

## Lesson for Grades 3–6

# Understanding Judaism and the Jewish Community

## Rationale

The purpose of this lesson is to provide a basic understanding of U.S. Jews and Judaism. Using the children’s book *Mrs. Katz and Tush* by Patricia Polacco and applying research, teamwork, and presentation skills, students will be introduced to the cultural, historical and religious aspects of the Jewish community. By acquiring a basic understanding of Judaism and the Jewish community, students will be able to speak knowledgeably about the religion and the community and respond to any stereotypes about Jews that may hear using facts they learned.

[NOTE TO TEACHERS: While this lesson is focused on Judaism, the format can be adapted for other religions, such as Buddhism, Islam and Native American spirituality. When teaching in a public school, it is important to recognize that teaching about religion (in a secular, religiously neutral and objective manner) is not a violation of separation of church and state as mandated by the Establishment Clause of the U.S. Constitution’s First Amendment, but that the teaching of religion (by promoting one religion over another or participating in faith-based rituals or practices, such as prayer), is unconstitutional. Religious diversity is part of the growing diversity in the U.S., and for many students, religion plays a significant role in their identity development. Parent letters can help assuage any concerns you and the school may have about introducing curriculum on religious diversity.]

For more information about teaching religious diversity, please refer to the following resources:

- Anti-Defamation League. 2004. “Religion in the Curriculum.” In *Religion in the Public Schools*. New York: Anti-Defamation League.
- Douglass, S. L. 2002. Teaching About Religion. *Educational Leadership* 60(3):32–36.
- Green, C., and S.B. Oldendorf. 2005. “Teaching Religious Diversity Through Children’s Literature.” *Childhood Education* 8(4):209–218.
- Haynes, CC. and O. Thomas. 2007. *Finding Common Ground: A First Amendment Guide to Religion and Public Schools*. Nashville, TN: The First Amendment Center.

## Objectives

- Students will be introduced to Judaism and the Jewish people through the experience of Mrs. Katz in *Mrs. Katz and Tush* (1992) by Patricia Polacco.
- Students will research a certain aspect of Jewish culture or religion using multiple resources
- Students will prepare and present their research findings in class.

## Time

50 minutes for Part I; 30 minutes for Part II, plus additional time in and outside of class for group research and presentation work; 50 minutes for Part III (*Part II and III are optional*)

## Requirements

Handouts and Resources:

- [Introductory Facts about Judaism](#) (one for teacher use)
- [Mrs. Katz and Tush Reference Page](#) (one for teacher use)
- [Research Topics \(Teacher Version\)](#) (one for teacher use)
- [Research Topic](#)
- [Resource List about Judaism and Jewish Community](#)
- [Suggested Guidelines for Group Research and Presentation](#) (one for teacher use)

## Key Words

Hebrew  
Immigrant  
Jews  
Judaism  
kashrut/kosher  
Kipa  
Menorah  
Passover/Pesach  
Poland  
Shabbat/Sabbath  
Star of David  
Stereotype  
Tallit  
Unions  
Warsaw  
Yiddish

**Other Material:**

- **Part I:** [Mrs. Katz and Tush](#) (book) by Patricia Polacco; chart paper, markers and masking tape, or chalkboard and chalk, or dry erase board and markers; *optional*: laptop/LCD projector/screen
- **Part II & III:** Computers with Internet access; basic art and writing supplies; masking tape or tacks

**Advanced Preparation**

- Review the entire lesson and determine if Parts II and/or III will be conducted.
- Reproduce handouts as directed above for the part(s) of this lesson that will be conducted.
- Read through the book [Mrs. Katz and Tush](#) and locate concepts, words and images referring to Judaism and the Jewish culture. Use the Mrs. Katz and Tush Reference Page for these terms. *Optional*: Copy the pages of the book and project them on a screen (see Part I #4).
- (*Optional*) Set up laptop/LCD projector/screen.
- Review the [Introductory Facts about Judaism](#) and [Research Topics \(Teacher Version\)](#) to familiarize yourself with some basic information about Jews and Judaism and to help understand the concepts, words and images in the story.
- If conducting Part II, Make 6–8 copies of each of the six topics from the [Research Topic](#) handouts, preferably using different colored paper per topic (see Part II #2). Review [Suggested Guidelines for Group Research and Presentation](#).
- If conducting Part III, identify six areas in the class where the groups can display their presentations, with at least 5–7 feet of space between each presentation area (see Part III #1).

**Techniques and Skills**

applying text to research, brainstorming, communicating ideas and opinions, cooperative group work, creating multimedia presentation, critical thinking, historical understanding, large and small group discussion, presentation skills, reading skills, research skills, writing skills

**Procedures****Part I (50 minutes)**

1. On the chalkboard or on chart paper, write “What I Know.” Ask students what they know or have heard about Judaism and people who are Jewish, (e.g., “When I say ‘Judaism,’ what comes to mind?”). Write their ideas underneath the statement “What I Know.” If stereotypes or falsehoods/myths are conveyed (e.g., Jews are cheap), respond in a neutral tone (e.g., repeat what was said), put a check mark by the comment and share that the class will revisit the idea at a later time. Solicit 5–10 ideas.

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**NOTE:** If students have never heard the word Judaism or do not know about Jews, share 2–3 points from *Introductory Facts about Judaism* and skip to step #3.

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2. Review the list generated by the class. If necessary, clarify, correct or augment the information. In addition, remind students that the ideas with a check mark will be discussed at a later time.
3. Share with the class that they will learn more about the Jewish community through one specific character in the book [Mrs. Katz and Tush](#) by Patricia Polacco.
4. Read the book aloud to the class with little or no interruptions. Read the book again, but in this manner: After each page, ask students to identify words, concepts and images with which they are unfamiliar, and that represent Jewish culture, history or heritage (e.g., Passover, rocks on gravestones). Write them on the board and use the handout, [Mrs. Katz and Tush Reference Page](#), to add to the list the students have generated.

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**Optional:** Copy the pages of the book and project them on a screen. Circle all unfamiliar concepts, words and images on the acetate sheet.

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5. At the end of the story, share that Mrs. Katz is Jewish and shows Larnel her Jewish heritage in different ways—through language, her experiences as an immigrant, stories of her husband, Myron, and through religious celebrations. Tell the students that while Mrs. Katz does not represent all Jews in the world, her life provides us with one example of someone who is Jewish.

6. Write on the board or on another piece of chart paper, “What I Learned.” Ask students to reflect on the story about Mrs. Katz and to respond to this statement. Write their ideas underneath the statement “What I Learned.”

