

TEACHING DIVERSITY

A K-12 Guide to Teaching About Jews, Judaism, and Israel in the Public School Classroom

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



Prepared by the

PUBLIC EDUCATION INITIATIVE
[HTTP://JEWISHDALLAS.ORG/PEI](http://JEWISHDALLAS.ORG/PEI)

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Jewish Community Relations Council
OF THE JEWISH FEDERATION OF GREATER DALLAS

Member Organizations

Adat Chaverim	Congregation Nishmat Am	Na'Amat USA
Akiba Academy of Dallas	Congregation Ohev Shalom	National Council of Jewish Women Greater Dallas Section
American Jewish Committee	Congregation Shaare Tefilla	ORT America
Ann and Nate Levine Academy	Congregation Shearith Israel	Parents of North American Israelis
A Solomon Schechter School		Rabbinic Association of Greater Dallas
Anti-Defamation League	Congregation Tiferet Israel	Regional Hillel of North Texas
B'nai B'rith International	Dallas Holocaust Museum	Southwest Jewish Congress
Bnai Zion Foundation	Center for Education and Tolerance	Temple Emanu-El
Community Homes for Adults, Inc.	Dallas Jewish Coalition for the Homeless	Temple Shalom
Congregation Anshai Torah	Dallas Jewish Historical Society	The Legacy Senior Communities, Inc.
Congregation B'nai Israel	Hadassah	Torah Day School
Congregation Beth El Binah	Jewish Community Center of Dallas	Union for Reform Judaism Southwest Region
Congregation Beth Torah	Jewish Family Service of Greater Dallas	United Synagogue of Conservative Judaism
Congregation Kol Ami	Jewish War Veterans	Yavneh Academy of Dallas
Congregation Ner Tamid	Jewish War Veterans Auxiliary	Young Judea
	Jewish Women International	Zionist Organization of America Dallas Chapter

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

Teaching Diversity: A K-12 Guide to Teaching About Jews and Judaism in the 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 social studies 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) provided easily accessed resources to facilitate accurate and engaging curriculum and lessons. Some examples are included in this *Guide*; URLs or directions are provided for others. Most of the resources were developed by the **Institute for Curriculum Services: National Resource Center for Accurate Jewish Content in Schools**.

This document and the resources referenced can be downloaded at:



<http://jewishdallas.org/pei>



www.icsresources.org

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES, SUBCHAPTER A, ELEMENTARY

ALL GUIDES, RESOURCES, AND LESSON PLANS REFERENCED IN THIS DOCUMENT CAN BE DOWNLOADED AT THE PEI WEBSITE.

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about differences among people and cultures.</p> <p>Texas communities are replete with religious and cultural diversity, something to which Jews and Judaism have contributed since the state’s beginnings.</p> <p>Including Jews and Judaism in lessons about similarities and differences among people, their religions and family traditions allows teachers to provide examples that are accessible to young students while meeting the TEKS objective of exploring cultural and religious diversity.</p>	<p>KINDERGARTEN</p> <p>§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012. (b) Knowledge and skills.</p> <p>(11) Culture. The student understands similarities and differences among people. The student is expected to: (A) identify similarities and differences among people such as kinship, laws, and religion; and</p> <p>(12) Culture. The student understands the importance of family customs and traditions. The student is expected to: (A) describe and explain the importance of family customs and traditions; and (B) compare family customs and traditions.</p> <hr/> <p>FIRST GRADE</p> <p>§113.12. Social Studies, Grade 1, Beginning with School Year 2011-2012. (b) Knowledge and skills.</p> <p>(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to: (A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and</p> <p>(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to: (A) identify the significance of various ethnic and/or cultural celebrations; and (B) compare ethnic and/or cultural celebrations.</p>	<p>ICS Resources:</p> <p><i>What Is Judaism?</i></p> <p><i>Teaching Jewish Holidays to Middle School Students</i> (This can be adapted to elementary-age students.)</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about differences among people and cultures. (Continued)</p> <p>Note: Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>GRADE TWO</p> <p>§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012. (16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to:</p> <p>(A) identify the significance of various ethnic and/or cultural celebrations; and (B) compare ethnic and/or cultural celebrations.</p> <hr/> <p>GRADE THREE</p> <p>§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012. (b) Knowledge and skills. (13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</p> <p>(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; (B) compare ethnic and/or cultural celebrations in the local community with other communities.</p> <hr/> <p>GRADE FOUR</p> <p>§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012. (a) In Grade 4, students examine the history of Texas.... (b) Knowledge and skills (19) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to Texas. The student is expected to:</p> <p>(A) identify similarities and differences among various racial, ethnic, and religious groups in Texas; (B) identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio; and</p>	<p>ICS Resources:</p> <p><i>Guess Who: Introductory Activity for Lessons on Jews and Judaism.</i></p> <p><i>Teaching Jewish Holidays to Middle School Students</i> (This can be adapted to elementary-age students.)</p> <p><i>What Is Judaism?</i></p> <p>Notable Jewish Texans: Michael Dell, Stanley Marcus, the Zales, and the Sangers</p> <p>See Appendix V for links to <i>Jewish Voices in Texas History.</i></p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about differences among people and cultures. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>GRADE FIVE</p> <p>§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.</p> <p>(a) Introduction. (1) In Grade 5, students survey the history of the United States from 1565 to the present. (b) Knowledge and skills.</p> <p>(22) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States. The student is expected to: (A) identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States; (B) describe customs, and traditions of various racial, ethnic, and religious groups in the United States; and (C) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.</p>	<p>Jews in Early America: Haym Solomon</p> <p>ICS Resources: <i>Art Gallery Tour</i></p> <p><i>Teaching Jewish Holidays</i></p> <p><i>Jews in American History: A Teacher's Guide</i> <i>What Is Judaism?</i></p> <p>See Appendices II and IV for examples of Jewish contributions to the United States and our national identity.</p>

