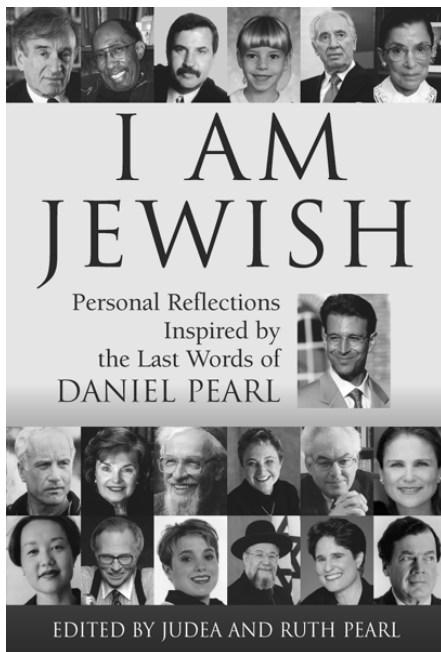


I AM JEWISH

Personal Reflections Inspired by
the Last Words of Daniel Pearl

TEACHERS' GUIDE



Contents

Lower Grades (3–6)	
Lesson Plan #1	1
Upper Grades (6–12) & Adults	
Lesson Plan #2	3

*PREPARED BY SARA L. BLUMSTEIN, MA, MARE
FOR*

JEWISH LIGHTS Publishing

Woodstock, Vermont

\$6.99
(Higher Outside the U.S.)

ISBN 1-58023-219-1

I Am Jewish: Personal Reflections Inspired by the Last Words of Daniel Pearl *Teacher's Guide*

© 2004 by Jewish Lights Publishing

Sara L. Blumstein is director of educational administration at Central Synagogue in Manhattan. She holds a master's degree in religious education from Hebrew Union College–Jewish Institute of Religion (HUC–JIR) in New York and a master's degree in secondary social studies education from Teachers College, Columbia University. She is a member of the National Association of Temple Educators and serves on the board of the HUC–JIR School of Education Alumni Association.

All rights reserved. No part of this book may be reproduced or reprinted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

For information regarding permission to reprint material from this book, please write or fax your request to Jewish Lights Publishing, Permissions Department, at the address / fax number listed below, or e-mail your request to permissions@jewishlights.com.

ISBN 1-58023-219-1

10 9 8 7 6 5 4 3 2 1

Manufactured in the United States of America

Published by Jewish Lights Publishing

A Division of LongHill Partners, Inc.

Sunset Farm Offices, Route 4, P.O. Box 237

Woodstock, VT 05091

Tel: (802) 457-4000 Fax: (802) 457-4004

www.jewishlights.com

LOWER GRADES (3–6)

LESSON PLAN #1

ENDURING UNDERSTANDING

Each person has a personal, special definition of and relationship to Judaism.

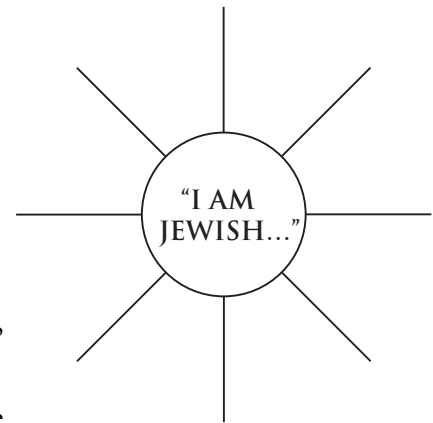
FOCUS QUESTIONS

- What does it mean to be Jewish?
 - What does Judaism mean to me?
 - When and how do I express my Judaism?
-

ACTIVITY PLAN

Opening Activity: Web Graphic Organizer

On a chalkboard, write, “I am Jewish” in the center of a circle. (See diagram.) Ask students, “What does being Jewish mean to you?” Write all the students’ responses as spokes of the circle on the board. Encourage students to brainstorm ideas by reminding them that there is no wrong answer to the question.