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**NOTE:** If not conducting Part II, refer to the [Research Topics \(Teacher Version\)](#) to provide additional information about the different images, concepts, and words in the story.

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7. Compare the “What I Know” list with the “What I Learned” list, and comment on the amount and type of information gained from reading the book.
8. If stereotypes or misinformation was presented about Jews during the “What I Know” exercise, continue to step #9. Otherwise, skip to step #12.
9. Tell students that some of the ideas brainstormed under the “What I Know” list are not completely accurate. Let them know that sometimes what we learn about different groups of people is actually exaggerated or untrue.
10. Share the following definition of the term stereotype with students: a stereotype is an idea that many people have about a thing or a group and that may often be untrue or only partially true. Elaborate that sometimes we look at groups of people and think they are all the same in one way or another. Provide an example of a stereotype, e.g., all four-year olds are crybabies. Elicit a few examples of stereotypes from the students.
11. Go back to the items that were checked on the list, and identify them as stereotypes and/or myths. Provide a very brief explanation about the origins of the stereotype. If necessary, refer to ADL’s [Confronting Anti-Semitism: Myths and Facts](#) booklet.
12. Conclude by asking some or all of the questions below:
  - What was the most interesting thing you learned about Judaism and the Jewish community?
  - Are you surprised about how much you learned between the start of the class and the end of class? Why or why not?
  - How is your heritage/family/culture similar to Mrs. Katz’s? How is it different?
  - What do you still want to learn about Judaism and the Jewish community? (Optional: Write “What I Still Want To Learn” on the chalkboard or chart paper, and write students’ responses underneath.)

### Part II (30 minutes)

1. Explain that in order to better understand [Mrs. Katz and Tush](#) and the Jewish religion and community, students will be assigned to do group research work on different aspects of Judaism and the Jewish community based on Mrs. Katz’s life.
2. Introduce the research topics listed in the [Research Topic](#) student handouts. [For additional research topics, see the last page of [Research Topics \(Teacher Version\)](#).] Explain that the class will be divided into research groups and will receive a handout that explains in more detail what they will research. Tell them that they will work as a group to put together a presentation for the class, and indicate how much time they will have to prepare it.
3. Divide students into research groups and assign each group its research theme. Pass out the appropriate [Research Topic](#) handout to each student. Use the remainder of the period to check in with each group in order to make sure they understand the assignment, and to help them divide the work appropriately. Work with students to begin to identify research materials.

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**Optional:** In addition, distribute [Resource List about Judaism and Jewish Community](#), or relevant portions of the list, to assist students in identifying research materials. The list is divided into three sections: Section 1 provides an alphabetical listing of resources related to the research projects; Section 2 organizes resources by research topic; and Section 3 lists resources for additional research topics. Please encourage students to seek other sources of information in addition to those listed.

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### Part III (50 minutes)

1. Instruct students to display their presentation in one of the designated areas (or ask students to submit their presentation to you for you to post).

2. Begin the presentation process. Two types of presentation processes are described in the [Suggested Guidelines for Group Research and Presentation](#).
3. At the conclusion of the presentations, instruct students to take a seat. Ask students what new information they learned from the presentations. Add their ideas to the “What I Learned” list from Part I, but as a second column. Compare the “What I Know” and the “What I Learned” lists from Part I to this new list, and comment on the amount and type of information gained from their group research and presentations.

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**Optional:** If students generated a list for “What I Still Want to Learn” in Part I, refer back to the list and assess with the class which ideas from the list were addressed in the presentations.

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4. Conclude by asking some or all of the questions below:
  - a. What part of the research process did you find enjoyable, and why? What part of the research process did you find difficult, and why?
  - b. How did you feel when presenting your information to your classmates?
  - c. What is the benefit of doing research about different people and cultures?
  - d. How will your new knowledge about Jews and Judaism benefit you? How might you use or apply this knowledge?

### Extension Activities

- In [Mrs. Katz and Tush](#), Mrs. Katz talks to Larnel about vacationing in the Catskills with her husband because of discrimination and, later in the book, about slavery. Discuss the connection between Jews and African Americans and their experience in struggling against prejudice and discrimination, particularly during the Civil Rights Movement.
- Invite a parent or community member who is Jewish to speak to the class about a certain aspect of Judaism or Jewish life. Have this become an interview session, and encourage students to prepare questions ahead of time to ask the guest. Following the visit, students can add new information to their presentations.
- Because [Mrs. Katz and Tush](#) is accessible to 1st and 2nd graders, have the students (in grades 3–6) read this book to 1st and 2nd graders and explain parts of the story based on their research projects and presentations.
- Replicate this lesson with other religions. Create an exhibit of different religions studied, and display them in the hallway for other students, parents and community members to see.
- Visit local Jewish museums or exhibits about the Jewish religion and experience. Go to the [American Historical Jewish Society](#) for a list of different Jewish museums across the U.S.

# Introductory Facts About Judaism

- Jews have been around for over 5,000 years, and their religion, Judaism, is one of the oldest world religions—older than most civilizations! *(If students are familiar with Christianity and Islam, add: Judaism has given birth to two other world religions—Christianity and Islam.)*
- Jews believe in one God. Judaism is the first religion to state that there is one God, rather than many different gods, which was the common belief among many people in ancient times. Religions that pray to one god are called monotheistic religions. Judaism is therefore called a monotheistic religion.
- Judaism was started by a man named Abraham who lived in the area now known as the Middle East. Jewish people believe that Abraham was chosen by God to create a nation of holy people called Hebrews (who later became known as Israelites and are now called Jews). Abraham is considered the father of the Jewish people.
- The *Tanach* (tah-NAKH) is the Hebrew bible, which starts with five books that record the beginning of Jewish history. The first section is called the *Torah* (TOR-ah). The Torah also explains the basic values of the Jewish people and how to practice the religion of Judaism. Examples of such values are to be nice to your neighbors and to donate time and energy to important causes.
- Shabbat is a holy day for Jews. On Shabbat (from Friday evening to Saturday evening), Jews go to a synagogue (a place of worship, like a church or a mosque) to pray and learn about their religion. Services in the synagogue are led by a rabbi. A rabbi is the chief religious official of a synagogue. During Shabbat, some Jews have a special dinner in honor of this holy day.
- Some Jews are religious and practice Judaism on a daily basis; others do not practice the Jewish religion but are connected by family history, upbringing and culture.
- Although people think that Jews only came from Europe, in reality, throughout their long history, Jews lived in many countries all over the world, in places like the Middle East, Spain, Italy, Northern Africa and China.

