

Grade 6: Genealogy Curriculum

Textbook: My Generations: A Course in Jewish Family History (Arthur Kurzweil)

Course Description: Students will research and record their family histories by interviewing their parents and other family members. They will also use the internet to research the communities where their families lived before immigration to the U.S. Students will create their own family trees and genealogy projects, which will include family photos, documents, recipes, and heirloom objects. Active learning via interviews, oral presentations, and art projects will be emphasized.

Unit 1: Introduction to Genealogy -- 2 sessions, 45 minutes each

My Generations: Chapter 1, pages 8-17

Goals and Objectives:

1. Students will gain an understanding of what genealogy is, and will understand what information goes into a family history and family tree.
2. Students will be able to define what a community is and will identify important institutions in their own community.
3. Students will begin to think about and discuss what the communities of their immigrant ancestors might have been like.
4. Students will comprehend how knowing the history of past generations and of family relationships will help them to understand their own personal history and identity.
5. Students will understand that there are many different types of families, and that a family history may include information about adoption, divorce, remarriage and death.

Key Concepts:

- Family
- Family History
- Genealogy
- Community

Key Terms:

- Ancestor
- Descendent

Assessments:

- Class discussions

Unit 2: Immigrant Ancestors --3 sessions, 45 minutes each

My Generations: Chapter 1 continued, pages 18-25

Goals and Objectives:

1. Students will gain a general understanding of the immigration process, and will trace the immigration experiences of their own families.
2. Students will discuss the experience of leaving one's home, traveling from place to place, and making a new home.
3. Students will identify family members who were their immigrant ancestors and their countries of origin.

4. Students will obtain information about their family's immigration experiences: why they left their homes to come here, how they traveled, where and when they arrived, where they settled. Students will document this information, and share it with their classmates.

Key Concepts:

- Immigrant
- Immigration

Key Terms:

- Steamship
- Ship's Manifest
- Port Of Entry

Special Activities/Projects:

1. Students will bring in photos of their immigrant ancestors
2. Students will use the internet and maps to research the communities of origin of their immigrant ancestors.

Assessments:

1. Student oral reports to the class

Unit 3: Genealogy/Family Tree—2 sessions, 45 minutes each

My Generations: Chapter 2, pages 30-42

Goals and Objectives:

1. Students will obtain genealogical data and will begin creating their family trees.
2. Students will interview their parents and other family members, and will record the dates and locations of births, marriages, and deaths.
3. Students will bring in family photos.
4. Students will begin to think about and discuss what the design of their family tree project will look like.

Key Skills:

- Interviewing
- Recording Information
- Labeling Photos

Key Terms:

- Family Look-Alike

Assessments:

- Student designed family trees

Unit 4: Family Traditions—3 sessions, 45 minutes each

My Generations: Chapters 4 and 5, pages 49-78

Goals and Objectives:

1. Students will understand how the generations of a family are connected through the foods, recipes, objects, photos, documents, and stories that are passed down from generation to generation.
2. Students will interview their parents and other family members and will record information about family traditions.
3. Students will bring heirloom objects, recipes, photos, and documents to class and will explain why they are meaningful within the context of their family history.

Key Concepts:

-Family Traditions

Key Terms:

-Family Heirloom

Special Activities/Projects:

-Each student will be given a poster board to create his/her own family history project, which will include a family tree or timeline and any maps, photos, documents, or other information that the student would like to display.

Assessments:

- Successful completion of family history projects