

Listening for History: “Voices of America”

The Gershwin Legacy: Fascinating Rhythms of the People of New York

January 27 and 28, 2015

Mesa Arts Center

Presenters:

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Essential Questions

- Why is a global approach essential to understanding migration history? (patterns of migration)
- What role has America’s love/hate relationship with migration played in the formation of the American identity and the nation’s ideals?
- Migrants often experience a “double identity” (W.E.B. DuBois) or “being of two worlds” (Mary Antin) How have migrants struggled with assimilation while trying to retain personal identity?
- How can the migration experiences of African Americans and Eastern European Jews in the early part of the 20th century explain the nature of the encounter of different people in unfamiliar environments?
- What migration questions and arguments have been pervasive in American history?
- How should our knowledge of past migrations impact immigration policy today?
- How can poetry, music and the arts help us understand migration history?

Educational Objectives

- Compare and contrast the Black and Eastern European Jewish migrations from 1881-1935.
- Explain the role of Jazz and its influence in understanding black and Jewish migrations to America in the early years of the 20th century.
- Determine the role of literature, music and the arts in providing a migrant voice throughout history.

Arizona College and Career Readiness Standards

- Integration of Knowledge and Ideas
 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Range of Reading and Level of Text Complexity
 - Read and comprehend complex literary and informational texts independently and proficiently.

Arizona Social Studies Standards

- **Concept 1-** Research Skills for History
 - Junior High School
 - **PO 8**
 - (7th grade)- Describe two points of view on the same historical event.
 - (8th grade)- Analyze two points of view on the same historical event.
 - Senior High School
 - **PO1-** Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
 - **PO5-** Evaluate primary and secondary sources for:
 - Authors’ main points
 - Purpose and perspective
 - Facts vs. opinions
 - Different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - Credibility and validity

- American History, **Concept 7**- Emergence of the Modern U.S.
 - Junior High School
 - 7th grade
 - **PO1.** Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19th century.
 - **PO2.** Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.
 - **PO4.** Discuss the relationship between immigration and industrialization.
 - **PO5.** Analyze the impact of industrialization on the United States:
 - Rural to urban migration
 - Factory conditions
 - Unions
 - High School
 - **PO2.** Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:
 - Changing patterns in immigration
 - Urbanization
 - Mass Media
 - Roaring Twenties (Harlem Renaissance, jazz)
- World History, Concept 6- Age of Revolution
 - High School
 - **PO 6.** Analyze the social, political, and economic development and impact of the Industrial Revolution:
 - Urban growth and the social impact of industrialization
 - Unequal spread of industrialization to other countries
 - Political and economic theories (nationalism, anarchism, capitalism, socialism)

National History Day Theme 2016: Exploration, Encounter, Exchange in History (organization of outline)

- **Exploration**- movement, migration, journey, discovery, risk, frontiers, new routes
- **Encounter**- interaction of people and ideas, unexpected, unpredictable, positive, disastrous, multiple perspectives, NEW ideas, concepts, adaptations, change and continuity
- **Exchange**- effect, consequences, impact on ideas, beliefs, customs, society, new relationships

Exploration: The Jewish and African American Migration to New York (The Gershwins' New York!)

(Based on:

The Columbia History of Jews and Judaism in America edited by Marc Lee Raphael

The Jews of the United States by Hasia Diner

In the Almost Promised Land: American Jews and Blacks, 1915-1935 by Hasia Diner

“Introduction,” “Harlem on Our Minds,” and “The Making of an Icon: Early Representations of Harlem and the Lower East Side,” in *Black Harlem and the Jewish Lower East Side* edited by Catherine Rottenberg

Set: Reading and Discussion of Walt Whitman’s “You, Whoever You Are” from “Salut au Monde” (1856) (Whitman info and 3 versions of the poem located in the “Poets and Poetry” tab)

<http://www.whitmanarchive.org/published/LG/1860/poems/51>

Consider:

- **That the Great Migration and Eastern European Jewish immigration were part of an international migration pattern.**
- **The similar, yet unique experiences of African Americans and Jewish Americans as migrants in the United States.**

Jewish Migration 1880-1924

Statistics

1820- 1920 45 million immigrants to the U.S., 3 million are Jews

1880-1919

23 million immigrants

17 million through the port of New York

Majority of immigrants from Southern and Eastern Europe (Russia, Poland, Romania, Hungary, Czechoslovakia, Lithuania, Italy, Greece)

1820s-1880s- 250,000 Jews came from the lands that would become Germany

1881-1910- 1,562,800 Jewish immigrants to US

840,260 from Russia

130,142 from Austria-Hungary

1881-1924 2.5 million East European Jewish Immigrants to US

10X increase over previous 6 decades

Largest years- 1906- 152,491; 1907- 148,131; 1915- 102,638

Jews are no "Birds of Passage" 5 out of 100 return to Europe, 25 out of other groups return

1899-1910- 750,000-leave Russia

1/7 of Jewish population in Russia

Jews>non-Jews

Jews 5% of population, but 50% of Russian emigrants

1/3 of East European Jews leave, but 2/3s remain

Jews 10% of population, but 60% of emigrants from Galicia

Jews 90% of Romanian emigrants

Demographics

75% are single young adults able to work long hours

Women as often as young Jewish men- birth order and age are determinants

Work experience in manufacturing or domestic service- leave

Face uncertain future in Europe

Map Activity- Maps with Map Analysis Guide (in "Analysis Guides" tab)

Jewish Population and Pale of Settlement Maps

https://familysearch.org/learn/wiki/en/Jewish_Population_Maps

Kingdom of Galicia and Lodomeria, 1914

https://upload.wikimedia.org/wikipedia/commons/6/65/Map_of_the_Kingdom_of_Galicia%2C_1914.jpg

Austria-Hungary in 1897

<http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~20700~550088:Austria-Hungary->

[?sort=Pub_Date%2CPub_List_No_InitialSort&qvq=q:List_No%3D%273565.017%27%22%2B;sort:Pub_Date%2CPub_List_No_InitialSort;lc:RUMSEY~8~1&mi=0&trs=1](http://www.davidrumsey.com/luna/servlet/detail/RUMSEY~8~1~20700~550088:Austria-Hungary-?sort=Pub_Date%2CPub_List_No_InitialSort&qvq=q:List_No%3D%273565.017%27%22%2B;sort:Pub_Date%2CPub_List_No_InitialSort;lc:RUMSEY~8~1&mi=0&trs=1)

WHY the Migration?

Push Factors- EUROPEAN/WORLD FACTORS

Population skyrocketed in decades before 1880

1800- 1.25 million

1900- 6.5 million *despite* migration to America and no immigration to area

Economic stress- scarcity of resources, jobs, opportunities

Economic Factors- limited prospects in Europe

Jewish trades

Tailoring- Sharp decline due to obsolescence and competition for remaining jobs

Traders- railroads bring in goods previously sold by Jewish traders

Industrial jobs< number of Jews who wanted them- Europe economy not sustainable

Bitter Poverty

Galician Jews among the poorest in Europe, conditions worse than in Russia

Jews go to England, Canada, South and Central America- but, goal is to move to U.S.

Tsarist Policies

Tsarist Policies in Russian Poland- Catherine the Great and her successors

Limited Jews to the Pale of Settlement

(Current day Lithuania, Belarus, Poland, Moldova, Ukraine and parts of Western Russia;
Baltic to the Black Sea)

Destruction of Jewish Communities- not in the Pale

<http://faculty.washington.edu/rmcnamar/link269/article1.html>

http://www.levyinstitute.org/pubs/wp_465.pdf

Rowland, Richard H. 1986. "Geographical Patterns of the Jewish Population in the Pale of Settlement of Late Nineteenth Century Russia". *Jewish Social Studies* 48 (3/4). Indiana University Press: 207–34. <http://www.jstor.org/stable/4467338>.

