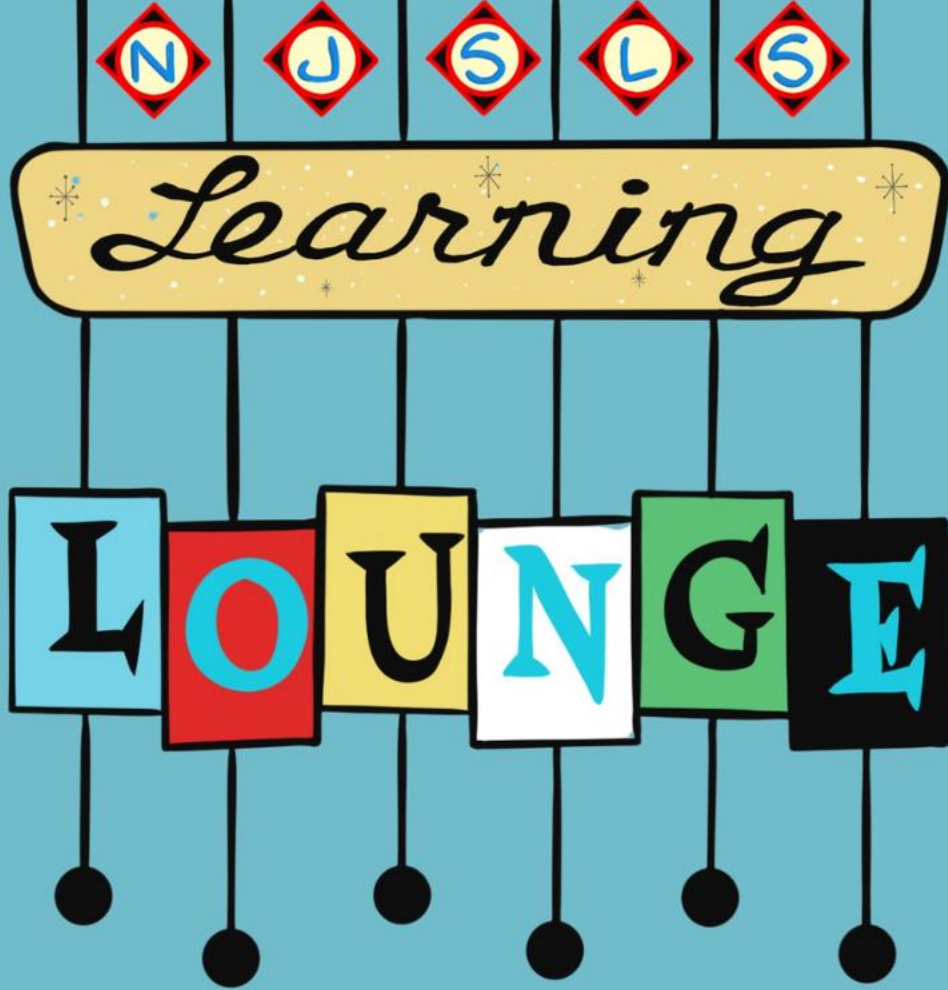


As we wait for our
Learning Lounge to begin,
please use the chat to share the
subject you teach, the grade
level(s), and what brings you
joy in your current teaching
assignment.

Division of Teaching and Learning
Services

Office of Standards





More Than Just a Month:

