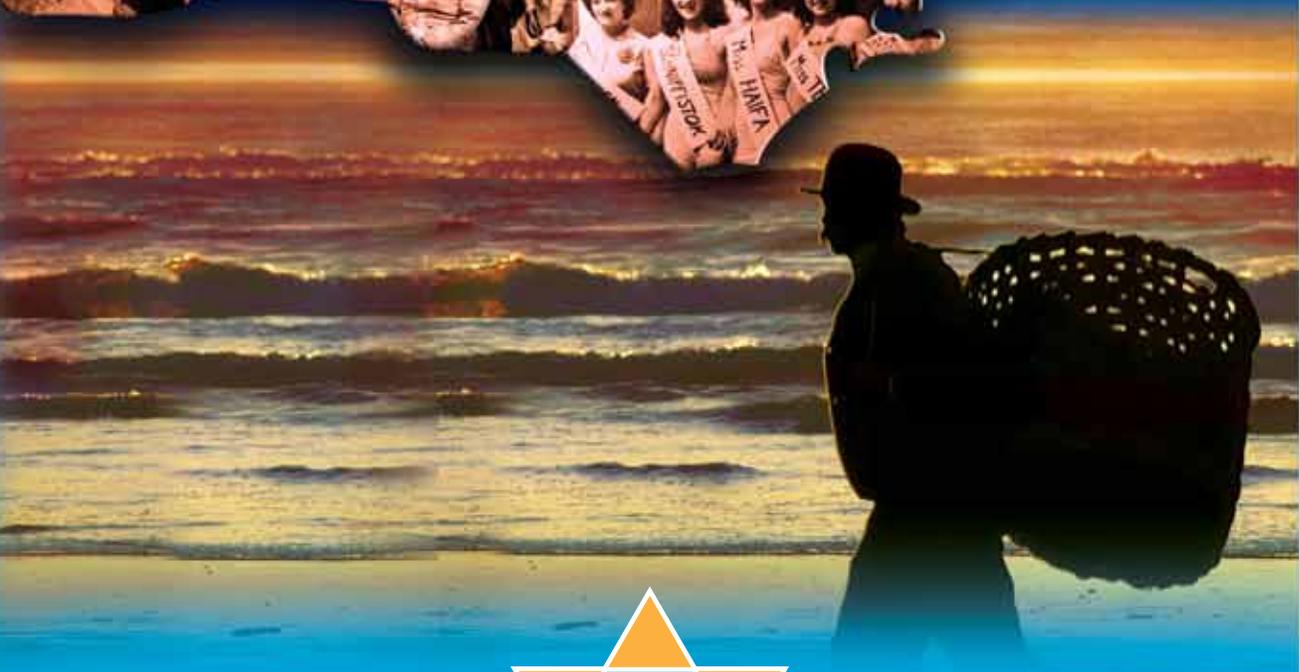


Teacher's Guide for the 4th Grade DVD

DOWN HOME: JEWISH LIFE IN NORTH CAROLINA

A PEDDLER'S STORY: THEN AND NOW



DownHome
Jewish Life in North Carolina

TEACHER'S GUIDE

This Teacher's Guide follows the goals and objectives of the North Carolina People and Culture Curriculum for social studies, math and information skills and has an accompanying video designed for the school classroom.

This material was developed by the Jewish Heritage Foundation of North Carolina as part of its multimedia project, *Down Home: Jewish Life in North Carolina*. This project, several years in design and development, includes several components:

- Full length documentary film that weaves interviews, re-enactment and narration into stories about Jewish life in North Carolina
- Traveling exhibit touring history museums based on four themes: Family Comes First, Keeping the Faith, Building Businesses and Creating Communities, and Love of Learning
- Heritage Book which incorporates oral histories, original historical documents and individual profiles into an illustrated social history

Each component stands on its own as it tells the story of Jewish immigration and settlement in North Carolina while introducing Jewish practices and customs.