Discussion

Ask students the following questions:

- Are you proud to be Jewish? Why or why not?
- How do you demonstrate pride in your Judaism?
- Are there times when you are ashamed, embarrassed, or scared to say that you are Jewish? Explain.
- Does your definition of what it means to be Jewish change because of who you are with or where you are? Why? How? (Do you give one definition to your friends at school and another to your grandparents?)

The above questions may be answered by students orally or in written form.

Connection to the Text

Read aloud one or two excerpts from each of the five sections of *I Am Jewish*: Identity, Heritage, Faith, Humanity, and Justice.

Choose excerpts that are relevant to students based on their ages, interests, knowledge of authors, or other factors. After reading the passages from each section, ask how being Jewish relates

to the section of the book from which they read. (For example: Being Jewish shapes one's heritage because it provides a link between generations.)

[The following may be done in a second session.]

Project: Advertise Judaism

In small groups or individually, students should create an advertisement for being Jewish. Each advertisement should include a reference to at least one of the five sections of *I Am Jewish* and should explain how one can express his or her Judaism. Advertisements may take the form of posters, television or radio commercials, or speeches. (The amount of time given to students to develop their advertisements will vary based on the levels and interests of students and the time constraints of the class.)

Presentations

Each individual or group should present their advertisement to the class. Allow time for questions and/or further discussion at the end of the presentations (either after each or at the end of all presentations).

Conclusion: Who Was Daniel Pearl?

Explain the story of the last moments of Daniel Pearl's life to students. (Reveal only details that are appropriate to the ages of students.) Read the first paragraph on page xvii of the Preface. Ask students to explain Daniel Pearl's advertisement for being Jewish.

- How does it compare/contrast to your advertisements?
- What would you have done if you were put into a situation similar to Daniel Pearl's?

Follow-up

Students should interview their parents, grandparents, relatives, and friends and ask them what being Jewish means to them. Students should record the answers from their interviews and determine into which section of the book the response from each person they interviewed would fall. (As in the book *I Am Jewish*, responses may contain more than one theme. Students should assess the responses for one major theme, as the editors did when categorizing the contributions for the book.)

[The following may be done in a third session.]

Students should share and discuss the results of the interviews with their class. Into which category did most people fall?

Create a class version of *I Am Jewish* based on the interviews that students conducted. Distribute it to students, their families, and/or other classes.

UPPER GRADES (6–12) & ADULTS

LESSON PLAN #2

ENDURING UNDERSTANDING

Each person has a personal, special definition of and relationship to Judaism.

FOCUS QUESTIONS

- What does it mean to be Jewish?
 - What does Judaism mean to me?
 - When and how do I express my Judaism?
-

ACTIVITY PLAN

Opening Activity: “I Am Jewish ...”

Ask students to complete the attached activity sheet.

Share

Ask for volunteers to share their responses to the opening activity. (You may choose to write the main ideas from students’ responses on the board.)

Connection to the Text

Divide the class into five groups. Assign each group one of the following focus areas:

Identity

Heritage

Covenant, Chosenness, and Faith

Humanity and Ethnicity

***Tikkun Olam* (Repairing the World) and Justice**

In these groups, students should read excerpts from the corresponding section of *I Am Jewish*. (Choose excerpts that are relevant to students based on their ages, interests, knowledge of authors, or other factors. For classes with more time and/or older students, groups can use the entire section of the book as their text.) After reading the text, students should discuss how being Jewish relates to the section of the book from which they read. (For example: Being Jewish shapes one’s heritage because it provides a link between generations.)

[The following may be done in a second session.]

Once students have finished discussing the text they should, individually or in groups, prepare brief presentations of their findings for the class. Presentations may take the form of skits, posters, essays, or discussions. (The length and intensity of presentations may vary based upon the amount of time allotted.)

Presentations

Each group should present its findings to the class. Allow time for questions and/or further discussion at the end of the presentations (either after each or at the end of all presentations).