Movement restricted-

Jews forbidden to live in agricultural communities or larger cities (Kiev, Yalta)

Shtetls-Small towns or villages with large Jewish populations-

<http://www.pbs.org/wgbh/pages/frontline/shtetl/search.html>

Concentration of Jewish population- easy targets

Limited economic opportunities

Difficult lives- social welfare organizations meet the needs of Jewish population- kosher food, medical treatment, dowries, and clothing for students

Liberalization under Alexander II

"Useful Jews" (merchants, university students, craftsmen, medical) can live outside the Pale

Western education, new wealth

Assassination of Alexander II in 1881

Jews have no rights

Administrative authorities harass

Restrict entry to educational institutions

Resident restrictions of urban Jews

Three Waves of Pogroms

1881-

Follows assassination of Alexander II

April 15

Transplanted peasants attack Jewish quarter of Elizabetgrad

Destruction of property, killing, terrorism of Jewish population-impunity

Local officials indifferent, idle, complicit in looting and destruction

By the end of the year-

300 attacks throughout southern and southwestern Russia

Pogroms continue until 1884

Government blamed Jews for "exploiting" the peasants

1903-1906

Pogroms increase incited by Russian government

1903- Kishinev (current Chisinau, Moldova)- 45 Jews murdered; 1,300 homes and shops destroyed

1905- Odessa- 400 Jews murdered, 1600 properties destroyed

1917-1921

World War I

Pogroms of 1919- conducted by White Volunteer Army troops around Kiev

Impacts of the Pogroms:

May or "Temporary" Laws – 1882

Prohibited Jewish settlement in large numbers of rural village in the Pale

Jews cannot buy or rent property

Jews removed from liquor trade and selling on Sunday and Christian holidays

Jews cannot obtain civil service jobs

Jews cannot buy land or build houses

½ million forced from homes – Jews move to cities and compete for the few jobs available to Jews, in competition with poor Christian peasants

Jews of Russia- a haunted people

Impossibility of Jewish integration into Russian society

Jews turn to Marxist Socialism or Zionism

The Bund - 1897

Jewish Workers in Russia, Poland, Lithuania

Advocated:

Spread socialism among Jewish workers

Yiddish as language of Jewish masses

Secular Jewish nationalism

Russian society to be reconstructed

"Fighting Division" fought back after second wave of pogroms

Zionism

Leon Pinsker's *Autoemancipation*

Until Jews had a homeland, subject to hostility at will

Emma Lazarus

1882- *Songs of a Semite*

Decried pogroms and fate of Jews in Russia

Holds Christians responsible

1883- "The New Colossus"

Activity- Poetry Analysis- Emma Lazarus, "The New Colossus"

- Lazarus Bio ("Poets and Poetry" tab)
- Poem – ("Poets and Poetry" tab)
- Migration Poetry Analysis Guide (in "Poetry and Literature Analysis Activities" tab)
- Modeling of Analysis ("Poets and Poetry" Tab)

Mass protests in USA

1903- 80 rallies from Boston to San Francisco

Sympathy for Russian Jewish immigrants

NAACP 1909- Inaugural meeting

Resolution condemned the pogroms, sympathy for victims, link to violence

African Americans experience in U.S.!

Galvanizes American Jews politically

American Jewish Committee (1906)

Formed by western European Jews (wealthy elite)

Pressure not litigation to combat anti-Semitism

American Jewish Congress (1918)

Heavily eastern European

Mass-based, democratic

Leaders- Rabbi Stephen S. Wise, Felix Frankfurter,

Louis Brandeis

Purpose-

"Jewish Americans organized to defend Jewish interests at home and abroad through public policy advocacy - using diplomacy, legislation, and the courts."

U.S. Pull Factors: Distant Magnet

Industrialization

Jewish settlements dovetail with Jewish work patterns (needle trades and peddling)

Garment Industry

U.S. - premier place as world's manufacturer of ready-made clothes

Events revolutionize garment industry

Sewing machine

Little capital, buy machines, hire workers, expand shirt and dress industry

Fixed sizes

Civil War uniforms

Working-class women work outside the home before marrying- need clothing!

Garment industry takes off in the U.S. as east European Jews (out of work tailors) coming to the U.S.

Jewish pre-1880 settlers

Concentration in the garment trade- sewing caps, hoop skirts, cloaks, furs, secondhand clothing

Jews Dominate the Industry- Sweatshops and modern factories in Jewish hands
60% of all Jews in garment industry
75% of all garment workers are Jewish
Men *and* women
Jews work for other Jews- same language, same history, and “model” of mobility

Merchandising

Decline of peddling pushed Jews out of Europe, *but* industrialization in U.S. caused increased demand in U.S. from entrepreneurs and consumers

“Entrepreneurial proletariat”

Pre-1880 Peddlers

“German Jews and Peddling in America” by Hasia Diner (May 2014)

<http://www.immigrantentrepreneurship.org/entry.php?rec=191>

Department Stores

Goldwater’s

Michael Goldwater (grandfather to Barry Goldwater)

Born in Poland 1821

Left for London after 1848 Revolutions

1860- Gila City, AZ Territory

1871- Phoenix

Andrew Saks

Born in 1848 to German Jewish parents in Baltimore

Opened Saks in NYC in 1902

Isaac Kaufmann- Kaufmann’s Department Store- Pittsburgh 1871

<http://newsinteractive.post-gazette.com/thedigs/2013/11/15/the-downtown-kaufmanns/>

Edgar J. Kaufmann (son) – Frank Lloyd Wright’s Fallingwater was his home

<http://www.fallingwater.org>

Isidor and Nathan Straus

Arrived in U.S. in 1854

Owner and manager of Macy’s (large china and glassware importing business)

<http://www.immigrantentrepreneurship.org/entry.php?rec=27>

Gimbels

Adam Gimbel- 1887- Milwaukee, 1894- Philadelphia

Bernard Gimbel (son)- 1910- New York City, Gimbel Brothers Department

Store, in direct competition with Macy’s (*Miracle on 34th St.*)

The “Trading Network”-

Understood each other, same language (Yiddish), interest-free loans

Multi-purpose stores with links to Jewish wholesalers in big cities

Newspapers (*The Israelite, Jewish Messenger*) link places through print.

Jewish dispersion throughout the continent

Post-1880

Bulk of industrial laborers in mines and steel mills were from Eastern Europe

Jews from Eastern Europe could communicate with workers and became

small town shopkeepers in mining communities (Johnstown and Forest City, PA)

Expansion of the “Trading Network”

Largest Jewish cities in US- NYC, Chicago, Philadelphia, Boston,

Cleveland, Detroit, Newark, LA, Pittsburgh, San Francisco

Democratic Values of Freedom and Equality

Migration is a Personal Choice

A selective process- migrants balance opportunities in America with problems at home

Journey

Affordable

New transportation systems- railroads and steamships

Smithsonian Collection <http://americanhistory.si.edu/onthewater/>

Receiving Newcomers

Castle Garden

<http://www.nps.gov/cacl/learn/index.htm>

Ellis Island

<http://www.libertyellisfoundation.org/>

<http://www.nps.gov/elis/learn/historyculture/index.htm>

Ellis Island and the Peopling of America by Virginia Yans-McLaughlin and Marjorie Lightman

Settlement- Call of the City

Pre-1880- Port Cities-

NYC, Philadelphia, Baltimore, New Orleans

Interior Cities- Cincinnati, St. Louis, Chicago, Pittsburgh, Milwaukee Kansas City

Jews in 48 states

Post- 1880

New York City!!

Population Statistics

1915- 975,000 live in NYC, 28% of population

1924-1,765,000 live in NYC

1880-1890- 60,000 Jews in lower Manhattan

1910- Jews are 25% of NYC population

1880- 1/3 of American Jews in NYC, by 1927- 44%

Largest concentration of Jews in the world

Hub of American Jewish Life

Lower East Side-

Location:

Lower Manhattan

South of Fourteenth Street, North of Fulton, Between Broadway and the East River

Ambivalence (positive and negative pull) (Rottenberg)

“Plymouth Rock” of American Jewish History (Diner, *Remembering the Lower East Side*) - Diversity yet predominantly Jewish

Extreme poverty (punery) and the **exodus** from it!!!

Literature – “dirty, squalor, swarming, verminous

Anzia Yezierska’s *Salome of the Tenements*

- Disgust! “the teeming ghetto, the haggling pushcart peddlers, and the dirt and din of “screaming hucksters”

- Take her away “from the crowded windows that hung dirty mattresses and bedding – flaunting banners of poverty.”