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<p>Learning how the contributions of diverse individuals affect and change their communities and the world.</p> <p>Students have the opportunity to develop an appreciation for American (and Texas) diversity by learning about the economic, cultural, and scientific achievements of individuals from diverse ethnicities, cultures, and religions.</p> <p>It is recommended that the heritage of all individuals discussed in the classroom be acknowledged, including those of Jewish heritage.</p>	<p>GRADE TWO</p> <p>§113.13. Social Studies, Grade 2, Beginning with School Year 2011-2012.</p> <p>(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:</p> <p>(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and</p> <p>(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.</p> <hr/> <p>GRADE THREE</p> <p>§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.</p> <p>(a) Introduction.</p> <p>(1) In Grade 3, students learn how diverse individuals have changed their communities and world.... Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</p> <p>(A) describe how individuals, events, and ideas have changed communities, past and present;</p> <p>(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and</p> <p>(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.</p>	<p>(15) See Appendix II for more examples of Jewish Americans and their contributions to the culture through art.</p> <hr/> <p>(a)(1) (b)(1) and (2)</p> <p>ICS Resources: <i>Jews in American History: A Teacher's Guide</i></p> <hr/> <p>(b)(1) Example: Haym Salomon</p>

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<p>Learning how the contributions of diverse individuals affect and change their communities and the world. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>GRADE THREE</p> <p>§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012. (Continued)</p> <p>(b)(2) History. The student understands common characteristics of communities, past and present. The student is expected to:</p> <p>(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;</p> <hr/> <p>(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p> <p>(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;</p> <hr/> <p>(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:</p> <p>(E) identify individuals, past and present, including Henry Ford, and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.</p> <hr/> <p>(15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p> <p>(A) identify various individual writers and artists, such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from communities; and</p> <p>(B) explain the significance of various individual writers and artists, such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, paintings, and other examples of cultural heritage to various communities.</p>	<p>(4) Immigrants to the new state of Israel turned a desert into a rich, food producing economy. Other accomplishments included use of minerals from the Dead Sea, saltwater desalination, and solar and wind energy. (See Page 24 for more information.)</p> <hr/> <p>(8) Michael Dell, Entrepreneur, Austin, TX); Sergey Brin co-founder, Google Inc.</p> <hr/> <p>(15) See Appendix II for more examples of Jewish Americans and their contributions to the culture through art.</p>

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<p>Learning how the contributions of diverse individuals affect and change their communities and the world. (<i>Continued</i>)</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:</p> <p>(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and</p> <hr/> <p>GRADE FOUR</p> <p>§113.15. Social Studies, Grade 4, Beginning with School Year 2011-2012.</p> <p>(c) In Grade 4, students examine the history of Texas....</p> <p>(d) Knowledge and skills</p> <p>(5) History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:</p> <p>(C) identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.</p> <hr/> <p>(18) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(A) identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States; and</p> <p>(B) identify leadership qualities of state and local leaders, past and present.</p>	<p>(16)</p> <p>Examples: Albert Einstein, J. Robert Oppenheimer, Albert Sabin</p> <hr/> <p>(18) See <i>De-Mystifying Religion: A Teacher's Guide for Teaching about Jews, Judaism, and Religious Diversity in the Texas Public School Classroom</i>. This GUIDE is aligned with Chapter 113. Texas Essential Knowledge and Skills for Social Studies, Beginning with School Year 2011-2012.</p> <p>www.pei-jcrcdallas.org</p> <p>See Appendix V for links for more resources.</p>

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<p>Learning how the contributions of diverse individuals affect and change their communities and the world. (<i>Continued</i>)</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>GRADE FIVE</p> <p>§113.16. Social Studies, Grade 5, Beginning with School Year 2011-2012.</p> <p>(a) Introduction. (1) In Grade 5, students survey the history of the United States from 1565 to the present.</p> <p>(b) Knowledge and skills.</p> <p>(5) History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to:</p> <p>(A) analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions;</p> <p>(B) analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election; and</p> <p>(C) identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Infantry Regiment who have made contributions to society in the areas of civil rights, women’s rights, military actions, and politics.</p>	<p>(b)(5) ICS Resources: <i>Jews in American History: A Teacher’s Guide</i></p> <hr/> <p>(b)(5) See Appendix IV for examples of Jewish Americans and their contributions to U.S. History and our national identity.</p>

TAC Chapter 113, Texas Essential Knowledge and Skills for Social Studies, Subchapter B, Middle School

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TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about people, places, and societies of the contemporary world.</p> <p>In Grade 6, students explore how people, places, and societies of today are impacted by historical events and geography, and how a society's institutions influence an individual's <i>point-of-view</i>.</p> <p>There are a number of opportunities in the Grade 6 TEKS for the classroom teacher to introduce how Jewish history and culture and Judaism have contributed to the societies, economics, and cultures of countries in which these individuals have lived.</p>	<p>GRADE 6</p> <p>§113.18. Social Studies, Grade 6, Beginning with School Year 2011-2012.</p> <p>(b) Knowledge and skills.</p> <p>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</p> <p style="padding-left: 40px;">(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p> <p>(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</p> <p style="padding-left: 40px;">(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p> <hr/> <p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</p> <p style="padding-left: 40px;">(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;</p>	<p>(1)(2)(3)</p> <p>ICS Resources:</p> <p><i>What Is Judaism?</i></p> <p><i>Eight Essential Points in Teaching Ancient Jewish History</i></p> <p><i>Jews in American History: A Teacher's Guide</i></p> <p><i>What Is Judaism?</i></p> <p>See Appendix VII for a list of maps of Israel from ancient times to present that appear on the accompanying CD and from the ICS website.</p>