## Mrs. Katz and Tush Reference Page

The following is a survey of concepts, images, and words related to Judaism and the Jewish community in Patricia Polacco's [Mrs. Katz and Tush](#) (New York: Bantam Books, 1992). Each concept, image, and word/phrase below is linked to either one of the topics from the Research Topics handout and/or directions from the lesson. Because there are no page numbers in the book, the title page (picture of Mrs. Katz gazing at a photo) will be designated as page 1.

Page Number	Concept, Image, Words	Research Topic(s)
Page 3 (text):	"He came from <b>Poland</b> like me, a long time ago."	US Jewish Immigrant Experience 1880s-1930s
	"I'll be all alone for <b>Hannukah</b> and <b>Passover</b> ."	<ul style="list-style-type: none"> <li>Jewish Holiday – Passover (Pesach)</li> <li><i>Optional:</i> Hannukah</li> </ul>
Page 5 (text)	"Scrawney little <b>bubeleh</b> "	Language – Hebrew and Yiddish
	"A good <b>Yiddish</b> name I'll give her...all you see is her <b>tush</b> . That's it! We'll call her <b>Tush</b> ."	Language – Hebrew and Yiddish
Page 8 (text)	"I come from <b>Warsaw</b> . That's in <b>Poland</b> "	US Jewish Immigrant Experience 1880s-1930s
	"I came here to <b>work sewing dresses in the garment district</b> for my cousin..."	US Jewish Immigrant Experience 1880s-1930s
Page 10 (image)	Image of <b>prayer book</b> in Mrs. Katz's hands	Jewish Life Events – Weddings and Funerals
	Image of Larnel placing a <b>rock on the headstone</b>	Jewish Life Events – Weddings and Funerals
Page 11 (text)	"I want you should come with me to say <b>kaddish</b> for my Myron."	Jewish Life Events – Weddings and Funerals
	Then she asked Larnel to put a <b>small rock on top of Mr. Katz's headstone</b> . "We do this to remember," she said softly.	Jewish Life Events – Weddings and Funerals
	" <b>Shalom</b> , my Myron"	Language – Hebrew and Yiddish
Page 12 (image)	Image of <b>menorah</b> on table, by the window	Jewish Symbols - Menorah, Start of David, Kipa and Tallit
Page 13 (text)	"Poor <b>bubeleh!</b> "	Language – Hebrew and Yiddish
Page 15 (text)	Mrs. Katz hardly slept as she thought about her little <b>kattileh</b> .	Language – Hebrew and Yiddish
Page 16 (text)	"My <b>bubeleh!</b> Little <b>kattileh!</b> " Mrs. Katz exclaimed.	Language – Hebrew and Yiddish
Page 19 (text)	"It was at my aunt Havelah's <b>Passover seder</b> that I met Myron."	Jewish Holiday – Passover (Pesach)
Page 20 (text)	"So he sent an angel—an angel that brought death and sadness to the houses of our captors. But the <b>angel did not visit the houses of my people</b> ...Passed over, Larnel, that's why we call this time of celebration <b>Passover!</b> "	Jewish Holiday: Passover (Pesach)

Page Number	Concept, Image, Words	Research Topic(s)
Page 21 (image)	Bakers wearing <b>kippa</b>	Jewish Symbols – Menorah, Start of David, Kippa and Tallit
	<b>Challah</b> or braided bread on the shelves	<i>Optional:</i> Shabbat
Page 22 (image)	Image of two candles and nice silverware and china	<ul style="list-style-type: none"> <li>• Jewish Holiday – Passover (Pesach)</li> <li>• <i>Optional:</i> Shabbat</li> </ul>
Page 23 (text)	“You see this tablecloth, this was our <b>wedding chuppa</b> , our canopy.”	Jewish Life Events – Weddings and Funerals
	“How come you have so many different dishes?” Larnel asked. “Because some Jews <b>don’t eat dairy and meat off of the same dishes...</b> ”	Jewish Religious Practice – Kashrut (Keeping Kosher)
Page 24 (image)	Image of <b>two candles</b>	Jewish Holiday – Passover (Pesach)
	Image of Haggadah or special book for Passover	Jewish Holiday – Passover (Pesach)
Page 25 (text)	Mrs. Katz lit <b>two candles and waved her hands</b> over them. She read from her <b>book</b> , said <b>prayers...</b> They drank <b>red wine</b> and water....(ate) spicy chopped apples with <b>potato pancakes</b>	Jewish Holiday – Passover (Pesach)
	“We call it <b>matzoh</b> , dear. We eat it at <b>Passover</b> . <b>It’s flat because there is no yeast in it</b> , so it doesn’t rise.”	Jewish Holiday – Passover (Pesach)
	“I have <b>hidden one piece of the matzoh</b> here in the apartment...”	Jewish Holiday – Passover (Pesach)
Page 27 (text)	“The <b>angel of death passed over</b> , but the angel of life didn’t!”	Jewish Holiday – Passover (Pesach)
	“ <b>Mazel Tov, Tush!</b> Four babies—at last, I’m a <b>bubee.</b> ”	Language – Hebrew and Yiddish
Page 28 (text and Image)	There were graduations, weddings, new babies, and finally a kaddish. Larnel stood in front of the headstone. He read from her book. He placed a small rock on top of her headstone...	<ul style="list-style-type: none"> <li>• Language – Hebrew and Yiddish</li> <li>• Jewish Life Events – Weddings and Funerals</li> </ul>
	Mrs. Katz, <b>our bubee...</b>	Language – Hebrew and Yiddish

## Research Topics (Teacher Version)

Following is an abbreviated version of all the *Research Topic* handouts for students, without the research questions. This document can be used to assist teachers in briefly explaining some of the images, concepts and words found in Patricia Polacco's *Mrs. Katz and Tush* (New York: Bantam Books, 1992) in Part I of the "Understanding Judaism and the Jewish Community" lesson.

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### Research Topic: Language – Hebrew and Yiddish

#### Do you remember?

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz used words that are not English, such as "bubeleh," "bubee" and "Tush," referring to the cat's name as a "good Yiddish name." These are Yiddish words.

Mrs. Katz also says "Mavel Tov" when Tush gives birth to a litter of cats. "Mavel Tov" is a Hebrew word.

#### Background Information:

When Jewish immigrants from Eastern Europe arrived in the US in the late 1800s and early 1900s, most were able to speak their home country's language as well as a language called Yiddish. Yiddish was the language of most Jews in Eastern and Central Europe before World War II. Today, it is spoken by descendants of those Jews living in the United States, Israel, and other parts of the world. Although the number of people who can speak Yiddish is decreasing, you can still hear Yiddish words used, even among people who are not Jewish, such as bagel, klutz, and nosh. The term Yiddish comes from the German word for Jewish.

