



GRADES K-12

9 Ideas for Teaching Jewish American Heritage Month

OVERVIEW

In commemoration of Jewish American Heritage Month which takes place every May, we offer this resource to help educators engage students in thinking broadly and critically about the Jewish experience in all of its diversity and complexity. In highlighting the significant events, people, culture and

stories which have made a substantial contribution to the Jewish American experience, instruction should incorporate history, literature, politics, first-person experience, the arts, and the struggle for fair treatment and equity.

CORE STANDARDS: Reading, Writing, Speaking and Listening, Language

SEL STANDARDS: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making

ADL[®]

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PLANNING

As you begin planning, we suggest you keep in mind the following:

- **Consider the religious and cultural composition of your classroom.** You may or may not know the religious and cultural background of the students in your classroom. If you have students who are Jewish in your classroom, don't assume that those Jewish students are knowledgeable about or interested in Judaism or the Jewish experience. Your students will probably have a range of thoughts and feelings about Jewish American Heritage Month: pride, embarrassment, interest, annoyance, excitement, boredom—or they may not think much about it at all. Be mindful not to put Jewish students in the role of being the “authority” on Jewish American people, history, religion or culture. Avoid asking or expecting any one Jewish student to speak for all Jewish people or students. When discussing the Jewish experience or antisemitism, always keep in mind that those conversations can inadvertently cause harm to Jewish students, despite your intent being the opposite. Keep that in mind as you plan and reinforce classroom guidelines for safe, respectful and inclusive environments. It is also important to acknowledge that Jewish people as a group are more diverse than many people realize or understand. This diversity is reflected in Jewish people's ethnicity, race, culture, immigration history, religion and language (see #3 below for more information and exploration).
- **Integrate the history, accomplishments and culture of Jewish people into instruction throughout the school year.** Although Jewish American Heritage Month takes place during May, it is important to keep in mind and acknowledge that, like other religious, racial and ethnic groups that comprise U.S. society, the history of Jewish people in the United States is part of U.S. history. Consider ways to introduce history, culture, knowledge and information about the current contributions of Jewish people into multiple aspects of the curriculum throughout the school year.
- **Provide a balanced perspective.** In teaching Jewish American Heritage Month, balance the positive exploration of culture, art, history, contributions and accomplishments with the important but sometimes difficult learning about the struggles for inclusion and equity and the antisemitism faced by Jewish people throughout history. While it is essential to acknowledge the serious and important issue of antisemitism in the U.S., avoid sending the message that Jewish history is all about oppression and the fight for justice, which can be a “deficit-centered” approach. Try to strike a balance between both the tribulations and triumphs of the Jewish experience.
- **Foster empathy.** Jewish American Heritage Month provides an opportunity to foster empathy among your students for the accomplishments, joys and struggles of all people. Make connections to other members of identity groups, religious groups, people of color and marginalized people and find ways to connect their history, culture and struggle with Jewish American people, history and culture, where applicable.
- **Define terminology.** Throughout this resource, we use the terms Jewish people, Jews or the Jewish community to refer to individuals or groups who identify as Jewish. We also use the term Judaism to refer to the religion of the Jewish people. It is important to understand that while Judaism is an ethnoreligion and many Jewish people practice Judaism, there are also Jewish people who may not have a specific connection to or practice Judaism, or they may identify as “secular.” Being Jewish is a cultural experience and identity as well as a religious one. It is also important to acknowledge that Jewish people may practice other religions in addition to Judaism. In addition, people who are Jewish identify with other social identity groups, which is explored below.



Web Related Connections

Lesson Plans

[Antisemitic Incidents: Being an Ally, Advocate and Activist](#)

[Challenging Antisemitism: Debunking the Myths and Responding with Facts](#)

[Contemporary Antisemitism](#)

Other Resources

[Address and Challenge Antisemitism \(Collection of Resources\)](#)

[Antisemitism Today](#)

[Audit of Antisemitic Incidents: 2022](#)

[Empowering Young People in the Aftermath of Hate](#)

The following activities include ideas for bringing the themes of Jewish American Heritage Month to K-12 classrooms. Some of the ideas are more applicable to younger students and some apply more to middle and high school students. Each section includes teaching strategies, background information and suggested resources to learn more about the topic or to serve as a starting point for students' research. The resource lists are not exhaustive and we suggest that educators encourage students to look beyond these resources.

