

Multicultural Museums Victoria

SNAPSHOTS Project

Jewish Museum of Australia Teaching resources

Rationale:

The *Snapshots* Toolkit provides teaching and learning content, activities, and resources to support students gaining knowledge and understanding of the history and culture of the five communities represented by the participating Museums. The Toolkit uses selected museum objects to ignite student engagement with multicultural-historical perspectives, intercultural understanding, civic awareness, and the enterprise of migrants who contribute to the Australian identity.

There are **15 teaching and learning units** in the Snapshots Toolkit. The teaching and learning units are organised under the themes of Narrative, Innovation and Enterprise. Each of the five (5) Victorian multicultural museums have produced three (3) units.

| | Hellenic Museum | Museo Italiano | Museum of Chinese Australian History | Jewish Museum of Australia | Islamic Museum of Australia |
|------------|------------------------------|----------------------------|--------------------------------------|----------------------------|-----------------------------|
| Innovation | EARTHLY DELIGHTS (Ys 5-6) | COFFEE! (Ys 5-6) | ANCIENT ARTEFACTS (Ys 7-8) | FRAGMENTS (Ys 9-10) | FUSION (Ys 5-6) |
| Narrative | GODLY TALES (Ys 7-8) | LITTLE ITALY (Ys 9-10) | DANCING DRAGONS (Ys 5-6) | FAITH (Ys 7-8) | STRUGGLE (Ys 9-10) |
| Enterprise | ODYSSEY (Ys 9-10) | RAGS TO RICHES (Ys 7-8) | ACHIEVERS! (Ys 9-10) | LIGHT (Ys 5-6) | OBSERVANCE (Ys 7-8) |

The teaching and learning units apply a Humanities (History, Civics and Citizenship) inquiry, inclusive of Intercultural capabilities.

Victorian Curriculum, Humanities and Social Science (HASS) key concepts is used to focus the content, activities, and resources:

- historical understanding includes, **evidence, continuity and change, cause and effect, significance, perspectives, empathy, and contestability.**
- civics and citizenship understanding includes **valuing a diverse and dynamic society, varying points of view, and personal, social, and cultural contributions to local, national, regional, and global civic life as an active and informed citizen.**

A Humanities inquiry approach involves:

- *posing* relevant questions, *locating* sources, critically *analysing* sources, *identifying* and *applying* contextual factors, *respecting*, and *explaining* perspectives, *substantiating* interpretations to develop an informed explanation.

This FISO Teaching and Learning Cycle encapsulates a 5-part inquiry approach. Each of the teaching and learning units within this toolkit are organised in the following inquiry format:

1. **Engagement** (Engage) - posing relevant questions about the museum objects – student prior knowledge.
2. **Building Knowledge** (Explore) - locating and analysing historical sources in context, explaining various perspectives.
3. **Transformation** (Explain) – developing informed interpretations and substantiating a response.
4. **Presentation** (Elaborate) – responding to knowledge gained in the previous stages and creating new knowledge.
5. **Reflection** (Evaluate) – evaluating how student historical knowledge and understanding has been advanced through this enquiry.

UNIT 1: JEWISH MUSEUM OF AUSTRALIA

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 5 and 6 content descriptions

| | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|---|--|--|
| Historical Knowledge | | | |
| Personal histories (<i>The Australian colonies</i>) | The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091) | Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China | The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences |
| Community histories (<i>Australia as a Nation</i>) | The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095) | The significance and importance of conserving the remains and heritage of the past | Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society |
| | Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096) | | Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia |
| | | | The perspectives of people and different historical interpretations and debates from the period |
| History concepts and skills | | | |
| Using historical sources as evidence | Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. (VCHHC083) | Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability | Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability |
| | Describe perspectives and identify ideas, beliefs and values of people and groups in the past. (VCHHC084) | Analyse the different perspectives of people in the past | Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values |
| | Explain different historical interpretations and contested debates about the past | Explain different historical interpretations and contested debates about the past | Evaluate different historical interpretations and contested debates |
| Continuity and change | Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies. (VCHHC085) | Identify and explain patterns of continuity and change in society to the way of life | Identify and evaluate patterns of continuity and change in the development of the modern world and Australia |
| | Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants. (VCHHC086) | | |
| Historical significance | Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation. (VCHHC087) | Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress | Evaluate the historical significance of an event, idea, individual or place |

