**Mishpacha Project**

**Due: Friday October 19th (1 Week)**

Your family history is important! Every family is filled with stories that you should learn about and record. In our Jewish Studies course, we are beginning the Jewish life cycle. We are currently discussing the process and traditions associated with naming a Jewish child. You are being tasked with conducting an interview of your parents/family members. The purpose of this activity is for you to explore your family history. As we begin our journey through the Jewish life cycle, students are being asked to engage their families in discussion.

**Ask your parents/family members the following questions:**

1. **How did you choose my name?**
2. **Who was I named after?**
3. **Do I have a Hebrew name that is different from my English name?**
	1. **Did you research the meaning of my Hebrew name before you gave it me?**
4. **Where are our family members originally from? (Trace your family history back as far as you can go!)**
	1. **Has anyone in your family returned to visit their country/countries of origin?**
	2. **Do you still have family who live there?**
5. **Does our family consider ourselves/follow the traditions of the Ashkenazim, Sephardim, Mizrachim, or none of the above?**
	1. **Provide some examples if possible**
6. **How did we end up in Canada?**
	1. **Why did our family members come to Canada? (if known)**

**Students: Research the meaning of your Hebrew name. Do you believe the meaning of your Hebrew name connects to your personality? Explain your results**

Presenting your results: Students will present their family history

**Option 1- Create a slide show answering the questions above**

**One slide must be solely dedicated to explaining your name (who you were named for, meaning, etc.)**

Include pictures of your family

Include pictures of your family, countries of origin, traditions

**Option 2- Create a poster answering the questions above**

**One area must be dedicated to explaining your name (who you were named for, meaning, etc)**

Include pictures of your family, countries of origin, traditions.

Mishpacha Project Rubric

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| **Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **Total** |
| Content*\*This is a grade for both English and Judaic Studies.* | Student sufficiently answers every question with high degree of detail and depth. Each question is expanded upon. Student demonstrates a thorough understanding of their family history and the connection to Jewish traditions **(40 points)** | Student answers every question providing considerable detail and depth. Each question is explained well, but there are some key details missing. Student demonstrates a considerable understanding of their family history and the connection to Jewish traditions**(30 points)** | Student answers every question providing some detail and depth.  Few questions are explained and they are missing key information. (Use of one word answers). Student demonstrates some understanding of their family history and the connection to Jewish traditions**(20 points)**  |  Student answers question providing limited detail and depth and/or student fails to answer the majority of questions. Student demonstrates a limited understanding of their family history and the connection to Jewish traditions  **(10 points)** | /40 |
| Writing Conventions | Written work is thoroughly edited and free from spelling and grammar errors. **(9-10 points)** | Written work is mostly edited and contains few spelling and grammar errors **(7 -8 points)** | Written work is somewhat edited and contains many spelling and grammar errors. **(5-6 points)** | Written work requires a more careful edit as it contains a significant amount of spelling and grammar errors. **(0-4 points)** |  /10 |
| Slideshow/Poster  | The written and visual information are organized effectively and a picture is included for each question. **(9-10 points)** | The written and visual information are mostly organized and a picture is included for most questions. **(7-8 points)** | The written and visual information are somewhat organized and a picture is included for some questions.**(5-6 points)** | The written and visual information are not organized effectively and a picture is included for a limited number of questions. **(0-4 points)** |  /10 |
| Oral Presentation | Student uses highly effective non-verbal (eye contact, posture, hand gestures) and verbal effects (expression, articulation, pronunciation) for the presentation.**(9-10 points)** | Student uses considerably effective non-verbal (eye contact, posture, hand gestures) and verbal effects (expression, articulation, pronunciation) for the presentation.**(7-8 points)** | Student uses some effective non-verbal (eye contact, posture, hand gestures) and verbal effects (expression, articulation, pronunciation) for the presentation. **(5-6 points)** | Student uses limited non-verbal (eye contact, posture, hand gestures) and verbal effects (expression, articulation, pronunciation) for the presentation. **(0-4 points)** |  /10 |
| **Comments:** |  **/70** |