Cultural hub, emotions – “Jewishness”

Jews morphed from racial category to an ethnicity (Rottenberg)

Jews made it in the “white” world - “a thrilling sense of my own power” (Abraham Cahan’s David Levinsky)

Jews move into mainstream- white and Gentile society

Much more class infected! Jews identify Lower East Side with class *not* “Jewishness”

Now, the Jewishness of the Lower East Side is emphasized – fear of loss of ethnic and religious particularity since World War II

Impact of space on identity formation- social production of space

How space produced social subjects

How groups know, narrate, and experience themselves

How others identify them

Where they deal with the conflict between being a minority in the dominant culture

Living out some aspect of the American Dream (Rottenberg)

Diner, Hasia. *Lower East Side Memories: A Jewish Place in America*.

Princeton: Princeton University Press, 2002.

"The Lower East Side" (30 page publication of the New York Public Library with resources and teacher guide!)

<https://www.nypl.org/sites/default/files/lowereastsideguide-final.pdf>

Museums

Tenement Museum

<https://tenement.org/about.html>

Museum at Eldridge Street

<http://www.eldridgestreet.org/>

Why?

inexpensive and close to work

Close to points of entry- Castle Garden or Ellis Island

Settlements near trains stations and ports, near garment factories

By 1910 NYC produced 70% of women's and 40% of men's clothing in the US

Other Cities with large Jewish Populations in 1915:

Chicago- 200,000 St. Louis – 40,000

Philadelphia- 150,000 Detroit – 25,000

Boston- 60,000

Cleveland- 60,000

Visualizing History Activity: Analysis of the Photographs of Lewis Hine and the Ellis Island Photographs from the William Williams Collection of the New York Public Library (Visual Art Analysis Guide and Visualizing History guides in "Analysis Guides" tab)

Ellis Island Photographs from the William Williams Collection

<http://digitalcollections.nypl.org/collections/ellis-island-photographs-from-the-collection-of-william-williams-commissioner#/?tab=navigation>

Lewis Hine Photographs

<http://www.aspeers.com/sites/default/files/pdf/szlezak09.pdf>

Lewis Wickes Hine: Documentary Photographs, 1905-1938 (New York Public Library)

<http://digitalcollections.nypl.org/collections/lewis-wickes-hine-documentary-photographs-1905-1938#/?tab=about>

"Book Form" of New York Public Library Photographs of Lewis Hine (easily accessible to teachers and students)

<http://digitalcollections.nypl.org/items/510d47d9-4d9c-a3d9-e040-e00a18064a99/book?parent=be4f71d0-c608-012f-0ae7-58d385a7bc34#page/25/mode/2up>

Immigration and Photography: The Case of Lewis Hine (Yale-New Haven Teachers Institute)

<http://www.yale.edu/ynhti/curriculum/units/2004/3/04.03.03.x.html>

Lewis W. Hine – Ellis Island (George Eastman House)

http://www.geh.org/fm/lwhprints/htmlsrc/ellis-island_idx00001.html

Immigration: Stories of Yesterday and Today (Scholastic)

Interactive Tour of Ellis Island

<http://teacher.scholastic.com/activities/immigration/tour/>

Meet Young Immigrants: Hear Their Stories

http://teacher.scholastic.com/activities/immigration/young_immigrants/

Immigration Data (graphs and charts)

http://teacher.scholastic.com/activities/immigration/immigration_data/index.htm

Virtual Field Trip to Ellis Island

<http://teacher.scholastic.com/activities/immigration/webcast.htm>

Viewing Guide by Mary Beth Hutchinson, Butler College Prep, Chicago, Illinois

Chain Migration

Unmarried sons and daughters labor in industrial cities

Family units: Bring siblings, wives, young children, and parents to U.S. on affordable transportation

Friends, family members who shared other "sensibilities and identities"

Work and Mobility

Diversity of Reaction to American Economy

Upward mobility

Moved from role of worker to petty merchant or small businessman

Effective labor organizers- modest yet constant rise in wages and benefits

Children of workers become professionals or hold white-collar jobs

Education the key!

1918- 9.7% of college enrollment- 23.4 % of dentistry, 21.6 % of law, 16.4% of medical students

Labor

Unionization of Garment Industry

ILGWU- 1900

History of the ILGWU (Cornell University)

<http://ilgwu.ilr.cornell.edu/history/>

Amalgamated Clothing Workers Union- 1914

Records (Cornell University)

<http://rmc.library.cornell.edu/EAD/htmldocs/KCL05619.html>

Both unions aligned with Eugene V. Debs's Socialist Party of America

Eugene V. Debs, "The Outlook for Socialism in the United States" (1900)

http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1341

Shirtwaist Strike resolved by leaders of American Jewish communities

"Protocol of Peace"- owners "obligation" to other Jews

1911 Triangle Shirtwaist Fire-

Remembering the Triangle Fire- original text documents, interviews, photographs, illustrations from Cornell University

<http://trianglefire.ilr.cornell.edu/>

Triangle Factory Fire

Teacher resources from the National Education Association

<http://www.nea.org/tools/lessons/44576.htm>

Triangle Shirtwaist Factory Fire

Historic newspaper articles from *Chronicling America: American Historic Newspapers* <http://www.loc.gov/rr/news/topics/triangle.html>

The Triangle Shirtwaist Factory Fire

Resources from the Occupational Safety and Health Administration

<https://www.osha.gov/oas/trianglefactoryfire.html>

An Inquiry Unit Into the Triangle Shirtwaist Factory Fire of 1911

<http://urbandreams.ousd.k12.ca.us/lessonplans/triangle/index.html>

Triangle Shirtwaist Factory (audio tour)

<http://www.dol.gov/shirtwaist/areas/manhattan02.htm>

Further Reading

Triangle: The Fire That Changed America by David Von Drehle (NY Times Notable Book for nonfiction)

Triangle by Katharine Weber (critically acclaimed novel of the fire)

Adjustment, Assistance, Assimilation: Jewish Life in America

Major Themes:

- Jewish immigrants define themselves- Factors: explosion in numbers (after 1880), ethnic diversity, tensions negotiating two worlds
- Essence of community building- Jews create, sustain or end institutions based on the will of the community
- Jews create and celebrate their communal distinctiveness in a society made of immigrants- Breakdown of cultural and political hegemony of white Protestant elite
- Commitment to both a Jewish past *and* future
- Assist the newcomers- relief and hasten achieving security and comfort
- Economic advancement = Americanization
- Learn the language and mores of America
- Community institutions help immigrants negotiate assimilation- highly developed networks: trade unions, synagogues, settlement houses, Educational Alliance, Yiddish newspapers, Yiddish theaters, literature
- America = economic possibility and religious freedom
- Defend themselves in America and elsewhere

Judaism

- Religious Diversification- Reform, Orthodox, Conservative, "Jewish"
 - Real divide between "German" (Reform) and "Russian" (Conservative) Jews
 - Debate over Jewish practice and meaning of Judaism
 - German Jews: the Model of Assimilation
 - Lived in lands of the Enlightenment and were achieving middle class status
 - Harmonize ancient faith with new status
 - Search for religious accommodation to America
 - Find ways to resist American ways *and* adapt
 - Judaism as an evolving religious system
 - Pittsburgh Platform
 - Reconstruct Judaism compatible with American and democratic ideals
- Mixing and Matching Jewish Practice – "Cafeteria Jews"
 - Most Jews never belonged to a congregation
 - Larger cities of NY Chicago Philadelphia- less men participate in Jewish life
 - "Days of Awe" - Rosh Hashanah and Yom Kippur- "mushroom congregations"
 - Home-based rituals-
 - Sabbath meals, lighting candles (Hanukkah), observing Passover
 - Most Jews maintain and retain practices (circumcision, supporting institutions)
 - Pick and choose obligations
 - Sabbath
 - Americans shop on Saturday, laws restrict buying on Sunday
 - Jewish Sabbath in direct conflict with why Jews came to America- make a living
 - Gathered in homes Friday night, festive meal, European delicacies,
 - Synagogue in the morning
 - Next morning open their stores
 - Went home and made havdallah
 - Consider themselves "Good Jews"
 - No compromise of their Jewishness- open their shops, unkosher food, family purity laws
 - Choose familiar practices from childhood, American innovations, make a living

