

# History & Heroes





## How to Use Teach-ables

### 1. POINT of the lesson!

What we would like students to learn

### 2. PREPARATION!

Included in this lesson:

- Each teachable lesson includes everything needed for the lesson.
- The teacher may need to make copies and/or supply pencils, crayons, scissors, glue, etc...

Teacher will:

Do some of all of the following: Read information page, copy, cut, provide scissors, paper, glue, etc...

### 3. PULL-IN!

An activity to evoke student interest

### 3. PRESENT MATERIAL!

How to present the information included

### 4. PARTICIPATE!

Creative ways to involve students in learning the material

### 5. PERSONAL CONNECTION!

An opportunity to make the information meaningful to the individual student



## **HISTORY AND HEROES LESSONS INDEX**

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25. Michael and Andrew “Civil Rights Profiles”



## Who, What, When and Where? A Jewish History Lesson

### 1. POINT of the lesson!

Students will become familiar with some of the events and people in different countries in Europe from 500 CE to 1900.

### 2. PREPARATION!

Included in this lesson:

- World Map
- Pages with columns of information

Teacher will:

- Copy map and information pages for each student
- Provide scissors and scotch tape

### 3. PULL-IN!

Today we are going to play a game! It will be a fun way to learn about people and events!

### 4. PRESENT MATERIAL!

Teacher will pass out the column pages and introduce the columns of the people and events of each country.

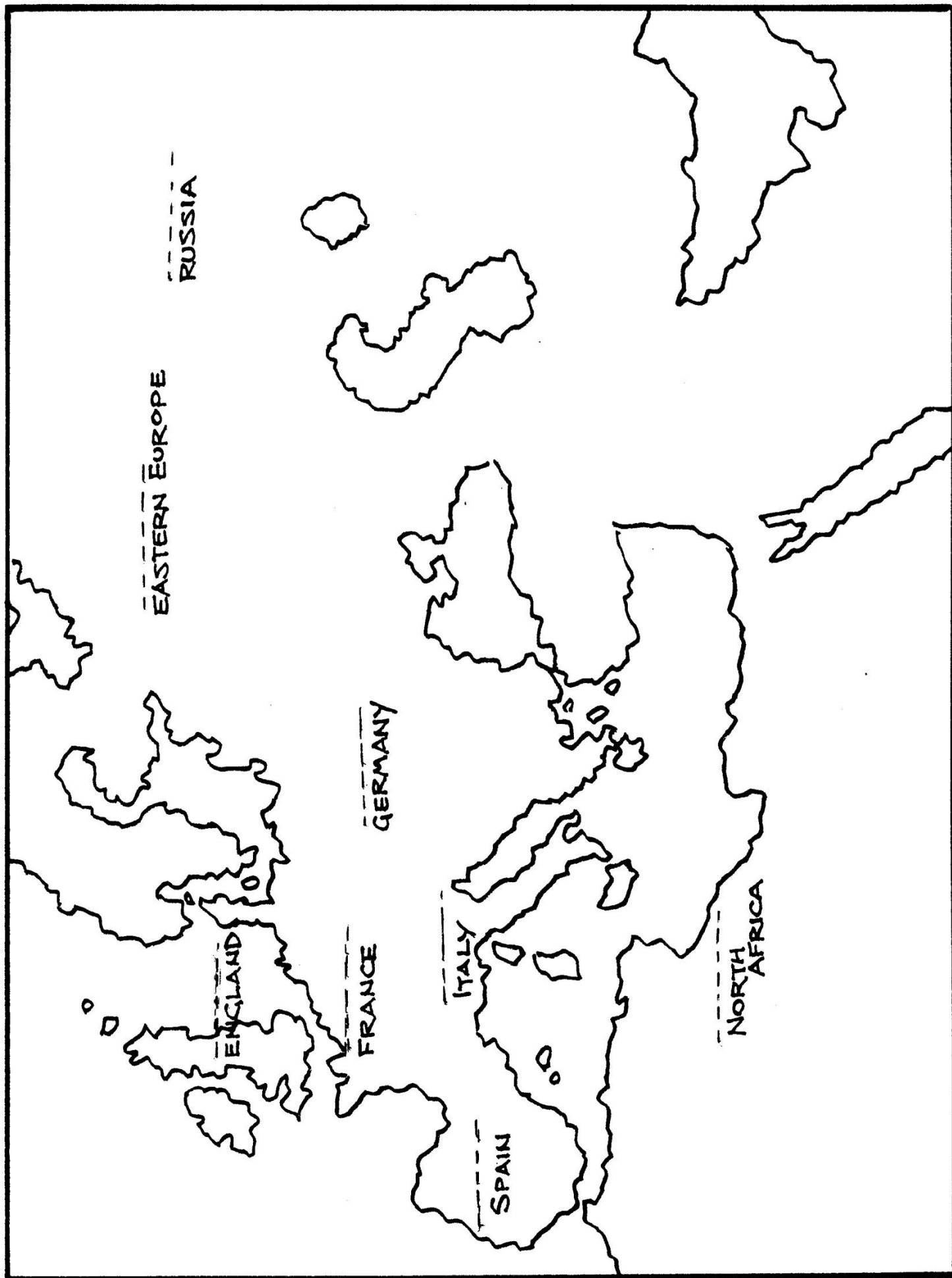
### 5. PARTICIPATE!

- Pass out the world map to each student.
- Have them cut along the marked lines on the map. Then have them cut out the columns for each country and tape the appropriate strips together.
- Next, have the students weave the strips in the appropriate country slots. Have them practice moving the country strips up and down.
- The teacher then asks questions based on the information on the column strips.
- The students slide the strips to find the answers.

### 6. PERSONAL CONNECTION!

Take your map home and teach your parents!





<b>Spain</b>	<b>France</b>	<b>England</b>	<b>Germany</b>	<b>Italy</b>	<b>Eastern Europe</b>
<p><b>711</b> Golden Age begins and Judaism flourishes</p> <p><b>Poets:</b> Judah Halevi Solomon Ibn Gabriel Moses Ibn Ezra Abraham Ibn Ezra</p> <p><b>Scholars and Statesmen:</b> Maimonides Hasdi Ibn Shaprut Samuel Nagdella Joseph Nagdella</p> <p><b>1172</b> Benjamin of Tudela (Jewish Marco Polo)</p> <p><b>1286</b> <u>Zohar</u> by Rabbi Moses de Leon</p> <p><b>1412</b> Laws restricting Jews begin</p> <p><b>1449</b> Violent clashes between Christians and Moslems</p> <p><b>1492</b> <b>Ladino</b> Judeo-Spanish Language</p>	<p><b>576</b> forced conversions begin</p> <p><b>801</b> Charlemagne praises Isaac, a Jewish merchant for bringing spices and a prized elephant from the east.</p> <p><b>1040</b> Rashi Biblical commentator</p> <p><b>1095</b> Crusades begin</p> <p>1306 Jews expelled from Spain</p> <p>1315 Jews invited to return and participate in commerce</p> <p><b>1348</b> Plague blamed on Jews</p> <p><b>1500's and 1600's</b> Jews move to Eastern Europe</p> <p><b>1789</b> French Revolution</p> <p><b>1791</b> Jews granted citizenship</p>	<p><b>1095</b> Crusades begin</p> <p><b>1144</b> First blood libel</p> <p><b>1190</b> Rabbi Yom Tov of York fights against Richard the Lion-hearted. He sacrifices himself and his community.</p> <p><b>1348</b> Black Plague Blamed on Jews</p> <p><b>1500-1600</b> Jews migrate to Eastern Europe</p> <p><b>1802</b> Solomon Hirschel is head Rabbi of England</p> <p><b>1819</b> Sir Walter Scott writes <u>Ivanhoe</u> A book about a Jewish woman</p> <p><b>1837</b> Benjamin Disraeli is Prime Minister of England</p>	<p><b>1348</b> Plague blamed on Jews</p> <p><b>1600's</b> Jews settle in Germany</p> <p><b>1719</b> Gleuckel of Hameln, a woman historian writes of Jewish live in Hamburg</p> <p><b>1745</b> Moses Mendelssohn Father of Jewish Enlightenment "Haskalah" His grandson, Felix and granddaughter Fanny would become famous composers.</p> <p><b>1700's</b> Jews begin to leave Germany for Eastern Europe</p> <p><b>1789</b> French Revolution impacts and emancipates Jews.</p> <p><b>1818</b> Leopold Zunz writes <u>Modern Judaism</u></p>	<p><b>533</b> Jews lose citizenship rights</p> <p><b>1464</b> University of Bologna establishes a Hebrew department</p> <p><b>1488</b> Rabbi Obadiah famous Jewish Italian historian</p> <p><b>1507</b> Elijah Levita Yiddish translator</p> <p><b>1516</b> First Ghetto in Venice</p> <p><b>1565</b> Joseph Caro writes <u>Shulchan Aruch</u> in Venice</p> <p><b>1587</b> Salome De Rossi Jewish musician</p> <p><b>1870</b> Jews given full citizenship</p>	<p><b>1200-1300</b> Jews settle in Poland which will become a center of Jewish learning</p> <p><b>1530</b> First Hebrew Press</p> <p><b>1541</b> Lubin Yeshiva</p> <p><b>1648</b> Bogdan Chmielnicki and Cossack army murder thousands of Jews</p> <p><b>1654</b> Shabbetai Tzvi False Messiah</p> <p><b>1740</b> Ba'al Shem Tov (Rabbi Israel ben Eliezer) Founder of Chassidism</p> <p><b>1793</b> The Pale An area established for Jewish settlements</p> <p><b>1803</b> Aaron Chordin writes Kol Nidre</p>

<p><b>1492</b> <b>Spanish Inquisition</b> Queen Isabella of Spain forced the Spanish Jews to convert to Christianity, be exiled or be publicly tortured and killed.</p> <p><b>Conversos</b> Some Jews remained in Spain. They pretended to convert but continued to practice Judaism in secret. Those exiled went to Morocco, Holland, England, Turkey and Italy.</p> <p><b>1560</b> Dona Gracia Mendes petitions Turkish Authorities to re-settle Jewish refugees from Spain and Portugal in Tiberius.</p>	<p><b>1862</b> Sarah Bernhardt debuts on the stage</p> <p><b>1874</b> Camille Pissaro (Artist)</p> <p><b>1894</b> Dreyfus Affair</p> <p><b>1897</b> First Zionist Congress* (* in Basel Switzerland)</p>	<p><b>1840</b> Lady Louise Rothchild establishes Jewish Charities</p> <p><b>1846</b> Lady Judith Cohen Montefiore attends Synagogue. She sets an example for other women.</p> <p><b>1917</b> Balfour Declaration</p>	<p><b>1820</b> German immigration to America begins</p> <p><b>1854</b> First Jewish Theological Seminary</p> <p><b>1870</b> Wave of German Jews immigrate to the United States</p> <p><b>1900</b> Freud introduces psychoanalysis</p>	<p><b>1881-1882</b> May Laws Anti Jewish Pogroms</p> <p><b>1883</b> Shalom Aleichem Yiddish Literature</p> <p><b>1890-1920</b> Eastern European Jews immigrate to USA</p> <p><b>1911</b> Mendel Beilis Blood Libel International pressure to release him from prison</p>
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## Build me a Sanctuary.....A Golden Age Experience

### 1. POINT of the lesson!

Students will design a synagogue

### 2. PREPARATION!

Included in this lesson:

- Description of synagogue life during the Golden Age of Spain
- Guidelines for a synagogue building

Teacher will:

- Make copies of the description of synagogue life and the synagogue guidelines for each student
- Provide pencils and pens

### 3. PULL-IN!

- Name some functions of our Synagogue.
- List them on the board

### 4. PRESENT MATERIAL!

Review the description of synagogue life during the Golden Age

### 5. PARTICIPATE!

Have each student use the description and guidelines to design his\her Golden Age Synagogue.

### 6. PERSONAL CONNECTION!

Share the designs and compare to synagogues of today. How are they alike? How are they different? What would you like to see included?

## **Synagogue Life during the Golden Age of Spain (711-1492)**

Life for Jews living in Spain during the period known as the Golden Age of Spain was one of equality and prosperity. The center of Jewish life was the synagogue. It was much more than a place to pray. The synagogue housed the government of the Jewish community and the Jewish courts.

With the synagogue serving as its City Hall, the Jewish community ran many institutions for the benefit of its own members as well as serving as a welcome haven for other Jews who might be traveling or visiting the community. There was a guesthouse, public baths, ritual baths and a safe place for refugees to stay.

Sometimes the synagogue maintained orphanages, a prison and wine cellars for kosher winemaking purposes. It was a place to study Torah. Legal and business matters were handled through the synagogue. Property and land sales were published; changes in taxes or local laws affecting Jews were also read in the synagogue.

There were prayer rooms for women and women maintained a strong sense of community through the synagogue

The synagogue served as a sanctuary for prayer, a place to assemble and a community center for the Jews living during the Golden Age in Spain.

It was a *Beit T'fillah*, A house of Prayer, a *Beit Knesset*, a house of Assembly and a *Beit Hasefer*, A house of Study.

## **Golden Age Synagogue Guidelines**

Sanctuary with Ner Tamid, Torah, etc.

Women's Prayer Room

Meeting Rooms for Jewish council and Tribunal

Study Rooms

Library

Community Room for holiday celebrations and gatherings

School

Ritual Baths

Gardens and courtyards

Winery

Guest Rooms

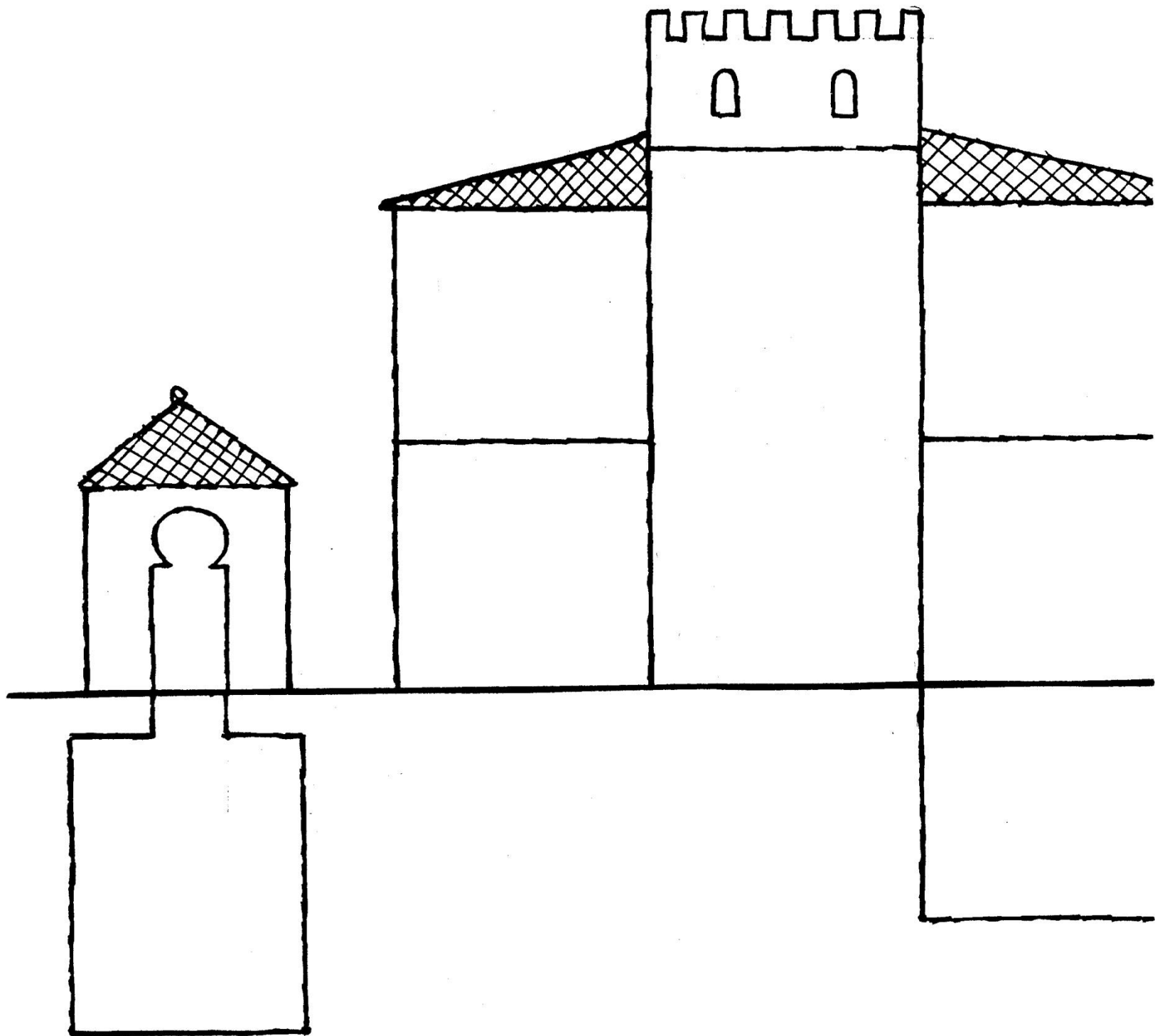
Orphanage

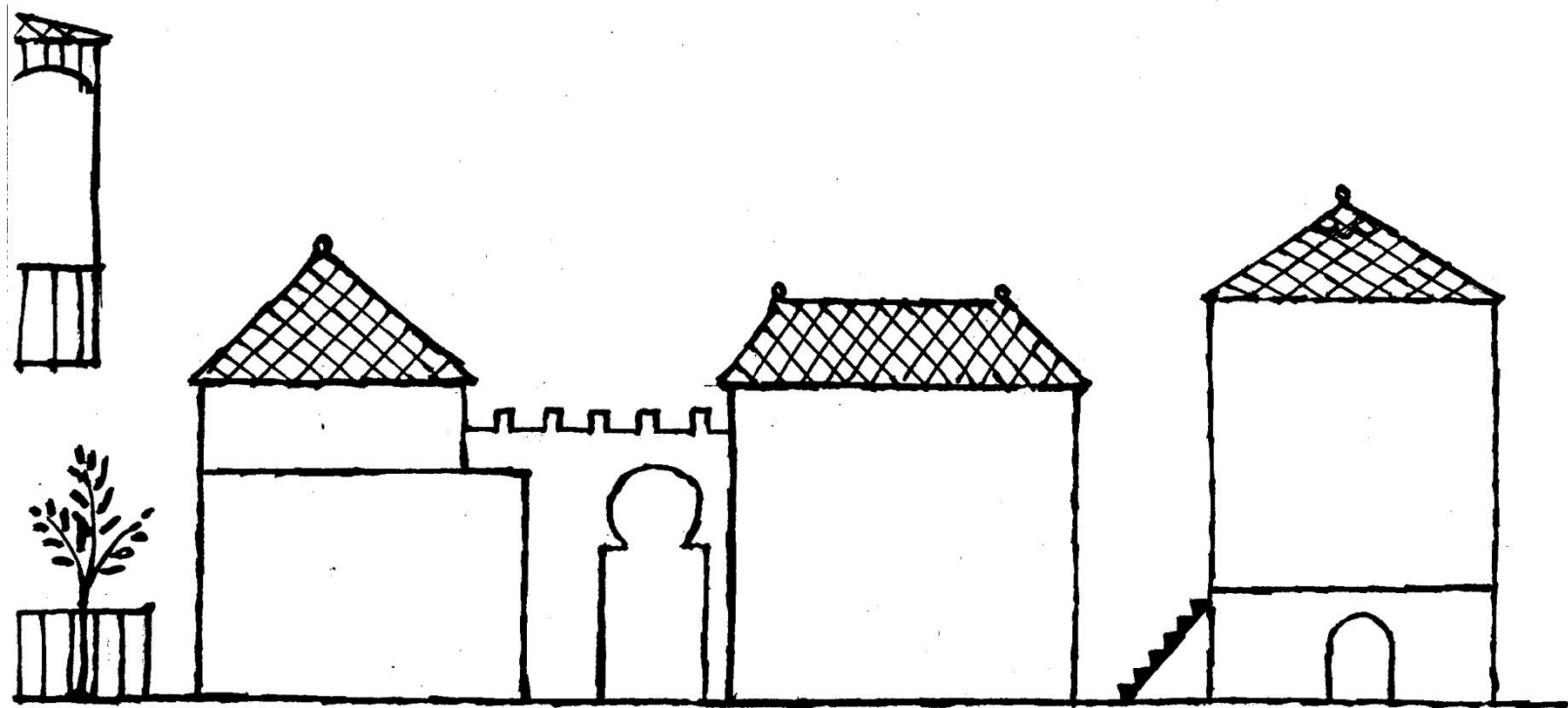
Temporary Prison, holding cell

Kitchen

Not every Synagogue had all of these facilities.

Please design your Synagogue with provisions for the places that you think would be the most important.







## The Holocaust Memorial

### 1. POINT of the lesson!

To be aware of the horror of the Holocaust

### 2. PREPARATION!

Included in this lesson:

- Information page

Teacher will:

- Have the following for each student:
  - 1 sheet yellow construction paper
  - 1 sheet black construction paper
  - 1 sheet white paper
  - Rolls of scotch tape to share

### 3. PULL-IN!

- What is a memorial?
- Can you think of an example?
- What does it look like?
- Why did the artist decide to create it in that way?
- How does it make you feel?
- Examples if needed:
  - Viet Nam Memorial
  - Tombstone

### 4. PRESENT MATERIAL!

Read the info page

### 5. PARTICIPATE!

- Give each student one yellow, one black and one white sheet of construction paper and scotch tape to share.
- Have each student design his\her own Holocaust Memorial using these materials. Have them tear the paper rather than use scissors.

