

Eastern European Jews: Freedom and Citizenship



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Grades 6-8

Eastern European Jews: Freedom and Citizenship

As students work through the activities in this unit they will develop their skills as history detectives and learn some of the reasons that Eastern European Jews left their homelands for a new life in the United States, as they answer the question, “Why was the image, ‘A Happy New Year’ created?” They will study the image along with a selection of primary and secondary sources to develop a document based response to the question. Students will gain insight into why Russian Jews left their homeland and immigrated to the United States and the steps they took to become citizens.

The varied learning experiences are designed to activate and utilize students’ multiple intelligences, while providing intellectual challenges at multiple levels of cognitive complexity.

Modifications for English language learners and/or special education students include, but are not limited to:

1. Glossary of unfamiliar words found in the texts
2. Handwriting chart(s) to help transcribe script
3. Highlighted print out of longer sections of reading (such as appear in Activities #3 and #4)
4. Simplified or restructured Activities assigned
5. Bi-lingual dictionary or phrase book
6. Graphic organizer for use as a pre-writing tool for the final project

Standards [new page]

Standards addressed in this unit:

Rhode Island Grade Span Expectations for Civics & Government and Historical Perspectives
C&G 5 (5-8)– 1, 5 (5-8) - 2 **HP (5-8) -1**

Massachusetts History and Social Science Curriculum Framework

USH.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

Seminal Primary Documents to Read: Emma Lazarus, “The New Colossus” (1883)

Massachusetts English Language Arts Curriculum Framework

Standard 2.4, 4.17, 4.20, 8.22, 8.24, 8.25, 8.26, 9.4, 9.5, 13.17, 13.21, 13.22

Objectives

Students will be able to describe the causes of the immigration of Eastern European Jews in the early twentieth century, and describe the steps immigrants took to become citizens. Students will act as historians by using primary documents to understand specific accounts of human activity, and answer historical questions. Students will evaluate information and draw inferences from Rhode Island and world history.

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Overview of Lesson

Materials needed: Print outs and rubrics as listed with each activity, large index cards, pencils, paper, image 'Happy New Year!' found at:
<http://www.loc.gov/exhibits/haventohome/images/hh0052s.jpg>

Length of lesson: 180 minutes

Step by Step Instructions:

1. Hand out large index card to the class. Before projecting the postcard image, tell the class that they will observe the image two ways: first they will sketch it onto the blank side of the card (silently) for three minutes. At the end of three minutes, they will turn the index card over and use the lined side to describe the image in words and phrases. Artistic skill and grammar are not important, the goal is to observe the image closely and note the details.
2. After the 6 minutes of observation, ask the students to stop writing and discuss the image as a class using visual thinking strategies <http://www.vtshome.org>.
3. Write the title and date of this LOC image on the board. Instruct the students to copy the textual information onto their index card. Challenge them to consider this new information, along with their observations, and attempt to interpret the image.
4. Tell the students that their job is to individually, or with partners, develop a hypothesis in response to the question, "Why was this image created?" They will use teacher-provided external evidence in the form of primary documents to refine their hypothesis.
5. Tell students that the instructor will assess their work on this project using the guide below.
 - Student** – follows directions, seeks clarification when needed
 - Master** – follows directions, seeks clarification when needed, presents findings and/or tackles problem with interest in the larger goal
 - Scholar** – follows directions, asks questions when something is not clear, presents findings and/or tackles problems with interest in the larger goal; passes along his/her skill and knowledge
6. Set up centers with the materials needed for activities #1-5. At each, include a copy of the reference chart, 'Jewish Modern and American History Chart'.
7. Students move through each center, completing activities #1-5 and saving their work.
8. Students work independently on their final project, Activity #6.

Activity # 1. Emma Lazarus' handwritten sonnet, 'The New Colossus'

Materials needed: Writing paper, dictionary and/or thesaurus, computer with youtube video loaded, document printed:

<http://www.loc.gov/exhibits/haventohome/images/hh0041s.jpg>



Students work with one or two partners as each student transcribes the poem. Next, they identify the line in this poem that is beloved by many immigrants and highlight it on their transcription. After transcribing the poem and highlighting the key verse, students can check their work by listening to this youtube video:

<http://www.youtube.com/watch?v=E4wYFs5F76E>

If they need to make any corrections to their transcription, they should do so.

