

**A Resource Guide for Teachers:**

**Russian Jewish Immigration 1880-1920**

by Ethan Forbes, Suzanne Lauer, Kathleen Koonz, and Pam Sweeney

### Narrative Overview

Life for the Russian Jewry from the period of 1880 to 1920 was not a life desired by anyone. The Jews were forced to live in harsh conditions, lost their ability to have certain jobs, and faced extreme violence from their neighbors, the Russian peasantry. Emigration to America became a way of escaping these truly awful conditions and providing better for one's family.

In 1804, Alexander I created legislation known as the "Statute Concerning the Organization of the Jews." This forced Jews to assimilate, at least partially, by forcing them out of their villages and into cities. Jews were forced to live in the area known as "The Pale of Settlement."<sup>1</sup> The Pale of Settlement was over-crowded and created poverty among the Jews. As job restrictions limited the ability to work, many Jews needed assistance to survive. Life during this period for Jews "meant chronic unemployment or, at best, only occasional work for those in manual trades."<sup>2</sup>

With the reign of Alexander II, the regulations that kept Jews contained to the Pale were relaxed. However this did not last long as Alexander II was murdered in 1881. As they typically have been used as scapegoats, the Jews were blamed for his death.<sup>3</sup>

When Nicholas II begins his rule in 1894, life for the Jews became worse as violence intensified. Russians were encouraged to attack and harm their Jewish neighbors. This secretly promoted propaganda by government agents led to violent and dangerous pogroms throughout Jewish cities and towns.<sup>4</sup>

This increase in violence was the "push" for many Russian Jews to leave Russia and emigrate elsewhere. Additionally, the loss of their ability to have certain jobs provided economic reason for the Jews to seek a life somewhere else. However, the Russian government did not

---

<sup>1</sup> (Brecher 1995)

<sup>2</sup> (Lederhendler 2009, xxii)

<sup>3</sup> (Brecher 1995)

<sup>4</sup> (Spickard 2007, 200)

want the Jews leaving and denied requests to leave. This caused Jews to leave the country by sneaking across borders. Some went on foot, others by train, taking with them any possessions they could. Many Jews sneaked into Germany, Austria-Hungary, and Poland. From there, they would make their way toward the coast and ports. From ports such as Antwerp, Amsterdam, and Hamburg the Russian Jews, now immigrants, would make their way towards new lives.<sup>5</sup>

The pull to immigrate to the United States can be attributed to the desire for freedom from religious persecution and more economic opportunities. The Russian Jews could achieve both of these goals by choosing the United States as their ultimate destination after leaving Russia. They felt comfortable going to the U.S. knowing that German Jews had previously done the same and had been welcomed and became successful citizens. Unfortunately, the German Jews did not like the Russian Jews coming into their cities; however, they did help them in getting settled in America.<sup>6</sup>

Upon arriving in the United States, the Russian Jews tended to flock to cities, specifically the Lower East Side in New York. Once here, they found themselves living in tenement buildings. Although skilled and literate, the Jews first began working as “peddlers, rag-pickers, or in factories and sweatshops for extremely low wages.”<sup>7</sup> The Jews were familiar with the needle trades and flooded that industry upon their arrival. They continued to value and celebrate their heritage as Jews and continued many of their traditions while also beginning to assimilate to the preexisting cultures, such as women and young girls working in factories as well as men.<sup>8</sup>

---

<sup>5</sup> (Ibid)

<sup>6</sup> (Spickard 2007, 204)

<sup>7</sup> (Spickard 2007, 202)

<sup>8</sup> (Spickard 2007, 202)

## Time Line

(events that caused the Jews of Russia to flee to America and events occurring in America from 1800-1920)

### Russian-Jewish Events     American-Jewish Events

1654 - The first Jewish immigrant arrived in New Amsterdam. They came after they were pushed out of Spain during the Inquisition.

1656 - Jews in New Netherlands are allowed to own property.

1700 - Jewish population in thirteen colonies to be estimated between 200-300 members.

