'23-'24

UNLEASH THE POWER OF LEARNING

EDUCATION & GROUP VISITS

WEITZMAN NATIONAL MUSEUM OF AMERICAN JEWISH HISTORY
A Smithsonian Institution Affiliate

YOUR INVITATION

ENRICH YOUR CURRICULUM

The Weitzman National Museum of American Jewish History, on Independence Mall in Philadelphia, presents educational programs that preserve, explore, and celebrate the history of Jews in America. We cultivate curiosity and empathy by introducing the stories of people who came to this country seeking safety, economic opportunity, religious and political freedom. Stories of ordinary and well-known people whose impact on American society is profound. Students of all backgrounds leave the Museum valuing their own identities, primed to ask questions of family and friends about their own culture and heritage, and empowered to tell and retell their multifaceted stories.

Immerse yourself in our interdisciplinary and object-based programs, thoughtfully designed to align with Common Core and National Standards (see pages 4-6). Themes include immigration, religious liberty, social change, Jewish and American identity, and more.
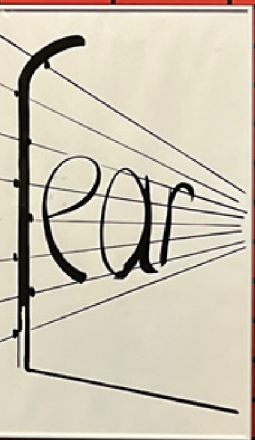
Yours sincerely,

REBECCA KRASNER, Associate Director of Education
rkrasner@theweitzman.org

Book Your Group
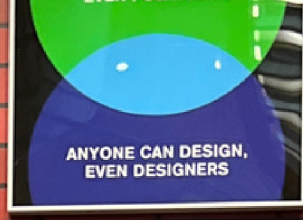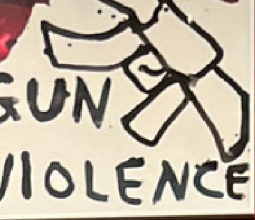
"MY ULTIMATE GOAL IS ENABLING MY STUDENTS TO SEE THEMSELVES AS CHANGEMAKERS, AND THE WEITZMAN PROGRAMS HELP ME GET THERE."

DR. JOE ALBERTI
8TH & 9TH GRADE ENGLISH TEACHER
JULIA R. MASTERMAN LABORATORY SCHOOL

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DON'T MISS OUT

SCHOOL PROGRAMS

The Weitzman National Museum of American Jewish History's commitment to accessibility is unwavering. Title I schools automatically qualify for scholarships covering program costs, including busing, fostering inclusivity, and ensuring equal access for all students.

BOOK NOW

To book your group at the Weitzman National Museum of American Jewish History, **complete this intake form.**

QUESTIONS? CONTACT US

Our Group Visits desk is staffed Wednesday-Sunday 10 am-5 pm.

David Sadiwnyk
Visitor Experience Manager
dsadiwnyk@theweitzman.org

Book Your Group Today!

SCHOOL GROUP PROGRAMS

In addition to the programs listed below, we offer general overview tours of the museum and a large array of virtual programs for all grade levels.

"Becoming American: Jewish Immigration in the Early 20th Century"

Grades 3-7; In person

In this two-pronged program, students will investigate replicas of objects from our collection in your classroom, unraveling the tale of Jewish immigration. They then come to the museum for guided experiences with a historical interpreter.

"Courageous Choices"

Grades 6-12; In person

See acclaimed actor Khalil Munir in his one-person show "1 Pound, 4 Ounces." Following the show, students tour the museum galleries focusing on themes of advocacy, allyship, and activism.

"Unique Promise, Imperfect Freedom"

Grades 9-12; In person

High school students delve into the promises and shortcomings of our nation, catalyzing discussions about American history, justice, and progress..

COMMON CORE STATE STANDARDS

Applicable Common Core State Standards:

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.9-10.1, SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-Literacy.RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Additional Relevant National Learning Standards:
(Based on Mid-continent Research for Education and Learning)

Civics. Standard 11. Level III [Grade: 6-8], Level IV [Grade: 9-12] Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society United States History. Standard 29. Level IV [Grade: 9-12] Understands the struggle for racial and gender equality and for the extension of civil liberties

United States History. Standard 31. Level IV [Grade: 9-12] Understands economic, social, and cultural developments in the contemporary United States

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COMMON CORE STATE STANDARDS

Applicable Common Core State Standards (K-3):

CCSS.ELA-Literacy.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly

CCSS.ELA-Literacy.RF.3.3, RF.4.3, RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words

CCSS.ELA-Literacy.L.3.4, L.4.4, L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

CCSS.ELA-Literacy.RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

Applicable Common Core State Standards (4-7):

CCSS.ELA-Literacy.SL.4.1, SL.5.1, SL.6.1, SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Additional Relevant National Learning Standards: (Based on Mid-continent Research for Education and Learning)

Civics. Standard 11.Level II [Grade:3-5] Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

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NJ WORLD CLASS STANDARDS

**Applicable NJ World Class Standards,
Content Area: Social Studies (8-12)**

Era: The Development of the Industrial United States (1870-1900)

6.1.12.A.5.c: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Era: The Emergence of Modern America (1890-1930)

6.1.12.D.6.a: Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Era: The Great Depression and World War II (1929-1945)

6.1.12.D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Era: Postwar United States (1945 to early 1970s)

6.1.12.D.13.a: Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

Era: Contemporary United States (1970-Today)

6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.D.16.a: Analyze the impact of American culture on other world cultures from multiple perspectives.

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