

Name: Sarit Greenwood

Kol Isha: Giving Voice to Jewish American Women

A Study of Primary Documents

Ms. Levenson

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Analyze: Look at the primary documents provided about or by Jewish women in the colonial and post-colonial era, and answer the questions posed below as a group. Each student must have his or her own notes.

Evaluate: Having analyzed your group's primary source-- YOUR GROUP is the EXPERT on this document now-- be prepared to lead a discussion with the class, evaluating what you believe to be your Jewish woman's role and responsibility in her America. Generalize and substantiate your ideas using direct evidence from the texts provided.

Create: As the culminating activity for this project, you will create your OWN primary document: a letter about YOUR life as a Jew in America in 2017, which we will then preserve (for eternity?!) in a time capsule on school grounds. Hopefully, one day, our time capsule will be opened by students of the future, who will then use YOUR writing as a primary source about life in 2017.

Group 3

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: A

The writer of this document: Abigail Franks

1. When was this document written?

July 9, 1733 ~~1734~~

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

1. born in England → moved to NY in 1695

2. married in 1712 and had 9 children

3. sent children back to England to start better lives

4. real name was Bilah

5. son named Naftali

3. Whom do you think this document was written for?

Naftali, her son

4. What is the topic or issue of the document?

what American-Jewish life was like in NYC at the time

5. Why do you think this document was written?

to communicate/inform her children in England

6. List two things you've learned about life for Jews during the era in which this was written.

1. Jews were "going off the Derech" (Jews were drifting from Judaism)

2. people had very diverse ideas (on religion and other things)

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why is the letter "to be left at Tom's coffee house?"

2. Why don't you trust your brother and his Kashrut

8. How does reading this document impact or change your view of American history?

it wasn't always so easy to trust another Jew

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: B

The writer of this document: Rachel Calof

1. When was this document written?

1894 - 1904

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

5. lived on a farm for 23 years

6. first lived in Kiev, Ukraine

7. Horrible childhood (servant girl, cruel stepmother, religiously fanatic grandfather) ... [Cinderella]

8. came to marry C.S. man she had never met

3. Whom do you think this document was written for?

for herself (diary/journal)

4. What is the topic or issue of the document?

life on prairie and birth of 3rd son

5. Why do you think this document was written?

to "let out here feelings" by writing them down

6. List two things you've learned about life for Jews during the era in which this was written.

1. had own "interpretations" of Torah which may have gone against other mitzvot

2. hard to go against religious leader in the community

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Did you listen to the Shochet and eat the meat?

2. Why did your Mother-in-law consider your water polluted?

8. How does reading this document impact or change your view of American history?

religious leaders had a tremendous amount of power

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: C

The writer of this document:

^{Rachel} Ray Frank

1. When was this document written?

1890

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

9. born 1861 in San Francisco, CA

10. female "rabbi"

11. died 1948

12. gave speech in Spokane Falls in Washington on Yom Kippur at 1890

3. Whom do you think this document was written for?

Jews of Spokane Falls, Washington

4. What is the topic or issue of the document?

having a permanent shul in Spokane Falls

5. Why do you think this document was written?

to stop dispute between Reform and Orthodox jews

6. List two things you've learned about life for Jews during the era in which this was written.

1. Jews were categorized (Orthodox, Conservative, Reform) and didn't mix well

2. it was rare for women to speak in front of an audience

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why ~~did you~~ did you go to Washington?

2. Who asked you to speak, and why

8. How does reading this document impact or change your view of American history?

Jews weren't always one big group (Orthodox, Reform, etc...) ...

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: D

The writer of this document: Rebecca Samuel

1. When was this document written?

1790s

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

13. from Hamburg, Germany

14. moved to ~~Charleston, South Carolina~~ Petersburg, Virginia

15. wants to move to Charleston, South Carolina because of lack of Jewishness

16. originally wrote letter in Yiddish

17. two kids - Sammy and a daughter, and Chaim her husband

3. Whom do you think this document was written for?

her parents and family in Germany

4. What is the topic or issue of the document?

lack of Jewishness, wants to move to Charleston

5. *Why* do you think this document was written?

to complain to her parents and explain why she is moving to Charlestown (lack of Jewishness)

6. List two things you've learned about life for Jews during the era in which this was written.

1. very difficult to remain religious

2. minority - not many Jews in colonies

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why did you go to Petersburg in the first place?

