibliography for Grades K-3

Some activity suggestions are partially compiled from Musikant, Ellen and Grass, Sue. *Judaism Through Children's Books: A Resource for Teachers and Parents*. Denver: A. R. E. Publishing, Inc., 2001.

Aroner, Miriam. *The Kingdom of Singing Birds*. Kar-Ben Copies, Inc., 1993. 28 pages

A good general introduction to discussing Jewish religious freedom in America. This lovely fable about the gentle Rabbi Zusya and his simplistic wisdom has equally lovely pale pastel artwork which complements it perfectly. This story is about setting something free and thus letting it reach its full potential. This happens with the birds that did not sing until they were set free and given the choice to stay or leave.

Main ideas:

- Freedom is the most important thing to living beings.
- Even a simple person has something to teach the most powerful person.
- Giving someone a choice may help get you what you want from him/her.

Discussion starters:

- What did you think was the most interesting of Zusya's questions? Explain your answer.
- Why do you think the birds did not sing until they were let free? What is so important about being free that enables one to do something previously not possible?
- If you were Zusya, what would you want your reward to be, and how would you use it?
- How is freedom both an American and a Jewish value?

Activities:

- Have the children look at all of the pictures of the birds in the book, as well as birds in some other bird books. Have them pick their favorite one to draw and decorate. Supply glitter, feathers, cut up material, stickers, etc.
- Brainstorm with the class things that they can do because they are free. Then brainstorm a second list of all the things that they would be unable to do if they were not free. In a discussion, compare the two lists.
- Have the children think of something they could do that would "free" up another person on their lives (ex: doing a chore for a parent).
- Connect to Torah portion *Behar*, which discusses the "Jubilee Year." In a Jubilee Year, the *shofar* was blown and the words "Proclaim liberty throughout the land, to all the inhabitants thereof" were announced.

Cohen, Barbara. *Molly's Pilgrim*. Lee and Shepard, 1998 (revised edition). 32 pages.

The story of a young girl, Molly, who is told to make a Pilgrim doll for a Thanksgiving display at school. Molly is ashamed when her mother tries to help by creating a doll dressed as she herself was dressed before leaving Russia to seek religious freedom in America. Molly's teacher handles Molly's embarrassment wisely, and guides her class toward renewed tolerance.

Main ideas:

- There has been a promise of religious freedom in America since the days of the original Pilgrims.
- The American holiday of Thanksgiving is based on Sukkot.
- The immigrant experience in America extends beyond New York City.

Discussion starters:

- How are the original Pilgrims to America like the immigrants of later times?
- How is Thanksgiving like Sukkot? How is it different?
- Molly's mother speaks Yiddish. Do you know where Yiddish originated? Do you know any Yiddish words?

Activities

- View the video *Molly's Pilgrim* and compare it to the book. The video can be rented from the Board of Jewish Education of Greater New York, 212-586-8220 x.316
- Invite recent Jewish immigrants to your classroom. Have the children ask them about the life they left "on the other side" and about what is different living in America. Have your guests talk about the difficulty of learning a new language. Have them teach your students some words in their native tongue. End the session with a "Thanksgiving" feast.

- This story is obviously good to read around the American holiday of Thanksgiving. Have a discussion about giving thanks. Then have the children look through the siddur for all of the prayers they can find that have the word Modeh/Todah/etc. (prayers having to do with “thanking”).
- Teach some Yiddish words. Have the children ask their parents and grandparents, aunts and uncles for Yiddish words to share with the class. Molly’s mother uses the following expressions:
 - *Shaynkeit* (beauty), *Oi, Malkaleh* (Oh, Molly), *Nu, Malkeleh* (What then, Molly), *Nu, shaynkeit* (So, my beautiful one), *Mazel tov* (good luck), *Bubbe* (grandmother), *Zayde* (Grandfather)

Costabel, Eva Deutsch. *The Jews of New Amsterdam*. New York: Atheneum, 1988. 32 pages.

This non-fiction picture book illustrates life for the Jews that came to New Amsterdam in 1654. It traces the events leading to the arrival of the first group of Jews in the Dutch colony of New Amsterdam in 1654 and describes how they adapted and eventually prospered under Dutch, and later British, rule. This is a great introduction for younger children to American Jewish history. Any of the activities relating to the colonial immigration are applicable here.

Heller, Linda. *The Castle on Hester Street*. Philadelphia: The Jewish Publication Society, 1984. 32 pages.

The reconstruction of Julie’s grandparents’ past and how they came to America as young immigrants.

Main ideas:

- Life was very hard for Jews in other countries many years ago.
- There are always at least two ways to look at the past.
- Grandparents often have interesting stories – whether they are real or made up!

Discussion starters:

- Is life hard for Jews now in this country?
- Whose stories did you like better, Grandpa Sol’s or Grandma Rose’s, and why?
- Which picture did you like the best, and why?

Michelson, Richard; Waldman, Neil. *Too Young for Yiddish*. Charlesbridge Publishing, Inc., 2002. 32 pages.

When Aaron was a boy, his Grandpa, or Zayde, would not teach him Yiddish, but as an adult, Aaron longs to learn the language and history of the old country from Zayde and his many books.

Activities:

- See Yiddish activities suggestions for *Molly’s Pilgrim*

Polacco, Patricia. *The Keeping Quilt*. New York: Simon & Schuster Children’s, 1998.