1740 - England grants Naturalization rights to Jews who are living in the Colonies.

1761 - The first liturgy for services on Rosh Hashanah is published.

1775- The first Jewish person, Francis Salvador is elected to office in South Carolina.

1788 - Jews are allowed to be part of the federal government in the United States.

1791 - France grants Jewish people full citizenship status.

U.S. Congress ratifies the Bill of Rights.

The Jewish people in Russia are restricted to living in Pale of Settlement.

1804 - "Statute Concerning the Organization of the Jews" is passed in Russia. Alexander I creates this policy to force assimilation by moving Jews out of the villages and into cities. Restrictions placed on professions and trades available to Jews in Russia

1814- First American Hebrew Bible is printed.

1820- The first wave of Jews from Germany begins arriving in the U.S.

1823- The first Jewish publication is printed in New York called, "The Jew."

1827 - Under Nicholas I, forced conscription for Jews takes effect. Jewish Russians are forced to join the army for no less than 25 years. They can be taken into the army as young as age 12.

1838- First Hebrew Sunday School established by Rebecca Gratz in Philadelphia

1843 - Jews are forced from Kiev, laws passed which state that Jews are not permitted to live within 50 versts of the Western border. (1 verst = .6629 mile)

1844 – Special schools are established which are designed to educate Jewish children to be more like Christians. Law creating schools also places tax on candles.

1846- The first national Jewish woman's group is founded. It is a mutual aid society called the United Order of True Sisters. It is started in New York.

1852 – The Washington Hebrew Society builds the first synagogue in Washington D.C.

Harriet Beecher Stowe published Uncle Tom's Cabin.

1860 – Rabbi Morris Jacob Raphall becomes first Jewish Rabbi to give opening prayer in Congress. U.S. Jewish population estimated to be between 125,000-200,000.

1861 – Emancipation of Russians Serfs. This removes or loosens the most oppressive and harsh measures that the Jews had to deal with. This allowed for Jews who were considered "useful" to gain mobility. Those who were merchants, doctors, and artisans were allowed to move outside of the Pale of Settlement.

1863- Emancipation Proclamation and Gettysburg Address given by President Abraham Lincoln.

1864 – The father of Yiddish literature, Mendele Mokher Sforim, who wrote under the name Sholem Abramovitz (1836-1917), published his first Yiddish story.

1867- First school founded in U.S. for becoming a Rabbi.

1877 – New Hampshire grants Jews equality, while a Jewish banker is not allowed to stay at a hotel in Saratoga, New York. Anti-Jewish sentiment begins to grow in the U.S.

1881 – Alexander II is assassinated! Russian reaction is to immediately place blame for his murder on the Jews. This is the beginning of Pogroms against the Jews. More than 200 pogroms occur in 1881.

Mass immigration to U.S. by Russian Jews begins.

1882 – The "temporary" May Laws are created. This begins a new period of anti-Jewish discrimination and persecution which last through 1917. These laws, which were initially meant as a temporary measure after the murder of the Czar, remain in place. They prohibit Jews to live in Villages or to buy or rent any property. It also denies Jews any civil service jobs. In addition it forces Jews to acknowledge Christian heritage and prohibits any trade on Sundays or Christian Holidays.

1887 – The number of Jewish students to enter into secondary school in the Pale of Settlement is restricted to only 10% of the population

The Jewish Theological Seminary opens in New York.

1891 – A decree was passed which forces the Jews that were living in Moscow out of city, displacing 20,000 people. They are forced into the Pale. Other cities follow with expulsion of their Jews.

1894 – Alexander III dies, Nicholas II's reign begins.

*1895 – The American Jewess is published. It is meant for Jewish women. At the same time, Lillian Wald starts the Henry Street Settlement in the Lower Eastside of New York.*

1897 - The Jewish labor movement Algemeyner Yiddisher Arbeter Bund is founded in Vilna, which is meant to create a separate Jewish workers group - "The Bund."