2. Why didn't your family come with you to America?

8. How does reading this document impact or change your view of American history?

it wasn't ~~also~~ always so easy to practice the religion of your choice

Group Members: _____

GROUP WORK RUBRIC

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Name:

BoaZ smith

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2

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: A

The writer of this document: Abigail Frank

1. When was this document written?

This document was written July 9, 1733

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

1. She wrote a series of letters to her
son Nathaniel / Moved to
2. Has 9 children
3. Sent her children back to England so they
could be good finally even though she would be
never be able to see them again
4. She wrote 37 letters that survived

3. Whom do you think this document was written for?

This document was written for her son Nathaniel
Frank

4. What is the topic or issue of the document?

Telling her son to stay Jewish
and have not to be among the Jews

5. Why do you think this document was written?

I think this document was written to convince her son so he doesn't change to a Non Jewish

6. List two things you've learned about life for Jews during the era in which this was written.

1. Struggling to become Non-Jewish (non observant)

2. That there is always a family member illegally the mother trying to keep the family together

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why didn't she not go with her son to England so she could be wealthy w/m w/m

2. Why did she not have a successful financial career

* How many letters did she actually write

8. How does reading this document impact or change your view of American history?

This impacts my view of American history because it shows how back then there was not less job opportunities

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: B

The writer of this document: Rachel Coloe

1. When was this document written?

1899-1904

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

5. She grew up in the South near Knoxville

6. She was forced to marry in America that she never met

7. She wrote a diary with 67 pages

8. She was a Jewish woman ~~and~~ pioneer in North Dakota

3. Whom do you think this document was written for?

4. What is the topic or issue of the document?

The story of her baby son (including a trail of X)

5. Why do you think this document was written?

To express his side and get her emotions out

6. List two things you've learned about life for Jews during the era in which this was written.

1. It was surprising that the Schochet told her to eat traif, onkos not other meat

2. People don't exactly what my Schochet says or what he says.

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why did the girl women have to eat the traif meat why couldn't she eat different meat

2. Why would be considered polluted if she only ate traif meat (once).

8. How does reading this document impact or change your view of American history?

It shows how back then the medical treatment was different and America hasn't always the amazing America we have today

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: C

The writer of this document: Rachel (Ray) Frank

1. When was this document written?

October 1890

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

9. "Girl Rabbi of the Golden West"

10. "Frank became the first Jewish woman to preach formally in the United States"

11. in Spokane Falls Washington State they

has no synagogue because orthodox and Reform Jew did not want to join together

12. Born in 1861 in San Francisco and died 1948

3. Whom do you think this document was written for?

This article was written for all Jews and all women

4. What is the topic or issue of the document?

To keep the Jewish tradition going

5. Why do you think this document was written?

To try and get more Jews in this
Settlement so they can get a synagogue

6. List two things you've learned about life for Jews during the era in which this was written.

1. There were no orthodox or reform
synagogues

2. Orthodox Jews and Reform Jews did
not react well together

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why do Orthodox and Reform Jews not
get along together

2. Why have there not been so many
women speakers.

8. How does reading this document impact or change your view of American history?

It shows how equal right ^{for women} started happening
~~all~~ before it was a law. It shows how
women could still strike back men

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: D

The writer of this document: Rebecca Samuel

1. When was this document written?

This document was written in 1790

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

13. Raised in Hamburg, Germany in a Jewish household

14. moved to the colonies with her family

15. She moves to Charleston, South Carolina after living in a not Jewish community

16. Her main priority is to keep her Jewish tradition alive

3. Whom do you think this document was written for?

Her parents

4. What is the topic or issue of the document?

She ~~wants to~~ tells her parents she is moving to Charleston, South Carolina so she could keep her Jewish tradition

5. Why do you think this document was written?

She wants to tell her parents she is moving to Charleston, South Carolina because of the bad Yiddishkeit