Using only the text of the sonnet and a dictionary/thesaurus, each student is to answer the following questions

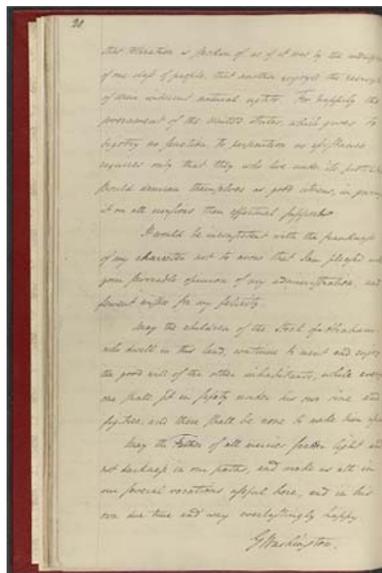
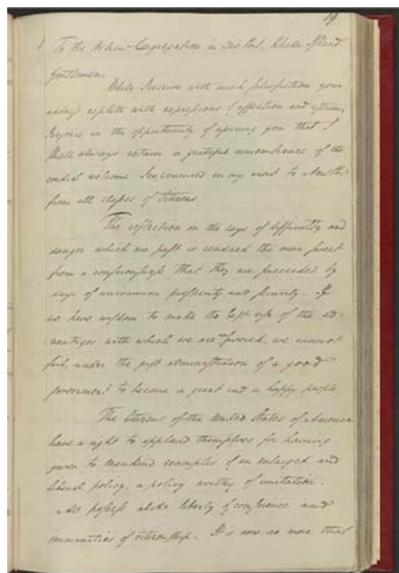
1. Who wrote this sonnet? What year was it written?
2. What occasion was this sonnet written for? How do you know this from the text?
3. Who did the poet want to read this sonnet?
4. Why does she want people to hear her message?
5. What is the general topic?

Activity # 2. George Washington's letter to Moses Seixa on behalf of the Newport Hebrew Congregation.

Materials needed: Writing paper, dictionary and/or thesaurus, print document, pages 1 and 2 at:

<http://www.loc.gov/exhibits/haventohome/images/hh0006ap1s.jpg>

<http://www.loc.gov/exhibits/haventohome/images/hh0006ap2s.jpg>



Students may subdivide the two pages of this letter, working cooperatively in a larger group, while each student participates in transcribing the handwritten text. Each student will create their own copy of the complete text. After it is transcribed, students identify the line in this letter that summarizes why many persecuted immigrants have come to the United States and highlight it on their transcription.

Using only their transcription of the letter and a dictionary/thesaurus, each student is to answer the following questions:

1. Who wrote this letter? What year was it written?
2. What prompted the author to write this letter?
3. Who is this letter written to?
4. What words or phrases show the attitude of the author?
5. What is the general topic?

3. The Bilingual Yiddish-English Constitution of the United States and the Declaration of Independence, published in 1892

Materials needed: paper, document title page at:

<http://www.loc.gov/exhibits/haventohome/images/hh0072s.jpg>



Using only the title page of this document, each student is to answer the following questions:

1. Who produced this document?
2. What time and place was this produced?
3. Who are the readers to whom this piece is directed?
4. What is the purpose of this document?
5. What two documents are translated?

Activity #4 Photo of Robert Levine and the US Citizenship and Immigration Services: Citizenship for Military Members

Materials needed: Print out of Robert Levine's photo and chart on page 10, writing paper, computer with website open at the US Citizenship and Immigration Services: Citizenship for Military Members:

<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=ce613e4d77d73210VgnVCM100000082ca60aRCRD&vgnnextchannel=ce613e4d77d73210VgnVCM100000082ca60aRCRD>



Using only these two documents and a dictionary/thesaurus, each student is to complete the chart found on page 10.

Complete the following chart (short answer):

	Robert Levine US Army, 1917	Citizenship for Military Members
Type of document: photograph, newspaper, website, broadside, letter, etc.		
What was going on at the time this document was produced?		
What year was the document produced?		
Who is the intended audience for this document?		
What is the purpose of this document?		

Reflection (minimum - 3 sentences): Why might Robert Levine have enlisted in the US Army in 1917? Use information found in these documents to support your answer.