The mission of the Jewish Heritage Foundation of North Carolina is to collect, preserve and present the history of the Jewish people of North Carolina. We invite you to offer feedback about the curriculum and to contact us with any questions. Please contact us directly to receive the school video. Additional information is also available on our website, www.jhfnc.org

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4th grade DVD and Curriculum:

Down Home: Jewish Life in North Carolina
A Peddler's Story: Then and Now

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Produced by the Jewish Heritage Foundation of North Carolina
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The State of North Carolina Department of Cultural Resources

INTRODUCTION

For more than three hundred years Jews have settled in this state. The Jewish experience offers an illuminating example of how an immigrant people became citizens and neighbors while preserving their distinct culture and traditions. Jews became woven into the fabric of their hometowns, integrating into the common culture, while still adhering to religious customs and ethnic traditions that made them different.

The Jewish story in particular and the immigrant story in general have acquired more urgency as North Carolina rapidly transforms into a Sunbelt state, drawing new multinational industries and an increasingly diverse workforce. As more people from other parts of the globe relocate here, students find themselves in classrooms with peoples of different ethnicities, nationalities, and religions. For North Carolina to maintain its position in the vanguard of social and economic progress, we need to ensure that it is a welcoming place for newcomers. Moreover, we will be sending our students into a global economy, and they will need experiences and a perspective that will allow them to understand and work with others unlike themselves. Diversity education such as this is intended to educate students and teachers alike, to develop tolerance and promote respect for those whose backgrounds may be different from our own.

The Down Home DVD/lesson plan for 4th grade social studies seeks to explore the immigrant experience through the lens of a typical Jewish family who has made NC their home beginning at the turn of the 20th century through the present.

The contents of the DVD are consistent with select goals and objectives of the NC Standard Course of Study (Curriculum Guides) for 4th Grade Social Studies, Mathematics and Information Skills.

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Showing the DVD

The DVD contains a short introduction about immigrants and highlights some of the less familiar concepts that will be part of the DVD. At the end, there is a short repeat of a scene where the immigrant family is packing their valuables, which is the first part of Activity 1 (What Would You Bring?).

Before showing the DVD, ask students to think about the following:

Some people have very little time to leave their home and to collect the things that are special to them. They may be fleeing a fire, flood, war or other disaster.

- Can you think of reasons families (or individuals) leave their homelands nowadays?
- How does that compare/contrast with reasons people left their homelands in years past?
- What are some similarities and differences between this Jewish family's immigrant experience and other immigrant experiences both from the past and in the present?

Post-DVD Activities

There are three options for activities after viewing the DVD.

- The first has all the material you will need to complete the activity.
- The second, Graphing and Charting Using Immigration Data, has most of the material you will need. However, there is an option for doing more research for which students will need to use other resources such as the internet.
- The third is entirely web-based and your students will need to have internet access.

The first, "What Would You Bring?" explores the personal aspect of being an immigrant. Since all students, other than those of Native American decent, came to this country from somewhere else, the experience of being an immigrant or a descendant of an immigrant is something they all have in common. This exercise allows the students to "be in the shoes" of an immigrant and what it might be like to leave their homeland and settle in a new place. *Obviously, the forced immigration experience of slaves and their descendants is very different from that of people who came/come to this country of their own free will. (Sensitivity should be shown to those students whose family experience reflects this type of immigration.)*

The second exercise focuses on graphing and charting using immigration data both from NC and the US from two different time periods.

There is a third exercise which provides multiple websites and allows students to explore their roots and countries/regions from where their families came/come to the US.

Activity 1

What Would You Bring?

Materials

Copies of “What Would You Bring” worksheet. Make enough copies for each group to have 2-3 as well as pens or pencils.

(See Glossary for pictures of typical Jewish religious artifacts.)

Scenario

Ask your students to imagine they are moving to a country very far away. In this new country, the language is different, the main/predominant culture and religion are different from what they know and they can expect never to return to their homeland. Ask them to name some of the countries they imagine coming from.

