



JEWISH HERITAGE LESSON PLANS AND SCHEMES OF WORK

The following schemes of work for exploring local history through a project have been successfully used with year 7 and 8 classes at a SEN school and should be adaptable to many educational settings.

LOCAL ANGLO-JEWISH HISTORY AND HERITAGE PROJECT

Over-view

This project is an opportunity to learn about local Jewish history and heritage. The project will be between 6-12 sides of A4 paper and can be word processed or hand written and must be the pupils own words and original work. They cannot merely be copied or down loaded.

Projects give pupils opportunity to develop their skills as independent learners and to study areas not in the normal curriculum. Pupils often enjoy the challenge of a project and are justly proud of their results, especially as they can allow the expression of individual interests and talents.

First Project

This project will be completed for...

The project is to be a local project based on local Jewish heritage and history. It can be any reasonable topic, provided it is neither too wide or narrow in its scope and there is sufficient and accessible information to base it on.

Some suggested topics include...

Method

Step 1: What are you going to do?

Choose subject and title.

Step 2: Where is your information, how will you get it?

Identify sources of information. These can be diverse and include: the internet, CD Roms, local libraries, books, magazines, newspapers, leaflets, photographs, museums, charities, local authorities, home, family and friends, visits to places, etc.

Step 3: Get information.

Start to gather primary information, identified in step 2, and place in file or folder in neat order. Use photocopies and down-loads to reduce the need for extensive note-making.

Step 4: Organise information and make plans.

Review initial research information in file; use highlighter to mark up relevant material that will be relevant in the final project. Then use highlighted material to decide on the main sub-topics or headings for the project and write them down in the approximate order they will appear in the finished project

If there is insufficient material for any of the sections find more source material to add to file.

Step 5: Write first draught and final draught.

Start writing project using headings. If sections are long, writing down the main points to be covered, very briefly and in order, will help with writing. Rewrite your first draught where necessary.

Step 6: Correct, Edit, Collate and Bind.

Add photographs and illustrations, divide into sections or chapters, add heads and titles. Write an introduction and conclusion, contents page, insert brief Bibliography or description of sources, read through and correct, bind or place in file.

Step 7. Finish.

Celebrate!

YEAR 8 PROJECT – FAMILY ORAL HISTORY

The Year 8 project will be on family oral history and will last the duration of...
The hand in date will be...

Pupils will be asked to collect a family oral history from one senior family member or relative. This can be a general biography relating to the family member or it could focus on a specific period, event or formative period of the person's life. Obviously a period like the War would be very interesting, but it could cover experiences of education or living abroad, or anything that stands out.

The intention of the project is to help the pupils develop information gathering and recording skills and to gain a sense of their own family within national history. These sorts of projects can be very fascinating and I have conveyed to the pupils my own interest in hearing living memories and anecdotes of my own family which go back over 90 years.

The project will be between 6-12 sides of A4 paper and can be word processed or hand written and must be the pupils own words and original work. The Biographical Questionnaire can be used to guide students in constructing their own questions.

Method

Step 1: Choose a family member(s) to interview?

The most important step is to establish who you will speak to and who will be most able (and willing) to help you in your project. Parental advice would be very useful at this point.

Step 2: Devise Questionnaire

Pupils will devise their own structured questionnaire to facilitate the interview process. Suggestions as to types of questions will be given to pupils and for those who find it difficult to devise their own questionnaire, a list of sample questions will be made available (See Biographical Questionnaire) Techniques of structured data gathering will be covered in class.

Step 3: Gather information.

Pupils will interview family members in home time using questionnaires. Issues around polite and sensitive interviewing will be covered in class preparation. Parents may want to assist pupils with their interviews as appropriate.

Step 4: Organise information and start to write up.

Pupils will start to organise their information for writing up. A simple narrative technique, using heading and sub-headings and following the line of questions may well be appropriate. Additional or supplementary explanatory information can be introduced. Copies of illustrative material can be obtained, but should not include originals to avoid the danger of loss or damage.

Step 5: Write first draught and final draught.

The project will start to be written up using the main headings and sub-headings. The first draught will be revised, edited and re-written where necessary.

Step 6: Correct, Edit, Collate and Bind.

Add photographs and illustrations, divide into sections or chapters, add heads and titles. Write an introduction and conclusion, contents page, insert brief description of sources and Bibliography, read through and correct, bind or place in file.

Step 7. Finish.

Celebrate!