Integrating
*Jewish American
History*
into the K-12 Social
Studies Curriculum

Division of Teaching and Learning
Services

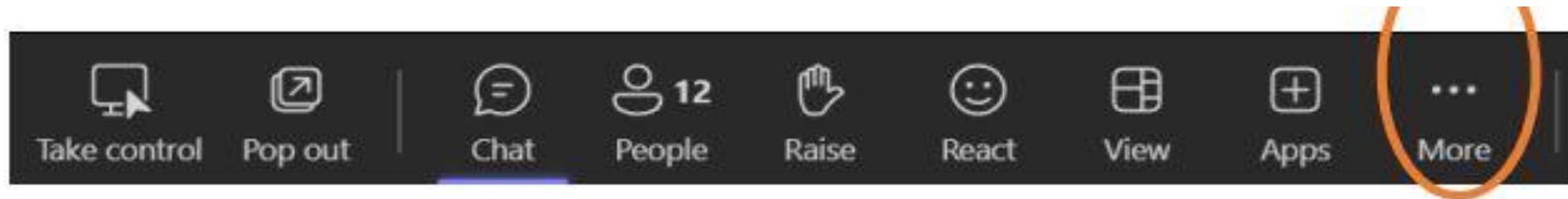
Office of Standards



To turn on live captions:



- Once you enter a Teams meeting or webinar, at the top of your screen, find the three dots with “more” written underneath.



- Go to “Language and Speech” and click on “Turn on live captions”.



On today's Learning Lounge...



- Ashley Woolsey-Greene (she/her), Social Studies coordinator, Office of Standards.
- Kyra Dezjot (she/her), doctoral student and research assistant at Kean University's Holocaust Resource Center.



Purpose of today's Learning Lounge



- Present legislation and standards that call for the integration of Jewish American history in K-12 social studies instruction.
- Offer a brief overview of the history of Jewish Americans.
- Share strategies for inclusive and respectful instruction.
- Provide instructional resources.



Diversity & Inclusion Legislation



18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.





2020 New Jersey Student Learning Standards for Social Studies Connections





2020 NJSL-SS: Grades K-2



- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals' feeling accepted.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.
- 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
- 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.





2020 NJSL-SS: Grades 3-5



- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.CivicsDP.3: Describe the role of religious freedom and participatory government in various North American colonies.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- 6.1.5.HistoryUP.1: Describe the reasons various groups voluntarily and involuntarily immigrated to America and cite evidence from multiple perspectives to describe the challenges they encountered.





2020 NJSL-SS: Grades 6-8



- 6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted. (1801-1861)



2020 NJSL-SS: Grades 9-12



- 6.1.12.HistoryUP.11.a: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.





American Jewish History: A Brief Overview





Discussion



What people, places or events come to mind when you think about Jewish American history?