1 Read and Discuss Literature by and About Jewish People

1. Have students read and discuss literature by and about people who are Jewish and about the Jewish experience including short stories, fiction, non-fiction, plays, poetry, graphic novels and speeches. Highlight contemporary work that incorporates voices from all parts of the Jewish community.
2. Read and discuss literature selection(s) as a whole class or create small group book clubs where each club reads a different book or collection together. Some general questions to guide literature discussions include:
 - What is the book/poem/story about?
 - What is the theme, meaning and message of the book/poem/story?
 - How are the characters developed?
 - What is the main conflict and how is it resolved?
 - What did you most like about the book? What did you like least about it?
 - What was your biggest takeaway?
 - What passage(s) were particularly impactful, important, meaningful or powerful for you?
 - What does the book/poem/story reflect about the Jewish experience? What did it add to your understanding of Jewish people?
 - To what extent does it portray the Jewish experience in a complex and nuanced way?
 - How does this story add to your understanding of what it means to be Jewish?
 - What is the author trying to say in the piece?
3. Engage small group book clubs in discussing their reading and consider a group project such as:
 - Write book reviews (and the class can create a blog of all the book reviews).
 - Act out a scene from a play they read.
 - Write poems, short stories, plays or the beginnings of a novel based on the particular genre that they have read.
 - Learn more about the author and compile and summarize book reviews.
 - Create a drawing or collage that illustrates their favorite or most impactful part or scene.
 - Conduct a mock "book talk" with the author and make a video of it to share.
 - Consider what comes next if the book/story/poem/play were to continue, and write that.

Resources:

[100 Must-Read Works of Jewish Fiction](#) (Book Riot)

[Jewish American Poetry](#) (My Jewish Learning)

[Jewish Book Council](#)

[Jewish Culture and Antisemitism](#) (ADL Books Matter)

[Jewish Stories](#) (Chabad)

[Kar-Ben Publishing](#) (Children's Books)

[Poems of Jewish Faith and Culture](#) (Poetry Foundation)

[Staff Favorites: Recent Books That Reflect Diverse](#)

[Jewish Experiences](#) (NY Public Library)

2 Identify and Learn About Important People and Events in Jewish American History

1. Have students identify and study important people in Jewish American history. Both the process of identifying people and doing the research will be a learning experience. Begin with categories such as:

- Academics
- Actors
- Artists: Performing Artists and Visual Artists
- Athletes
- Celebrities/Entertainers
- Business People
- Elected Officials
- Inventors
- Musicians
- Political Activists
- Public Service Workers
- Scientists
- Spiritual Leaders
- Writers

Using these categories, have students brainstorm names of people with whom they are familiar.

2. Next, have students conduct library and online research to identify more names. After brainstorming, have students interview their parents, family members and friends, asking them for additional names. Invite students to add the names they have collected to the list.

3. After compiling a long and comprehensive list of names within each category, have students pick a person they want to learn more about. Encourage students to consider all the categories to avoid having the majority of your students choose entertainment and celebrity figures, which young people are sometimes overly drawn to. Encourage students to choose figures from history as well as contemporary people. Give students options for presenting what they learned about the person they studied. Their learning can culminate in a variety of different projects:

- Write and perform a short skit about the person. (Note: If students choose to perform a skit about the person, caution them not to reenact traumatic experiences from the person's life, which could be harmful to the student performing the skit or others in class.)
- Write diary entries from their person's point of view.
- Create a portrait of the person.
- Write and deliver a speech/eulogy about the person.
- Write an original speech that the person might give.
- Write a short biography.
- Create a sculpture of the person, using clay, wood, metals or found objects.
- Create a timeline of their life.
- Make a webpage about them, using photos and original written material.
- Write a picture book (for young children) about the person.

4. You can use a similar process to have students identify and learn about important events and milestones in Jewish American history which may include events abroad, in the U.S. or the experience of immigrating to the U.S. Working alone or in pairs/triads, have students examine one of the events, time periods, or milestones and engage in a project to express and share what they learned. After conducting research, students can demonstrate what they learned by undertaking one or more of the following projects:

- Create a mini-timeline for the event.
- Provide biographical information about important people who participated in that event.

- Draw or paint pictures of the event and write placards that go along with the pictures.
- Create a mini-documentary or podcast about the event.
- Write and perform a skit demonstrating something about the time period or event.
- Write and deliver a speech about the important aspects of the event or milestone.
- As a class, create a complete Jewish American history timeline, using all of the mini-timelines from each group.