Conclusion

Discuss the following questions with the class:

- When you define your Judaism, do you do so from the perspective of your identity, heritage, faith, ethnicity, or morality? Explain.
- Does your definition of what it means to be Jewish change as a result of who you are with or where you are? Why? How? (Do you give one definition to your friends and another to your family?)
- Are you proud to be Jewish? How do you express this pride or lack of it?

Read the first four paragraphs in the section from the Preface titled “I Am Jewish” on pages xx and xxi of the book. Ask students: What do you think Daniel Pearl meant by his last words? What would you have said if you were in his position?

[The following may be done in a third session.]

Follow-up

Ask each student to write an essay that he or she would add to *I Am Jewish*. Each student should extract a quote from his or her essay to use as its heading and determine into which section of the book his or her essay would fall. (As in the book *I Am Jewish*, essays may contain more than one theme. Each student should assess their contribution for one major theme, as the editors did when categorizing the contributions for the book.) Completed essays can be used to create a class version of *I Am Jewish* that is distributed to students, their families, and/or other classes.

If the lesson is conducted in the beginning of the school year, or in a class with which you will work with older students, collect the essays and return them to students at a later date. Upon returning the essays, ask if each student would write the same essay in light of what he or she has learned or how his or her life has changed since the original essay was written.

ACTIVITY SHEET

“I AM JEWISH...”

Part 1:

Complete the following sentences using words and/or illustrations:

1. When I say “I am Jewish” I mean ...

2. I am Jewish because ...

3. I am Jewish and therefore I ...

4. As a Jewish person, I ...

Part 2:

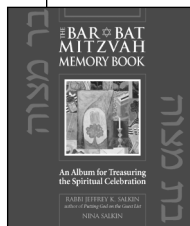
Answer the following questions:

1. Are you proud to be Jewish? Why or why not?

2. Does your relationship to Judaism change in different situations?

Explain.

AVAILABLE FROM BETTER BOOKSTORES. TRY YOUR BOOKSTORE FIRST.



The Bar/Bat Mitzvah Memory Book An Album for Treasuring the Spiritual Celebration by Rabbi Jeffrey K. Salkin and Nina Salkin

A spiritual keepsake that will become a family heirloom.

A unique album for preserving the spiritual memories of the day, and for recording plans for the Jewish future ahead. Contents include a space for creating or recording family history; teachings received from rabbi, cantor, and others; *mitzvot* and *tzedakot* chosen and carried out, and more.

8 x 10, 48 pp, Deluxe Hardcover, 2-color text, ribbon marker, ISBN 1-58023-111-X **\$19.95**

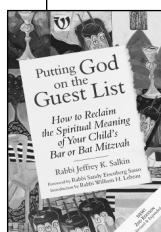


For Kids—Putting God on the Guest List How to Claim the Spiritual Meaning of Your Bar or Bat Mitzvah by Rabbi Jeffrey K. Salkin

Why are we doing this? What does it all mean?

At last, a guide especially for kids, to help them spiritually prepare for their bar/bat mitzvah. Explains the core spiritual values of Judaism to young people in a language they can understand. Questions at the end of each chapter engage kids and let them offer their own thoughts.

6 x 9, 144 pp, Quality Paperback Original, ISBN 1-58023-015-6 **\$14.95**

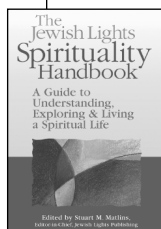


Putting God on the Guest List How to Reclaim the Spiritual Meaning of Your Child's Bar or Bat Mitzvah by Rabbi Jeffrey K. Salkin

Helps people find core spiritual values in American Jewry's most misunderstood ceremony.

Rabbi Salkin asks and answers questions that make parents and children more comfortable with the event and able to experience it more joyfully. How did bar/bat mitzvah originate? What is the lasting significance of the event? What are the ethics of celebration? What specific things can you do to reclaim the spiritual meaning of the event? How can you further develop spirituality? What spiritual values can parents and young people build together?

