

Ethnic Studies Lesson 6A: Jewish American Identity

TOPICS:

JEWISH AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the historical development and impact of Jewish American culture, including its origins, traditions, and contributions to American society. (7.10)

Lesson Purpose

Students will determine what they know about Jewish American origins and culture.

Essential Questions

What do we know about Jewish Americans' origin and culture and what do we want to learn?

How has life changed for Jewish Americans in the United States over the last three hundred and fifty years?

Materials

[TED-Ed, The five major world religions](#)

[Judaism 101](#)

[Unpacked, The History of Jewish Life in America](#)

[WORKSHEET](#)

[My Jewish Learning](#)

[Jewish Virtual Library, American Zionism](#)

[International Institute for Secular Humanistic Judaism, Who is a Jew](#)

[Unit 6 KWL Chart](#)

Vocabulary

Judaism	diaspora	anti-Semitism
orthodox	Treifa Medina	Yiddish
secular	kosher	Shabbat
nativists	Torah	Zionism
Johnson-Reed Act	Sephardic	

Lesson Steps

Step 1:

- As a class, present the [unit 6 KWL Chart](#) to the class. Ask students what they already know about Jewish American history in the U.S. What do they remember about previous videos shared in this course about the formation of the Jewish religion. Replay, from minutes 2:24 to 4:19, [TED-Ed, The five major world religions](#) (video 11 minutes, 9 seconds) to remind students about the Jewish faith, or Judaism. After watching the video, note what students already know about Jewish Americans and what questions they have and would like to pursue as well on this unit's KWL chart.
- Have students watch, [Unpacked, The History of Jewish Life in America](#) (video 7 minutes, 59 seconds). As students watch, ask them to take notes on what aspects of Jewish American identity are based on religion, nationality, or culture/ethnicity. Show students this week's shared [WORKSHEET](#). Watch the video together as a class for the first 1 minute and 37 seconds. On the shared worksheet, help students see that Jewish Identity in the first 200 years of U.S history came from many different lands including Brazil, Germany, Poland, (and others) and fighting on behalf of their new country America. They also

would have liked to build a synagogue—a symbol of their religion. Let students continue watching the video and taking notes on the shared table. Stop the video frequently to review the lesson’s vocabulary.

- When students have finished watching the video, have students pair up with one other student to review their notes and continue adding to the shared worksheet. When students are done sharing, as a class, discuss what aspects of Jewish American culture are religious, based on a nation, cultural/ethnic, or other.

Step 2:

- Break students into 4 groups and have them go through the following stations for about 15 minutes each station. As students go through a station, have them look for evidence that highlights Jewish identity as a religion, nation, or culture/ethnicity. Have students continue to take notes on the shared WORKSHEET and be careful to cite their sources.
 - [Judaism 101](#)
 - [My Jewish Learning](#)
 - [Jewish Virtual Library, American Zionism](#)
 - [International Institute for Secular Humanistic Judaism, Who is a Jew](#) (video 3 minutes, 14 seconds).
- When students have completed their stations, as a class, have groups share their notes. Help students to see that American Jewish identity is complicated, has a long history and is constantly changing.

Step 3:

- As a class, ask students this lesson’s questions, “What do we know about Jewish American culture and what do we want to learn?” Also ask this unit’s question, “How has life changed for Jewish Americans over the last 350 years?” Make note of what was learned on this unit’s KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time allows and for homework, have students select an individual from [American Jewish Committee: Amazing Jewish Americans](#). As students select an individual, they should write a long paragraph on how this individual exemplifies Jewish American identity.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Glazer, Nathan, and Daniel P. Moynihan. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City*. M.I.T. Press, 1963.

Kedourie, Elie. *Nationalism*. 4th ed., Wiley-Blackwell, 1993.

Sowell, Thomas, “Are Jews Generic?” In *Black Rednecks and White Liberals*. Encounter Books, 2005, pp. 65-110.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 69 - 99.