*1900- Workmen's' Circle is created to promote aid, Yiddish culture, and labor organization between Jewish laborers.*

1903-1906 – Russian Pogroms increase. The Russian Government tries to incite unrest between the Russian peasantry and the Jews.

1903 – Kishinev, 45 Jews are murdered, 1,300 homes and shops are plundered. Czar does nothing to stop the violent riots; the government does nothing, however secretly promote the pogroms.  
*Emma Lazarus's poem "The New Colossus" is attached to the Statue of Liberty.*

1905 – Czar Nicholas is forced into signing the Constitution in October. After this is signed, the worst violence occurs. Pogroms occur in 300 cities and towns. 1,000 people are killed, while many thousands more are injured.

*1906 – In response to the Pogroms, the American Jewish Committee is formed. Their goal is to protect the international rights of Jews.*

1911 – February – The Third Duma, a liberal faction introduces the idea of getting rid of the Pale of Settlement. The two groups which opposed this, the Union of the Russian People and the Congress of the United Nobility, were given money by the government to keep this from happening and create stronger anti-Jewish laws.

1911- March – Jewish Man, Medele Beilis is accused of murdering Christian boy in Kiev. Although known to be not guilty, Beilis is held in prison for two years. In 1913, after no evidence can be created to say otherwise, Beilis is found not guilty and released.

*1913- Anti-Defamation League began in U.S. by B'nai B'rith due to increasing anti-Semitic tension after Leo Frank is unfairly accused of murder.*

1881-1914 – Between these years due to circumstances of violence and political oppression, over Two Million Jews left Russia. 1,749,000 headed towards the United States.

1916 – Louis Brandeis becomes the first Jewish Supreme Court Justice.

March, 1917 – Fall of Czarist Russia. The provisional government revokes all laws regarding the Jews, and for the first time, the Jews are allowed to worship as they choose too, work in the profession of their choosing, and live where they choose as well.

November, 1917 – The Bolsheviks gain power in Russia, and the Jews are denied once again. Lenin declares national Jewish culture "the slogan of the rabbis and the bourgeois, the slogan of our enemies."<sup>9</sup>

1918 – The Declaration of the Rights of Peoples of Russia is established. Its purpose was to give religious and national autonomy. However, it didn't last long, as it was quickly followed by legislation that limited those rights.

1918- Jewish Sections were created within the Bolshevik Party. This however was not a good thing, as those sections began to destroy Jewish life and culture.

1919- Poland is re-established, which provides an area for many Jews, however there are still 2.5 million Jews who now live in the newly created Soviet Union.

1920 – There are between 3.3 and 3.6 million Jewish immigrants living in the United States.

1927 – Warner Brothers produces "The Jazz Singer." It is the first movie with sound. It is a drama about Jewish acculturation.

---

<sup>9</sup> (Brecher 1995)

## Key Issues and Essential Questions

There are many questions to consider and think about when looking at the immigration of Russian Jews. One of the focuses for this guide, aside from the historical perspective, is looking at Jewish culture; the music, food, and values that are shared by people who live throughout the world, and how that culture is preserved in a new country.

- Why did the Jews leave Russia? Was there a specific reason or many reasons? (religious, racial, cultural, economic)
- Why did so many Jews leave Russia?
- When did the Jews leave Russia? (time period/years)
- How did they keep and continue their culture/religion in a new country, specially the U.S.?
- What process did the Jewish people go through to leave Russia? Did they have to escape or were they allowed to leave? Once they left, where did they go?
- Why were Jews the victims of prejudice in nearly every society, including the U.S.?
- Are Jews truly integrated into American society?
- Can Jews achieve “normative whiteness?”

These are huge questions to consider when looking into Russian Jewish immigration, in particular to the United States. The key issues to consider and to understand are why such a huge migration occurred and how that affected a society of peoples both in Russia and in the United States. To gain knowledge about these big ideas is to begin to piece together the reasons why Russian Jews were pushed to leave Russia and were increasingly pulled toward a new life in the United States, yet not fully welcomed by the German Jews who immigrated to the United States first.