Resources:

[7 Inspiring Jewish Americans Throughout History That Kids Should Learn About](#) (Parents)

[10 Jewish Americans Who Changed History](#) (PBS)

[18 Jewish Celebrities And Their Connection To The Culture](#) (Women's Health)

[Lists of American Jews](#) (Wikipedia)

[The Jewish Americans](#) (PBS)

[These 9 Jewish Politicians Helped Shape U.S. History](#) (Refinery29)

[Weitzman National Museum of American Jewish History](#)

3 Learn About the Ethnic, Racial, Language and Religious Diversity of Jewish People

1. Elicit and share with students that Jewish people as a group are more diverse than many people realize or understand. This diversity is reflected in Jewish people's ethnicity, race, culture, immigration experience, religion and language. As a class, have students research an aspect of Jewish diversity that can encompass one of the following:
 - Ethnicity (country/region of origin, ancestry, geographic and language origin), including where the Jewish people originated and the significant ethnic groups that emerged based on their geographic location.
 - Race (Jews of color, including Jews who are Black, Hispanic, Asian, Indigenous and multiracial)
 - Immigration and migration history and context (see #4)
 - Languages other than English spoken (Hebrew, Yiddish, Ladino, Judeo-Greek and others),
 - Religious denomination (e.g., Reform, Conservative, Orthodox, Reconstructionist) and sub-groups within denominations.
2. Invite students to work individually or in small groups to learn more about one of these aspects of Jewish identity. Have the research that students conduct and the information they collected culminate in one of the following projects: research paper, photographic essay, video or PowerPoint/Google slides presentation, infographic, visual representation or a video.
3. Talk with students about intersectionality and how it relates to Jewish people and the Jewish experience. Define intersectionality (derived from Kimberlee Crenshaw) as "The examination of overlapping and connected social systems that compound oppression for individuals who belong to multiple marginalized social groups based on their race, gender, class, gender identity, religion, sexual orientation, disability, etc." Invite students to explore some of the ways that Jewish identity, combined with other marginalized social identity groups (e.g., Jewish women, Black Jews, Orthodox Jews, Jewish people with disabilities), can result in compounded harm and oppression. Have students share their insights and findings with the class by writing, creating a video of visual representation or presenting verbally.

Resources:

[Jewish Identity and Belief](#) (Pew Research Center)

[Jewish Languages](#) (Jewish Language Project)

[Jews of Color Initiative](#)

[Judaism](#) (History)

[Periphery](#)

[Race, ethnicity, heritage and immigration among U.S. Jews](#) (Pew Research Center)

[Sephardic, Ashkenazic, Mizrahi and Ethiopian Jews](#) (My Jewish Learning)

[The Jewish Denominations](#) (My Jewish Learning)

[Why Diversity Is Important](#) (Be'chol Lashon)

4 Reflect on the Jewish Immigration Experience

1. Share with students that Jewish people from around the world have a history of immigrating to the United States. Some of the key immigration periods include: (1) In the 1600's, the first Jews who arrived in what would become the U.S. were Sephardic (traced their ancestry to Spain and Portugal); (2) In the 1840's, German Jews began to come to the U.S. in significant numbers due to persecution, restrictive laws, and economic hardship; and (3) Starting in the 1880's, Jewish people from Eastern Europe began to immigrate to the U.S. in large numbers due to overpopulation, oppressive legislation and poverty; over 2 million Jews from Russia, Austria-Hungary, and Romania came to the U.S. These explorations provide an opportunity to learn about the historical periods of immigration as well as providing a bridge to discuss current day immigration issues. You can explore this topic in the following ways:
2. Explore the history of immigration in the U.S., emphasizing the experiences (both historical and current) of Jewish people immigrating to the U.S. You can have students examine important and consequential periods of Jewish migration and the context in which immigration took place. For example, in the late 1930's amid the growing refugee crisis in Europe, the Holocaust and World War II, there was great urgency for Jewish refugees to leave. At the time, U.S. popular opinion was against accepting new arrivals. A Gallup poll taken two weeks after [Kristallnacht](#) asked Americans: "Should we allow a larger number of Jewish exiles from Germany to come to the United States to live?" 72% responded "no."
3. Discuss current and past immigration legislation, analyzing the challenges and opportunities and identifying the groups that are marginalized in the process.
 - Share immigration and refugee narratives through news articles, fiction, poetry, short stories and children's literature.
 - Learn about and reflect on anti-immigrant bias, which manifests in policies and laws, rhetoric, media portrayals, stereotyping, scapegoating and more.
 - In response to bias, discrimination and injustice, consider how to act as an ally, advocate and activist when it comes to addressing bias towards different immigrant communities.
 - Talk with students about the immigration process and explore the reasons why it is more difficult for some groups and easier for others, based on issues of race, access and equity.
 - Examine what it means to be "documented" and "undocumented," what DACA is, and what life is like for people who are undocumented.
 - Reflect on what it means to provide a welcoming environment for those who are coming from other countries and what strategies are helpful to welcome others.