Exercise

Time: 40 minutes

Divide the class into small groups of 4 to 5. Begin by asking the group what was significant about the items the two people in the old (shtetl) room chose to pack in their trunk. (These were some of the items they were taking with them to America. See chart in resource section for an explanation of the importance of each item.) Ask the students why they think the two people in the shtetl room chose the items they did to pack in their trunk. Groups have 10 minutes to decide on 4 to 5 items per group that they would bring with them to remind them of home, to help them settle into this new country and to help them explain to others where they came from and who they are. Students may also add special items that have been in the family for a generation or more that were brought from a country from which their relatives came. Choose a spokesperson for each group to share their group’s choices and explain why they made those choices with the rest of the class. Allow 3-5 minutes per presentation.

Activity 1

What Would You Bring With You?

I would bring...	Why is it special?	What would tell your new friends about it?
CD of my favorite music _____ _____ _____ _____ _____	It helps me remember getting together and singing with friends _____ _____ _____ _____	I like some of the new music I have learned since coming to the US and I also like remembering some of my old favorite songs from home. _____ _____ _____ _____
Special colorful soft blanket. _____ _____ _____ _____	My great-aunt made it for me when I was born _____ _____ _____ _____	The colors in the blanket are very special in my home country. _____ _____ _____ _____
Soccer team shirt _____ _____ _____ _____ _____	The shirt I wore when my team got first place in our town's soccer tournament _____ _____ _____ _____	Soccer is a very important sport where I come from and I loved playing it back at home. The first thing my parents did when we moved here was to find a soccer team for me to join. _____ _____ _____ _____
Ceramic cup that is from my hometown _____ _____ _____ _____ _____	It reminds me of the type of cups that many of my friends and family use for drinking tea. _____ _____ _____ _____	We drink a lot of tea in my old home. Sometimes we don't always get the time to drink as much tea now, but when we do, we use our old tea cups. _____ _____ _____ _____

Activity 2

Graphing/Charting Activity with Immigration Data

Materials:

Copies of pages 8-11 for groups of 3-4

Immigration to North Carolina: Exploring census data

Just how many people lived in North Carolina in the first half of the nineteenth century — and how does that compare to the U.S. as a whole? To answer questions like this, the best place to turn is census records. The census can't tell us why people moved to NC or to the US — we'll explore their reasons on the following pages.

Population growth

Before we start, it will help to list the reasons that the state's population might grow or shrink.

Sources of population *growth* include:

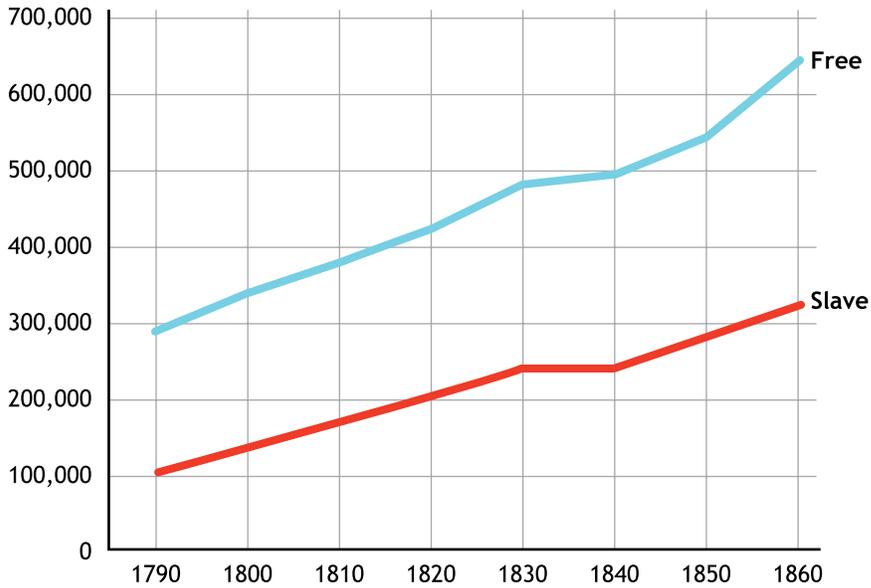
- births
- immigration (people freely coming from other states or from other countries)
- slaves brought by immigrants from other states
- purchase of slaves from other states
- importation of slaves from Africa (before 1810)

Sources of population *loss* include:

- deaths
- emigration (people freely leaving the state)
- slaves taken with emigrants to other states
- sale of slaves to other states

North Carolina

Let's look at the total number of people living in North Carolina between 1790 and 1860.



