

Exploring 350 Years of Jewish American History on the Internet

Michael J. Berson and Bárbara C. Cruz

MENTION THE FOLLOWING contemporary names to most secondary students and their faces will illuminate with an immediate flash of recognition: Alicia Silverstone, Sarah Jessica Parker, Natalie Portman, Lisa Loeb, and Adam Sandler. Many might also be surprised to learn that these celebrities are Jewish. Yet, since 1945, the United States has been home to the world's largest concentration of Jews.¹ The roots of the American Jewish community date back to more than 100 years before the establishment of the United States. A review of U.S. history shows that Jewish Americans have been involved in the country's social fabric, development, and politics since 1654.

The recent Library of Congress exhibition, *From Haven to Home: 350 Years of Jewish Life in America*, has sparked renewed interest in the history of Jews in the United States. The collection featured more than 200 documents, images, and artifacts that chronicle the Jewish American experience. In exhibit from September through December 2004, *From Haven to Home* related the vast and diverse history of Jews in America and highlighted notable Jewish figures such as Albert Einstein and Harry Houdini. The resources that resulted from the exhibit provide an excellent impetus for infusing the history of Jewish Americans into social studies classrooms.

As educators become more knowledgeable about Judaism's rich history in the United States, they have struggled to incorporate more information about Jewish Americans into their classes. But

while many excellent history books exist on the topic, few resources are available to help teachers infuse this material into their curriculum. And although there are several outstanding websites, a general search on the internet often generates sites that are clearly inappropriate, if not defamatory or offensive. Fortunately, we have found a number of excellent internet and print resources to assist educators.

Jewish American History

While Jews have been in America for 350 years, a cursory review of most U.S. history textbooks reveals that the Jewish experience has been relegated to three distinct time periods: the founding of Rhode Island; immigration during the period of the 1890s to 1920s; and World War II and the Holocaust. And while these time periods are indeed important when discussing the Jewish experience, Jewish American history is filled with complex events that personify the American ideals of freedom, democracy, and the pursuit of religious tolerance.

In 1654, 23 Jewish refugees arrived in New Amsterdam (now New York City) from Brazil on the *Sainte Catherine*. They had gone to South America after being exiled from Spain and Portugal during the Inquisition. But when the Portuguese reconquered Brazil, the Jewish refugees had to find a new home once again. Although their arrival in New Amsterdam was not immediately met with a warm reception, the group established a community and prospered. Three hundred years later, Dwight D. Eisenhower

described the 1654 arrival of the Jews in New Amsterdam as "an event meaningful not only to the Jews of America, but to all Americans—of all faiths, of all national origins."² Soon, in addition to what would later become New York and New Jersey, Jews began settling in the port communities of New Port, Rhode Island (1677), Savannah, Georgia (1733), Philadelphia, Pennsylvania (1745), and Charleston, South Carolina (1750).³

By most accounts, Jews were an integral part of the new republic. On the eve of the American Revolution, between 1,500 and 2,500 Jews lived in the American colonies, according to estimates.³ Many Jews fought bravely and with distinction in the patriot cause. Jewish revolutionary sympathizers on the Caribbean island of St. Eustatius defied the British blockade and delivered critical supplies to the rebels. After a visit to Rhode Island's Newport Hebrew Congregation in 1790, President George Washington exchanged a series of warm letters with the group. In one notable statement, he declared that the United States would give "to bigotry no sanction, to persecution no assistance."⁴

As the Jewish community grew, so too did its involvement in mainstream American society. Of the 200,000 Jews who lived in the United States during the Civil War, the bulk lived in the North. Approximately 7,000 Jewish men were Union soldiers, and about 3,000 Jews served in the Confederacy.⁵ Despite their service, prejudice and discrimination against Jews were apparent. General

Teaching Ideas

The study of the past 350 years of Jewish American life provides a number of opportunities for integrating educational activities on such themes as tolerance, freedom, and immigration. The following are suggested activities that can utilize some of the resources identified.

What Would Lady Liberty Say about the United States Immigration Policy?