### 6. PERSONAL CONNECTION!

- Have each student show his or her memorial and explain the symbolism.
- Set the memorials on a table and give the students time to look at them.

## **The Holocaust**

The Holocaust was a horrible episode in history. Over 10 million people were murdered by the Nazis. Six million were Jews!

This terrible period began when Adolph Hitler came to power in Germany in 1933. Germany was devastated economically after the First World War. Hitler used the Jews as scapegoats and blamed them for all that had happened. He planned to make Germany free of Jews.

Hitler and the Nazis systematically took away all Jewish businesses, destroyed places of worship, made laws which would not allow Jews to attend German schools or to practice their professions. Jews were not even allowed to walk on the same sidewalk as the Germans.

After Germany invaded Poland in 1939, things became even worse. Hitler and the Nazis began the "Final Solution." They began to implement a plan to murder all Jewish men women and children in Europe. At first many Jews were forced to leave their homes and all of their possessions and live in crowded ghettos. Millions of Jews were starved, shot and tortured. Hitler was impatient to complete the process of eliminating the Jewish People. Under the supervision of Adolph Eichmann concentration camps (death camps) were established. Millions of men women and children were systematically gassed to death. Their bodies were burned in ovens.

When the war ended, over one third of all the Jews in the world had been murdered. Those who survived were scarred for life.

We Jews vow never to forget the six million. We promise that this will never happen again!



## Make a Jewish American Timeline

### 1. POINT of the lesson!

Students will become familiar with significant dates in Jewish American History from 1654 to the present.

### 2. PREPARATION!

Included in this lesson:

- 2 lists of significant dates
  - A - extensive list
  - B - abbreviated list

Teacher will:

- Make a copy of the list of dates for each student
- Provide pencils, markers and paper (8 1/2 x 11) cut in half lengthwise and tape

### 3. PULL-IN!

Teacher will introduce the lesson as an overview and way to learn about American Jewish History.

### 4. PRESENT MATERIAL!

- Hand out list of dates to the students.
- Review the dates with the class.

### 5. PARTICIPATE!

- Students will create their own illustrated timeline.
- They will mark off the paper and place dates along the timeline.
- Then they will illustrate the events and share their timelines with the class.

### 6. PERSONAL CONNECTION!

Take the timeline home to share with your family.

## **Significant Dates in Jewish American History**

### **1492-2000**

<b>1492</b>	Luis de Torres remains in San Salvador after sailing with Columbus
<b>1654</b>	23 Dutch Jews from Recife Brazil come to New Amsterdam (Asser Levy)
<b>1740</b>	Act of Parliament enables Jews in colonies to become citizens
<b>1763</b>	Touro Synagogue first Jewish Synagogue in Newport RI
<b>1776</b>	Hayim Salomon helps to finance the colonies
<b>1838</b>	Rebecca Gratz begins the first Hebrew School in Philadelphia
<b>1820-1870</b>	German immigration Before German immigration Jewish population was 3,000. After in 1870 it was 15,000
<b>1850</b>	Levi Strauss opens a dry goods store in Sacramento
<b>1875</b>	Hebrew Union College is established (Isaac Meyer Wise)
<b>1890-1920</b>	Russian Immigration
<b>1897</b>	The Daily Forward Yiddish Newspaper
<b>1900</b>	Lower East Side of New York: Immigrants, sweat shops Jewish population 1,000,000
<b>1907</b>	Louis Mayer and other Jewish film makers
<b>1916</b>	Louis Brandeis becomes the first Jewish Supreme Court Justice
<b>1933</b>	Albert Einstein comes to live in America
<b>1941-1945</b>	World War II Holocaust
<b>1947</b>	Jewish population in America reaches 5 million
<b>1948</b>	Israel becomes a State
<b>1978</b>	Isaac Bashevis Singer wins the Nobel Prize for Literature
<b>1994</b>	Schindlers List and Steven Spielberg Academy Awards
<b>2000</b>	Joseph Lieberman is a vice president candidate

Today there are many Jewish American contributions in law, science, medicine, art, music, literature, politics, social action, film, comedy

YOU can make a difference!

## **Significant Dates in Jewish American History**

### **1492-2000**

<b>1654</b>	23 Dutch Jews from Recife Brazil come to New Amsterdam (Asser Levy)
<b>1763</b>	Touro Synagogue first Jewish Synagogue in Newport RI
<b>1776</b>	Revolutionary War Hayim Salomon helps to finance the colonies
<b>1820-1870</b>	German immigration Before German immigration Jewish population was 3,000. After in 1870 it was 15,000
<b>1838</b>	Rebecca Gratz begins the first Hebrew School in Philadelphia
<b>1875</b>	Hebrew Union College is established (Isaac Meyer Wise)
<b>1890-1920</b>	Russian Immigration
<b>1900</b>	Lower East Side of New York: Immigrants, sweat shops Jewish population 1,000,000
<b>1941-1945</b>	World War II Holocaust
<b>1948</b>	Israel becomes a State

Today there are many Jewish American contributions in law, science, medicine, art, music, literature, politics, social action, film, comedy

YOU can make a difference!



## People, Places, and Events of Early American Jewish History

### 1. POINT of the lesson!

To become familiar with people, places and events of early Jewish America

### 2. PREPARATION

Included in this lesson:

- Game board, "Jewish Star" cards, "Did you Know?" cards
- How to play information

Teacher will:

- Copy the "Jewish Star" page back to back with the "Jewish Star" information page
- Copy the "Did You Know" page back to back with the "Did You Know" information page
- Then cut them out

### 3. PULL-IN

Today we will be playing a game based on early American Jewish History. You will learn as you play!

### 4. PRESENT MATERIAL!

Show the game and explain how to play.

### 5. PARTICIPATE!

Play the game.

### 6. PERSONAL CONNECTION!

How many Jewish American facts can you remember?

## How to Play the Game

**Hold up a game board and show each item as you explain how the game is played.**

There are 3-4 players on each team. Each team receives one game board, one spinner, 3-4 playing pieces and 2 sets of cards.

The object of the game is for each player on your team to complete the board.

First you spin to determine the order of play. The highest number goes first etc.

Each player chooses a playing piece and then each spins and moves ahead.

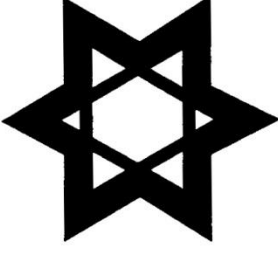
When you land, you read the information in the space out loud.

If you land on a **Jewish Star** you take a Star card, read it out loud, follow the directions and shuffle the card back in the deck.

If you land on ? **Did you know???** You take a ? card, read it out loud, follow the directions and shuffle the card back in the deck.

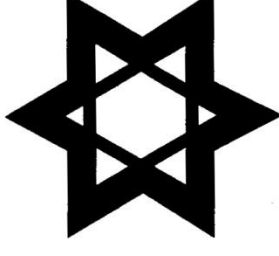
When all of your team members complete the board, your team works together to remember as many people, places and events as they can. You may refer back to the game board and cards. The teacher will then ask your team to tell how many facts they can remember.

JEWISH



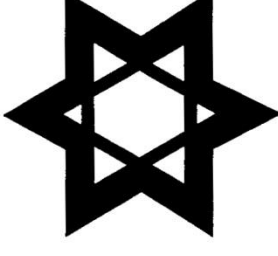
HEROES

JEWISH



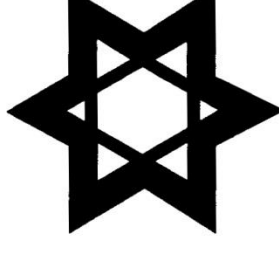
HEROES

JEWISH



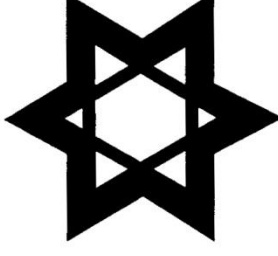
HEROES

JEWISH



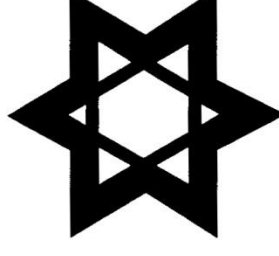
HEROES

JEWISH



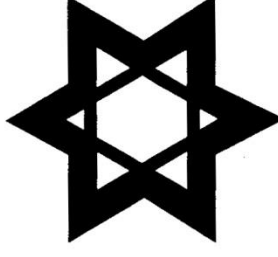
HEROES

JEWISH



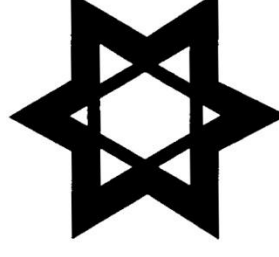
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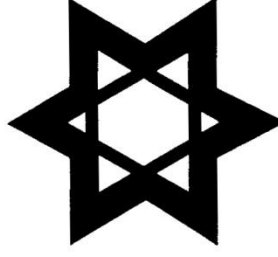
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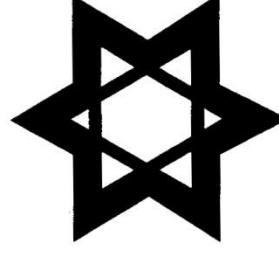
HEROES

JEWISH



HEROES

JEWISH



HEROES



## LUIS DE TORRES

First European to set foot in the New World, October 12, 1492; sailed with Columbus as language expert and interpreter; spoke Hebrew, Arabic and many other languages; developed sign language to communicate with San Salvador population.

Return to Columbus Square!

## ASSER LEVY

Merchant and spokesman for Jewish rights in New Amsterdam; convinced the governor, Peter Stuyvesant to allow Jews to have cemeteries, to serve in the militia and to engage in trade.

Move ahead 2 spaces!

## LILLIAN WALD

1867-1940

Nurse and social activist who founded the Henry Street Settlement House on the lower east-side of New York; fought for child labor laws and medical help for immigrants.

Move back 2 spaces!

## REBECCA GRATZ

1781-1869

Founder of the first Jewish Sunday School.

Move ahead 1 space!

## ISAAC MAYER WISE

1819-1900

Rabbi from New York; organizer of the Reform Movement; founder of the Union of American Hebrew Congregations (UAHC).

Move back 1 space!

## HAYM SALOMON

1740-1785

Patriot and financier of the American Revolution; member of the Sons of Liberty; fought against the British.

Move to Revolutionary War!

## SAMUEL GOMPERS

1850-1924

Union organizer; formed the American Federation of Labor in 1886; fought for better wages and shorter hours for the worker.

Move back 3 spaces!

## EMMA LAZARUS

1849-1887

Jewish poet and advocate for refugees; her poem, "The New Colossus," is on the base of the Statue of Liberty.

Move to the Statue of Liberty!

## URIAH P. LEVY

1792-1862

Commodore in the U.S. Navy who worked to eliminate flogging as a form of punishment.

Move ahead 3 spaces!

## AARON LOPEZ

1731-1782

Shipping merchant from Newport, R.I.; His shipping fleet delivered needed supplies to the Revolutionary army; his ships never left the dock on Shabbat!

DID  
YOU  
KNOW



DID  
YOU  
KNOW



DID  
YOU  
KNOW



DID  
YOU  
KNOW



DID  
YOU  
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DID  
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In the novel  
Ivanhoe by Sir Walter  
Scott, the heroine,  
Rebecca, was inspired  
by  
REBECCA  
GRATZ.

Spin again!

In a letter in Hebrew  
to friends in the old  
world,  
LOUIS DE TORRES  
referred to a gobbling  
bird that he saw by  
the Hebrew word for  
parrot.... "TUKI"  
It is thought that the  
American word  
for Turkey came from  
this reference.  
Lose a turn!

The Supreme Court  
Is based on the  
SANHEDRIN, the  
supreme political,  
religious and judicial  
body in Israel during  
the Roman period.  
Spin again!

Long distance  
telephone calling was  
made possible due to  
the invention of the  
induction coil by  
EMILE BERLINER in  
1876.  
Spin again!

The American holiday  
of Thanksgiving is  
based on the Biblical  
harvest festival of  
SUKKOT.  
Lose a turn!

Jews fought in the  
Revolutionary War as  
citizen soldiers and  
helped to fund and  
provide supplies to  
the troops.

Spin again!

The college seals of  
Columbia and Yale  
are in HEBREW.

Lose a turn!

Our three branches  
of government are  
based on the  
practices of Moses  
and the Israelites as  
they traveled in the  
wilderness.

Spin again!

When URIAH P. LEVY.  
discovered that the  
Monticello home of  
Thomas Jefferson was  
in ruins, he bought  
and restored it for  
future generations.  
Also....

A World War II  
Navy Destroyer was  
named in memory of  
him.

Lose a turn!

The quote on the  
LIBERTY BELL  
Is from our TORAH.

"Proclaim liberty  
throughout the land  
and to all its  
inhabitants"

Leviticus 25:10

Go to the Liberty Bell!

FINISH



1883  
EMMA LAZARUS & her  
poem, The New Colossus  
chosen for the base of the  
Statue of Liberty



1886  
SAMUEL GOMPERS  
establishes the American  
Federation of Labor



HUC 1875  
Hebrew Union College

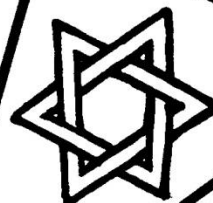
Hebrew language  
prominent in  
colonial America



HAYM SALOMON  
CIRCLE  
commemorative coin  
in his honor



TOURO SYNAGOGUE  
oldest synagogue  
still standing  
today in Newport,  
R.I.



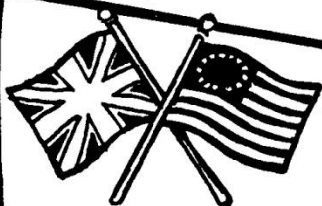
1760's  
Newport, R.I.  
& Aaron Lopez  
lead the world  
in shipping

1656  
Jews win the  
right to  
establish  
cemetery

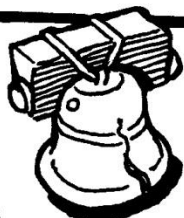
Other Jewish  
Settlements in  
America include:  
Philadelphia.  
Charleston. &  
Savannah



George Washington  
sends letter to  
Newport, R.I. &  
guarantees equal  
rights for Jews



REVOLUTIONARY  
WAR



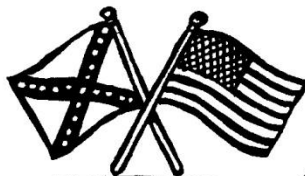
LIBERTY BELL  
Leviticus 25:10

?

UAHC 1873  
Union of American  
Hebrew Congregations



CIVIL WAR  
northern rabbis  
back the union 100%



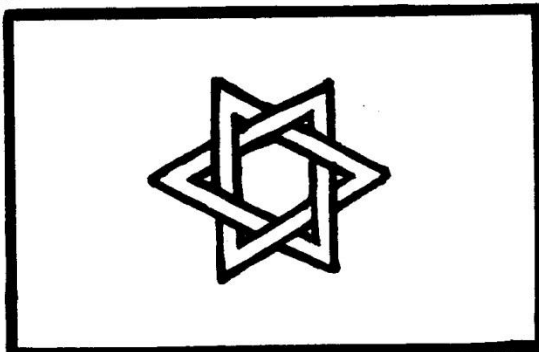
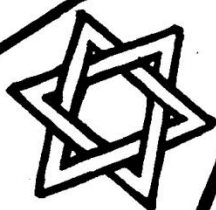
?

1820-1870  
Jews from Germany  
emigrate to U.S.

?



**WESTWARD EXPANSION**  
Jewish communities in  
Cincinnati, Chicago, &  
other midwest cities



1849-1850  
Gold Rush & Levis  
courtesy of Levi Strauss



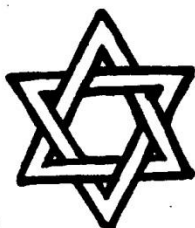
First Religious School  
**REBECCA GRATZ**

?

1853  
1st Jew elected to  
Congress-**PHILIP  
PHILLIPS**

?

1654  
First Jews set  
foot in New  
Amsterdam



23 Jews sail  
from Recife,  
Brazil

1492  
Columbus &  
de Torres, too!  
Set sail for the  
New World  
COLUMBUS SQUARE



**START**



## “Oi vey” A Yiddish Lesson

### 1. POINT of the lesson!

Students will become familiar with some Yiddish vocabulary.

### 2. PREPARATION!

Included in this lesson:

- Yiddish definitions page
- Yiddish info page

Teacher will:

- Make one *copy* of the Yiddish info page and the Yiddish definitions page *for* each student
- Have pencils for the students

### 3. PULL-IN!

- Hand out the Yiddish page.
- Ask the class if anyone has heard these words used.

### 4. PRESENT MATERIAL!

- Pass out the Yiddish info page and read it together.
- The teacher will then go over the definitions.

### 5. PARTICIPATE

- Explain that we are going to learn many of these words.
- Divide in to groups. Each group will present a “Yiddish” skit using as many words as they can.

### 6. PERSONAL CONNECTION!

Ask each student to share a Yiddish word or phrase

## **YIDDISH...Our Jewish American Legacy**

Yiddish is more than 1,000 years old. This amazing language was originally brought to America between the years of 1880-1910 by Ashkenazi Jews.

Yiddish is a mixture of:

German 75%

Hebrew 15-20%

Remaining...a mixture of Russian, Polish, Ukrainian, Rumanian and Slavic dialects.

Yiddish originated the Shtetls and Ghettos where Jews were forced to live in Europe and Russia. Yiddish spread to America with the massive wave of immigration during the late 1800's and early 1900's. Yiddish newspapers, Yiddish theater, and Vaudeville were popular means for Jews in America to communicate and retain their heritage.

The rich culture and influence of the Yiddish language is universal and Yiddish words are now part of our everyday American vocabulary.

## Yiddish Vocabulary

**Alter cocker** - An older person, a senior citizen  
**Bagel** - A roll hard on the outside soft on the inside shaped like a doughnut  
**Blintz** - A crepe wrapped around cheese, fruit or potato  
**Bubeleh** - Little grandmother or a term of endearment  
**Bupkis** - nothing  
**Chaserai** - literally pig-awful food  
**Chutzpah** - impudent-nervy  
**Drek** - trash, junk  
**Emess** - truth  
**Feh** - total distaste  
**Ferklept** - emotionally overwhelmed  
**Fressing** - eating  
**Freylich** - happy  
**Gevalt! Oi gevalt!** - exclamation of despair or dread  
**Goy** - Non Jew  
**Hamesheh** - warm, welcoming  
**Icky** - sticky, gooey, unpleasant  
**Ish kabible** - It's my worry  
**Kibbitz** - chat together  
**Klop** - small snack  
**Kosher** - clean according to dietary law, sometimes used as correct or ok  
**Kvel** - to gush with pride  
**Kvetch** - to complain  
**Mensch** - A good person  
**Macher** - big shot  
**Meshuggah** - crazy  
**Mishagas** - crazy, disorder  
**Mish-mash** - put together, leftovers  
**Nebbish** - Someone who is always in the way, a bother  
**Nosh** - a snack, little bite  
**Nu?** - what's going on?  
**Nudge** - an annoying person  
**Nudnick** - a pest  
**Oi vey!** - oh how awful  
**Pupick** - belly button  
**Shandeh** - a shame  
**Shikseh/shaygetz** - non Jewish man/woman  
**Schlemiel/shemazel** - foolish person  
**Shlep** - to carry, haul around  
**Shlock** - junk  
**Shlub** - a slob  
**Shmaltz** - chicken fat, also means corny  
**Shmatteh** - rag, ugly outfit  
**Shmeeer** - to grease



**Shmendrick** - a weakling, spineless

**Shmo** - a fall guy, a jerk

**Schmooze** - to talk together, chat

**Shmutz** - dirt

**Shnook** - dumb, useless

**Shnoz** - nose

**Shnorrer** - freeloader

**Shpilkes** - wriggly, ants in the pants

**Shtick** - a piece, way of doing something

**Shvitz** - sweat

**Tsimmes** - a big deal also a dish of cooked sweet potatoes and fruit

**Tuccus** - one's butt

**Yontif** - holiday, a good holiday

**Zetz** - hit or punch

**Zoftig** - juicy, plump



## Meet Rabbi Hillel

### 1. POINT of the lesson!

Students will become familiar with the life of Rabbi Hillel

### 2. PREPARATION!

Included in this lesson:

- Biography of Hillel
- Fill in Jewish values page

Teacher will:

- Make copies of the bio page and the values fill in page for each student
- Provide pencils
- Use board or poster board

### 3. PULL-IN!

- What makes someone a "good Jewish person?"
- Write answers on the board

### 4. PRESENT MATERIAL!

Read the biography information

### 5. PARTICIPATE!

Have each student fill in the Jewish Values page

### 6. PERSONAL CONNECTION!

How are you like Rabbi Hillel?

