

World Religions in Greater Indianapolis Teaching Module

Teacher Name: Jonathan Arbuckle Humanities Discipline: Anthropology Date: November 12th, 2015

World Religion: Judaism Teaching Module Title: Jewish Religious Traditions in American History, Part 2

***Teaching Module Goals:

1. Introduce students to the topic of ethnicity via the Jewish experience in early America
2. Explore the public vs domestic expression of Jewish ethnicity in America
3. Become familiar with the Jewish organizations, rituals, and practices that symbolize purity and unified experience

***Assigned Readings and/or Websites:

Diner: A New Promised Land pages 14,15,36-39,52-53

Ember & Ember: Cultural Anthropology, pages 189-202 (Ethnicity)

Smith: Nationalism and Modernism, page 191

Douglas: Purity and Danger, Introduction

***Class outline/Study Questions and/or Discussions Prompts/Assessments for Students:

1. **Teacher Read-Aloud: George Washington Letter to the Hebrew Congregation in Rhode Island**

The instructor will read aloud George Washington's letter on page 20 of Diner. Afterwards, ask students to make a written response to what you have read and then use their responses to segue into the rest of the lesson. Students can focus on any or all of the following prompts in their response:

- a. "I noticed that..."
- b. "This relates to previous classes because..."
- c. Are all American citizens truly politically and socially equal? Why or why not?
- d. "I am curious about..."
- e. "I have a question about..."

2. **General Class Discussion**

- a. What is ethnicity?
- b. Discuss public vs. domestic spheres
- c. How did Jews in early America mold and express their ethnicity in light of American culture?
- d. Symbolic purity and order: shared symbolism creates unity and identity. Focus on:
 - Landsmanshaften
 - Gemillas Chesed
 - Kashrut
 - Passover and Seder
 - Mikvah

3. **Exit Ticket**

Students will have the final 10 minutes of class to answer the following question: *If you had to teach one concept learned in today's lesson to a family member who knows nothing about Anthropology or Judaism, what would you choose and why?* Students should incorporate at least one detail/example from the in-class lesson and the assigned readings in their responses. Students will submit their responses to the instructor before leaving.