Communal Service- Common denominator of American Jewry

- Obligation to help Jews in need
 - Interest-free loans, dowry for poor bride, night's lodging
 - Jewish orphanages- high priority- assist parentless children, keep them from Christian missionaries
 - Middle class modeling
 - Settlement houses
 - Educational Alliance- 1893, dedicated to "Americanizing, educational, social, and humanizing activities" http://www.edalliance.org/our_history
 - Jews face constant fund-raising efforts
 - Purim Balls
 - Yiddish Theater nights
- Formal Assistance
 - Extensive and complex organizational network- geographic background, language, time in America, class ideology, divisions in Judaism
 - 1917- 3,637 organization in New York City alone according to the Jewish Communal Register of New York City
 - 1915- 31 Jewish publications
 - Each group builds formal organizations and institutions
 - National Conference of Jewish Charities 1899
 - Hebrew Female Benevolent Associations
 - Burial, loans to women in need, dowries, helped orphans,
 - Landsmanschaftn- hometown associations
 - Benevolent societies
 - Health insurance, loans, doctor services, burial benefits,
 - 1000s in NYC
 - More Jews belong to a landsmanschaftn than synagogues
 - Women auxiliaries
 - Jewish women in Boston created 45-bed hospital - Beth Israel
 - Hebrew National Orphan Home

Lodges

American definition of Jewish manhood

Protect family from accidental calamity, social and cultural activities

Informal Assistance

Jobs, shelter, food,

Family circles or clubs

Interest-free loans

Jewish Education

Day Schools

Public schools have Protestant agenda

General education and Judaic instruction

Synagogues or not

Student fees to pay teachers

Sunday schools

Can't afford day schools

Hebrew, Jewish texts, Judaic rituals

Girls educated!

Importance of an educated mother "Republican motherhood"

Female Role

Cadre of Sunday school teachers

In contact with Jewish communal life, how American Jews articulate Jewishness

Female leadership in education

Public Schools

Catholics forced officials to change Protestant curriculum

Jewish parents send kids en masse to public schools as a result

Education= upward economic mobility

1917- nearly all Jewish children attend public school

Two systems- public and Jewish education

Synagogues or supplementary schools

Great quote!

"What we want in this country is not Jews who can successfully keep up their Jewishness in a few large ghettos, but men and women who have grown up in freedom and can assert themselves wherever they are." Samson Benderly, Jewish education reformer 1908

Health and well-being of children, Americanize them, warm and loving Jewish environment

Ideological Schools

Workmen's Circle or Arbeiter Ring- 1900

Fraternalism with Left-wing ideology

Yiddish

Linguistic assimilation

Need for unions, right of workers, dignity of Jewish immigrants

Functions with Yiddish theater and press and cultural programs

Yiddish literature, folk music, Jewish history, and history of the working class

Labor Zionism

Poale Zion- 1905

Importance of labor as liberating force

Advance Socialist agenda

"Education of the Jewish youth in the Jewish national spirit"

Hebrew and Yiddish as living languages, Jewish history, socialism, Nationalist and socialist

Kehillah

Overarching body of communal self-governance, achieving order

"Jewish education that shall be complementary to and harmonious with the public system."

Rational planning, bureaucratic structures, surveys

Few teachers received pedagogical training or had clear vision

Create an American Jewish educational system that taught children to be Jewish in America, and American in the Jewish world.

Bureaus- pay scale for teachers, resources and programs citywide
Mold children to be committed Jewish adults

The Settlement House

Lillian Wald and the Henry Street Settlement House: A Community of Reform

House on Henry Street (1915)

Windows on Henry Street (1934)

<http://jwa.org/encyclopedia/article/wald-lillian-d>

<http://web.b.ebscohost.com.ezproxy1.lib.asu.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=59467484-e54c-44d2-b903-96909f497f90%40sessionmgr113&hid=116>

Educational Alliance- Lower East Side settlement house string orchestra

http://www.edalliance.org/our_history

Jewish Politics

Majority of Jewish voters affiliated with the two major parties in America

Socialism

Jewish Daily Forward a Socialist paper (Abraham Cahan, editor)

Labor Organizers- Baruch Charney Vladeck, Morris Hillquit, Sidney Hillmann

Committed to Jewish Culture, but atheist

Yiddish language and culture- the Jewish folk spirit

Zionism

Jewish destiny in Palestine

Jewish homeland in Palestine or other feasible locations

Henrietta Szold and Louis D. Brandeis

Separate political entity

Rejuvenation of Hebrew

Jewish Culture

Multi-Lingual Press

Yiddish (*The Forward*, *Tageblatt*, *The Morgen Journal*) English, Hebrew and Ladino (*La America*)

Yiddish Press- eastern European immigrant audience

<http://www.dailywritingtips.com/the-yiddish-handbook-40-words-you-should-know/>

An American invention!

Purpose: news, events in the Jewish world, transmit an ideology (socialism, Zionism, Orthodoxy)

Keep Yiddish alive!

Coverage of Jewish events in the U.S., Europe and Palestine

1925- 500,000 readers

Articles- American politics, economic and social conditions, women's suffrage, unemployment insurance, elections, campaigns

Audience set on Americanization-

Navigate the many issues of American life and determine how Jews would fit in with American values

Advice columns

Der Yiddishe Tageblatt- 1885

The Forward (*Forverts*)- 1897

<http://observer.com/2015/04/the-jewish-daily-forward-is-assimilating/>

Yiddish paper sold 200,000 copies daily- 1897

11 cities around the country

Socialist, Jewish garment workers, anti-religious, largest foreign daily in U.S.

Abraham Cahan, editor

Still in publication in Yiddish and English!

"A Bintel Brief" by Abraham Cahan

http://www.nytimes.com/2014/04/23/books/a-bintel-brief-is-liana-fincks-graphic-book-of-letters.html?_r=0

Der Morgen Zhornal begins publication in 1901

Daily morning paper

Large help-wanted section popular with growing immigrant population on Lower East Side

Circulation of 111,000 in 1916

Yiddish Theater

Emotions of immigrants

Themes close to hearts: loss of Europe, immigrant frustrations, family conflict, erosion of faith, temptation, burden on families, serious issues

Highly interactive medium

Theaters are wildly popular

1920s- Molly Plcon, two elegant major theaters open on Second Avenue ("Yiddish Broadway")

Small Yiddish filmmaking industry and Yiddish radio

Communal identity

Boris and Bessie Thomashefsky

"For Jewish immigrants of the late 19th and early 20th Century who settled on the Lower East Side of Manhattan, the Yiddish theatre was central to their lives. It replaced touchstones of Eastern European life - the village marketplace, the temple, the rabbi - and provided a stage for the new ideas that were shaping the psychological, emotional, moral and educational transition to a new, American way of life."

The Thomashefskys: Music and Memories of a Life in the Yiddish Theater <http://www.thomashefsky.org/>
The Thomashefskys: Stars of the Yiddish Stage (Terry Gross of NPR's *Fresh Air* interviews Boris and Bessie Thomashefsky's grandson, Michael Tilson Thomas, director of the San Francisco Symphony) <http://www.npr.org/2012/03/28/148612823/the-thomashefskys-stars-of-the-yiddish-stage>

Broadway Musicals: A Jewish Legacy (Jewish music leading to the creation of Gershwin's *Porgy and Bess*, the songs of Irving Berlin and many other Broadway composers!) Interesting, entertaining and available online until 01/01/17!, (Viewing guide provided in Migration History Activities tab.) <http://www.pbs.org/video/2317965318/>

"Yiddish Theatre and Tin Pan Alley Influences" (in "Music Resources" tab)

Musical Influences on Gershwin (All biographies and influences in "Music Resources" tab)

Irving Berlin-

Bio and influence on Gershwin

Berlin's Yiddish music

Yiddish Theater

Songs – "Alexander's Ragtime Band," "God Bless America," "White Christmas," "Cheek to Cheek"

Jewish Music and influence on the American Song Form

Eddie Cantor – Goldkette Orchestra, use of slang, "Makin' Whoopee"

Al Jolson – Sang in black-face, "Swanee"

Opera and Classical Music

Enrico Caruso – most famous entertainer of his time, "Mama Mia"

Selections from classical music

Erik Satie – *Gymnopédie* No. 1

Claude Debussy – Musical Impressionism, *Clair de Lune*

Maurice Ravel – orchestration of Mussorgsky's *Pictures at an Exhibition*, *Violin Sonata in G Major, 2.*, *Blues (Moderato)*

Excerpts from *Porgy and Bess*

<http://hereandnow.wbur.org/2016/01/04/american-classical-music>

Klezmer Artists and Jazz arrangers

"Beyond the Pale": Music from the Pale of Settlement

<http://www.wnyc.org/story/beyond-pale-settlement/>

Jazz clarinetists Benny Goodman and Artie Shaw played in klezmer groups

Gershwin commissioned to write *Rhapsody in Blue* by Paul Whiteman

Ferde Grofe- arranger for Paul Whiteman, arranged Gershwin's *Rhapsody in Blue* for Whiteman orchestra (drew attention of New York Philharmonic(, "Happy Feet"- (sung by the Rhythm Boys), *Grand Canyon Suite*

Reception/Reaction: Anti-Semitism in the U.S.

