



A PROJECT OF THE
**PUBLIC
EDUCATION
INITIATIVE**

Dedicated to promoting accurate instructional materials about Jews, Judaism, and Israel for all Texas students.

DE-MYSTIFYING RELIGION for the TEXAS CLASSROOM: A TEACHERS GUIDE

Teaching About Jews, Judaism, and
Religious Diversity in the Texas
Public School Classroom

Aligned with Chapter 113. Texas Essential
Knowledge and Skills for Social Studies,
Beginning with School Year 2011-2012.

<http://jewishdallas.org/pei>



Jewish Community Relations Council
OF THE JEWISH FEDERATION OF GREATER DALLAS

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Akiba Academy of Dallas	Congregation Ohev Shalom	National Council of Jewish Women Greater Dallas Section
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Congregation Ner Tamid	Jewish War Veterans Auxiliary	Young Judea
	Jewish Women International	Zionist Organization of America Dallas Chapter

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THE PUBLIC EDUCATION INITIATIVE

The Jewish Community Relations Council of the Jewish Federation of Greater Dallas (JCRC) and the Institute for Curriculum Services: National Resource Center for Accurate Jewish Content in Schools (ICS) launched the Public Education Initiative in 2009 – just prior to the Texas State Board of Education’s review of the state’s Texas Essential Knowledge and Skills (TEKS) Social Studies curriculum standards. PEI’s objectives are to 1) promote accurate information about Jews, Judaism, and Israel in curriculum materials (including textbooks) used in Texas classrooms; 2) help provide a better understanding and appreciation for Jewish contributions to history, culture, and world religions; and 3) to provide resources, consultation, and/or workshops for teachers and curriculum writers that will help them develop interesting and accurate classroom lessons and materials for standards that reference or relate to Jews, Judaism, and Israel. PEI also works with state and local officials to promote accurate educational materials about Jews, Judaism, and Israel.

THE JEWISH COMMUNITY RELATIONS COUNCIL OF THE JEWISH FEDERATION OF GREATER DALLAS

The JCRC of Greater Dallas is the central umbrella agency for all the Jewish organizations, agencies and religious institutions in Dallas. The goals of the JCRC are formed by Jewish values and pursued in a non-partisan manner. The JCRC’s mission is to plan, coordinate, and implement an effective program of positive community and public relations both within the Jewish community and between the Jewish and the general community of greater Dallas; to promote mutual understanding and respect among all of the people of Dallas so that all may enjoy their rights and opportunities; to develop effective public information and educational programs relating to issues affecting the Jewish community; to cooperate with other agencies on a local, regional and national level whose activities are consistent with the overall purposes of the JCRC; and to strengthen and promote a better understanding of the special relationship between the United States and Israel. To reach these goals, the JCRC advocates on issues of Jewish communal concern; builds, maintains and joins coalitions to promote effective action and opportunities for community involvement; and convenes the community in times of crisis, celebration, and commemoration.

THE INSTITUTE FOR CURRICULUM SERVICES: NATIONAL RESOURCE CENTER FOR ACCURATE JEWISH CONTENT IN SCHOOLS

The Institute for Curriculum Services (ICS) is a national project of the Jewish Council for Public Affairs (JCPA) and the San Francisco –based Jewish Community Relations Council (JCRC). ICS was launched in 2005 to promote accurate instructional materials about Jews, Judaism, and Israel nationwide. To effect change, ICS works with policymakers, education officials, educators, and publishers. Through JCPA’s network of 125 JCRCs and 14 national agencies, ICS partners with Jewish communities nationally to review education standards, policies, and materials and to interact with publishers. ICS has broad support from the national Jewish community that turns to ICS for advice on instructional materials and assistance with local textbook adoptions. ICS reviews social studies textbooks; develops and disseminates curricula that reflect state standards relating to Jews, Judaism, Jewish History, and Israel; and provides K-12 teacher training. Resources referenced in the GUIDE can be downloaded at the ICS website: <http://www.icsresources.org>.

THIS GUIDE

De-Mystifying Religion for Classroom Teachers: Teaching About Jews, Judaism, and Religious Diversity in the Texas Public School Classroom is aligned with Chapter 113, Texas Essential Knowledge and Skills for Social Studies, beginning with the 2011-2012 school year. PEI professionals reviewed the newly adopted standards and identified those specific to Jews, Judaism, and Israel and/or relating to the impact of ethnic and religious groups on the culture at large. Within this paradigm, PEI 1) determined the teaching objective/opportunity of the standard, and 2) developed content to meet this objective/standard. PEI also identifies ancillary resources to facilitate accurate and engaging curriculum and lessons, developed by the **Institute for Curriculum Services: National Resource Center for Accurate Jewish Content in Schools**: www.icsresources.org.

This document and the resources referenced can be downloaded at:



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GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 6</p> <p>§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.</p>	<p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p> <p>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>	<p>What is the significance of Rosh Hashanah and Yom Kippur in contemporary societies?</p>	<p>Rosh Hashanah (rohsh hah-shah-nah) is the Jewish New Year. It usually occurs in September or October. During the prayer service, a ram’s horn is blown to symbolically “wake-up” the congregation to think about how they can lead better lives. It is customary to eat apples and honey on these days as a symbol of a wish for a sweet new year. Rosh Hashanah marks the beginning of the Ten Days of Repentance which end on Yom Kippur. During this time, Jews reflect on their actions during the past year, seek forgiveness from those they may have upset, and think about how they can improve in the year to come.</p> <p>Yom Kippur (yohm kī-poor), the Day of Atonement, is the most solemn holy day in the Jewish calendar. It is devoted to fasting and prayer and marks the end of the Ten Days of Repentance when Jews ask for forgiveness from other people and from G-d. A ram’s horn is blown to mark the end of the fast which lasts from sundown to nightfall the following day.</p> <p>HELPFUL HINT: For information on teaching about these and other Jewish holidays, see “Teaching Jewish Holidays to Middle School Students” on the <i>Teaching Diversity Guide</i> disc. This lesson is easily adaptable to younger students as well, includes pictures, and is a good resource for teaching younger students about world religions. The <i>Teaching Diversity Guide</i> disc can be obtained by emailing the Public Education Initiative. It is free of charge to educators. This lesson is also available at the ICS website: www.icsresources.org.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8 §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(4) History. The student understands significant political and economic issues of the revolutionary era. The student is expected to:</p> <p>(A) analyze causes of the American Revolution, including the Proclamation of 1763, the Intolerable Acts, the Stamp Act, mercantilism, lack of representation in Parliament, and British economic policies following the French and Indian War;</p> <p>(B) explain the roles played by significant individuals during the American Revolution, including Abigail Adams, John Adams, Wentworth Cheswell, Samuel Adams, Mercy Otis Warren, James Armistead, Benjamin Franklin, Bernardo de Gálvez, Crispus Attucks, King George III, Haym Salomon, Patrick Henry, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;</p>	<p>What significant role did Haym Salomon play during the American Revolution?</p>	<p>Haym Salomon (1740-1785) was a Jewish Patriot who was a key figure in financing the American Revolutionary War. Salomon joined the New York branch of the Sons of Liberty. In 1776, he was arrested as a spy; however, the British pardoned him to use his abilities as an interpreter for their Hessian mercenaries. Instead, Salomon used this opportunity to help prisoners escape the British and also encouraged the Hessians to abandon the war effort. He was arrested by the British a second time and sentenced to death but managed to escape again, making his way with his family to the revolutionary capitol in Philadelphia. In 1975, the U.S. Postal Service issued a stamp identifying him as a “Financial Hero” responsible for “raising most of the money needed to finance the American Revolution and later to save the new nation from collapse.”</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8</p> <p>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p> <p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration;</p> <p>(B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs;</p> <p>(C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved;</p> <p>(D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and</p>	<p>Jews are an identifiable “ethnic and religious group” that settled in the United States during the 17th, 18th, and 19th centuries. The questions would then be:</p> <p>When and why did Jews immigrate to the United States?</p> <p>Jews settled mostly in urban areas. How did this lead to conflicts from differences in religion, social class, and political beliefs?</p> <p>How were any conflicts that existed resolved?</p> <p>What contributions to the national identity were made by Jews?</p>	<p>HELPFUL HINT: For examples of Jewish contributions to America’s national identity (arts/culture, science/technology, civil rights, women’s rights, the labor movement, Westward Expansion, government), see Appendices II-IV of this Guide. This list is by no means comprehensive, but does provide an excellent resource for examples. All of these resources are included on the <i>Teaching Diversity</i> disc and are available on the Institute for Curriculum Services’ (ICS) website: www.icsresources.org.</p> <p>Jews settled in all three regions of the colonies. The first group of Jews arrived in New Amsterdam in 1654 seeking religious tolerance. They had to flee their homes in Brazil after the Dutch colony where they lived was conquered by the Portuguese, who persecuted Jews. For several decades afterward, Jewish merchants established homes in American colonial ports, including Newport, R.I., New Amsterdam (later New York), Philadelphia, Charleston, S.C., and Savannah, Ga.</p> <p>These early Jewish immigrants were allowed to practice their faith, but with restrictions, e.g., they were restricted from public worship (praying in a synagogue) until 1695 in New York, more than 40 years after their arrival. Until then, they only prayed in private homes. The Maryland Toleration Act of 1649 granted religious freedom to Christians only. Jews increasingly gained civil rights, but even after the Revolutionary War most states still had laws granting preferential treatment to certain religious groups e.g., the right to hold office was limited to Christians (or even Protestants); government funds were provided to churches/ministers from specific denominations only.</p> <p>Conflict resolved through leadership. Rhode Island is a colony that welcomed Jews. Roger Williams separated government and religion in his colony so when 15 Jewish families arrived there in 1658, they, along with Quakers, were welcomed and practiced their faith openly.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8</p> <p>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(23) Culture. (Continued)</p>	<p>When and why did Jews immigrate to the United States?</p> <p>Jews settled mostly in urban areas. How did this lead to conflicts from differences in religion, social class, and political beliefs?</p> <p>How were any conflicts that existed resolved?</p> <p>What contributions to the national identity were made by Jews?</p>	<p>Conflict resolved through statute (examples):</p> <ol style="list-style-type: none"> The Virginia Statute for Religious Freedom was an early victory for religious equality and is one of only three accomplishments listed on Thomas Jefferson’s epitaph. It granted legal equality to religious minorities in Virginia, including Jews. Jefferson wrote the statute in 1779, but it was not enacted into law by the Legislature until 1786. Jews began to petition for the right to hold public office in Maryland in 1797. A bill to give Jews this right was not introduced until 1818. The effort to give Jews political equality was led by Thomas Kennedy, who had not “the slightest acquaintance with any Jew in the world,” but felt that religion was “a question which rests, or ought to rest, between man and his Creator.” Opposition to the bill was strong and it was defeated. It was re-introduced in 1822 and became a major campaign issue. Finally, in 1826, the bill became law, and later that year the first Jews in Maryland were elected to office. <p>Conflict resolved through Constitutional means (examples):</p> <ol style="list-style-type: none"> The Northwest Ordinance of 1787 is one of the first examples of the Federal government promoting religious tolerance. It passed under the Articles of Confederation before the U.S. Constitution was adopted and guaranteed freedom of religion in future territories and states. Article VI Section 3 of the U.S. Constitution states: “...no religious Test shall ever be required as a Qualification to any Office or public Trust under the United States.” 1791: Ratification of the First Amendment, “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof...”