American Jewish History

1790- The Present

Ms. Kyra Dezjot, Doctoral Student at Fordham University



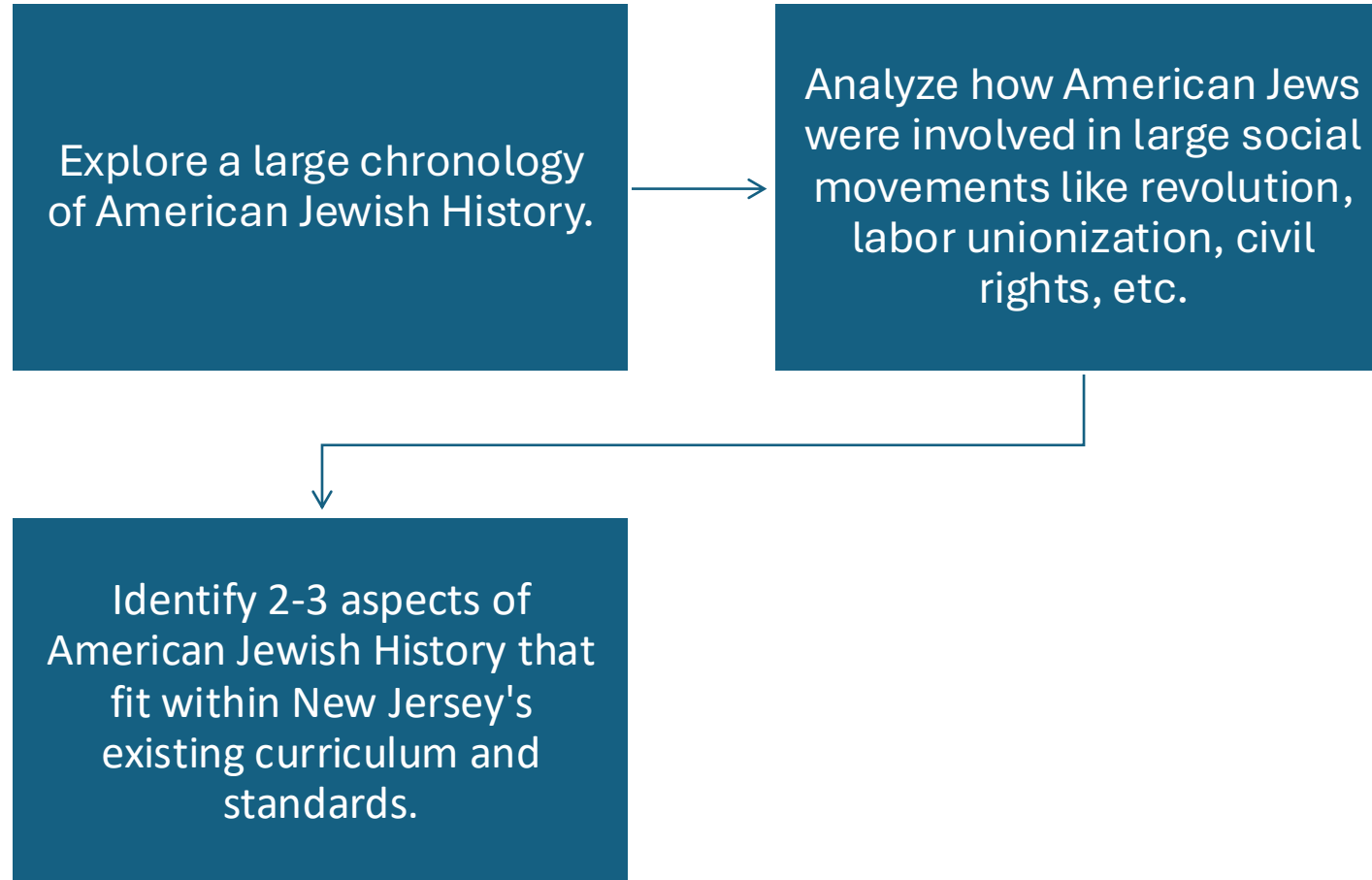
Outline

Standards Key

Survey of
American
Jewish History

Reflection
Questions and
Application

Objectives



Grades 3-5 ●

6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

6.1.5.CivicsPR.2: Describe the process by which immigrants can become United States citizens.

6.1.5.HistoryUP.1: Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.

Grades 6-8 ●

6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Grades 9-12 ●

6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus)

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Timeline

1790- Jews and The New World

1800- Jewish Slaveowners

1860- Jewish Women in The Civil War

1900- Labor Unionization

1907- Height of Jewish immigration

1920- Jews and The Great Depression

1940 The Holocaust and Domestic Efforts

1960- Jews and the Civil Rights Movement

Defining Terms

Antisemitism: a certain perception of Jews, which may be expressed as hatred toward Jews

Anti-Judaism: a certain perception of the Jewish religion: Judaism, which may be expressed as hatred toward Jews or Judaism

Yiddish: a language used by Jewish people in central and eastern Europe before the Holocaust, note Yiddish is not Hebrew although they use the same alphabet

Communism: a type of government as well as an economic system (a way of creating and sharing wealth). Post-WWII used as an antisemitic trope against Jews, example) "all Jews are communists."

Jews and the New World

- Joachim Gans (1585)
- Rhode Island
 - o Touro Synagogue Newport, RI
- New Amsterdam

Why?

- Religious persecution, employment opportunities, political opportunities

George Washington's Letter to the Hebrew Congregation in Newport, Rhode Island

Gentlemen:

While I received with much satisfaction your address replete with expressions of esteem, I rejoice in the opportunity of assuring you that I shall always retain grateful remembrance of the cordial welcome I experienced on my visit to Newport from all classes of citizens.