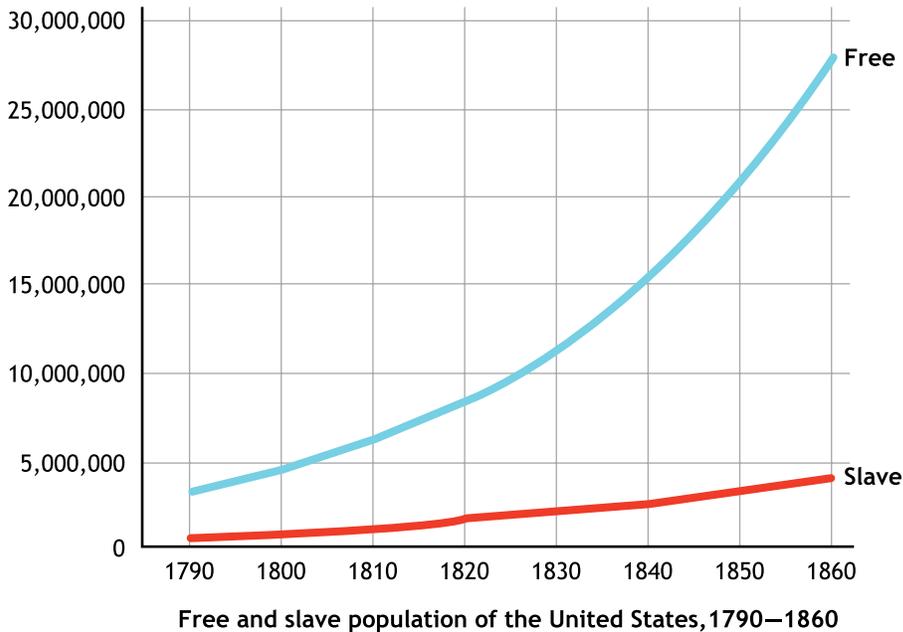
Free and slave population of North Carolina, 1790–1860

Questions

1. When was population growth slowest in North Carolina?
2. When was it fastest?
3. Did free and slave population grow at the same rate, or were there differences?
Why might this be?

The United States

Now let's compare North Carolina's population growth to the growth of population in the entire United States.



Questions

1. When was population growth fastest across the U.S.?
2. How did population growth nationwide compare to the growth of population in North Carolina? Was it faster, slower, about the same? When was there the biggest difference?
3. Did free and slave population grow at the same rate, or were there differences? Why might this be?

Graphs vs. raw data

Graphs can give us a quick visual sense of the data, but they can also be misleading. Here, we've presented two graphs with different scales and asked you to compare them. The population of the United States was so much bigger than that of North Carolina that we couldn't easily present them on the same graph. As a result, the population numbers are much higher on the second graph even though the two graphs are the same physical size. Essentially, we've squashed a really tall graph to make it fit on the page.

Why is that a problem? When you look at population growth, you're looking at the slope of the graph — how fast it rises. If we stretch or shrink the graph, the slope will seem to change. In this case, even though it's clear that U.S. population was rising more quickly over time, in fact, it was rising even faster than the graph suggests.

The numbers don't change, though, so if you want to check the data, here's a table of population for North Carolina and the United States every ten years — the data from which we drew the graphs.