Long existence

More overt after Civil War and with east European immigration

Pervasive Jewish stereotypes-

Political cartoon "The New Uncle Sam" <http://www.knowla.org/entry/748/&view=image-gallery>

Activity- Analyzing political cartoons (Cartoon Analysis Guide in "Analysis Guides" tab)

- Historic Political Cartoons
 - "Welcome to All" <http://www.loc.gov/pictures/item/2002719044/>
 - "What Happened to the One We Used To Have?" <http://www.loc.gov/pictures/item/2002719044/>
- "Dr. Seuss Went to War" (historical essay and political cartoons from the book, *Dr. Seuss Goes to War* by Richard H. Minear [http://library.ucsd.edu/speccoll/dswenttowar/index.html#q=%22racism%22&utf8=%E2%9C%93&op=AND&f\[collection_sim\]\[\]=Dr.+Seuss+Political+Cartoons&sort=object_create_dtsi+asc%2C+title_ssi+asc&format=json](http://library.ucsd.edu/speccoll/dswenttowar/index.html#q=%22racism%22&utf8=%E2%9C%93&op=AND&f[collection_sim][]=Dr.+Seuss+Political+Cartoons&sort=object_create_dtsi+asc%2C+title_ssi+asc&format=json))
- 21st Century Cartoons
 - Nativism in History <http://leftycartoons.com/?s=Nativism>
 - Cartoons for the Classroom <http://nieonline.com/cftc/pdfs/20151214-fear.pdf>
 - The Atlantic (current refugee crisis) <http://www.theatlantic.com/notes/all/2015/09/great-questions/406207/#note-406909-ask-about-the-refugee-crisis>
 - The Atlantic (Islam and the Melting Pot) <http://www.theatlantic.com/notes/2015/11/sage-ink-islam-and-the-american-melting-pot/417234/>
 - Meanwhile Back on the Arab Street <http://www.gocomics.com/mattwuerker/2015/12/09>
- The 50 Most Racist Political Cartoons <http://www.complex.com/pop-culture/2012/11/50-most-racist-political-cartoons/>
- Analyzing Nineteenth Century Immigration Cartoons http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4

In Literature

Field, Leslie. 1975. *Studies in American Jewish Literature (1975-1979)* 1 (2). Penn State University Press: 54–59. <http://www.jstor.org.ezproxy1.lib.asu.edu/stable/41206223>.

- Money hungry, aggressive capitalists
- Clannish, inassimilable Jews, radicals
- Ikey, Jakey, Abie- stinginess and greed

Discrimination

Internships and residencies scarce
Kept out of prestigious law firms and academia
Redlining- housing discrimination
Denied teaching positions
Worsens after 1915- substantial movement of Jews into middle class
Quotas for Jewish students in major universities

Nativism

James H. Patten, Chairman of the National Legislative Committee of the American Purity Federation, Testimony Before Congress (1910) <http://wps.ablongman.com/wps/media/objects/28/29256/timeline/docs/divdocs03.html>
Anti-Defamation League of B'Nai B'rith formed in 1913 <http://www.adl.org/about-adl/> (includes video narrated by James Earl Jones)

Revival of the Ku Klux Klan

Targets Black Americans and Catholic and Jewish immigrants
Membership restricted to native-born white Protestants
Hiram W. Evans, "The Klan's Fight for Americanism" (1926) http://wps.prenhall.com/wps/media/objects/108/110605/ch23_a3_d1.pdf

1924 Quota Law: Immigration Act of 1924 (The Johnson-Reed Act)

Description and Timeline <http://history.state.gov/milestones/1921-1936/immigration-act>

For Restriction

“Shut the Door”

<http://historymatters.gmu.edu/d/5080>

Against Restriction

“Un-American Bill”

<http://historymatters.gmu.edu/d/5079>

The Law

<http://tucnak.fsv.cuni.cz/~calda/Documents/1920s/ImmigAct1924.html>

Comprehensive Immigration Law in 1924

http://wps.ablongman.com/wps/media/objects/28/29256/timeline/docs/sources/theme_pri_marysources_Immigration_11.html

A Nation of Immigrants (lesson plans for grades 7-8 on the Immigration Law of 1924)

http://www1.cuny.edu/portal_ur/content/immigrants_curriculum/7_8_pdfs/unit1_lesson3.pdf

Migrant Memoirs

Becoming Americans: Four Centuries of Immigrant Writing edited by Ilan Stavans

From *The Education of Abraham Cahan* by Abraham Cahan (pp. 109-120)

From *Children of Loneliness* by Anzia Yezierska (pp. 157-162)

From *The Mysteries of New York* by Menotti Pellegrino (pp. 166-169)

From *Call It Sleep* by Henry Roth (pp. 178-185)

“In the Golden Land” by Moysheh-Leyb Halpern (pp. 186-187)

Activity- Analyzing documents (Document Analysis Guide in “Analysis Guides” tab)

Generalizations on Jewish Migration

Sophisticated and articulate leadership class

Despite divisions- work together

Common history

Inspiration from same sources

Recent history of suffering and discrimination

Common hopes for the U.S. particularly compared with developments in Europe

Literature Activity- Analyzing poetry in historical context (Migration Poetry Analysis Worksheet available in “Poetry/Literature Activities” tab)

Jewish American Poet- (Brody bio and poems in “Poets and Poetry” tab)

Alter Brody

“Times Square”

“Twilight”

The Great Migration 1910-1940

Consider:

- That the Great Migration and Eastern European Jewish immigration were part of an international migration pattern.
- The similar, yet unique experiences of African Americans and Jewish Americans as migrants in the United States.

Jacob Lawrence: Artist as Historian

Resources

Jazz from A to Z Content Outline: The Great Migration 1910-1940 (Located in “Content Outlines” tab)

One Way Ticket- Jacob Lawrence’s *Migration Series* at the Museum of Modern Art

<http://www.moma.org/interactives/exhibitions/2015/onewayticket/>

Letters of Negro Migrants of 1916-1918

http://www.jstor.org/stable/2713780?seq=1#page_scan_tab_contents

Black Migrants Write Home

<http://historymatters.gmu.edu/d/5339>

Seven Letters from the Great Migration

<http://historymatters.gmu.edu/d/5332>

Jake Makes a World: Jacob Lawrence, a Young Artist in Harlem by Sharifa Rhodes-Pitts (ages 4-8)

Jacob Lawrence: The Migration Series by Leah Dickerman and Elsa Smithgall

Activity: Jacob Lawrence's *Migration Series* – “Great Migration Jacob Lawrence Paintings” PowerPoint

Life and Times of Jacob Lawrence (see slides in PowerPoint)

Participants view and read the caption of each of the 60 paintings – (captions in “Migration History Activities” tab) with migration themes in mind.

Discussion of Art (Great Migration PowerPoint, Great Migration content outline) Use migration themes:

Definition of Great Migration

Statistics of Great Migration

Push Factors of the Great Migration

Jim Crow

Justice Denied

Terrorism

Economic Factors

Pull Factors of the Great Migration

Industrial Jobs

Civil Rights

Educational Opportunities

Journey- Importance of Railroads

Chain Migration

Settlement

Black Communities

NYC- Harlem

Osofsky, Gilbert. 1971. *Harlem: the making of a ghetto; Negro New York, 1890-1930*. New York: Harper & Row.

Harlem History (Arts and Culture, The Neighborhood, Politics)

http://c250.columbia.edu/c250_celebrates/harlem_history/

Essays, oral histories, pictures, videos, music, OH MY!