“The New Colossus”

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!*

Source: Emma Lazarus, *The Poems of Emma Lazarus*, vol.1 (1889), 2

usinfo.state.gov/usa/infousa/facts/democrac/63.htm

“Give me your tired, your poor, Your huddled masses yearning to breathe free,” is a quote from the poem “The New Colossus” (1883) written by Emma Lazarus (1849-1887), a famous Jewish American poet. The poem is inscribed at the base of the pedestal of the Statue of Liberty and was thought to be most symbolic of what the monument represented. Over time, however, immigration policies in the United States have not always embodied this point of view. Have students divide into groups that will focus on specific time periods, research the U.S. immigration policy, and explore the demographics on immigrants entering the United States during the specified period. Students should draw conclusions about whether the United States policy during each designated time reflected the sentiment of Lazarus’s poem.

Creating a Jewish American History Timeline

Have students construct a timeline of significant experiences in Jewish American history, noting events from the colonial era through modern day. A good place to start would be an example from www.350th.org/history/timeline.html.

What is Yiddish?

Prior to World War II many Jews throughout Eastern and Central Europe spoke Yiddish. The language was not only used in conversation, but also could be found in rich collections of books as well as in plays and throughout various forms of entertainment (memory.loc.gov/ammem/vshtml/vsyid.html). Some descendants in the United States continue to speak the language. Have students explore audio clips to introduce them to the alphabet and some basic vocabulary of Yiddish (www.yivoinstitute.org/yiddish/yiddish.htm). They can listen to Yiddish radio clips at www.yiddishradioproject.org.

Some Quandaries

Throughout their history in the United States, Jews have had to straddle two identities: their religious, ethnic identity as Jews, and their cultural, national identity as Americans. Living in both worlds, as it were, can result in some interesting quandaries as Hank Greenberg’s story illustrates (see page 141). One website, Business Ethics Center of Jerusalem (www.besr.org), discusses issues related to everyday business and work dilemmas. Students can contemplate and debate various questions: Are radar detectors ethical? Is it ethical to sell or buy “knockoff” products? Is it ethical to download music from the internet? Is it okay to “play hooky” once in a while? Is it ethical to sell a term paper to an online service? The rise of e-commerce has also led to an interesting dilemma for Orthodox Jews: since there is a biblical prohibition against working on the Sabbath (from sunset Friday until sunset Saturday), stores owned by Orthodox Jews are closed. But what about a website that continues to “do business” on that day, even if it is not monitored? Details of the case that sparked the debate can be found in an article by Nichola Zamiska in *The Wall Street Journal* (August 17, 2004; page B1), available online at www.domainmart.com/news/Sabath_Sales.htm.

Ulysses S. Grant called the Jews “an intolerable nuisance,” and he issued Order No. 11 in December of 1862, effectively expelling all Jews from Kentucky, Tennessee, and Mississippi. Jews protested the edict: leaders quickly organized demonstrations, sent telegrams to the White House, and met with President Lincoln. Within two weeks, Order No. 11 was revoked. The event signaled a “dramatic surge in many forms of anti-Jewish intolerance, in the North as well as in the South.”⁶

At the end of the nineteenth century, signs of social exclusion were evident. Some hotels prohibited Jewish patronage. Social clubs and registers either had a separate section for Jews or excluded them altogether. Private colleges and universities erected admissions quotas to keep Jewish enrollment to a minimum. And Jews also experienced the sting of housing discrimination. But as devastating as these forms of social and academic discrimination were, it was the escalating violence—particularly in the South—that was truly alarming.

In Atlanta, the Leo Frank case made national headlines and revealed pockets of intense anti-Semitism. Frank managed a factory in Atlanta. In 1913, he was accused of raping and murdering a 13-year-old girl who worked in the factory. Although the evidence was very weak, he was nonetheless found guilty and was eventually sentenced to life in prison. On April 16, 1915, a vigilante group of 25 men, incensed by the decision, broke into the jail, dragged Frank out, and hanged him. The Ku Klux Klan, which played an important political role in the 1920s, is widely believed to have been formed at the site of Frank’s lynching.⁷ Years later, in 1985, Frank was posthumously pardoned by the state of Georgia.

The heyday of Jewish immigration to the United States was at the turn of the twentieth century, between the 1890s and 1920s. By 1924, when Congress passed the Johnson Act that established strict immigration quotas, Jews numbered about four million. Many of the new immigrants found jobs in the garment industry; others opened bakeries, small stores, and kosher butcher shops and restaurants to serve the growing population.

