

- The dreidel is one of the best-known symbols of Hanukkah. Have your students learn the meaning of each of the four letters found on the dreidel, and learn how to play the dreidel game at this web site: www.holidays.net/chanukah/dreidel.html
- Many Jewish Americans have made important contributions in the sciences, arts, business and sports. Have your students research these famous Jewish Americans and prepare biography fact sheets that can be displayed in your classroom. A list of famous Jewish Americans may be found at this web site: www.amuseum.org/jahf/virtour/index.html
- It was a long journey from Eastern Europe to Ellis Island in New York City. Use a world map to help your students to locate Russia and other Eastern European countries. Work with your students to trace an immigrant's land route from Warsaw, Poland to Southampton, England. Use string to mark the route. Make a list of the countries they would pass through on their journey. Next, have your students use string to mark the route across the Atlantic Ocean from the port city of Southampton, England to Ellis Island in New York Harbor. Extend this activity by using the map scale to estimate the number of miles immigrants would have traveled from Warsaw, Poland to Ellis Island.
- The Statue of Liberty in New York Harbor was erected as a sign of welcome to immigrants entering the United States. The poem, "The New Colossus," by Emma Lazarus, was inscribed at the base of the statue. Read the poem with your students and discuss how the words expressed many of the reasons immigrants came to make a new home in the United States. The text of the poem can be found at this web site: www.nps.gov/stli/newcolossus/index.html

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- teacher.scholastic.com/activities/immigration/seymour/index.htm
Follow the interactive story of one Jewish immigrant at this web site.
- www.ellisland.com/indexHistory.html
Explore the history of Ellis Island, and find archival pictures and real-life narratives at this web site.
- www.nps.gov/stli/prod02.htm
Immigrants often marked their first sighting of the Statue of Liberty in New York Harbor as the beginning of their new lives in the United States. This web site, sponsored by the United States Park Service, has history, facts and photos of the statue.

Suggested Print Resources

- Bierman, Carol. *Journey to Ellis Island: How My Father Came to America*. Hyperion Books for Children, New York, NY; 1998.
- Italia, Bob. *Israel*. Abado Publications, Edina, MN; 2001.
- Kimmelman, Leslie. *Dance, Sing, Remember: A Celebration of Jewish Holidays*. HarperCollins, New York, NY; 2000.
- Moss, Marissa. *Hannah's Journal: The Story of an Immigrant Girl*. Silver Whistle/Harcourt, San Diego, CA; 2000.
- Real, Elsa. *What Zeesie Saw on Delancey Street*. Simon & Schuster Books for Young Readers. New York, NY; 1996.

TEACHER'S GUIDE

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TITLES IN THIS SERIES

- AFRICAN-AMERICAN HERITAGE
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Jewish-American Heritage

Grades K-4

The United States has always been a country of immigrants, rich with the customs and traditions of the many countries they represent. *American Cultures for Children* introduces students to the heritage of some of the immigrant groups that make up this diverse land. Through songs, play food, holidays and history, students are provided with an understanding of and appreciation for the cultural differences they see every day in their classrooms and neighborhoods. Everyone has at least one culture to celebrate, and this series gives children a chance to explore their heritage and share it with others.



Program Summary

Jewish-American Heritage introduces students to some of the customs and traditions of the Jewish people who came from many countries to make a new home in the United States. The story of the persecution of European Jews during World War II is presented. Students take a visual tour of Israel. Learn its location, geography and climate, and see how, since 1948, Jews from every country in the world have made Israel a Jewish homeland. On a field trip to New York City, students are introduced to Jewish foods and customs. The Jewish folktale “The Woodcutter’s Wish” is retold, and the Jewish folk song “Yehi Shalom” is sung. In an arts & crafts segment, students are given a lesson in building a miniature indoor sukkah.

Vocabulary

dreidel — A four-sided toy marked with Hebrew letters that is spun like a top in a game of chance.

Hanukkah — An eight-day Jewish holiday celebrating the rededication of the Temple of Jerusalem after its occupation by the armies of Syria in 165 B.C.E.