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<p>GRADE 6</p> <p>Learning about people, places, and societies of the contemporary world. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location. The student is expected to:</p> <p>F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</p> <p>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</p> <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;</p> <p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and</p> <p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.</p> <p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</p> <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions;</p> <p>(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and</p> <p>(C) describe ways in which technology influences human interactions with the environment such as humans building dams for flood control.</p>	<p>(5)(7)</p> <p>Early Israeli immigrants transformed a desert environment into a fertile and productive one. This greatly influenced Israel’s economic growth and activities.</p> <p>Oil plays a substantive role in many Middle Eastern countries.</p>

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<p>GRADE 6</p> <p>Learning about people, places, and societies of the contemporary world. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</p> <p>(A) describe roles and responsibilities of citizens in various contemporary societies, including the United States;</p> <p>(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and</p> <p>(C) compare the role of citizens in the United States with the role of citizens from various societies with representative and nonrepresentative governments.</p> <hr/> <p>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;</p> <p>(E) analyze the similarities and differences among various world societies; and</p> <p>(F) identify and explain examples of conflict and cooperation between and among cultures.</p> <p>(16) Culture. The student understands that all societies have basic institutions in common even through the characteristics of these institutions may differ. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p> <p>(B) compare characteristics of institutions in various contemporary societies; and</p>	<p>(13) Israel has a Parliamentary (representative) form of government in which citizens of all religions have a representative voice.</p> <hr/> <p>(15)(16) ICS Resources: <i>Judaism and Western Civilization</i></p> <p><i>The Jewish Immigrant Experience in America</i></p> <p>See Appendices IV for examples of Jewish contributions to government, civil rights, science, the arts, etc.</p>

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<p>GRADE 6</p> <p>Learning about people, places, and societies of the contemporary world. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p> <p>(B) relate ways in which contemporary expressions of culture have been influenced by the past;</p> <p>(C) describe ways in which contemporary issues influence creative expressions; and</p> <p>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.</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> <hr/> <p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p> <p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and</p> <p>(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.</p>	<p>(18)</p> <p>See Appendix II for information about Jewish contributions to the arts.</p> <p><i>Jews in American History: A Teachers Guide</i></p> <hr/> <p>(19)</p> <p><i>What Is Judaism?</i></p> <p><i>Teaching Jewish Holidays</i></p> <hr/> <p>(20)</p> <p>See Appendices III, and IV for examples of Jewish contributions to government, civil rights, science, the arts, etc.</p> <p><i>Judaism and Western Civilization</i></p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about Texas history and the State's diversity within unity.</p> <p>Texas communities are replete with religious and cultural diversity, something to which Jews and Judaism have contributed since the state's beginnings. For example, there were Jewish cattle ranchers throughout Texas, such as the Halff family who owned one million acres at one time. There were Jewish wildcatters, traders, physicians, and scientists.</p> <p>Including Jews and Judaism in lessons about cultural, ethnic, and religious groups opens the door for students to explore the many contributions this and other groups have made to the great State of Texas.</p>	<p>GRADE 7</p> <p>§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.</p> <p>Please see the Public Education Initiative's Guide <i>De-Mystifying Religions: A Teacher's Guide for Teaching about Jews, Judaism, and Religious Diversity in the Texas Public School Classroom</i>. This GUIDE includes multiple examples and resources for integrating Jewish contributions to Texas history from pre-Republic times to the present.</p> <p>(b) Knowledge and skills.</p> <p>(19) Culture. The student understands the concept of diversity within unity in Texas. The student is expected to:</p> <p>(A) explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances;</p> <p>(B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture;</p>	<p>See <i>De-Mystifying Religion: A Teacher's Guide for Teaching about Jews, Judaism, and Religious Diversity in the Texas Public School Classroom</i>. This GUIDE is aligned with Chapter 113. Texas Essential Knowledge and Skills for Social Studies, Beginning with School Year 2011-2012.</p> <p>www.pei-jcrcdallas.org</p> <p><i>Lone Stars of David: The Jews of Texas</i>, edited by Hollace Ava Weiner and Kenneth D. Roseman. Essays on Jewish Texans contributions to the Lone Star State.</p> <p>See Appendix V for links for more resources.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about the history of the United States from the early colonial period through Reconstruction.</p> <p>Jews have been a part of United States history since its inception. It was a Jewish man (Haym Salomon) who arranged financing for the American Revolution. Since then, Jews have been completely engaged with America’s social, economic, and religious life, i.e., through the Westward expansion, the Civil Rights movement, and into today’s world of technology and global interaction.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>GRADE 8</p> <p>§113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012.</p> <p>(b) Knowledge and skills.</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>(6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation.</p> <p>(A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States;</p> <p>(B) explain the political, economic, and social roots of Manifest Destiny;</p> <p>(C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.</p>	<p>(4) (6)</p> <p>ICS Resources:</p> <p><i>Jews in American History: A Teacher’s Guide</i></p> <p><i>The Jewish Immigrant Experience in America</i></p> <hr/> <p>(6)</p> <p><i>Many Voices from the Gold Rush</i> Contains first person accounts of various ethnicities who participated in the Gold Rush.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>GRADE 8</p> <p>Learning about the history of the United States from the early colonial period through Reconstruction. (Continued)</p> <p>Note: Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</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>(24) Culture. The student understands the major reform movements of the 19th century. The student is expected to:</p> <p>(A) describe the historical development of the abolitionist movement; and</p> <p>(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>(25) Culture. The student understands the impact of religion on the American way of life. The student is expected to:</p> <p>(A) trace the development of religious freedom in the United States;</p> <p>(B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and</p> <p>(C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.</p>	<p>(23), (24), (25)</p> <p>ICS Resources:</p> <p><i>Jews in American History: A Teacher’s Guide</i></p> <p><i>Judaism and Western Civilization</i></p> <p><i>Many Voices from the Gold Rush</i> Contains first person accounts of various ethnicities who participated in the Gold Rush.</p> <p>See Appendix IV for examples of Jewish contributions to government, civil rights, and the labor movement.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>GRADE 8</p> <p>Learning about the history of the United States from the early colonial period through Reconstruction. <i>(Continued)</i></p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</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>(26)</p> <p>ICS Resources: <i>Jews in American History: A Teacher’s Guide</i></p> <p><i>Judaism and Western Civilization</i></p> <p>See Appendix II for examples of Jewish contributions the arts.</p>