### Ideas for Learning Activities

#### Middle and High School

1. Have students read the article “Comparison of Russian Jewish and Mexican Immigration to the U.S.” from the website [http://www.associatedcontent.com/article/20584/comparison\\_of\\_russian\\_jewish\\_and\\_mexican.html?cat=47](http://www.associatedcontent.com/article/20584/comparison_of_russian_jewish_and_mexican.html?cat=47), and then engage in any or all of the following activities:
  - Use a Venn diagram to compare and contrast the immigration experience of Mexicans and Jews. In what ways can we connect past ideas about “other” with the present?
  - Using your Venn diagram as a guide, write a 5-paragraph essay that answers the following EQ: What role does economic status play in the life of an immigrant?
  - Do a web search for incidents of violence against immigrant Jews and immigrant Mexicans and have a fishbowl discussion of the issues involved. Do these groups ever achieve “normative whiteness?”
  
2. Download the Teacher’s Guide to the PBS series “The First Measured Century” from <http://www.pbs.org/fmc/teachers.htm>. Here is an excerpt:

“This Teacher's Guide provides lessons, activities and resources that will help teachers integrate social science data, concepts of measurement, social consequences of measurement, and the

history of America as told by the numbers from the *The First Measured Century*. Teaching strategies and activities for each lesson contain many links to resources provided within this website and elsewhere. These resources offer primary sources, expert interviews and other materials related to historical uses of data and social effects over the past century.

### Key Themes

Some key themes used in the lessons are:

- How changes in population, origin of immigrants and migration within the country changed America
- How immigrants became Americans
- Data collection used to disprove flawed arguments such as “scientific racism”
- Data used to present arguments and affect laws
- Using population samples over time to create a portrait of who we are

### Lesson Plans

Each of the lesson plans contain:

- Description
- Learning Objectives
- Time Estimate
- Materials and Resources List
- Detailed Teaching Strategies including discussion suggestions for viewing related program topics
- Assessment Recommendations
- Adaptation and Extension Ideas
- Activities
- Resources and Links”<sup>10</sup>

3. Use the PBS documentary “Heritage: Civilization and the Jews” to teach about Jewish immigration and the Jewish cultural experience. There are PLENTY of links and resources, as well as lesson plans. <http://www.thirteen.org/edonline/teachingheritage/> This is an EXCELLENT source.

Books on cinema useful for middle/high school: *America on Film* by Harry M. Benshoff and Sean Griffin contains an ENLIGHTENING section on “The Concept of Whiteness” which specifically addresses the case of the Jews in the filmmaking industry. *Projecting Ethnicity and Race* by Marsha J. Hamilton and Eleanor S. Block delves deeply into issues of the portrayal of Jews on film and how that portrayal has influenced popular cultural perception of “Jewishness” - a fantastic source. These books will help teachers use film creatively in the classroom with great impact. A good online source is <http://www.jewishfilm.com/jz37.html>.

### Elementary and Middle School

4. Write a poem about life as a Jewish Immigrant in the United States or about life in Russia before emigrating. Use the work of Alexander Pushkin, a Russian poet, to get started and gain ideas/mimic his style. Some of Pushkin’s poetry can be found online at [www.alexanderpushkin.com](http://www.alexanderpushkin.com). This could also be combined with the *Letters from Rifka* activities.

---

<sup>10</sup> (The First Measured Century n.d.)

5. Get Cooking! Cook some traditional Jewish Cuisine. Enjoy some Brain in Tomato Sauce, or pickled Tongue! Ever wanted to try a little *schmaltz* on your bread? Learn about what it means to eat and cook Jewish Cuisine; try a food new to you, from the old world! Try this recipe for Hamantaschen Cookies!



11

Basic Hamantaschen

- ¾ cup Sugar
- ¾ cup shortening
- 3 eggs
- ¾ cup orange juice
- 4 ½ cups flour
- 3 teaspoons baking powder
- ½ teaspoon salt

Cream sugar and shortening. Then add remaining ingredient, and mix together well. Fill with one teaspoon of filling.