Civics and Citizenship -

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|--|--|
| Citizenship, Diversity and Identity | | |
| Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014) | Describe how Australia is a secular nation and a multi-faith society | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society |
| Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015) | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' | Discuss challenges to and ways of sustaining a resilient democracy and cohesive society |
| Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016) | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them | Discuss how and why groups, including religious groups, participate in civic life |
| Examine the concept of global citizenship (VCCCC017) | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives | Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events |

Intercultural Capability

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|---|---|
| Cultural Practices | | |
| Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009) | Analyse the dynamic nature of own and others cultural practices in a range of contexts | Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices |
| Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures (VICCCB010) | Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations | Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts |
| Cultural Diversity | | |
| Identify barriers to and means of reaching understandings within and between culturally diverse groups (VICCCD011) | Identify the challenges and benefits of living and working in a culturally diverse society | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world |
| Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012) | Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community | Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion |

UNIT 1: LIGHT

Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts found in the Jewish Museum of Australia’s collection. The museum artefacts are examined for their significance both in ancient times, and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the interactive website, “*Snapshots*” ([www.http://.....](http://.....)). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Jewish history, customs and enterprise have helped shape Australia’s identity in the world.

| Teaching and Learning cycle | Student activity |
|--|--|
| <p>Engagement</p> <p>Invite students to work in pairs to complete the ‘<i>I see, I Think, I Wonder</i>’ worksheet featuring the two Jewish cultural artefacts. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>Artefacts 1 & 2: As a class, revisit the two artefacts, and collate feedback from the students about their responses to the questions for this activity, e.g., Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were used for each artefact’s construction? • What decorations appear on each artefact? <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> • What do you think the artefacts are?, • How were each artefact made? • When were they made? • What were they used for? • Who made them? <p>Clarify what you <i>wonder</i>.</p> <ul style="list-style-type: none"> • What is the significance of each artefact? • How are these artefacts related to Jewish beliefs and culture? • Where would you find these artefacts today? • Why is each important as an artefact of the past and present? <p>Establish that both artefacts displayed on the VTS sheet are forms of a Menorah (a seven-lamp (six branches) ancient Hebrew lampstand). Emphasise that the ‘Menorah’ is a significant symbol of Jewish faith and culture. Question the class about their prior knowledge of Jewish history, customs, and traditions. Working in pairs, instruct students to complete the Student Information Sheet, that is designed for students to investigate the meaning and symbolism of the Chanukah. Visit the Snapshots website to locate the interview with Marc Light. As a class, listen to him speak about his family and their work in the Jewish-Australian community, and the importance of his faith. He will also draw attention to the significance of the Gumnut Chanukah.</p> <p>As a class, develop a list of other historical artefacts of cultural significance related to ‘Light’, e.g., the Christmas candle (Christianity), or the lamp (Buddhism), Diwali festival (Hindu), etc.. and discuss the significance of each to the beliefs and customs of peoples. Develop a class list of traditions dedicated to ‘light’ that students can add to over the time of the unit.</p> | <p>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder • Student Information sheet |
| <p>Building knowledge</p> <p>Pose an inquiry question: How does the <i>Gumnut Chanukah</i> symbolise contemporary Jewish-Australians?</p> | <ul style="list-style-type: none"> • Timeline template |

