Request for Funding:

Jewish Historical Society of Michigan's Settlers to Citizen Youth Bus Tour Traveling History Trunk: a collaborative, experiential-learning program designed to deliver local Jewish history to the religious school classroom. This endeavor is a program of the Jewish Historical Society of Michigan in conjunction with the Metro Detroit Board of Jewish Educators

What:

The Jewish Historical Society of Michigan, working in collaboration with the Metro Detroit Board of Jewish Educators, is requesting funding for the development and implementation of an in-classroom module, targeted to religious school students in the 5th, 6th or 7th grade. It is designed to actively explore and engage students in the history of Detroit's Jewish community: from the earliest settlers to the first immigrants to modern-day history makers. We believe this will enhance the student experience on our annual youth bus tours.

Background:

In 2000, the Jewish Historical Society of Michigan began offering tours of historic Jewish Detroit to religious school students. At first, the tours – which were and continue to be provided to religious schools at no charge thanks to generous JHSM donors – were extraordinarily well-received and the organization enjoyed a healthy participation rate from religious schools across the city. Overtime, the number of schools taking advantage of this program declined. In 2011, working collaboratively with the Metro Detroit Board of Jewish Educators, JHSM began to revamp the tour program to better suit today's learners, educators and updated religious school curriculum

The tour program now incorporates important educational themes presented in an experiential method…re-enactors to portray important Jewish characters, as participants disembark the bus to visit sites throughout the city that connect yesterday's history with today's stories. An example is the visit to the Belle Isle Aquarium where students learn about the origins of the Fresh Air Society (launched on Belle Isle in 1902) and about the founder of the aquarium, Jewish Detroiter David Heineman. The visit to the aquarium also enables tour guides to highlight a present-day example of a Jewish Detroiter making a difference: Jennifer Boardman. Her tale tells of a member in our Jewish community who is largely responsible for the 2012 re-opening of the aquarium and presently sits on the Conservatory's board of directors.

The Settlers to Citizen's Youth Tours are presented throughout the school year, in the spring and the fall. In 2013, 13 schools participated in the program, sending a total of 400 students to learn about Jewish Detroit.

The goals of the tour are:

1. To provide students with a basic understanding of Detroit's (and Michigan's) Jewish history (how we came to Detroit, the path we traveled, the obstacles that were overcome and the legacies we have created).
2. To leave the students feeling proud of and excited about their Jewish heritage.
3. To illustrate Jewish values by showing first-hand examples of how Jews of Detroit make a difference then and now.

Objectives include:

1. Highlight the accomplishments of Jewish organizations and institutions both past and present.
2. Meet the leaders and heroes of our history and hear their stories of opportunity, risk, obstacles and success.
3. Understand the importance of economic and religious freedom.
4. Understand the community's northward movement and how that has left an important trail of buildings and landmarks. Relate that movement to a student's own family or congregational history.
5. See the city: areas where Jewish communities once thrived and where today Jewish leaders are helping to revive the city.

The Opportunity (or challenge we face)

A lot of information is disseminated to students during the three-hour bus tour. Recognizing that valuable learning opportunities are, in large part, going "right over the heads of the students," MDBJE educators have asked JHSM to develop a pre-classroom unit that incorporates specific learning goals and prepares the students to engage more actively in the tour so that they truly retain and remember key elements of our community's Jewish history. The classroom lessons are designed to be a companion to JHSM's Settlers to Citizens Youth Bus Tours although they easily could be taught independent of the tour. JHSM and MDBJE hope to create a lasting artifact or display of the learned experience through technology or exhibit that would be shared with the larger community.

Our game plan

In early 2013, JHSM and MDBJE leaders and educators met to outline the goals and objectives of a Pre-Tour Classroom unit. The following description of this project is based on the recommendations of this task force.

I. Classroom modules and the Traveling Trunk

JHSM and MDBJE will develop four, 30-minute classroom modules designed to be taught in the classroom by an educator specifically trained for these lessons. The intent is to have students travel through these lessons before their JHSM bus tour. Thus, bus tour content reinforces what they've experienced and learned in the following modules.

Each module has a specific teaching goal, a "Big Idea" and includes several specific learning goals. The modules can be presented alone (a school may opt only to present Module 1, for example) or as a set. The modules can also be explored in the classroom without going on the tour.

Designed to look like a well-travelled piece of luggage, the Traveling Trunk will accompany the educator to the classroom. Stuffed with a variety of activities and experiential learning materials (photographs, documents, artifacts and games), the trunk is designed to actively engage students and to emphasize the module lessons including geography, social studies, history and creative writing. Every item provided in the trunk has accompanying lesson plan instructions.

Module 1: First 100 Years of early Jewish Detroit History

This module spans the period of time beginning with the first Jews to arrive in Detroit (Chapman Abraham and fur traders in 1760s), and then focusing on the arrival of the

early European immigrants in the mid-1800s (formation of first Jewish congregation). The module concludes circa 1920.