Filling Choices include:

- Chopped apricots
- Chopped dates
- Honey (combined with dates or apricots)
- Jams
- Lekvar (cooked prune concentrate)
- Poppy seeds

Roll out dough very thin (approximately 1/8") on a floured board. Flour the rim of a glass and cut out circles. Spread your favorite filling in the middle of each. To shape triangular Hamantaschen, pinch together towards the middle at three points (like a triangle), then fold upwards toward the middle.

Baking: Place on well-greased cookie sheet. Bake at 350 degrees for approximately 20 minutes until lightly browned. Yield 4 dozen cookies.<sup>12</sup>

6. Read *Letters from Rifka* by Karen Hesse. This is a short novel about a Jewish family's immigration to the United States from Russia in 1918/1919. This story focuses on Rifka's journey, which includes illnesses, being separated from her family, and being detained at Ellis Island.
7. Invite a speaker! Ask someone to come to class and discuss Jewish culture and heritage with the students. Students may practice their interview skills, asking questions and recording answers. This is a good way to include people from the surrounding community into the classroom.
8. Use the book, *Portal to America: The Lower East Side 1870-1925, Photographs & Chronicles, the Epic First America for Millions of Immigrants* by Allon Schoener. Included in this book are fantastic articles from newspapers and photographs. One activity could be to read newspaper articles to gain knowledge about what life for Jewish immigrants was like in the Lower Eastside of New York. In addition, a writing lesson could be created focusing on "voice of the immigrant" through the photographs. Compare the photographs – what do you see? What can photos tell us about life?
9. Using Klezmer music, experience another aspect of Jewish tradition. Play this music, learn a dance, discuss history of the music, and the instruments one can hear in the music. Sing along!

<sup>11</sup> (Photo of Hamantaschen n.d.)

<sup>12</sup> (Lubavitch Women's Organization - Junior Division 1977, 266-7)

10. Use some statistics on Russian Jewish Immigration to the United States to create math lessons. These lessons could be basic lesson for addition or subtraction, but could make for good lessons with creating charts and graphs, maybe a pie chart or a line graph. These could be also good for plotting points on a graph. The book, *In the Golden Land* by Rita J. Simon contains fabulous charts and graphs that could be used in math lessons.

11. Science Connection! Look up and research a famous Jewish Scientist and their contributions to science. Many of the top scientists were Jewish! Or create a science lab testing yeast production. You can connect this with Passover and the idea of leavened and unleavened bread. This could be a fun science fair project!

12. Movie Idea – An American Tail. (A Don Bluth Film, Amblin Entertainment, 1986) - Shows experiences typical of Russian Jewish immigrants. Lesson Guide and questions available at <http://www.teachwithmovies.org/index.html>.

13. Visit and Tour Ellis Island. Touring Ellis Island in New York Harbor is a relatively cheap, only pay for the cost of the ferry, fieldtrip with tons of educational value! Go to [www.ellisland.org](http://www.ellisland.org) for more information about Ellis Island or to <http://www.nps.gov/elis/> to plan your trip.

### Primary Sources

[http://www.ranchoms.org/kgee/History/NHD/russian\\_pogroms%20process%20paper%20example.htm](http://www.ranchoms.org/kgee/History/NHD/russian_pogroms%20process%20paper%20example.htm)

"The Russian Pogroms: The Rights of Jewish Citizens and the Responsibility of the Czarist Government" by Timmy Gee, Patrick Mulligan, and Jason Wang

This is a student presentation which includes links to over 15 primary sources. Students should consider the questions, "What is a Pogrom?" and "Why were they conducted against Russian Jews?"

[http://www.friends-partners.org/partners/beyond-the-pale/eng\\_captions/33-5.html](http://www.friends-partners.org/partners/beyond-the-pale/eng_captions/33-5.html)

"Jews in the Russian Empire" This is an online exhibit by Dr. Joke Kniesmeyer and Daniel Brecher that has toured Russia since 1995. This site has informative historical photographs of the history of Jewish persecution. Consider "Why are the Jews chosen as scapegoats?"