| | | |
|------------------------------|---|---|
| | <p>Divide the class into four (4) groups. Each group is responsible for developing part of a class timeline outlining Jewish-Australian history. This timeline should include events that influenced Jewish immigration to Australia:</p> <ul style="list-style-type: none"> • Group 1: 1788 – 1888 • Group 2: 1888 – 1938 • Group 3: 1938 – 1988 • Group 4: 1988 – current <p>The timeline should state:</p> <ol style="list-style-type: none"> 1. Major events occurring that involve Jewish-Australians during each period. 2. Noted Jewish-Australians of each period and a brief narrative/story of each. 3. A picture from the time period that illustrates the life/work of Jewish-Australians. 4. An object/artefact that is representative of Jewish culture in Australia from each period, sourced from the Jewish Museum collection. <p>Students can choose to develop a virtual timeline using software to complete the task, e.g., Sutori (https://www.sutori.com/); TimeToast (https://www.timetoast.com/) or use a poster/chart. Websites that can assist students to gather reliable information from primary and secondary sources and introduce students to the stories of Jewish immigrants are listed in the unit Reference directory at the end of this Teaching and Learning unit.</p> <p>As a class, join each group’s timeline into one, and invite each group to share their findings with the class. Have each group suggest a response to the inquiry question. Display the completed timeline. Invite a member of the Jewish-Australian community to visit the class and speak about their history, culture, beliefs, and community.</p> <p>As a class, discuss the importance of preserving artefacts from the past, and how they inform the present and future. Ask students to list artefacts from their family/culture that hold meaning for their ethnic and/or Australian culture.</p> | |
| <p>Transformation</p> | <p>Discuss the term ‘diaspora’ and its meaning: a group of people who live outside the area in which they had lived for a long time or in which their ancestors lived. Have students consider the effects of migrating to Australia, especially from the perspective where people leave their country of origin by choice, and another perspective where people are impelled to leave their country of origin for various reasons.</p> <p>In pairs, have students research a prominent Jewish-Australian and complete a <i>Character profile</i>. Examples of historical Jewish-Australians include</p> <ul style="list-style-type: none"> • Monash, Sir John (1865–1931) • Isaacs, Sir Isaac (1855–1948) • Kisch, Egon (1885–1948) • Steinberg, Isaac Nachman (1888–1957) • Cohen, Rieke (1887–1964) • Cowen, Sir Zelman (1919–2011) • Mora, Mirka (1928–2018) • Margolyes, Miriam (1941 -) <p>Other notable Jewish-Australians are listed at:</p> <ul style="list-style-type: none"> • Prominent Australians of Jewish Ancestry: https://racismnoway.com.au/teaching-resources/prominent-australians-jewish-ancestry-include/ • List of Oceanian Jews: https://en.wikipedia.org/wiki/List_of_Oceanian_Jews • Australian Jewish writers database: http://www.jewishaustralia.com/writers-jewishaustralia-database.asp • NLA: Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia: http://www.nla.gov.au/guides/jewishlife.html#some <p>Once students complete their research, they should share their information with another group who may have selected a person who comes from the same time and/or place. Invite students to use a <i>Think- Pair- Share</i> activity, and together add further information to their Character Profile that supports the title of ‘Noted Australian’. As a class, discuss the reasons why many Jewish ‘Noted Australians’ migrated to Australia, where they settled, and their contributions to an Australian identity.</p> | <ul style="list-style-type: none"> • Character profile • Think-Pair-Share |
| <p>Presentation</p> | <p>As a ‘Hot Seating’ activity, invite students to become the character of their Noted Jewish-Australian and have other students interview them about their contribution to Australian-Jewish history and society. Alternatively, students can play a Freeze frame game, where</p> | <ul style="list-style-type: none"> • Hot Seating • Freeze frame |

| | | |
|--------------------------|--|--|
| | <p>they take on the persona of the person, and provides answers the certain questions in character, when tapped on the shoulder.</p> <p>Display the character profiles in the classroom in alphabetical order, historical, or in order of greatest notoriety. Ask students to consider why and how each person is considered a 'shining light' for their community/culture/time.</p> | |
| <p>Reflection</p> | <p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Jewish-Australian history, cultural artefacts and traditions. Have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about Jewish-Australian history and culture, and the importance of the Chanukiah to contemporary Jewish-Australians.</p> <p>Take students on excursion to the Jewish Museum, or a cultural museum in their town or region that features artefacts from Jewish culture. Invite a member of the Jewish community to speak to students about their history and culture. Direct students to further resources on this topic.</p> | <ul style="list-style-type: none"> • Quizlet • I used to think – Now I think |

Reference Directory – Jewish history, culture and festivals: (F) denotes that the resource is available in FUSE (DET Victoria)

Australia Virtual Jewish History Tour: <https://www.jewishvirtuallibrary.org/australia-virtual-jewish-history-tour>

Australia Virtual Jewish History Tour: <https://www.jewishvirtuallibrary.org/australia-virtual-jewish-history-tour>

Australian Dictionary of Biography:

<https://adb.anu.edu.au/biographies/search/?scope=all&query=Jewish+immigrants&x=53&y=16&rs=>

Australian Jewish writers' database: <http://www.jewishaustralia.com/writers-jewishaustralia-database.asp>

Australian Jewry: An Overview: <http://www.jewishaustralia.com/communityhistory.htm>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