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8</p> <p>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(23) Culture. (Continued)</p>	<p>When and why did Jews immigrate to the United States?</p> <p>Jews settled mostly in urban areas. How did this lead to conflicts from differences in religion, social class, and political beliefs?</p> <p>How were any conflicts that existed resolved?</p> <p>What contributions to the national identity were made by Jews?</p>	<p>German Jews began to come to America in significant numbers in the 1840s. Between 1820 and 1880, 250,000-500,000 German Jews arrived, increasing America’s Jewish population ten-fold. Jews left Germany because of persecution, restrictive laws, economic hardship, and the failure of movements advocating revolution and reform. They looked to America as a place of economic and social opportunity. For centuries they had been barred in Europe from many professions by law; as a result, many were peddlers. Once in America, many played a vital role as middlemen who brought good to rural areas and the West. Some of these individuals developed close relationships with Native American tribes. One such individual, Julius Meyer, was reportedly able to speak six Native American languages and translated for Red Cloud and Sitting Bull. In fact, two of the most famous pictures of these two include him—he is the only non-Native American in the pictures). Solomon Bibb traded with the Acoma Pueblos in the New Mexico territory, married an Acoma Pueblo, and was elected a tribal governor (possibly the only non-Native American ever so elected).</p> <p>Many German Jews eventually opened stores in the West; some became prosperous and expanded to other industries.</p> <p>A sizeable group of German-speaking Jews immigrated to America by the outbreak of World War I. By settling in the Midwest, West, and the South, this wave of immigration helped to establish Judaism as a national faith.</p> <p>Eastern European Jews immigrated to the United States in large numbers after 1880. Pushed out of Europe by, persecution, oppressive laws, and poverty, they were pulled toward America by the prospect of freedom and equality. Between 1880 and 1924, over two million Jews</p>