CHAPTER 113. TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES, SUBCHAPTER C, HIGH SCHOOL

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about the history of the United States since 1877.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>HIGH SCHOOL – UNITED STATES HISTORY</p> <p>§113.41. United States History Studies Since 1877, Beginning with School Year 2011-2012.</p> <p>(c) Knowledge and skills.</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:</p> <p>(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>(4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to:</p> <p>(F) analyze major issues such as isolationism and neutrality raised by U.S. involvement in World War I, Woodrow Wilson's Fourteen Points, and the Treaty of Versailles; and</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:</p> <p>(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>(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>(3) Many Jewish immigrants played a substantive role in the American Labor Movement, e.g., Samuel Gompers (see Appendix IV).</p> <hr/> <p>ICS Resources</p> <p>(3)(B); <i>Jews in American History: A Teacher's Guide</i></p> <p><i>Judaism and Western Civilization</i></p> <p>(4)(F); (7)(D) & (F) <i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p> <p>Please see Appendix VI for links to information for teaching about the Holocaust.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>U.S. HISTORY</p> <p>Learning about the history of the United States since 1877.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(9) History. The student understands the impact of the American civil rights movement. The student is expected to:</p> <p>(A) trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments;</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>(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> <hr/> <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>(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> <hr/> <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>(B) identify the impact of international events, multinational corporations, government policies, and individuals on the 21st century economy.</p>	<p>ICS Resources:</p> <p>(9)(A)(B) See Appendix IV for examples of Jewish involvement and leadership in the American Civil Rights Movement.</p> <hr/> <p>(9)(C) <i>Jews in American History: A Teacher's Guide</i></p> <hr/> <p>(10) <i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p> <hr/> <p>(18) Sergey Brin co-founder, Google</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>U.S. HISTORY</p> <p>Learning about the history of the United States since 1877.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(24) Citizenship. The student understands the importance of effective leadership in a constitutional republic. The student is expected to:</p> <p>(B) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham, Barry Goldwater, Sandra Day O'Connor, and Hillary Clinton.</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>(26) Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</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;</p> <p>(C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture;</p> <p>(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>(24) See Appendices II, III, and IV for Jewish leaders and their contributions.</p> <p>ICS Resources: <i>Jews in American History: A Teacher's Guide</i></p> <p>(25)(A)(B)(D) See Appendix II for examples of the Jewish impact on the arts, i.e., art, music, film, and literature.</p> <hr/> <p>(26)(A) <i>Jews in American History: A Teacher's Guide</i></p> <p>See Appendix IV for examples of Jewish contributions to the Civil Rights movement and Jewish women who have made political, social and economic contributions to American Society.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>Learning about the history of humankind from earliest times to present.</p> <p>World History Studies surveys the history of humankind, focusing on "essential" concepts that can be applied to various eras, events, and people. Major emphasis is on the study of significant people, events, and issues from the earliest times to the present.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>§113.42. World History Studies, Beginning with School Year 2011-2012.</p> <p>(c) Knowledge and skills.</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: (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>(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: (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa; (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;</p> <p>(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to: (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.</p> <p>(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to: (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.</p>	<p>ICS Resources: (3)(A); (4)(E); (9)(D)</p> <p><i>What Is Judaism?</i></p> <p><i>Eight Essential Points in Teaching Ancient Jewish History</i></p> <p><i>Judaism and Western Civilization</i></p> <hr/> <p>(4)(E) and (G) (5)(A) and (B)</p> <p><i>Jews in Medieval History: A Teachers Guide</i></p> <p><i>Medieval European Antisemitism and Connections to Intolerance in America</i></p> <hr/> <p>(5)(A) and (B) This is an opportunity to explore the impact these movements, had on religious minorities.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD HISTORY</p> <p>Learning about the history of humankind from earliest times to present.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(10) History. The student understands the causes and impact of World War I. The student is expected to:</p> <p>(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>(12) History. The student understands the causes and impact of World War II. The student is expected to:</p> <p>(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>(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:</p> <p>(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.</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:</p> <p>(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>ICS Resources:</p> <p>(10) (13)(14) <i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p> <p><i>Timeline for the Arab-Israeli Conflict and Peace Process</i></p> <p><i>Zionism and Arab Nationalism: Background Information</i></p> <p><i>The British Mandate for Palestine Fact Sheet</i></p> <p>Primary Source Documents:</p> <p><i>The Balfour Declaration</i></p> <p><i>The British Mandate for Palestine</i></p> <hr/> <p>(12) Please see Appendix VI for links to information for teaching about the Holocaust.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD HISTORY</p> <p>Learning about the history of humankind from earliest times to present.