## **Meet Rabbi Hillel**

Hillel was born in Babylonia in the first century B.C.E. As a young man he traveled to Israel to learn Torah.

It was very expensive to attend school. Since he had no money, he would go up on the roof of the school to listen to the lessons of the Rabbis. On a very cold and snowy day he fell asleep on the roof and spent the night in the freezing weather. When he was discovered the next morning he was very ill. The Rabbis cared for him until he was well.

From that time on, Hillel never had to pay for school and neither did any other student who wanted to learn Torah.

Hillel was an excellent student and eventually became one of the greatest scholars of his day. He was generous, patient and kind to all. These qualities made him a great Rabbi and teacher.

The Torah is the written law of the Jewish people. It helps us to direct our lives and teaches us how to live a good life.

Hillel had many thoughts about the Torah. He believed in an oral law as well. The oral law is the customs, newer teachings and interpretations of the Rabbis of that time.

When Herod became king, he appointed Hillel to be the head of the Sanhedrin, the high court. Hillel established schools for all people to learn Torah.

## **Fill in....Jewish Values**

1. Three qualities that Rabbi Hillel had as a young man:

\_\_\_\_\_

2. Three qualities that you have:

\_\_\_\_\_

3. Three values that are in the Torah:

\_\_\_\_\_

4. A Jewish value that you and Hillel share:

\_\_\_\_\_

5. Illustrate Hillel's life on the back of this paper.



## Teachings of Hillel “While standing on One Foot”

### 1. POINT of the lesson!

Students will memorize 3 teachings of Hillel

### 2. PREPARATION!

Included in this lesson:

- Page of small footprints
- Biographical information about Hillel
- List of 12 Teachings of Hillel

Teacher will:

- Make copies of the Biography, the Teachings and the footprints for each student.
- Provide scissors and tape.

### 3. PULL-IN!

- People are sometimes remembered by their quotes. Is there a special quote you know?  
Let's think of examples.

### 4. PRESENT MATERIAL!

Read biography together and review quotes.

### 5. PARTICIPATE!

- Divide the class into partners.
- Have each group choose 3 quotes to memorize.
- Present the quotes to the class.
- Cut out memorized quotes and tape each one to a footprint.
- Groups can continue to do more quotes.

### 6. PERSONAL CONNECTION!

Each student can choose one quote and tell the class why it has meaning to him\her. Post the footprints on the wall.

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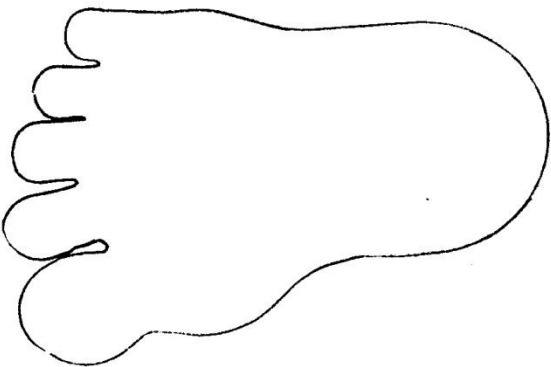
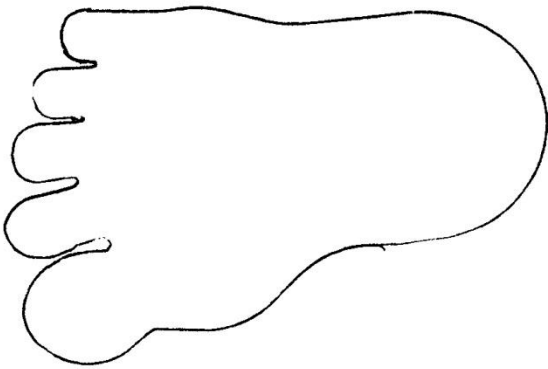
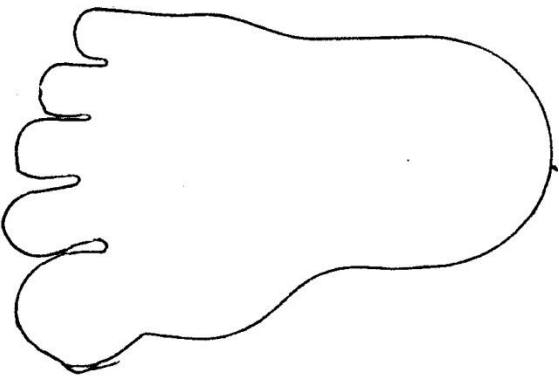
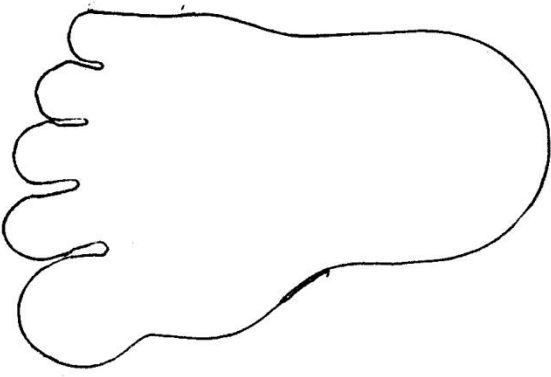
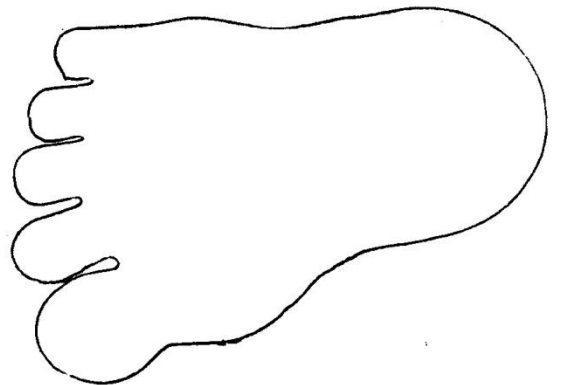
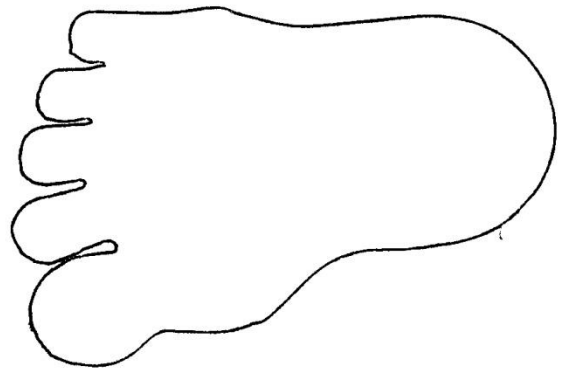
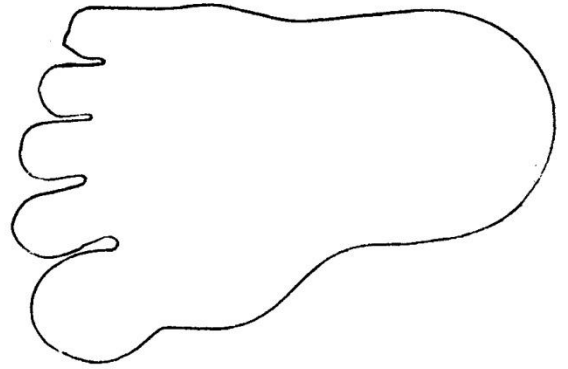
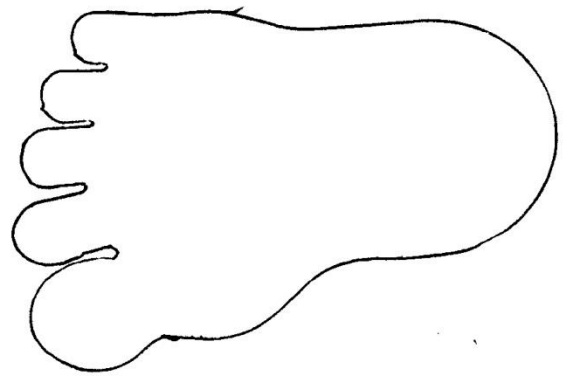
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Hillel had many thoughts about the Torah. He believed in an oral law as well. The oral law is the customs, newer teachings and interpretations of the Rabbis of that time.

When Herod became king, he appointed Hillel to be the head of the Sanhedrin, the high court. Hillel established schools for all people to learn Torah.

## **12 Teachings of Rabbi Hillel**

1. Do not separate yourself from the community
2. That which is hateful to you, do not do to any other person
3. Do not judge any person until you have been in his\her place
4. If I am not for myself, who will be for me?  
If I am only for myself, what am I?  
And if not now, when?
5. Do not say:" I will study when I have leisure" for perchance you will have no leisure.
6. Be a follower of Aaron, loving peace, pursuing peace, loving people and drawing them near to Torah
7. In a place where no one behaves like a human being, strive to be human
8. The more understanding, the more righteousness and the more peace
9. Reviewing a lesson a hundred times is not as good as reviewing it one hundred and one times
10. Leave it to the people. If they are not prophets, they are the children of prophets
11. God says "If you come to my house, I will come to yours."
12. God the merciful turns the scale of judgment toward mercy







## **“Following in the Footsteps of Hillel”**

### **Game of Quotes**

#### **1. POINT of the lesson!**

To become familiar with some quotes of Hillel

#### **2. PREPARATION!**

Included in this lesson:

- Biographical information on Hillel
- List of 12 quotes
- Page of footprints

Teacher will:

- Make a copy of the biography and the list of quotes for each student
- Copy and cut out 12 footprints
- Cut one list of quotes into 12 strips
- Tape one quote to each footprint
- Provide dice

#### **3. PULL-IN!**

Teacher will place the 12 footprints with quotes around the room in numerical order.

#### **4. PRESENT MATERIAL!**

Read over the biography and the list of quotes together.

#### **5. PARTICIPATE!**

- We are going to play a game to learn about some teachings of Rabbi Hillel.
- One student rolls the dice. He\she will then step on the footprints until he\she comes to the corresponding numbered quote.
- The student will read the quote and tell what he\she thinks it means. This continues until all the students have a turn.

#### **6. PERSONAL CONNECTION!**

Students make a wall display of the footprints and quotes.

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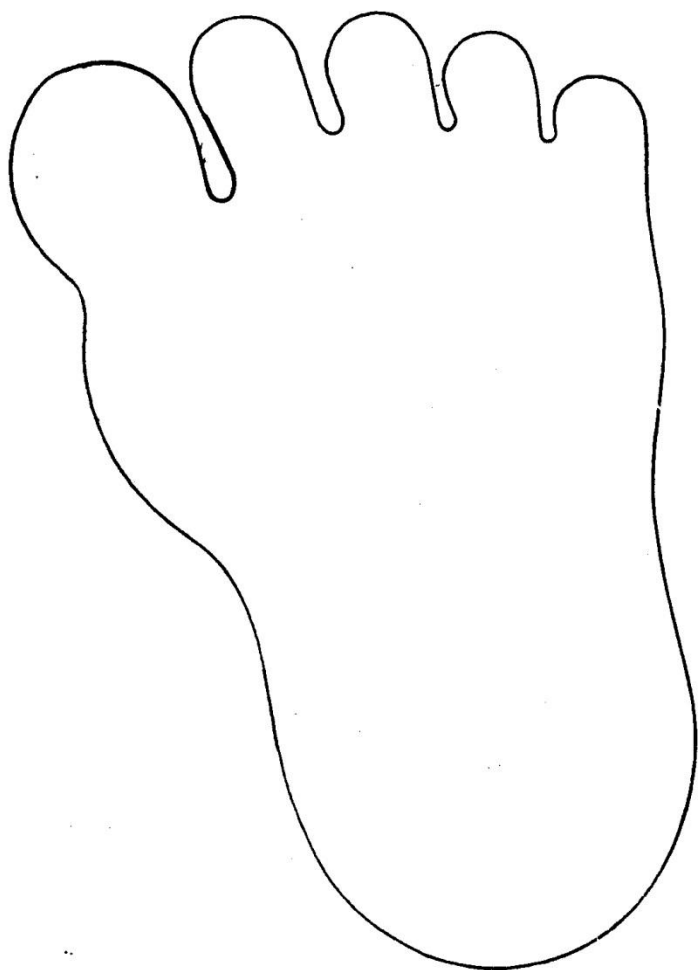
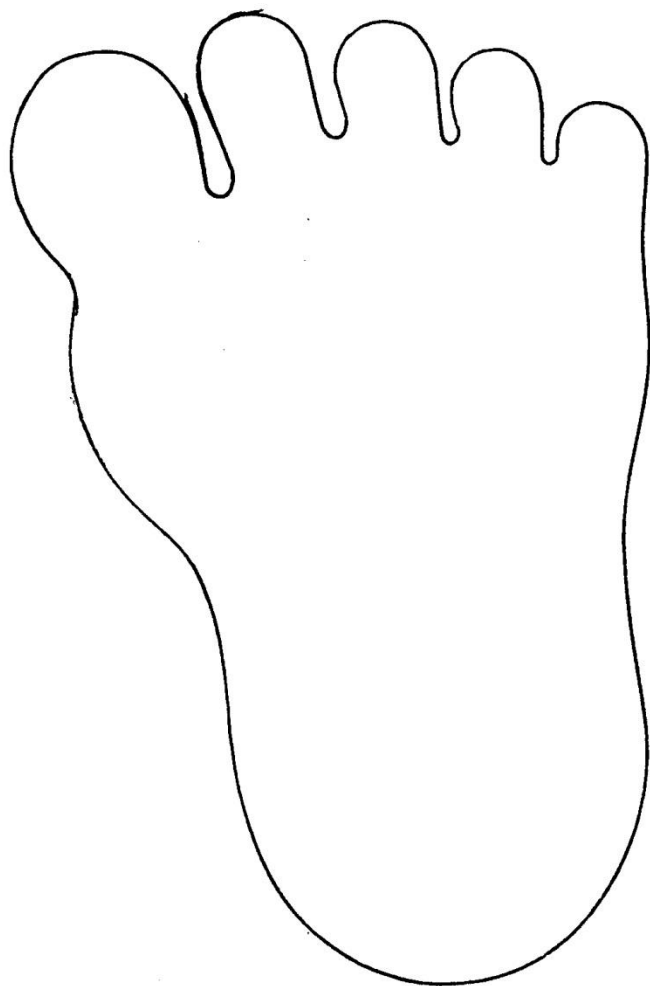
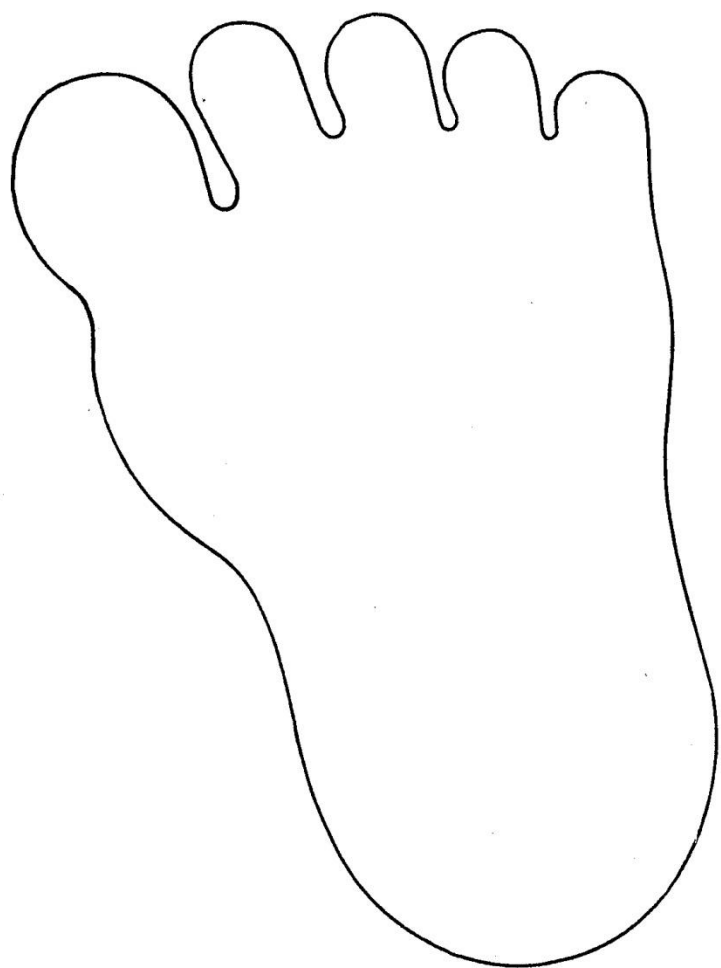
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12. God the merciful turns the scale of judgment toward mercy





## **Climb the Ladder of Tzedakah**

**Maimonides will show you how!**

### **1. POINT of the lesson!**

Students will become familiar with Maimonides Ladder of Tzedakah

### **2. PREPARATION!**

Included in this lesson:

- Bio of Maimonides
- 8 levels of Tzedakah page
- Ladder page

Teacher will:

- Make copies of the 8 levels page and ladder page for each student
- Provide pencils, scissors and glue sticks
- Use a board or poster board

### **3. PULL-IN!**

Ask students to list different ways to give Tzedakah on the board.

### **4. PRESENT MATERIAL!**

- Read the biography of Maimonides.
- Hand out 8 levels of Tzedakah page and discuss each level.

### **5. PARTICIPATE!**

- Hand out the ladder page, scissors and glue sticks.
- Have the students cut out the levels into strips and then.
- Glue the 8 levels on their ladder.
- Cut out a pointer.

### **6. PERSONAL CONNECTION!**

Teacher calls out a method of giving Tzedakah and the students point to the level on their ladder. Students then take their ladders home for family discussion.

## **Maimonides**

Moshe ben Maimon was born in Cordoba Spain in 1135. He lived near the end of the Golden Age of Spain. He was a Rabbi, a Torah scholar, a philosopher, scientist and a well-known physician.

Maimonides and his family left Spain and settled in Morocco. There he studied Torah as well as medicine. In his writings he described facts about asthma, diabetes and pneumonia. He also wrote his famous Commentary on the Mishnah.

Maimonides wrote commentaries on Jewish Law and Jewish Ethics. In the Mishnah Torah he wrote the 13 Principles of Faith as well as the 8 Levels of Tzedakah.

At the end of his life, Maimonides lived in Egypt. He died there in 1204.

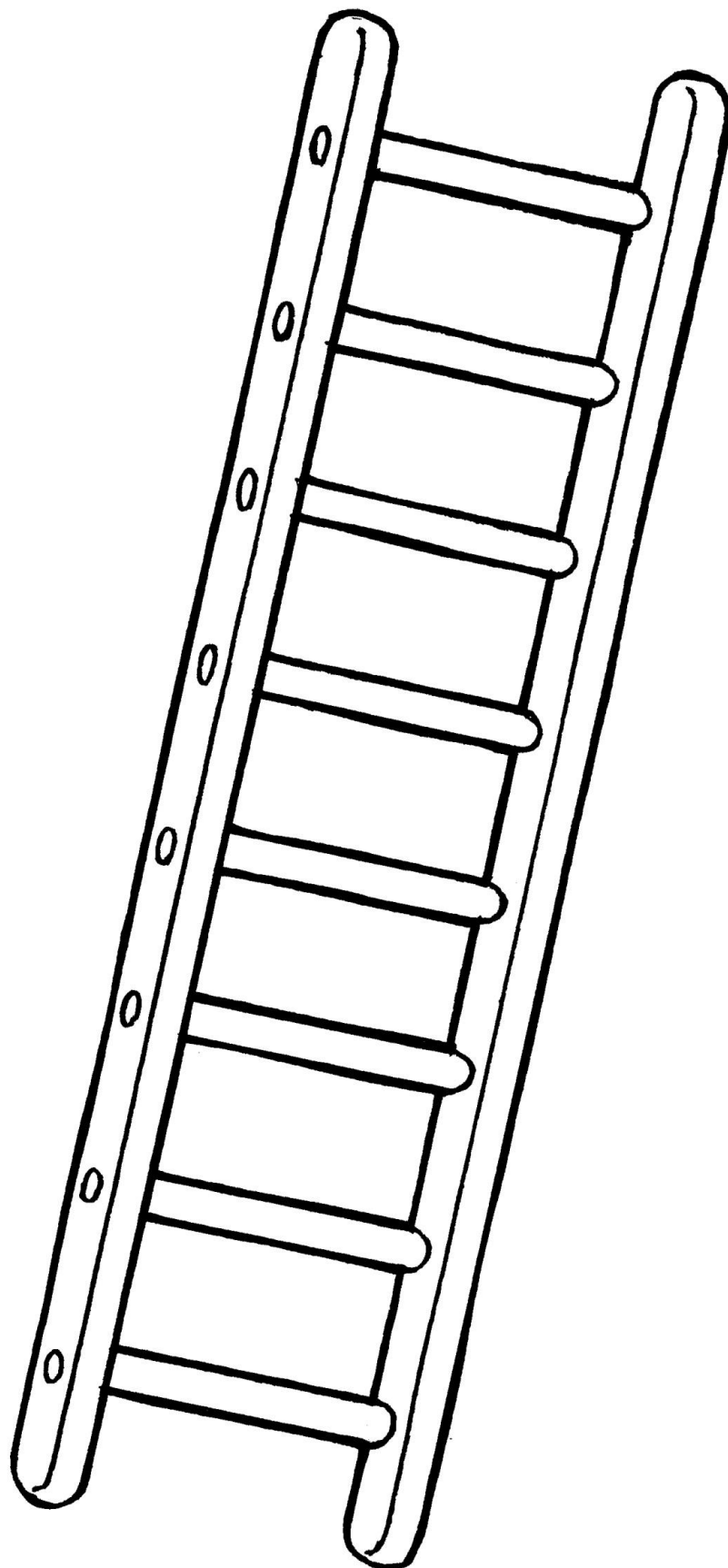
## **Maimonides**

### **Eight Levels of Tzedakah**

From the lowest to the highest

1. A person gives unwillingly and in an unhappy way
2. A person gives cheerfully but gives less than he\she should
3. A person gives but only after being asked by someone in need
4. A person gives without being asked
5. A person gives without being asked by placing a donation where those in need gather. The person who gives does not know the receiver but the receiver knows the one who donated
6. A person gives without being asked and the receiver does not know the giver
7. A person donates anonymously and the receiver and giver do not know each other
8. Highest of all:

**A PERSON GIVES A JOB TO SOMEONE SO THAT PERSON WON'T NEED  
TZEDAKAH**







## Benjamin of Tudela: A Traveling Man

### 1. POINT of the lesson!

Students will become familiar with Benjamin of Tudela, a travel commentator from the Golden Age of Spain.