Sowell, Thomas. *Middleman Minorities*. Thomas Sowell TV. <https://www.youtube.com/watch?v=-GWzzBm4ixQ&t=48s>

Thomas Sowell. *Jewish Success*. Thomas Sowell TV. <https://www.youtube.com/watch?v=LXn2eD34Jnw&t=39s>

[Library of Congress: From Haven to Home: 250 Years of Jewish Life in America](#)

Sowell, Thomas. *Migrations and Cultures*. Basic Books, 1997, chap. 6, pages 234-308.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies Lesson 6B: Jewish American Secularism

Topics: Jewish American History

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment:

Themes:

- 1) Identity
- 2) History and Movement

Values and Principles:

- 1) Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC)
- 2) Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth
- 3) Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society

California English and Social Science Standards Alignment:

English Language Arts Standards (11th and 12th Grade):

Reading: Informational Text (RI.11-12)

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RI.11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards (Grades 9-12)

Grade Levels: 11-12

Time: 1 ½ hours

Lesson Purpose:

Students will research Jewish American faith and secularism and its impact on American culture.

Essential Questions:

How has American Jewish faith and secularism impacted American culture?

How has life changed for Jewish Americans in the United States over the last three hundred and fifty years?

Materials:

[Unpacked, A Jewish American Tale: The Jewish Story](#)

[Pew Research Center: Jewish Americans in 2020](#)

[Pew Research Center - Jews in US are far less religious than Christians and Americans overall](#)

[Pew Research Center: 10 key findings about Jewish Americans](#)

[Pew Research Center: Jewish attitudes towards Israel](#)

6A: Support KWL Chart

Vocabulary:

Xenophobia Secular Israel	anti-Semitism pogroms	Johnson-Reed Act Sephardic Ashkenazi Mizrahi
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Lesson Steps:

- **Step 1:** As a class, ask students what secular means and why Jewish Americans may have moved into aspects of secular life in America. As a class, watch [Unpacked, A Jewish American Tale: The Jewish Story](#) (video 7 minutes, 49 seconds). As students watch, have them take notes on what aspects of American life led Jewish Americans to move towards or away from their Jewish identity, American identity or Jewish American identity. Watch the first 2 minutes and 15 seconds of the video and work as a class to fill in aspects of Jewish American culture in the three spheres of identity on 6B: Support Worksheet. Stop the video frequently to review vocabulary. As a class, have the students watch the remainder of the video and take notes on the worksheet.

When students have finished watching the video, have each student meet with a partner to review their notes. As a class, have pairs share their notes on the shared document.

- **Step 2:** Ask students what they already know about Jewish American secular culture. Help students understand that even though a large percentage of American Jews do not attend religious ceremonies regularly, their shared culture stems from their religion. Break students into four groups in order to move through four stations. Student groups should take about 15 minutes per station and should create a classroom expert poster on one of the following areas of culture: 1) Food, 2) Holidays and Events, 3) Religious Observance, and 4) Attitudes towards the country of Israel. As students move through the stations in order to find information on their expert area they should be careful to cite the source of their information. (In longer articles, students should focus on the available graphs for condensed information.)

- [Pew Research Center: Jewish Americans in 2020](#)
- [Pew Research Center—Jews in U.S. are far less religious than Christians and Americans overall](#)
- [Pew Research Center: 10 key findings about Jewish Americans](#)
- [Pew Research Center: Jewish attitudes towards Israel](#)
- [My Jewish Learning: Mizrahi Jews](#)

When students have completed their posters, have the class walk the room gallery style and put sticky notes with their questions on the posters. As a class, have groups present their posters.

- **Step 3:** As a class, ask students this lesson's questions, "How has American Jewish faith and secularism impacted American culture?" Also ask this unit's question, "How has life changed for

Jewish Americans over the last 350 years?” Make note of what was learned on this unit’s KWL chart - along with additional questions.

Essential Question Assessment, Application, Action, and Reflection:

As time allows and for homework, have students watch [5 Mind-Blowing Differences Between Sephardic and Ashkenazi Jews \(video 8 minutes, 26 seconds\)](#). As students watch, have them take notes to answer the question, “What aspects of Sephardic and Ashkenazi Jewish culture have become part of the fabric of American culture?”

Additional Readings and Resources:

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 69 - 99.