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</p> <p>(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;</p> <p>(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, 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>(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>(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;</p> <p>(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and</p> <p>(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and</p> <p>(B) identify examples of religious influence on various events referenced in the major eras of world history.</p>	<p>(20) (22)</p> <p>See Appendix I for an explanation of the usage of the terms Israelite, Jewish, Jew, and Judeo-Christian.</p> <hr/> <p>(20) (22) (23)</p> <p>ICS Resources:</p> <p><i>Ancient Jewish History: A Teachers Guide</i></p> <p><i>Judaism and Western Civilization</i></p> <p><i>What Is Judaism?</i></p> <hr/> <p>(22)(D)</p> <p>Please see Appendix VI for links to information for teaching about the Holocaust.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD HISTORY</p> <p>Learning about the history of humankind from earliest times to present.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.</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) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p> <p>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and</p> <p>(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p> <p>(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:</p> <p>(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.</p>	<p>(26)</p> <p>See Appendix II for examples of Jews' impact on the arts, i.e., art, music, film, and literature.</p> <p>ICS Resources:</p> <p><i>Jews in American History: A Teacher's Guide</i></p> <p><i>Judaism and Western Civilization: A Teachers Guide</i></p> <hr/> <p>(28) Albert Einstein</p> <p><i>Jews in American History: A Teacher's Guide</i></p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD GEOGRAPHY</p> <p>Learning how geography has influenced—and influences—human activity, events, and decision-making.</p> <p>In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present with an emphasis on contemporary issues.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>§113.43. World Geography Studies, Beginning with School Year 2011-2012.</p> <p>(c) Knowledge and skills.</p> <p>(2) History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</p> <p>(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and</p> <p>(B) explain how changes in societies have led to diverse uses of physical features.</p> <p>(5) Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>(A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and</p> <p>(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed.</p> <p>(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;</p> <p>(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.</p>	<p>(2)(5)(8)</p> <p>Early Israeli immigrants transformed a desert environment into a fertile and productive one. This greatly influenced Israel’s economic growth and activities. Israelis also utilize and/or transform natural resources for acclimation and economic progress, e.g., minerals from the Dead Sea, saltwater desalination, and solar and wind energy.</p> <p>For more information, see <i>Start-up Nation: The Story of Israel’s Economic Miracle</i> by Dan Senor and Saul Singer.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD GEOGRAPHY</p> <p>Learning how geography has influenced—and influences—human activity, events, and decision-making.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>(A) analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p> <p>(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and</p> <p>(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU).</p>	<p>ICS Resources:</p> <p>(14)(A) and (C)</p> <p><i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p> <p>(14)(B)</p> <p>Israel has a Parliamentary (representative) form of government in which citizens of all religions have a representative voice.</p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>WORLD GEOGRAPHY</p> <p>Learning how geography has influenced—and influences—human activity, events, and decision-making.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;</p> <p>(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;</p> <p>(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and</p> <p>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:</p> <p>(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;</p> <p>(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;</p> <p>(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and</p> <p>(D) evaluate the experiences and contributions of diverse groups to multicultural societies.</p> <p>(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion;</p> <p>(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;</p>	<p>(16) (17)</p> <p><i>What Is Judaism?</i></p> <p><i>Eight Essential Points in Teaching Ancient Jewish History</i></p> <p><i>Judaism and Western Civilization</i></p> <p><i>Teaching Jewish Holidays</i></p> <p>(16)(17)(18)</p> <p>See Appendix VII for a list of maps of Israel from ancient times to present.</p> <p>(17)(C) Jews have lived as religious minorities in countries for over 2,500 years. The only exceptions are the ancient kingdoms of Israel and Judah and the modern State of Israel.</p> <p>(18) <i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>U.S. GOVERNMENT</p> <p>Learning about the principles and beliefs upon which the United States was founded.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>§113.44. United States Government, Beginning with School Year 2011-2012.</p> <p>(c) Knowledge and skills.</p> <p>(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. The student is expected to:</p> <p>(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals;</p> <p>(C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses, William Blackstone, John Locke, and Charles de Montesquieu;</p> <p>(2) History. The student understands the roles played by individuals, political parties, interest groups, and the media in the U.S. political system, past and present. The student is expected to:</p> <p>(A) give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy; and</p> <p>(B) analyze the impact of political changes brought about by individuals, political parties, interest groups, or the media, past and present.</p> <hr/> <p>(4) Geography. The student understands why certain places or regions are important to the United States. The student is expected to:</p> <p>(A) identify the significance to the United States of the location and key natural resources of selected global places or regions; and</p> <p>(B) analyze how U.S. foreign policy affects selected places and regions.</p>	<p>(1) See Appendix I.</p> <p>ICS Resources: <i>Eight Essential Points in Teaching Ancient Jewish History</i> <i>Judaism and Western Civilization</i> <i>What Is Judaism?</i></p> <hr/> <p>(2) <i>Jews in American History: A Teacher's Guide What Is Judaism?</i></p> <p>See Appendix IV for examples of Jewish efforts to bring about political change.</p> <hr/> <p>(4) Oil plays a substantive role in many Middle Eastern countries.</p> <p><i>A Historical Perspective on the Arab-Israeli Conflict and Peace Process</i></p>

