

SAMPLE UNIT PLAN
Move to the Suburbs
Developed by David Saginor

Documents:

Map, The Jewish Migration, 1961

Map, The Jewish Migration, 1975

Map, Jewish Population Distribution, 1978

Population study, Estimate of Cleveland Jewish Population by Suburb, November, 1966

Population study, Table B, Residence on April 1, 1965, in “Results of Cleveland Jewish Population Survey”, by Judah Rubenstein, *Cleveland Jewish News*, February 26, 1971

Population study, Comparison of Geographic Distribution of Population—1970 and 1980, in “Survey of Jewish Population of Cleveland—1980”, p. 5

Grade level: Middle School, High School

Time Allocation: 2 class sessions, 1 hour each, 2 hour Cleveland tour

A. OBJECTIVES

The students will

1. Identify the differences between immigration and migration.
2. Compare Jewish population surveys as a tool for community planning.
3. Understand the causes of the eastward migration of the Jewish population from Cleveland’s center city to the suburbs.
4. Evaluate the role of neighborhoods in choosing a family residence.

B. EXAMINING THE DOCUMENTS: QUESTIONS TO CONSIDER

1. How do population surveys provide planning information?
2. How do maps help trace migration trends?
3. What factors caused the Jewish population to move primarily into the eastern suburbs of Cleveland after World War II?

4. Did Jewish institutions, such as synagogues and schools, move following the relocation of their constituencies or ahead of their members?

C. SUGGESTED LEARNING ACTIVITIES

1. To introduce the unit, have the students prepare a table listing the suburbs in which they live. If the students know of previous residences, have them provide those locations as well, whether part of Greater Cleveland or another location. Keep this table to compare with the historical data used in the unit.

2. Distribute the population survey charts from 1960, 1965, 1970, and 1980. Compare the population density in various suburbs with the current residences of the students and with the location of the institution in which they are studying.

3. Lead a discussion on innovations that allowed people to move farther away from the central city. Students may construct a list of such items as the telephone, electricity, central plumbing, central heating, street lighting, street cars, automobiles, and supermarkets. Did these innovations just affect the mobility of Jews?

4. Divide into groups and examine the maps of Jewish migration and Jewish population distribution. Ask students to report on the different conclusions that can be drawn from each type of map.

5. Examine the latest Jewish population study available online (2011 Greater Cleveland Jewish Population study). Compare the conclusions of this study with the information gleaned from earlier studies and maps.

D. EXTENDED LEARNING ACTIVITIES

1. Arrange a tour of Jewish Cleveland with a knowledgeable guide (approximately two hours in length). Students should consider why these areas and buildings were chosen as part of the tour, if any of the areas or establishments have personal meaning, and if any Jewish symbols were still on the buildings and the current uses of the buildings.

2. Engage students in a discussion of what they would include in a survey about Cleveland Jewish population. Have students prepare questionnaires for their surveys and post them on current social media on the internet. If possible, collect the students' results and share with a member of the Jewish Federation's demographic staff.