The reflection on the days of difficulty and danger which are past is rendered the more sweet from a consciousness that they are succeeded by days of uncommon prosperity and security.

If we have wisdom to make the best use of the advantages with which we are now favored, we cannot fail, under the just administration of a good government, to become a great and happy people.

The citizens of the United States of America have a right to applaud themselves for having given to mankind examples of an enlarged and liberal policy—a policy worthy of imitation. All possess alike liberty of conscience and immunities of citizenship.

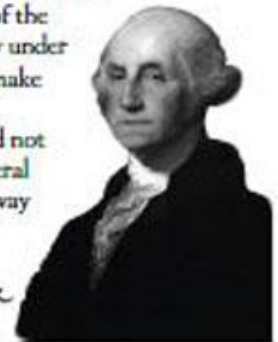
It is now no more that toleration is spoken of as if it were the indulgence of one class of people that another enjoyed the exercise of their inherent natural rights, for, happily, the Government of the United States, which gives to bigotry no sanction, to persecution no assistance, requires only that they who live under its protection should demean themselves as good citizens in giving it on all occasions their effectual support.

It would be inconsistent with the frankness of my character not to avow that I am pleased with your favorable opinion of my administration and fervent wishes for my felicity.

May the children of the stock of Abraham who dwell in this land continue to merit and enjoy the good will of the other inhabitants—while every one shall sit in safety under his own vine and fig tree and there shall be none to make him afraid.

May the father of all mercies scatter light, and not darkness, upon our paths, and make us all in our several vocations useful here, and in His own due time and way everlastingly happy.

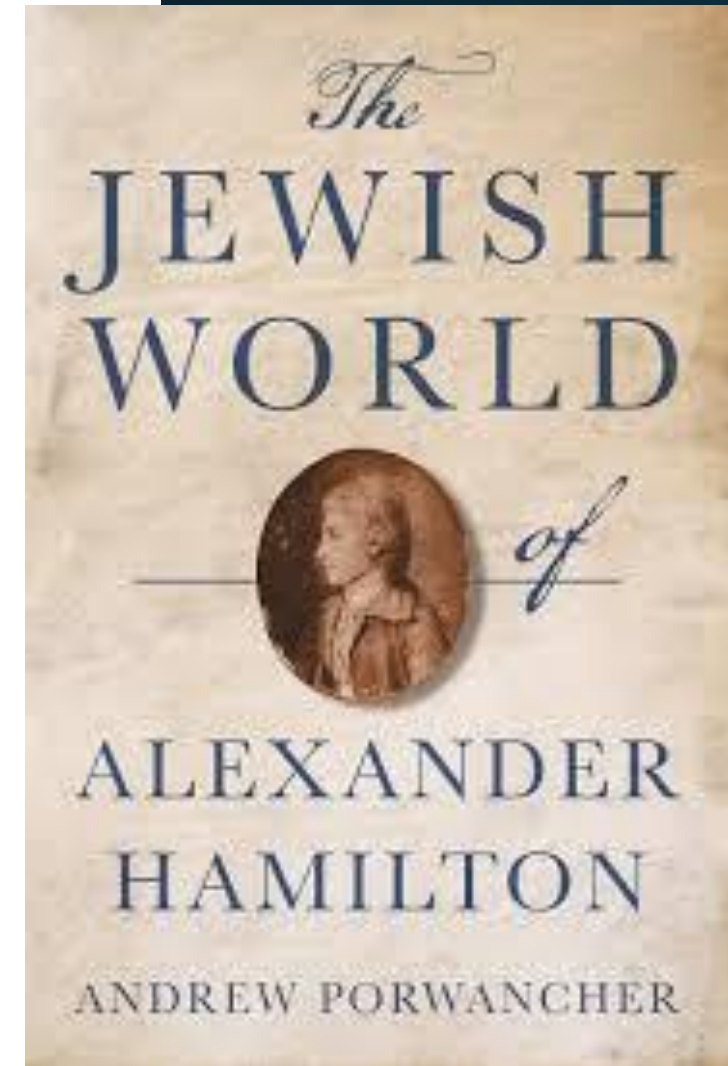
G. Washington



Alexander Hamilton

- Jewish roots in the Dutch Indies
- Jewish community in New York City
- Jewish representation at the Constitutional Convention