TEACHING OBJECTIVE & OPPORTUNITY	RELEVANT TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) STANDARD	RESOURCES & EXAMPLES
<p>U.S. GOVERNMENT</p> <p>Learning about the principles and beliefs upon which the United States was founded.</p> <p><i>Note:</i> Direct and/or implied TEKS references to Jews, Judaism, and Israel appear in bold lettering.</p>	<p>(7) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. The student is expected to:</p> <p>(D) evaluate constitutional provisions for limiting the role of government, including republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;</p> <p>(G) examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof," and compare and contrast this to the phrase, "separation of church and state."</p> <p>(15) Citizenship. The student understands the importance of voluntary individual participation in the U.S. constitutional republic. The student is expected to:</p> <p>(A) analyze the effectiveness of various methods of participation in the political process at local, state, and national levels;</p> <p>(B) analyze historical and contemporary examples of citizen movements to bring about political change or to maintain continuity; and</p> <p>(C) understand the factors that influence an individual's political attitudes and actions.</p> <p>(16) Citizenship. The student understands the importance of the expression of different points of view in a constitutional republic. The student is expected to:</p> <p>(A) examine different points of view of political parties and interest groups such as the League of United Latin American Citizens (LULAC), the National Rifle Association (NRA), and the National Association for the Advancement of Colored People (NAACP) on important contemporary issues; and</p> <p>(17) Culture. The student understands the relationship between government policies and the culture of the United States. The student is expected to:</p> <p>(A) evaluate a U.S. government policy or court decision that has affected a particular racial, ethnic, or religious group such as the Civil Rights Act of 1964 and the U.S. Supreme Court cases of Hernandez v. Texas and Grutter v. Bollinger; and</p>	<p>(7) (17)</p> <p>Jewish Americans have historically supported First Amendment rights, including (but not limited to) religious freedom. A comprehensive list of Supreme Court First Amendment cases can be found at the First Amendment Center website: firstamendmentcenter.org</p> <hr/> <p>(15)</p> <p>See Appendix IV for examples of Jews participation to bring about political change.</p> <hr/> <p>(16)</p> <p>See Appendix IV for examples of organizations in which Jews have actively participated.</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 allusive.
- **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 antisemitism 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 Moscovitz 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.

*Please see the PEI Guide: “**De-Mystifying Religion: A Teacher’s Guide for Teaching about Jews, Judaism, and Religious Diversity in the Texas Pubic School Classroom.**” It was developed for CSCOPE curriculum and includes a variety of resources for integrating Jewish Texas history into classroom lessons.*

- 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>

EARLY SETTLERS, FREEDOM FIGHTERS, AND STATESMEN

- **Henri Castro** (1786-1865) was a Texas impresario and founder with immigrant families from the Alsace Lorraine region of France and neighboring areas in Germany of Castroville (1844) and three other towns between 1844 and 1847. He was a learned, wise, and humane man who expended much of his own fortune in settling Texas at a difficult time in the face of Indian invasions and the Mexican war. See also entry in www.TSHAonline.org
- **Jacob Raphael De Cordova** (1808-1868) and **Phineas De Cordova** (1819-1903) were half brothers descended from Jews of Netherlands and Jamaican ancestry who were Jewish educators, rabbis, and printers. Jacob made significant contributions to Texas as a land developer and promoter, surveyor, publisher, orator, legislator and founder (with two other men) of the city of Waco. His newspaper, *The Gleaner*, still exists in Kingston, Jamaica. Phineas was a partner in his brother’s land agency, but was first and foremost a journalist. He published and wrote the *Texas Herald* in Waco. In 1850, Governor Bell successfully urged the De Cordovas to move their publishing and printing office to Austin, where they created the *Southwestern American*, a newspaper that played a major role in bringing the railroads to Texas. They also supported Governor Bell and Texas congressman David S.

Kaufman's claims to Texas lands beyond Santa Fe. Jacob De Cordova's books include *Texas: Her Resources and Her Public Men, A Companion for J. De Cordova's New and Correct Map of the State of Texas*.

- **Herman Ehrenberg** (1816?-1866) was a true adventurer who travelled extensively during his lifetime – and left an indelible impression wherever he went. He fought in Texas' war for Independence, and then wrote a book about it while in Germany. He studied mining in Germany, then returned to the US, went on to the west coast and made maps of the Klamath river and the Gold Rush region. He then travelled to Hawaii and drew the first maps of Honolulu. This was followed by travels to the Polynesian Islands (Papeete) where he befriended the Queen. After that, Ehrenberg returned to the US and did some more map-making and mining in the California and Arizona territories where he died in 1866. In deference to his surveying and map-making skills, the US Board of Geographic Names honored him with "Ehrenberg Peak" in Grand Canyon National Park. In 1869, a town in Arizona was named for him.
- **Nicholas Adolphus Sterne** (1801-1852) was one of Texas' early Jewish settlers. He was a merchant, a lawyer, and a land-owner who served as alcalde (mayor) and local treasurer of Nacogdoches. He smuggled guns for the early Fredonian Rebellion, was arrested but later released because he had powerful Masonic connections in New Orleans. Later he went to New Orleans as an agent of the Texians and paid for the transport and arming of a company of New Orleans Grays. He held civil service jobs in the Republic of Texas including those of postmaster and judge. He was elected to the second Texas Legislature in 1847 and was re-elected in 1849. From Nov 1851 until his death in 1852, he served in the Texas Senate.
- **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>

BOOKS BY EARLY TEXAS SETTLERS

De Cordova, Jacob. *Texas: Her Resources and Her Public Men: A Companion for J. De Cordova's New and Correct Map of the State of Texas*. Philadelphia: J.B. Lippincott, 1858.