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<p>GRADE 8</p> <p>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(23) Culture. (Continued)</p>	<p>When and why did Jews immigrate to the United States?</p> <p>Jews settled mostly in urban areas. How did this lead to conflicts from differences in religion, social class, and political beliefs?</p> <p>How were any conflicts that existed resolved?</p> <p>What contributions to the national identity were made by Jews?</p>	<p>came to America from Russia, Austria-Hungary, and Romania, becoming a majority among American Jews. These immigrants settled mostly in the poorer neighborhoods of major cities, e.g., New York, Philadelphia, Boston, Baltimore, and Chicago. They worked in factories, especially in the garment industry, but also in cigar manufacturing, food production, and construction. Jewish workers supported the labor movement's struggle for better working conditions. (The advent of labor unions is also an example of how conflicts that existed were resolved.)</p> <p>Eastern European Jews also brought with them certain ideological principles that would influence American Jewry. Many of the workers supported socialism as a means of securing economic and social equality.</p> <p>Finally, Eastern European Jews ensured a more religiously diverse American Jewish population. The Eastern Europeans did not, for the most part, feel comfortable with Reform Judaism. Their insistence on maintaining tradition, albeit in a modern context, contributed to the establishment of Conservative Judaism and infused Orthodox Judaism with new energy and purpose.</p> <p>The economic and social state of Jewish immigrants arriving between 1880-1914 was better than non-Jewish immigrants, due primarily to the network of support organizations, e.g., Hebrew Immigrant Aid Society, and the German Jewish community that had come earlier.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8 §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to: (A) describe the historical development of the abolitionist movement; and (B) evaluate the impact of reform movements, including educational reform, temperance, the women’s rights movement, prison reform, abolition, the labor reform movement, and care of the disabled.</p>	<p>To fully understand the impact of reform movements, students need to know why, how, and by whom they developed. Jews played a significant role in most all reform movements, particularly women’s rights and labor reform.</p> <p>How did the major reform movements come about, i.e., what precipitated these movements and what groups were instrumental in them? How did they impact the American culture?</p>	<p>Between 1880 and 1924, over two million Jews came to America from Russia, Austria-Hungary, and Romania. These immigrants settled mostly in the poorer neighborhoods of major cities, e.g., New York, Philadelphia, Boston, Baltimore, and Chicago. They worked in factories, especially in the garment industry, but also in cigar manufacturing, food production, and construction. Jewish workers supported the labor movement's struggle for better working conditions. Samuel Gompers founded the American Federation of Labor (AFL); David Dubinsky formed the International Ladies’ Garment Workers’ Union (ILGWU) and was instrumental in the merger of the AFL and the Congress of Industrial Organizations (CIO).</p> <p>During the 1960s and 1970s, the women’s rights movement changed the landscape of the workplace and the home as women fought for the ability to enter the workforce and receive equal work and equal pay for that work. There were numerous Jewish women who were leaders in this movement, including Betty Friedan, Gloria Steinem, and many others.</p> <p>For examples of individuals who were instrumental in the women’s rights and labor movements, see Appendix IV in the <i>Teaching Diversity Guide</i>. This list is by no means comprehensive, but does provide an excellent resource for examples. All of these resources are included on the <i>Teaching Diversity</i> disc and can be found on the ICS website: www.icsresources.org.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>GRADE 8 §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p>	<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe developments in art, music, and literature that are unique to American culture, such as the Hudson River School artists, John James Audubon, “Battle Hymn of the Republic,” transcendentalism, and other cultural activities in the history of the United States;</p> <p>(B) identify examples of American art, music, and literature that reflect society in different eras; and</p> <p>(C) analyze the relationship between fine arts and continuity and change in the American way of life.</p>	<p>What are examples of American art, music, and literature that reflect society in different eras?</p>	<p>HELPFUL HINT: Jews have played a major role in the development of the arts since their arrival. For examples of individuals who were instrumental in impacting culture through the arts in different eras, see Appendix II: Jewish Influence on Culture Through the Arts. This list is by no means comprehensive, but does provide an excellent resource for examples. Other resources are “Jews in American History: A Teachers Guide” and “Jews in Western Civilization.” All of these resources are included on the <i>Teaching Diversity</i> disc and can be found at the ICS website: www.icsresources.org.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the rise of entrepreneurship, free enterprise, and the pros and cons of big business;</p>	<p>What impact did the growth of labor unions have on the economic changes in the United States? Specifically, what groups were involved in the labor unions and why?</p>	<p>Between 1880 and 1924, over two million Jews came to America from Russia, Austria-Hungary, and Romania. These immigrants settled mostly in the poorer neighborhoods of major cities, e.g., New York, Philadelphia, Boston, Baltimore, and Chicago. They worked in factories, especially in the garment industry, but also in cigar manufacturing, food production, and construction. Jewish workers supported the labor movement's struggle for better working conditions, e.g., better wages, working conditions, and working hours for workers; stronger child labor laws, etc. Samuel Gompers founded the American Federation of Labor (AFL); David Dubinsky formed the International Ladies' Garment Workers' Union (ILGWU) and was instrumental in the merger of the AFL and the Congress of Industrial Organizations (CIO).</p> <p>For more information, see Appendix IV in this document. Information can also be accessed at the ICS website: www.icsresources.org.</p>
	<p>(7) History. The student understands the domestic and international impact of U.S. participation in World War II. The student is expected to: (D) analyze major issues of World War II, including the Holocaust; the internment of German, Italian, and Japanese Americans and Executive Order 9066; and the development of conventional and atomic weapons;</p>	<p>(7)(D) Analyze the Holocaust in relation to the domestic and international impact of U.S. participation in World War II.</p> <p>(7)(E) How did U.S. participation in World War II impact the liberation of concentration camps?</p>	<p>Jews under Nazi rule tried to flee the Holocaust by escaping to other nations including the U.S. For the most part, they were turned away. Most of those denied asylum were later murdered in the Holocaust.</p> <p>In April 1943, when over 3 million Jews had already been murdered, American and British officials hosted the Bermuda Conference to discuss the possibility of rescuing the surviving Jewish refugees from Europe. No concrete action was taken and no major country was willing to accept more Jewish refugees. Anti-Semitism combined with apathy played a role in the refusal of the United States to help.</p> <p>In January 1944, after the Treasury Department condemned the Government's failure to rescue the Jews from the Nazis, President Roosevelt created the War Refugee Board to rescue Jews. However, this was far too late to help most European Jews, who were already dead.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(E) analyze major military events of World War II, including the Battle of Midway, the U.S. military advancement through the Pacific Islands, the Bataan Death March, the invasion of Normandy, fighting the war on multiple fronts, and the liberation of concentration camps;</p>	<p>(7)(D) Analyze the Holocaust in relation to the domestic and international impact of U.S. participation in World War II.</p> <p>(7)(E)How did U.S. participation in World War II impact the liberation of concentration camps?</p>	<p>The United Nations was established at the end of the war in order to bring about world peace and cooperation among nations.</p> <p>HELPFUL HINT: For more information see http://www.icsresources.org/content/curricula/JewsInAmericanHistoryTeachersGuide.pdf.</p> <p>U.S. troops were often the first to reach the concentration and labor camps that held Jews in Nazi occupied Europe. Discovery of the horrors of the Holocaust made a major impact on U.S. soldiers and, ultimately, American public opinion and international law.</p> <p>HELPFUL HINT: For more information, see Appendix VI in this <i>Guide</i>. Information can also be accessed at the ICS website: www.icsresources.org.</p>
	<p>(9) History. The student understands the impact of the American civil rights movement. The student is expected to:</p> <p>(B) describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements;</p>	<p>What political organizations promoted Civil Rights for African – Americans and who was involved in these organizations?</p>	<p>NAACP. Jews were among the primary founding members of the NAACP. Founded February 12, 1909, the NAACP is the nation's oldest, largest and most widely recognized grassroots–based civil rights organization. With more than a half-million members and supporters throughout the United States and the world, the NAACP advocates for civil rights, mobilizes voters, and monitors equal opportunity in the public and private sectors. The NAACP was formed partly in response to the continuing horrific practice of lynching and the 1908 race riot in Springfield, the capital of Illinois and resting place of President Abraham Lincoln. Appalled at the violence committed against blacks, a group of white liberals that included Mary White Ovington and Oswald Garrison Villard, both the descendants of abolitionists, William English Walling, and Dr. Henry Moscowitz issued a call for a meeting to discuss racial justice. Some 60 people, seven of whom were African American (including W. E. B. Du Bois, Ida B. Wells-Barnett and Mary Church Terrell), signed the call, which was released on the centennial of Lincoln's birth.</p> <p>Anti-Defamation League (ADL). Founded in 1913, the ADL now has a network of 30 Regional and Satellite offices in the United States and abroad and is one of the nation's premier civil rights/human relations agencies, fighting anti-Semitism and all forms of bigotry, defending</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(9) (B) Continued</p>	<p>What political organizations promoted Civil Rights for African – Americans and who was involved in these organizations?</p>	<p>democratic ideals and protecting civil rights for all. The ADL’s “World of Difference” program is widely used in public schools for teaching about and understanding diversity.</p> <p>The Southern Poverty Law Center is a nonprofit civil rights organization dedicated to fighting hate and bigotry, and to seeking justice for the most vulnerable members of society. Founded by civil rights lawyers Morris Dees and Joseph Levin Jr. in 1971, the SPLC is internationally known for tracking and exposing the activities of hate groups. Its “Teaching Tolerance” program produces and distributes – free of charge – documentary films, books, lesson plans and other materials that promote tolerance and respect in the nation’s schools. Since its founding in 1971, the SPLC has won numerous landmark legal victories on behalf of the exploited, the powerless, and the forgotten, e.g., workers, abused prison inmates, disabled children, and other victims of discrimination. See Appendix IV for more examples.</p>
	<p>(C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan;</p>	<p>What was Betty Friedan’s role in the U.S. women’s rights movement and what impact did she have on this civil rights movement?</p>	<p>Betty Friedan (1921-2006). Through decades of social activism, strategic thinking, and powerful writing, Friedan was central to the reshaping of American attitudes toward women's lives and rights and became one of contemporary society's most effective leaders. Her book, <i>The Feminine Mystique</i>, made an enormous impact and triggered a period of change for women by detailing the frustrating lives of countless American women who were expected to find fulfillment primarily through the achievements of husbands and children. She was a founder of the National Organization for Women, a convener of the National Women's Political Caucus, and a key leader in the struggle for passage of the Equal Rights Amendment.</p> <p>http://www.greatwomen.org/women.php?action=viewone&id=62</p>
	<p>(10) History. The student understands the impact of political, economic, and social factors in the U.S. role in the world from the 1970s through 1990. The student is expected to:</p>	<p>How did political, economic, and social factors impact the United States’ role and involvement in the Middle East from the 1970s to the 1990s, specifically U.S. support for Israel and the Camp David Accords?</p>	<p>American involvement in the Middle East is motivated by a variety of economic, political, and social factors such as national interest, access to oil, competing interests/control, regional stability, and shared Judeo-Christian and democratic values.</p> <p>In addition, the U.S. holds Israel in special regard as an ally and as the only true democracy in the Middle East, which has survived constant</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(D) describe U.S. involvement in the Middle East such as support for Israel, the Camp David Accords, the Iran-Contra Affair, Marines in Lebanon, and the Iran Hostage Crisis;</p>	<p>How did political, economic, and social factors impact the United States' role and involvement in the Middle East from the 1970s to the 1990s, specifically U.S. support for Israel and the Camp David Accords?</p>	<p>attack by its neighbors.</p> <p>In 1979, Egypt became the first Arab country to recognize Israel and enter into a peace treaty with it, following the Camp David Accords hosted by President Carter in 1978. For more on the Israel-U.S. relationship, see http://www.mythsandfacts.com/NOQ_OnlineEdition/Chapter17/unitedstatesisrael1.htm</p> <p>See the <i>Teaching Diversity Guide disc</i>, Folder IV: "A Historical Perspective on the Arab-Israeli Conflict and Peace Process." This comprehensive lesson plan covers all significant steps leading to the current situation.</p>
	<p>(18) Economics. The student understands the economic effects of increased worldwide interdependence as the United States enters the 21st century. The student is expected to:</p> <p>(A) discuss the role of American entrepreneurs such as Bill Gates, Sam Walton, Estée Lauder, Robert Johnson, Lionel Sosa, and millions of small business entrepreneurs who achieved the American dream; and</p>	<p>How did Jewish entrepreneur Estée Lauder's achieve the American dream?</p>	<p>Estée Lauder (1906–2004) is the co-founder with her husband, Joseph, of the Estée Lauder companies. She was born to Jewish-Hungarian immigrants Rose and Max Mentzer in Corona, Queens, NY. Named Josephine Esther, she was called "Esty" after an aunt. Much of her childhood was spent working in her father's hardware store, something that provided her with an understanding of entrepreneurship and what it takes to be a successful retailer. Later, she grew more interested in her uncle's company, New Way Laboratories that created and sold creams, lotions, blush, and fragrances. After graduating high school, Esty focused completely on her uncle's business and began selling his products to her friends, beauty shops, beach clubs, and resorts.</p> <p>Esty married Joseph Lauder, and they had two sons. they created the Estée Lauder company in 1935. In 1948, she convinced Saks Fifth Avenue to give her counter space where she used a personalized selling approach that proved extremely successful across the years.</p> <p>Estee Lauder's products were sold around the world, helping to create what has become the modern-day global economy. Lauder was the only woman on <i>TIME</i> magazine's 1998 list of the 20 most influential business geniuses of the 20th century. She was the recipient of the Presidential Medal of Freedom and was inducted into the Junior Achievement U.S. Business Hall of Fame in 1988. She died at the age of 97, leaving behind a brand name that is recognized in more than 120 countries.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe how the characteristics and issues in U.S. history have been reflected in various genres of art, music, film, and literature;</p> <p>(B) describe both the positive and negative impacts of significant examples of cultural movements in art, music, and literature such as Tin Pan Alley, the Harlem Renaissance, the Beat Generation, rock and roll, the Chicano Mural Movement, and country and western music on American society;</p>	<p>How have characteristics in U.S. history been reflected in art, music, film, and literature?</p>	<p>Jews have impacted the arts since they began immigrating to the United States, including Emma Lazarus’ poem “The New Colossus” (1883) on the base of the Statue of Liberty which expresses the immigrants’ desire for liberty.</p> <p>FILM: Jews were among the early pioneers in the early “Golden Years” of the film industry and founded the major movie studios, e.g., William Fox, Samuel Goldwyn, Louis Mayer, and the Warner Brothers. These individuals played a sizable role in what films were produced and how they reflected American society. The first —talkie -- or movie with sound, <i>The Jazz Singer</i>, tells the story of a Jewish man who tries to reconcile his professional ambitions with his heritage. Jews have also made significant contributions to music. Two major contributors were Irving Berlin (Israel Isidore Beilin), one of the most prolific and influential songwriters whose songs include God Bless America and White Christmas, and George Gershwin (Jacob Gershowitz), the composer who wrote many jazz standards and musicals, and who is the namesake of the Library of Congress’ award for lifetime contributions to popular music, the Gershwin Prize.</p> <p>HELPFUL HINT: See Appendix II in this document for more examples of Jewish contributions to art, music, film, and literature, and how these contributions reflected issues in U.S. history.</p>
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</p>	<p>A) What actions did Jews (as religious minorities) take to expand economic opportunities and political rights for themselves and others?</p>	<p>Jews were among the leaders in the development of labor unions. (See page 7 of this document and Appendix IV.)</p> <p>To protect the rights of Jews and other minorities, Jews founded the Anti-Defamation League in 1913.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p>	<p>(A) explain actions taken by people to expand economic opportunities and political rights, including those for racial, ethnic, and religious minorities as well as women, in American society; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture; (D) identify the political, social, and economic contributions of women such as Frances Willard, Jane Addams, Eleanor Roosevelt, Dolores Huerta, Sonia Sotomayor, and Oprah Winfrey to American society;</p>	<p>C) What actions did Jews take to expand economic opportunities and political rights for themselves and other Americans? D) Many Jewish women also made political, social, and economic contributions to the American culture. Who were they and what did they do?</p>	<p>Jews were among the primary founding members of the NAACP. (See page 10 of this document.) Jews were among the leaders in the Civil Rights and women’s movements of the 1960s and the 1970s. (See Appendix IV.) A Jewish man co-founded the Southern Poverty Law Center. (See page 10 of this document.) Jewish women made major political, social, and economic contributions throughout U.S. history, particularly in advocating for women’s rights. HELPFUL HINT: For examples, see Appendices II-IV. Also, see page 11 of this document for information about Betty Friedan.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:</p> <p>(A) describe the major political, religious/philosophical and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;</p>	<p>What were the major religious/philosophical and cultural influences of ancient Israel, including the development of monotheism and Judaism?</p>	<p>Helpful Hint: See “Ancient Jewish History: A Teacher’s Guide” and “What Is Judaism?” for a comprehensive overview of information for teaching this standard. These resources are available on the <i>Teaching Diversity Guide</i> disc and at the ICS website: www.icsresources.com.</p> <p>Judaism is one of the world’s oldest religions still practiced. It originated in the beliefs, practices, and experiences of the ancient Israelites. According to the Jewish Bible (adopted by Christians as the Old Testament), 4,000 years ago Abraham became the first person to reject idolatry and to practice monotheism, the belief in only one G-d. In fact, the central belief of Judaism is that there is a single G-d who created the universe, cares about humanity, and wants people to live moral lives. This belief, called ethical monotheism, spread from Judaism to Christianity. It is one of the main reasons that understanding Judaism is important to world history.</p> <p>According to the Jewish Bible, G-d formed a covenant, or agreement, with the Jewish people in which He promised to protect them and they promised to follow the Torah’s (the first five books of the Jewish Bible) laws. The idea of Jews being a “chosen people” because of the covenant has sometimes been misunderstood and used to attack Jews by suggesting they see themselves as better than others. In reality, Jews see their covenant with G-d as a special responsibility to improve the world. Jews believe that G-d loves all people.</p> <p>Jewish observance is expressed through the fulfillment of the commandments of Jewish law. These commandments include both traditional practices, such as not eating certain foods, and ethical requirements, such as giving to charity and improving the world for all people, i.e., social justice. The concept of social justice for all people derives from the idea that all people are created in the image of G-d and are therefore entitled to dignity and equal opportunity. Also, the Torah states, “Love your neighbor as yourself.” Jewish texts also stress the commandment in the Torah to treat everyone fairly because, “You were strangers in the land of Egypt,” and therefore understand what it means to be treated unfairly. Biblical law requires that trials be just, workers</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(3) (A) History. (Continued)</p>	<p>What were the major religious/philosophical and cultural influences of ancient Israel, including the development of monotheism and Judaism?</p>	<p>receive fair wages, and foreigners and weaker members of society be protected. The books of the Prophets build upon the idea expressed in the Torah with passages such as, “Justice, Justice, shall you pursue.” It is not surprising that many Jews rank commitment to social justice as the most important aspect of their Jewish identity.</p> <p>Some forms of Judaism teach that all commandments must be followed; other forms of Judaism teach that only the commandments about how to live moral lives are required. Because Judaism is a diverse religion with a wide variety of beliefs and practices, one should not assume that a Jewish person has a particular belief or follows a particular religious practice. The different forms of Judaism are connected by a strong sense of peoplehood, a common heritage, and many shared values. The following information defines the terms to use when discussing ancient Israel.</p> <p>What’s in a Name?</p> <ul style="list-style-type: none"> • Hebrews: The first three generations (Abraham, Isaac, and Jacob) are called Hebrews. In the book of Genesis, Jacob’s name is changed to Israel, and his children and succeeding generations call themselves Children of Israel, or Israelites. • Israelites: The term Israelites should be used until the destruction of the Kingdom of Israel in 722 B.C.E. • Jews: The Kingdom of Judah, later called Judea, is the source of the term Jews. The term Jews is appropriate after 722 B.C.E. • Jewish: The term Jewish should be used rather than Hebrew or Israelite to show the ongoing significance of beliefs, concepts, and scripture and to make clear their connection to Judaism. • Judeo-Christian: The Jewish legal tradition was adopted by Christianity and transmitted to the Western world through Christianity. The term Judeo-Christian acknowledges the contributions of both groups to the legal, moral, and ethical traditions of Western Civilization. • Ancient Israel is the ancestral homeland of the Jewish people and the site of Judaism’s holiest places, including the Second Temple in Jerusalem.