"Hamilton understood that the American future belonged to the enterprising, the cosmopolitan, the entrepreneurial, the outsider, and people like his Jewish friends". - Andrew Porwancher



Jews and Enslavement

“any Jew who could afford to own slaves and had need for their services would do so.”- Rabbi Bertram Korn

- Referring to North Carolina

MYTH: Jews controlled and orchestrated the Atlantic Slave Trade



Jewish Women and the Civil War

Not all women stayed focused on only domestic or local activities during the Civil War.

- relief associations to aid sick and wounded soldiers
- benevolent organizations to help women whose husbands and sons were off fighting or injured

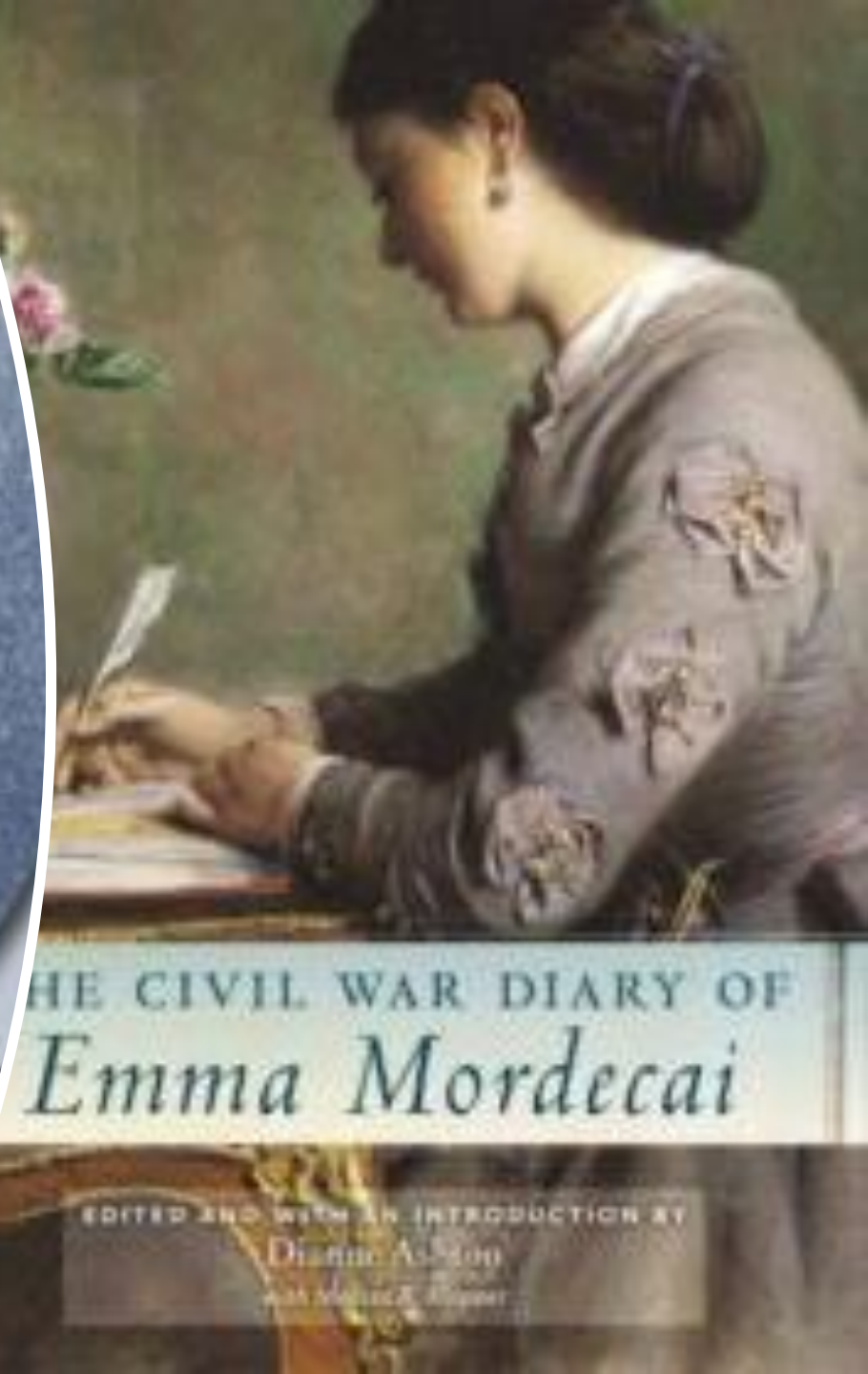
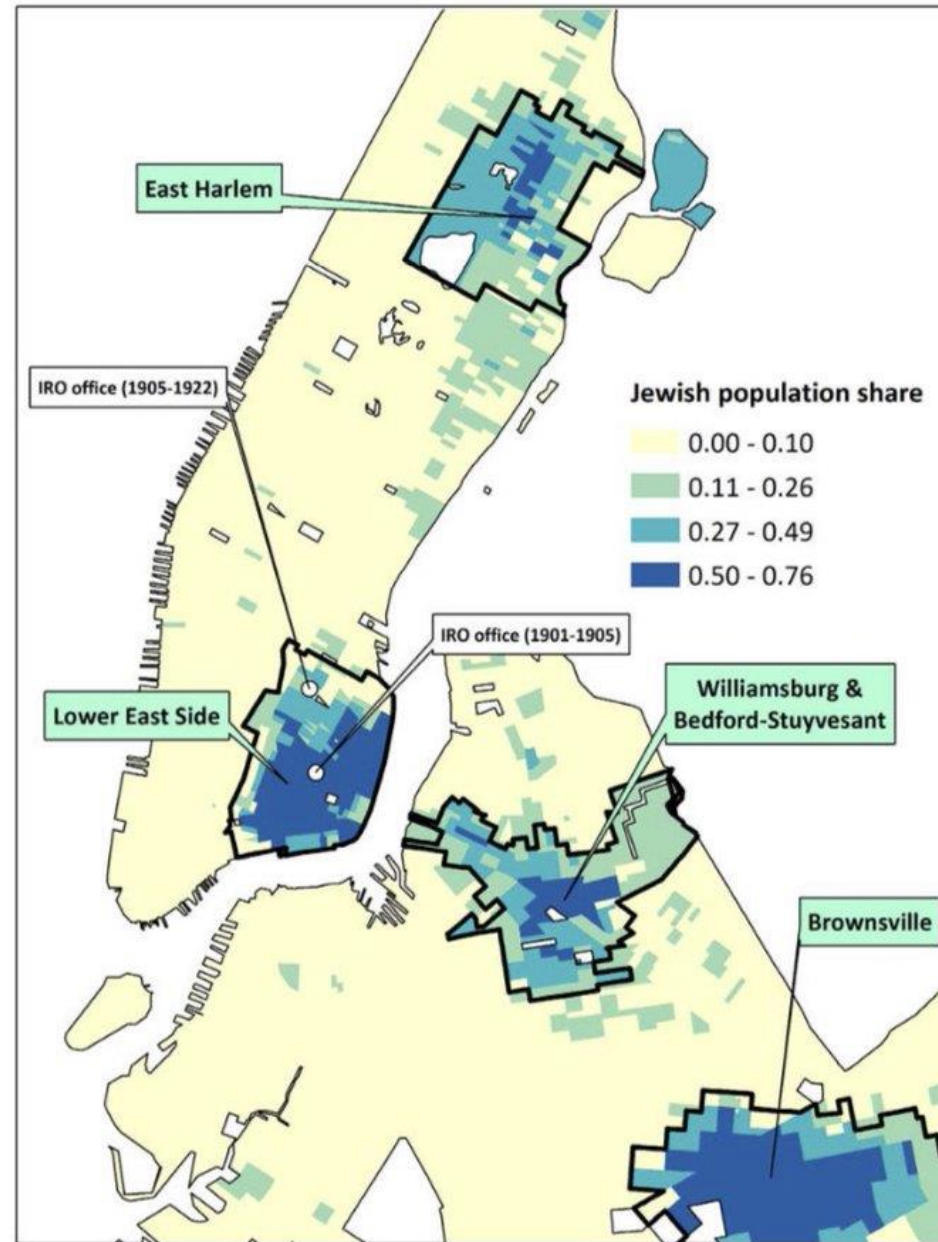