Free, slave, and total population of North Carolina and the United States, 1790–1860

Year	North Carolina			United States		
	total	free	slave	total	free	slave
1790	395,005	293,180	100,571	3,929,214	3,231,533	697,681
1800	478,103	344,684	133,296	5,308,483	4,414,881	893,602
1810	555,500	386,676	168,824	7,239,881	6,048,819	1,191,362
1820	638,829	433,812	205,017	9,638,453	8,100,431	1,538,022
1830	737,987	492,386	245,601	12,860,702	10,851,659	2,009,043
1840	753,419	507,602	245,817	17,063,353	14,575,998	2,487,355
1850	869,039	560,491	288,548	23,191,876	19,987,563	3,204,313
1860	992,622	661,563	331,059	31,443,321	27,489,561	3,953,760

United States census data, via the Historical Census Browser from the University of Virginia, Geospatial and Statistical Data Center. Copyright ©2009 LEARN NC. This work is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 2.5 License. To view a copy of this license, visit: <http://creativecommons.org/licenses/by-nc-sa/2.5/>. The original web-based version, with enhanced functionality and related resources, can be found at <http://www.learnnc.org/lp/pages/5200>

Immigration

Finally, let's consider immigration into the United States and North Carolina. The 1850 census also tracked the number of foreign-born people living in each state and their country of birth, so we have good data on immigration in the mid-nineteenth century.

Selection of foreign-born (FB) people living in North Carolina and in the United States, by country of origin, 1850 compared to 1920. (Not all countries of origin have data available.)

Place of Birth	Total (FB) Living in NC 1850	Total (FB) Living in US 1850	Total (FB) Living in NC 1920/30	Total (FB) Living in US 1920	Total (FB) Living in NC 2010
England	394	278,675	4,185	813,853	
Germany	344	573,225	4,122	1,686,108	
France	43	54,069	579	153,072	
Greece	0	86	1,818	175,976	
Mexico	2	13,317	n/a	2,199,221	
Sweden	9	3,559	515	625,585	
Turkey	0	106	193	5,284	
Italy	4	3,645	1,148	1,610,113	
Austria	2	946	384	575,627	
Switzerland	3	13,358	293	118,659	
Russia/Soviet Union	8	1,414	2,063	1,400,495	
Poland	n/a	(1860) 7,298	789	1,268,583	
China	2	758	11,824	62,000	
Total	2,524	2,210,839	26,395	13,920,692	
	(1850) NC	(1850) US	(1920) NC	(1920) US	
Total population (foreign and native born)	580,491	19,987,571	2,559,123	106,021,537	

United States census data.

Note: Obviously this number does not include slaves.

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Questions

Look at the bottom rows of the table first, labeled “total population” and “total foreign.”

What percentage of the population of the United States was foreign-born?

What percentage of North Carolina’s population was foreign-born?

1. Based on this available data, from what countries was immigration into the U.S. heaviest?
2. From what countries was immigration into North Carolina heaviest? How did this change from 1850 to 1920?
3. Why might there have been such a difference in immigration rates between North Carolina and the nation as a whole? (You probably can’t answer this question fully yet — but keep it in mind as you continue reading about North Carolina before the Civil War.)
4. Are there other countries of origin you can add and find the data for those countries?
5. See if you can find data to fill in the last column (total FB living in NC in 2000)?
What was the total population of the US in 2000?
6. What other information can you gather from this data? For example, what was the percentage of foreign born residents in the US in 1920 compared to the total population (foreign born plus native born)?

Looking ahead: Push and pull factors

As you think about the DVD and the discussion you have had in class, reflect on some of the factors that led people to move to North Carolina. Historians talk about two kinds of reasons for migration: push factors and pull factors. *Push factors* are reasons people might want to leave a place, while *pull factors* are things that attract them to a new home. What pulled people to North Carolina at the end of the 19th and beginning of the 20th centuries. What pushed people from other countries to leave? How are the push/pull factors the same or different today?