Activity #5 To Enjoy American Opportunities, Become An American Citizen, printed 1917

Materials needed: writing paper, broadside found at:

<http://www.loc.gov/pictures/resource/cph.3g03808/>



Using only this document, each student is to answer the following questions:

1. Who is the speaker in this document? Is there bias in this text? You must be able to cite evidence from the text to support your answer.
2. What was going on in 1917 when this broadside was printed? What is the context?
3. Who is the audience the document was created for and how do you know?
4. What is the purpose of this document? How does imagery, color and composition help to communicate the author's message?
5. What is the main idea of this document?

Activity #6 Happy New Year! Printed between 1900 and 1920

Materials needed: Each student will need their index card from the introductory lesson and written materials from Activities #1-5, a writing implement and writing paper. Print out of document at: <http://www.loc.gov/exhibits/haventohome/images/hh0052s.jpg>



Students respond individually to the following question, “Why do you believe that the image, ‘Happy New Year!’ was created?” In their well written, thoughtful response, they are to hypothesize:

1. Who might have produced this image
2. Where and when might this have been produced
3. Who was the intended audience for this work
4. What was the purpose for creating this image
5. What idea(s) was the image created to communicate

Student support their response by referring to specific information and/or quotes taken from the image itself and the six additional documents explored in this lesson.

Unit Assessment Instrument:

Students respond individually to the question, “Why do you believe that the image, ‘Happy New Year!’ was created?” In their well written, thoughtful response, they hypothesize:

1. What group of people might have produced this image
2. Where and when this might have been produced
3. Who the intended audience for this work was
4. What the purpose for creating this image was
5. What big idea(s) the image was created to communicate

Student support their response by referring to specific information and/or quotes taken from the image itself and the six additional documents explored in this lesson.

Objectives	Low Performance 1 point	At/below average 2 points	At/above average 3 points	Exemplary Performance 4 points
Response to Question	1 point A somewhat well written, thoughtful response that answers four of the five questions.	2 point A somewhat well written, thoughtful response that answers all five questions.	3 points A well written, thoughtful response that answers all five questions in a general way.	4 points An articulate, well reasoned, thoughtful response that articulately answers all five questions.
Effectiveness of the documents chosen to support the Response	1 point The specific information and/or direct quotes from the image and six additional documents loosely support the student’s response to the question.	2 points The specific information and/or direct quotes from the image and six additional documents somewhat support the student’s response to the question.	3 points The specific information and/or direct quotes from the image and six additional documents generally support the student’s response to the question.	4 points The specific information and/or direct quotes from the image and six additional documents effectively support and reinforce the student’s response to the question.
Score:				

The 'student' designation in the following rubric specifies the minimum threshold a student must meet to receive a passing grade.

Student – follows directions, seeks clarification when needed, has completed each activity satisfactorily, hands in work for all six activities and earns a 4 or higher on the final project.

Master – follows directions, seeks clarification when needed, presents findings and/or tackles problem with interest in the larger goal, has completed each activity in a way that demonstrates understanding, hands in work for all six activities in order and earns a 6 or above on the final project.

Scholar – follows directions, asks questions when something is not clear, presents findings and/or tackles problems with interest in the larger goal; passes along his/her skill and knowledge, has completed each activity in a way that demonstrates understanding of the larger picture and how the details fit into it, hands in all of the required paperwork in order and earns a 7 or higher on the final project.

Sources:

Lesson Overview: A Happy New Year! From the Library of Congress Haven to Home Exhibit. Accessed August 13, 2010 <http://www.loc.gov/exhibits/haventohome/images/hh0052s.jpg>

Lesson Overview: Visual Thinking Strategies. Accessed August 6, 2010 <http://www.vtshome.org>

Activity #1 Emma Lazarus 'Colossus.' From the Library of Congress Haven to Home Exhibit. Accessed August 10, 2010. <http://www.loc.gov/exhibits/haventohome/images/hh0041s.jpg>

Activity #1 You tube video, Statue of Liberty Poem. Accessed August 6, 2010. <http://www.youtube.com/watch?v=E4wYFs5F76E>

Activity #2 George Washington's letter to Moses Seixas on behalf of the Newport Hebrew Congregation. From the August 7, 2010 Library of Congress Exhibition: From Haven to Home, August 7, 2010. <http://www.loc.gov/exhibits/haventohome/images/hh0052s.jpg>

Activity #3 The Bilingual Yiddish-English Constitution of the United States and Declaration of Independence. From the Library of Congress Exhibition: From Haven to Home, <http://www.loc.gov/exhibits/haventohome/images/hh0072s.jpg>

Activity #4 The photograph of Robert Levin, United States Army, 1917 from the Museum of Work and Culture, Woonsocket, Rhode Island.