A homemade quilt ties together the lives of four generations of an immigrant Jewish family, remaining a symbol of their enduring love and faith. From a basket of old clothes, Anna's babushka, Uncle Vladimir's shirt, Aunt Havalah's nightdress and an apron of Aunt Natasha's become *The Keeping Quilt*, passed along from mother to daughter for almost a century. For four generations the quilt is a Sabbath tablecloth, a wedding canopy, and a blanket that welcomes babies warmly into the world.

Discussion starters:

- Do you know what your name means?
- Does your mother or grandmother have a special keepsake that has been passed down to them from a family member? After reading “Keeping Quilt” you will learn about your family and the families of your classmates.

Activities:

- Make a Class Quilt
 - This story calls for quilt making, so have students design a classroom quilt. You can use white material squares and fabric crayons. Students can make self-portraits and print their names at the bottom. The quilt can be sewn together with a colorful border, just as in the book.

- Research materials from the Internet. See the collection of quilts in the Library of Congress' **American Memories** (<http://memory.loc.gov/cgi-bin/query/b?ammem/qlt:br001:collection=>).
- Make a family tree.
- Interview your parents, grandparents, aunts and uncles. Questions can include:
 1. Ask them their full names including any nicknames they have or may have had in their past.
 2. Ask them for their birth date, marriage date and locations of each.
 3. Ask them for their parents' names and their grandparents' names. Also ask about any nicknames they may have had in the past.
 4. Ask them for their birth, marriage dates and locations of each.
 5. What was it like for you growing up in such and such time period?
 6. Where did you grow up?
 7. Did your family move often and if so where and what time periods?
 8. What is your fondest memory?
 9. What kind of house did you live in when you were a child?
 10. Did your parents or grandparents come to this state from another state?
 11. When did they come to this state?
 12. What was the city, county, and state?
- Research the meaning behind the students' name. Provide books of first names and surnames. Ask the children to ask their parents who they were named after and why.

Pushker, Gloria Teles. *Toby Belfer Visits Ellis Island*. Pelican, 2003. 32 pages.

The reasons why Jews emigrated, their experiences aboard ship and at Ellis Island, and their subsequent absorption into American life are all touched upon, making this a pleasant introduction to immigration for primary age children and a good book for celebrating the 350th anniversary of Jews in America.

Rael, Elsa Okon. *Rivka's First Thanksgiving*. New York: Margaret K. McElderry Books, 2001. 32 pages.

Having heard about Thanksgiving in school, nine-year-old Rivka tries to convince her immigrant family and her Rabbi that it is a holiday for all Americans, Jews and non-Jews alike. See activities for *Molly's Pilgrim*.

Rael, Elsa Okon. *When Zaydeh Danced on Eldridge Street*. Simon & Schuster's Books for Young Readers, 1997. 40 pages.

Main ideas:

- Torah means many things to many people.
- Simchat Torah is a joyous holiday.
- Relationships between grandparents and grandchildren are not always perfect and need to be worked at.

Discussion starters:

- Have you ever seen a Torah scroll up close?
- Zayde says that he believes that Torah is a kiss from God to the Jewish people. What do you think he means by that?
- If your grandparents are still alive, what is your relationship with them? Do you enjoy visiting them? Is there a place in their house that you especially enjoy, such as the dresser drawer filled with odds and ends that Zeesie enjoys? If your grandparents have passed away, what do you remember about them?

Activities:

- Look inside a Torah scroll. Let the children hold the *yad* and follow along as you (or the Rabbi) read.
- Make flags to carry around during the Simchat Torah procession.

Rael, Elsa Okon. *What Zeesie Saw on Delancey Street*. Simon and Schuster Books for Young Readers, 1996. 32 pages.

This book evokes the immigrant experience of the early 1900s on the Lower East Side of Manhattan, while delivering a powerful message of community and charity. Zeesie is a seven-year-old Jewish girl, allowed to attend her first "package party," an event to raise money to bring more people over from the "old country." Zeesie's father tells her about the money room – a place where the men go one by one either to leave money if they can

afford it or to take it if they need it. Zeesie's curiosity brings her to the room where she hides and witnesses her father's friend taking money. It is a secret she must keep to herself.

Main ideas:

- Charity can be anonymous.
- It is important to be able to receive when you have need.
- People in a community take care of each other.

Discussion starters:

- How is *tzedakah* a Jewish value and an American value?
- Who are the people in your community? Have the children think about the different communities in which they belong: family, school, neighborhood, synagogue, camp, etc.
- What kinds of things can people in a community do for each other?
- Why is it important to give money to those who need it? Why is it important to be able to receive money if you are in need? Why do you think it is important that Zeesie not tell anyone what she saw?

Activities:

- Learn about Rambam's Tzedakah Ladder.
- Make and decorate tzedakah boxes and collect change each week. Identify a needy group in the community and have your children raise whatever money if can to help. Or they can vote on national charities to donate money to.
- Zeesie and her parents walk to the party through the streets of the Lower East Side. Help children draw a map of the synagogue or school on a mural-sized piece of paper. Identify all the different areas of the building. Have children cut out shapes and pictures from magazines that represent different things in the building, and paste them onto the "map."
- Play some Yiddish music and let the children dance.

Schuman, Burt E. Kaye, Rosalind Charney (illustrator). *Chanukah on the Prairie*. New York: UAHC Press, 2002.

After the Zalzman family immigrates to Grand Forks, North Dakota, they are welcomed by the local Jewish community and celebrate their first Chanukah on the prairie. Presents a non-Lower East Side-centered immigration story!