### 2. PREPARATION!

Included in this lesson:

- Biography info
- Map
- Travel Diary

Teacher will:

- Make copies of the map and travel diary for each student
- Provide colored pencils and pens

### 3. PULL-IN!

- Who has ever taken a trip? Where? What did you take with you?
- If you didn't have a camera, how would you tell anyone about your trip?
- Today we are going to learn about a Jewish world traveler who lived a long time ago. His name is Benjamin of Tudela.

### 4. PRESENT MATERIAL!

Read the bio page. Hand out the map.

### 5. PARTICIPATE!

- Hand out colored pencils and pens. Distribute copies of the travel diary.
- Review the map together. Students darken in Benjamin's route with a pen and color the map.
- Students fill in their travel diaries as if they were Benjamin of Tudela.

### 6. PERSONAL CONNECTION!

Take turns reading the diaries to the class.

## **Benjamin of Tudela**

Benjamin of Tudela lived during the time of the Golden Age of Spain in the 12<sup>th</sup> century. He is also known by the name Benjamin ben Jonah. Benjamin is known for his more than a decade of world travel. He wrote travel essays about the Jewish communities that he visited.

Benjamin of Tudela wrote about the social, political and religious practices of Jewish communities that he witnessed during his travels.

There are known routes as well as assumed routes that he traveled.

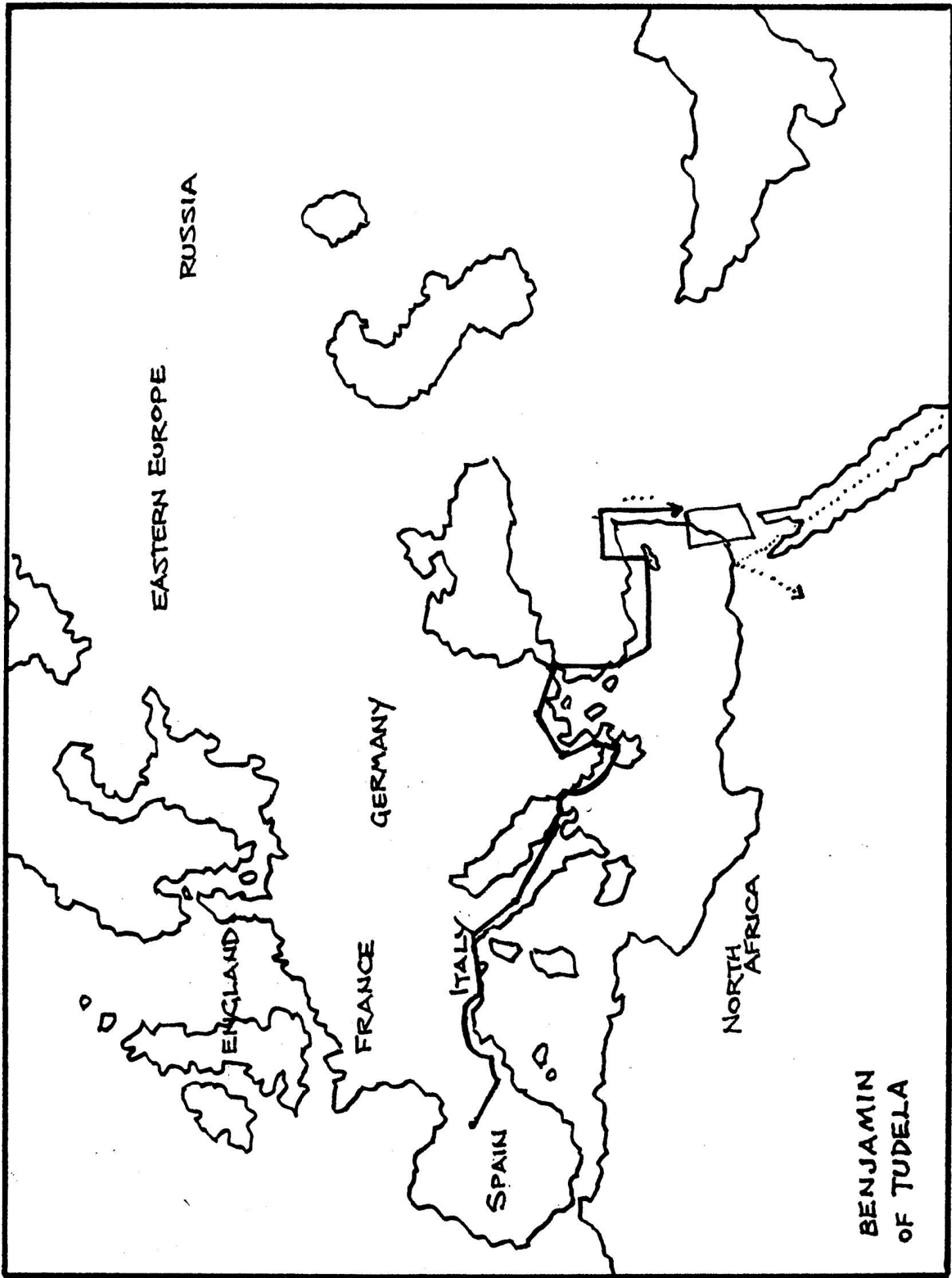
One of the notations in his diary said that the Jews living in Babylonia are granted a better life under the new caliph al-Mustanjid. This caliph had studied the Torah in Hebrew and was “disposed toward the Jews.”

Benjamin of Tudela also wrote of the many cities that he visited in Israel.

His travel diary was written in Hebrew and was edited in the 16<sup>th</sup> century, well after his death.

Benjamin of  
Tudela

Travel Diary  
12th Century



BENJAMIN  
OF TUDELA



## Women of the Wild West

### 1. POINT of the lesson!

To become familiar with, Rachel Frank, "Josie" Sarah Marcus, Elizabeth Fleishman-Ascheim, Mary Ann Cohen Magnin.

### 2. PREPARATION!

Included in this lesson:

- Biographies of the 4 women
- Headlines

Teacher will:

- Provide paper, pencils, posters and markers

### 3. PULL-IN!

Read headlines.

### 4. PRESENT MATERIAL!

- These 4 women are not well known. Each played an important role in the history of the west.
- Read biographies.

### 5. PARTICIPATE!

- The students work in four groups. Teacher randomly assigns one of the women to each group, so that all four women are assigned.
- The teacher explains:
- You are a publicist team.
- Your job is to make these women famous!
- Ideas? Newspaper article, TV spot, billboards, song, guest on talk show, etc.
- Each pair then presents their publicity campaign to the class.

### 6. PERSONAL CONNECTION!

What do you admire most about these 4 women?

## **Rachel Frank**

Rachel Frank was a reporter for the San Francisco Chronicle. In the fall of 1893 she was sent to Spokane, Washington to cover a story.

Since it was almost Rosh Hashanah, Rachel tried to find a Synagogue but to no avail. She met with the town's Jewish leaders who made her an offer. They would organize a service if she agreed to give the sermon. She agreed.

Her sermon was a huge success. Her fame spread. Rachel Frank became a lecturer across the Pacific Northwest. She even conducted High Holy Day services in Victoria, British Columbia. She became known as "The Girl Rabbi of the West."

Rachel had the reputation of a lively and intelligent understanding of Judaism. Since she only had one semester of Jewish Studies at Hebrew Union College, she refused offers of teaching and permanent pulpit duties.

Rachel Frank ended her career in Urbana, Illinois where she supported students on the campus of the University of Illinois.

## **Mary Ann Cohen Magnin**

Mary Ann Cohen Magnin was the wife of I (Isaac) Magnin. But, Mary Ann was the one who actually founded and ran the business.

Mary Ann arrived in America on an immigrant ship in steerage class. She was a seamstress and the mother of seven children. She was the one who actually built and managed the business that eventually consisted of 30 stores across the west. She ran this successful endeavor until her death in 1943 at the age of 95.

Mrs. Magnin was a daily visitor to their flagship store. She is said to have checked the counters with a white glove to make sure they were clean. Mary Ann trained her sons to follow in her footsteps.

## **Elizabeth Fleishman-Ascheim**

Elizabeth Fleishman-Ascheim established the first X-ray laboratory in the west in 1896. Physicians and dentists consulted with her on an ongoing basis.

During the Spanish –American War, she was extremely helpful to the doctors treating the wounded soldiers.

The Surgeon General of the United States Army rated her “one of the best radiographers in the country.”

At that time little was known about the dangers of this newly discovered technology. Elizabeth Fleishman-Ascheim died of radiation poisoning.



**“Josie” Sarah Marcus**  
**1861-1944**

“Josie” Sarah Marcus moved with her family to San Francisco in 1869 where German Jews were building a thriving community.

At age 18 she ran away from home with a traveling group of actors.

In Benson, Arizona she met Wyatt Earp, the famous lawman. After the shootout at the OK corral in Tombstone, Josie and Wyatt began traveling together throughout the west. They eventually married.

Josie and Wyatt became quite wealthy because of their copper strike in Nevada and their canteen in Alaska.

They remained devoted to each other throughout their lives.

Josie wrote about her adventures in her memoirs known as the Cason Manuscript. This became the basis of a best seller.

**WOMAN RUNS OFF  
WITH WYATT EARP**

**WOMAN SCIENTIST DIES  
OF RADIATION POISONING**

**WOMAN LEADS  
ROSH HASHANAH SERVICE**

**WOMAN IS THE BRAINS BEHIND  
THE BUSINESS**



## The Amazing Adventures of Emma Goldman and Rose Schneiderman

### 1. POINT of the lesson!

To become familiar with the lives and accomplishments of these two Jewish labor leaders

### 2. PREPARATION!

Included in this lesson:

- Biographies of both women
- Comic book guideline page
- Comic Book

Teacher will:

- Make copies of the biographies, the comic book and the comic book guideline for each student
- Provide scissors, crayons, colored pencils and pens

### 3. PULL-IN!

We are going to make our own comic book!

### 4. PRESENT MATERIAL!

- Jewish people have always stood up for what they believe. Let's learn about women activists.
- Read the biographies together.

### 5. PARTICIPATE!

- Hand out the comic book, the guidelines, scissors and pens.
- Review the guidelines together.
- Have the students complete the books.
- Share finished comics with the class.

### 6. PERSONAL CONNECTION!

- Have you ever "stood up" for what you believe?
- Have you ever protested when you thought that something wasn't fair?

## **Rose Schneiderman**

**1882-1972**

Rose Schneiderman was born Poland. Her family moved to the United States when she was 8 years old. Her father died soon after the family had settled in New York City. Rose went to work to support her family when she was 13. She worked in a clothing factory and made \$ 2.75 per week. Conditions for workers in those days were terrible.

Rose would spend her life working for the rights of working Americans.

Rose became a union organizer. She worked for the International Ladies Garment Union for over 24 years. She also became president of the Women's Trade Union League and she served as secretary for the New York Department of Labor.

From 1909-1913 Rose organized factory workers to strike for union representation and better working conditions.

In her later life Rose Schneiderman became an important member of President Roosevelt's Labor Advisory Board.

She is remembered for her dedication to working men and women everywhere.

## **Emma Goldman**

**1869-1940**

Emma Goldman was born in Lithuania and moved to the United States in 1886. She became known as an anarchist and was outspoken in her views to overthrow the government. She had many followers and was known as "Red Emma." Some considered her dangerous.

Emma addressed many groups telling them that they had no voice in the government and that they had no bread. She would tell them: "If you have no bread..TAKE IT!" She would spend 10 months in jail for that.

Emma was against marriage and believed in birth control. Those were very radical ideas at that time. She also did not believe in drafting men for the military. One of her crazed followers was responsible for the assassination of President McKinley in 1901.

She was arrested in 1917 for her opposition to the draft. In 1919 she was deported to the Soviet Union with other "dangerous" radicals. Emma thought that life there would be better but it wasn't. She lived the rest of her life in England and Canada where she died in 1940.

Emma Goldman is remembered as an activist and a woman ahead of her time!

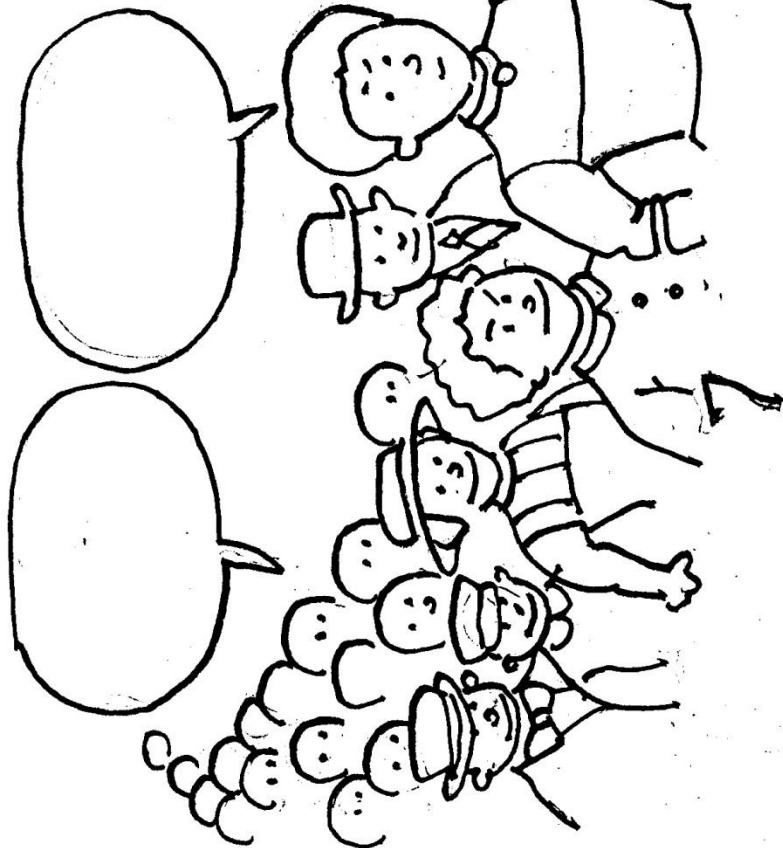
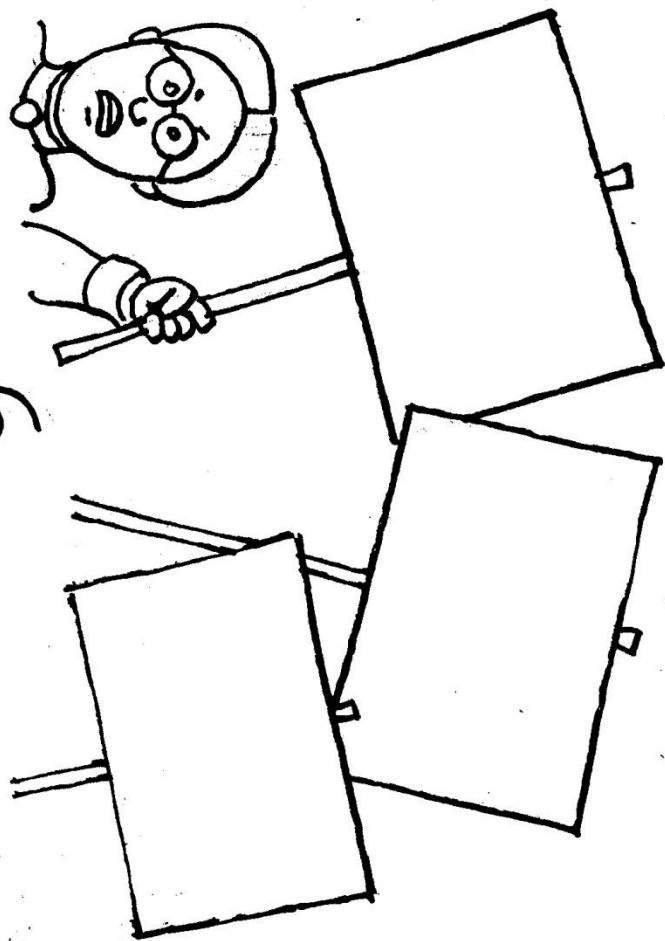
## **Page by page Guidelines for your Comic Book**

### **Emma Goldman and Rose Schneiderman Jewish Activists**

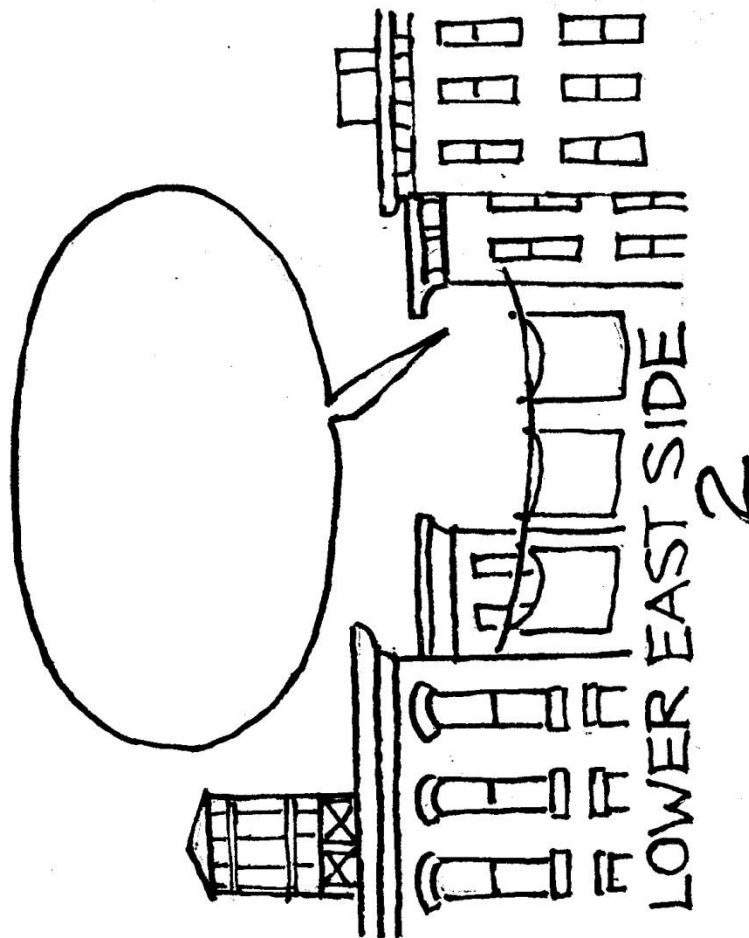
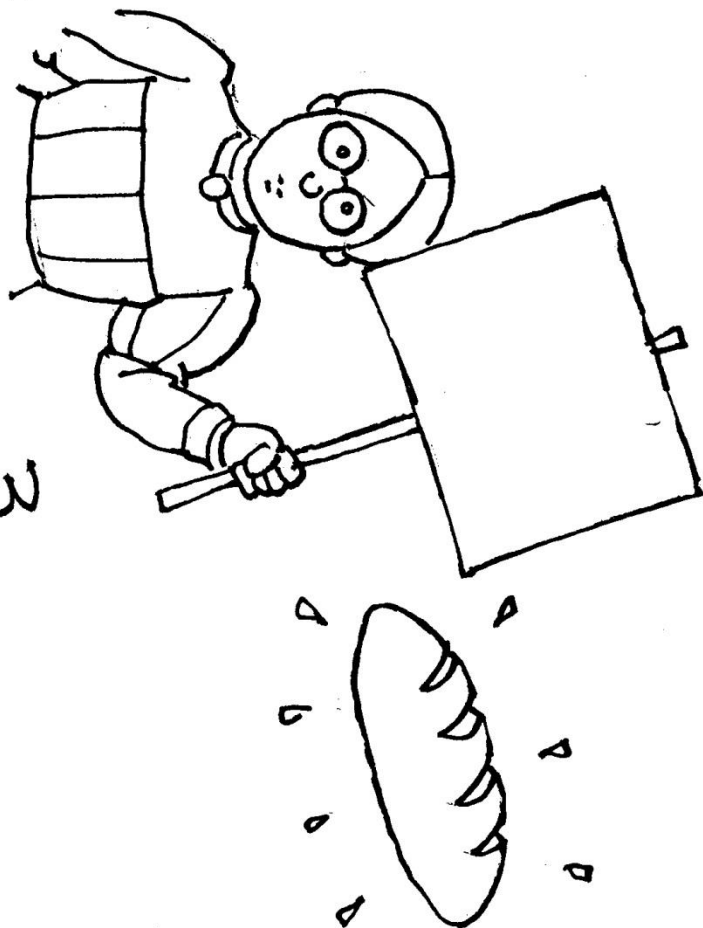
You are going to make an 8 page comic book about Emma Goldman and Rose Schneiderman. Some of the outlines have been started for you. To complete your comic book use crayons or colored pencils so that the colors won't bleed. Use a pen to write in your own dialogue in the bubbles provided. Have fun!!