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:</p> <p>(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;</p>	<p>Describe Jewish life in Europe, Asia, and North Africa in the Middle Ages.</p>	<p>During the Middle Ages, Jews were actively engaged in commerce in Europe, Asia, and North Africa. Because Christianity forbade its members to lend money, Jews played an important role as moneylenders. Jews became prominent in trade and banking.</p> <p>In more tolerant climates, where greater participation in society was permitted, Jews thrived. Jews were among the leaders of a rich cultural and intellectual community with Christians and Muslims in Spain prior to their expulsion in 1492.</p> <p>In much of Europe during the Middle Ages, Jews were denied citizenship and were restricted in their choice of occupations, barred from the military and from government, and not allowed to own property. Jews were frequently persecuted and scapegoated (blamed) for natural disasters like plagues. Religious intolerance led to persecution and expulsion of Jews from England, France, Germany, Spain, Portugal, and elsewhere. Jews were also attacked along with Muslims during the Crusades.</p> <p>In Muslim societies, Christians and Jews were officially protected but also faced a variety of restrictions. Sometimes they faced severe persecution, while at other times relations between the groups were relatively harmonious.</p> <p>HELPFUL HINT: See the ICS fact sheet http://www.icsresources.org/content/factsheets/JewsFromTheMiddleEastAndNorthAfrica.pdf . This document describes Jewish life in Muslim societies, although not only at this point in time.</p> <p>Also see “Jews in Medieval History: A Teachers Guide,” and Medieval European Anti-Semitism and Connections to Intolerance in America” on the <i>Teaching Diversity Guide</i> disc and/or at the ICS website: www.icsresources.com.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(10) History. The student understands the causes and impact of World War I. The student is expected to: (C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and</p>	<p>What was the political and economic impact of the Treaty of Versailles, including the changes in boundaries and the mandate system?</p>	<p>An outcome of the Treaty of Versailles was the establishment of the League of Nations. The League established mandates in parts of the Ottoman Empire, assigning Great Britain the Palestine and Mesopotamia (Iraq) Mandates and France the Syria Mandate, which included Lebanon. In recognition of ongoing Jewish efforts to build a state in their historic homeland, the British Mandate for Palestine provided for the establishment of a Jewish national home in the area in accordance with the principles of the Balfour Declaration and Article 22 of the League Covenant.</p> <p>HELPFUL HINT: See primary source documents The Balfour Declaration and “The British Mandate System;” and resources “The British Mandate for Palestine Fact Sheet,” “Timeline for the Arab-Israeli Conflict and Peace Process,” and “A Historical Perspective on the Arab-Israeli Conflict and Peace Process,” on the <i>Teaching Diversity Guide</i> disc and/or at the ICS website: www.icsresources.com.</p>
	<p>(12) History. The student understands the causes and impact of World War II. The student is expected to: (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.</p>	<p>In considering the impact of World War II, explain the Holocaust.</p>	<p>Six million Jews, two-thirds of European Jews—one third of the world Jewish population--were murdered by the Nazis and their collaborators in the Holocaust. Most Jews were killed in gas chambers at death camps like Auschwitz in Eastern Europe.</p> <p>The Nuremberg Trials following the end of the war established the principle that individual officials could be held responsible for their role in crimes against humanity and violations of international law.</p> <p>The Holocaust helped spur the creation of the United Nations’ Universal Declaration of Human Rights, adopted on December 10, 1948.</p> <p>HELPFUL HINT: There are multiple opportunities for curriculum writers and teachers to access high-quality information about the Holocaust. Appendix VI of this document includes a list of sources/locations that are local to Texas. The list is by no means exhaustive, but should help in writing/teaching about the Holocaust. These and others can also be accessed at the ICS website: www.icsresources.com.</p>

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to: (F) explain how Arab rejection of the State of Israel has led to ongoing conflict.</p>	<p>(13) How has the rejection of the State of Israel by most Arab countries led to ongoing conflict?</p>	<p>In 1947, the United Nations proposed the creation of two states, one Jewish and one Arab based on population centers in the Palestine Mandate at that time. While neither side was completely satisfied with the proposal, the Jews accepted the partition plan, while the Arabs rejected it. The United Nations General Assembly passed the partition plan resolution on November 29, 1947. On May 14, 1948, the Jews legally established Israel on the territory that was approved by the United Nations. Rather than create a new Arab state alongside Israel, five Arab countries began a war to destroy Israel. After the war, Jordan and Egypt controlled much of the territory proposed for the Arab state and did not give the Palestinians a state. After several more wars against Israel, in 1967, the Arab League passed the Khartoum Resolution and the famous Three Nos – no peace with Israel, no recognition of Israel, and no negotiations with Israel. In 1979, Egypt became the first Arab country to make peace with Israel, followed by Jordan in 1994. Continued unwillingness to accept Israel’s right to exist by Israel’s other neighbors has led to a continued state of conflict.</p> <p>HELPFUL HINT: See “Timeline for the Arab-Israeli Conflict and Peace Process,” and “A Historical Perspective on the Arab-Israeli Conflict and Peace Process.” This document is updated regularly, and may be accessed at the ICS website: www.icsresources.com.</p>
	<p>(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to: (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and</p>	<p>(14)(A) How did the development of radical Islamic fundamentalism and the use of terrorism by some of its adherents, specifically the development of Palestinian terrorism and the growth of Al Qaeda, impact events in the second half of the 20th century?</p>	<p>The PLO was formed in 1964 with the goal of replacing Israel with a Palestinian state. The PLO and other Palestinian terrorist groups used terrorism to achieve this goal, including airplane and ship hijackings and attacks on airports, schools and individuals. In 1972 the Palestinian terrorist group Black September murdered 11 members of the Israeli Olympic team in Munich. In the 1990s, Palestinian terrorists began suicide bombing attacks against Israeli civilians on buses, in shopping centers, and in restaurants and clubs. In 2002 Israel began construction of a security barrier to keep terrorists from crossing into Israel from the West Bank and the Gaza Strip. Since the building of the security barrier, suicide bombing attacks have decreased by 90% in Israel.</p> <p>Both Hamas and Hezbollah are radical Islamist terrorist groups that target Israelis and do not recognize Israel’s right to exist. Iran supplies both groups with weapons, training, and financial support. The Palestinian group Hamas is dedicated to the destruction of Israel. It completely controls the Gaza Strip. Israel withdrew from Gaza in 2005 and rocket attacks against Israel increased dramatically. This led to the three week long Gaza War in 2008-2009 in which Israel attacked Hamas targets and successfully achieved its objective of reducing rocket attacks against its citizens. Hezbollah is based in Lebanon and its cross</p>