Tarbescu, Edith. *Annushka's Voyage*. Clarion Books, 1998. 32 pages.

Annushka and Tanya are two young Jewish girls living in Russia with their grandparents in the late nineteenth century. They are waiting for their father to send them steamship tickets to America. After their mother died, he went there to make a better life for them. The tickets arrive and, taking gifts from their grandparents, they depart on the long voyage. The most important gift is their grandmother's candlesticks which she had received from her mother as a wedding present.

Wells, Rosemary. *Streets of Gold*. Dial Books for Young Readers, 1999. 40 pages.

A child's version of a book the author found on a back shelf of her local library – *The Promised Land* by Mary Antin. It is the story of a young Jewish girl living in the 1890s in Czarist Russia and how she came to emigrate to America. Its excellent illustrations, quotes from Mary herself on each page, and the map of her voyage are all effective additions to the story.

Main Ideas

- Many Russian Jews came to America in the late 1880s.
- Girls weren't able to go to school in the past.
- Families often work together to get things done.

Discussion Starters

- Compare Czar Alexander to George Washington.
- Why was the story of Blind David included in the book? Was it Blind David who gave Mary's father the sapphire ring?

- Do you agree with Mary that you “had to be an American to understand these mysteries” that made up her American experience?

Activities

- In the book, find the poem by Mary Antin from the *Boston Herald* and have the class read it together. Have them write their own poem about George Washington or America.
- Explore the Russian Jewish experience. Find out if any student has a relative that has memories of or memorabilia from Russia. Try cooking/eating Russian Jewish foods (blintzes, borscht, babka cake, etc.)
- Show selected portions of the video *Fiddler on the Roof* so the children can see what life was like in Russia during this time.

American Jewish History Bibliography for Grades 4-7

Non-Fiction

- Berkow, Ira. *Hank Greenberg: Hall of Fame Slugger*. Philadelphia: The Jewish Publication Society of America, 1991.
An account of the life and career of Hank Greenberg, the first Jewish ballplayer to be elected to the National Baseball Hall of Fame.
- Bial, Raymond. *Tenement: Immigrant Life on the Lower East Side*. New York: Houghton Mifflin, 2002.
Presents an understanding of how people lived and worked in tenements and how they shaped the acculturation process.
- Butwin, Frances. *The Jews in America*. Minneapolis: Lerner Publications Co., 1969, 1991.
Traces the history of the Jews in the United States and their role in the political, cultural, and industrial development of the country.
- Cohn, Janice; Farnsworth, Bill. *The Christmas Menorahs: How a Town Fought Hate*. New York: Albert Whitman, 2000.
Based on true events, this story describes how people in Billings, Montana joined together to fight a series of hate crimes against a Jewish family.
- Finkelstein, Norman H. *Forged in Freedom: Shaping the Jewish-American Experience*. Philadelphia: The Jewish Publication Society, 2002.
Includes chapters on labor and justice, Jewish political coming-of-age, the fight against bigotry, the growth of a rich and varied U.S. culture, and the creation of uniquely American expressions of Judaism.
- Finkelstein, Norman H. *Heeding the Call: Jewish Voices in America's Civil Rights Struggle*. Philadelphia: The Jewish Publication Society, 1997.
Describes the struggle for equal rights in America, which forged a close connection between African-Americans and Jews.
- Finkelstein, Norman H. *The Other 1492: Jewish Settlement in the New World*. New York: Charles Scribner's Sons, 1989.
Traces the path of Sephardic Jews after expulsion from Spain.
- Fisher, Leonard Everett. *To Bigotry No Sanction: The Story of the Oldest Synagogue in America*.
Discusses the history of the development of religious freedom in North America, exemplified by George Washington's assurance to Touro congregants that the new society would give “to bigotry no sanction.”
- Goldhurst, Richard. *America is Also Jewish*. New York: Putnam, 1972.
Traces the history of Jewish immigrants in the United States and discusses their contributions to the government, economy, and culture of their new land.
- Haberle, Susan E. *Jewish Immigrants, 1880-1924*. Mankato, Minn.: Blue Earth Books, 2003.
Discusses reasons why Jewish people left their homelands to come to America, the experiences immigrants had in the new country, and contributions they made to American society.
- Karp, Deborah. *Heroes of American Jewish History*. New York: Ktav Publishing House, 1972.

Discusses the difficulties of Jewish immigrants and presents biographical sketches of well-known Jews in American history.

Kenvin, Helene Schwartz. *This Land of Liberty: A History of America's Jews*. West Orange, N.J.: Behrman House, 1986.

A junior high school textbook covering the history of Jews in America.

Horton, Casey. *The Jews. We Came to North America*. New York: Crabtree Publishing, 2000.

Leder, Jane Mersky. *A Russian Jewish Family. Journey Between Two Worlds*. Minneapolis: Lerner Publications, 1996.

Muggamin, Howard. *The Jewish Americans*. New York: Chelsea Publishing House, 1988.

Discusses the history, culture, and religion of the Jews, factors encouraging their emigration, and their acceptance as an ethnic group in North America.

Press, David Paul. *Jewish Americans*. New York: Marshall Cavendish, 1995.

From "Cultures of America" series.

Rosenberg, Shelley Kapnek, Ed.D. *Challenge and Change: History of the Jews in America, Early Settlement Through Central Migration*. Springfield, N.J.: Behrman House, 2004.

Textbook. Two additional volumes forthcoming, December 2004 and Spring 2005.