This activity was adapted from a lesson created by David Walbert at NCLearn K-12 lesson plans, resources, assessments, web links, and professional development.
<http://www.learnnc.org/>

Teacher resources for Activity 2:

Historical Census Browser

<http://mapserver.lib.virginia.edu/>

American Community Survey (ACS)

The most recent data collected by the Census Bureau on ancestry

<http://www.census.gov/population/www/ancestry/anc2000.html>

Census of Population and Housing data present here ranges from our most recent census to the historical decennial census conducted throughout the decades

<http://www.census.gov/prod/www/abs/decennial/>

Immigration Statistics By State:

http://www.gcir.org/about_immigration/usmap.htm

Office of Immigration Statistics:

<http://www.dhs.gov/ximgtn/statistics/>

The Census Bureau provides a variety of demographic, social, economic, geographic, and housing information on the foreign-born population in the United States.

<http://www.census.gov/population/www/socdemo/immigration.html>

Optional Activity 3

This is a website where students take research into their heritage a step beyond the construction of a family tree, traveling through cyberspace to find out what's happening in their ancestral homelands today and explore their sense of connection to these places in their past.

<http://edsitement.neh.gov/lesson-plan/where-i-come#sect-thelesson>



Guiding Questions

What parts of the world has your family come from? What is life like there today?

What are your feelings about these places your family once called home?

Learning Objectives

After completing this lesson, students will be able to:

- Identify the countries and cultures that are part of their family heritage.
- Locate these places on a map.
- Report on life in these places today.
- Characterize their sense of attachment to these places in their past.

Correlated Goals and Objectives for 4th grade

Standard Course of Study (from the NC DPI)

Social Studies: Geography and History

Competency Goal 2:

The learner will examine the importance of the role of ethnic groups and examine the multiple roles they have played in the development of North Carolina.

Objectives:

- 2.02 Trace the growth and development of immigration to North Carolina over time from Europe, Asia, and Latin America.
- 2.03 Describe the similarities and differences among people of North Carolina, past and present.
- 2.04 Describe how different ethnic groups have influenced culture, customs and history of North Carolina.

Competency Goal 4:

The learner will analyze social and political institutions in North Carolina such as government, education, religion, and family and how they structure society, influence behavior, and response to human needs.

Objectives:

- 4.02 Identify religious groups that have influenced life in North Carolina and assess the impact of their beliefs.
- 4.05 Identify and assess the role of prominent persons in North Carolina, past and present.

Competency Goal 5:

The learner will examine the impact of various cultural groups on North Carolina.

Objectives:

- 5.01 Explain different celebrated holidays, special days, and cultural traditions in North Carolina communities.

Mathematics

Competency Goal 4:

The learner will understand and use graphs and data analysis.

Objectives:

- 4.01 Collect, organize, analyze, and display data (including line graphs and bar graphs) to solve problems.
- 4.03 Solve problems by comparing two sets of related data.

Information Skills

Focus Areas

The learner will:

- be exposed to a wide variety of resources (print, non-print, electronic)
- develop personal taste through guided practice, contrast and compare authors, illustrators, genres, and styles
- identify similarities and differences as related to their environments and personal experiences
- use simple research models to acquire information
- share activities in a variety of formats (print, graphical, audio, video, multimedia) to extend content of resources used

Competency Goals

- 1: The learner will EXPLORE sources and formats for reading, listening, and viewing purposes.
- 3: The learner will RELATE ideas and information to life experiences.
- 4: The learner will EXPLORE and USE research processes to meet information needs.
- 5: The learner will COMMUNICATE reading, listening, and viewing experiences.

GLOSSARY

Jews - those who practice Judaism

Judaism - the monotheistic religion of the Jews, having its ethical, ceremonial, and legal foundation in the precepts of the Old Testament and in the teachings and commentaries of the rabbis as found chiefly in the Talmud.

Kiddush cup - Ceremonial cup often made of silver for drinking Kosher wine or grape juice after a traditional blessing is recited during the Jewish Sabbath and some holidays.