Ginsberg, Benjamin. *The Fatal Embrace: Jews and the State*. University of Chicago Press, 1993.

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Ethnic Studies Lesson 6C: Jewish Americans and Anti-Semitism

TOPICS:

JEWISH AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Social Movements and Equity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Center and place high value on the precolonial ancestral knowledge, narratives, and communal experiences of Native People/s and people of color and groups that are typically marginalized in society.
4. Challenge racist, bigoted, discriminatory, and imperialist/colonial beliefs and practices on multiple levels.
5. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues or problems the author addresses. (RI.11-12.6)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Investigate and recognize the historical patterns of antisemitism, including the origins, methods, and consequences of discrimination, persecution, and violence against Jewish communities. (11.3)

Lesson Purpose

Students will become aware of dangerous and pervasive antisemitic tropes that have been used throughout history.

Essential Questions

How have antisemitic tropes been used throughout history to discriminate against and terrorize Jews?

How has life changed for Jewish Americans in the United States over the last three hundred and fifty years?

Materials

[Anti-defamation League: Antisemitic Attitudes in the USA](#)

[Anti-defamation League: Antisemitism Uncovered](#)

[Myth: Jews Have Too Much Power](#)

[Myth: Jews are Disloyal](#)

[Myth: Jews are Greedy](#)

[Myth: Jews Killed Jesus](#)

[Myth: Jews Use Christian Blood for Religious Rituals](#)

[Myth: The Holocaust Didn't Happen](#)

[Myth: Anti-Zionism or Criticism of Israel is Never Antisemitic](#)

[Unit 6 KWL Chart](#)

Vocabulary

anti-Semitism

tropes

stereotype

Holocaust

propaganda

Lesson Steps

Step 1:

- As a class, ask how racism has shown itself in other units that have been studied in this class. Remind students also that Jews can come from many different areas of the world and that Jewish identity is

based on a mix of religious, ethnic, and cultural factors. Bigotry against Jewish people is generally called anti-Semitism.

- As a class, use popcorn, round robin, or other group reading strategy to read [Anti-defamation League: Antisemitic Attitudes in the U.S.A.](#) As students read, have them take notes on what common stereotypes or tropes have historically been used against the Jews. Students should also note how the country of Israel is often held to a higher moral standard than other autonomous countries. Students should also recognize that criticizing Israel's government is different from anti-Zionism. Students should be able to comment on how attempting to discredit Israel can be a form of anti-Semitism.
- When students have completed their notes, they should pair with other students and compare notes. As a class, discuss their notes. Students should notice that the poll will come out again in 2024, and it will be interesting to see how the numbers compare to this last poll.

Step 2:

- Break students into 6 groups and have students research each of the historical stereotypes used in antisemitism. Have students read and watch [Anti-defamation League: Antisemitism Uncovered](#). The clickable links to the 6 tropes are at the top of the page and half way down the page under Antisemitic Myths. Students should create a t-chart poster that lists the stereotypes on the left, and the arguments against the stereotype on the right. Students can do additional reading and watch the inserted, short videos.
 - [Myth: Jews Have Too Much Power](#)
 - [Myth: Jews are Disloyal](#)
 - [Myth: Jews are Greedy](#)
 - [Myth: Jews Killed Jesus](#)
 - [Myth: Jews Use Christian Blood for Religious Rituals](#)
 - [Myth: The Holocaust Didn't Happen](#)
- When students have completed their posters, have students go around the room gallery style and put their sticky note questions on the posters. Have student groups share their posters to the class. Have the class watch the following video (2 minutes, 27 seconds) and help to take class notes on a final T-chart as a class. How can anti-Zionism be a form of antisemitism?
 - [Myth: Anti-Zionism or Criticism of Israel is Never Antisemitic](#)

Step 3:

- As a class, ask students this lesson's questions, "How have antisemitic tropes been used throughout history to discriminate against and terrorize Jews?" Also ask this unit's question, "How has life changed for Jewish Americans over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students read Anti-defamation League: Learn to Never Forget as well as Pew Research Center: What Americans Know About the Holocaust. While reading, students should take notes in order to rate their understanding of the Holocaust on a scale from 1-5. Students can choose to create a rating scale for future classes with suggestions for improving their ranking or work on a plan to increase their own understanding. These options should be delivered in a long paragraph. Students can use the following resources to develop their plan for continued learning:

