

**SAMPLE UNIT PLAN**  
*Soviet Jewry*  
**Developed by David Reich**

**Documents:**

Article, “Soviets Announce ‘Charity Tax’”, *Exodus*, Vol.5, No. 13, July/August 1975, p. 1

Cartoons, “From the Cesspool of Soviet Anti-Semitic Agitation”, cartoons reprinted in *Focus on Soviet Jewry*, October/November 1971, p. 1 and p. 10; “Dollars become bullets”, *Pravda*; “Fate under Zionism”, *The Agitator*; “Israel: The Greedy Fledgling of the Magpie America Feeding it with Millions of Dollars”, *Pravda*

Greeting cards, Rosh Hashanah People to People Project Greeting Card Project, including drawings of Torah, Shofar and Ner Tamid for People to People Project

**Grade Level:** Upper Elementary School, Middle School

**Time Allocation:** 1-2 sessions

**A. OBJECTIVES**

The students will

1. Define the term antisemitism and examine prejudices against Soviet Jews.
2. Understand how Jews were treated in the Soviet Union in the 1970s.
3. Analyze how American Jews helped “refuseniks” emigrate to America and Israel.

**B. EXAMINING THE DOCUMENTS: QUESTIONS TO CONSIDER**

1. What stereotypes about Jews, Israel and America were used in cartoons in Soviet newspapers?
2. How did Rosh Hashanah greeting cards help Jews in the Soviet Union?
3. Why would Jews demonstrating in New York in 1975 collect and offer 10,000 pennies to the USSR Trade & Economic Council?
4. How did public demonstrations build support for the emigration of Soviet Jews?

### **C. SUGGESTED LEARNING ACTIVITIES**

1. Divide the students into groups and examine the cartoons. Identify the stereotypes used and list the prejudices about Jews depicted in each cartoon. Have the students share their lists.
2. Invite a Soviet immigrant to class to speak about life in the former Soviet Union, the experience of emigrating, and new life in America. Have students prepare questions to ask the speaker in advance.
3. After examining the greeting card and the People to People campaign, have students design a Jewish holiday greeting card and message to encourage Jews suffering from prejudice.

### **D. EXTENDED LEARNING ACTIVITIES**

1. Identify a group suffering from prejudicial treatment and design a demonstration on their behalf using today's social media. This may be done as a class or by individual students.
2. Have students research how antisemitism affects immigration in the world today.