Rossel, Seymour. *Let Freedom Ring: A History of Jews in the United States*. West Orange, N.J.: Behrman House, 1995.

Three centuries of political, social, and religious experiences show how Jews contributed to life in America.

Stein, Robert. *Jewish Americans*. Hauppauge, NY: Barron's Educational Series, Inc., 2003.

Part of Barrons' "Coming to America" series.

Telushkin, Rabbi Joseph. *The Golden Land: The Story of Jewish Immigration to America*. New York: Harmony Books, 2002.

Experience the achievements of American Jews through removable documents and artifacts.

Weitzman, Elizabeth. *I am Jewish American*. New York: The Rosen Publishing Group, Incorporated, 2001.

A Jewish American girl discusses her faith, traditions, heritage, food, history, and pride in her identity.

Fiction

Altman, Linda Jacobs; Hu, Ying-Hwa. *The Legend of Freedom Hill*. Lee & Low Books, Inc, 2003.

During the California Gold, Rush Rosabel, an African American, and Sophie, a Jew, team up and search for gold to buy Rosabel's mother her freedom from a slave catcher.

Hesse, Karen. *A Time of Angels*. New York: Hyperion, 2000.

Sick with influenza during the 1918 epidemic and separated from her two sisters, a young Jewish girl living in Boston relies on the help of an old German man, and her visions of angels, to heal and to reunite herself with her family.

Hesse, Karen. *Letters from Rifka*. New York: Henry Holt and Company, 1992.

In letters to her cousin, a young Jewish girl chronicles her family's flight from Russia in 1919 and her own experiences when she must be left in Belgium for a while when the others emigrate to America.

Hurwitz, Johanna. *Dear Emma*. New York: HarperCollins, 2002.

In her letters to a Vermont friend, eighth grader Dossi, a Russian, Jewish immigrant living in the Lower East Side of New York City in 1910, shares her thoughts about her new brother-in-law, the diphtheria epidemic, and the Triangle Shirtwaist Factory fire.

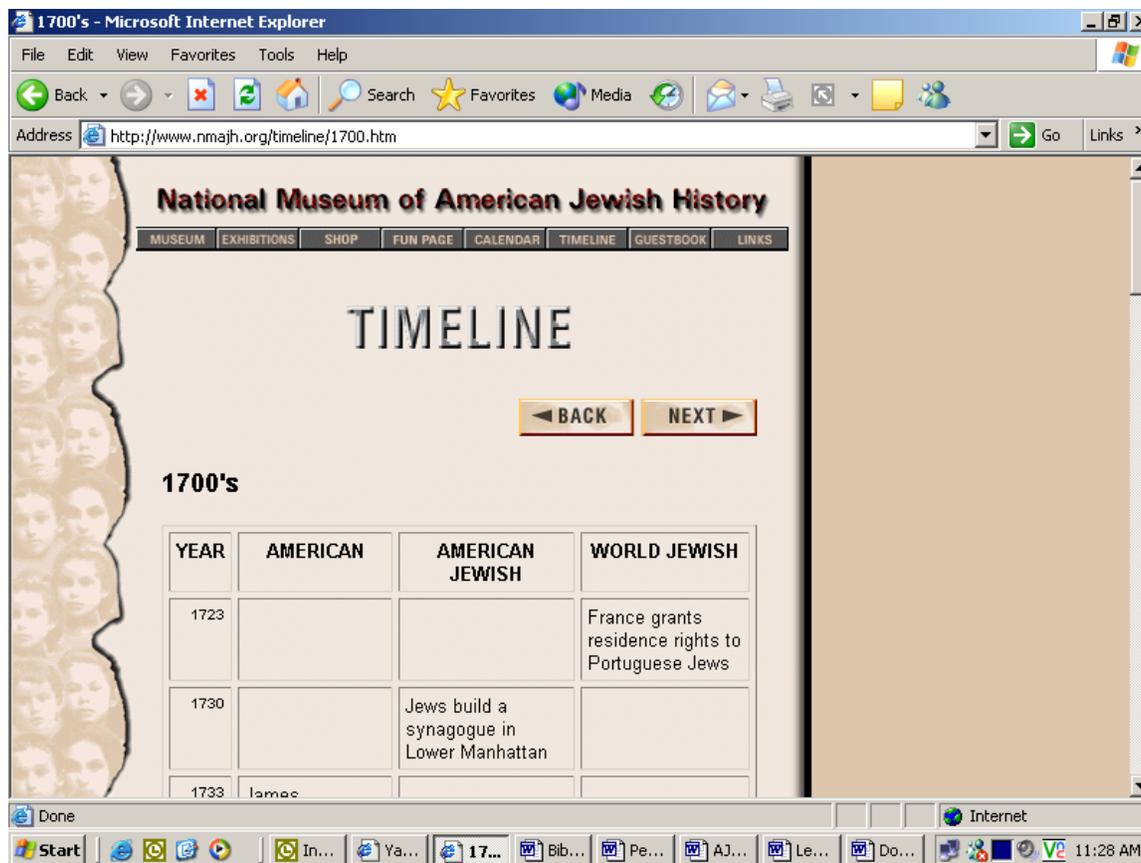
Krantz, Hazel. *Look to the Hills*. Philadelphia: Jewish Publication Society, 1995.

Growing up in Colorado in the 1880s and 1890s, Sally finds that her Jewish faith has a significant effect on her social standing and her life in general.