6 x 9, 224 pp, Quality Paperback, ISBN 1-879045-59-1 **\$16.95**

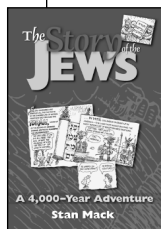


The Jewish Lights Spirituality Handbook A Guide to Understanding, Exploring & Living a Spiritual Life Edited by Stuart M. Matlins

Come meet our teachers and make them your own.

Fifty of our foremost spiritual leaders invite you to explore every aspect of Jewish spirituality—God, community, prayer, liturgy, healing, meditation, mysticism, study, Jewish traditions, rituals, blessings, life passages, special days, the everyday, repairing the world, and more—offering in one place everything you need to discover *all* the directions that Jewish spirituality can go and can take you.

6 x 9, 456 pp, Quality Paperback, ISBN 1-58023-093-8 **\$19.99**; Hardcover, ISBN 1-58023-100-4 **\$24.95**



The Story of the Jews A 4,000-Year Adventure—A Graphic History Book Written and illustrated by Stan Mack

A fresh look at 4,000 years of Jewish history—authoritative, complete...funny.

Through witty, illustrated narrative, we visit all the major happenings from biblical times to the twenty-first century. Celebrates the major characters and events that have shaped the Jewish people and culture.

6 x 9, 288 pp, illus., Quality Paperback, ISBN 1-58023-155-1 **\$16.95**

Or phone, fax, mail or e-mail to: **JEWISH LIGHTS Publishing**
Sunset Farm Offices, Route 4 • P.O. Box 237 • Woodstock, Vermont 05091
Tel: (802) 457-4000 • Fax: (802) 457-4004 • www.jewishlights.com
Credit card orders: (800) 962-4544 (8:30AM–5:30PM ET Monday–Friday)

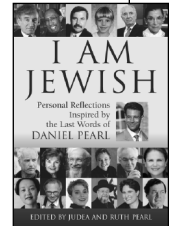
Generous discounts on quantity orders. SATISFACTION GUARANTEED. Prices subject to change.

AVAILABLE FROM BETTER BOOKSTORES. TRY YOUR BOOKSTORE FIRST.

I Am Jewish: Personal Reflections Inspired by the Last Words of Daniel Pearl
Edited by Judea and Ruth Pearl

What does being Jewish mean to you?

This inspiring collection presents answers from almost 150 Jewish people around the world—artists, entertainers, government leaders, authors, media personalities, scientists, community organizers, scholars, rabbis, and others—covering the religious, professional, and political spectrum. They explore Identity, Heritage, Covenant, Chosenness, Faith, Humanity, Ethnicity, *Tikkun Olam*, and Justice.
 6 x 9, 304 pp, Hardcover, ISBN 1-58023-183-7 **\$24.99**

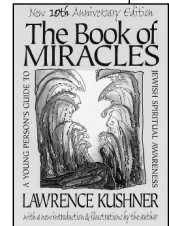


Also Available:

The Book of Miracles: A Young Person's Guide to Jewish Spiritual Awareness
by Lawrence Kushner, with illustrations by the author

Here is a book of spiritual adventure.

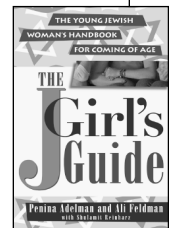
From the miracle of the Red Sea to the miracle of waking up this morning, this intriguing book introduces young people to a way of spiritual thinking to last a lifetime. Easy to read and imaginatively illustrated, it reveals the essence of Judaism in a way kids can understand and enjoy. Lawrence Kushner combines Talmud, midrash, mystical and biblical stories to help kids make—and treasure—the connections between religion, spirituality, and everyday life. For ages 9–13.
 6 x 9, 96 pp, 2-color illus., Hardcover, ISBN 1-879045-78-8 **\$16.95**



The JGirl's Guide: The Young Jewish Woman's Handbook for Coming of Age
by Penina Adelman and Ali Feldman, with Shulamit Reinharz

The Jewish girls' survival guide for adolescence, bat mitzvah, and beyond.