Ehrenberg, Herman. *Texas und seine Revolution*. Leipzig: Otto Wigand, 1843. Reprint, *Der Freiheitskampf in Texas im Jahre 1836*. Leipzig: Otto Wigand, 1844. Reprint, *Fahrten und Schicksale eines Deutschen in Texas*. Leipzig: Otto Wigand, 1845. Edgar William Bartholomae translated the 1845 edition into English as a master's thesis at the University of Texas in 1925. Henry Nash Smith condensed and edited a translation by Charlotte Churchill for children entitled *With Milam and Fannin: Adventures of a German Boy in Texas' Revolution*. Dallas: Tardy, 1935. This version was reprinted in 1968. *Texas und Seine Revolution* is one of John H. Jenkins's Basic Texas Books.

MacDonald, Archie P., ed. *Hurrah for Texas!: The Diary of Adolphus Sterne, 1838-1851*. Austin: Eakin Press, 1969.

ADDITIONAL RESOURCES: BOOKS ABOUT JEWS AND JEWISH ORGANIZATIONS AND GROUPS THAT MADE CONTRIBUTIONS TO TEXAS HISTORY AND CULTURE.

This list of books on Jewish history in Texas is provided for teachers who are interested in a more in depth exploration of this topic.

Ornish, Natalie. *Pioneer Jewish Texans*. Dallas: Texas Heritage Press, 1989, 323 pages.

This book is very extensive; well laid out by category with copies of primary documents in some cases. It is being re-released by College Station: Texas A&M University Press, 2011.

Weiner, Hollace A., and Kenneth D. Roseman. Comp. Ed. *Lone Stars of David: The Jews of Texas*. Waltham: Brandeis University Press, 2007, 308 pages.

This book is a collection of informative essays by different authors on various aspects of Texas Jewish history.

Stone, Bryan Edward. *The Chosen Folks: Jews on the Frontiers of Texas*. Austin: University of Texas Press, 2010, 294 pages.

This book grew out of the author's 2003 University of Texas at Austin PhD. dissertation, "West of Center: Jews on the Real and Imagined Frontiers of Texas."

Winegarten, Ruthe, and Cathy Schechter. *Deep in the Heart: The Lives and Legends of Texas Jews, A Photographic History*. Austin: Eakin Press, 1990, 253 pages.

Thumbnail sketches of Jews from Texas who have made contributions to regional Texas history and/or culture.

Ornish, Natalie. *Ehrenberg: Goliad Survivor, Old West Explorer: A Biography*. Dallas: Texas Heritage Press, 1997, 403 pages.

One half of the book is about Hermann Ehrenberg. The other half is Peter Mollenhauer's English translation of Ehrenberg's German book, "Der Freiheitskampf in Texas im Jahre 1836 (The Fight for Freedom in Texas in the year 1836)" published in Germany in 1843, reprinted in 1844 and 1845.

JEWISH MERCHANTS, RANCHERS AND OILMEN

- **The Halff Family Ranches/Brothers Mayer (1836-1905) and Solomon (1838-1905) Halff.** See short articles at:
 1. <http://www.tshaonline.org/handbook/online/articles/fha16>
 2. <http://www.tshaonline.org/handbook/online/articles/fhadz>
 3. <http://www.tshaonline.org/handbook/online/articles/apq01> (Quien Sabe Ranch)
- **Jewish Merchants** (There are many more that were localized in certain areas of Texas.)
 1. **Zale Family Jewelers.** See entry in TSHA handbook online at <http://www.tshaonline.org/handbook/online/>.
 2. **Joske's Department Stores.** see entry in TSHA handbook online at <http://www.tshaonline.org/handbook/online/>.
 3. Sanger's Department Stores
 4. **Neiman-Marcus Department Stores.** See entry in TSHA handbook online at <http://www.tshaonline.org/handbook/online/articles/dhn01> (There are also entries for Herbert Marcus and Carrie Neiman, but not one for Stanley Marcus.)
 5. **Haymon Krupp.**

SCIENTISTS, DOCTORS AND EDUCATORS

- **Olga Bernstein Kohlberg (18??-1935)** was a genteel, educated woman who arrived in El Paso from Germany as the bride of businessman, Ernst Kohlberg. She immediately set out to make the border town more palatable by starting a "study circle" with other like-minded women. In 1889, these women decided to promote the idea of education for very young children. They purchased equipment and brought in a teacher from St. Louis, Missouri. When the idea succeeded, they offered to donate everything to the Board of Education if they would make kindergarten part of the El Paso Public school system. In 1892, El Paso became the first Texas city to offer free public kindergarten. Olga Kohlberg and her group also ran and financed the first free public library in El Paso (started by Mary I. Stanton) until it became tax-supported. Kohlberg then served on the library's Board and later as President, helping build it into one of excellence. When she saw babies dying of the intense heat, she became part of a project to take them to a Baby Sanatorium in the cooler climate in Cloudcroft, New Mexico, via a small mountain climbing train. The sanatorium bears her name, and her son-in-law served there as the physician.