History of Jews in Australia: https://en.wikipedia.org/wiki/History_of_Jews_in_Australia

Jewish Australia: The Normalcy of The Australian Jewish Experience: <https://www.jewishqld.com/about-the-jewish-community/jewish-australia/>

Jewish Museum: Being Australian: <https://www.jewishmuseum.com.au/collections/being-australian/>

List of Oceanian Jews: https://en.wikipedia.org/wiki/List_of_Oceanian_Jews

NAA 60: Safe haven: records of the Jewish experience in Australia (pdf) - <https://www.naa.gov.au/help-your-research/research-guides/safe-haven-records-jewish-experience-australia>

NAA: The Jewish experience in Australia:

https://www.google.com/search?q=history+of+jewish+migration+to+Australia&rlz=1C1MSIM_enAU844AU845&oq=history+of+jewish+migration+to+Australia&aqs=chrome..69i57j33i22i29i30i2.13042j0j7&sourceid=chrome&ie=UTF-8#

National Library of Australia, Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia: <http://www.nla.gov.au/guides/jewishlife.html>

NLA: Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia:

<http://www.nla.gov.au/guides/jewishlife.html#some>

NSW State Archives & Records, Immigration and Shipping: <https://www.records.nsw.gov.au/>

NSW State Library, Australian Jewish Community and Culture: <https://www.sl.nsw.gov.au/stories/australian-jewish-community-and-culture>

Prominent Australians of Jewish Ancestry: <https://racismnoway.com.au/teaching-resources/prominent-australians-jewish-ancestry-include/>

The National Gallery, Festival of Light: https://www.nationalgallery.org.uk/media/15296/trail_festival-of-light.pdf

The Symbolism of Light (JTS): <https://www.jtsa.edu/the-symbolism-of-light>

WA Migration Stories, Post WW11 European Migration: https://slwa.wa.gov.au/exhibitions/s/migration/page/post_wwii

What Is Hanukkah?: https://www.chabad.org/holidays/chanukah/article_cdo/aid/102911/jewish/What-Is-Hanukkah.htm

Web resources – Teaching and Learning support:

(F) **Graphic organisers:** <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

Freeze frame: <https://dramaresource.com/freeze-frames/>

Hot Seating strategy: <https://dbp.theatredance.utexas.edu/content/hotseating-0>

How to Create a Detailed Character Profile: <https://www.wikihow.com/Create-a-Detailed-Character-Profile#:~:text=A%20character%20profile%20is%20a,them%20come%20alive%20for%20readers.&text=Finally%2C%20develop%20your%20character's%20place,they'll%20experience%20throughout%20it.>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Quizlet: <https://quizlet.com/>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

STUDENT WORKSHEET: Jewish Museum of Australia – LIGHT _____ Visible Thinking Strategy

- **I see:** describe what you see – the shape, colour, texture, special features, decoration and materials used?
- **I think:** What is the object?, What was it used for?, Who made it?, Why, when and how it was made?
- **I wonder:** How does this object represent Jewish religion/culture? Why is it important in history, and in the present?



| |
|--------------------|
| I See ... |
| I Think... |
| I Wonder... |

Gumnut Chanukiah, c1980s – Jewish Museum of Australia



| |
|--------------------|
| I See ... |
| I Think... |
| I Wonder... |

Channukiah with Shamas (late 19thC) – Jewish Museum of Australia



A chanukiah is used to celebrate the Jewish festival of Channukah (also referred to as Hanukkah) – an increasing number of candles are lit on each night of the eight-day festival. The candle that stands higher, and often in the centre is used to light the other candles. Chanukiot are usually made of metal and are found in numerous designs.

The gumnut example was made as a typical art and craft project by Australian Jewish primary school children.

The festival of Chanukah

The Chanukiah Festival takes place in December (Christmas time). The festival is celebrated by the joys of gift giving, the eating of fried food, and the singing of a special song as the candles are lit. A Hebrew word, Chanukah means “dedication”.