Then: 125th St. <http://macaulay.cuny.edu/eportfolios/brooks12/then-125th-street/>

Harlem Map and Hot Spots- <http://www.longwharf.org/aint-misbehavin-hot-spots-harlem>

“Harlem History” (pictorial essay) <http://harlemworldmag.com/about/history/>

Work and Mobility

Job Discrimination

Reception/Reaction- Segregation and Discrimination in the North

Housing Discrimination

Segregation of Public Schools

Employment

Race Riots

East St. Louis – July 1917

<http://teachinghistory.org/history-content/ask-a-historian/24297>

Red Summer – 1919

http://www.pbs.org/wnet/jimcrow/stories_events_red.html

Tulsa – 1921

http://www.pbs.org/wnet/jimcrow/stories_events_tulsa.html

Adjustment, Assistance, Assimilation

The African American Community

Black Entrepreneurs

The Black Press

Baseball

Musical Influences on Gershwin (All biographies and influences in “Music Resources” tab)

James Reese Europe and the Castles – “On Patrol in No Man’s Land”
“Russian Rag,” “Castle House Rag”

Dance Bands

Casa Loma Orchestra “Happy Days are Here Again”

McKinney Cotton pickers “I Want the Little Girl”

Jean Goldkette “I’m Looking Over a 4 Leaf Clover”

W.C. Handy (“St. Louis Blues,” “Memphis Blues,” “Jada”)

Great Migration Politics- Competing Voices

W.E.B. DuBois

Marcus Garvey

A. Philip Randolph

The Emergence of the New Negro

Definition

Reasons

The Harlem Renaissance

Definition

The Role of the Artist

Writers

Historical Essay

“The African American Great Migration Reconsidered” by Sarah-Jane (Saje) Mathieu

http://www.public.asu.edu/~nornradd/documents/OAH_Mag.pdf

Migrant Memoirs

Becoming Americans: Four Centuries of Immigrant Writing edited by Ilan Stavans

From *Harlem Shadows* by Claude McKay pp. 205-206

The Portable Harlem Renaissance Reader edited by David Levering Lewis

From *Black Manhattan* by James Weldon Johnson pp.34-45

The Harlem Renaissance: A Brief History with Documents edited by Jeffrey B. Ferguson

From *Black Manhattan* by James Weldon Johnson pp. 46-55

From *Harlem* by Alain Locke pp. 76-82

Literature Activity- Analyzing the Harlem Renaissance Poets (Migration Poetry Analysis Worksheet in “Poetry/Literature Activities” tab) (Poet Bios and Poems in “Poets and Poetry” tab)

Paul Lawrence Dunbar- “We Wear the Mask”

Claude McKay – “America”, “The Tropics in New York” (compare with Brody’s “Times Square”)

Langston Hughes- “I Too” (compare with Whitman’s “I Hear America Singing”)

<http://www.biography.com/news/langston-hughes-biography-facts>

Student Poetry Project (Located in Poetry/Literature Activities tab)

“Young Refugee Poets Turn to Food for Inspiration”

<http://hereandnow.wbur.org/2016/01/04/tukwila-refugees-poetry>

“Immigrants in Our Own Land” <http://www.poetryfoundation.org/poem/179708>

ENCOUNTER: 1915, The Confluence of Two Migrations

(“Encounter” PowerPoint)

Consider:

- The nature of the interaction between Eastern European Jews and African Americans during the early decades of the 20th century.
- Why was it likely the encounter of black and Jewish migrants would be a positive one?
- The nature of the encounter of these different people in an unfamiliar environment.
- Is the status of Jews and blacks in America all that dissimilar?

Outline based on Hasia Diner’s *In the Almost Promised Land: American Jews and Blacks, 1915-1935*.
(Pages noted in this part of the outline are from this book.)

1915- The Events Leading to the Encounter between Jews and African Americans

Beginning of the Great Migration- statistics- (pages 17-18)

1915- intense year of migration

Shift of leadership from Tuskegee- Death of Booker T. Washington

W.E.B. DuBois

Marcus Garvey

Birth of a Nation released

NAACP crusade against *The Birth of a Nation*

Guinn v. United States- NAACP challenges “grandfather clause” successfully

Leo Frank Lynching

1913-1915- Arrest, conviction and lynching of Leo Frank

“A Distant Mirror: The Leo Frank Lynching”

<https://newrepublic.com/article/122542/distant-mirror-leo-frank-lynching>

“100-Year Anniversary of the Hanging of Leo Frank”

<http://observer.com/2015/08/100-year-anniversary-of-the-hanging-of-leo-frank/>

Northern born Jewish businessman, supervisor of pencil factory in Atlanta

Arrested and tried for rape of employee, Mary Phagan (age 13)

Public demands conviction of Jew and northern capitalist

Witness (accomplice?) to murder admitted perjury

Bizarre stories of alleged sexual perversions due to Jewishness

Publications cry out for revenge

August 1915- Frank taken from cell and lynched by a mob

The “American Dreyfus Affair”

Jews wonder about their future in America.

Major Themes of the Encounter

Consider:

Why would Jewish American leaders be so interested in the plight of African Americans by the early 20th century?

How did Jews go about attempting to create a fellowship with blacks in the first decades of the 20th century? (Press, politics, culture)

Why did Jews link their fate with blacks who were relegated an inferior role in the economic, political and social life of the U.S.?

- Jewish ends served by involvement with blacks.
- Black issues provided a forum to work out tensions of acculturation!
- Issues raised by black organizations were problems faced by Jews! (Job discrimination, restrictive housing markets, exclusion from universities and professions)
- Launch attack on an America that had not lived up to its creed. “Fixing” the Promised Land
- Why America?
 - The only solution to Jewish survival.
 - Jews living out the true meaning of America
 - Preserving Jewish tradition of commitment to human rights and philanthropy.
- The plight of African Americans struck a responsive chord because of the similarities between the suffering of blacks in America and Jews of Europe.
- Emotional and psychological bond
- Jews and blacks understand each other
 - Victims of oppression for 100s of years
 - Isolated from centers of power
 - Shunned by white Christians
- Help those more persecuted than themselves
- Black issues a bridge between the Jewish world and American world

Evidence of the Encounter

Blacks in the Yiddish Press

Eastern European Jewish immigrant audience

Five Themes

Blacks as Victims of American Intolerance

Racism in American culture due to slavery

Lynching

Injustice (Scottsboro Case)

Exclusion from political system

Jews and blacks suffer from Segregation- housing, education

Race riots = pogroms

Black Heroes, Black Achievements and Black Protest

Protest movements among blacks- NAACP, Marcus Garvey

Black Heroes- Douglass, Washington, A. Philip Randolph

Artistic Achievement-

Writers- Dunbar, White, McKay, Johnson, Hughes, Cullen

Performers- Robeson

Music- American music = Negro Music

Blacks and Crime

Injustice

Caused by poverty

Jews and Blacks: The Relationship

Two groups captivated by each other

Jewish-Black artistic bond

Cultural borrowing- Al Jolson, Eddie Cantor, Irving Berlin

Great quote from a critic in the *Forward* on pgs. 68-69

“It is a curious thing that there are so many points of resemblance between Jews and Negroes. . . Is there an incongruity in this Jewish boy (Jolson) with his face painted like a Southern Negro singing in the Negro dialect? No, there is not. Indeed I detected again and again the minor key of Jewish music, the wail of the *Chazan*, the cry of anguish of a people who had suffered. The son of a line of rabbis well knows how to sing the songs of the most cruelly wronged people in the world’s history.”

Lived close to one another- learned a great deal

Anti-black sentiment condemned

Blacks as America’s Jews: The Historic Parallels lead to a special bond

Shared history of discrimination and oppression

Suffered racism-KKK, college officials, housing covenants

Race riots=pogroms, East St. Louis Riot = pogrom in Kishinev

Lynchings = “autos-da-fé”

Accusations of rape = “blood libel”

Garveyism = Zionism

Racism = anti-Semitism

Problems

Harlem campaign boycotting white merchants

Adam Clayton Powell- “don’t shop where you don’t work”

Rioting in March 1935- Jewish businesses targeted, but explained in the press

English-language Magazines and Images of Blacks

Middle-class Jewish audience

Purpose

Keep Jewish world organized

Keep American Jews aware of Jewish events and conscious of Jewish problems

Images of black life as vehicles for self-examination and evaluation

Three Major Issues- all related to Jewish quest for identity

Black oppression and persecution

Black achievements and potential

Creativity of distinctive black culture

Stressed achievements of black race and condemned racism wherever they saw it.