Hebrew is the spoken language of the Jewish people in Israel today. Many Jews in the US and other countries are familiar with the language, too, at different levels of fluency. From the 4<sup>th</sup> century until the late 19<sup>th</sup> century, Hebrew was not a spoken language, but was used mainly for religious purposes. Hebrew was made new and strong again during the late 19<sup>th</sup> and early 20<sup>th</sup> century. Today, it is called New Hebrew, Israeli Hebrew or Modern Hebrew.

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### Research Topic: US Jewish Immigrant Experience 1880s–1930s

#### Do you remember?

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz tells Larnel about "the old country": "I come from Warsaw. That's in Poland, you know. I came here to work sewing dresses in the garment district for my cousin Moyshe. I didn't speak one word of English!

"Then how did you talk to people?" ask Larnel.

"I didn't," she answered. "A lot, I cried in those days...until I met Myron."

#### Background Information:

While we do not know how old Mrs. Katz is, she may have been a part of the 3<sup>rd</sup> major wave of Jewish immigrants who traveled to the US between the 1880s and 1930s. Because many couldn't speak English when they first arrived in the US, many Jewish immigrants had to work in places that didn't require knowing English, and the work was very hard. Because of that, many Jewish people started unions (organizations of workers formed to protect their rights and to work toward fair pay, benefits, and working conditions).

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### Research Topic: Jewish Life Events – Weddings and Funerals

#### Do you remember?

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz invites Larnel to a cemetery where Myron is buried: "Since you are almost family to me, Larnel, "she said one day, "I want you should come with me to say kaddish for my Myron..." At the cemetery, she read from her book. Then she asked Larnel to put a small rock on top of Mr. Katz's headstone. "We do this to remember," she said softly. Later in the book, as Mrs. Katz and Larnel set the table for Passover, Mrs. Katz shows Larnel a tablecloth and says, "This was our wedding chuppa, our canopy."

**Background Information:**

Just like other religions, Jews celebrate weddings and mourn people's deaths. They have objects, prayers and rituals (ways of acting, customs) that are specific to their Jewish religion and culture.

**Research Topic: Jewish Holiday – Passover (Pesach)****Do you remember?**

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz tells Larnel that she met Myron at her aunt Havelah's Passover seder. "What good times they were, with lots and lots of family. Now it's just me," she says softly.

Could I have Passover dinner with you?" asked Larnel.

"I though you would never ask!" she exclaimed as she hugged him close. "Such a seder I'll prepare for you!"

**Background Information:**

Passover is the oldest and one the most important Jewish holidays. In Hebrew, Passover is called "Pesach" (PEH-sock). This holiday begins with a ritual called a seder (SAY-duhr).

**Research Topic: Jewish Symbols – Menorah, Star of David, Kipa, and Tallit****Do you remember?**

In *Mrs. Katz and Tush* by Patricia Polacco, when Mrs. Katz and Larnel realize that Tush left the apartment through the window, there is a candlestick with many places to put candles on it. In the Jewish culture, this is called a menorah. Later in the story, Mrs. Katz and Larnel are in a bakery, surrounded by many people. Some of the bakers are wearing a tiny covering on their head, called a kipa.

**Background Information:**

The menorah is a very important Jewish symbol. Another important symbol in the Jewish community is the Star of David. There are several pieces of clothing that are important to the Jewish faith, such as a kipa or kippah (also known as a yarmulke in Yiddish, or skullcap) and a tallit.

**Research Topic: Jewish Religious Practices – Kashrut (Keeping Kosher)****Do you remember?**

In *Mrs. Katz and Tush* by Patricia Polacco, Larnel asks why Mrs. Katz uses different dishes for the seder dinner.

How come you have so many different dishes?" Larnel asked.

"Because some Jews don't eat dairy and meat off of the same dishes," she answered.

**Background Information:**

In the Jewish religion, the Torah (Jewish bible) teaches Jews how to live, such as how to treat others and how to practice justice and equality. It also provides Jews with more specific laws, in this case, how to keep "kosher," based on the laws of Kashrut.

# Research Topic

Student Name: \_\_\_\_\_

## Language – Hebrew and Yiddish

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz used words that are not English, such as “bubeleh,” “bubee” and “Tush,” referring to the cat’s name as a “good Yiddish name.” These are Yiddish words.

Mrs. Katz also says “Mavel Tov” when Tush gives birth to a litter of cats. “Mavel Tov” is a Hebrew word.

### *Background Information:*

When Jewish immigrants from Eastern Europe arrived in the US in the late 1800s and early 1900s, most were able to speak their home country’s language as well as a language called Yiddish. Yiddish was the language of most Jews in Eastern and Central Europe before World War II. Today, it is spoken by descendants of those Jews living in the United States, Israel, and other parts of the world. Although the number of people who can speak Yiddish is decreasing, you can still hear Yiddish words used, even among people who are not Jewish, such as bagel, klutz, and nosh. The term Yiddish comes from the German word for Jewish.

Hebrew is the spoken language of the Jewish people in Israel today. Many Jews in the US and other countries are familiar with the language, too, at different levels of fluency. From the 4<sup>th</sup> century until the late 19<sup>th</sup> century, Hebrew was not a spoken language, but was used mainly for religious purposes. Hebrew was made new and strong again during the late 19<sup>th</sup> and early 20<sup>th</sup> century. Today, it is called New Hebrew, Israeli Hebrew or Modern Hebrew.

### *Research Questions:*

1. What is Hebrew? *To help you with your research, here are some specific questions:*

- a. What is “aleph-bet?” \_\_\_\_\_  
\_\_\_\_\_
- b. In what direction is Hebrew written? \_\_\_\_\_  
\_\_\_\_\_
- c. What does it look like? \_\_\_\_\_  
\_\_\_\_\_
- d. Where is Hebrew used? \_\_\_\_\_  
\_\_\_\_\_
- e. What does Hebrew sound like? \_\_\_\_\_  
\_\_\_\_\_

2. What is Yiddish? *To help you with your research, here are some specific questions:*

- a. The Yiddish language originate mostly from what three other languages?  
\_\_\_\_\_
- b. Where and when did the Yiddish language begin? Where and how did it spread? \_\_\_\_\_  
\_\_\_\_\_

c. What alphabet is used to write Yiddish? \_\_\_\_\_  
\_\_\_\_\_

3. Your presentation should help the class know the meaning of the following Yiddish or Hebrew words from *Mrs. Katz and Tush*:

✓ Bubeleh, as in “scrawny little bubeleh” \_\_\_\_\_

✓ Tush, as in “all you see is her tush” \_\_\_\_\_

✓ Shalom, as in “Shalom, my Myron.” \_\_\_\_\_

✓ Mavel Tov and bubee, as in “Mavel Tov, Tush! Four babies—at last, I’m a bubee!” \_\_\_\_\_  
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Introduce three more Yiddish words and three more Hebrew words in your presentation, and be prepared to teach us all of these words!