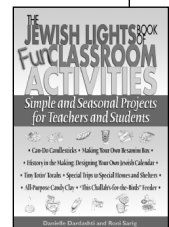
This inspirational, interactive guidebook is designed to help preteen Jewish girls address the spiritual, educational, and psychological issues surrounding coming of age in today's society. Topics include: ideals of beauty, friendship, sexuality, dealing with parents, attitudes toward eating, coping with stress and identity, and more. 6 x 9, 200 pp, Quality Paperback Original, ISBN 1-58023-215-9 **\$14.99**
Available December 2004



The Jewish Lights Book of Fun Classroom Activities
 Simple and Seasonal Projects for Teachers and Students
by Danielle Dardashti and Roni Sarig

The essential guide to Jewish learning and fun in the classroom.

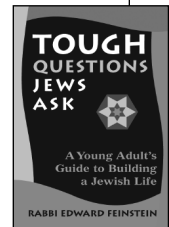
The complete sourcebook for teachers wanting to put a new spin on activities for Jewish holidays, holy days, and the everyday. Offers dozens of easy-to-do activities that bring Jewish tradition to life for kids of all ages, taking the Jewish classroom experience to a new educational and entertaining level. Includes clearly illustrated, easy-to-follow instructions.
 6 x 9, 272 pp, Quality Paperback Original, ISBN 1-58023-206-X **\$19.99**



Tough Questions Jews Ask: A Young Adult's Guide to Building a Jewish Life
by Rabbi Edward Feinstein

What your rabbi probably has never told you, but could—if you'd only ask.

Asking questions is one of the most important things Jewish people do. This helpful guide invites young people to explore the difficult questions that are central to Jewish religious and spiritual life, and welcomes you to join the discussion that has helped shape what Judaism is today.
 6 x 9, 160 pp, Quality Paperback Original, ISBN 1-58023-139-X **\$14.95**



Also Available:

Tough Questions Jews Ask Teacher's Guide
 8½ x 11, 72 pp, Paperback, ISBN 1-58023-187-X **\$8.95**

Or phone, fax, mail or e-mail to: **JEWISH LIGHTS Publishing**
 Sunset Farm Offices, Route 4 • P.O. Box 237 • Woodstock, Vermont 05091
 Tel: (802) 457-4000 • Fax: (802) 457-4004 • www.jewishlights.com
Credit card orders: (800) 962-4544 (8:30AM–5:30PM ET Monday–Friday)
Generous discounts on quantity orders. SATISFACTION GUARANTEED. Prices subject to change.

How Is *I Am Jewish: Personal Reflections Inspired by the Last Words of Daniel Pearl* Being Used to Stimulate Thought and Strengthen Jewish Identity by Congregations and Organizations across America?

In Jewish Organizations

- As the catalyst and basis for community-wide events involving all streams of Judaism to strengthen community bonds.

In Synagogue Services for High Holy Days, Shabbat and Other Times

- Sermon topic
- *Selichot* theme, *shofarot* theme, Yom Kippur afternoon discussion theme with members of the congregation invited in advance to write their own personal reflections and read them to the congregation as basis for further discussion.
- Topic for outreach/*keruv* programs and membership development programs
- Support material for interfaith services

In Adult Education

- Study material for Jewish identity workshops
- Book club discussions
- Conversion classes
- Promote understanding in interfaith relationships
- Supplement community Passover Seder readings
- Reference material for synagogue libraries

With Teenagers

- Building and strengthening Jewish identity and appreciation of and respect for the diversity of the Jewish People.
 - Confirmation classes, summer camps and youth groups — writing their own reflections and reading them to the group as a basis for further discussion.
 - Bar/Bat Mitzvah gift from the congregation
 - Confirmation gift from the congregation

With Children

- Building and strengthening Jewish identity.
 - Religious/Hebrew School discussions
 - Bar/Bat Mitzvah preparation
 - Family heritage discussions