The 1930s and 1940s witnessed a growing anti-Semitism through discriminatory organizations, formal and informal prejudicial practices against Jews, and anti-Semitic rhetoric by notable Americans such as Henry Ford and Father Charles Coughlin. These developments, along with the Holocaust in Europe, led to one of the grimmest periods in Jewish American history. While the Holocaust has perhaps become the single, most identifying event in Jewish identity, it was not until the 1970s that it truly permeated the American consciousness.⁸

Historian Hasia R. Diner contends that by the end of World War II, America’s Jewish community “became the largest, most significant, and most powerful Jewish community in the world.”⁹ With the passage of time, many Jews left the urban centers where they had been raised and became increasingly a part of the burgeoning suburbia that was beginning to characterize much of American society.

In the following decades, the civil rights and women’s movements greatly impacted Jews. Civil rights legislation codified many of the rights and guarantees Jewish Americans had come to expect. And the women’s movement set in motion a series of challenges to traditional Judaism that led hundreds of women to become rabbis in the Jewish Reform movement.

Currently, the Jewish population in the United States is a little more than six million. But because Jews have one of the highest intermarriage rates among ethnic groups, some predict that the number is dwindling. However, the exact number is in dispute since there is disagreement over the definition of who is a Jew. Orthodox religious laws dictate that being a Jew is determined either by maternal lineage or participation in a formal conversion process. The Reform movement recognizes as Jews individuals who practice the religion and have at least one Jewish parent (either father or mother). Throughout time there have been attempts to base identification on ethnic classification. This approach may denote an

individual as a Jew based on family ancestry and historical identification even if that person does not practice the religion. The question of Jewish identity is an important issue for the community, and these issues continue to be a topic of discussion among religious leaders.

Selected Web Resources

The following online resources offer expanded information on the history of Jews in America. The selection of sites was based on criteria presented in *Social Studies on the Internet (2nd Edition)*, which emphasized quality, credibility, and durability. The list includes resources that present comprehensive, reliable information from reputable sponsors, as well as sites that are likely to exist for a long time. Each site description identifies associated NCSS themes.

From Haven to Home: A Library of Congress Exhibit

www.loc.gov/exhibits/haventohome
From Haven to Home focuses on the trials and tribulations of the Jewish people over the past 350 years in America, with emphasis on the role of Jews in developing America. The online exhibit contains primary sources such as the *Prayer Book for Travelers to America* (a daily prayer book printed in Germany in 1842), original signs belonging to the organization known as the Jewish Immigrant Society, pictures of the Triangle Shirtwaist Company fire, and the first Hebrew Bible printed in America.

NCSS Themes **I** **II** **III** **IV** **X**

Expectations of Excellence: Curriculum Standards for Social Studies

Thematic Strands

- I** CULTURE
- II** TIME, CONTINUITY, AND CHANGE
- III** PEOPLE, PLACES, AND ENVIRONMENTS
- IV** INDIVIDUAL DEVELOPMENT AND IDENTITY
- V** INDIVIDUALS, GROUPS, AND INSTITUTIONS
- VI** POWER, AUTHORITY, AND GOVERNANCE
- VII** PRODUCTION, DISTRIBUTION, AND CONSUMPTION
- VIII** SCIENCE, TECHNOLOGY, AND SOCIETY
- IX** GLOBAL CONNECTIONS
- X** CIVIC IDEALS AND PRACTICES

350 Years of American Jewish History

www.350th.org

350 Years of American Jewish History is sponsored by the Commission for Commemorating 350 years of American Jewish history. The focus of the site is to generate and support understanding of the American Jewish experience. Primary sources include timelines, events in Jewish history from the last 350 years, and a calendar of events commemorating Jewish history around the country.

NCSS Themes **I II III IV IX**

United States Holocaust Memorial Museum

www.ushmm.org

The site features online exhibitions on Jewish history specifically related to the Holocaust, as well as the history of other peoples. The effects of the Holocaust on children are explored in many of the exhibits, and the website features Holocaust history in Spanish as well as in English.

NCSS Themes **I II V VI VIII IX**

The Jewish Virtual Library

www.jewishvirtuallibrary.org

The Jewish Virtual Library contains a variety of resources, including information on history, women, religion, Israel, politics, maps, travel, biographies, vital statistics, Judaic treasures, references, and the Holocaust. The site has many links to various historical websites. The Jewish Virtual Library serves as an expansive

resource for teachers and offers primary and secondary sources that can enhance classroom teaching and learning.