- **Dr. Ray Karchmer Daily** (1891-1975) was the first Jewish woman to graduate from a Texas medical school (1913) specializing in ophthalmology. She became an eminent eye surgeon and translator of articles on ophthalmology published in foreign medical journals. She also produced 16 mm films on surgical procedures that were used by Harvard and other medical schools. Daily authored nine books, some in collaboration with her husband or their son. She served as the first woman president of the medical staff at Houston's Memorial Hospital and later in the same position at the large Jefferson Davis Hospital. She also ran for the Houston School Board and won. Daily became the voice of those who needed special care, the impoverished, or those who suffered discrimination. She also promoted the first classes for children with reading difficulties we now know as dyslexia. A high point of her career was receiving the coveted Ashbel Smith Distinguished Alumni Award from her alma mater.
- **Dr. Joseph L. Melnick** (1939-1991) was a virologist at Yale University and the National Institutes of Health before being invited in 1958 to set up a department of virology at Baylor University College of Medicine in Houston. He is listed in *Who's Who in Frontiers of Science*. Melnick was recognized internationally as the first scientist to demonstrate that poliovirus usually invades the intestines rather than the central nervous system. He led the team that developed thermo-stabilized live polio vaccines, making possible the immunization of millions of children in countries without deep-freeze storage facilities. In addition to his work in poliovirus, Melnick made significant contributions in hepatitis and herpes viruses, environmental health, and virus classification and nomenclature.
- **Drs. Joseph Goldstein and Michael Brown** worked at Southwestern University Medical Center in Dallas when they collaborated and made their Nobel prize-winning discoveries (1985). They discovered that there are special molecules called receptors on the surface of cells that remove cholesterol from the blood and carry it into cells. If the receptors do not work properly, deposits of cholesterol build up in coronary arteries, leading to heart attacks. Goldstein and Brown were also awarded the Albert D. Lasker Award in Basic Medical Research. President Ronald Reagan awarded them the National Medal of Science in 1988.

Art Patrons, Collectors, Artists, and Musicians

- **Aaron Spelling** the most successful independent producer in television history, was the son of a Russian-Jewish immigrant tailor who grew up in Texas in a poor working class neighborhood. He entertained troops during World War II and wrote comedy routines for GIs. After attending college on the GI Bill, he went into show business. Some of his most famous shows are *Charlie's Angels*, *The Mod Squad*, *Dynasty*, and *The Love Boat*.
- **Raymond and Patsy Nasher** collected international art and displayed it not only in their home but also in public spaces such as malls and buildings they built throughout the country. Art museums all over the world sought their collection, and it was exhibited in museums throughout Europe. The Nasher sculpture collection is now housed at the Nasher Sculpture Center in Dallas, Texas.

- **Gus Levene** was a musician, composer, and arranger. His works include *Ballet suite Exodus* which premiered in Dallas in 1932 (he was 21 at the time), and music arrangements for *The King and I*. Levene worked as an arranger for many famous singers, including Frank Sinatra.
- **Maurice Hirsch** served the Houston arts community for many years. He was President of the Houston Symphony for fourteen years, including during the tenures of Leopold Stokowsky and Andre Previn. He was on the Boards of the Houston Museum of Fine Arts, (where he was appointed a lifetime Trustee), the Houston Grand Opera, and the Society for the Performing Arts. In 1979, the third wing of the Houston Museum of Fine arts was named for him and his wife.

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 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.

Blech, Benjamin. *The Complete Idiot's Guide to Jewish History and Culture, (2nd Edition)*. New York: Penguin Group, USA Inc., 2004, 464 pages.

This is a very good, textbook style book that is extremely well laid out with easy access to topics within it.

Bard, Mitchell G., Ph.D. *The Complete Idiot's Guide to Middle East Conflict, (3rd Edition)*. New York: Penguin Group, USA Inc., 2005, 496 pages.

This is a very good, well structured, textbook style book with easy topic access.

Shamir, Ilana, and Shlomo Shavit. *The Young Reader's Encyclopedia of Jewish History*. Tel Aviv: Viking Kestrel Press, 1987, 125 pages.

This is a good book that includes quality pictures and a useful side-by-side chart of Jewish and parallel world history.

Dimont, [Max I.](#) *The Amazing Adventures of the Jewish People*. Springfield, NJ: Behrman House Inc., 1984, 172 pages.

This book offers a very good, narrative style, short account of the history of the Jewish people.

Scheidlin, [Raymond P.](#) *A Short History of the Jewish People: From Legendary Times to Modern Statehood*. London: MacMillan Oxford Univ. Press, 2000, 263 pages.

Spiro, Ken. *Crash Course in Jewish History: The Miracle and Meaning of Jewish History, from Abraham to Modern Israel*. Southfield, MI: Targum Press, 2010, 509 pages.

Barnavi, Eli, ed. *A Historical Atlas of the Jewish People: From the Time of the Patriarchs to the Present*. Tel Aviv: Tel Aviv Books, 1994, 336 pages.

This is an excellent combination of history book and atlas. A newer version is also available.

Isaacs, Ronald H., and Kerry M. Olitzky. *Critical Documents of Jewish History: A Sourcebook*. Northvale, NJ: Jason Aronson, 1995, 373 pages.

This book contains the most pivotal primary source documents, such as the Balfour Declaration.

Gilbert, [Martin.](#) *The Routledge Atlas of Jewish History, (6th Edition)*. London: Routledge, Taylor, and Francis, 2010, 192 pages.

Gilbert, [Martin.](#) *The Routledge Atlas of the Arab-Israeli Conflict, (9th Edition)*. London: Routledge, Taylor, and Francis, 2008, 224 pages.