Discussed black issues in a sympathetic and empathetic manner

Themes

Racism

Lynching- parallel to Leo Frank

KKK- persecution of blacks, Jews

Race riots

Scottsboro

Exclusion- Harvard, housing restrictions

Achievements of Black Race

Coverage on black theater, black literature, black music

Spirit of Black Culture

Cultural Diversity as a positive

Black cultural life as a mirror

MUSIC!!

Anything distinct or noteworthy in American music due to black talent

Expressed genius of a people and universal themes

Preserve unique culture, yet harmonious with dominant culture

Suffering and oppression the source of emotions and feelings in black culture

Complex elements of black culture

Constant change, greater sensitivity, depiction of reality,
Strains of humor and pathos, simplicity and worldliness

Jews and Blacks: The Bonds of Empathy

Themes of black suffering, black achievement, black culture as a way to explore
their own experience!

Jews as Interpreters of Negro to American society

A cultural bridge between white and black worlds

Jews a marginal group, but move with greater ease in a dominant society

Historic parallels between the groups

Gershwin

Integrate jazz into symphonic form

Creation of an American music of real note using black themes

Gershwin as an interpreter to the rest of the world

Jews and blacks drew inspiration from the same sources: Old Testament
and segregation

Jews can best empathize

A meaningful role for Jews

Black advancement

Way to preserve their own unique culture- combat total assimilation

Call for social justice and equality

Jews in the Black Civil Rights Movement

Motives for involvement in the NAACP

The "Call"-

In response to increase in race hatred/riots (Springfield, Missouri)

"Silence . . . means tacit approval."

Answered by

Descendants of abolitionists

W.E.B. DuBois- National Negro Committee

Jewish Americans-

Rabbi Stephen Wise, Lillian Wald, Rabbi Emil Hirsch, Henry Moskowitz

Then dozens of others! Governor Herbert Lehman, financier Jacob Schiff,
law scholar Felix Frankfurter, anthropologist Franz Boas,
professor Joel Spingarn

Why?

Committed to Americanization and acculturation

American society must accept diversity with equality

Parallel between Black and Jewish situations (quote p. 152)

'I am a Jew' means that our people are sympathetic to the suffering of mankind.

Because we have suffered we treat kindly and sympathetically and humanly all
the oppressed of every nation." Rabbi Jacob H. Kaplan, 1934

Old Testament insistence on social justice

Black equality as a forum for Jewish issues

Quest for black rights a means for Jews to contribute to American society

Funding the NAACP

Long tradition of philanthropy

Leo Frank lynching

Black problems resonate with Jews

NAACP Legal Effort

Jewish legalistic tradition

Jews lend time and skills to the cause (Arthur Springarn, Felix Frankfurter, Louis Brandeis)-
grandfather clause, restrictive covenants, white primaries challenged in Supreme Court

Louis Marshall- "It may be because he was a Jew and was aware of the oppression to which
minorities are subject that he took up the cause of the Negro."

Political Action

Black officers, protests against The Birth of a Nation, segregation of DC during
Wilson administration, anti-lynching law

Joel Springarn- political activist, speaking tours

Journalism- *The Nation*, *The New York Times*

The Urban League- Focus on economic opportunity

Funding
Board membership

Jewish Aid to Black Unions

Assistance to and collaboration with fellow socialist and organizer A. Philip Randolph
Donations
Consultation with Rabbi Stephen Wise
Financial support for *The Messenger*
Harlem Labor Conference
Efforts of the ILGWU to recruit black members

Jewish Anthropologists and the Concept of Race

Challenged biological racism
Franz Boas- racial differences a product of history and environment, use of scientific data to impact public policy, worked with the NAACP, students affiliated with NAACP efforts
<http://historymatters.gmu.edu/d/5069>
Melville Herskovits- *The American Negro*
Alexander Goldenweiser- articles on race and status of blacks in popular magazines
DuBois interest in Africa sparked by Boas' presentation

Philanthropy

Black Education

Support of and impact on Booker T. Washington's vision- Julius Rosenwald, Jacob Schiff, Felix Warburg

Howard University

Funding of Howard Projects
Law library- major black university, update and increase volumes to fully train lawyers, resources selected by Felix Frankfurter
Black law and medical students as good as whites if only provided the resources
Julius Rosenwald Fund – "American Jewish Prince of Philanthropists"

Memorial quote- p. 191

"By helping the Negro, Rosenwald was motivated both intellectually and emotionally. . . . Rosenwald's devotion to the cause of uplifting the Negro was, in the light of . . . emotional motivation, one of the most intensely Jewish things that Rosenwald ever did . . . his passionate interest in helping the black man was a practical application of Hillel's golden rule and but an ethical paraphrasing of 'remember the stranger for ye, too, were strangers.'" Rabbi Louis Mann at Rosenwald service, 1932

Black Elementary Schools

5,357 schools, 663,615 students

University Education- Howard, Fisk, Dillard

Medical Care- raise the level of health care for blacks

Julius Rosenwald- funding hospitals
Lillian Wald- nursing care (visiting nurses)

Social Work- Jewish social work institutions committed to black equality

Jewish Charities

Settlement Houses

Integrated activities
Lillian Wald's expertise
Black YMCA's- criticism

Evidence of the Encounter in Music!

New Technology
Recording Industry
New York City and Musical Diffusion

EXCHANGE

(“Exchange: The Gershwin Legacy” PowerPoint)

Consider:

- The cultural impacts of black and Jewish interaction during the early part of the 20th century.
- The change and continuity experienced by a dominant culture during a period of migration.
- How migrants can impact the culture of a dominant culture.
- How the arts give migrants a voice in migration history.

The Life and Music of George (and Ira) Gershwin

(Based on Howard Pollack’s *George Gershwin: His Life and Work*. Pages noted in the outline are from this book.)

Biographical Information (in “Music Resources” tab)

- George and Ira Gershwin
- The Gershwin Family

Musical Influences on Gershwin (All biographies and influences in “Music Resources” tab)

Stride Pianists

Eubie Blake- “Charleston Rag”, “Shuffle Along” (w/ Noble Sissle)

<http://www.nypl.org/blog/2012/02/10/musical-month-shuffle-along>

Luckey Roberts- “Junk Man Rag”

James P. Johnson- “Carolina Shout”

Willie “The Lion” Smith- “Echoes of Spring”

Jazz pianists

Contemporaries, all influenced by Gershwin

Fats Waller – p. 164, “Ain’t Misbehavin”

Duke Ellington – pp. 165-168, “Harlem”

Art Tatum – p. 168, “Willow Weep for Me”

Gershwin and Jazz pp. 79-80

Carl Van Vechten- Investigate photos on Library of Congress website!

<http://www.loc.gov/pictures/collection/van/cataloging.html>

Article prepares way for Rhapsody in Blue

Link to artists of Harlem Renaissance

Special closeness of Gershwin to brothers James Weldon Johnson and J. Rosamond Johnson

Gershwin Compositions- Evidence of the Exchange

(Lyrics with song information in “Music Resources” tab)

Activity:

“I’ve Got Rhythm”- singing and rhythm activity with teachers (32-bar American song form, AABA)

“Summertime” (Porgy and Bess)

Gershwin’s contribution to jazz!! pp. 168-169

Chord progressions, songs were favorites of jazz musicians for jazz improvisations, jazzy rhythms, rich harmonies, American Song Form – 32 bar + 2 (Gershwin signature)

Gershwin Jazz Standards- (Lyrics with song information in “Music Resources” tab)

“Embraceable You”- Charlie Parker Quintet

“They Can’t Take That Away From Me”- Sarah Vaughn Trio

“S’Wonderful” – Sarah Vaughn and Clifford Brown

“Bess You is My Woman Now”- Dinah Washington and Clifford Brown

For Your Consideration!