NCSS Themes **I II III V VI**

Touro Synagogue

www.nps.gov/tosy

www.tourosynagogue.org

This site gives an overview of the history of the oldest synagogue in the United States, Touro Synagogue. The history of the congregation dates back to the colonial era and the synagogue in Newport, Rhode Island, continues to be active. This national historic site is touted as an exemplary model of American eighteenth century architecture. The website includes an interactive timeline that students can manipulate. It also provides the history of the synagogue and primary source artifacts, such as President George Washington's famous 1790 letter to "The Hebrew Congregation in Newport."

NCSS Themes **I II V**

Celebrate 350: Jewish Life in America 1654-2004

www.celebrate350.org

This site presents a timeline spanning the past 350 years of major Jewish events and accomplishments. The program resources link provides an alphabetical list of other Jewish websites that users can browse. There is also a link to a Children's Corner and Educational Resources.

NCSS Themes **I II V**

National Museum of American Jewish History

nmajh.org

The National Museum of American Jewish History features collections of artifacts that highlight the American Jewish experience. The site serves as an important resource for information about Jewish life and culture and the celebration of the shared American ideal of freedom. The site includes educational activities such as "Lady Liberty Says." A link to a past exhibition on "Creating American Jews" presents stories through letters, diaries, and oral histories that portray the struggle between creating a new American identity and retaining traditions. This site includes many primary source pictures as well.

NCSS Themes **I III IV V**

Gomez Mill House

www.gomez.org

The Gomez Mill House is one of the earliest, continuously lived in, American residences and is the oldest existing Jewish home in the United States. This site provides sources of information concerning the history of the house. In addition, the site includes pictures of the rooms in the house, cars of the past Gomez House residents, and numerous artifacts. The site also details information for visitors who plan to visit.

NCSS Themes **II III**

The Jewish Women's Archive

www.jwa.org

The Jewish Women's Archive provides access to online teaching resources that can be searched by a specific topic, date, or type of lesson plan for adaptation in the classroom. In the teacher section, the site links to a multitude of primary sources, such as personal artifacts and photographs. Primary sources also are labeled by type, time period, and topic to go with each lesson plan. This site has a wonderful discovery section about Jewish women and their accomplishments. There is a search engine in the research section to provide several other links to more information about Jewish women.

NCSS Themes **I II III V**



Postcard of Touro Synagogue in Newport, Rhode Island, ca. 1910.



This photo shows three generations of women committed to social reform in the United States: Hannah Greenebaum Solomon (seated), her daughter Helen S. Levy, and granddaughter Frances Levy Angel. In 1893, Hannah Greenebaum Solomon founded the National Council of Jewish Women (NCJW). The NCJW provided a variety of programs to help immigrant women and children in the United States, including free libraries, vocational and industrial classes, kindergartens, nurseries, basic reading programs and public health initiatives.

American Jewish Archives

www.americanjewisharchives.org

American Jewish Archives provides research on American Jewish families, communities, and the life and work of Jewish Americans. It also has genealogies, online exhibits, collections and journals about the family histories of Jewish Americans. This site offers a search engine and provides information on “This Month in American Jewish History.” NCSS Themes **I II III V IX**

Anti-Defamation League

www.adl.org/adl.asp

The Anti-Defamation League’s primary purpose is to promote justice and fair treatment for all citizens. The site offers present day news stories concerning hatred and bigotry. The education link provides teacher tools, including a multicultural book list and classroom lessons on relevant topics. A

“Children of the Holocaust” online guide details the experiences of three child survivors.

NCSS Themes **I II III IV V IX X**



This World War I poster entitled “Food Will Win the War—You Came Here Seeking Freedom, Now You Must Help Preserve It,” by Charles Chambers (1883-1941), published by the United States Food Administration, appeals in Yiddish to newly arriving immigrants to demonstrate their patriotic spirit by helping in the war effort.

Ellis Island

www.ellisland.org

After a quick, free registration, all parts of this site are open to users. The website provides access to primary sources, such as photographs of immigrants arriving at Ellis Island. Under the Ellis Island link, there is a timeline that offers the history of Ellis Island from 1700s to 1984. This site gives the user the opportunity to research actual passengers by name and year of arrival.

NCSS Themes

I II III IV V

Jewish-American Hall of Fame

amuseum.org/jahf
The Jewish-American Hall of Fame highlights the accomplishments of Jews who have contributed to U.S. history in the areas

of politics, law, music, science, and sports, among others. Quizzes to test knowledge of Jewish personalities, places, and events are included. The virtual resources provide interesting and sometimes surprising facts on the pervasive influence of Jews over the past 500 years, including connections between Columbus and Jewish supporters of the exploration to the New World.