Activity #4 United States Citizenship and Immigration Services: Citizenship for Military Members. <http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnnextoid=ce613e4d77d73210VgnVCM100000082ca60aRCRD&vgnnextchannel=ce613e4d77d73210VgnVCM100000082ca60aRCRD>

Activity #5 To Enjoy American Opportunities, Become An American Citizen. From the Library of Congress, Haven to Home Exhibit. Accessed August 6, 2010 <http://www.loc.gov/pictures/resource/cph.3g03808/>

Activity #6 A Happy New Year! From the Library of Congress, Haven to Home Exhibit. Accessed August 13, 2010 <http://www.loc.gov/exhibits/haventohome/images/hh0052s.jpg>

Other Reference Material:

1. S.O.A.P.S. Tone Document Analysis Sheet. Accessed August 9, 2010.
http://arch.k12.ar.us/apush/files/SOAPSTONE_Description.pdf

English Mr. Tadeja

S.O.A.P.S. Tone Document Analysis

The SOAPS Tone Document Analysis allows students to trace an examination of a document using the seven components listed. This approach to analysis is relevantly used in poetry, speeches, short stories, newspaper articles, and countless other documents. Oftentimes, this approach is introduced to AP students at the high school level. However, in this case, this approach is used in my classroom on all levels to stimulate and “prove” student’s point in analyzing particular documents. Remember, all components of this approach **MUST** be supported from the text and **MUST** be backed up by the words from the text.

Speaker

Who is the speaker who produced this piece? What is their background and why are they making the points they are making? Is there a bias in what was written? You must be able to cite evidence from the text that supports your answer. No independent research is allowed on the speaker. You must “prove” your answer based on the text.

Occasion

What is the Occasion? In other words, the time and place of the piece. What promoted the author to write this piece? How do you know from the text? What event led to its publication or development? It is particularly important that students understand the context that encouraged the writing to happen.

Audience

Who is the Audience? This refers to the group of readers to whom this piece is directed. The audience may be one person, a small group or a large group; it may be a certain person or a certain people. What assumptions can you make about the audience? Is it mixed racial/sex group? What social class? What political party? Who was the document created for and how do you know? Are there any words or phrases that are unusual or different? Does the speaker use language specific for a unique audience? Does the speaker evoke God? Nation? Liberty? History? Hell? How do you know? Why is the speaker using this type of language?

Purpose

What is the purpose? Meaning, the reason behind the text. In what ways does he convey this message? How would you perceive the speaker giving this speech? What is the document saying? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What words or phrases show the speaker’s tone? How is the document supposed to make you feel? This helps you examine the argument or its logic.

Subject

What is the subject of the document? The general topic, content, and ideas contained in the text. How do you know this? How has the subject been selected and presented? And presented by the author?

Tone

What is the attitude of the speaker based on the text? What is the attitude a writer takes towards this subject or character: is it serious, humorous, sarcastic, ironic, satirical, tongue-in-cheek, solemn, objective. How do you know? Where in the text does it support your answer?

2. Jewish Modern and Contemporary Periods. Accessed on August 10, 2010, selective dates included for this project.

<http://www.jewishvirtuallibrary.org/jsource/History/modtimeline.html>



Jewish Modern and Contemporary Periods

(ca. 1700-1917)

1700	Jewish population in America numbers approximately 250.
1740	England grants naturalization rights to Jews in the colonies.
1753	Parliament extends naturalization rights to Jews resident in England .
1775	Frances Salomon elected to South Carolina Provisional Congress; the first Jew to hold elected office in America.
1776	United States Declaration of Independence.
1775-1781	American Revolution; religious freedom guaranteed.
1788	Ratification of the U.S. Constitution means Jews may hold any federal office.
1790	Jews of Newport, Rhode Island welcome President George Washington. George Washington writes letter to Jewish community proclaiming religious liberty.
1801	The first American Jewish orphan care society established in Charleston, South Carolina.
1808	Polonies Talmud Torah, the first Jewish school on record in the United States established in New York.
1827	Reinterpretation of Russia's Conscription Law mandates 31 years of military service for Jews, beginning at age 12.
1830	German Jews begin to immigrate to America in substantial numbers.
1841	David Levy Yulee of Florida elected to the United States Senate, the first Jew in Congress.
1843	B'nai B'rith is organized, the first secular Jewish organization in the United States.
1844	Lewis Charles Levin was the first Jew elected to the U.S. House of Representatives.