- Lasky, Kathryn. *Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl, New York City, 1903*. New York: Scholastic, 1988. Dear America Series.
Twelve-year-old Zippy, a Jewish immigrant from Russia, keeps a diary account of the first eighteen months of her family's life on the Lower East Side of New York City in 1903-1904.
- Matas, Carol; Rinaldi, Angelo. *Rosie in Chicago: Play Ball!* New York: Aladdin, 2003.
In 1910 Chicago, Rosie's brother Abe is preoccupied with the rivalry between two baseball teams made up of German Jews and Russian Jews. When the Russians' best player gets hurt, Abe suggests that Rosie take the player's place, disguised as a boy.
- Matas, Carol. *The War Within: A Novel of the Civil War*. New York: Simon and Schuster, 2002.
In 1862, after Union forces expel Hannah's family from Holly Springs, Mississippi, because they are Jews, Hannah reexamines her views regarding slavery and the war. General Grant's General Order #11 commanded all Jews to evacuate the territory for violating trade regulations.
- Moss, Marissa. *Hanna's Journal: The Story of an Immigrant Girl*. New York: Harcourt Press, 2000.
In the Russian shtetl where she and her family live, Hannah is given a diary for her tenth birthday, and in it she records the dramatic story of her journey to America.
- Nixon, Joan Lowery. *Land of Hope*. New York: Bantam, 1993.
Rebekah, a fifteen-year-old Jewish immigrant arriving in New York City in 1902, almost abandons her dream of getting an education when she is forced to work in a sweatshop.
- Oswald, Nancy. *Nothing Here But Stones*. New York: Henry Holt, 2004.
Historical fiction about an agricultural colony of Jewish immigrants, struggling to build a life in Colorado in the late 1800's. Based on the Cotopaxi Jewish Colony, the story is narrated by a girl named Emma and portrays the hardships that the colonists faced while trying to maintain a Jewish way of life.
- Roseman, Kenneth D. *Melting Pot: An Adventure in New York*. New York: UAHC Press, 1998. Do-It-Yourself Jewish Adventure Series.
As a young Jewish immigrant to New York from Russia at the turn of the century, the reader must make decisions that could mean success or failure as he tries to establish himself in his new country.
- Roseman, Kenneth D. *The Other Side of the Hudson: A Jewish Immigrant Adventure*.
New York: UAHC Press, 1993. Do-It-Yourself Jewish Adventure Series.
As a young Jewish immigrant from Bavaria in the mid-nineteenth century, the reader makes decisions that mirror the choices made by new Jewish Americans as they settled in the United States.
- Sachs, Marilyn. *Call Me Ruth*. Beech Tree Books, 1995.
The daughter of a Russian immigrant family, newly arrived in Manhattan in 1908, has conflicting feelings about her mother's increasingly radical union involvement.
- Shalant, Phyllis. *When Pirates Came to Brooklyn*. New York: Dutton, 2002.
This story of a friendship between two girls explores prejudice and difference, set in a diverse working-class neighborhood of Brooklyn in the 1960s.
- Talbert, Marc. *Star of Luis*. New York: Houghton Mifflin, 1999.
Just after the bombing of Pearl Harbor, a Mexican American boy goes with his mother from Los Angeles to New Mexico to meet her family for the first time, and, while there, he discovers his family's hidden Jewish heritage.
- Taylor, Sidney. *All-of-a-Kind Family* series. [*All-of-a-Kind Family, More of All-of-a-Kind Family, All-of-a-Kind Family Downtown, All-of-a-Kind Family Uptown and Ella of All-of-a-Kind Family*.] Various publishers and publication dates (originally published in 1951).
Meet the All-of-a-Kind Family — Ella, Henny, Sarah, Charlotte, and Gertie — who live with their parents in New York City at the turn of the century. Classic stories.

American Jewish History Timelines on the Internet

National Museum of American Jewish History in Philadelphia
<http://www.nmajh.org/timeline/index.htm>



Commission for Commemorating 350 Years of American Jewish History
<http://www.350th.org/history/timeline.html>

ALSO:

- <http://www.350th.org/history/timeline.html> [Commission for Commemorating 350 Years of American Jewish History]
- FORTHCOMING: Center for Jewish History will have an online timeline with images from the CJH Partners' collections;
<http://www.cjh.org>

350th.org - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <http://www.350th.org/history/timeline.html>

1740s Philadelphia Jewry has a cemetery and conducts services

1745 The last time Portuguese is used in the official records of Shearith Israel, New York

1750 Newport has an organized Jewish community.

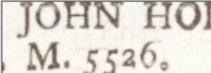
 Charleston, South Carolina, has an organized Jewish community.

1755 New York Jewry has an all-day school

1760s  Philadelphia Jewry has an organized Jewish community.

Montreal has an organized Jewish community.

1763 Newport builds its first synagogue.

1776  The British colonies in North America emerge as the United States of America.

1777 New York State emancipates Jews

(1 item remaining) Opening page <http://www.350th.org/history/timeline.html>

Start | Internet | 11:30 AM

Association of Jewish Libraries Conference • June 22, 2004 • Prepared by Julie S. Koven, AJHS

Historical Figures of American Jewish History

Jewish contributions to Business, Labor, and Finance

The earliest Jewish contribution to business in America was mercantile. The largely Sephardic immigrants usually had resources and connections that the young country could benefit by. Later immigrants, usually from Germany, came without resources and built their stores and fortunes on the foundations of a peddler's pack or a pushcart. Finally, the Eastern European immigrants of the latter part of the nineteenth century came in such number and with so few material belongings that tens of thousands of them had to take jobs in the factories created by their forerunners. The immigrants not only flooded into the garment industry and other manufacturing plants, they took the lead in organizing unions.