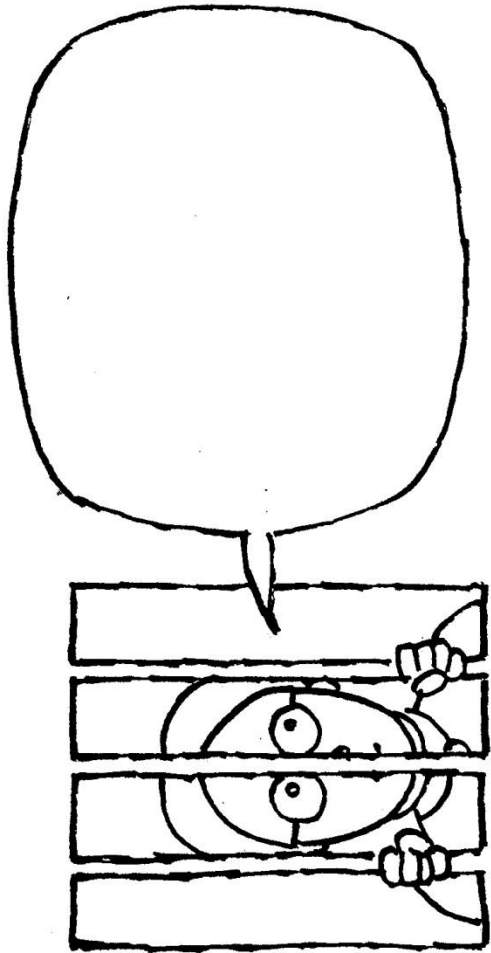
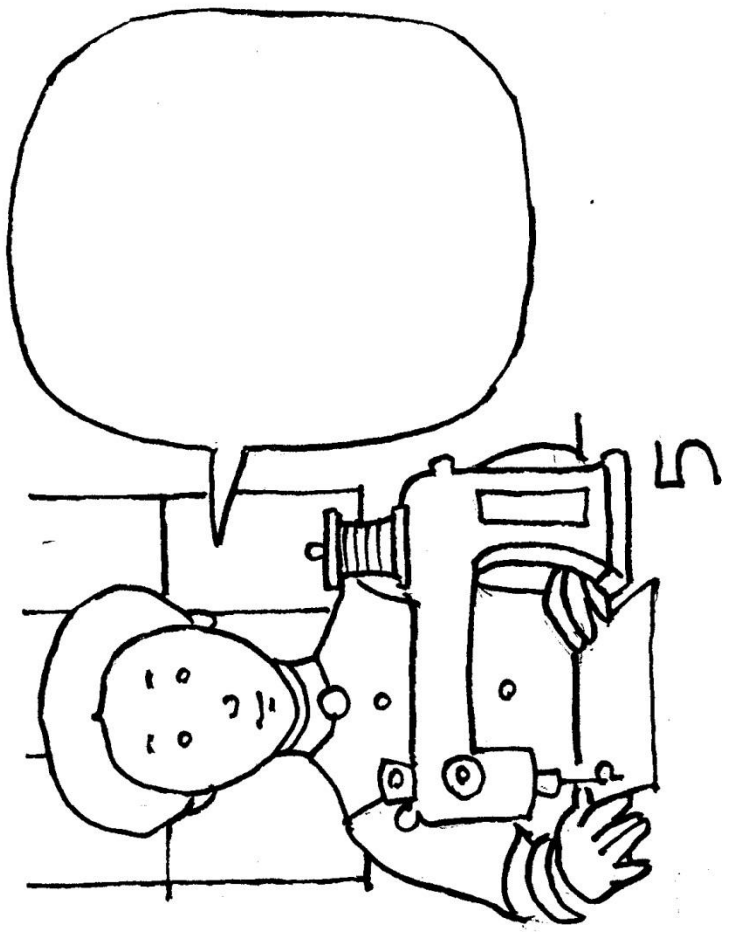
- Page 1**      The cover: complete the pictures of Goldman and Schneiderman as started for you. Complete the title of your comic book. Add your own details.
- Page 2**      Both women lived in New York City's Lower East Side. Both were Jewish activists who stood up for what they believed.
- Page 3**      Emma Goldman was an anarchist who came from Lithuania when she was 17. An anarchist is someone who is anti-government and believes in the willing cooperation of people rather than having to impose laws. Emma said that the poor had no voice and no bread. She said: "If you have no bread TAKE IT!"
- Page 4**      For this belief she was called "Red" Emma and was considered one of the most dangerous women in America. One of her followers was another radical anarchist. He assassinated President McKinley. She was jailed.
- Page 5**      Rose Schneiderman was a union activist. She came to America when she was 8. She worked in a factory for \$2.75 per week when she was 13 years old. Conditions were deplorable. These factories were called "sweatshops."
- Page 6**      During WWI Emma protested the draft. She did not believe in marriage and she told women to practice birth control. She was arrested again and deported to the Soviet Union. She died in Canada in 1940.
- Page 7**      Rose became a union organizer and marched in the streets with thousands of others. These men and women protested for workers' rights, better working conditions and fair pay.
- Page 8**      Rose Schneiderman was a union president, the secretary for the N.Y.C. Department of Labor and on President Roosevelt's Labor Advisory Board. She is known for her years of dedication to the rights of workers.

6



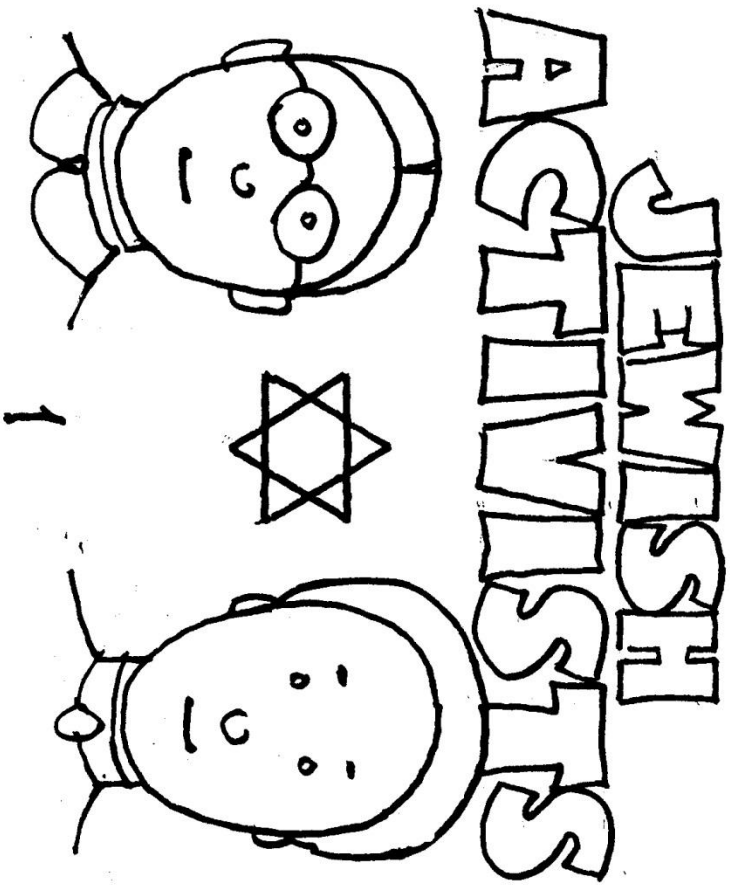
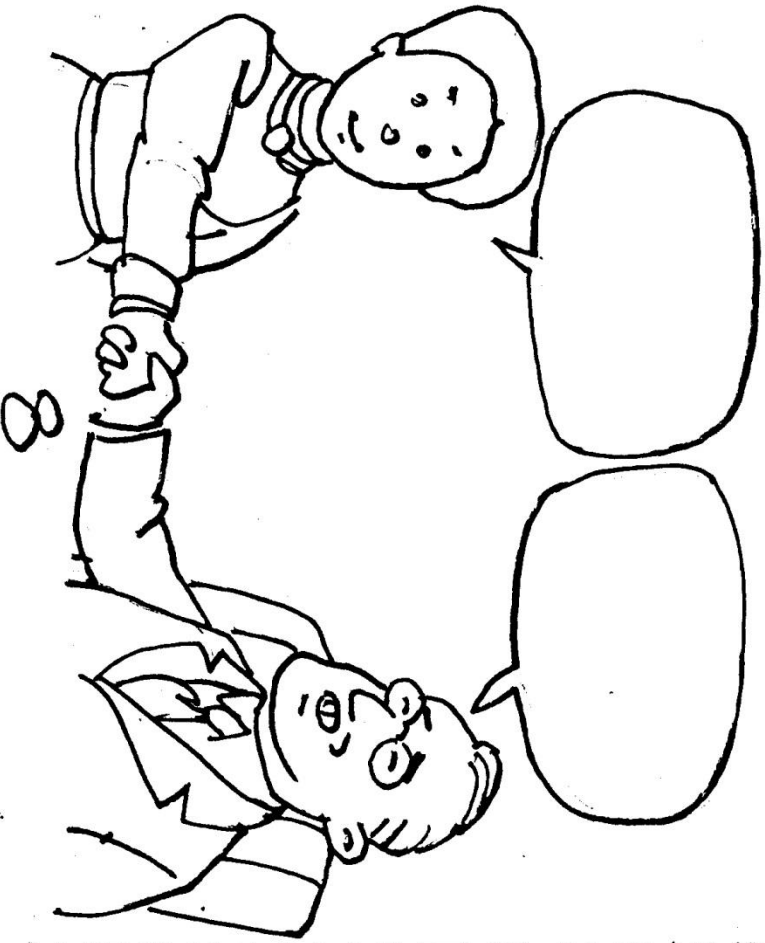
3





"RED" EMMA WAS PUT IN JAIL.

4







## Lillian Wald R.N. A Jewish Activist

### 1. POINT of the lesson!

Students will become familiar with the contributions of Lillian Wald.

### 2. PREPARATION!

Included in this lesson:

- Biography of Lillian Wald
- "Specs" for the Henry Street Settlement House

Teacher will:

- Make copies of the bio page and the "Specs" page for each student
- Have pencils available
- Have a board or poster to make a list

### 3. PULL-IN!

- Have the students make a list of the things we do for public health.
- Examples are vaccinations, dental check-ups, washing hands, eating healthy food, doctor check-ups etc.

### 4. PRESENT MATERIAL!

Hand out and review the biography page and the "Specs" for the Henry Street Settlement House.

### 5. PARTICIPATE!

- Divide students into design teams to complete the "Specs"
- Have them present their designs to the class
- Then compare the results

### 6. PERSONAL CONNECTION!

Much of what is done to prevent illness and the spread of disease is due to the work of Lillian Wald, a true Jewish Hero. The next time you go to the school nurse (which we hope you won't need to...) remember that it was Lillian Wald who thought up the idea!

## **Lillian Wald R.N.**

Many new immigrants from Russia and Eastern Europe came to America in the early 1900s'. Most of the Jewish immigrants settled on the "Lower East Side" of New York City. It was a difficult time. Many found work in factories known as "sweat shops." They lived in over-crowded apartment buildings called tenements.

A Jewish nurse, Lillian Wald worked to improve health and sanitation conditions in these buildings.

Lillian Wald was born in Cincinnati, Ohio in 1867. She became a nurse and social worker and a pioneer in health care. Lillian was moved by the deplorable conditions on the tenements. She established a health and sanitation service for the underprivileged. She fought for child labor laws so that children could attend school.

Lillian also developed the Henry Street Settlement House to serve the community needs.

The "House" helped new immigrants learn English, provided health screenings and served as a community center for the Jewish families living on the Lower East Side. Lillian Wald continued her education by taking medical courses which were usually given only to physicians. This additional knowledge allowed her to treat those who were poor and sick at home.

Home Health Care is still practiced today because of Lillian Wald

## **Design “Specs” for the Henry Street Settlement House**

Use this paper to design your own Henry Street Settlement House.

What is needed:

- Reception Area
- Waiting room for patients
- Doctor’s exam rooms
- Children’s Center
- Library
- Classrooms to learn English
- Yiddish Newspaper
- Large room to be used for gatherings and as a theater
- Bulletin Board

## Albert Einstein “A Man to be Remembered”

### 1. POINT of the lesson!

Students will learn about the contributions of Albert Einstein and his place as a Jewish role model.

### 2. PREPARATION!

Included in this lesson:

- Biography
- Quote page
- Badges

Teacher will:

- Make copies of the Biography, Quote page and badges for each student
- Provide scissors and highlighters

### 3. PULL-IN!

- Ask the following questions:
  - What is a hero?
  - What is a Jewish hero?
  - Who has heard of the formula  $E=MC^2$  squared?
  - Who has heard of the term RELATIVITY?

### 4. PRESENT MATERIAL!

Read the Biography page together.

### 5. PARTICIPATE!

- Read and discuss the quotes.
- Have the students highlight the quotes that they like.

### 6. PERSONAL CONNECTION!

- What do you and Albert Einstein have in common?
- What will you remember about him?
- Cut out a badge for each student to take home.

## **Albert Einstein ... A Man to be Remembered**

Albert Einstein was a man of rare genius. He was a humanitarian, a Jew and a scientist. He changed the way we look at the universe and at ourselves. He was a man with deep moral convictions and a spokesperson for human rights.

Albert Einstein was honored as the "Person of the Century" by TIME magazine.

Einstein was born in Ulm, Germany in March of 1879. He attended German schools but disliked the punitive attitude of the teachers. He often begged his parents to let him quit school. When he was 16 years old Albert denounced his German citizenship and told his parents that he wanted to be a "Citizen of the World." He became stateless with no papers from any country. He left school early and went with his parents to Italy where he completed the remainder of his education. However he never received a diploma.

He began work at a patent office in Switzerland. While at his job, he developed many of his mathematical and scientific ideas and theories. Later, in 1921, he would receive the Nobel Prize for Physics.

There was much anti-Semitism in the world in 1921. Einstein made note of the fact that the only group of people to completely ignore his scientific efforts were the Germans.

While in Switzerland Einstein became very interested in Zionism. He was committed to the idea of a Jewish homeland. Chaim Weizmann asked him to travel to America to help raise money for the establishment of a Jewish homeland on behalf of the Jewish National Fund. In 1923 Einstein visited Palestine and delivered the inaugural address at Hebrew University.

Einstein watched with horror as Germany began the persecution of Jews. In 1933 he left Europe for good. In 1939 Albert Einstein was a guest at the New York World's Fair. He officially opened the Jewish Pavilion. He became a United States citizen in 1940.

During WWII, President Roosevelt asked him to help to develop the Atomic Bomb before Germany could. He agreed with a heavy heart.

Einstein accepted a position as a professor at Princeton University in New Jersey. He was asked to be the second president of Israel after Chaim Weizmann died in 1952. He humbly refused.

Albert Einstein died in 1955. His contributions to the scientific world are immeasurable. He is remembered for promoting Israel, fighting bigotry and loving humanity.

## **Albert Einstein Quotes**

I want to know God's thoughts...the rest are details

For the rest of my life I want to reflect on what light is

It is only to an individual the a soul is given

Any society which does not insist upon respect for all life must necessarily decay

Science without religion is lame, religion without science is blind

Something deeply hidden had to be behind things

The bond that has united the Jews for thousands of years and unites them today is, above all, the democratic ideal of social justice

For us...the distinction between past, present and future is only an illusion, albeit a stubborn one

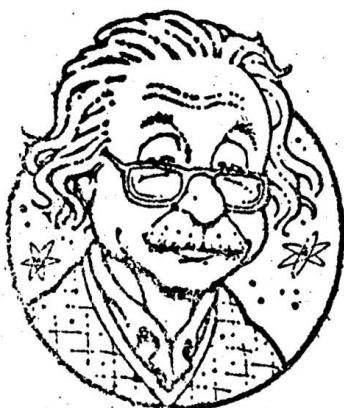
Perhaps it is an idle task to judge in times when action counts

Small is the number of those who see with their own eyes and feel with their own hearts

Everything that is really great and inspiring is created by the individual who can labor in freedom

Palestine will be a center for all Jews, a refuge for the grievously oppressed, a field of action for the best among us, a unifying ideal and a means of attaining inward health for the Jews of the whole world

The most beautiful experience we can have is the mysterious....





## Take Me Out to the Ball Game

### Jews in Sports

#### 1. POINT of the lesson!

Students will become familiar with 4 Jewish American athletes

#### 2. PREPARATION!

Included in this lesson:

- Profiles of 4 Jewish American athletes
- Interview questions

Teacher will:

- Copy the profiles and interview questions for each student
- Provide pencils or pens

#### 3. PULL-IN!

- What is your favorite sport? Why?
- What does it mean to be a team player?

#### 4. PRESENT MATERIAL!

Read the profiles together.

#### 5. PARTICIPATE!

- Assign 4 students to play the role of each of the athletes.
- The remaining students will be the "press."
- They will take turns asking the questions on the interview page.
- They then will write the answers on their interview page.

#### 6. PERSONAL CONNECTION!

Which athlete would you choose to be in the Hall of Champions?



## **Arnold “Red” Auerbach**

- Coach of the Boston Celtics of the NBA 1951-1966
- Led his team to win 9 Basketball championships between 1956-1966
- The most successful Basketball coach in history
- Coached the first African American basketball player in the pros, Chuck Cooper
- Was known for arguing with the Referees
- After retiring from coaching, he became the vice president and general manager of the Celtics

## **Marty Glickman**

- Star in both football and track
- Selected to the U.S. track and field team in the 400 relay in the 1936 Olympics in Berlin, Germany
- The day before the event, Glickman and another Jewish team member were removed by the Olympic officials
- Many assumed that it was German anti-Semitism but it actually was the American decision to remove the Jewish athletes to spare the Nazis from having to honor Jewish runners on the American team.
- Glickman returned to football and track in Syracuse. He changed his career to sports broadcasting.
- He is best known for being “The Voice of the New York Knicks.”

## **Sandy Koufax**

- One of the greatest pitchers in baseball
- Played for the Brooklyn Dodgers for 11 years
- Loved to play basketball. He won a scholarship to the University of Cincinnati
- Baseball scouts discovered him in 1954 and signed him up to the Dodgers
- Played well with the Jewish catcher, Norm Sherry.
- Developed a great curve ball
- In 1961 he struck out 269 batters and had 18 wins
- In 1962 he almost lost a finger on his pitching hand because of a blood clot
- In the famous 1963 World Series, he won 2 games against the Yankees
- Was a recipient of the Cy Young Award
- Retired from baseball in 1966
- Was elected to the Baseball Hall of Fame in 1972
- He is most known for his decision not to pitch in a World Series game because it was on Yom Kippur

## **Hank Greenberg**

- Parents were Romanian immigrants and wanted Hank to attend college
- First baseman for the Detroit Tigers
- Led the American League 4 times in homeruns and runs batted in
- Played for the Tigers from 1930-1947 except for his service in the military in WWII
- Refused to play on Yom Kippur
- Almost tied Babe Ruth's record in 1938
- Twice named the most valuable player of the year
- Elected to the Baseball Hall of Fame
- Died in 1986

## **Interview Questions**

1. What have you done differently in your sports career because of your Judaism?
2. Who was your Jewish role model?
3. Should a person's religion make any difference in sports?
4. What advice would you give to a young Jewish athlete?
5. Ask your own questions.



## **There's No Business Like Show Business: Spielberg, Streisand, Midler**

### **1. POINT of the lesson!**

Students will become familiar with Jewish Stars in Show Business

### **2. PREPARATION!**

Included in this lesson:

- Biographies of the Jewish Stars

Teacher will:

- Make 3 copies of the biographies
- Provide 3 posters and markers

### **3. PULL-IN!**

Do you know any film stars that are Jewish?

### **4. PRESENT MATERIAL!**

- Take turns reading the biographies out loud.
- Review the special contributions that they have made.
- Emphasize the Jewish connections.

### **5. PARTICIPATE!**

- Divide the class into 3 groups.
- Give each group one of the stars.
- Each group designs a poster featuring their Jewish Star.
- The groups present their star to the class.

### **6. PERSONAL CONNECTION!**

- Display the posters in class. Discuss:
- What makes you proud of these people?
- What Jewish Values do they have?

## Steven Spielberg

Steven Spielberg is a living legend. He is a film director and three time Academy Award winner for his work in movies. His career began with the 1975 summer blockbuster, "Jaws." He went on to make "Close Encounters of the Third Kind" in 1977, "Indiana Jones" trilogy beginning in 1981, "ET" in 1982 and "The Color Purple" in 1985.