GRADE/COURSE	STANDARD	QUESTION	
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(14)(A) The student understands the development of radical Islamic fundamentalism.... (Continued)</p>		<p>border attacks have greatly increased tensions and conflicts between the two countries. Hezbollah attacks led to the 2006 Lebanon War. Israel succeeded in stopping the attacks. Hezbollah succeeded in maintaining much of its arms and power.</p> <p>See primary resources: PLO and Hamas charters http://www.icsresources.org/content/primarysourcedocs/PalestinianNationalCharter.pdf http://www.icsresources.org/content/primarysourcedocs/HamasCovenant.pdf</p> <p>The Congressional Research Service’s backgrounder on Hezbollah for Congress: http://fpc.state.gov/documents/organization/150207.pdf</p>
	<p>Combining (20) and part of (22) (20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: (A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, </p>	<p>(A) How did the Judeo-Christian legal tradition impact the development of the contemporary democratic-republican form of government?</p> <p>Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;</p>	<p>HELPFUL HINT: For more information, see “What’s in a Name” (part of which is provided below), “Ancient Jewish History: A Teachers Guide,” “Judaism and Western Civilization,” and “What is Judaism” on the <i>Teaching Diversity Guide</i> disc and/or at the ICS website: www.icsresources.com.</p> <p>Also, see pages 21-23 of this document for more information on the Jewish Ten Commandments and their impact on the Judeo-Christian legal Tradition.</p> <p>It is first important to understand why the terms “Judeo-Christian” and “Jewish” are used as they are in this standard:</p> <ul style="list-style-type: none"> • Jewish: The term Jewish should be used rather than Hebrew or Israelite to show the ongoing significance of beliefs, concepts, and scripture and to make clear their connection to Judaism. • Judeo-Christian: The Jewish legal tradition was adopted by Christianity and transmitted to the Western world through Christianity. The term Judeo-Christian acknowledges the contributions of both groups to the legal, moral, and ethical traditions of Western Civilization.

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</p> <p>(A) summarize the development of the rule of law from ancient to modern times;</p> <p>(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;</p>	<p>What significant legal and political concepts originated from the Judeo-Christian legal tradition and how did they influenced ideas regarding "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law?"</p>	<p>Judaism is predicated on the belief that there is one G-d who created the universe, cares about humanity, and wants people to live moral lives. This belief, called <i>ethical monotheism</i>, spread from Judaism to Christianity, eventually becoming the foundation of what is referred to as the Judeo-Christian legal tradition.</p> <p>Jewish observance is expressed through the fulfillment of the commandments of Jewish law. These commandments include both traditional practices and ethical requirements, such as giving charity and improving the world for all people, i.e., social justice.</p> <p>The concept of social justice for all people derives from the idea that all people are created in the image of G-d and are therefore entitled to dignity and equal opportunity. The Torah states, "Love your neighbor as yourself." Jewish texts also stress the commandment in the Torah to treat everyone fairly because, "You were strangers in the land of Egypt," and therefore understand what it means to be treated unfairly. Biblical law requires that trials be just, workers receive fair wages, and foreigners and weaker members of society be protected. The books of the Prophets build upon the idea expressed in the Torah with passages such as, "Justice, Justice, shall you pursue."</p> <p>These are specific examples:</p> <p>Individual Worth/Equality Before the Law</p> <ol style="list-style-type: none"> 1. One of the defining characteristics of Western Civilization is recognition of the importance of each individual. Every person is believed to have worth and to deserve a life of dignity. 2. <i>"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness."</i> --U.S. Declaration of Independence 3. In Jewish literature, this idea is first expressed in the first chapter of the first book of the Torah which says that people are created in the image of G-d. Because of this, every person is valuable.

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(20) (A) and (B) Government. (22) (A) Citizenship.</p>	<p>(20)(B) Identify the political and legal ideas contained in the Jewish Ten Commandments and explain how contemporary political systems have developed from these earlier systems of government.</p>	<p>This idea was not common in the ancient world, where social status often determined an individual’s importance and value.</p> <p>Rule of Law and Fair Trial</p> <ol style="list-style-type: none"> 1. Western civilization is committed to the rule of law--the principle that the law applies to everyone no matter how powerful or where they are from– and the belief that an accused person deserves a fair trial. The Torah and the Talmud include numerous statements emphasizing the importance of a fair trial and even provide a wide variety of provisions to ensure trials are fair. Jewish roots of legal principles have even been referenced by the U.S. Supreme Court. 2. Rule of Law: <i>There shall be one law for the citizen and for the stranger who dwells among you. --Exodus 12:49</i> 3. Rule of Law and Fair Trail: <i>You shall not oppress a stranger, for you know the feelings of the stranger, having yourself been strangers in the land of Egypt. --Exodus 23:9</i> 4. Fair Trial: <i>A single witness is not enough to prove guilt for any crime that may be committed; a case can be valid only on the testimony of two witnesses or more. --Deuteronomy 19:15</i> 5. Fair Trial: <i>You shall not give perverse testimony in a dispute in favor of the mighty – nor shall you show deference to a poor man in his dispute. --Exodus 23:3</i> <p>THE JEWISH TEN COMMANDMENTS (There are Catholic and Protestant versions, but the standards reference the Jewish Ten Commandments.)</p> <ol style="list-style-type: none"> I. I am the Lord your G-d who has taken you out of the land of Egypt. II. You shall have no other gods but me. III. You shall not take the name of the Lord your G-d in vain. IV. You shall remember the Sabbath and keep it Holy. V. Honor your mother and father. VI. You shall not murder. VII. You shall not commit adultery. VIII. You shall not steal.

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(20) (A) and (B) Government. (22) (A) Citizenship.</p>	<p>(20)(B) Identify the political and legal ideas contained in the Jewish Ten Commandments....</p>	<p>I. You shall not bear false witness. IX. You shall not covet anything that belongs to your neighbor.</p>
	<p>(20) (A) and (B) Government.</p>	<p>(B) Identify the political and legal ideas contained in the Jewish Ten Commandments and explain how contemporary political systems have developed from these earlier systems of government.</p>	<p>Political</p> <ul style="list-style-type: none"> • Public Civility: III, IX, X • Value of life: V, VI • Honor/Fair Play in Political Campaigns: IX, X • Honor in Daily Life: III, V, VI, VII, VIII, IX, X • Aging Issues, Legislation, Funding: V • Church-State Issues: IV • Marriage and Divorce: VII, IX, X • Media Issues: IX • Euthanasia/Assisted Suicide: V, VI <p>Legal</p> <ul style="list-style-type: none"> • Blue Laws: IV • Church/State Laws IV • Euthanasia/Assisted Suicide: V, VI • Murder/Manslaughter: VI • Divorce Laws: VII • Theft Laws/Burglary/Etc.: VIII, X • Perjury: IX • Libel/Slander: IX

GRADE/COURSE	STANDARD	QUESTION	ANSWER
<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p>	<p>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</p> <p>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;</p>	<p>What does the Holocaust have to do with the rights and responsibilities of citizenship?</p>	<p>The Holocaust spurred the development of international law that addressed human rights and responsibilities.</p> <p>The Nuremberg Trials held after the Holocaust established the principle that individual officials could be held responsible for their role in crimes against humanity and violations of international law.</p> <p>The term genocide was coined in relation to the Holocaust and genocide was defined as a crime in international law, the United Nations Convention on the Prevention and Punishment of the Crime of Genocide.</p> <p>The Holocaust also helped spur the creation of the United Nations' Universal Declaration of Human Rights, adopted on December 10, 1948.</p>

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APPENDIX I: HEBREWS, ISRAELITES, AND JEWS

During the Texas TEKS writing process, PEI worked with the writing teams and members of the State Board of Education to guarantee that references to Jews, Judaism, and Israel are historically accurate. One example of this work is replacing references to “Hebrew(s)” with “Israelites, Jews, Jewish, or Judeo-Christian.” Just as writers and publishers shifted from using the term Mohammedans to using Muslims, it is appropriate, respectful, and correct for writers and publishers to use the principal terms of self-identification, e.g., identifying David as an Israelite king rather than as a Hebrew king.

The following short timeline represents the historically accurate nomenclature.