- [United States Holocaust Memorial Museum: Learn About the Holocaust](#)
- [Jewish Book Council: Holocaust Books for Young Adults](#)
- [Anti-defamation League: Books Matter: Children's & Young Adult Literature](#)

Additional Readings and Resources

Evers, Williamson M. Recommended Readings on Anti-Semitism. Independent Institute. <https://www.independent.org/issues/article.asp?id=13206>

Okrent, Daniel. *The Guarded Gate: Bigotry, Eugenics, and the Law That Kept Two Generations of Jews, Italians and Other European Immigrants Out of America*. Scribner, 2019.

Sowell, Thomas. "Are Jews Generic?" In *Black Rednecks and White Liberals*. Encounter Books, 2005, pp. 65-110.

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 69 - 99.

Ginsberg, Benjamin. *The New American Anti-Semitism*. Independent Institute, 2024.

Saunders, Daniel G., "The Nazis Weren't 'White Supremacists' and Why It Matters," *The Times of Israel*, June 3, 2024. <https://blogs.timesofisrael.com/the-nazis-werent-white-supremacists-and-why-it-matters/>

Friedman, Daniel. "Antiracism, Anti-Semitism, and the False Problem of Jewish Success." *Quillette*, www.quillette.com. (Pay-for-view)

[Independent Institute: Readings on Antisemitism](#)

[Stand With Us: Nexus Definition of Antisemitism](#)

[Nexus Project: The Nexus Document](#)

Dinnerstein, Leonard. *The Leo Frank Case*. University of Georgia Press, 1987

Woodward, C. Vann. *Tom Watson Agrarian Rebel*, 1938.

Primary sources on Tom Watson and the Leo Frank case: <https://archive.org/details/AgrarianRebel1938BiographyOfTomWatson>

<https://www.h-net.org/reviews/showrev.php?id=9213>

[Anti-defamation League; Learn to Never Forget](#) as well as [Pew Research Center: What Americans Know About the Holocaust](#)

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Ethnic Studies Lesson 6D: Jewish American Civil Rights Effectiveness

TOPICS:

JEWISH AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values and Principles Alignment

Themes:

1. Identity
2. History and Movement
3. Social Movements and Equity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).
2. Celebrate and honor Native People/s of the land and communities of Black, Indigenous, and People of Color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth.
3. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):

Reading—Informational Text (RI.11-12)

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. (RI.11-12.6)

Writing—(W.11-12)

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W 11-12.2)

Social Sciences Standards (11th and 12th Grade):

History-Social Science Content Standards—(Grades 9-12)

Analyze the impact of social movements and reforms on changing societal norms and policies. (11.10)

Analyze the impact of landmark Supreme Court cases and legislation on the advancement of civil rights and liberties. (12.5)

Lesson Purpose

Students will investigate the history of Jewish American involvement in civil rights and determine the effectiveness of these efforts on lessening anti-Semitism in the United States.

Essential Questions

How have Jewish Americans been involved in the civil rights movement and how effective have their efforts been in lessening anti-Semitism in the United States?

How has life changed for Jewish Americans in the United States over the last three hundred and fifty years?

Materials

[Miami Jewish Film Festival: Shared Legacies: The African American Jewish Civil Rights Alliance Movie Trailer](#)

[Office of Public Affairs: US Department of Justice: Justice Department Recognizes Jewish American Heritage Month](#)

[ADL Our History](#)

[ADL: Six Facts About Threats to the Jewish Community](#)

[Anti-Defamation League: Who We Are](#)

[Anti-Defamation League: Our Mission and History](#)

[Anti-Defamation League: Six Facts About Threats to the Jewish Community](#)

[Unit 6 KWL Chart](#)

Vocabulary

Rabbi Abraham Joshua
Heschel

Anti-Defamation League

Arthur J. Goldberg
Freedom Riders (Rabbi Israel
Dresner, Rabbi Allen Secher)

Lesson Steps

Step 1:

- As a class, ask students what they know about Jewish involvement in the American civil rights movement of the 1960's and 1970's. Have students watch: [Miami Jewish Film Festival: Shared](#)

[Legacies: The African American Jewish Civil Rights Alliance Movie Trailer](#) (video 3 minutes, 38 seconds). As students watch, have them take notes on what the motivators were for Jewish involvement in the African American civil rights movement.