In 1993, Spielberg took on a personal film project that will probably be his greatest legacy "Schindler's List." Spielberg says that in the middle of shooting Shindler's List, he came up with the idea to do real interviews with Holocaust survivors as a way to preserve history.

His foundation interviews and records Holocaust survivors' personal histories. This work is ongoing and it is all funded by Spielberg.

This is a multi-media production known as "The Survivors of the Shoah Visual History Foundation."

Steven Spielberg grew up in Cincinnati, Ohio in an Orthodox environment. His family kept Kosher, he went to Hebrew School, and became a Bar Mitzvah. His grandparents were a major influence on his life. When Steven was a young child, his mother often gave classical music recitals in their home. Many of the musicians were survivors from Auschwitz-Birkenau cello and viola players. Spielberg recalls looking at the tattooed numbers on their arms as he watched them play their instruments.

Today Spielberg continues to do what her loves most...making movies.

## **Barbara Streisand**

Barbara Streisand is a multi-talented star and an excellent Jewish American role model. She is a concert music star, a writer, director and film producer.

Barbara Streisand grew up in Brooklyn, New York. Her father died before her second birthday. Her mother took on the role of providing a stable Jewish home for her daughter. She kept kosher and sent Barbara to Religious School. Barbara graduated from High School with honors.

By the age of 20, she had established herself as a major Broadway headliner known for her voice and her acting. In 1964, Streisand starred as the well-known Jewish legend, Fanny Brice, in one of the most popular Broadway musicals, "Funny Girl." She went on to win an Oscar for the film version.

She continued an acting career and then became a co-producer, co-writer and director for the film, "Yentl." "Yentl" is a film based on a story by Isaac Basheves Singer about a very independent Jewish woman scholar.

Streisand has had many gold record albums which have sold over one million copies.

Barbara Streisand was married to Elliot Gould, another Jewish actor, and they had one son before they were divorced. Both parents made sure that their son had a Jewish education. His Bar Mitzvah was held in a small orthodox synagogue. Streisand has been quoted to say that her religion brings her great comfort and security.

Streisand is very outspoken on a number of topics: Women's Rights, Aids Research, and Environmental Protection. She established the Streisand Foundation which is committed to these issues. She has also established funding for the UCLA Hillel Streisand Center for Jewish Cultural Arts.



## **Bette Midler**

Bette Midler is a performer. Her varied career bridges, film, music, television and live theater. She also created her own production company, "All Girl Productions."

Bette was born in Honolulu, Hawaii. During her early years in school she remembers teaching about Chanukah to her non-Jewish classmates. Ms. Midler says that her Jewish identity was established at a young age.

Her first film, "The Rose" (1979) won her 2 Golden Globe Awards and an Academy Award nomination. She appeared in Disney films starring in "Ruthless People", "Big Business", "Outrageous Fortune" and many others. She was nominated for another Academy Award in 1991 for a World War II film "For the Boys." She received another Golden Globe award for that film.

Bette Midler's television career has earned her numerous Emmys. She is also known for her music career and is the recipient of Grammys and platinum record awards. Most Americans recognize her pop standards, "From a Distance" and "Wind beneath My Wings," from the film, "Beaches."

Bette's first theater role on Broadway was Tevye's daughter, Tzeitel in "Fiddler on the Roof." Today her live performances are sold-out. She has written two books. One is about her European tour and the other is a children's book "The Saga of Baby Divine."

Midler is an active humanitarian. She is a spokesperson for Aids and is involved with ending illiteracy in adults. She performed on the album, "Carnival," which was produced on behalf of the Rainforest Foundation. She also formed her own organization, The New York Restoration Project that encourages families to preserve and care for the environment. In 1997 Ms. Midler was one of 25 women honored by the United Nations Environmental Program.

Bette Midler is a Jewish Star who truly practices "Tikkun Olam" Repairing the World.



## Stand Up!

### 1. POINT of the lesson!

To become familiar with 3 Jewish Comedians: Gilda Radner, Mel Brooks and Jerry Seinfeld

### 2. PREPARATION!

Included in this lesson:

- 3 biographies
- 3 quotes

Teacher will:

- Make a microphone (paper towel roll and foil or board eraser)
- Make copies of the biographies and quotes so that each student will have all three.
- Provide a poster board and markers for three groups

### 3. PULL-IN!

What makes you laugh?

### 4. PRESENT MATERIAL!

- Today we are going to learn about 3 famous Jewish comedians. Jewish comedians add a great deal to our lives. We see them on television, in movies and at comedy clubs.
- They help us to see the world through Jewish eyes.
- What makes humor Jewish? Have the students give their opinions.

### 5. PARTICIPATE!

- Divide the class into 3 groups.
- Assign a comedian to each group. Each group will introduce their comedian to the others.
- The presentation will take place like a "stand up comedian" in a comedy club and will include biographical information and a quote. The poster is used to promote the comedian.

### 6. PERSONAL CONNECTION!

How does humor fit into your life?

## **Some Quotes You May Wish to Use**

### **Gilda Radner:**

“Fame changes a lot of things, but it can’t change a light bulb.”

### **Jerry Seinfeld:**

“Double Dipping is when a person dips a snack chip into a dip, takes a bite, and then dips again with the same bitten chip (It’s like putting your whole mouth right into the dip!)”

### **Mel Brooks:**

“Oh, I’m not a true genius. I’m a near genius. I would say I’m a short genius. I’d rather be tall and normal than a short genius.”

## **Jerry Seinfeld**

Jerry Seinfeld was born in Brooklyn. He is a Jewish American comedian known for his stand-up routines and as the star of a successful sit-com.

In 1990 Seinfeld together with Larry David, another Jewish American writer and producer, began work on "Seinfeld" a unique television series. In 1993 Seinfeld received an Emmy for his show and continued to receive Emmys throughout the series run, for a total of nine.

Jerry describes his humor as "Observational Humor." He sees humor in the everyday lives of people. After his TV series ended, Jerry was happy to return to his roots in New York City. He credits early Jewish American comedians with influencing his decision to become a comic. He says that Jews are able to find humor even in the worst of times. He has always enjoyed live audience entertainment.

In his 40's, Jerry Seinfeld married Jessica Sklar and the couple gave birth to their daughter, Sascha. Jerry is the author of a best-selling book "Seinlanguage," and appears regularly in comedy clubs and on television.

## **Gilda Radner**

**1946-1989**

Gilda Radner was born in Detroit, Michigan. From the time she was a little girl, Gilda dreamed of becoming a star. Her father always enjoyed Gilda's comedic sense and encouraged her to go into show business. She attended the University of Michigan and then moved to Toronto. There she perfected her style and worked with improvisational comedy groups until 1975 when she moved to New York.

In New York she became one of the original cast members of Saturday Night Live. She was a prominent writer and creative consultant as well as a performer in this hit series. Gilda's wacky characters and zany antics earned her fame and an Emmy in 1978.

Gilda went on to star in movies and was known as the queen of comedy throughout the 80's. She married Jewish comedian and actor, Gene Wilder. She said her life was perfect.

In 1986 Gilda was diagnosed with terminal ovarian cancer. She fought this disease for three years. During this time she wrote her auto-biography in between chemo and radiation treatments. Her book, "It's Always Something," described her cancer and the humor she tried to find during her illness.

After her death in 1989, Gene Wilder became a spokesperson for early testing and detection of ovarian cancer. Today there is a support group for cancer patients called "Gilda's Club."

## **Mel Brooks**

Mel Brooks is an American icon, known for writing, directing, producing and acting.

Mel was born in Brooklyn in 1926 to Jewish parents. His family name was Kaminsky but he changed it to Brooks when he began working on stage. He says that he always wanted to be a comedian. He loved the movies when he was little and used to rewrite them for family and friends.

Before his career in movies, Mel was a stand-up comic.

He appeared with other great Jewish comedians Woody Allen, Carl Reiner and Neil Simon. His first TV work was on "Your Show of Shows" with Sid Caesar. Brooks rose to fame immediately. He created "The 2000 Year Old Man" with Carl Reiner. He wrote and directed movies such as "Young Frankenstein" and "Blazing Saddles."

He was also responsible for producing some serious endeavors like "The Elephant Man."

Mel credits his family for his sense of humor. He readily uses Yiddish in his films and routines. "The 2000 Year Old Man" is based on his grandfather who spoke fluent Yiddish and had great timing.

Mel Brooks is an Emmy winner and an Academy Award for his screenplay "The Producers."



## Emma Lazarus and the Statue of Liberty

### 1. POINT of the lesson!

To become familiar with the Jewish poet Emma Lazarus

### 2. PREPARATION!

Included in this lesson:

- Biography of Emma Lazarus
- "The New Colossus" poem (last 5 lines)
- Create a poem page

Teacher will:

- Make copies of the Biography, the New Colossus poem and create a poem page for each student
- Provide pencils
- Have board or poster board available

### 3. PULL-IN!

- What is Jewish about the Statue of Liberty?
- List on board

### 4. PRESENT MATERIAL!

Hand out the biography and poem and read together.

### 5. PARTICIPATE!

- Divide the class into 4 groups
- Each group has 10 minutes to learn the New Colossus
- They can choreograph hand motions for words or phrases
- Then each group demonstrates to the other groups

### 6. PERSONAL CONNECTION!

- Give a Create a Poem page to each student to complete
- Then share the poetry experience

## **Emma Lazarus**

Emma Lazarus was born in 1849 in New York City. Her parents were Sephardic Jews who were committed to family values and traditions. Emma was educated by private tutors. She was a poet at an early age and by the time she was a teenager she had published her first volume of poetry entitled "Poems and Transitions."

Emma Lazarus is most known for her poem, "The New Colossus" which she wrote for a competition. This sonnet was chosen for a place of honor to be affixed to the pedestal of the Statue of Liberty in 1903. Many famous poets including Walt Whitman and Mark Twain had entered this competition. It was Emma's ideal of democracy and belief in the haven of America for new immigrants that won over the other entries.

Emma was a dedicated translator of other Jewish poets. She worked for the rights of immigrants and refugees. She worked for the Jews in Russia who were suffering from the pogroms.

She was admired by Ralph Waldo Emerson and they were correspondents until her death at 38 years old.

Emma Lazarus will be remembered for her work and concern for the "huddled masses" who came to this country for a better life. As a welcoming beacon, the Statue of Liberty stands tall with her lamp held high and Emma's poem on her pedestal.



## Create a Jewish Poem

I look upon my \_\_\_\_\_ and see \_\_\_\_\_  
(1-2 words) (1-2 words)

My eyes give me a voice. The words are \_\_\_\_\_  
(1-2 words or short phrase)

My voice \_\_\_\_\_ and I can hear \_\_\_\_\_  
(1-2 words) (1-2 words)

If you listen \_\_\_\_\_  
(phrase or sentence)

And/or write your own:

## **The New Colossus**

**By Emma Lazarus**

**(The last five lines)**

“Give me your tired, your poor, your huddled masses  
yearning to breathe free

The wretched refuse from your teeming shore  
Send these, the homeless, tempest-tossed to me  
I lift my lamp beside the golden door”





## Solve the Formula!

### 1. POINT of the lesson!

Students will become familiar with three Jewish scientists.

### 2. PREPARATION!

Included in this lesson:

- 3 biographies
- 3 puzzles

Teacher will:

- Copy and cut out each of the 3 puzzles

### 3. PULL-IN!

- Ask and discuss the following questions:
- Who has had an x-ray?
- Does anyone know what polio is?
- Have you ever had an infection?

### 4. PRESENT MATERIAL!

- We are going to learn about 3 Jewish scientists.
- I will divide you into 3 teams. Each team will be responsible for presenting information about one of the scientists to the class.
- Teacher will divide the teams and give each team a copy of the biography of one of the scientists and the corresponding puzzle pieces.

### 5. PARTICIPATE!

- Each team will read the biography and try to solve the puzzle.
- They will present the information about their scientist to the class through a song or cheer.

### 6. PERSONAL CONNECTION!

Next time you are at the doctor's office, share a fact you have learned!

## **Simon Flexner**

### **A Pioneer in Pathology**

**1863-1946**

Simon Flexner became a physician in 1889. He would later become the Director of the Rockefeller Institute for Medical Research. This Institute was devoted to discovering cures for many diseases.

Simon was not the only one in his family who made a difference. One of his sisters worked with literacy programs, a brother was a Zionist and a prominent attorney, and his youngest brother established the institute for the Advanced Study in Science at Princeton.

Simon Flexner studied pathology, the science of diseases. He worked tirelessly to understand the relationship between bacteria and disease. He wrote many articles on public health and the spread of disease that were published in numerous medical journals.

Flexner discovered a cure for bacterial meningitis, a disease that attacks the lining of the brain. This disease was an epidemic at that time.

Jonas Salk, another Jewish American scientist, would help to discover the polio vaccine based in large part on Flexner's work.

During WWI Flexner was responsible for designing portable field hospitals for wounded soldiers in Europe. He was a high ranking officer and medical director throughout the war.

Simon Flexner was a pioneer in the field of pathology!

**Jonas Salk**  
**Discovers a Cure**  
**1914-1995**

Jonas Salk discovered the vaccine that would help to eliminate the deadly, crippling disease of Polio. This disease had affected millions of people throughout the world. Today, because of Salk, the polio virus has almost been eradicated.

Jonas Salk attended New York University and later, the University of Michigan. At Michigan he researched the three separate viruses responsible for the near epidemic disease that crippled and killed men women and children throughout the United States and the rest of the world.

Salk worked to develop vaccines that would kill each of the three types of polio viruses. In 1953, he injected vaccines into small groups of people including himself and his family.

Because of Salk's work, the National Foundation of Infantile Paralysis helped to test the vaccine on a larger scale. Soon children everywhere were able to be immunized and polio became less and less of a world threat.

Another Jewish scientist, Albert Sabin (1908-1993) later developed an oral vaccine.

Jonas Salk was an exceptional and dedicated Jewish American scientist. He was a true hero to America and the rest of the world.

## **Rosalyn Yalow**

**1921-2011**

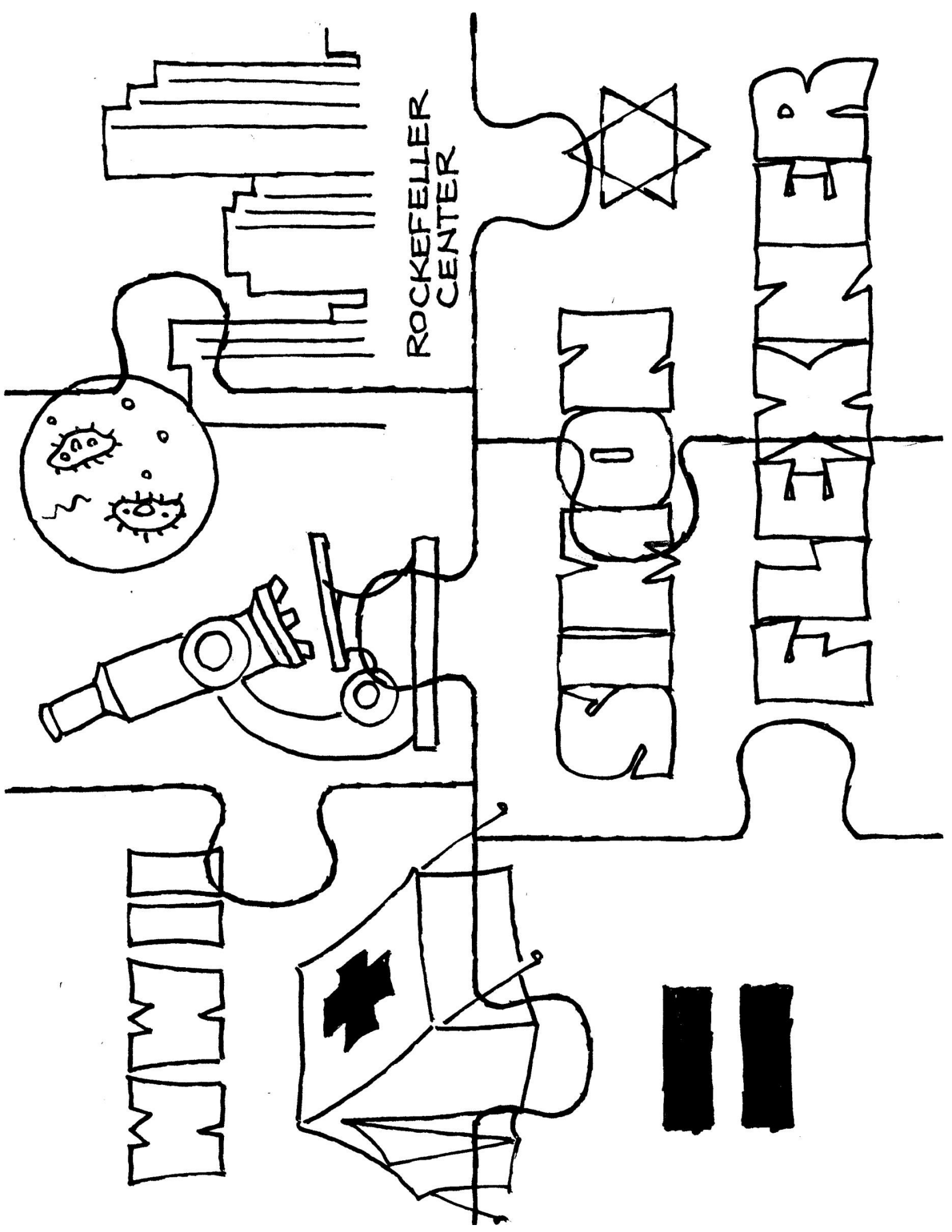
Roslyn Sussman was born in New York to uneducated immigrant parents. Her parents encouraged her to pursue her education! Rosalyn attended Hunter College. She continued her education at the University of Illinois College of Engineering where she received her Ph.D. She was only the second woman to complete a doctorate degree there.

Roslyn would become known in the emerging field of nuclear medicine. During her life she would contribute to the development of radioimmunoassay, known as RIA. It is still used today to measure small substances in blood and other bodily fluids. This work was done when she worked at the VA hospital in the Bronx. During this time she worked 10 hours a day, raised two children, kept a kosher home and tried to do her research work at night.

Many other scientists sought her expertise in nuclear medicine. She worked with a partner in the late 1960's to revolutionize biomedical research.

In 1976 she hosted a five part series about the life of Madame Curie on the Public Broadcasting Service.

Rosalyn Yalow received the Nobel Prize for her contributions in nuclear science and engineering. She is a Jewish American who made a difference.