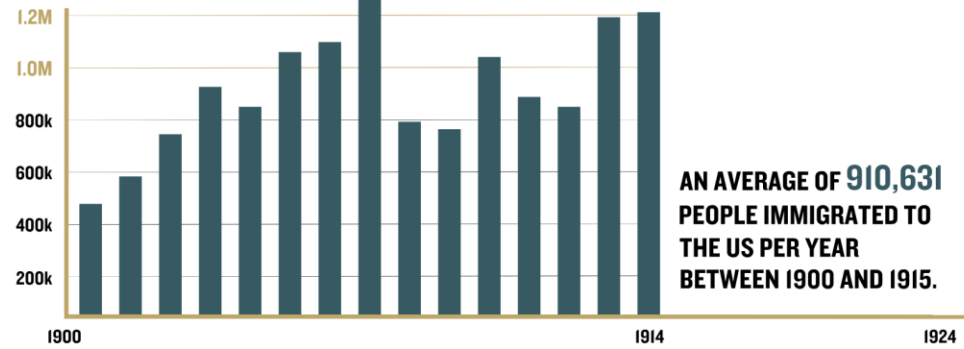
Figure 8: Delineation of New York Jewish enclave boundaries by the Jewish share of enumeration districts in 1910





Labor Unionization: The Importance of Yiddish





Jewish Immigration and Ethnic Tensions



The Great Depression



World War II: Domestic Impacts

- Madison Square Garden Neo-Nazi Rally
- Nazi Summer Camps: NY, NJ, PA
- St. Louis and Immigration

The Golden Age

Named a period of collaboration between Jewish and Black Civil Rights Leaders

- About 1930-1960
- Jews involved in the creation of the NAACP, present at the March on Washington, etc.





The Cold War

- Communism and the Red Scare
- Immigration, again



Modern Jewish
Political
Leaders: Rabbi
Jonah Pesner
and Senator
Bernie Sanders

Reflection Questions

What surprised you from today's presentation? Is there anything you did not know and learned today?

Are there any aspects of what we went over today that you can easily integrate into your curriculum? Brainstorm 2-3 points you can incorporate.

Resources

NYC Hidden Voices Project:

<https://www.weteachnyc.org/resources/resource/hidden-voices/>

Jewish American Heritage Month (with reading lists per grade level):

<https://www.schools.nyc.gov/learning/subjects/social-studies/jewish-american-heritage-month>

Jewish Women in the Civil War:

<https://scholarworks.brandeis.edu/esploro/outputs/graduate/Forgotten-Soldiers-Jewish-Women-and-the/9923880077401921>

New Jersey Jewish History Summary:

<https://www.jewishvirtuallibrary.org/new-jersey-jewish-history>

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Michaels, Tony. *A Fire in Their Hearts Yiddish Socialists in New York*. Harvard University Press, 2009.