Resources:

[From Haven to Home: 350 Years of Jewish Life in America](#) (Library of Congress)

[Immigration and Identity Jewish Immigrants and the Bintel Brief](#) (Reimagining Migration)

[Immigration to the United States: 1933–41](#) (United States Holocaust Memorial Museum)

[Jewish Immigration to America: Three Waves](#) (My Jewish Learning)

[Jewish Migrants](#) (Pew Research Center)

[Power of Protest: The Movement to Free Soviet Jews](#) (National Museum of American Jewish History)

[The American Jewish Experience through the Nineteenth Century: Immigration and Acculturation](#) (National Humanities Center)

[The Jewish Diaspora: Latin American Stories](#) (Museum of Jewish Heritage)

5 Explore Art by Jewish People and About the Jewish Experience

1. Have students explore Jewish American art and artists by visiting online galleries and museums in your local area that have a collection of Jewish art and artists. Invite students to think broadly about different types of art including photography, painting, sculpture, architecture, drawing, craft/folk art as well as “street art” including graffiti and murals. Some suggested activities include:
 - As a class, visit a Jewish art museum or a museum that is featuring art by Jewish artists during Jewish American Heritage Month. Give students some background information prior to the museum trip and provide activities and items to look for as they move around the museum.
 - Have students engage in a virtual visit to an online museum or visit different museum webpages to find art by Jewish Americans and about the Jewish experience. Invite them to share what they saw and learned with the rest of the class.
 - If feasible, have students go to the museum on their own or with their family and then after everyone has visited the museum or exhibit, as a class, discuss what they saw and their reflections about the art.
2. Invite students to select a time period, look at Jewish American art produced over that time period and write a critical analysis of the art. They can also create their own art that reflects both the time period and that particular genre of Jewish American art.
3. Have students delve deeper into one specific artist, using the list of artists compiled from Activity #2 above or compile a list of artists by brainstorming and conducting online research. These can include artists who engage in visual arts such as painters, painting, drawing, printmaking, graffiti, murals, sculpture, ceramics, photography, video, filmmaking, design, crafts and architecture. Have the students learn about the artists’ life, their motivation, their style, their message, the time period in which they were artists and then have students create their own artwork in the same style as their selected artist.

Resources:

[Famous Jewish Artists](#)

[Goldring/Woldenberg Institute of Southern Jewish Life](#)

[Jewish American Artists in the Twentieth Century](#) (Indiana University)

[Jewish Art: A Brief History](#) (My Jewish Learning)

[Jewish Art Museums and Galleries](#)

[Jewish Modern Art](#) (My Jewish Learning)

[Jewish Museums in the United States](#) (Jewish Women’s Archive)

[The Jewish Museum](#)

6 Delve Into Jewish Music and Dance

1. Have students learn about the historical significance of dance and music developed for and by the Jewish community over the years. Keeping in mind the full Jewish diaspora, you can include a wide range of contemporary, historical and traditional music and dance. First, have students brainstorm and conduct research to learn more about the different types of Jewish music and dance.
2. As a class, watch videos of Jewish dance and listen to the different genres of music. Engage students in a discussion by asking questions such as:
 - How did it make you feel while listening and/or watching?
 - What instruments did you hear?
 - What dance moves did you notice?
 - What is the meaning of the lyrics?
 - How do you think the music and dance are influenced by Jewish identity, religion and culture?
 - What other music do you think it was influenced by? What other music did it influence?
 - How are traditional and modern Jewish music and dance both different from and similar to each other?
3. Have students work individually or in small groups to learn more about one genre of Jewish music or dance in history, originating from a particular country, how it was developed and famous artists in that genre. Some suggestions for small group projects: Pick a decade in history and, in addition to the dance and music of that time period, research its significance to politics and culture, the social justice context of the music and/or dance and the genre's influence on clothing styles and other aspects of popular culture.
 - Create a short documentary about one of the genres of dance or music that is part of Jewish history and culture.
 - In small groups, assign students a dance style prominent during a certain time period or in particular countries. They can watch videos of the dance and discuss the movements as well as the similarities and differences compared to other dance styles. Students can do additional research on their assigned dance style and then perform the dance for the class.