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# Research Topic

Student Name: \_\_\_\_\_

## US Jewish Immigrant Experience 1880s–1930s

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz tells Larnel about “the old country”: “I come from Warsaw. That’s in Poland, you know. I came here to work sewing dresses in the garment district for my cousin Moyshe. I didn’t speak one word of English!

“Then how did you talk to people?” ask Larnel.

“I didn’t,” she answered. “A lot, I cried in those days...until I met Myron.”

### **Background Information:**

While we do not know how old Mrs. Katz is, she may have been a part of the 3rd major wave of Jewish immigrants who traveled to the US between the 1880s and 1930s. Because many couldn’t speak English when they first arrived in the US, many Jewish immigrants had to work in places that didn’t require knowing English, and the work was very hard. Because of that, many Jewish people started *unions* (organizations of workers formed to protect their rights and to work toward fair pay, benefits, and working conditions).

### **Research Questions:**

1. *Type of Jewish Immigrants:* From what countries did the Jewish immigrants come between the 1880s and 1920s? Why did they come to the US?

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2. *Working Conditions in the US:* What kind of work did the Jewish immigrants do once they arrived in the US? What were the conditions like in the factories?

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# Research Topic

Student Name: \_\_\_\_\_

## Jewish Life Events – Weddings and Funerals

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz invites Larnel to a cemetery where Myron is buried: “Since you are almost family to me, Larnel, “she said one day, “I want you should come with me to say kaddish for my Myron...” At the cemetery, she read from her book. Then she asked Larnel to put a small rock on top of Mr. Katz’s headstone. “We do this to remember,” she said softly. Later in the book, as Mrs. Katz and Larnel set the table for Passover, Mrs. Katz shows Larnel a tablecloth and says, “This was our wedding chuppa, our canopy.”

### **Background Information:**

Just like other religions, Jews celebrate weddings and mourn people’s deaths. They have objects, prayers and rituals (ways of acting, customs) that are specific to their Jewish religion and culture.

### **Research Questions:**

Your research questions are in two sections.

[Jewish Weddings]

1. What does the Jewish wedding ceremony look like? \_\_\_\_\_

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2. What happens for a week after the wedding ceremony? \_\_\_\_\_

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3. What is a “chuppa (also spelled huppah)? \_\_\_\_\_

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## [Jewish Funerals]

1. What does a Jewish funeral look like? \_\_\_\_\_

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2. What is kaddish? \_\_\_\_\_

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3. What is the purpose of the prayer book? \_\_\_\_\_

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4. What does it mean to put rocks on top of the gravestone (like what Larnel did)? \_\_\_\_\_

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# Research Topic

Student Name: \_\_\_\_\_

## Jewish Holiday – Passover (Pesach)

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, Mrs. Katz tells Larnel that she met Myron at her aunt Havelah's Passover seder. "What good times they were, with lots and lots of family. Now it's just me," she says softly.

Could I have Passover dinner with you?" asked Larnel.

"I though you would never ask!" she exclaimed as she hugged him close. "Such a seder I'll prepare for you!"

### **Background Information:**

Passover is the oldest and one the most important Jewish holidays. In Hebrew, Passover is called "Pesach" (PEH-sock). This holiday begins with a ritual called a seder (SAY-duhr).

### **Research Questions:**

1. What is Passover? *To help you with your research, here are some specific questions:*

a. What is the biblical story behind Passover? \_\_\_\_\_

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b. When does Passover happen? How long does it last? \_\_\_\_\_

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c. How do Jewish people prepare for Passover? \_\_\_\_\_

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2. What is a seder? *To help you with your research, here are some specific questions:*

d. What is a seder plate? \_\_\_\_\_

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e. What are the different parts of the seder dinner? \_\_\_\_\_

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f. What is afikomen (ah-fee-KOH-men)? \_\_\_\_\_

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g. Why is matzoh an important part of Passover? \_\_\_\_\_

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3. How does this connect to *Mrs. Katz and Tush*? Your presentation should be able to explain why:

- ✓ Mrs. Katz uses linens and china for the meal
- ✓ Mrs. Katz hides one piece of matzoh in the apartment

# Research Topic

Student Name: \_\_\_\_\_

## Jewish Symbols – Menorah, Star of David, Kipa, and Tallit

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, when Mrs. Katz and Larnel realize that Tush left the apartment through the window, there is a candlestick with many places to put candles on it. In the Jewish culture, this is called a menorah. Later in the story, Mrs. Katz and Larnel are in a bakery, surrounded by many people. Some of the bakers are wearing a tiny covering on their head, called a kipa.

### *Background Information:*

The menorah is a very important Jewish symbol. Another important symbol in the Jewish community is the Star of David. There are several pieces of clothing that are important to the Jewish faith, such as a kipa or kippah (also known as a yarmulke in Yiddish, or skullcap) and a tallit.

### *Research Questions:*

1. What is a menorah?
  - a. What does it look like? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - b. How is it used? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - c. Why is it an important symbol? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. What is the Star of David?
  - a. What does it look like? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - b. How is it used? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
  - c. Why is it an important symbol? \_\_\_\_\_

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3. What is a kipa?

a. What does it look like? \_\_\_\_\_

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b. How is it used? \_\_\_\_\_

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c. Why is it an important symbol? \_\_\_\_\_

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4. What is a tallit?

a. What does it look like? \_\_\_\_\_

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b. How is it used? \_\_\_\_\_

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c. Why is it an important symbol? \_\_\_\_\_

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# Research Topic

Student Name: \_\_\_\_\_

## Jewish Religious Practices – Kashrut (Keeping Kosher)

### *Do you remember?*

In *Mrs. Katz and Tush* by Patricia Polacco, Larnel asks why Mrs. Katz uses different dishes for the seder dinner.

How come you have so many different dishes?" Larnel asked.

**"Because some Jews don't eat dairy and meat off of the same dishes," she answered.**

### *Background Information:*

In the Jewish religion, the Torah (Jewish bible) teaches Jews how to live, such as how to treat others and how to practice justice and equality. It also provides Jews with more specific laws, in this case, how to keep "kosher," based on the laws of Kashrut.