Activity Suggestions:

- Bring in newspaper circulars / magazine ads. Students will search for products/companies founded by Jews. They can make collages or scrapbooks. Examples include: **Liz Claiborne** products, **Levi's** (Levi Strauss), **Calvin Klein**, **MGM film company** (look for ads for movies produced by this company; videos, DVD's, etc.), **Samuel Goldwyn** films, **Warner Brothers** films, **Steven Spielberg** films, Sumner Redstone, **Filene's / Filene's Basement** (William Filene moved from peddler to owner of Filene's Department Stores of Boston; his son Edward created the automatic markdown system that made Filene's Basement famous), **Macy's**, **Estee Lauder**, **Rite Aid** (founded by Alexander Grass in 1958), **Mattel Toy Company** (founded by Ruth Mosko Handler and her husband, who also named the **Barbie and Ken Dolls** after their daughter and son)
- Study the origins of Jewish peddlers. Ask the students to try to find out if there are any companies in your community that were started by Jewish peddlers at the turn of the century. Maybe someone's family owns their own business?
- Haym Salomon play from Josephine Peretz's *American History Plays and Playlets for Children* (New York: Vantage Press, 1972).

Historical Figures to Study:

- *Haym Salomon (1740-1785): Considered “Financier of the American Revolution”*
- Judah Touro (1775-1854): First large-scale Jewish philanthropist in America
- Levi Strauss (1829-1902): Creator of “blue jeans”
- Jacob Schiff (1847-1920): Financier, philanthropist
- Samuel Gompers (1850-1924): Labor leader
- Emma Goldman (1869-1940): Political activist
- Estee Lauder (1908-2004): Cosmetic queen
- Liz Claiborne (1929-): Fashion designer; Liz Claiborne products are currently sold in department stores in over sixty countries
- Calvin Klein (1942-): Fashion designer

Jewish contributions to Law, Government, and Politics

Although no Jew has ever been elected to the office of President of the United States (yet!!), Jewish Americans have served in positions of great responsibility and respect in American government, have made a strong impact as political activists, and have risen to the highest ranks in the American legal and judicial system.

Activity Suggestions:

- Conduct a press conference, debate, or mock election.
- Create front pages of newspapers: teach the students the key questions: Who? What? Where? When? Why? How?
- Pose the question: “How is democracy an American **and** a Jewish value?”
- “History Treasure Hunt”: Provide sources and pose questions such as “Who was the first Jew in the United States Senate?”; “Who was the first Jew to hold political office in America?”; “Which Jews are currently serving in Congress?,” “Name two Jewish Supreme Court Justices”, etc.
 - Stone, Kurt F. *The Congressional Minyan: The Jews of Capitol Hill*. Hoboken, N.J.: Ktav, 2000.
 - Levitan, Tina. *First Facts in American Jewish History: From 1492 to the Present*. Northvale, N.J.: Jason Aronson, 1996.

Historical Figures to Study:

- Francis Salvador (1747-1776): Elected to First and Second South Carolina Provincial Congresses; only Jew of the Revolutionary period to be elected to a state legislature
- Uriah P. Levy (1792-1862): Highest-ranking Jewish officer in the United States Navy prior to the Civil War
- Louis Marshall (1856-1929): Lawyer, community leader; served as president of the American Jewish Committee
- Louis D. Brandeis (1856-1941): Lawyer, Associate Justice of the Supreme Court
- Benjamin Nathan Cardozo (1870-1938): Lawyer, Supreme Court Justice
- David “Mickey” Marcus (1902-1948): Military leader; American advisor in Israeli army (named Lieutenant General of the Israeli Army by David Ben-Gurion)
- Jacob Javitz (1904-1986): United States Senator
- Henry Kissinger (1923-): Foreign Policy Expert
- Edward I. Koch (1924-): Mayor of city of New York, 1977-1989
- Ruth Bader Ginsburg (1933-): Supreme Court Justice
- Joseph Lieberman (1942-): U.S. Senator from Connecticut

Jewish contributions to Sports and Games

There is a very proud legacy of Jewish athletes, and each Jewish sports hero’s accomplishments in the world of sports have reflected on his or her particular society and era.

An excellent resource for more information is <http://www.jewsinsports.org>, a website hosted by the American Jewish Historical Society.

Activity Suggestions:

- Students design their own Jewish baseball (or football, or basketball, etc.) cards. Include years played, position, statistics, and other significant information. Each student can make a different card and the class will have a whole set! Add some Israeli Bazooka gum! See the AJHS “Jewish Major Leaguers” set as a guide (www.ajhs-store.com)
- Studying “Jews in Sports” lends itself well to a Lag Ba’Omer program in the spring. Have a school-wide *Maccabiah* (“Color War”) after studying different Jewish sports figures.
 - Compare the sports that the Jews in the time of Akiva played to the sports of today.
- Watch the film *The Life and Times of Hank Greenberg* by Aviva Kempner (<http://www.hankgreenbergfilm.org/>).
- Hebrew connection – Learn Hebrew names of sports.
- If it’s an Olympics year, this lends itself well to an Olympics project. See “American Jewish Olympic Medal Winners” in *American Jewish Desk Reference* (p. 276-277). Students can research what Jewish life was like during the years that the ancient Greek games were played, a great peripheral activity, especially if the curriculum includes ancient and modern Jewish history!