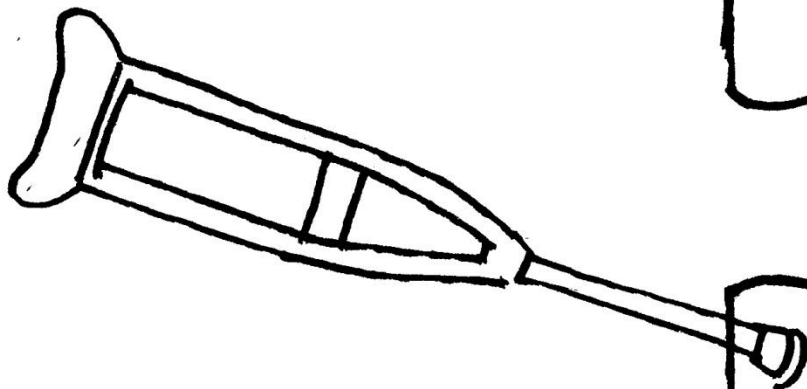
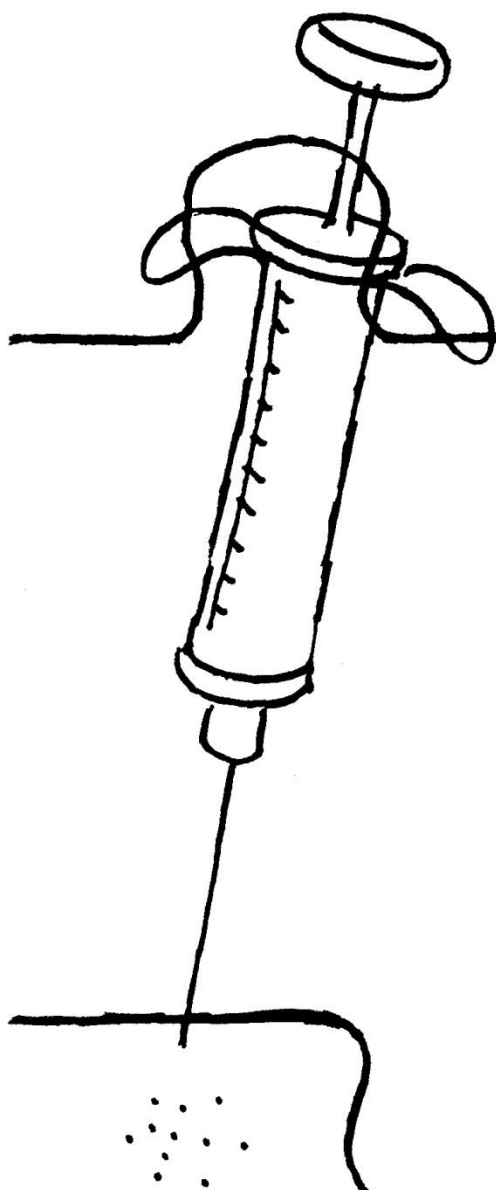
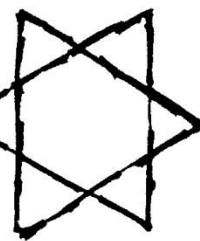




ALBERT SABIN

JOHNAS

SEIFER

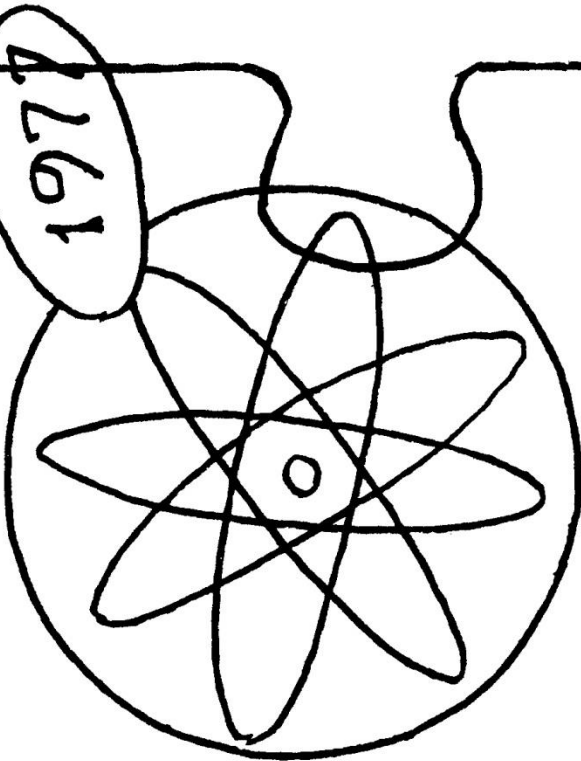
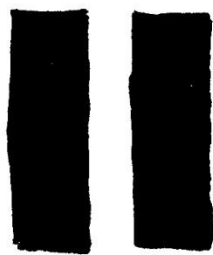
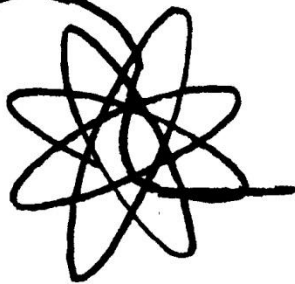
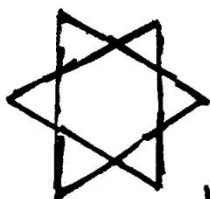


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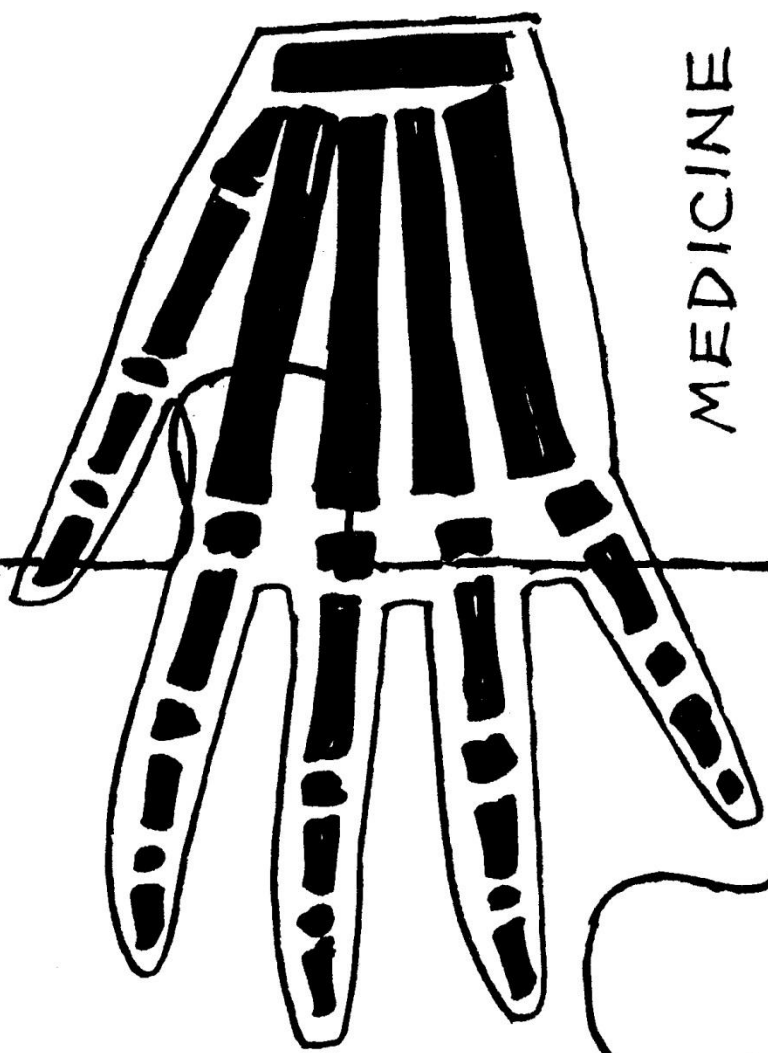
MEDICINE

ROSKALYAN

NOTAK



1977





## A Lesson in Union Negotiations

### 1. POINT of the lesson!

Intro Samuel Gompers

Become familiar with labor negotiations and arbitration

### 2. PREPARATION!

Included in this lesson:

- Samuel Gompers biography
- Union and management scenario and arbitrations points

Teacher will:

- Copy bio for students
- Copy scenario
- Provide poster boards and markers

### 3. PULL-IN!

- Who gets an allowance?
- Who determines the amount?

### 4. PRESENT MATERIAL!

Read the Gompers bio and the scenario

### 5. PARTICIPATE!

- Divide the students into two groups:
- Labor and Management
- Provide poster board and markers to each group
- Each group plans its demands and arbitration possibilities
- by answering questions on the arbitration page
- Each group has 2 minutes per argument

### 6. PERSONAL CONNECTION!

What did you learn?

## **Biography of Samuel Gompers**

### **1850-1924**

Samuel Gompers was born in London in 1850. His parents were Jews originally from Holland. His father was a cigar maker and barely made a living at his trade. In 1863 the family moved to New York City. When he was thirteen years old, Samuel began to work as a cigar maker just like his father.

At a very early age, Gompers became a labor organizer and attempted to form a political movement. In 1886 he and some associates organized the American Federation of Labor. Gompers became the president of this union and he held this office (except for one year) until his death in 1924.

Samuel Gompers was an advocate for better wages and shorter hours for workers. He believed in worker's compensation for injuries on the job and the prohibition of child labor. He also believed in free education for all children. (It took until the 1930's, well after his death and the Great Depression to realize most of Gompers' vision)

Gompers believed that improved working conditions and happier workers would benefit both the workers and the factory owners. (At that time workers, including men, women and children worked 60 hours a week, 6 days a week) Some of his other dreams for unions were: local autonomy for union workers, paid dues for future strike funds, and coverage for sickness, accidents and unemployment.

His style of collective bargaining is still practiced today.

Gompers worked under President Wilson to organize the war committee on labor. After World War I the president selected him to serve as a member of the International Labor Legislation.

During his life Gompers became known as the dominant figure in American Labor Unions and his legacy continues to today.

## **A Lesson in Union Negotiation and Arbitration**

The following conditions exist in your workplace:

1. 8 hour work day
2. 2 ten minute breaks per day
3. Half hour for lunch (total hours 8 1\2)
4. Work begins at 7:30AM and ends at 4:00PM
5. No overtime
6. After 3 years, 1 week unpaid vacation
7. No vacation time during the first 3 years
8. No medical coverage
9. Sick days are deducted from your pay

Union workers ask the management for the following:

1. 20 minute breaks
2. Change working hours to 7:00-3:30 or 8:00-4:30
3. Longer lunch or paid lunch
4. Medical coverage paid by employer
5. Vacation time after the first year
6. Increase in wages
7. Overtime pay after 8 hours
8. Retirement plan
9. Dental coverage

## Painting with Marc Chagall

### 1. POINT of the lesson!

Students will learn about the Jewish artist Marc Chagall

### 2. PREPARATION!

Included in this lesson:

- Chagall info page
- Copies of Chagall's work
- Pages of Jewish symbols found in Chagall's work

Teacher will:

- Make copies of the Jewish symbols pages for each student
- Provide paper, pencils, scissors, markers and glue

### 3. PULL-IN!

Let's learn about a famous Jewish artist and then we will create our own art

### 4. PRESENT MATERIAL!

- Introduce Marc Chagall by reading the info page.
- Show his works and have the students point out the Jewish symbols.

### 5. PARTICIPATE!

- Hand out the symbols pages and the art supplies.
- Students create their own Chagall by cutting out symbols and pasting them on a sheet of paper.
- They can add color and their own symbols.

### 6. PERSONAL CONNECTION!

Share their creations and why they chose their symbols.

## **Marc Chagall**

Marc Chagall was born in a small Russian village in 1887. As a young age his dream was to become an artist. He studied in St. Petersburg and painted his first masterpiece at the age of 21.

Chagall used many Jewish symbols in his style of painting. He drew imagery from his childhood memories of life. He loved the rich traditions and celebrations of Judaism. Much of his work has peaceful images of cows, goats, people playing the violin and people on rooftops. There are scenes from Jewish weddings and synagogue. Contrasting violently to this peaceful landscape were the Cossack soldiers and their reign of terror on the Jews.

Marc Chagall's passion for the daily life in the Shtetl (a small village in Eastern Europe) came from memories of walking on Shabbat to pray with his parents, aunts, uncles and grandfather. He would travel with his family to buy goats and cattle and his grandfather would bring his violin to play. Once when his grandfather was missing for some time, Chagall found him in another village sitting on a rooftop playing his violin.

Chagall's style of painting was known as surrealism. He went to Paris in 1925 and travelled to Palestine in 1931. His visit there affected him emotionally and artistically. At the beginning of World War II Chagall and his family came to the United States.

Marc Chagall would remain an active and dedicated artist. In 1962 his beautiful vision of the Twelve Tribes of Israel would be actualized into stained glass windows for the Hadassah Hospital in Jerusalem.

# CHAGAL



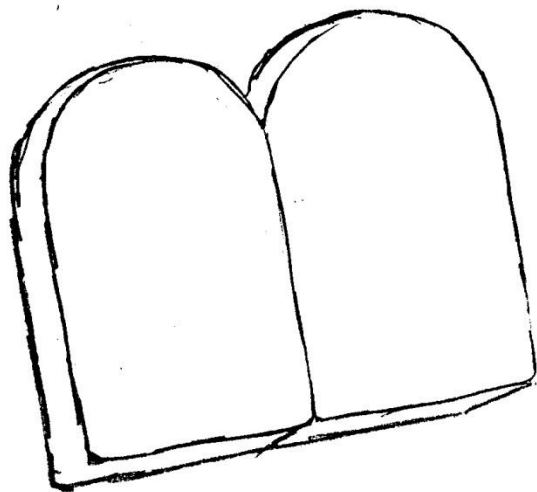
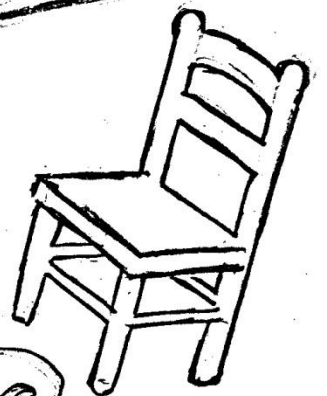
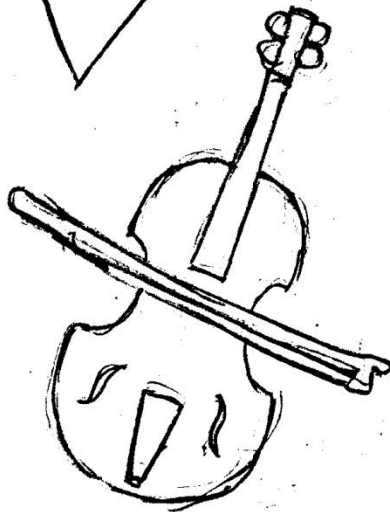
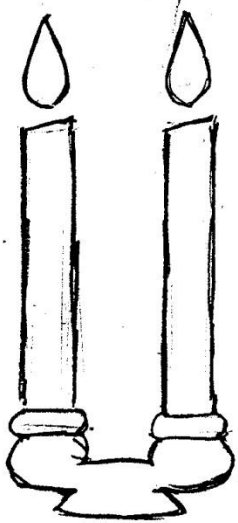
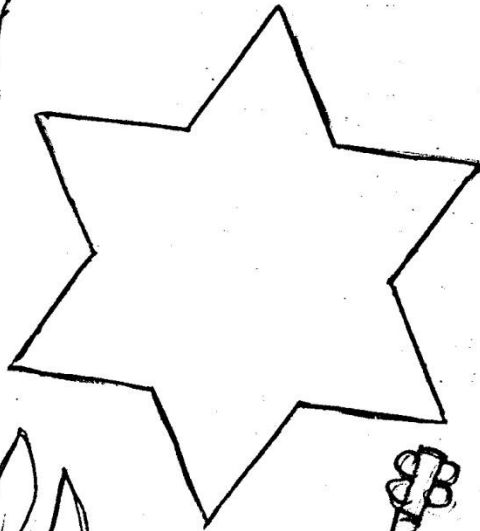
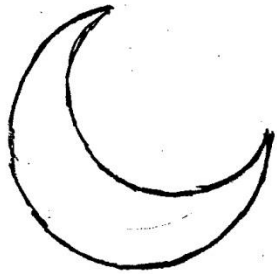
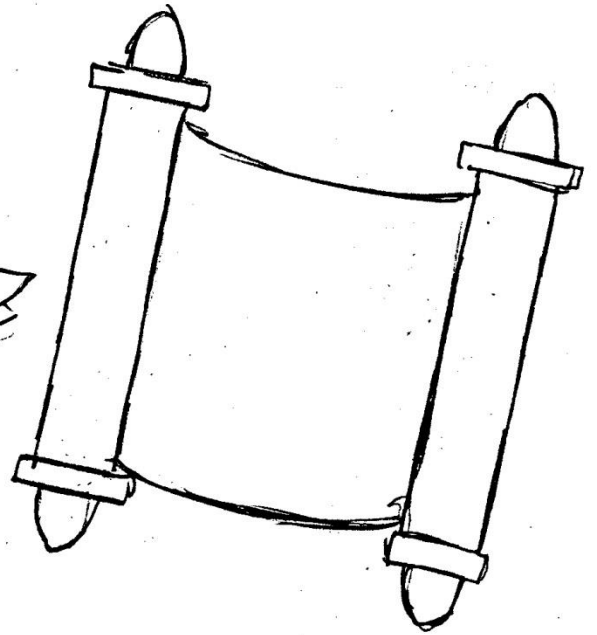
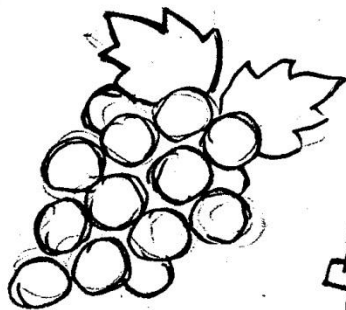
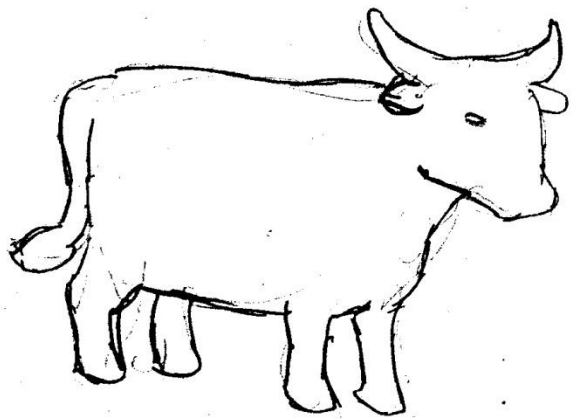


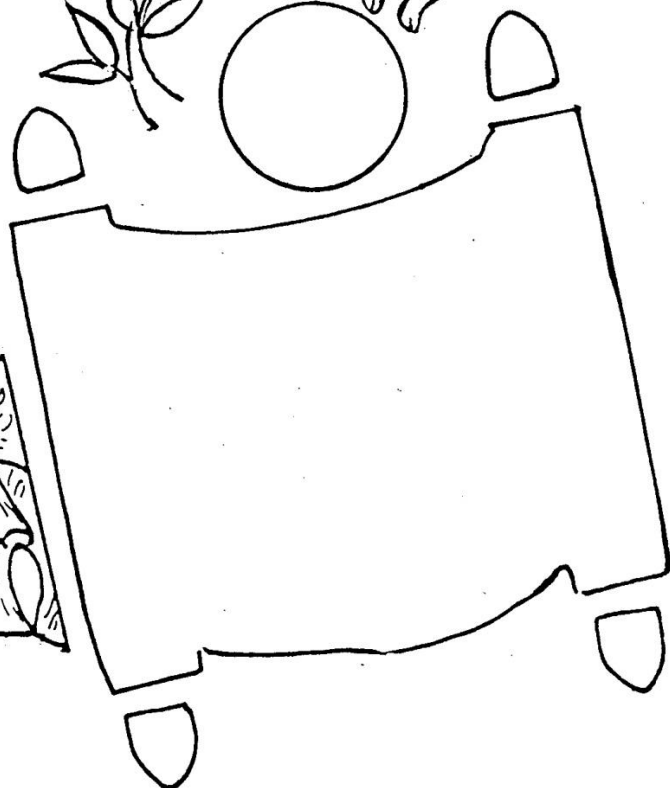
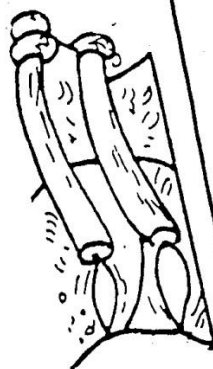
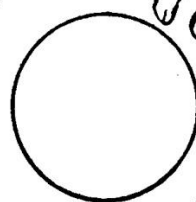
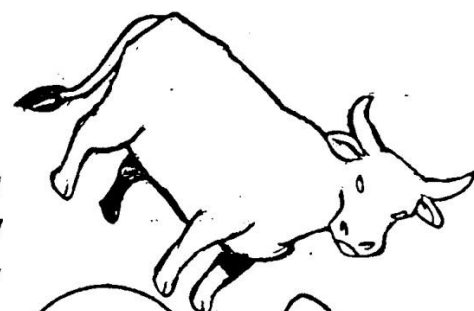
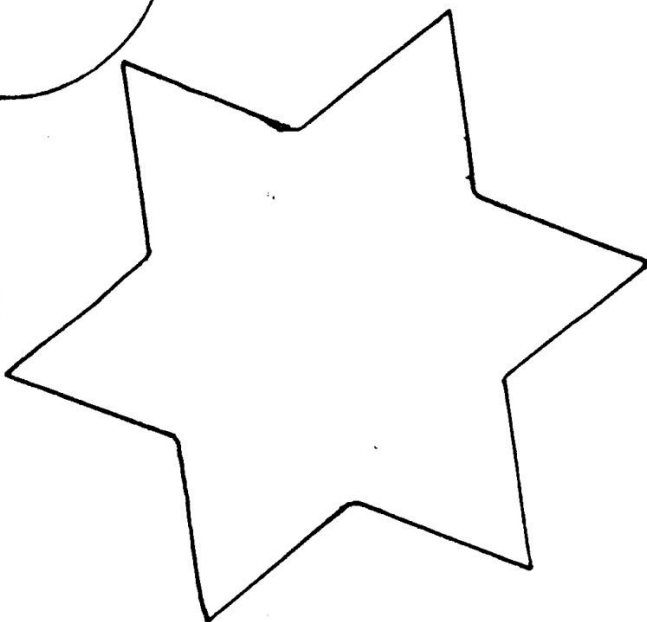
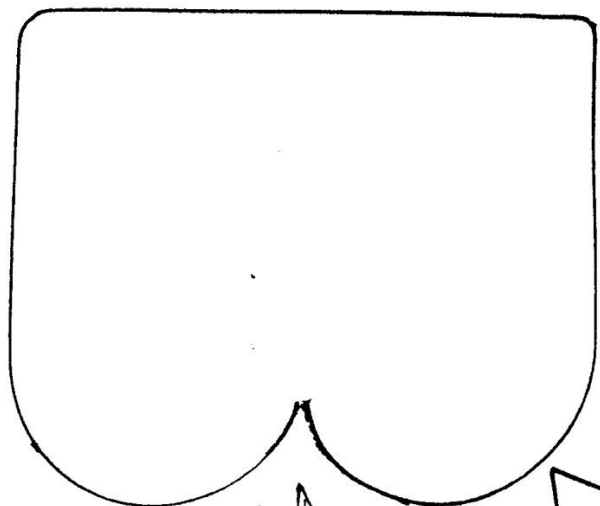


Marc Chagall 1934











## Civil Rights Timeline

### 1. POINT of the lesson!

To see the Jewish connection to the Civil Rights movement

### 2. PREPARATION!

Included in this lesson:

- Timeline of the Civil Rights movement

Teacher will:

- Make a copy of the timeline for each student
- Have highlight markers available

### 3. PULL-IN!

Ask the students what they know about the Civil Rights movement.

