

DISCOVERING THE DIVERSITY OF JEWISH AMERICANS -A 20 MINUTE LESSON-

Jewish American identity is multifaceted. It is a complex interplay of ancestry, culture, religion, and personal experience. This lesson examines how Jewish Americans, with origins spanning the globe and appearances reflecting that diversity, think about their identities, and celebrate the rich cultural heritage they bring to the United States.

Essential Questions

- In what ways are Jewish Americans a diverse ethnic group?
- What bonds Jewish Americans across diversity?
- How does the term “Jewish peoplehood” relate to the concept of identity for Jewish Americans?
- What are key positive and negative experiences of Jewish Americans both historically and today?

Learning Outcomes

Students will be able to:

- Understand what makes Jewish Americans an ethnic group
- Learn about the geographic origins of Jewish communities
- Evaluate the impact of immigration on the development of Jewish American identity
- Develop empathy and perspective-taking skills

Materials Needed

- [Pre-Instruction Student Self-Assessment](#) (you will be instructed to make a copy)
- [ICS's Jewish American Diversity Fact Sheet](#)
- [Post-Instruction Student Self-Assessment](#) (you will be instructed to make a copy)

Lesson Plan

1. PRE-LEARNING STUDENT SELF-ASSESSMENT

Have students complete the [Pre-Instruction Student Self-Assessment](#).

2. INTERACTIVE ACTIVITY

1. Arrange students into small groups.
2. Provide each group with the Jewish American Diversity Fact Sheet and review the contents together.
3. Instruct the groups to cut the document so that each fact is its own strip of paper.

4. Next, have the students put the facts into groupings that they think go together, encouraging them to have no more than six groups.
5. Once the facts have been grouped, have the students provide a title for each of the groupings. They then should review each grouping and revise until they are satisfied with their sorting.
6. Finally, have each group share the titles they came up with, the facts they included with that title, and explanation as to how they arrived at the title and the facts that they have associated with it.

3. LEARNING ASSESSMENTS

- Informal Assessments:
 - a. Have students complete the [Post-Instruction Student Self-Assessment](#).
 - b. Observe students' participation in class discussions and their completion of activities.