Tel Aviv — The largest city in Israel.

Jerusalem — The capital city of Israel.

Hebrew — The official language of Israel.

Bar or Bat Mitzvah — A special ceremony commemorating the rite of passage into adulthood for a Jewish child, usually occurring after his or her 13th birthday.

immigrant — A person who makes a new home in a country other than his or her own.

Ellis Island — Located in New York Harbor, New York City, it served from 1892 to 1954 as an immigrant processing center for entry into the United States.

Yiddish — A form of the German language, written in Hebrew characters, that is spoken by Jews and descendants of Jews of central and eastern European origin.

Holocaust — The mass killing of European civilians and specifically Jews by the Nazis during World War II.

kosher — Very specific Jewish dietary laws regarding food restrictions and preparation.

rabbi — A Jewish religious leader.

mezuzah — A small parchment scroll placed in a case and fixed to the doorposts by some Jewish families as a sign of their faith.

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kippah or yarmulke — A head covering, or cap, worn by some Jewish men in synagogue and at home.

Sabbath or Shabbat — The seventh day of the week, observed as a day of rest and worship by Jews from Friday evening to Saturday evening.

kibbutz — A communal farm or settlement in Israel.

sukkah — A shelter with a roof of branches and leaves that is used for meals during the Jewish holiday of Sukkoth.

Sukkoth — A Jewish fall harvest festival.

Purim — A joyful Jewish holiday that commemorates a victory over oppression.

Words in Hebrew

Hello = Shalom

friend = chavera

Thank you = Todá

Good-bye = Shalom

Numbers in Hebrew

One = Ehchad

Two = Shtayim

Three = Shalosh

Four = Arbah

Five = Chamaysh

Six = Shaysh

Seven = Shevah

Eight = Shmoneh

Nine = Tayshah

Ten = Esser

Focus Questions

1. Name the largest city in Israel.
2. What is a sukkah and when is it constructed?
3. During what Jewish holiday would you light eight candles and play with a dreidel?
4. What is the name given to the Jewish day for rest and prayer?
5. How do you say “thank you” in Hebrew?
6. What is an immigrant?

(Continued)

7. Name the island where many immigrants first entered the United States.

8. What language is spoken in Israel?

9. What does it mean to be “kosher”?

10. Name the head covering worn by some Jewish men.

11. What kind of work would you do on a kibbutz?

12. Why would your body float in the Dead Sea?

Follow-up Discussion

- In Israel, some people live on a kibbutz where everyone lives together and everything is shared. Brainstorm with your students the good and bad aspects of living on a kibbutz.
- Thanksgiving and the 4th of July are national holidays celebrated throughout the United States, but some holidays are celebrated as part of a specific culture, religion or tradition. Ask students to share with the class a holiday they celebrate. Why is the holiday celebrated? When is the holiday celebrated? Are special foods prepared?
- Immigrants often come to the United States with customs, foods and traditions that are different from those in their new home. If you were a new immigrant would you try to forget the old ways? Why? How would you decide what customs and traditions to keep and which to change?

Follow-up Activities

- Use this web site with older children to explore one child’s life in Hitler’s Germany: www.ushmm.org/museum/exhibit/index.php?content=exhibit/ (You will find the link to “Remember the Children: Daniel’s Story” at the bottom of the page.) After watching the video, have students write a letter to Daniel asking any questions they may have about Daniel’s experiences. Extend this activity by holding a class discussion on discrimination.
- Hanukkah is a Jewish holiday that lasts for eight days. One Hanukkah tradition is to light candles each night of the holiday. You need to light one candle on the first night, two candles on the second night and so on, ending with eight candles on the eighth night. In addition, one extra candle is used each night to light the other candles. Ask your students to calculate the total number of candles needed for this Hanukkah tradition. Don’t forget eight extra candles. You’ll need one for each night to light the other candles.
- Have your students learn more about Israel. Divide your class into groups and have each group research one of these topics: the history of modern Israel, the climate and geography of Israel, places of interest, and a map and flag of Israel. Gather all the information into a book and add it to your classroom library.

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