

World Religions in Greater Indianapolis Teaching Module

Teacher Name: Rachel Michele Barrett Knight Discipline: Literature /CompDate: November 13, 2015

World Religion: Judaism Teaching Module Title: History of Jews in the United States

Teaching Module Goals:

- Discover historical information about the Jewish experience in the United States
- Complete close readings of short textual information in a historical context
- Analyze and discuss rhetorical components of a text

Assigned Readings and/or Websites:

- Diner, H. R. (2003). *A New Promised Land: A History of Jews in America*. Oxford University Press: New York, NY.

In-Class Activities:

Readings will be broken up into three sections (Chapters 1-2, 3-4, 5-6). Each class period will focus on the assignment readings with different discussion goals.

Session 1:

Discussion of text

- What were some characteristics of the Jewish communities that were first created in the United States?
- How did these communities differ from their European counterparts?

Close Reading of George Washington letter (pages 20-21)

- Are there multiple ways this letter could be interpreted?
- What conclusions can we make about George Washington's intention?
- What is absolutely clear in the text? What is unclear or may be hidden?

Session 2:

Discussion of text

- According to the text, how did Jewish immigrants view the United States? Do you think that belief still holds true today?
- The author describes the Jewish people as "transplanted" – how is that an accurate description? How is it inaccurate?

Close Reading of Edward Guest poem (pages 91-92)

- What historical context do we need to understand the poem's meaning?
- What assumptions might we make about the author?
- How was this poem and action received by the public? How would that compare to today?

Session 3:

Discussion of text

- How did the media convey life in America with the advent of television? How is the compared to television today?
- The author saw the idea of intermarriage as a positive thing, why did she believe this? What other events positively affected the Jewish experience according to the text?

Close Analysis of Included Photographs (pages 92-93)

- Why would the author choose these photographs and descriptions to include in the text?
- How do these photos enhance the story told by the author?

Written Assignments and/or other Assessment Instruments:

Students will be divided up into 6 different groups. Each group will complete a poster presentation based on information from their assigned chapter. The students have to decide what the most important components of the text were, provide visual images and texts to help explain the chapter and put the information together as a virtual poster presentation. Presentations will be given during the fourth session.