

Unit Plan: Jewish Life Across Generations

Topic/Question	How has Jewish life in Kentucky changed across generations?
Texts Used	Weissbach, Lee Shai. "Kentucky's Jewish History in National Perspective - The Era of Mass Migration" and Portelli, Alessandro. "What Makes Oral History Different"
Length	1.5 weeks
Purpose and Task	After listening to select oral histories from the Jewish Heritage Fund for Excellence Jewish Kentucky Oral History Project and researching concepts related to aspects from Jewish life (life cycle events, religious beliefs, important holidays, discrimination in the US, stereotypes, faith, practices, persecution, etc.) students will learn about Jewish life, be able to locate and evaluate reliable and credible sources on the web, have the opportunity to interact with primary resources, share insights gained from primary research with oral histories about one aspect of Jewish heritage, history, and ritual practice in Kentucky. What is the practice/aspect they have chosen? What is the background information about the practice/aspect they have chosen? Why is it important? What has changed in this aspect of Jewish life?
Common Core Standards	<p>RI 7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL 4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
Goals for my students	<ul style="list-style-type: none"> <li>· I want my students to learn how to find credible and reliable sources for their research. They will be researching how a Jewish practice has changed over time by looking at oral histories and other online resources. See prompt/assignment under lessons 5, 6, and 7 or introduction to the unit under lesson 1 and 2.</li> <li>· I want to expose my students to research with primary sources (oral histories). They will use these oral histories as part of their research and incorporate an oral history into their presentation as their final assignment. See prompt/assignment under lessons 5, 6, and 7 or introduction to the unit under lesson 1 and 2.</li> <li>· I want my students to be able to articulate how a Jewish practice has changed over time by researching that practice or aspect of Jewish life</li> </ul>

	<p>(see assignment prompt under lessons 5, 6, and 7 for full list of practices/aspects) and listening to oral histories related to that practice.</p> <ul style="list-style-type: none"> <li>· I want my students to learn more about Jewish life through research. They will demonstrate their newly learned knowledge about how their topic has changed across generations through a group presentation about topics I have listed for them. See prompt/assignment under lessons 5, 6, and 7 or introduction to the unit under lesson 1 and 2.</li> </ul>
Logistics	<p>Based on listening to pre-selected segments from oral histories I will introduce students to the concepts of Kosher eating, Bar/Bat Mitzvahs, holiday celebrations, stereotypes of Jews, discrimination, entrepreneurship, attitudes towards, Israel, women's rights. The rest of the unit will be focused on the strengths/weaknesses of oral histories, how to conduct primary research, and research on the web. I want my students to be able to choose for themselves what they want to research or dive deeper into. From there, I want my students to research how this aspect of Jewish life has changed across generations. They will use the oral histories as a basis for their research. My students will then get into groups, choose from a list of predetermined topics, research further into their topic, find another oral history to complement their research, and present to the class about their findings.</p>
Lesson 1 and 2	<p>Background of Jewish practices Introduction to Jewish KY</p>
Lesson 3	<p>Introduction to Oral history methods</p>
Lesson 4	<p>Conducting effective primary and secondary research</p>
Lesson 5	<p>Collaborative work</p>
Lesson 6	<p>Collaborative work</p>
Lesson 7	<p>Collaborative Work</p>
Lesson 8	<p>Presentations</p>