NCSS Themes **I II IV V**

American Jewish Historical Society

www.ajhs.org

The site of the American Jewish Historical Society provides access to extensive holdings, including manuscripts, records, books, music, and photographs. It includes links to Jewish resources on religious life, genealogy, and Jewish contributions to politics, culture, and society. A timeline details contributions that Jews have made to American history. There are also links to Jewish newspapers and journals.

NCSS Themes **I II IX**

The Center for Jewish History

www.cjh.org

The Center for Jewish History is a clearinghouse for numerous documents, artifacts, photographs, paintings, books, and textiles. These resources are drawn from established historical societies, research centers, and Jewish federations. There is a teacher resource section with an in-depth look at the history of Jewish women. Of



Harry Houdini with his mother, Cecilia Steiner Weiss, and his wife Beatrice. Houdini (originally Eric Weiss), was born in Budapest, Hungary, and immigrated to the United States with his father Rabbi Samuel Weiss, who became the religious leader of a Jewish congregation in Appleton, Wisconsin. Houdini went on to become one of the world’s greatest magicians and escape artists.

Came Yom Kippur¹¹

A Hank Greenberg Poem

Came Yom Kippur — holy fast day world wide over to the Jew,
And Hank Greenberg to his teaching and the old tradition true
Spent the day among his people and he didn't come to play.
Said Murphy to Mulrooney, "We shall lose the game today!
We shall miss him on the infield and shall miss him at the bat
But he's true to his religion — and I honor him for that!"

Hank Greenberg, baseball's first Jewish superstar, was faced with a difficult decision when the Jewish high holidays fell in the middle of the pennant race. Torn between a desire to play and his family tradition of observing the solemn holiday of Yom Kippur (the Day of Atonement), Greenberg chose to honor the holiday and join his family in prayer at the synagogue. His actions inspired Edgar Guest to write the poem, *Came Yom Kippur*. Greenberg's dilemma epitomizes much of the Jewish experience in the United States: a rich history, full of challenges, including the simultaneous assimilation into mainstream American culture with sustained commitment to religious traditions and values.

particular interest is Thomas Jefferson's letter to Mordecai Noah outlining Jefferson's vision of religious freedom in America (www.cjh.org/about/Forward/view_Forward.cfm?Forwardid=19)

NCSS Themes **I II III V**

Jewish American History on the Web

www.jewish-history.com

Jewish American History on the Web contains a plethora of information about the history of Jewish people in Palestine and America. There are comprehensive sections about Jewish Americans in the Civil War and the "Wild West," which contain primary and secondary sources on the topics. A notable primary source is *The Occident*, a Jewish newspaper published between 1843-1850.

NCSS Themes **I II III V**

Print Resources

This list serves as a good starting point for both teachers and students to integrate resources about the Jewish American experience into the curriculum:

www.loc.gov/exhibits/haventohome/haven-readmore.html

For Teacher Background Reading

Fishman, Sylvia Barack. *Jewish Life and American Culture*. New York: State University of New York Press, 2000.

This book explores the social, pro-

fessional, educational, and religious lives of Jews in the United States as well as the creation of a unique family structure through the blending of American and Jewish values.

Grunberger, Michael, ed. *From Haven to Home: 350 Years of Jewish Life in America*. New York: George Braziller, Inc., in association with the Library of Congress, 2004.

The companion book to the exhibition, this edited volume traces Jewish history in the United States from the first refugees who arrived in New Amsterdam through to an exploration of American Jewish popular culture today.

Gurock, Jeffrey S., ed. *American Jewish Life, 1920-1990, Vol. 4*. New York: Routledge, 1997.

This compilation of essays discusses Jewish life in the context of the economy, migration, and the Holocaust, in addition to other societal events and forces.

Diner, Hasia R. *The Jews of the United States, 1654 to 2000*. Berkeley, Calif.: University of California Press, 2004.

Part of the "Jewish Communities in the Modern World Series," this historical account of American Jewish life illustrates how Jews have maintained their ethnic identity while also assimilating into American life.

Marcus, Jacob Rader. *This I Believe: Documents of American Jewish Life*. Lanham, Md.: Jason Aronson Publishers, 1997.