- **Hebrews:** The first three generations (Abraham, Isaac, and Jacob) are called Hebrews. In the book of Genesis, Jacob’s name is changed to Israel, and his children and succeeding generations call themselves Children of Israel, or Israelites.
- **Israelites:** The term Israelites should be used until the destruction of the Kingdom of Israel in 722 B.C.E.
- **Jews:** The Kingdom of Judah, later called Judea, is the source of the term Jews. The term Jews is appropriate after 722 B.C.E.
- **Jewish:** The term Jewish should be used rather than Hebrew or Israelite to show the ongoing significance of beliefs, concepts, and scripture and to make clear their connection to Judaism.
- **Judeo-Christian:** The Jewish legal tradition was adopted by Christianity and transmitted to the Western world through Christianity. The term Judeo-Christian acknowledges the contributions of both groups to the legal, moral, and ethical traditions of Western Civilization.

APPENDIX II: JEWISH INFLUENCE ON CULTURE THROUGH THE ARTS

These Appendices are by no means exhaustive, rather they provide a sampling of Jewish Americans who have impacted culture through the arts. For other examples, see Jewish Heroes & Heroines of America: 150 True Stories of American Jewish Heroism by Semour Brody; Jews in American History: A Teachers Guide (ICS resources); and The History of Jews in America (ICS Resources).

Film

Early “Golden” Years of the Film Industry

- **William Fox** (1879-1952) built a multimillion-dollar industry empire during the silent film era that became Twentieth Century-Fox studios. Fox introduced organ accompaniment to the silent films shown in his theatres, pioneered designing theatres for the comfort of patrons, and developed *Movietone News*. He went bankrupt when theatres converted to sound.
- **Samuel Goldwyn** (1879-1974) was one of the fathers of the movie industry. He was a founding member of the companies that evolved into Paramount and MGM (Metro-Goldwyn-Mayer).
- **Louis Burt Mayer** (1882-1957) immigrated from Minsk to Canada with his family; in his late teens he moved to Boston. Within a few years of opening his first movie theatre in 1907, he had the largest theatre chain in New England. He moved to Hollywood and formed his own production company. This was bought by Marcus Loew with part of the deal making Mayer head of the newly formed Metro-Goldwyn-Mayer (MGM). He was the most famous studio mogul during the Golden Age of Hollywood.
- **The Warner Brothers** (four brothers: eldest born 1881, youngest died 1978) were Jewish immigrants from Poland who established Warner Brothers Studios and played a key role in the development of the motion picture industry.

Contemporary

- **Stephen Spielberg** (1946-) is the most commercially successful filmmaker in Hollywood history. His 1975 film *Jaws* launched a career directing and producing films that has traversed a variety of genres. In 1993, the same year his film *Jurassic Park* hit the screens, he also released *Schindler's List*, an epic docudrama set during the Holocaust. In 2005, he returned to his Jewish roots with the release of the critically acclaimed *Munich* that follows the small group of Mossad agents recruited to track down and assassinate those responsible for kidnapping and murdering 11 Israeli athletes during the 1972 Munich Olympics.

Literature

- **Judy Blume** (1938-), children's author with almost seventy million books sold worldwide. Her works are characterized by total empathy with the concerns of childhood, emotional and sexual candor, and a direct colloquial tone, giving her readers a sense that she knows all their secrets. Among her works are *Are You There God? It's Me, Margaret* (1970); *Letters to Judy: What Your Kids Wish They Could Tell You* (1985); *Summer Sisters* (1998); *Superfudge* (1980); and *Tales of a Fourth Grade Nothing* (1972).
- **Allen Ginsberg** (1926-1997). One of the most influential poets of the Beat Generation. He wrote *Howl*, a controversial poem which had a major influence on government censorship and the protection of the First Amendment.
- **Emma Lazarus** (1849–1887), best known for the sonnet "The New Colossus (1883), lines from which appear on a bronze plaque in the pedestal of the Statue of Liberty.
- **Arthur Asher Miller** (1915–2005), playwright and essayist. Awarded the Pulitzer Prize for Drama for *Death of a Salesman* (1949). Other notable works include *All My Sons* and *The Crucible*. Miller testified before the House Un-American Activities Committee and was married at one time to actress Marilyn Monroe. According to Miller, "The American Dream is the largely unacknowledged screen in front of which all American writing plays itself out... Whoever is writing in the United States is using the American Dream as an ironical pole of his story. People elsewhere tend to accept, to a far greater degree anyway, that the conditions of life are hostile to man's pretensions."
- **Saul Bellow** (1915–2005). Awarded the Pulitzer Prize (1976) and the Nobel Prize for Literature (1976). He is the only writer to have won the National Book Award three times, and the only writer to have been nominated for it six times. His best-known works include *The Adventures of Augie March*, *Herzog*, *Mr. Sammler's Planet*, *Seize the Day*, *Humboldt's Gift* and *Ravelstein*. Widely regarded as one of the twentieth century's greatest authors, Bellow has had a "huge literary influence."
- **Ayn Rand** (1905–82), novelist, philosopher, playwright, and screenwriter. She immigrated to the U.S. from St. Petersburg, Russia, in 1926, and worked for many years as a screenwriter. Her novels espouse a philosophy of rational self-interest and laissez-faire economics that oppose the collective of the modern welfare state. Her best-known novels include *The Fountainhead* (1943) and *Atlas Shrugged* (1957). In *For the New Intellectual* (1961) she summarized her philosophy, which she called objectivism.
- **Sheldon Allan "Shel" Silverstein** (1932 –1999), poet, singer-songwriter, musician, composer, cartoonist, screenwriter and author of children's books. Translated into 20 languages, his books have sold over 20 million copies and include *A Light in the Attic* and *The Giving Tree*. Many people do not know he also wrote the whimsical lyrics for the Johnny Cash hit song, *A Boy Named Sue*.
- **Eliezer "Elie" Wiesel** (1928-), Romanian-born Jewish-American writer, professor, political activist, Nobel Laureate, and Holocaust survivor. Author of 57 books, including *Night*, a work based on his experiences as a prisoner in the Auschwitz and Buchenwald concentration camps.
- **Jonathan Safran Foer** (1977-) is best known for his novels *Everything Is Illuminated* (2002) and *Extremely Loud and Incredibly Close* (2005). In 2009, he published a work of nonfiction entitled *Eating Animals*. Foer is currently working on a new Haggadah.

Music

- **Irving Berlin** (1888-1989) was one of the most prolific and influential songwriters in history and composed lyrics and music for thousands of songs, 17 film scores, and 21 Broadway shows. His songs include: “God Bless America,” “White Christmas,” “Anything You Can Do (I Can Do Better),” and “There’s No Business Like Show Business.”
- **George Gershwin** (1898–1937), American composer and pianist who composed music for both Broadway and the classical concert hall, including “Porgy and Bess” and “Of Thee I Sing,” the first musical to be awarded a Pulitzer Prize. He wrote popular songs that introduced his work to an even wider public, and his most popular melodies, including “Someone to Watch Over Me” and “I’ve Got Rhythm” remain universally familiar. Gershwin wrote most of his vocal and theatrical works in collaboration with his brother, lyricist Ira Gershwin. “The Gershwin Prize”— the Library of Congress award for lifetime contributions to popular music — is named for George Gershwin.
- **Bob Dylan** (1941-) pioneered several different schools of pop songwriting and as a vocalist, broke down the notion that a singer must have a conventionally good voice to perform. As a musician, he sparked new genres of pop music, e.g., electrified folk- and country-rock. Though most popular in the 1960s, he influenced the music of most all subsequent generations. Born Robert Allen Zimmerman, he grew up in Minnesota and attended the University of Minnesota. During this time, he began performing at coffeehouses under the name Bob Dylan, taking his last name from the poet Dylan Thomas. Although he converted to Christianity in the 1970s, Dylan subsequently returned to his Jewish roots. His current religious affiliation remains elusive.
- **Paul Simon and Art Garfunkel** are lifelong friends who grew up in Queens, NYC, where they both attended Forest Hills High School. Known for their close vocal harmonies, they rose to fame after their hit single *The Sounds of Silence* and remained among the most popular recording artists of the 1960s. Their songs include *Bridge over Troubled Water*, *I Am a Rock*, *A Hazy Shade of Winter*, *Mrs. Robinson*, *Cecilia*, and *Scarborough Fair/Canticle*. They have received several Grammys and are inductees in the Rock and Roll Hall of Fame (Simon both as a duo and an individual artist) and the Long Island Music Hall of Fame (2007). They have also received the Grammy Lifetime Achievement Award.
- **Bette Midler** (1945-) is an American singer, actress and comedian, also known as *The Divine Miss M*. Midler starred in *Ruthless People*, *Beaches* and *Hocus Pocus*, and in animated films such as *Oliver & Company* and *Fantasia 2000*. During her 40+ year career, she has been nominated for two Academy Awards; and won four Grammy Awards, four Golden Globes, three Emmy Awards, and a special Tony Award. She has also sold over 30 million records as an artist.

APPENDIX III: EXAMPLES OF JEWISH CONTRIBUTIONS TO SCIENCE AND TECHNOLOGY

These Appendices are by no means exhaustive, rather they provide a sampling of Jewish individuals who have impacted science and technology in the United States. For other examples, see Jewish Heroes & Heroines of America: 150 True Stories of American Jewish Heroism by Semour Brody; Jews in American History: A Teachers Guide (ICS resources); and The History of Jews in America (ICS resources).

SCIENCE

- **Albert Einstein** (1879-1995) is one of the most famous scientists. His theory of relativity, including the mass-energy equivalence expressed by the formula $E=MC^2$, transformed the way people understand the universe. He made other important contributions to science as well. In 1999, *Time* magazine named Einstein the Person of the Century.
- **J. Robert Oppenheimer** (1904-1967) was the scientific director of the Manhattan Project and is often called the father of the atomic bomb.
- **Judith Resnik**, NASA astronaut who tragically died during the explosion of the 1986 flight of the Space Shuttle Challenger.
- **Albert Sabin** (1906-1993) was the medical researcher who developed the oral vaccine for polio that is credited with effectively eliminating the disease from America.
- **Rosalyn Sussman Yalow**, winner of the Nobel Prize in Medicine in 1977 for her development of RIA (radioimmunoassay) which is a technique that can be used to measure insulin in the bloodstream.

