

TEACHING WITH PRIMARY SOURCES

Adapted from material by Susan Zeiger, Program Director at Primary Source, <http://www.primarysource.org>

STEP ONE: Be sure to take notes to capture your main ideas and strategies. If you are working as a group, designate a note taker who can record your discussion and share it with everyone later.

STEP TWO: Review some of the primary sources below (and discuss them with your colleagues). What is interesting about the documents? What themes or concepts of Jewish American history do you observe? What Jewish values or concerns are expressed?

STEP THREE: How would you teach this set of documents? Consider the questions on page two, and reflect or discuss with your group members.

JEWES AND THE CIVIL RIGHTS MOVEMENT

- Letter to the Board of Trustees of the Union of American Hebrew Congregations on the HUC's displeasure on the invitation of Martin Luther King, Jr. to speak at the UAHC Biennial. <http://jwa.org/media/letter-from-hebrew-union-congregation-to-union-of-american-hebrew-congregations-november-7-196>
- Photograph of the Emma Lazarus Foundation at the March on Washington <http://jwa.org/media/emma-lazarus-federation-of-jewish-women%E2%80%99s-clubs-at-march-on-washington>
- Iconic photograph of Rabbi Abraham Joshua Heschel with Dr. Martin Luther King, Jr. and other Civil Rights leaders. <http://jwa.org/media/abraham-joshua-heschel-on-selma-march-1965>

JEWES AND THE LABOR MOVEMENT

- Lyrics and audio recording of *Ale Brider/We Are All Brothers*. <http://jwa.org/media/ale-brider>
- Advertisement for a "Yom Kipur picnic" organized by Emma Goldman and her colleagues. <http://jwa.org/media/advertisement-for-yom-kipur-picnic-organized-by-goldman-and-her-colleagues>
- Excerpt from Pauline Newman's Unpublished Memoir about work in the garment industry. <http://jwa.org/media/excerpt-from-pauline-newman-s-unpublished-memoir-in-which-she-describes-monotony-and-hardships>

THE EVOLUTION OF JEWISH RITUAL

- Letters from Sally Gottesman and family at the time of her bat mitzvah in 1974. <http://jwa.org/feminism/index.html?id=JWA029>
- Letter from Henrietta Szold on saying *kaddish* for her mother. http://jwa.org/teach/golearn/feb06/Szold_letter_transcript.pdf

1. TEACHING STRATEGIES AND CURRICULAR CONNECTIONS

How might you fit these documents into a lesson plan or curriculum unit? What purposes could they serve or what could they help you teach? What teaching strategies might you pair with these documents? What other materials might you use to support them? What activities might precede or follow the study of these documents?

2. STUDENT COMPREHENSION AND ENGAGEMENT

What background or context would your students need in order to understand these documents? Are there special challenges that the documents pose? Would these documents interest your students? Why or why not? Are there any “hooks” or points of entry that would help them to better connect with these sources?