13

<http://www.friends-partners.org/partners/beyond-the-pale/glish/guide-cond.html>

Beyond the Pale: History of Jews in America

Part of the above website exhibit, these are photographs of Jews before the pogroms and what their life was like in Russia. This site is a mostly photographs with some captions and information. Consider "What events led up to the creation of The Pale?"



14

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

From Haven to Home: 350 years of Jewish Life in America

This Library of Congress website includes primary sources such as a prayer book for Jewish immigrants and the original deed to the Statue of Liberty. Consider "Where was the prayer book created and why?" Also, "Why did France give the United States the Statue of Liberty and why is it important to new immigrants?" "In what ways did Jews successfully assimilate into American society?" "What is a Jewish immigrant's perception of freedom and how do Washington, Lincoln, and the Statue of Liberty become icons of that freedom?"



15

---

<sup>14</sup> (Jews in the Russian Empire n.d.)

<sup>15</sup> (Library of Congress 2005)

<http://www.fordham.edu/halsall/jewish/jewishsb.html>

The Internet History Sourcebooks Project is a collection of public domain and copy-permitted historical texts presented cleanly (without advertising or excessive layout) for educational use. The Internet Ancient History Sourcebook is part of the [Internet History Sourcebooks Project](#). It contains a rich variety of sources, including *Mary Antin: A Little Jewish Girl in the Russian Pale, 1890* and images of synagogues in Russia and the United States. "In what way does Mary Antin's story perpetuate the 'Ellis Island' paradigm of immigration?"

<http://jwa.org/exhibits/wov/>

The Jewish Women's Archive concentrates here on "Women of Valor," an online exhibit of prominent Jewish women and their contributions to history and culture. "How did Jewish women help retain their culture in the United States?" "Compare and contrast two of these women with regard to the way they achieved change."



Schoener, Allon., ed. *Portal to America: The Lower East Side 1870-1925*. New York: Holt, Rinehart, and Winston, 1967.

This book is a treasure trove of primary sources. There are photos from Ellis Island, and many, many from the lower east side- of Jewish people, and also people of other cultures such as Irish and Italian. In addition, there are newspaper articles from various New York papers with a lot of information. Some sample titles are Sweatshop Girl Tailors, from the New York Tribune, June 18, 1897, and Killing for Kosher Meat, from the Evening Post, June 26, 1897. Allon Schoener was the Assistant Director of the Jewish Museum. He went to school in London and at Yale. "Compare children of different societies and cultures. In what ways are they the same/different?" "How did Jewish immigrants contribute to American popular culture?"




---

<sup>16</sup> (JWA Exhibits 2009)

## Annotated Bibliography



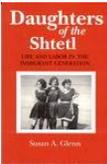
Blau, Esther S. ed., Lubavitch Women's Organization – Junior Division. *The Spice and Spirit of Kosher-Jewish Cooking*. New York: Bloch Publishing Company, 1977.

This is a complete cookbook for cooking kosher Jewish food. There are myriad recipes for any type of food. The Lubavitch are a very strict sect of Jewish culture, and the recipes reflect this both in their ingredients and their preparation. Fun to look through for anyone interested in different cultures.



Simon, Rita J. *In the Golden Land: A Century of Russian and Soviet Jewish Immigration in America*. Westport: Praeger Publishers, 1997.

This book has some very good charts and graphs about immigration to America which can be used in the classroom. The book is easy to read and is full of relevant information. Dr. Simon is a professor at American University. She received her doctorate from University of Chicago. She has written sixty-three books.



Glenn, Susan A. *Daughters of the Shtetl, Life and Labor in the Immigrant Generation*. Ithaca: Cornell University Press, 1990.