1849-1887	American poet whose "New Colossus" was inscribed on the Statue of Liberty: Emma Lazerus .
1852	Mount Sinai, the first Jewish Hospital in the United States is founded by a group of mostly German Jewish immigrants.
1860	Morris Raphall is the first rabbi to offer prayers at the opening session of Congress.
1862	Jacob Frankel is appointed first Jewish chaplain in the United States Army.
1867	First rabbinical school in America, Maimonides College, is founded in Philadelphia.
1868	Benjamin Disraeli becomes prime minister of Great Britain — and the first prime minister of Jewish descent in Europe.
1871	First Yiddish and Hebrew newspaper in America is published.
1871	The first American kosher cookbook, <i>Jewish Cookery Book</i> , by Esther Jacobs Levy is published.
1881	Start of mass migrations of eastern European Jews.
1881	May Laws restricting the movements and conduct of Jews are enacted in Russia.
1881	The word "pogrom" enters the English language, as Russian mobs begin a series of violent attacks against Jews and their property.
1886	Etz Chaim, the first yeshiva for Talmudic studies in the United States, established in New York.
1887	Jewish Theological Seminary opens in New York and, later, becomes the intellectual center of the Conservative movement.
1891	Grand Duke Segai orders the expulsion of 14,000 Jewish families living in Moscow. Those who refuse to convert or become prostitutes are sent to the Pale of Settlement .
1891	Christian Zionist William E. Blackstone and 413 prominent Americans petition President Benjamin Harrison to support resettlement of Russian Jews in Palestine.
1891	Baron de Hirsh donates 2 million pounds and establishes the Jewish Colonial Association in order to resettle 3 million Russian Jews in agricultural areas in other countries.
1894-1917	Last Russian Czar, commissioned what became the anti-Semitic " Protocols of the Elders of Zion ," Nicholas II.
1902	Russian Jews organize U.S.-based Hebrew Immigrant Aid Society to serve as counselors, interpreters, attorneys, etc.
1903	Kishinev massacre increases Jewish exodus from Russia.
1903-1907	500,000 Jews flee Russia, 90% go to the United States.
1911-1913	Russian neurologist Sikowsy testifies that Jews use Christian blood for ritual purposes in the Beilis Trial (Russia).
1912	United States abrogates treaty of 1832 with Russia because of Russia's refusal to honor passports of Jewish Americans.
1914	Joint Distribution Committee of American Funds for the Relief of Jewish War

	Sufferers is established.
1914-1919	World War I.
1914	During First World War, Russian forces in retreat drive 600,000 Jews from their homes.
1914	American Jewish Relief Committee established to distribute funds to needy Jews; it later combined with other Jewish relief organizations to become the Joint Distribution Committee.
1915	The Anti-Defamation League (ADL) is created in the wake of the Leo Frank Affair.
1915	Leo Frank, a southern American Jew falsely convicted of murdering a 14 year-old girl is hung by a lynch mob.
1916	Louis Dembitz Brandeis is first Jew appointed to the Supreme Court.
1916	Germany accuses Jews of evading active service in WWI, despite 100,000 Jews serving, 12% higher than their population ratio.
1917	As WWI comes closer to Tel-Aviv and Jaffa, the Turkish Governer of Jaffa orders all Jews to leave Tel-Aviv and Jaffa.
1917	Jews granted full rights in Russia.
1917	Russian Revolution breaks out, heavy fighting in the South and West, where over 3 million Jews live. Over 2000 pogroms took place, claiming the lives of up to 200,000 Jews in the next three years.
1917	The United States declared war on Germany. Appoximately 250,000 Jewish soldiers (20% of whom were volunteers) served in the U.S. Army, roughly 5.7% while Jews only made up 3.25% of the general American population.
1917	The Jewish Welfare Board is created and serves the social and religious requirements of Jewish soldiers; expands after the war.