Classroom lesson plans would include:

- Discovering the locations of Michigan's earliest Jewish communities (from the fur trappers in the Upper Peninsula to loggers in the northern part of the Lower Peninsula).
- Discussing the value of religious freedom as the establishment of the earliest Jewish congregations are explored.
- Looking at Detroit and its geography: This was the era when the community lived in the Lower Hastings street area, when many newly arrived immigrants made their living as push cart peddlers.
- Examining the foundation of the many Jewish relief agencies established in these critical years including United Jewish Charities, Hebrew Free Loan and Fresh Air Society.

Module 1 Trunk contents may include:

- Beaver pelts to show what fur traders traveled with and traded.
- Maps showing the treacherous route taken by early travelers
- A game that underscores the challenge of coming to a new city and not speaking the language.

Module 2: Mid-Twentieth Century:
The mid-twentieth century was the period of time when the Detroit Jewish community grew in great numbers as first-generation born American Jews began welcoming and working with a new wave of European immigrants. The story will be told, in part, by tracing the many houses of worship that were formed during this era – and how those synagogues and temples trace the population movement (Boston Edison district). Much of the discussion will focus on the immigrant experience.

The hosting religious school will have the opportunity to customize and include the history of their own congregation during this portion of the lesson.

Classroom lesson plans would include:

- The reasons for the establishment of important Jewish agencies, such as the North End Clinic, United Hebrew Schools and Jewish Home for the Aged with an emphasis on the Jewish value of taking care of those who are less fortunate.
- A discussion of the social and cultural issues of the time: how Jews reacted to the establishment of Israel, World War II, and the Depression.

Module 2 Trunk contents may include:

- "A brick" to replicate the promotional efforts behind the Jewish community campaign "Buy a Brick to Save the Sick" that led to the establishment of the North End clinic.
- An Israeli flag to talk about how Detroit responded to the establishment of the state of Israel.
- Role playing games
- String exercise to show how from one congregation, many were formed.

Module 3: the 1960s and beyond
This module explores the community's northern migration away from the city and to the suburbs. In the lesson, educators will guide students towards an introduction to the Jews of Detroit today. While this module covers some difficult issues, such as the 1967 riots and housing discrimination, it ends with the chance to celebrate our past and encourage students to participate in its future (a strong message demonstrated on the bus tour).

Classroom lesson plans may include:

- Contrasting the differences between the Jewish community of the 1950s (when close to 75% of the Jewish population resided in NW Detroit and students tended to go to the same schools, play in the same parks and community centers) to the community of today.
- Why and how discrimination led to the development of certain areas and institutions.
- Reinforcing the value of retaining Jewish identity and connection to family.

Module 3 Trunk contents may include:

- Large maps highlighting the movement of the Jewish population.
- Photographs of cultural activities of the past and present
- Examples of deed restrictions and housing discrimination, and/or employment discrimination.
- Activities will be designed to connect the student's classroom learning to the bus tour:
    - Group activity – make up a team cheer that celebrates Detroit, a photographic scavenger hunt for the bus tour (using smartphones), and challenging students to connect with Jewish values and identify the examples of the values throughout the route.

Module 4: People and Personalities
Module 4 focuses on familiarizing students with some of today's Jewish urban pioneers (Dan Gilbert, Gary Torgow and Ben Falik, for example) and the legacies of other important and familiar names: Blanche Hart, Rabbi Franklin, Rabbi Fram, Fred Butzel, David Heineman, Abraham Zuse Atlivaick (the first Jewish non-commissioned police deputy) and Ida Lippman, an attorney who used her position to help women gain and retain their rights. Students will meet important, modern-day philanthropists whose names may be familiar but whose stories are less known: Max Fisher, William Davidson, the DeRoy family members, the Berman family, etc.

This module affords the religious school to customize the lesson and introduce students to important leaders within their own congregational history.

Classroom lesson plans may include:

- Visually identifying the importance of *tikkun olam* and *tzedakah*.
- Understanding how the community has responded to the needs of its residents over the years.
- Identifying buildings throughout the community city that served as important places for Jewish Detroit residents.

Module 4 Trunk contents may include:

- Photographs: of the individuals, families buildings and institutions that are being explored.
- Group activities: create an advertisement promoting Detroit; a What Would You Do game, asking students to help determine how they would respond to real-life situations faced by these leaders.

II. The Educators

The key to the program's success will be an engaged, knowledgeable, and well-trained team of educators. JHSM will conduct trainings and develop two teams of educators who can deliver the materials:

a. Religious school educators who will receive Nirim credit for their participation (they must attend the training and be available and committed to teach in their own setting);
b. A team of JHSM-based educators who will travel to the religious schools to teach the classes (this assists smaller schools who cannot devote teachers to participate in the training).

JHSM will retain the services of an experienced Curriculum Developer to write the curriculum, conduct the trainings and oversee the initial launch and first-year management of the program. This individual will work closely with the Youth Tour Planning Committee (JHSM and MDJBE representatives) to create all materials needed for the program.