TECHNOLOGY AND ENTREPRENEURS

- **Sergey Brin**, co-founder Google, Inc. with Larry Page.
- **Michael Dell**, founder of Dell Computers, Austin, TX
- **Mark Zuckerberg**, founder/creator of the social networking Internet site, Facebook.

APPENDIX IV: JEWISH CONTRIBUTIONS TO U.S. HISTORY AND NATIONAL IDENTITY

These Appendices are by no means exhaustive, rather they provide a sampling of Jewish individuals, groups, and organizations that have made contributions to U.S. history and our national identity. For other examples, see Jewish Heroes & Heroines of America: 150 True Stories of American Jewish Heroism by Semour Brody; Jews in American History: A Teachers Guide (ICS resources); The History of Jews in America (ICS). ICS documents referenced in this document are included on the accompanying disc and can be accessed at the here: <http://www.icsresources.org>. Another excellent source is The Jewish Virtual Library, <http://www.jewishvirtuallibrary.org>.

CIVIL RIGHTS - INDIVIDUALS

- **Saul David Alinsky** (1909–1972), considered to be the founder of modern community organizing. In the course of nearly four decades of organizing the poor for social action, Alinsky made many enemies yet received praise from an array of public figures. His organizing skills were focused on improving the living conditions of poor communities across North America, including African-American ghettos. According to Time magazine, "American democracy is being altered by Alinsky's ideas," and conservative author William F. Buckley said Alinsky was "very close to being an organizational genius."
- **Andrew Goodman, Michael Schwerner** (both Jewish), and **James Cheney** (African-American) were lynched on June 21, 1964. This event came to symbolize the risks of participating in the Civil Rights Movement in the South. Having completed a week-long training on how to register blacks to vote, Cheney, Goodman, and Schwerner were investigating the burning of a church that supported civil rights activity. Jewish Americans and African Americans worked together to advance Civil Rights in America.

CIVIL RIGHTS - ORGANIZATIONS

- **Anti-Defamation League (ADL)**. Founded in 1913, the ADL Mission Statement reads: "The immediate object of the League is to stop, by appeals to reason and conscience and, if necessary, by appeals to law, the defamation of the Jewish people. Its ultimate purpose is to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens." Through its network of 30 Regional and Satellite offices in the United States and abroad, ADL is now *one of the nation's premier civil rights/human relations agencies, fighting anti-Semitism and all forms of bigotry, defending democratic ideals and protecting civil rights for all.*
- **NAACP**. Jews were among the founding members of the NAACP. Founded February 12, 1909, the NAACP is the nation's oldest, largest and most widely recognized grassroots-based civil rights organization. With more than a half-million members and supporters throughout the United States and the world, the NAACP advocates for civil rights, conducts voter mobilization, and monitors equal opportunity in the public and private sectors. The NAACP was formed partly in response to the continuing horrific practice of lynching and the 1908 race riot in Springfield, the capital of Illinois and resting place of President Abraham Lincoln. Appalled at the violence committed against blacks, a group of white liberals that included Mary White Ovington and Oswald Garrison Villard, both the descendants of abolitionists, William English Walling, and Dr. Henry Moscowitz issued a call for a meeting to discuss racial justice. Some 60 people, seven of whom were African

American (including W. E. B. Du Bois, Ida B. Wells-Barnett and Mary Church Terrell), signed the call, which was released on the centennial of Lincoln's birth.

JEWISH WOMEN WHO HAVE MADE POLITICAL, SOCIAL, AND ECONOMIC CONTRIBUTIONS TO U.S. HISTORY AND THE NATIONAL IDENTITY

- **Florence Prag Kahn** (1866-1935) was the first Jewish American Woman to serve in Congress in The United States. Her father, Conrad Prag, was a Jewish Merchant from Warsaw, Poland, who traveled to California in 1849 to participate in The Gold Rush. She was educated in the public and private Jewish schools in San Francisco, after which she attended UC-Berkely from which she graduated in 1887. Florence Prag married Julius Kahn in 1899 who was, at the time, a freshman Republican Representative from San Francisco. He was elected to the U.S. House of Representatives in 1898, serving from 1899-1903 and again from 1904 until his death in 1924. At that time, Florence Kahn assumed his duties after his death and was elected as a Republican to the 69th Congress in a Special Election. She promoted military preparedness and a strong armed forces, and was a strong proponent of family values. One quote attributed to her: "I'm No Lady; I'm a Member of Congress."
- **Bella Abzug** (1920–1998), grew up poor in the Bronx, NYC. She attended tuition-free Hunter College where she was student body president and became one of the few female law students across the country when she attended Columbia University law school on scholarship. She worked as a lawyer for 25 years, specializing in labor and tenants' rights, and civil rights and liberties cases. During the McCarthy era she was one of the few attorneys willing to fight against the House Un-American Activities Committee. In the 1960's, Abzug helped start the Women Strike For Peace (WSP) in response to U.S. and Soviet nuclear testing and soon became an important voice against the Vietnam War. At the age of 50, she ran for Congress in Manhattan and won. She quickly became a nationally known legislator (one of only 12 women in the House at the time). Her record of accomplishments in Congress reflected her unshakable convictions as an anti-war activist and a fighter for social and economic justice. After three terms, Abzug gave up her seat to run for an all-male Senate. She lost the Democratic primary by less than one percent. In 1977, she presided over the first National Women's Conference, and then headed President Carter's National Advisory Committee on Women until she was abruptly fired in 1979 for criticizing the administration's economic policies in 1979. Abzug also founded Women USA and Women's Environment and Development Organization. She gave her final public speech before the United Nations at the age of 77.
- **Betty Friedan** (1921-2006). Through decades of social activism, strategic thinking, and powerful writing, Friedan was central to the reshaping of American attitudes toward women's lives and rights and became one of contemporary society's most effective leaders. Her book, *The Feminine Mystique*, made an enormous impact and triggered a period of change for women by detailing the frustrating lives of countless American women who were expected to find fulfillment primarily through the achievements of husbands and children. She was a founder of the National Organization for Women, a convener of the National Women's Political Caucus, and a key leader in the struggle for passage of the Equal Rights Amendment. <http://www.greatwomen.org/women.php?action=viewone&id=62>

- **Diane Feinstein** (1933-) is the senior United States Senator from California. She was first elected to the U.S. Senate in 1992, and served as Mayor of San Francisco from 1978 to 1988. Feinstein was the first female President of the San Francisco Board of Supervisors, San Francisco's first (and, so far, only) female mayor, the first woman to serve in the Senate from California, and the first woman to chair the Senate Rules Committee and Senate Intelligence Committee. Feinstein is also the first woman to have presided over a U.S. presidential inauguration.
- **Gloria Marie Steinem** (1934-) is an American feminist, journalist, and social and political activist who became nationally recognized as a leader spokeswoman for the Women's Liberation Movement in the 1960s and 1970s. She co-founded *Ms. Magazine* and was a columnist for the *New York* magazine in the 1960s. She continues to involve herself in politics and media affairs as a commentator, writer, lecturer, and organizer, campaigning for candidates and reforms and publishing books and articles.
- **Barbara Levy Boxer** (1940-) is the junior United States Senator from California. She is the first female chair of the Environment and Public Works Committee, and is also the chair of the Select Committee on Ethics, making her the only senator to preside over two committees simultaneously. She is currently the Chief Deputy Whip of the Democratic Majority in the U.S. Senate.
- **Barbra Streisand** (1942-), actress/singer/director/writer/composer/producer/designer/author/activist, is the only artist ever to receive Oscar, Tony, Emmy, Grammy, Directors Guild of America, Golden Globe, National Medal of Arts and Peabody Awards and France's Legion d'honneur as well as the American Film Institute's Lifetime Achievement Award. She is also the first female film director to receive the Kennedy Center Honors. She is an eight-time Grammy Award winner and the only performer to have number one albums in five consecutive decades. Her civil rights activism and philanthropic efforts are equally impressive. The Streisand Foundation, which is committed to gaining women's equality, the protection of both human rights and civil rights, the needs of children at risk in society, women's health and the preservation of the environment has given millions of dollars in grants to non-profit organizations. She raises many millions more through her performances.

NOTE: For contemporary examples, teachers might choose to discuss 1) **Ruth Joan Bader Ginsburg** (1933-) who was appointed to the U.S. Supreme Court by President Bill Clinton in 1993 and is the first Jewish female justice; or **Elena Kagan** (1960-), appointed in 2010 to the Supreme Court of the United States by President Barack Obama as the Court's fourth female justice, and eighth Jewish justice.

U.S. LABOR MOVEMENT

- **Samuel Gompers** (1850-1924) was a major figure in American labor history. He founded the American Federation of Labor (AFL) in 1886 and served as its president every year except one until his death.
- **David Dubinsky** (1892-1982) U.S. labor leader who escaped Siberian imprisonment in 1911 and immigrated to the United States. In 1932 he became president of the International Ladies' Garment Workers' Union (ILGWU), which as president he transformed from a small, fractious regional organization into a model international union. In 1955, he played a significant role in the merger of the American Federation of Labor and the Congress of Industrial Organizations (AFL-CIO).

WESTWARD EXPANSION

- **Levi Strauss** (1829-1902) was a German-Jewish immigrant who moved to San Francisco and opened a dry-goods store during the Gold Rush. He founded the first company to manufacture blue jeans. Strauss recognized the demand for a product more durable than the cloth pants worn by most miners, so he began producing denim overalls. “Levis” has become the popular name of these pants, which are worn worldwide. (See also *Many Voices from the Gold Rush: Personal Accounts by Members of Diverse Ethnic Groups* (ICS).