### 4. PRESENT MATERIAL!

Pass out the timelines. Here is a timeline of the Civil Rights movement that includes the Jewish involvement. Let's go over it together.

### 5. PARTICIPATE!

- Divide students into groups of three.
- Have them discuss and highlight Jewish involvement.
- Then choose the incidents they think made a difference.

### 6. PERSONAL CONNECTION!

Take the timeline home to discuss with your family.

## A Civil Rights Timeline

- 1870's: When RECONSTRUCTION ended, most southern blacks were effectively doomed to a life of poverty, share-cropping, and second-class citizenship.
- 1886: **A Jewish American originally from England was a labor organizer who fought for workers in this country. He believed unions would give rights to workers and make the work place safe. He became the president of the "American Federation of Labor". This man was Samuel Gompers.**
- 1896: The Supreme Court upheld a policy of "Separate but Equal", a case that locked in racist policies of segregation.
- 1900's: W.E.B. DuBois, a Harvard-educated black helped establish the NAACP, The National Association for the Advancement of Colored People. He worked with blacks to develop a sense of "black consciousness", a positive way to view themselves as equal under the law. **Helping with this effort were Jewish Americans: Lillian Wald, Julius Rosenthal, Rabbi Emil G. Hirsch and Stephen Wise!**
- Julius Rosenwald, chairman of Sears Roebuck funded black schools in the south and helped black Americans who moved to the north to understand how to live in large cities. He gave money for schools, housing, and employment opportunities for African Americans.**
- 1920's "The Harlem Renaissance" began when many southern blacks moved to the north and settled in the African American community in New York City known as Harlem. There many blacks flourished in literature, the arts, and music.
- One great Negro poet, Langston Hughes, coined a phrase, "The New Negro". These were blacks who took pride in their culture and evolving middle class. 200,000 African Americans lived in Harlem.
- WWII: While Americans served in the war effort, one million blacks served As well, though mostly in segregated non-combat forces. President Roosevelt, realizing that African Americans were upset with the country that denied them real service at home, passed a "Fair Employment Practice Committee "where 200,000 blacks were able to work in defense jobs at home,
- 1946: President Harry S. Truman passed another law by executive decision to de-segregate the military!

- 1954: In a court decision, the legal brilliance of NAACP's Thurgood Marshall brought a case in front of the Supreme Court, Brown vs. The Board of Education in Topeka, Kansas. He fought against the "Separate but Equal" laws from 1896. He wanted full integration in public schools. Earl Warren, Supreme Court Justice convinced his other justices to declare unanimously that segregated public schools were inherently unequal. Southern politicians were out-raged! They passed the Southern Manifesto to stop ANY integration in their states.
- 1955: The modern "Civil Rights Movement" officially begins with a brave young seamstress coming home from work on the bus in Montgomery, Alabama. Police arrested her because she refused to give up her seat to a white man. A black boycott began with the help of Reverend Martin Luther King, Jr. "The Montgomery Bus Boycott" lasted for a year when the city of Montgomery stopped bus segregation as unconstitutional.
- 1957: Black students tried to attend a public school in Little Rock, Arkansas. The governor said, "No!" He called out the National Guard to stop them. President Eisenhower sent in federal troops to integrate the high school. (Even though the President did not at that time believe in the "separate but equal" decision.)
- 1957: Dr. Martin Luther King, Jr. began studying the non-violent principles of Gandhi. He took this message to the churches of the south hoping for love and non-violence. He began the Southern Christian Leadership Council (SCLC)
- 1960: Four black students from Greensboro, North Carolina began a sit-in at the Woolworth Lunch Counter that was only for whites. They were refused service but were allowed to stay at the counter. Many other protests followed. Six months later, the same four were served at the same counter. **During all of the 1960's, Jewish people helped with civil rights. 50% of the Civil Rights attorneys were Jewish!**
- 1961 Students help organize C.O.R.E. (Congress of Racial Equality). They arranged Freedom Riders throughout the Deep South, to emphasize the message of racial equality. **Jewish volunteers made up 30% of all the riders!** Their goal was to get the attention of the federal government so that they would pass a Civil Rights Voting Bill. Many riders were badly beaten in Alabama



1963: More than 1000 blacks protested in segregated Birmingham, Alabama and were clubbed, bitten by vicious attack dogs, and sprayed with high pressure fire hoses. Dr. King was arrested along with hundreds of others. Television reporters filmed the protest and most white Americans were horrified by the reports. One month following Selma, a NAACP field secretary, Medgar Evers was murdered outside his home by a white racist. Two trials at the time were "hung", meaning that the man responsible was not punished in any way.

1963: August 28, 1963. Dr. King called for a massive rally in Washington, D.C. where over 200,000 African Americans and whites gathered to call for racial equality. It was the largest gathering at the time. Martin Luther King, Jr. would give his world famous, "I Have A Dream" speech. **And in that crowd of people were many Jewish Americans! Sitting behind Dr. King were: Shad Pollier of the American Jewish Congress and Rabbi Leon Foyer of the Central Conference of American Rabbis. TWO Jewish Americans spoke on that incredible day: Rabbi Uri Miller who delivered a prayer asking people not to make this a day of "empty words". He asked America to end racism and to listen to the prophets of the Bible. He wanted people in power to act NOW to bring about this concept of equality. "When we deprive our fellow man of bread and dignity, we negate Tselem Elohim --the image of God in man--and delay the fulfillment of God's Kingdom". Rabbi Joachim Prinz delivered another speech that day. He was alive in Berlin during WWII, fought against Nazism before he came to America. He spoke about the Exodus and freedom from slavery. He went on to say that when he lived in Germany, he learned a great deal about bigotry and hatred. He ended his speech: "The most disgraceful, the most shameful and the most tragic problem was silence."**

1965: The Voting Rights Act would be passed by President Lyndon Johnson after two horrible events: First, The march in Selma, Alabama, where thousands marched in protest for the right of blacks to vote. Several people were killed by police on what was called, "Bloody Sunday". **Rabbi Abraham Joshua Heschel marched alongside King that day. Before the march, Rabbi Heschel spoke the words of Psalm 27: "The Lord is my light and my salvation; whom shall I fear?" When the march was over, Rabbi Heschel made the comment, "I feel as though I have been praying with my legs!" Dr. King and Rabbi Heschel would remain close friends.**

The second event that galvanized the passage of the Voting Rights Bill were the murders of three young workers from C.O.R.E. in Mississippi. Two were Jewish. Their bodies were found in an earthen dam. All three were shot to death. They had been working to register blacks in Mississippi.

- 1965: Malcolm X, a radical voice for African Americans is assassinated. He advocated power for blacks and self-sufficiency, not non-violence.
- 1965,1966: There was a call for Northern students to participate in the civil rights activities in the South. S.C.O.P.E. (Summer Community Organization and Political Education) project was an initiative of the Southern Christian Leadership Conference under the leadership of Dr. Martin Luther King. Over 40% of the volunteers were Jewish.

**Mickey Shur was a student at Columbia University and the Jewish Theological Seminary. He was chosen to be chairman of the students from Columbia and went to Atlanta for an orientation. There he had an opportunity to meet with Dr. King and other significant civil rights leaders such as Hosea Williams and Andrew Young.**

**During the summers of 1965 and 1966, Mickey and his friend Peter Geffen worked with local individuals to lead voter registration drives, information sessions and assist with other community organization efforts. They were often at risk of arrest and violence. There were many unnerving experiences.**

**Today Mickey is Rabbi Moshe Shur, Professor of Jewish Studies at Queens College. He recently retired as Hillel Director after 35 years of service. He is an original member of the Diaspora Yeshiva Band and has recorded many original music albums. (Rabbi Shur is the brother of Helene "Eemah" Schlafman)**

**Peter Geffen is a well-known figure in Jewish education. He was the founder of the Abraham Joshua Heschel Day School in New York City and has provided support for many other schools throughout the country. He is the Director of Kivunim, an international education project for High School students.**

Peter and Mickey met as teens in U.S.Y.( United Synagogue Youth). They remain close friends today.

- 1966: The Black Panthers were established as a group by Huey Newton.
- 1967: Carmichael, who was a non-violent organizer back in 1963, (The Student Non-violent Committee) coins a term, "Black Power". He also believed that blacks coming together for black liberation "By any means necessary".
- 1968: April 4, Dr. Martin Luther King, Jr., age 39, was assassinated in Memphis outside his hotel room. A convicted, escaped convict is accused of the murder, James Earl Ray, a known white racist.

1968: **April 9: the funeral of Martin Luther King, Jr. was performed by close friends and family, among them, his dear friend, Rabbi Abraham Joshua Heschel who led prayer for the fallen leader. Only ten days earlier, Dr. King was the keynote speaker at Heschel's 60th birthday celebration.**

On April 11, President Lyndon Johnson passes the Civil Rights Act of 1968, prohibiting discrimination in the sale, rental, and financing of housing.

1968: **Though Robert F. Kennedy was not a popular presidential contender for Jewish Americans, his earlier involvement in Civil Rights made him accessible to African American voters. But before his run for the presidency truly began, he was assassinated on June 6, 1968, a little after midnight. He had supported more arms for Israel as a campaign promise. The man held responsible was an Arab Palestinian from East Jerusalem and a man who said he would kill Kennedy on June 5 to coincide with the first anniversary and victory of the Israelis in the Six Day War. The murderer was a man called Sirhan Bashira Sirhan. A prominent Jewish newspaper called Robert Kennedy's assassination, "the first American act of Arab terrorism." (The Forward Newspaper, June 13, 2008)**

1970's During the 1970's and into the 1980's the relationship between Jewish people and African Americans began to grow apart and deteriorate. For one thing, African Americans wanted more autonomy. There was a great deal of anti-Semitism on some black leaders' parts. Affirmative Action and busing were elements that added to this split. There was anti-Zionism by blacks as well.

1992: There was an incident of a case involving an African American, Rodney King, who was beaten by four white Los Angeles police officers and was caught on video. Many Americans, both white and black were upset with the acquittal of the four policemen. There were riots in Los Angeles after the verdict.

2003: The Supreme Court up-held a case based on Affirmative Action in Michigan. **An article in the Michigan Daily that spoke to the idea that Jews should stand with Affirmative Action as part of our tradition that speaks to helping the stranger. He invoked the message of the Prophets that calls for justice and righteousness. The student's name was Michael Simon, a Jewish student and part of a group known as "Tzedek". Michael was the out-going chair of Hillel.**

- 2008: Senator Ted Kennedy passed a new Civil Rights Bill that protected older workers from age discrimination. He also said that no federal money can be used to subsidize discrimination in the work place. **Many Jews were fond of Ted Kennedy and his stand with Israel. After Kennedy's death in 2009, Benjamin Netanyahu spoke of Kennedy's love of Israel and their 30 year friendship.**
- 2013: In January, The Supreme Court defeated part of the Voting Rights Act of 1965, section 4. **Supreme Court Justice, Ruth Bader Ginsburg wrote a scathing dissent to the decision. "I didn't want to be right, but sadly, I am". She went on to name three states that have already changed their state laws to require photo I.D.'s. She named North Carolina, Florida, and Texas. These states were reducing voting hours, making changes in pre-registration, and purging names of registered voters. Said Justice Bader Ginsburg, "We should have seen this coming."**
- 2013: In August, 2013 a great effort was made in the country's Capitol to commemorate the 50th anniversary of the March on Washington and the famous, "I Have A Dream" speech by Dr. Martin Luther King, Jr... It was known as "Advancing the Dream". There were many speakers and the theme was employment opportunities and continued work on freedom and equality. **Bernice King, Dr. King's daughter quoted again from Amos. Another speaker spoke about the need for "leaders like Joshua" who was chosen by Moses to lead the Israelites. Also speaking was Rick Jacobs President of the Union for Reform Judaism. He used the symbol of the shofar for the Jewish New Year of Rosh Hashanah. He said, "The sound of the shofar awakens us from slumber and helps us hear the cries of those in pain. It calls us to build a better world." Other Jewish participants spoke reminding us that we are closer to "judging not by the color of our skin, but by the content of our character."**



## Rabbis and Civil Rights

### 1. POINT of the lesson!

Students will learn about Rabbi Abraham Joshua Heschel and Rabbi Charles Mantinband and their connection to the Civil Rights Movement.

### 2. PREPARATION!

Included in this lesson:

- Background Information of Rabbi Heschel and Rabbi Matinband
- Sample questions
- Civil Rights songs

Teacher will:

- Copy background information of the Rabbis for each student
- Copy sample questions
- Copy songs

### 3. PULL-IN!

Let's go back in time to learn about two great Rabbis who helped with the Civil Rights Movement.

### 4. PRESENT MATERIAL!

Read profiles together.

### 5. PARTICIPATE!

- Choose a student to be Rabbi Heschel and one to be Rabbi Matinband. Pretend that these Rabbis are going to speak at your Synagogue.
- You can ask them questions about their involvement in Civil Rights.

### 6. PERSONAL CONNECTION!

Take home the profile pages to discuss with your family. For dismissal, ask students to tell one fact about each of the Rabbis.

## **Civil Rights Profile of Rabbi Charles Matinband**

### **1895-1974**

Charles Matinband was born in New York City but as a young boy his family moved to Virginia. As a student he attended segregated schools for this was the situation in Virginia at that time. Then Charles attended college in the North at City College of New York and earned his Master's degree at Columbia University. He became a Rabbi through the Steven S. Wise Jewish Institute of Religion.

While in New York he married and had two children. After WWII they adopted two children who had survived the concentration camps.

Rabbi Matinband spent most of the Civil Rights years in a small southern congregation in Hattiesburg, Mississippi. He was an active member of the Southern Regional Council, a group of white and black leaders who tried to improve the racial imbalance in the South. They were involved in social action educational programs to change the conditions of African Americans.

Rabbi Matinband was an outspoken proponent of racial equality. He spoke at black colleges throughout the South and was the president of the Bi-Racial Mississippi Council on Human Relations. He invited Blacks into his home and had many discussions about the similarities between Blacks and Jews. They found Biblical passages that connected them. The Exodus and liberation from slavery was a shared idea. They also found inspiration from the sayings of the Prophets.

Soon there were threats on his life. Many of his Hattiesburg Jewish congregants were afraid that they might be in danger and suffer harm because of Rabbi Matinband's activities.

Matinband's home was watched constantly. Finally the threats became too much for the safety of his family. He left Mississippi and accepted a pulpit in Texas.

Rabbi Matinband continued to fight for equality. In 1962, he was honored by the Stephen S. Wise Free Synagogue of New York for his "devotion to individual freedom and social justice in the spirit of the Hebrew Prophets."

## **Civil Rights Profile of Rabbi Abraham Joshua Heschel**

### **1907-1972**

Abraham Joshua Heschel was born in Warsaw, Poland in 1907. He was a Hassidic scholar and modern theologian. A great deal of his scholarly work was about the Hebrew Prophets. He lived his Judaism and was a dynamic Rabbi and writer. He was a spiritual leader who believed that Jews should pray with their hearts and their legs.

In 1963 Abraham Joshua Heschel delivered the keynote address to the National Conference on Religion and Race. That year, he and many other clergy participated in the August, 1963 march on Washington. The march was aimed at convincing the government to eliminate discrimination in public places.

In 1965 Rabbi Heschel walked alongside the great African American civil rights leader, Dr. Martin Luther King in Selma, Alabama. This walk was intended to secure the voting rights of Blacks in Alabama. During this peaceful march, some participants were killed by police. This march became known as "Bloody Sunday."

On that day, Rabbi Heschel spoke the words of psalm 27: "The Lord is my light and my salvation: whom shall I fear?"

Heschel and King became close friends and King spoke at Heschel's 60<sup>th</sup> birthday celebration. Ten days later King was assassinated

Rabbi Heschel spoke at his funeral.

Both families supported each other and remained close for the rest of their lives. It was written of King and Heschel:

These two men were "spiritual leaders whose thoughts, teachings and deeds inspired Americans of all faiths to join together to work for racial equality."

**Sample questions for the congregation to ask  
Rabbi Abraham Joshua Heschel**

1. Why would you risk your life to walk for Civil Rights?
2. Were you afraid?
3. Which psalms and prophetic sayings inspired you in your commitment?
4. What can be learned from your involvement?



**Sample questions for the congregation to ask  
Rabbi Charles Mantinband**

1. Why did you become involved in the Civil Rights Movement?
2. Why is the Exodus story important to African Americans?
3. What is Jewish about racial equality?

## **Civil Rights Movements in Song**

We shall overcome  
We shall overcome  
We shall overcome some day  
Oh, if in our hearts, we do believe  
We shall overcome some day

When Israel was in Egypt's land  
Let my people go!  
Oppressed so hard they could not stand  
Let my people go!  
Go down Moses, way down in Egypt's land  
Tell old Pharaoh  
Let my people go!



## Michael and Andrew

### 1. POINT of the lesson!

Students will learn about two Jewish civil rights workers:  
Andrew Goodman and Michael Schwerner

### 2. PREPARATION!

Included in this lesson:

- Background information of Andrew Goodman and Michael Schwerner

Teacher will:

- Copy background information of the workers for each student

### 3. PULL-IN!

Ask: Did you ever stand up for something that was unpopular?  
What did it feel like? Were you frightened?

### 4. PRESENT MATERIAL!

- Helping to secure voting rights for African Americans was very difficult! It was a dangerous time for people who were trying to help!
- Read the biographies of Goodman and Schwerner.

### 5. PARTICIPATE!

- Pretend you are at a press conference. Choose students to be the civil rights workers and reporters. Ask and answer questions.
- Examples: Were you afraid of going down South? What made you decide to volunteer? What did you accomplish?

### 6. PERSONAL CONNECTION!

As Jews we are responsible to stand up for what is right!

## **Background Information**

In the summer of 1964 several hundred idealistic volunteers were involved in a program called the "Mississippi Summer Project." On June 20<sup>th</sup> three of these volunteers were missing. They did not show up for a scheduled meeting. They were found six weeks later, their bodies buried in an earthen dam. These three volunteers were brutally murdered before they could begin the work that they had set out to do. They wanted to help blacks to register to vote.

Of the three who were murdered, two were Jews from New York City and the third was an African American, James Chaney from Meriden, Mississippi. The two Jewish Americans were Michael Schwerner, a social worker from Manhattan and a twenty year old Queens College student, Andrew Goodman.

In 1964 Congress was close to passing a Civil Rights Bill. Some people in the South were resentful of these proposed changes, especially concerning the Right to Vote. Two of the more common practices to prevent Blacks from voting were a "voting tax" and/or a "voting test." Blacks also were often afraid to vote because they were bullied and threatened.

Alabama born, Reverend Martin Luther King set out to protest these illegal schemes. It was articles in the New York Times about King's work that inspired Andrew Goodman to join the Mississippi Project that summer. This project would eventually be known as C.O.R.E. (Congress of Racial Equality).

Andrew wanted to sign up to help Blacks gain their voting rights. He believed in the work that King was doing and in the peaceful protests and marches and non-violent sit-ins. He wanted to assure equality for Blacks! Andrew told his parents that he was going to Mississippi.

His father, Robert believed strongly in Jewish values and social action. His mother, Carolyn was a psychologist who shared in this tradition of social action. They both expressed their fears about southern violence in response to similar programs to the Mississippi Project. Some Jewish students from Brandeis University had been badly beaten in Mississippi for working for racial equality.

Andrew signed up and was accepted. Andrew Goodman was accepted because of his history of social action. When he was seventeen, he and another Jewish friend worked in West Virginia to raise awareness of poverty in Appalachia. According to those who knew and worked with Andy, there were "talkers" and there were "doers". Andrew was definitely a "doer!"

He went to Oxford, Ohio where he joined 175 Northern students to be trained in ways of dealing with, avoiding, and peacefully resolving the violence they might encounter. They were told "Some of you will be arrested, some of you will be beaten, and some of you will lose their lives."

Because he knew his parents were worried, Andrew phoned them the night before he left for Mississippi. He told them that many cars had arrived there without incident.

Michael Schwerner was one of Andy's instructors from C.O.R.E. along with his wife, Rita. When they arrived in Meriden, Mississippi, James Chaney was to help Rita set up a community center for Blacks.

The first assignment that Chaney, Schwerner and Goodman had was to investigate the burning of a church twelve miles outside of Philadelphia, Mississippi. Many African Americans attended there. C.O.R.E. believed that the church was burned to create fear and prevent Black voter registration.

Michael, Andrew and James left the church at 3:00 and were arrested soon after. They were held for investigation until 10:00 that night. Then they were released.

But, they never made it to Meriden.

Two days later, their burned station wagon was found in a swamp. There were no sign of the three workers. Almost six weeks later their bodies were recovered 6 miles outside Philadelphia, Mississippi. They had all been shot to death. The Ku Klux Klan claimed responsibility for their deaths. Schwerner was marked for death by the Klan as a civil rights worker and as a Jew.

The hope of the KKK was to terrorize any future volunteers. Their aim failed. Hundreds more volunteers went through the C.O.R.E. training during the summer of 1964.

The Civil Rights Act of 1965 was a tribute to the lives and deaths of those committed young people and to everyone who worked for the cause of freedom for all.