- When students have finished watching, have them pair with another student to discuss their notes. Have the pairs of students read, [Office of Public Affairs: US Department of Justice: Justice Department Recognizes Jewish American Heritage Month](#). As students read, they should look for at least six facts from the article that provide additional evidence of Jewish involvement in racial as well as religious civil rights. When students have completed their notes, have the pairs meet with another pair to discuss their video facts as well as their reading notes.
- As a class, have the groups share their facts and discussion. Have students add what was learned to this unit's KWL chart along with the proper citations.
- [ADL Our History](#)
- [ADL: Six Facts About Threats to the Jewish Community](#)

Step 2:

- As a class, ask students if they read in the previous article about organizations that work against anti-Semitism in the United States. Did they read about the Anti-Defamation League, the American Jewish Congress, the American Jewish Committee, the National Council for Jewish Women, and the Muslim-Jewish Advisory? As a class, use a group reading strategy such as round robin or popcorn to read [Anti-Defamation League: Who We Are](#). As students listen, have them take bullet point notes on the role of the ADL. When the reading is complete, as a class, have students share their notes.
- Break the students into seven groups. Let students know they will be researching the ADL's major actions during different periods of its history. Have students read [Anti-Defamation League: Our Mission and History](#). As students read, they should take notes in order to create a large chart paper that showcases 6-7 highlights of ADL actions during each time period. The seven groups should include:
 - 1910-1940's
 - 1950 - 1970's
 - 1980's
 - 1990's
 - 2000's
 - 2010's
 - 2020's
- When students have completed their posters, have the class walk through the classroom gallery style and put questions or comments they have on sticky notes and place them on the posters. Have groups present their posters to the class and answer the class questions

Step 3:

- As a class, ask students if they believe anti-Semitism is still a problem in the United States. As a class use a group reading strategy such as round robin or popcorn to read [Anti-Defamation League: Six Facts About Threats to the Jewish Community](#). For points 5 and 6, students can take a few minutes to read a sampling of those instances to themselves. As students read, they should take notes on facts that are new or surprising to them. When students have completed their reading, have students share their insights with the class. Ask students what can be done to keep cycles of anti-Semitic violence down. What role does education play?

Step 4:

- As a class, ask students this lesson's questions, "How have Jewish Americans been involved in the civil rights movement and how effective have their efforts been in lessening anti-Semitism in the United States?" Also ask this unit's question, "How has life changed for Jewish Americans over the last 350 years?" Make note of what was learned on this unit's KWL chart—along with additional questions.

Essential Question Assessment, Application, Action, and Reflection

Ask students to complete an essay (either five paragraphs or longer) summarizing their learning regarding the question "How has life changed for Jewish Americans over the last three hundred and fifty years?" All students should have access to the KWL chart for this unit, and all students should cite the sources of their information accurately.

Additional Readings and Resources

Bernstein, David E. *Classified: The Untold Story of Racial Classification in America*. Bombardier, 2022.

Marks, Gary, and Seymour Martin Lipset. *It Didn't Happen Here: Why Socialism Failed in the United States*. Chapter Four: "Immigrants and Socialism: Double-Edged Effects."

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, pages 69 - 99.

[PBS: Rabbi Abraham Joshua Heschel](#) (video 9 minutes, 37 seconds)

[CBS News: The rabbi who spoke out for civil rights in American](#), Rabbi Joachim Prinz (video 2 minutes, 31 seconds)

[PBS: The Freedom Riders](#) (video 4 minutes, 48 seconds)

[Penn Today: Then and Now: Black-Jewish Relations in the Civil Rights Movement](#)

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