Resources:

[A History of Jewish Dance](#) (Roots Metals)

[Dance](#) (Jewish Virtual Library)

[Five Jewish Musical Artists You've Likely Never Heard, But Should](#) (Tablet)

[Jewish Dance](#) (My Jewish Learning)

[Jewish Dance](#) (Wikipedia)

[Jewish Dance in America](#) (My Jewish Learning)

[Jewish Music 101](#) (My Jewish Learning)

[Jewish Music: What is Jewish Music?](#) (Jewish Virtual Library)

[Sarah Haroeste](#)

7 Watch and Discuss Film And Television About The Jewish Experience

1. While there is not an extensive collection of films that depict and explore Jewish life in the U.S., throughout the years there have been a variety of films and television programs about Jewish people and the Jewish experience. Other films and television programs may have some Jewish characters but do not focus on the Jewish experience. There are films and television clips or episodes to consider showing in class or assigning students to watch. (Be mindful of age appropriateness of selected shows and movies; you can check with [Common Sense Media](#) for suggested age levels.) You can engage students in a discussion about the extent to which the films as a whole portray the Jewish experience in its complexity, what the films are missing or what additional films are needed.

Some films include: *Funny Girl* (1968), *Fiddler on the Roof* (1971), *Hester Street* (1975), *The Frisco Kid* (1979), *The Chosen* (1981), *Yentl* (1983), *An American Tail* (1986), *Brighton Beach Memoirs* (1986), *Crossing Delancey* (1988), *Liberty Heights* (1999), *Keeping the Faith* (2000), *A Serious Man* (2009), *Menasche* (2017) and *The Fabelmans* (2022).

2. Students can explore, watch and learn about Jewish films in the following ways:
 - Organize a Jewish American film festival for the school. Create a program and a schedule and show films throughout Jewish American Heritage Month (May) and beyond.
 - For each week throughout May, choose a different film for all the students to watch (either in class or independently) and discuss. In addition to discussion questions particular to each film, here are some general questions you can ask about any of the films:
 - What is the film about?
 - What is the point of view of the film?
 - How did the director portray the Jewish experience?
 - Are the characters complex, stereotyped or a combination?
 - What did you learn about the Jewish experience from the film?
 - For its time period when the film was made, was it ahead (or behind) of its time in terms of its portrayal of Jewish people?
 - How did the director develop the characters?
 - What is the director trying to show about time and place?
 - Did you enjoy the film? Why or why not?
 - If you were directing the film, what would you do differently?
 - Have students choose one film to focus on and ask them to learn more about the context of the film and the director. Instruct them to (1) read reviews about the film, (2) gain background knowledge about the time period portrayed, (3) learn more about the director and their point of view and (4) write an analysis of the film with their review.
3. As an alternative or in addition to movies, have students research and watch television shows that feature Jewish storylines, Jewish characters and/or are created by directors who are Jewish. Some examples include: *The Goldbergs*, *Transparent*, *Moon Knight*, *My Unorthodox Life*, *Seinfeld*, *The Nanny*, *Brooklyn Bridge*, *The Jewish Americans* (PBS mini-series) and *Schitt's Creek*. Invite students to watch a few shows or the whole series and then engage them in a critical analysis of the show, using some of the questions above, having them read reviews, and engage in debates about the extent to which the shows are accurate and/or complex representations of the Jewish experience as well as reflections of the time in which they were made.

Resources:

[10 Movies Showcasing the Best of American Jewish Life](#) (Union for Reform Judaism)

[15 Things to Watch and Read on the American Jewish Experience](#) (AJC, Global Voice)

[25 Essential Jewish Movies](#) (The Other Journal)

[Jews in Television](#) (My Jewish Learning)

[Jewish Movies](#) (IMBD)

[Special Theme: The Jewish Experience](#) (Turner Classic Movies)

[The Jewish Americans](#) (PBS)