Teacher training will take place in collaboration with the Alliance for Jewish Education Nirim program.

III. Post-tour unit (interactive map)

One measurement of the success of the program (retention of specific Jewish values tied to the actions of our past and present leaders and events and feeling proud of their community) will be demonstrated with a post-tour component of the creation of a virtual map of historic Jewish Detroit.

a. The vision: The JHSM website will have a page for Youth Tour participants to log into and post a photograph and comment about their tour.

Deliverables

Each participating religious school will be provided with comprehensive classroom lesson plans and all support materials needed to complete the four modules. This includes detailed lesson plans and background notes; worksheets and activity pages for students. Each program would have access to the Traveling Trunk and the prescribed contents. Religious School Directors will have the expertise of the JHSM to customize the trip if needed.

1. JHSM will retain a Curriculum Developer to develop and manage this program.
2. Religious schools will have two ways to opt into the Traveling Trunk History program:
    a. Designate one or two religious school educators to be trained by the JHSM Curriculum Developer. These individuals would lead the four sessions and participate as co-docents/leaders on the subsequent bus tour. The Traveling History Trunk would be stored and maintained by the school.
    b. Request a JHSM-trained Youth Tour educator/guide to conduct the lessons. This educator would work closely with the school to outline specific congregational goals and

timelines. The Youth Tour educator would come with a fully stocked Traveling History Trunk and all necessary materials.

3. Working closely with MDJBE, JHSM will conduct an educator training for all interested schools and JHSM Youth Tour guides. The training session will be a part of the Jewish Federation's Alliance for Jewish Education Nirim program.
4. The Traveling Trunk and its contents will be distributed by JHSM. Schools opting to own their own Trunk will be able to re-stock supplies through JHSM. The Trunk will also gain a "story" of its own as each class will create a sticker to affix to the cart identifying that school or class.
5. Each school would be encouraged to create an exhibit covering the activities of the four lessons and the bus tour: a photo board of tour pictures, of the advertisements created that promote Detroit and Michigan or a newsletter article, written by students, covering the same.
6. FUTURE: The development of the interactive map which would be available to the community to view and explore.

Timing

Retention of the Curriculum Developer would commence immediately so that this individual could begin to assemble a team that would write and develop the classroom materials. The first set of classes would be taught in the Fall, 2014.

Assessment

The goal of the entire Youth Tour program, from the classroom to the bus and to the follow up, is to instill pride in being Jewish in Detroit, to encourage participation in and ownership of our local history and legacy. Measuring this will be determined by several means:

1. The Post-tour component will be the development of the interactive map, allowing students to post pictures and comments. This will enable JHSM and MDJBE to gauge retention of facts and response to the tour.
2. Post-tour evaluations by both students and parents. In the classroom and on the tour, students will be encouraged to share information with their parents and even include parents in the tour preparation process (where did they grow up, where do they remember shopping or events they recall in the city). Tour docents, and classroom educators, will emphasize that "even if you have only lived here for a day, you ARE a part of Detroit's Jewish history." Measuring the retention of information and the involvement of family will be a part of the evaluation process.
3. Youth Tour Curriculum Developer will meet with educators and education directors to evaluate the classroom sessions and bus tours.
4. Requests for more. Our best measure is when schools continue to find value in the program and request the program for the year following. Additionally, many times the Youth Tour leads to the creation of a congregational family tour or adult tour.

Budget

Item	Detail	Total estimate
Year 1 Project development		
Curriculum Developer: responsible to create the lesson plans, materials and modules, to plan and conduct the teacher training, to monitor and asses the program.		$15,000
Teacher training: a. Schools that send their own educators: instructors would receive a stipend for 6 hours of their time and 2 NIRIM credits. b. JHSM trained guides would be paid per school. They would also accompany the students on the tours.	a. n/c b. $250 per JHSM guide/per school[i]	a. $ 0.00 b. $3,500
Classroom Lesson Plans, packet materials		$1,500
Traveling Trunk (trunk, materials inside)	Estimate of $300/each	$3,000
Total estimated Year 1 Development budget		**$23,000**

JHSM is committed to maintaining this program beyond its first-year launch. Thanks to the generosity of our donors and members, JHSM continues to provide Youth Bus Tours at no charge to religious schools. Our board of directors and staff will continue to make funding this program a priority, as well. One method to provide for the continuation of this in-school program would be to charge the schools for the modules (when conducted by a JHSM educator) or to charge schools for the Trunk and lesson plans (when the school retains its own educators to conduct the lessons).

[i] JHSM-trained docents will conduct classroom units in up to eight schools.

Staff Recommendation - $13,000

Curriculum Developer	(123 hours @ $65 per hour)	$ 8,000
Guides	(8 schools @ $250 per school)	$ 2,000
Packet Materials printing		$ 1,500
Trunks	(5 trunks at $300 per trunk)	$ 1,500
Total		**$13,000**