Literature (Literary responses to Jewish and African American Migration to New York)

The Rise of David Levinsky by Abraham Cahan (1917)

Vecchio, Diane C. "The Loss of Self in *The Rise of David Levinsky*." *Journal of American Ethnic History* 28.2 (2010)

Bread Givers by Anzia Yezierska (1925)

Call it Sleep by Henry Roth (1934) (compare to James Baldwin's *Go Tell It on the Mountain*)

Nella Larsen's *Passing*

A Bintel Brief: Love and Longing in Old New York by Liana Finck

Becoming Americans: Four Centuries of Immigrant Writing edited by Ilan Stavans

From *The Education of Abraham Cahan* by Abraham Cahan pp. 109-120

From *Children of Loneliness* by Anzia Yezierska pp. 157-162

From *The Mysteries of New York* by Menotti Pellegrino pp. 166-169

From *Call It Sleep* by Henry Roth pp. 178-185

"In the Golden Land" by Moysheh-Leyb Halpern pp. 186-187

From *Harlem Shadows* by Claude McKay pp. 205-206

From *The Memoirs of Bernardo Vega* by Bernardo Vega pp. 238-253

The Portable Harlem Renaissance Reader edited by David Levering Lewis

From *Black Manhattan* by James Weldon Johnson pp.34-45

The Harlem Renaissance: A Brief History with Documents edited by Jeffrey B. Ferguson

From *Black Manhattan* by James Weldon Johnson pp. 46-55

From *Harlem* by Alain Locke pp. 76-82

Novels for High School Students and Teachers

Songs for the Butcher's Daughter by Peter Manseau (2008)

Triangle by Katherine Weber

Books for Elementary and Middle School Students OR Curious High School Students

Graphic Novel

The Arrival by Shaun Tan (graphic novel) (age 12 and up)

Fiction

The Great Migration: Journey to the North by Eloise Greenfield (ages 4-8)

Color Me Dark: The Diary of Nellie Lee Love, The Great Migration North by Patricia C. McKissack (ages 9-12)

Dreams in the Golden Country: The Diary of Zipporah Feldman, a Jewish Immigrant Girl by Kathryn Lasky (ages 9-12)

Nonfiction

Shutting Out the Sky: Life in the Tenements of New York 1880-1924 by Deborah Hopkinson (ages 8-12)

Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman (ages 10-12)

A New Promised Land: A History of Jews in America by Hasia R. Diner (teen readers and researchers)

Immigrant Kids by Russell Freedman (ages 8-12)

Reference Books

American Immigration Policy

Guarding the Golden Door by Roger Daniels

Great Migration

Black Protest and the Great Migration: A Brief History with Documents edited by Eric Arneson

Harlem Renaissance

Encyclopedia of the Harlem Renaissance by Aberjhani and Sandra L. West

The Harlem Renaissance: A Brief History with Documents edited by Jeffrey B. Ferguson

A Renaissance in Harlem: Lost Voices of an American Community edited by Lionel C. Bascom

On the Shoulders of Giants: My Journey Through the Harlem Renaissance by Kareem Abdul-Jabbar

Art

Against the Odds: African-American Artists and the Harmon Foundation by Gary A. Reynolds and Beryl J. Wright
Harlem Renaissance: Art of Black America by The Studio Museum in Harlem
Jacob Lawrence Paintings, Drawings, and Murals (1935-1999): A Catalogue Raisonné by Peter T. Nesbett and Michelle DuBois
Jacob Lawrence: The Migration Series edited by Elizabeth Hutton Turner
Jacob Lawrence: The Migration Series by Leah Dickerman and Elsa Smithgall

Literature

Songs of a Semite by Emma Lazarus
The Portable Harlem Renaissance Reader edited by David Levering Lewis

Migration (General)

American Passage: The History of Ellis Island by Vincent J. Cannato
Becoming Americans: Four Centuries of Immigrant Writing edited by Ilan Stavans
A Nation of Nations: A Great American Immigration Story by Tom Gjelten

Music

George Gershwin: His Life and Work by Howard Pollack
The Gershwins and Me: A Personal History in Twelve Songs by Michael Feinstein
The House that George Built: With a Little Help from Irving, Cole, and a Crew of About Fifty by Wilfrid Sheed
Lyrics on Several Occasions by Ira Gershwin

Migration (Jewish)

In the Almost Promised Land: American Jews and Blacks, 1915-1935 by Hasia R. Diner
Remembering the Lower East Side: American Jewish Reflections edited by Hasia R. Diner, Jeffrey Shandler, and Beth S. Wenger

New York City

97 Orchard: The Edible History of Five Immigrant Families in One New York Tenement by Jane Ziegelman
Black Harlem and the Jewish Lower East Side: Narratives Out of Time edited by Catherine Rottenberg
New York Chronology by James Trager
Whose Harlem is This, Anyway: Community Politics and Grassroots Activism During the New Negro Era by Shannon King

Website Resources to Explore

History

Best of History Websites
<http://besthistorysites.net/>

Great Migration

In Motion: The African American Migration Experience – “The Great Migration” - Incredible resource from the New York Public Library on African American Migrations
<http://www.inmotionaame.org/migrations/landing.cfm?migration=8>
“The African American Great Migration Reconsidered” by Sarah-Jane (Sage) Mathieu – A global approach to the Great Migration http://www.public.asu.edu/~nornradd/documents/OAH_Mag.pdf
One Way Ticket- Jacob Lawrence’s Migration Series at the Museum of Modern Art -
<http://www.moma.org/interactives/exhibitions/2015/onewayticket/>

Immigration

Teaching immigration history with graphic novels
“Graphic Journeys: Graphic Novels’ Representation of Immigrant Experiences” by Michael D. Boatright
<http://racomics.pbworks.com/f/GN's%2BImmigrant%2BExperiences.pdf>
“Immigration and Citizenship in the United States, 1865-1924 - Digital Collections for the Classroom (Historical essays, primary sources and guiding questions)
<http://dcc.newberry.org/collections/immigration-and-citizenship>

Jewish Migration

Jews in America

The Jewish Americans http://www.pbs.org/jewishamericans/jewish_life/index.html

Lesson Plans

<https://www.fitchburgstate.edu/uploads/files/TeachingAmericanHistory/RussianJews.pdf>

Archival Resources

American Jewish Archives

<http://www.americanjewisharchives.org/index.php>

Online Resources

<http://www.americanjewisharchives.org/education/resources.php>

Timeline

<http://www.americanjewisharchives.org/education/timeline.php>

Significant Documents

<http://www.americanjewisharchives.org/exhibits/aje/index.html>

Library of Congress "From Haven to Home: 350 Years of Jewish Life in America"

<http://www.loc.gov/exhibits/haventohome/haven-century.html>

New York City

New York: A Documentary Film by Ric Burns <http://www.pbs.org/wnet/newyork/>

Teacher's Guide http://www-tc.pbs.org/wnet/newyork/series/resources/NY_Guide.pdf

Walt Whitman's *Leaves of Grass* in Episode 2 "Order and Disorder 1825-1865" (pp. 6-7, 16-17)
Immigration, Lower East Side, Triangle Fire in Episode 4 "Power and the People 1898-1914"
(p. 11, 18)

George Gershwin, Great Migration and the Harlem Renaissance in Episode 5 "Cosmopolis 1914-1931" (pp.12-13, 19)

Timeline <http://www.pbs.org/wnet/newyork/series/index.html>

Music

The Gershwin Legacy

<http://www.loc.gov/loc/lcib/9809/gershwin.html>

"Broadway Musicals: A Jewish Legacy" (*Great Performances*, available online until 01/01/17)

<http://www.pbs.org/video/2317965318/>

"Beyond the Pale": Music from the Pale of Settlement

<http://www.wnyc.org/story/beyond-pale-settlement/>

Poetry

The Poetry Foundation

www.poetryfoundation.org/

"You, Whoever You Are"

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/index.html>

"Each of Us is Inevitable" (Teacher Resource Guide from the Library of Congress for "You, Whoever You Are")

<http://www.loc.gov/wiseguide/mar04/us.html>

"Walt Whitman: A Current Bibliography, Summer/Fall 2014"

<http://ir.uiowa.edu/cgi/viewcontent.cgi?article=2143&context=wwqr>

"Harlem Renaissance: Places" (primary and secondary sources to explore Harlem provided by Berry College)

<http://www.pbs.org/video/2317965318/>

"Walt Whitman Biography"

<http://www.notablebiographies.com/We-Z/Whitman-Walt.html>