6. List two things you've learned about life for Jews during the era in which this was written.

1. The Jewish community was drifting away from their beliefs

2. They stopped following a way from Judaism to continue looking more shops

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Why did people start drifting away from Judaism

2. Is there ~~another~~ another religion that is making them change their beliefs.

8. How does reading this document impact or change your view of American history?

Jews have not changed too in America
back then to America now

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Name: Alexis Schner

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Ms. Levenson

Our group's document letter: A

The writer of this document: Abigail Franks

1. When was this document written?

1733-1748

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

1. born in England and immigrated in 1695
to New York
2. married in 1712 and had a children
• Didn't have enough money so sent children to England
3. Wrote 37 letters to her son
4. Called so Hetsay because heart ~~lament~~ deer and
deer is the symbol for Naphtali

3. Whom do you think this document was written for?

Family member and for Jews all over America, Son

4. What is the topic or issue of the document?

Her life in New York

5. *Why* do you think this document was written?

She is telling her so to be safe and careful but never forget their religion, Judaism.

6. List two things you've learned about life for Jews during the era in which this was written.

1. Not very many people who were Jewish

2. People can be easily persuaded into being religious

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Was it hard to be the only one in a new place with no family or friends?

2. Is it hard that everyone around you is totally different and not religious like you are?

8. How does reading this document impact or change your view of American history?

America is not fit for everyone. It's hard to be alone in a new place with totally different beliefs than everyone else around you.

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: B

The writer of this document: Rachel Calof

Gila
Klibanoff
Gila Klibanoff
Gila Kliba

1. When was this document written?

1894-1904

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

5. Came to America to marry a man she never met

6. like Cinderella: had cruel step mother, and he was a servant girl

7. has 3 sons

• was forced to break her religion

8. Never felt welcome in her own home

• learned her religious beliefs from her grandfather

3. Whom do you think this document was written for?

Her children and future generations

4. What is the topic or issue of the document?

how hard it is to keep religion

5. **Why** do you think this document was written?

To inspire other Jewish people to keep Judaism
and to show that you should keep religion

6. List two things you've learned about life for Jews during the era in which this was written.

1. Were not a lot of Jews

2. Not as religious

• had to be religious

• wasn't a lot of kosher food

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Was it hard to stay Jewish in this
time period?

2. How was it like to give birth knowing you
might die from it?

8. How does reading this document impact or change your view of American history?

Not everyone is equal and she was to break
her religion just to save her life. It
must have been so hard.

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: C

The writer of this document: Ray Frank

1. When was this document written?

1890

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

9. Girl Rabbi

10. Moved to Spokane

11. lived in a place where ppl weren't religious

12. first woman to preach formally in the U.S.

3. Whom do you think this document was written for?

For her congregants

4. What is the topic or issue of the document?

One of the first woman to do something big
-feminism

5. *Why* do you think this document was written?

To inspire Jews to stay religious

6. List two things you've learned about life for Jews during the era in which this was written.

1. feminism (there was no Jews)

2. weren't permanent congregations

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. What made Judaism change?

2. How does it feel that you are forced to be the rabbi cause there is no one else.

8. How does reading this document impact or change your view of American history?

I thought there were more Jews and ppl were more religious then not less

Questions for Analysis and Evaluation

Ms. Levenson

Our group's document letter: D

The writer of this document: Rebecca Samuel

1. When was this document written?

1790

2. Read the background information on the author of your document. Write what you think are the 3-4 most important facts about her here.

13. written in e'z' at first

14. moved to charlestown, South Carolina

15. born in German

16. kept her children religious

3. Whom do you think this document was written for?

her parents

4. What is the topic or issue of the document?

Not a lot of Jews so explaining why she
wants to move

5. *Why* do you think this document was written?

To tell her parents why she is leaving Virginia

6. List two things you've learned about life for Jews during the era in which this was written.

1. We hard to find

money was tight

2. hard to keep religion

-loyal to their parents

7. What questions do you personally have for the writer after reading this document? Come up with 2!

1. Did you know what you were moving into when you moved to Virginia?

2. How many Jews were in Charetown? Where they like you?

8. How does reading this document impact or change your view of American history?

Many Jews were poor, Jewish value were very important.

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