Porwancher, Alexander. *The Jewish World of Alexander Hamilton*. Princeton University Press, 2021.

Sarna, Jonathan. *American Judaism: A History*. Yale University Press, 2004.

Sow, Makoroba. "Help Wanted: The Bronx Slave Markets and the Exploitation of Black Women Domestic Workers." *New York Public Library*, 2022.

Zeeitz, Joshua. *White Ethnic New York: Jews, Catholics, and the Shaping of Postwar Politics*. University of North Carolina Press, 2022

Zola, Gary and Dollinger, Marc. *American Jewish History: A Primary Source Reader*. Brandeis University, 2014.

Documentaries:

Nazi Town, USA. PBS

The Jewish Americans, PBS

The Jewish Journey: America, Episode 1. PBS



Instructional Strategies for Diversifying the Historical Narrative





Inclusive US History Instruction



- **Highlight the diversity within Jewish American communities, including different national origins, cultures, and experiences.**
 - Emma Lazarus (Sephardic Jewish) shaping American immigration poetry.
 - Rabbi Abraham Joshua Heschel (Polish Jewish) marching with Dr. King for civil rights.
 - Betty Friedan (Jewish woman) pioneering feminist movement.
- **Explore the intersectionality of Jewish individuals with other identities.**
 - Andy Goodman (Jewish civil rights activist) fighting for voting rights.
 - Larry Kramer (Jewish, gay) advocating for AIDS awareness.
 - Regina Jonas (Jewish woman) becoming first female rabbi.
- **Acknowledge the problems with generalizing or stereotyping people.**
 - Military service: from Civil War veterans to modern service members.
 - Diverse professions: from laborers and merchants to scientists and artists.
 - Range of Jewish observance: from secular to Orthodox traditions.
 - Varied cultural backgrounds: Ashkenazi, Sephardic, Mizrahi, Ethiopian Jews.
 - Different immigration waves: from colonial era to Soviet Jewish refugees.



Inclusive US History Instruction cont.



- **Celebrate the achievements and resilience of communities as part of the shaping of American society and culture.**
 - Jonas Salk developing the polio vaccine.
 - Leonard Bernstein revolutionizing American music.
 - Ruth Bader Ginsburg advancing gender equality in law.
 - Jewish labor unions shaping workers' rights.
- **Avoid using outdated or offensive terminology.**
 - Understanding respectful terms for different Jewish traditions.
 - Historical context of antisemitic language and stereotypes.
 - Person-first descriptions when discussing Jewish identity.
- **Connect historical events to current issues and ongoing movements.**
 - Evolution of religious freedom protections.
 - Contemporary responses to antisemitism.
 - Immigration policy and refugee rights.
 - Interfaith dialogue and coalition building.



Respectful and Culturally Responsive Instruction



- **Integrate Jewish American history within broader historical context rather than as isolated events.**
 - Use grade-level appropriate content aligned to 2020 NJSLS-SS.
 - Connect historical content to broader themes of immigration, civil rights and social movements.
 - Show how Jewish communities influenced and were influenced by major historical events.
- **Develop cultural competency and religious literacy.**
 - Recognize diversity within Jewish communities (Ashkenazi, Sephardic, Mizrahi, converts).
 - Clarify differences between religious and cultural Jewish identity.
 - Address discriminatory language or behavior immediately.



Instructional Resources



- [American Jewish Historical Society](#)
- [Jewish American Heritage Month](#)
- [LOC: From Haven to Home: 350 Years of Jewish Life in America](#)
- [PBS The Jewish Americans: A Series by David Grubin](#)
- [OpenBook: Discovering American Jewish History Through Objects](#)
- [Timeline in American Jewish History](#)
- [Weitzman National Museum of American Jewish History](#)





Conclusion



- Start with the standards.
- Learn together.
- Jewish American history is US history.
- Acknowledge the contributions, challenges, triumphs and diverse experiences of Jewish Americans.



Q & A





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Thank You!



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