This book is about Jewish women who worked in the United States when they immigrated around the turn of the century. It focuses on garment workers, and has information about the shirtwaist workers' strike of 1909-1910. Some of their demands were a 52 hour work week, paid overtime, and union recognition. It is best used to teach about working conditions in New York City in the sweatshops. Susan Glenn is a history professor at the University of Washington. She received her Ph.D. from the University of California, Berkley in 1983, and she focuses on twentieth century social and cultural history.



Hesse, Karen, *Letters From Rifka*. New York: Macmillan, 1992.

*Letters from Rifka* tells the story of Rifka, who emigrates with her family from Russia to New York. She is detained in Belgium because she has ringworm, then again at Ellis Island because she has become bald from the ringworm. Eventually, she is allowed to enter the country. It is written in clear language which is easy for students to read and understand, yet it relates the thoughts and traditions of Russian Jews very well. Ms. Hesse has written over twenty books for young adults.



Lederhendler, Eli. *Jewish Immigrants and American Capitalism, 1880-1920: From Caste to Class*. New York: Cambridge University Press, 2009.

Following the Spickard model of the new paradigm, Lederhendler reexamines the Jewish immigrant experience in America. He questions the stereotype of Jews as industrious, middle-class members of society in the light of their response to immigrant life. Dr. Lederhendler is a professor of American Jewish history at the Hebrew University of Jerusalem, where he is the head of the Institute of Contemporary Jewry.



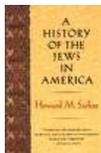
Lehrman, Robert. *The Store That Mama Built*. New York: Macmillan, 1992.

In this fictional story for young adults, an immigrant Jewish family has to run the store that the father started after he dies. Based on the author's family history, it is a wonderful jumping off point to discuss immigrants, and Russian Jewish immigrants in particular. Orthodox traditions are explained, also. Dr. Lehrman is an Adjunct Associate Professor at American University in Washington, D.C. He was also a chief speech writer for Al Gore.



Roden, Claudia. *The Book of Jewish Food: An Odyssey from Samarkand to New York*. New York, Alfred A. Knopf, 1999.

Ms. Roden has put together a comprehensive book of recipes from Ashkenazi and Sephardi cultures. The Ashkenazi traditionally use cabbage, chicken fat, and freshwater fish in their cooking. The Sephardi, or warmer weather people, often use eggplant, zucchini, saltwater fish and olive oil. This book has recipes from both ways of life, along with personal stories and pictures from the author. Ms. Roden has written many cookbooks, and also had a cooking show on BBC. She has won many awards, including 1992 Food Writer of the Year, and the Premio Orto Vergani.



Sachar, Howard M. *A History of the Jews in America*. New York: Alfred A. Knopf, 1992.

One of the leading books about American Jewish history, this book is good to use for overall history of Jews in America. Section four deals with East European Jewish migration, and section five is about how immigrants lived in American cities. There are some stories related that students would find interesting about the work of the Jewish immigrants, and cultural information which is also fascinating. Howard Sachar received his undergraduate degree from Swarthmore College, and did advanced work at Harvard University. He is Professor Emeritus of Modern History at George Washington University. He has written many books about the Middle East, especially about Jews and Israel.

## Annotated Websites on Russian Jewish Immigration History

1. <http://www.jewish-american-society-for-historic-preservation.org/amjewishhistory.html>

"The Jewish American Society for Historic Preservation is a non-profit, volunteer organization. The purpose of the Society is to identify and recognize sites of American Jewish Historical interest. The Society sponsors and promotes programs of local and national historic interest. Cooperating with local Historical Societies, Communities, Churches and Synagogues, the Society encourages dialogue and interactive recognition of the commonality of the American Experience."<sup>17</sup> There are articles on a variety of topics, including "The Struggle to Survive in the New World," and "No Jews Welcome - Welcome to all Jews."

2. <http://www.spartacus.schoolnet.co.uk/USAEjews.htm>

A brief article on the history of Jewish immigration, followed by an annotated bibliography of books that pertain to the subject – *The Promised Land* is included.