8 Discuss Antisemitic Bias, Discrimination and Hate

1. While it's important not to focus solely on issues of bias, discrimination and injustice during Jewish American Heritage Month, antisemitism in its different forms is an important aspect of the Jewish experience and it is critical to address it. Talk with your students about the history of bias, discrimination, hate and antisemitism towards Jewish people including current and historical events. Topics may include: the lynching of Leo Frank, the Holocaust and its impact on American society generally and the U.S. Jewish community, antisemitism on college campuses, the persistence of antisemitic tropes and stereotypes, extremist hate groups both historically and in current times, hate crimes and other violent attacks against Jews and the Jewish community.
2. Engage students in interactive exercises to help them learn about and distinguish between individual, institutional and internalized forms of discrimination and injustice. Develop a common language and a vocabulary for talking with students about these issues.
3. Make the connection between discrimination/oppression against the Jewish community and other systems of oppression such as racism, anti-immigrant bias, classism, sexism, other forms of religious bias, heterosexism, ableism, ageism—and provide the context of how bias escalates using the [Pyramid of Hate](#).
4. Invite students to share their own experiences with bias and discrimination. Help them understand the societal institutions and systems which support and reinforce bias and discrimination. Use art, literature, film and history to explore these issues more deeply. Along with examining bias, always provide information about how people worked together to fight injustice to make fundamental changes. Brainstorm ways that people have [engaged in activism](#)—both past and present—to make a difference in their community and world.
5. Learn more about ADL's [educational programs](#) on anti-bias education, antisemitism education and Holocaust education.

Resources:

[Anti-Semitism and Jewish views on discrimination](#) (Pew Research Center)

[Anti-Semitism: Learning the lessons of history](#) (UNESCO)

[Antisemitism in American History](#) (ADL)

[Antisemitism Uncovered: A Guide to Old Myths in a New Era](#) (ADL)

[Audit of Antisemitic Incidents 2022](#) (ADL)

[Global 100](#) (ADL)

Talk and Take Action: Parents' & Caregivers' Guide to Countering Antisemitism (USC Shoah Foundation)

[Why the Jews: History of Antisemitism](#) (U.S. Holocaust Memorial Museum)

9 Examine The Origins of Jewish American Heritage Month

1. Have students investigate when, how and why Jewish American Heritage Month was established, why it takes place in May, how many Jewish people are living in the United States and explore and share more demographic information about the Jewish community.
2. Have students find different ways to share this information with other students in the class, school and the community at large by writing articles, making posters, using social media or creating a website or Instagram page about what they learned about Jewish American Heritage Month.
3. In pairs or small groups, have students engage in one or more of the following projects:
 - Research different points of view about the benefits and disadvantages of dedicating a month as Jewish American Month and dedicating similarly themed months (e.g., Black History Month, Women’s History Month). Read essays with multiple perspectives on the issue and have students share their viewpoints in writing, citing evidence and including quotes from the texts they read. You can also engage students in a debate on the topic.
 - Design and conduct a survey with teachers in the school asking if they intend to teach about Jewish American Heritage Month during May and throughout the year—and if so, what they plan to teach.
 - Read past White House Proclamations of Jewish American Heritage Month and then write your own as if you were an elected official for your town, state or country.
 - Find out what events and activities in their neighborhood or community will be happening to commemorate Jewish American Heritage Month. Share this information with the rest of the school community. Create a calendar with all the events, including school activities.
 - Learn more about how many Jewish people live in the United States and other pertinent information about the Jewish community, either by examining individual states or the whole country. Invite students to share the information in a variety of interactive ways.
 - As a culminating project for the month of study, create a word cloud using the words and concepts from all the student projects. Publish this on the school’s website.

Resources:

[10 Key Findings about Jewish Americans](#) (Pew Research Center)

[A Proclamation on Jewish American Heritage Month, 2022](#) (The White House)

[Jewish American Heritage Month](#) (US Gov)

[Jewish American Heritage Month](#) (National Park Service)

[Jewish American Heritage Month: A Commemorative Observances Legal Research Guide](#) (Library of Congress)

[Jewish Americans in 2020](#) (Pew Research Center)

[May is Jewish American Heritage Month](#) (Institute of Southern Jewish Life)

[The Jewish Americans](#) (PBS)

Common Core Anchor Standards

CONTENT AREA/STANDARD
Reading
R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
R4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
R4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
R6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
R7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
R9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
R10: Read and comprehend complex literary and informational texts independently and proficiently.
Writing
W1: Write arguments to support claims with clear reasons and relevant evidence.
W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
W7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Speaking and Listening
SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6-12 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Language
L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CASEL’s SEL Competencies

COMPETENCIES
Self-Awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.