Historical Figures to Study:

- Max Baer (1909-1959): Boxer
- Lillian Copeland (1904-1964): Track and field athlete
- Henry “Hank” Greenberg (1911-1986): Baseball player
- Arnold “Red” Auerbach (1917-): Basketball coach
- Thelma “Tiby” Eisen (1922-): Baseball player, starred for nine years in the All-American Girls Professional Baseball League, the only professional women’s league in the game’s history
- Adolph Schayes (1928-): Basketball player
- Sanford “Sandy” Koufax (1935-): Baseball player
- Mark Spitz (1950-): Olympic swimmer

Jewish contributions to Science, Medicine and Social Science

The first Jewish doctors came to American soil with Columbus and they have been here ever since. It is believed that the ship’s doctor and surgeon aboard Columbus’ *Santa Maria* were both Jewish physicians. During the colonial period there were a number of Portuguese Jewish physicians, and Jewish names continue to appear in medical records throughout the pre-Civil War era. There was even a Jewish doctor at the Alamo, Moses Albert Levy. By the mid-nineteenth century, the immigration of thousands of German-speaking Jews from Western Europe had greatly increased the number of Jewish physicians in all American cities, many becoming quite prominent. Likewise, the larger wave of Jewish immigration in the late nineteenth century also brought an increase of Jewish physicians. In 1907, a Jewish man named Albert Michelson won the first Nobel Prize awarded to an American scientist. Other scientists making significant contributions are Albert Einstein, who fled Nazi Germany in 1933, Jonas Salk and Albert Sabin.

Activity Suggestions:

- Jewish Nobel Prize winner posters for bulletin boards (*American Jewish Desk Reference*, p. 248)

Historical Figures to Study:

- Albert Michelson (1852-1931): First Nobel Prize to an American scientist (calculated the speed of light)
- Lillian Wald (1867-1940): Originator of public health nursing
- Joseph Goldberger (1874-1929): Studies are the basis for modern science of nutrition
- Albert Einstein (1879-1955): Physicist
- Albert Sabin (1906-1993): Physician; polio research
- Jonas Salk (1914-1995): Physician; polio vaccine
- Carl Sagan (1934-1996): Astronomer

Jewish contributions to Religious Life and Education

Two strong forces contended in the development of American Judaism. On one side was the appeal of tradition, ritual, and religious law – the need to be true to a religious heritage that went back thousands of years. On the other side was the desire to live in the world one was born into, to respond to American culture in both its positive and negative aspects. Time and time again, as American Jews began to accommodate the culture of the United States, a new wave of immigrants from Europe arrived and insisted on the old ways and the old loyalties. Out of this flux came four distinct movements in American Judaism – Orthodox, Reform, Conservative, and Reconstructionist. Today almost six million of the world's 13 million Jews live in the United States.

Activity Suggestions:

- Four Streams of Judaism
 - Use the “Four Corners” technique, in which first each student reads an overview of the 4 streams and then chooses a corner to stand in. The groups formed at the 4 corners will then discuss for a few minutes the pros of their choice, and then will present to the others. Alternate activities are debates and press conferences with students representing each of the 4 streams and defending their choice.
 - Resources:
 - <http://www.jewfaq.org/movement.htm> (Judaism 101 website)
 - *American Jewish Desk Reference*
 - Finkelstein, Norman H. *Forged in Freedom* (Philadelphia: JPS, 2002), pages 3-12 (does not include Reconstructionism).
- If you work in a synagogue or affiliated day school such as the Solomon Schechter schools, it is a good idea for students do some sort of research project into the history of the congregation or school’s denomination. Many students do not know what make Reform, Reconstructionist, Conservative, and Orthodox Judaism different and why their synagogue subscribes to that philosophy. Studying the founders of the Movements (for example, Mordecai Kaplan for Reconstructionism) in the same way that you have studied other heroes of American Jewish history is a good idea.

Historical Figures to Study:

- Gershom Seixas (1746-1816): First native-born Rabbi
- Rebecca Gratz (1781-1869): Founded the Hebrew Sunday School in Philadelphia, the first of its kind, which gave women a role in determining Jewish educational curriculum for the first time
- Isaac Leeser (1806-1868): Published first American translation of the Bible
- Isaac Mayer Wise (1819-1900): Leader of American Reform Judaism
- Sabato Morais (1823-1897): Rabbi, founder of the Jewish Theological Seminary
- Solomon Schechter (1847-1915): Leader of Conservative Judaism
- Jacob Joseph (1848-1902): “Chief Rabbi” of New York
- Henrietta Szold (1860-1945): “Night school” founder for educating new immigrants; founded Hadassah
- Stephen Samuel Wise (1874-1949): Zionist leader
- Mordecai Kaplan (1881-1983): Rabbi, founder of Reconstructionist Movement
- Abraham Joshua Heschel (1907-1972): Philosopher, religious leader
- Judith Kaplan Eisenstein (1909-1996): Celebrated first Bat Mitzvah in America
- Sally Priesand (1946-): First ordained female rabbi in America

350 Years of American Jewish History: Sample Lesson Plans

I. Tzedakah, K'lal Yisrael (*community*) Over Time

This lesson introduces students to the concept of *tzedakah* and *tikun olam*, discusses why anonymity is important in giving and receiving charity, and traces the history of Jewish charitable and other community organizations in the United States.