### *Research Questions:*

1. What does "kashrut" mean? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What does it mean to "keep kosher?" \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Why can't dairy and meat be eaten off the same plate? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What does a kosher home look like? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. How can people tell what food in the grocery store is kosher? \_\_\_\_\_

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6. Give two examples of each type of food that is considered kosher and not kosher:

	<i>Kosher</i>	<i>Not Kosher</i>
Seafood:	_____ _____	_____ _____
Birds:	_____ _____	_____ _____
Meat:	_____ _____	_____ _____

7. Who checks to make sure food is kosher? \_\_\_\_\_

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# Resource List about Judaism and Jewish Community

This list is divided into three sections: Section 1 provides an alphabetical listing of resources related to the research projects; Section 2 organizes resources by research topic; and Section 3 lists resources for additional research topics.

## Section 1: Resources arranged in alphabetical order

Resource	Brief Description (per Web site or Book) <i>Additional comments in italics</i>	Web Site	Book
Akhlah: The Jewish Children's Learning Network @ <a href="http://www.akhlah.com/">http://www.akhlah.com/</a>	This Web site provides Jewish children and their families access to the prayers, stories and rituals that have bound Jews together around the world and through the ages. Akhlah is specifically designed for the youngest and least knowledgeable among us, while maintaining attention to the details of the subject matter.	X	
BabagaNewz @ <a href="http://www.babaganewz.com/index_main.cfm?cat=9&amp;sub=matcharchive">http://www.babaganewz.com/index_main.cfm?cat=9&amp;sub=matcharchive</a>	This monthly classroom magazine for grades 4–7 analyzes major news stories, religious holidays, cultural events and youth trends that play an important part in children's lives. Each issue of BabagaNewz is organized around a specific Jewish value. <i>Magazine only available in print, but the Web site has several resources.</i>	X	
<i>Celebrating Passover</i> by Diane Hoyt-Goldsmith (New York: Holiday House, 2000)	Through color photographs and text, this book explains the customs, symbols, and importance of Passover through the eyes of a 9-year old Jewish boy. Blessings and quotes from the Haggadah, a Passover recipe, a lively song, and a retelling of the story of the exodus round out this tribute of a festive and spiritual holiday. Ages 9–11. <i>Get it at Barnes &amp; Noble @ <a href="http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0823414205&amp;itm=11">http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0823414205&amp;itm=11</a></i>		X
Chabad.org @ <a href="http://www.chabad.org">http://www.chabad.org</a>	This Web site utilizes Internet technology to unite Jews world wide, empowers them with knowledge of their 3,300 year-old tradition, and fosters within them a deeper connection to Judaism's rituals and faith. <i>Has a Kid Zone that includes factual information about Judaism for young children.</i>	X	
Educational Program on Yiddish Culture (EPYC) @ <a href="http://epyc.yivo.org/home.php">http://epyc.yivo.org/home.php</a>	A project of the YIVO Institute for Jewish Research, this educational curriculum aims to familiarize students with the Yiddish- speaking Jewish culture that flourished throughout Eastern Europe in the last 500 years. <i>More suitable for older students with strong reading skills.</i>	X	
<i>The Family Treasury of Jewish Holidays</i> by Malka Drucker (Boston: Little, Brown and Co., 1994)	Through watercolor illustrations, this book recounts the history and rituals of ten Jewish holidays, and includes games, recipes and songs. Ages 9–12. <i>Get it at Barnes &amp; Noble @ <a href="http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0316193135&amp;itm=1">http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0316193135&amp;itm=1</a></i>		X
Jewish Virtual Library @ <a href="http://www.jewishvirtuallibrary.org/jsource/judaism.html">http://www.jewishvirtuallibrary.org/jsource/judaism.html</a>	This comprehensive online Jewish encyclopedia covers a variety of topics from anti-Semitism to Zionism to the American-Israeli Cooperative Enterprise. <i>More suitable for older students with strong reading skills.</i>	X	
<i>The Jewish-American Heritage</i> by David M. Brownstone (New York:	This book (second volume in the America's Ethnic Heritage series) explores the history, culture, and contributions of Jews in the US from the arrival of		X

Resource	Brief Description (per Web site or Book) <i>Additional comments in italics</i>	Web Site	Book
Facts on File Publications, 1988)	the earliest European settlers to the present day. <i>More suitable for older students with strong reading skills.</i>		
<i>Judaism</i> by Douglas Charing (New York: DK Publishing, 2003)	With photos and pictures, this guide explores the history, faith and traditions of Judaism, past and present. Ages 8 and up. <i>Get it at Barnes &amp; Noble @ <a href="http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0789492407&amp;itm=4">http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0789492407&amp;itm=4</a></i>		X
Judaism 101 @ <a href="http://www.jewfaq.org/toc.htm">http://www.jewfaq.org/toc.htm</a>	This online encyclopedia of Judaism covers Jewish beliefs, people, places, things, language, scripture, holidays, practices and customs. The author's purpose is to make freely available a wide variety of basic, general information about Judaism, written from a traditional perspective in plain English. It is written from an Orthodox point of view. <i>More suitable for older students with strong reading skills.</i>	X	
<i>Kids Explore America's Jewish Heritage</i> by Westridge Young Writers Workshop (Santa Fe, NM: John Muir Publications, 1996)	Written by students in the Westridge Young Writers Workshop for other students, this book introduces young readers to Jewish American art, food, history, folk stories, famous people, and music--all from a kid's point of view. Ages 9-12.		X
<i>Menorahs, Mezuzas, and Other Jewish Symbols</i> by Miriam Chaikin (New York: Clarion Books, 1990)	This book explains the most popular Jewish symbols as well as many that are less well known. Using black-and-white illustrations, this book paints a vivid picture of the symbols, ideas, and traditions that link the Jewish past with the present. Ages 9-11. <i>Get it at Barnes &amp; Noble @ <a href="http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0899198562&amp;itm=1">http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0899198562&amp;itm=1</a></i>		X
My Jewish Learning @ <a href="http://myjewishlearning.com/index.htm">http://myjewishlearning.com/index.htm</a>	This trans-denominational Web site of Jewish information and education is geared toward learners of all ages and educational backgrounds. <i>More suitable for older students with strong reading skills.</i>	X	
Triangle Factory Fire @ <a href="http://www.ilr.cornell.edu/trianglefire/">http://www.ilr.cornell.edu/trianglefire/</a>	This Web exhibit presents original documents and secondary sources on the Triangle Fire held by the Cornell University Library. The site includes selected information on a terrible and unnecessary tragedy involving the death of many young working women in a New York City sweatshop at the beginning of the 20th century and the resulting investigations and reforms. <i>More suitable for older students with strong reading skills.</i>	X	
<i>Wonders and Miracles: A Passover Companion</i> by Eric Kimmel (New York: Scholastic Press, 2004)	With artwork that spans 3,000 years in four continents, this book presents steps performed in a traditional Passover Seder, plus stories, songs, poetry, and pictures that celebrate the historical significance of this holiday to Jews all over the world. Ages 8-12. Very comprehensive look at Passover. <i>Get it at Barnes &amp; Noble @ <a href="http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0439071755&amp;itm=1">http://search.barnesandnoble.com/booksearch/isbnInquiry.asp?z=y&amp;isbn=0439071755&amp;itm=1</a></i>		x

## Section 2: Resources organized by research topic

### Language – Hebrew and Yiddish

BabagaNewz Games. <http://babaganewz.com/games>. (While this does not provide research materials, it does engage visitors in learning a few Hebrew words.)