3. <http://memory.loc.gov/learn/features/immig/alt/polish5.html>

4. <http://memory.loc.gov/learn/features/immig/alt/resources.html>

A beautifully designed and extremely helpful website, this is part of the *American Memory* site from the Library of Congress. This article, which lumps Polish and Russian immigrants into one group, has links to outside sources and some excellent primary sources. The second address is the Lessons and Activities page for all immigration, not just Russian Jewry.

5. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>

More Library of Congress sources, this one is particularly great because it contains primary source sets – this one is about immigration in general, but there are sources that are relevant to the Russian Jewish experience in America. This website also has other primary source sets on other topics in American History at <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>.

6. <http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/judaism.htm>

"The American Jewish Experience through the Nineteenth Century: Immigration and Acculturation" is the title of this site, which also offers a guide to student discussion and links to outside resources. This was a very helpful site because of the links to other sources.

7. <http://www.nmajh.org/>

This is the official website of the National Museum of Jewish History in Philadelphia. Click on the **Exhibitions** link to see a collection of past exhibits including "Creating American Jews" and "From Generation to Generation," a photo documentary of Jewish immigrants.

8. <http://www.JWA.org>

"Rich site that offers changing online exhibits that profile American Jewish women's lives, incorporating them in broad time capsules of the eras in which the women lived (spanning 1791 to 1992) with many images, primary sources, and background resources."<sup>18</sup>

---

<sup>17</sup> (Jewish American Society for Historic Preservation n.d.)

<sup>18</sup> (National Humanities Center n.d.)

9. <http://www.ajhs.org> (American Jewish Historical Society)

"In addition to many links to societies, museums, and university departments in American Jewish history, this site offers short chapters on notable figures from the 1700s and 1800s and includes a facsimile of Emma Lazarus's original manuscript for "The New Colossus," the poem inscribed on the base of the Statue of Liberty." <sup>19</sup>

10. <http://parentseyes.arizona.edu/bloom/>

This site offers a rather unexpected but very interesting investigation of Jews in the Southwest. Contrary to popular belief, not all Jewish immigrants ended up in cities. Many links to other sources are available, as well as some of their own very excellent resources. Can you picture a Jewish cowboy? Photos are included here!

---

<sup>19</sup> (National Humanities Center n.d.)

## Works Cited

- Brecher, J. Kniesmeyer and D. *Beyond the Pale: The History of Jews in Russia*. 1995. <http://www.friends-partners.org/partners/beyond-the-pale/index.html> (accessed July 11, 2009).
- Jewish American Society for Historic Preservation*. <http://www.jewish-american-society-for-historic-preservation.org/amjewishhistory.html> (accessed July 13, 2009).
- Jews in the Russian Empire*. [http://www.friends-partners.org/partners/beyond-the-pale/eng\\_captions/33-5.html](http://www.friends-partners.org/partners/beyond-the-pale/eng_captions/33-5.html) (accessed July 10, 2009).
- JWA Exhibits*. 2009. <http://jwa.org/exhibits/wov/> (accessed July 14, 2009).
- Lederhendler, Eli. *Jewish Immigrants and American Capitalism, 1880-1920: From Caste to Class*. New York: Cambridge University Press, 2009.
- Library of Congress. *From Haven to Home: 350 Years of Jewish Life in America*. November 15, 2005. <http://www.loc.gov/exhibits/haventohome/> (accessed July 11, 2009).
- Lubavitch Women's Organization - Junior Division. *The Spice and Spirit of Kosher-Jewish Cooking*. Brooklyn: Lubavitch Women's Organization, 1977.
- National Humanities Center. *The American Jewish Experience through the Nineteenth Century*. February 2006.
- <http://nationalhumanitiescenter.org/tserve/nineteen/nlinksaje.htm> (accessed July 13, 2009).
- Spickard, Paul. *Almost All Aliens: Immigration, Race, and Colonialism in American History and Identity*. New York: Routledge, 2007.
- The First Measured Century*. <http://www.pbs.org/fmc/teachers.htm> (accessed July 14, 2009).