GOVERNMENT

- **Louis D. Brandeis** (1856–1941) was appointed to the United States Supreme Court in 1916 by President Woodrow Wilson, the first Jewish member of the Supreme Court. Brandeis graduated from Harvard Law School at the age of twenty and earned the highest grade point average in the college’s history. Brandeis’ article, “Right to Privacy,” (*Harvard Law Review*), laid the foundation for this concept in American jurisprudence and led to him being credited with “...nothing less than adding a chapter to our law” (Roscoe Pound). Brandeis became known as the “People’s Lawyer” when he insisted on serving on cases without pay in order to be free to address the wider issues involved. He is also credited with introducing the “expert witness” in evidence presentation (the “Brandeis Brief”).

APPENDIX V: JEWISH VOICES IN TEXAS HISTORY

These links are by no means exhaustive, but they do provide access to Jewish individuals, groups, and organizations that made/are making contributions to Texas history and culture.

- Texas Jewish Historical Society: <http://www.txjhs.com/>.
- Texas Almanac Entry on Jewish Texans: <http://www.texasalmanac.com/culture/groups/jewish.html> (Published by the Texas State Historical Association)
- Institute of Texan Culture/Information on Jewish Texans, University of Texas, <http://www.texancultures.utsa.edu/publications/texansoneandall/jewish.htm>
- Texas State Historical Association article on Jews: <http://207.200.58.4/handbook/online/articles/JJ/pxj1.html>

DAVID SPANGLER KAUFMAN (1813–1851), lawyer, Indian fighter, and politician. Originally from Pennsylvania, Kaufman settled in Nacogdoches, Texas, in 1837, where he practiced law and participated in military campaigns against the Cherokee Indians. He occupied a number of important positions in the republic and state of Texas: 1) Representative in the House of the Third Congress of the republic (1838-1841), serving as speaker in the Fourth and Fifth congresses; 2) Senate of the republic (1843-1845); 3) *chargé d'affaires* to the United States (1845); 4) U.S. House of Representatives, Twenty-ninth, Thirtieth, and Thirty-first congresses. No other Jewish Texan served in Congress until the 1970s. Kaufman was a Mason and a charter member of the Philosophical Society of Texas. Kaufman died in Washington, D.C., on January 31, 1851, and was buried in the Congressional Cemetery there. In 1932 his remains were moved to the State Cemetery in Austin. Kaufman County and the city of Kaufman are named for him. <http://207.200.58.4/handbook/online/articles/KK/fka12.html>

APPENDIX VI: TEACHING THE HOLOCAUST

There are multiple opportunities for curriculum writers and teachers to access high-quality information about the Holocaust. This is by no means an exhaustive list, but does include many sources/locations that are local to Texas.

US HOLOCAUST MEMORIAL MUSEUM

Includes an Encyclopedia of the Holocaust with comprehensive information on many issues.

<http://www.ushmm.org/holocaust/>

DALLAS HOLOCAUST MUSEUM - CENTER FOR EDUCATION AND TOLERANCE

<http://www.dallasholocaustmuseum.org/index.php/education/>

DALLAS JEWISH HISTORICAL SOCIETY

http://www.djhs.org/djhs/index.php?option=com_content&view=article&id=4&Itemid=5

MARTIN GILBERT HOLOCAUST MAPS

Depicts the history of the Holocaust including mass murders, concentration camps, deportations, and more.

http://www.martingilbert.com/maps_pdf/map_holocaust_maps.pdf

TEXAS HOLOCAUST AND GENOCIDE COMMISSION**HOUSTON HOLOCAUST MUSEUM**

http://www.hmh.org/au_texas_hg.shtml

This newly formed state organization addresses education about the Holocaust in underserved areas. It is currently accessed through the Houston Holocaust Museum website. The Commission, created during the 81st regular session by a bill sponsored by State Sens. Rodney Ellis (D-Houston) and Florence Shapiro (R-Plano), is an 18-member body that will work under the auspices of the Texas Historical Commission to provide advice and assistance to public and private primary schools, secondary schools and institutions of higher education regarding implementation of Holocaust and genocide courses of study and awareness programs. The commission is also charged with compiling a list of volunteers such as survivors of the Holocaust or other genocides, liberators of concentration camps, scholars and members of the clergy who have agreed to share verifiable knowledge and experience regarding the Holocaust or other genocides. It will also coordinate state events regarding the United Nations' designated International Holocaust Remembrance Day.

Yad Vashem Museum in Israel

Yad Vashem provides authoritative information and resources on the Holocaust for students and educators. <http://www.yadvashem.org/>

APPENDIX VII: INSTITUTE FOR CURRICULUM SERVICES GUIDES

ICS develops and disseminates curricula that reflect state standards relating to Jews, Judaism, Jewish History, and Israel; provides K-12 teacher training on these subjects; and offers consultation on subject matter that falls within its areas of expertise or referral to appropriate resources. The curriculum resources found in this Appendix were developed by ICS and, in addition to being provided on the accompanying disc to this Guide, can found on ICS's website: www.icsresources.org.

Additional Resources: Teaching the Arab-Israeli Conflict

- **The Avalon Project** at Yale Law School has an excellent collection of primary source documents. <http://avalon.law.yale.edu/default.asp>
- **The Martin Gilbert Arab-Israeli Conflict History in Maps** has an excellent collection of maps relating to the history of the Arab-Israeli conflict. http://www.martingilbert.com/maps_pdf/map_arab_israeli.pdf
- **The Middle East Media Research Institute (MEMRI)** provides translations of Arabic, Persian, Turkish, Urdu-Pashtu media, as well as original analysis of diverse trends in the Middle East. <http://www.memri.org/>
- **Palestine Facts** contains history of the region in the 20th century. <http://palestinefacts.org/index.php>
- **International Institute for Counter-Terrorism** includes a variety of scholarly research on terrorism in the Middle East and beyond. <http://ict.org.il/Articles/tabid/66/Default.aspx>
- **The Jewish Virtual Library** provides a wide range of information relating to Israel. <http://www.jewishvirtuallibrary.org/>
- **Justice for Jews from Arab Countries** provides information on Jewish refugees from Arab countries. <http://www.justiceforjews.com/>
- **Bitterlemons** presents Israeli and Palestinian viewpoints on prominent issues of concern, specifically the Israeli-Palestinian conflict and peace process. <http://www.bitterlemons.org/>

Additional Resources: Judaism and Jewish History

- **The Jewish Virtual Library** provides a wide range of information on Jewish history and Judaism. <http://www.jewishvirtuallibrary.org/>
- **My Jewish Learning** provides information on Jewish lifecycle events, beliefs, holidays, culture, texts, and more. <http://www.myjewishlearning.com/>
- **Martin Gilbert Jewish History in Maps** documents Jewish life around the world from Biblical times to the present. http://www.martingilbert.com/maps_pdf/map_arab_israeli.pdf
- **The United States Holocaust Memorial Museum** includes an Encyclopedia of the Holocaust with comprehensive information on many issues. <http://www.ushmm.org/wlc/en/>

APPENDIX VIII: Resources on the Accompanying Disc for *Teaching Diversity: A K-12 Guide to Teaching About Jews and Judaism in the Public School Classroom*

Folder I: Teaching About Jews and Judaism

1. Branches of Judaism
2. Guess Who (A Game)
3. Judaism Photo Gallery
4. Judaism and Western Civilization
5. Religious or Ethnic
6. Teaching Jewish Holidays
7. What Is Judaism?
8. What's In a Name?

Folder II: Jewish History

1. Ancient Jewish History: A Teachers Guide
2. Jews in Medieval History: A Teachers Guide
3. Medieval European Anti-Semitism and Connections to Intolerance in America
4. The History of Jews in America
5. Jews in American History
6. Many Voice from the Gold Rush
7. The Jewish Immigrant Experience in America
8. Popular Music Closure
9. Judaism and Western Civilization

Folder III: Jews and Judaism: Complete Curricular Resource Packet

Folder IV: Teaching the Arab-Israeli Peace Process

1. Arab-Israeli Timeline
2. The Balfour Declaration
3. The British Mandate for Palestine
4. A Historical Perspective on the Arab-Israeli Conflict and Peace Process (Lesson Plan)
5. Jews from the Middle East and North Africa
6. Zionism and Arab Nationalism: Background Information

Folder V: Jewish History in Maps

1. Ancient Biblical World to the Middle Ages
2. Middle Ages
3. 1683-1930
4. Modernity
5. Holocaust Maps
6. Jerusalem History in Maps

APPENDIX VII: ADDITIONAL RESOURCES

This list of books on Jewish History from Ancient to Modern times is provided for teachers who are interested in a more in depth exploration of Jewish history.

1. **The Complete Idiot's Guide to Jewish History**, by Benjamin Blech (464 pages). This book is very well laid out and accessible.
2. **The Young Reader's Encyclopedia of Jewish History**, edited by Llana Shamir and Dr. Shlomo Shavit (125 pages). Published by Viking Kestrel, 1987. Excellent chart of Jewish and world history, and good pictures.
3. **The Amazing Adventures of the Jewish People**, by Max Dimont (172 pages). Published by Behrman House, Inc.
4. **A Short History of the Jewish People: From Legendary Times to Modern Statehood**, by Raymond Scheindlin (263 pages). ISBN #0-19-513941-0 MacMillan/Oxford University Press.
5. **Crash Course in Jewish History: The Miracle and Meaning of Jewish History from Abraham to Modern Israel**, by Ken Spiro (509 pages). ISBN #978-1568715323, Targum Press.
6. **Critical Documents of Jewish History**, by Ronald H. Isaacs and Kerry M. Olitzky.
7. **Jewish History Atlas**, by Martin Gilbert.
8. **The Complete Idiot's Guide to the Middle East Conflict**, by Mitchell G. Bard, Ph.D.