

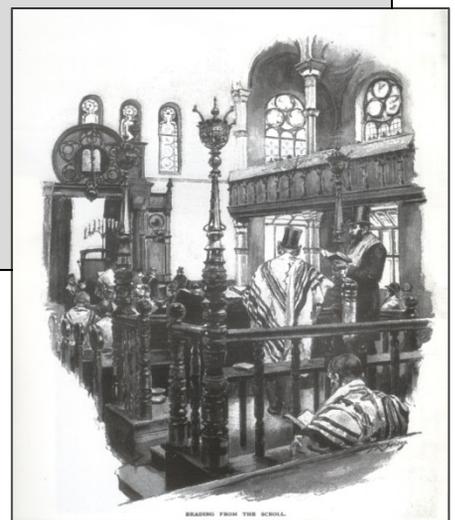


Ways We Worship

Post-Visit Activities

Questions to Consider

- Have students share responses to their visit at Eldridge Street. What did they observe? Are there lingering questions?
- How was the Eldridge Street Synagogue meant to be different from life in the surrounding neighborhood?
- How did Jewish immigrants practice their traditions and create new traditions?
- How can our traditions help us to tell a bigger story about the past.



From Richard Wheatley's "The Jews of New York" Century Magazine, 1892



Ways We Worship

Our Traditions & Object History: Activity Lesson Plan

Grades: Recommended for Elementary, Middle and High School

Overview: Just as the objects at Eldridge Street tell the story of Jewish traditions and rituals, students can find objects in their homes that are important to their own families' traditions.

Essential Question: How can objects help us to better understand the role that traditions play in our families and communities?

Objectives:

- Understand the importance that objects play in Jewish tradition at Eldridge Street.
- Make connections between past and present through the exploration of tradition through objects.

Time Frame: 2-3 Classroom Sessions

Materials:

- Museum at Eldridge Street Objects Handout
- Student Objects
- Post -Its
- Archive Label/Organizer with Guiding Questions



Ways We Worship

- 1. Introduction:** Review some of the objects you saw at Eldridge Street. Use the object handout for guidance. Discuss the significance of these objects as both ritual objects and clues to the past.
 - Invite students to bring an object from home that connects to their families' religion or culture. This could include holidays, food, music, etc. Be sure get consent from family members first.
- 2. Gallery Walk/Mini Lesson on Captions:** Collect the objects from your students and arrange them around them classroom. Create a gallery walk and provide Post-It notes/ graphic organizer. Have students respond to the following questions:
 - How was this object used?
 - Who would have used this object?
 - Invite students to share their responses to the objects.
 - In many museums captions are used to explain the story of an object. Some important things for your students to know about captions are:
 - Be as brief as possible
 - Make a point
 - Tell a story



Ways We Worship

3. Object Captions: In groups students will workshop creating captions for the items they brought into class. Use the following guidelines to create the captions :

Date of origin; date of use: When was this object made or bought? Does your family continue to use this object?

Place of origin; place(s) of use: Do you know where this object was made or bought? Is there a special place in your home where you keep this object?

Material: What materials is your object made of?

Past ownership: Who in your family has owned the object? Has this object been passed down in your family?

Object's use(s): How and when do you use this object? Is this an object you use every day or on special occasions?



Ways We Worship

- 4. Gallery Presentation:** Using the responses from the guiding questions, students will create a 1 -2 paragraph blurb about their object. These blurbs can be typed up on card stock and include photographs of the object. Set your classroom up like a museum gallery and invite your school and community to learn about your students' object stories.

Vocabulary Handout

 <p>TORAH</p>	<p>A handwritten scroll containing the five books of Moses.</p>
 <p>YAD</p>	<p>Yad is the Hebrew word for “hand”. It is a ritual pointer used for reading the Torah.</p>
 <p>STAR OF DAVID</p>	<p>The symbol associated with the Jewish people.</p>
 <p>TALLIT</p>	<p>A prayer shawl worn during services. The fringes on the shawl, known as “tzit tzit”, serve as a reminder to follow Jewish laws.</p>
 <p>YARMULKE</p>	<p>A small round cap worn by Jewish people as a way of showing religious observance.</p>