Expressions and Greetings. Judaism 101. <http://www.jewfaq.org/express.htm>.

Hebrew Alphabet. Judaism 101. <http://www.jewfaq.org/alephbet.htm>.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

Learn the Aleph Bet (the Hebrew Alphabet). Akhlah: The Jewish Children's Learning Network.

[http://www.akhlah.com/aleph\\_bet/aleph-bet.php](http://www.akhlah.com/aleph_bet/aleph-bet.php). (In addition to a page about the Hebrew alphabet, "Learn Hebrew" section includes words for seasons, days and months.)

Yiddish Language and Culture. Educational Program on Yiddish Culture. <http://epyc.yivo.org/main.php?uid=3>.

Yiddish Language and Culture. Judaism 101. <http://www.jewfaq.org/yiddish.htm>.

### US Jewish Immigrant Experience 1880s-1930s

"The 1911 Triangle Factory Fire: Fire!" Ithaca, NY: Cornell University. <http://www.ilr.cornell.edu/trianglefire/story/fire.html>.

"The 1911 Triangle Factory Fire: Sweatshops and Strikes Before 1911." Ithaca, NY: Cornell University. <http://www.ilr.cornell.edu/trianglefire/story/sweatshopsStrikes.html>

"The International Ladies Garment Worker's Union Strike" by Howard Sachar. My Jewish Learning. New York: New York. [http://www.myjewishlearning.com/history\\_community/Modern/Overview\\_The\\_Story\\_17001914/Socialism/Socialism\\_in\\_America/GreatRevolt.htm](http://www.myjewishlearning.com/history_community/Modern/Overview_The_Story_17001914/Socialism/Socialism_in_America/GreatRevolt.htm).

*The Jewish-American Heritage* by David M. Brownstone. New York: Facts on File Publications, 1988.

"Jewish Garment Workers Into the Sweatshops" by Howard Sachar. New York: My Jewish Learning. [http://www.myjewishlearning.com/history\\_community/Modern/ModernSocial/FactoryWorkers.htm](http://www.myjewishlearning.com/history_community/Modern/ModernSocial/FactoryWorkers.htm).

Jewish Population of the United States (1954–2011). Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/jsource/US-Israel/usjewpop1.html>.

Jewish Population of the United States, by State. Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/jsource/US-Israel/usjewpop.html>.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

"Life in Shop" by Clara Lemlich. *New York Evening Journal*, November 28, 1909. [http://www.ilr.cornell.edu/trianglefire/primary/testimonials/ootss\\_ClaraLemlich.html](http://www.ilr.cornell.edu/trianglefire/primary/testimonials/ootss_ClaraLemlich.html).

Maps. Educational Program on Yiddish Culture. <http://epyc.yivo.org/home.php>: For a visual of the immigration patterns from Eastern Europe during the 1890s–1930s, click on "Maps" on the home page; in the new window with the map of Eastern Europe, click on "Emigration 1890s–1930s."

"My First Job" by Rose Cohen. Ithaca, NY: Cornell University. [http://www.ilr.cornell.edu/trianglefire/primary/testimonials/ootss\\_RoseCohen.html](http://www.ilr.cornell.edu/trianglefire/primary/testimonials/ootss_RoseCohen.html).

## Jewish Life Events – Weddings and Funerals

“Arriving at the Huppah, or the Wedding Canopy” by Michael Kaufman. New York: My Jewish Learning.  
<http://www.myjewishlearning.com/lifecycle/Marriage/LiturgyRitualCustom/ChuppahArrive.htm>

Burial and Mourning Practices. My Jewish Learning.  
[http://www.myjewishlearning.com/life/Life Events/Death and Mourning/Burial and Mourning.shtml](http://www.myjewishlearning.com/life/Life%20Events/Death%20and%20Mourning/Burial%20and%20Mourning.shtml)

“The Huppah, or Wedding Canopy” by Michael Kaufman. New York: My Jewish Learning.  
<http://www.myjewishlearning.com/lifecycle/Marriage/LiturgyRitualCustom/Chuppah.htm>

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America’s Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

Life, Death and Mourning. Judaism 101. <http://www.jewfaq.org/death.htm#Death>.

A Typical Wedding Ceremony. Judaism 101. <http://www.jewfaq.org/marriage.htm>. (To find this section, refer to the vertical bar on the right side of the screen, and click on “Typical Marriage” under the heading “Marriage.”)

## Jewish Holiday – Passover

Food Culture (Slide 10). Educational Program on Yiddish Culture. <http://epyc.yivo.org/main.php?uid=3>

*The Family Treasury of Jewish Holidays* by Malka Drucker. Boston: Little, Brown and Co., 1994.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America’s Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

*Matzah: What’s Up With It?* A Matzah Documentary by Jono. 7 mins. Chabad.org.  
[http://www.chabad.org/multimedia/media\\_cdo/aid/269485/jewish/Matzah-Documentary.htm](http://www.chabad.org/multimedia/media_cdo/aid/269485/jewish/Matzah-Documentary.htm)

Passover. Kids. Chabad.org. <http://www.chabad.org/kids/article.asp?AID=354750>

Passover of Pesach. Akhlah: The Jewish Children’s Learning Network. <http://www.akhlah.com/holidays/pesach/passover.php>

Passover (Pesach). My Jewish Learning. <http://www.myjewishlearning.com/holidays/Passover.htm>

Pesach: Passover. Judaism 101. <http://www.jewfaq.org/holidaya.htm>

*Wonders and Miracles: A Passover Companion* by Eric Kimmel. New York: Scholastic Press, 2004.

## Jewish Symbols – Menorah, Star of David, Kipa, and Tallit

Menorah. Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/jsource/Judaism/menorah.html>.

Star of David. Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/jsource/Judaism/star.html>.