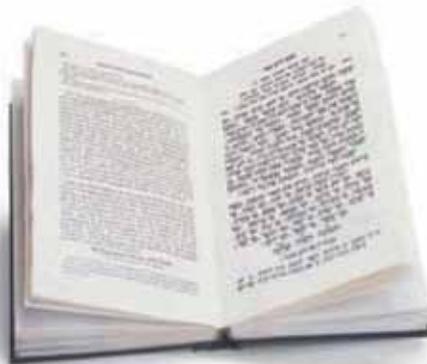
Menorah/Chanukiah - a seven-branched candelabrum used in the Temple and now an emblem of Judaism and the badge of the state of Israel; 2. a candelabrum having eight branches and a 9th branch that is lit during the festival of Hanukkah.



Mezzuzah - Casing with scroll on which is written a passage from the Old Testament. It is a traditional symbol of a Jewish home and is placed on the doorposts, most commonly the outside door.



Prayerbook - Book used during Jewish prayer in both the synagogue and at home. Can be ornately decorated



Shabbat (Shabbes) - the seventh day of the week, Saturday, as the day of rest and religious observance among Jews.

Shabbat or Shabbes candles - generally two candles that are lit at sundown on Friday night or on the eve of certain holidays, to mark the beginning of the Sabbath or the holiday.



Shtetl - (formerly) a Jewish village or small-town community in Eastern Europe.



Tallit (Tallis) - a shawllike garment of wool, silk, or other fabric, with fringes, or tzitzith, at the four corners, worn around the shoulders by Jews, as during the morning service.



SUGGESTED RESOURCES

Children's Books

Coming to America: The Story of Immigration (ages 9-12)

by Betsy Maestro and Susannah Ryan

What Makes Someone a Jew? (ages 4-8) by Lauren Seidman

Judaism DK Eyewitness Books, (ages 9-12) by DK Publishing

Keeping the Promise: A Torah's Journey, (ages 9-12) by Tami Lehman-Wilzig

A Mezuzah on the Door, (ages 0-8) by Amy Metzger

Bagels from Benny, (ages 0-8) by Aubrey Davis

Hanukkah at Valley Forge, (ages 9-12) by Stephen Krensky

When Jessie Came Across the Sea, (ages 9-12) by Amy Hest

It's A Miracle!: A Hanukkah Storybook, (ages 9-12) by Stephanie Spinner

On Shabbat, (ages 0-8) by Cathy Goldberg Fishman

What Will You See Inside: A Synagogue, (ages 9-12) by Ron Wolfson

Reference Books

Down Home: Jewish Life in North Carolina, by Leonard Rogoff

The Lonely Days Were Sundays: Reflections of a Jewish Southerner, by Eli Evans

Jewish Roots in Southern Soil: A New History, by Marcie Ferris, Mark I. Greenberg and Eli Evans

The Provincials: A Personal History of Jews in the South, by Eli Evans

Dixie Diaspora: An Anthology of Southern Jewish History, by Mark Bauman

Matzoh Ball Gumbo: Culinary Tales of the Jewish South, by Marcie Cohen Ferris

SUGGESTED RESOURCES

Websites:

Jewish Heritage Foundation of North Carolina
www.jhfnc.org

Goldring - Woldenberg Institute of Southern Jewish Life
www.isjl.org and *The Encyclopedia of Southern Jewish Communities* is a great resource to learn more about your town's Jewish heritage.

Yivo - Institute for Jewish Research is dedicated to the history and culture of Ashkenazi (Eastern European) Jewry and to its influence in the Americas.
www.yivoinstitute.org

National Museum of American Jewish History
www.nmajh.org

Southern Jewish Historical Society
www.jewishsouth.org

Ellis Island
www.ellisland.org

Southern Historical Collection at the Wilson Library (UNC-CH)
<http://www.lib.unc.edu/mss/shc/>

Center for Diversity Education (Asheville, NC)
www.diversitycouncil.org

LEARN NC, a program of the University of North Carolina at Chapel Hill School of Education, finds the most innovative and successful practices in K–12 education and makes them available to the teachers and students of North Carolina — and the world.
<http://www.learnnc.org>