Using letters, wills, bar mitzvah speeches, and other personal records, this book provides many appropriate primary documents for use in the classroom.

Sarna, Jonathan D. *American Judaism: A History*. New Haven, Conn.: Yale University Press, 2004.

A detailed account of American Judaism from the colonial era to the present day, including a helpful chronology of important dates in Jewish American history. Especially interesting are the explanations and examples of how Judaism was adapted in the New World.

Sorin, Gerald. *Tradition Transformed: The Jewish Experience in America*. Baltimore, Md.: Johns Hopkins University Press, 1997.

A fascinating look at how Jews have been able to retain unique ethnic characteristics while living in mainstream American society.

Student Resources

Diner, Hasia R. *Jews in America*. New York: Oxford University Press, 1999.

Part of the Oxford University Press "Religion in American Life" series, this book chronicles the Jewish experience in the United States from 1654 to the present.

Diner, Hasia R. *A New Promised Land: A History of Jews in America*. New York: Oxford University Press, 2003.

This young adult book recounts the history of Jewish Americans and discusses contemporary concerns, including the United States' relationship with Israel.

Hoobler, Dorothy and Thomas Hoobler. *The Jewish American Family Album*. New York: Oxford University Press, 1995.

Using primary source materials and images, this book documents the memories and experiences of famous and everyday Jewish Americans.

Hyman, Paula and Deborah Dash Moore. *Jewish Women in America: An Historical Encyclopedia*. New York: Routledge, 1997.

This biographical encyclopedia contains 800 entries on women and 110 essays on topics related to the Jewish experience in the United States.


Stein, Robert and Barry Moreno. *Jewish Americans*. Hauppauge, N.Y.: Barron's Educational Series, 2003.

This book discusses the reasons why Jews emigrated to the U.S. and explores their transatlantic journey and arrival at Ellis Island. Brief biographies of notable Jewish writers, singers, actors, politicians, and others are included.

Westridge Young Writers Workshop. *Kids Explore America's Jewish Heritage*. Sante Fe, N.M.: John Muir Publications, 1996.

As part of the Kids Explore America series, this book is written by and for young people. Jewish involvement and contributions throughout the history of the United States is chronicled.

Conclusion

As with most multicultural education topics, helping students appreciate the seemingly competing goals of unity and diversity is crucial in exploring the Jewish experience in the United States. By drawing on the vast array of online and print resources, teachers may facilitate insight into differences while simultaneously fostering mutual respect. Dynamic connections can be fostered in a multicultural society when otherwise dissonant groups join together to seek out tolerance and experience the struggles and rewards of social awareness, understanding, and action. 

Notes

1. Gerald Sorin, *Tradition Transformed: The Jewish Experience in America* (Baltimore, Md.: Johns Hopkins University Press, 1997), 1.
2. Library of Congress, From Haven to Home. Retrieved January 18, 2005 from www.loc.gov/exhibits/havento-home/haven-conclusion.html.
3. Sorin, 13.
4. Jonathan Sarna, *American Judaism* (New Haven: Yale University Press), 31.
5. Hasia R. Diner, *Jews in America* (New York: Oxford University Press, 1999), 25.
6. Ibid, 45.

7. Sarna, 121.
8. Hasia R. Diner, *The Jews of the United States* (Berkeley: University of California Press, 2004), 171.
9. Sorin, 195.
10. Diner, (2004), 6.
11. Edgar Guest, "Came Yom Kippur: A Hank Greenberg Poem" (Author, 1934). Originally appeared in the *Detroit Free Press*. Retrieved December 30, 2004 from www.baseball-almanac.com/poetry/po_came_yom_kippur.shtml

MICHAEL J. BERSON is an associate professor of social science education at the University of South Florida. Dr. Berson conducts research on global child advocacy and technology in social studies education. He can be contacted at berson@tempest.coedu.usf.edu.

BÁRBARA C. CRUZ is professor of social science education at the University of South Florida. Her research and teaching interests include diversity issues in education. She may be contacted at acruz@tempest.coedu.usf.edu.

Authors' Note: The authors wish to thank Ilene R. Berson, Ph.D., University of South Florida, for her assistance with the translation of historical documents from Hebrew and Yiddish to English. Appreciation also is extended to Jeff Passe, professor of education at The University of North Carolina at Charlotte, for his insightful review and feedback on the article.