- Read the story *What Zeesie Saw on Delancey Street*. New York: Simon and Schuster Books for Young Readers, 1996. Though it's a picture book, it sends a universal message and is suitable for all ages. Discuss the main ideas of the story: Charity can be anonymous; It is important to be able to receive when you have need; People in a community take care of each other. Have the students think about the people in their "community" – remind them that they belong to many communities (school, family, neighborhood, synagogue, camp, etc.) What kinds of things can people in a community do for each other?
- Learn about Rambam's Tzedakah Ladder. Ask the students to find out how long ago Rambam lived; what does this say about how important historically this value has been? [Use *Encyclopedia Judaica* to research Rambam.]
- Pages 13-15 and 121-124 of Helene Schwartz Kenvin's *This Land of Liberty* (Behrman House, 1986) discuss the origins of benevolent societies. There is a long article in *Encyclopedia Judaica* on "Charity" which provides information on the modern sense of the word. Create a timeline or chart to show the development of the different organizations in America (some are still in existence).
 - Examples: Hebrew Benevolent Societies (of different cities), Jews' Hospital, Hebrew Immigrant Aid Society (HIAS), Baron de Hirsch Fund, *landsmanschaften*, United Jewish Appeal (UJA)
 - AJHS has the papers of the Baron de Hirsch Fund and the Industrial Removal Office
- What charitable organizations exist in your community? Is there a federation? Find out how much money it raises each year and how it allocates money back to the communities. Look at the United Jewish Communities' website: <http://www.uja.org/> to help with your research.
- Make and decorate tzedakah boxes and collect change each week. Identify a needy group in your community and have your class raise whatever money it can to help. Or have the class vote on national charities that they could donate money to.

2. Ellis Island: A Journey into our Family's History

While this activity can fit well into *Migration II, 1880-1920*, it is of course appropriate for *any* time period in American Jewish history. The following is designed as a Family Education program; it could also be used as a workshop for a JCC or library. The details here are specifically for a Saturday night program, but of course you can modify it for whenever you do the program. It can also be done as a classroom activity with just students, but families could get a lot out of this exercise. Each family has been instructed to bring with them some sort of family heirloom/memento – a kiddush cup, candlesticks, a photograph, etc...anything of value to the family. Educator must prepare a "visa form" with questions about the family members' personal information, birth city, birthdate, etc.

Core Concept: The main goal is for families to realize the importance of their personal heritage. The hope is that through a deeper understanding of their background, families will come to see the importance of Judaism within their lives and feel a deeper connection with their past.

Essential Questions:

1. Where did my family come from and why?
2. What is unique and special about my family and my family's heritage?
3. How does this affect me and my Judaism today?

Goals:

1. Parents will (hopefully) be able to express that this was an emotional experience for them after the conclusion of the program. Not just an intellectual exercise. (How often do parents actually get to talk to their children about their history and things that are important to them when the child is stuck as a captive audience?)
2. Parents will be able to articulate why it is important to pass Judaism and their heritage down to their children.
3. Children will be able to articulate the story of their family and their family's journey to America.
4. Children will be able to articulate why a particular object is a family treasure and heirloom – what does it represent to the family?
5. Children will be able to articulate an expanded knowledge of how Judaism fits into the history of their family and their own personal lives.

Outline of Lesson Plan:

- 6:00-6:10** Families arrive, are greeted, and asked to fill out nametags.
Families are seated at individual round tables.
- 6:10-6:25** Brief Welcome and Havdalah Service
(the program takes place on a Saturday evening)
- 6:30-7:00** Families are given the Visa Form used at Ellis Island. Together as a group they are asked to fill out the form as if they were one of the original members of the family who first arrived in the United States. If the immigrant member of the family did not arrive at Ellis Island, the family fills out the form with the more contemporary information. For example, if the person was originally from Israel and moved to the United States, they should fill out the form as if they were the person from Israel. If a family finishes the form early, ask them to fill out another form with the information of a different ancestor.
- 7:05-8(ish)**
1. Ask families to arrange their chairs in a circle. Ask each student to represent the family unit. They will assume the persona of the original family member who first arrived in the United States. Ask the child to present the information on the filled-in Ellis Island Visa form as if they actually ARE the immigrant family members.
 2. Have the parent of the child who just participated in the role-play, to share with the group the Jewish object/family heirloom that they have brought with them. Have each parent answer the following questions...
 - a. What is the object?
 - b. Who owned it?
 - c. Why is it important to your family? Why do you value it?
 - d. How is it significant to your family Jewishly?
 - e. What would you like this heirloom to represent/mean to your child?
- 8:00-8:15** Wrap-up. Ask each member of the group to say a brief word about a reaction that they have had to the evening. Ask the following leading questions of the group...
1. What surprised you?
 2. What did you learn about your child/your mom or dad?
 3. How did this discussion connect you to Judaism?
 4. Now that you have this information about your heritage, what will you do with it?

*One caveat: If there are children at the program who are part of an interfaith family (and there undoubtedly will be) these families must also be encouraged to tell their story. It is important for the facilitator to keep the comfort of these families in mind. For example: The leading questions that the facilitator might ask these families can/could be different depending on the circumstances – especially the questions posed to the non-Jewish spouse. Another issue that may arise could be that of adopted children as members of a family. These families (if known – many might actually step forward, I have had this happen) can be notified that they are welcome to present the story of the adopted child's birth family or adopted family, the choice is theirs.