Kippah (Yarmulke). (Practice and Ritual). Jewish Virtual Library.  
<http://www.jewishvirtuallibrary.org/jsource/Judaism/Kippah.html>

Tallit. Akhlah: The Jewish Children’s Learning Network. [http://www.akhlah.com/history\\_tradition/tallit.php](http://www.akhlah.com/history_tradition/tallit.php).

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America’s Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

*Menorahs, Mezuzas, and Other Jewish Symbols* by Miriam Chaikin. New York: Clarion Books, 1990.

### **Jewish Religion Practices – Kashrut (Keeping Kosher)**

Food Culture (Slides 1–4). Educational Program on Yiddish Culture. <http://epyc.yivo.org/main.php?uid=3>.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

Kashrut: Jewish Dietary Laws. Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/jsource/Judaism/kashrut.html>.

Kashrut: Jewish Dietary Laws. Judaism 101. <http://www.jewfaq.org/kashrut.htm>.

Kashrut: Jewish Dietary Laws. My Jewish Learning. [http://www.myjewishlearning.com/daily\\_life/Kashrut.htm](http://www.myjewishlearning.com/daily_life/Kashrut.htm).

Kosher: A Guide to Eating Jewishly. Chabad.org. <http://www.chabad.org/generic.asp?AID=113424>.

Kosher – Jewish Dietary Laws. Akhlah: The Jewish Children’s Learning Network.  
[http://www.akhlah.com/history\\_tradition/kosher/kosher.php](http://www.akhlah.com/history_tradition/kosher/kosher.php).

*Koshermentary*. Produced by Dovid Taub & Jonathan Goorvich. 9.35 mins. Chabad.org.  
[http://www.chabad.org/multimedia/media\\_cdo/aid/297425/jewish/Koshermentary.htm](http://www.chabad.org/multimedia/media_cdo/aid/297425/jewish/Koshermentary.htm).

*Kids Explore America’s Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

### Section 3: Resources for additional research topics

This list only includes a selection of books (both previously listed and new additions). Web sites that are in the previous list will have information about these research topics.

#### Bar Mitzvah

*Bat Mitzvah: A Jewish Girl's Coming of Age* by Eric A. Kimmel. New York: Viking Juvenile, 1995.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

#### Hannukah

*Celebrating Hanukkah* by Diane Hoyt-Goldsmith. New York: Holiday House, 1996.

*The Family Treasury of Jewish Holidays* by Malka Drucker. Boston: Little, Brown and Co., 1994.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

#### Purim

*The Family Treasury of Jewish Holidays* by Malka Drucker. Boston: Little, Brown and Co., 1994.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

#### Shabbat

*The Family Treasury of Jewish Holidays* by Malka Drucker. Boston: Little, Brown and Co., 1994.

*Judaism* by Douglas Charing. New York: DK Publishing, 2003.

*Kids Explore America's Jewish Heritage* by Westridge Young Writers Workshop. Santa Fe, NM: John Muir Publications, 1996.

*Menorahs, Mezuzas, and Other Jewish Symbols* by Miriam Chaikin. New York: Clarion Books, 1990.

*Shabbat: A Peaceful Island* by Malka Drucker. New York: Holiday House, 1983.

# Suggested Guidelines for Group Research and Presentation

In Parts II and III of the Understanding Judaism and the Jewish Community lesson, students are divided into research groups and asked to research a specific topic from Patricia Polacco's *Mrs. Katz and Tush* (New York: Bantam Books, 1992), and to present their findings to the class. Recognizing that each teacher has a preferred approach to group research projects, please treat the following as suggestions and guidelines.

## Prior to the start of the lesson:

1. Assess the diverse knowledge base and research and presentation skills of students; use this information to divide the class into well-balanced research groups. Also consider student relationships and use this as an opportunity to group students who would not otherwise work together.
2. Review the [Suggested Resource List about Judaism and Jewish Community](#). Consider how many resources you want students to use, depending on the scope of the project.
3. Determine if the school library has the books listed in the *Suggested Resource List about Judaism and Jewish Community*. If necessary, ask the librarian for assistance in locating these books, and set them aside either in the library or in the classroom.
4. Talk to the librarian and/or school's IT staff person for any research assistance they can provide to the students while researching their topic, including leading a session about how to do research in the library or on the Internet.

## An approach to the presentation:

1. To address all styles of learners in the classroom, ask research groups to include the following in their presentation:
  - Text (e.g., typed or handwritten) that answers the research questions in the assignment
  - Charts and images (e.g., drawings, photos, pictures, graphs, maps)
  - Audio and/or visual aids from Web sites, if Internet access is available in the classroom (e.g., hearing and learning the Hebrew alphabet)
2. Based on the skills and abilities of the students, provide more specific parameters for this research project and add any instructions that complement and/or augment class and/or grade-level objectives. Create a rubric that can help guide the research groups. The following is an example of a rubric.

Jewish Religion Research Project Rubric		
_____	All research questions are answered	10 points
_____	All answers are from documented research sources	10 points
_____	At least 5 chart and images are shown You may use, drawings, photos, pictures, graphs, maps	10 points
_____	Editing, capital letters and punctuation	10 points
_____	Overall neatness of project	5 points
_____	Names are clearly displayed on the project	5 points
_____	Total Points	50 points is the maximum

3. Instruct students to divide the work as equally as they can. Encourage them to partner with each other to work on one research question, rather than having one student per research question.
4. Because each member of the research group may not delve into all aspects of the topic, ask each member to do a “mini-presentation” to their group members about their area of focus before the presentation. (Consider using some portion of class before the presentation date for groups to prepare their presentation and for this teaching to take place.)

### **During the presentation:**

The following are two methods of presenting information to the class:

#### **Method #1: Group Presentation**

Ask each research group to give a five-minute presentation of their research topic to the entire class. Allow five minutes for questions and answers. Highlight any connections and overlap among the different presentations.

#### **Method #2: Jigsaw Group Carousel**

1. Divide the class into small groups comprised of at least one member from each research group. For example, each group will have one student from the Language Research Group, one from the US Jewish Immigrant Experience Research Group, one from Jewish Life Events Research Group, etc.
2. Explain that each group has one person from each research group. At each presentation area, the student who is a member of that research group’s presentation will give a brief presentation to the small group. For example, if the group is standing in front of the Language presentation, the student from the Language Research Group will present his or her group’s findings to the small group.
3. Continue to explain that after five minutes, you will say “change” and the groups will all move to the adjacent presentation, where the representing student of the presentation will report his or her group’s findings to the small group.
4. Begin the presentation process and circulate to the different presentation areas. Join in as an audience member and ask questions when appropriate. Continue until the groups return to their original presentation area.