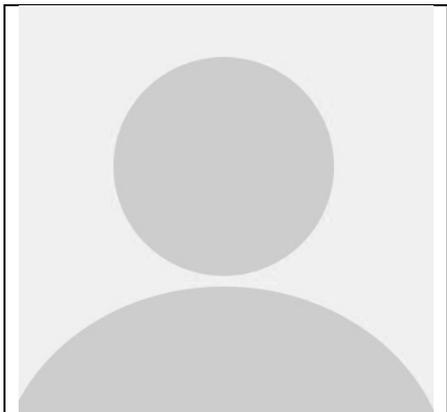
Symbolically, the festival of Chanukiah/Hanukkah celebrates a miracle that took place in the 2nd century BCE. At this time, the Holy Land was ruled by the Seleucids (Syrian-Greeks), who tried to force the people of Israel to accept Greek culture and beliefs. Led by Judah the Maccabee, the Israelites (Jewish people) defeated the Greek invaders and reclaimed the Holy Temple in Jerusalem. In thanks and celebration, they wanted to light the Temple's Menorah (the seven-branched candelabrum), but only found a small supply of purified olive oil. The amount of oil should have only lasted one day, but surprisingly, it lasted for eight days. Therefore, the candelabrum symbolises good prevailing over evil, and celebrates optimism and hope.

Listen to the Jewish Museum representative on the Snapshots website and what he/she relates about this artefact. Respond to the following questions:

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| How does the gumnut chanukiah represent Jewish culture within their Australian community? |
| |
| How does the gumnut chanukiah communicate and promote intercultural understanding? |
| |
| What is a similar symbolic artefact used in your belief system? Explain its significance. |
| |

STUDENT WORKSHEET: Jewish Museum of Australia – Light _____ Character Profile

Name:

| | | |
|--|-----------------------------|--------------------|
|  | | |
| Picture | Physical description | Family |
| | | |
| Education | Attributes | Personality |
| | | |
| Short bio and achievements | | |

UNIT 2: JEWISH MUSEUM OF AUSTRALIA

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 7 and 8 content descriptions

History:

| | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|---|--|--|
| Historical Knowledge | | | |
| Personal histories <i>(The Australian colonies)</i> | The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony | Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China | The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences |
| Community histories <i>(Australia as a Nation)</i> | The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated | The significance and importance of conserving the remains and heritage of the past. (VCHHK115) | Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society |
| | Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society | | Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia |
| | | | The perspectives of people and different historical interpretations and debates from the period |
| History concepts and skills | | | |
| Using historical sources as evidence | Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. | Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099) | Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability |
| | | Analyse the different perspectives of people in the past. (VCHHC100) | Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values |
| | Describe perspectives and identify ideas, beliefs and values of people and groups in the past. | Explain different historical interpretations and contested debates about the past, (VCHHC101) | Evaluate different historical interpretations and contested debates |
| Continuity and change | Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies. | Identify and explain patterns of continuity and change in society to the way of life. (VCHHC102) | Identify and evaluate patterns of continuity and change in the development of the modern world and Australia |
| | Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants. | | |
| Historical significance | Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation | Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress. (VCHHC104) | Evaluate the historical significance of an event, idea, individual or place |

Civics and Citizenship -

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|---|--|
| Citizenship, Diversity and Identity | | |
| Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society | Describe how Australia is a secular nation and a multi-faith society. (VCCCC024) | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society |
| Identify different points of view on a contemporary issue relating to democracy and citizenship | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (VCCCC025) | Discuss challenges to and ways of sustaining a resilient democracy and cohesive society |
| Investigate how people with shared beliefs and values work together to achieve their goals and plan for action | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them. (VCCCC026) | Discuss how and why groups, including religious groups, participate in civic life |
| Examine the concept of global citizenship | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives. (VCCCC027) | Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events |

Intercultural Capability

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|---|--|---|
| Cultural Practices | | |
| Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced | Analyse the dynamic nature of own and others cultural practices in a range of contexts (VICCCB013) | Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices |
| Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures | Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VICCCB014) | Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts |
| Cultural Diversity | | |
| Identify barriers to and means of reaching understandings within and between culturally diverse groups | Identify the challenges and benefits of living and working in a culturally diverse society (VICCCD015) | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world |
| Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups | Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VICCCD016) | Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion |

UNIT 2: FAITH

Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts found in the Jewish Museum of Australia collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal, social and cultural contributions to civic life.

Objectives:

Have students engage with the interactive website, “[Snapshots](http://www.snapshots.org.au)” ([www.http://.....](http://www.snapshots.org.au)). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Jewish history, customs and enterprise have helped shape Australia’s identity.

| Teaching and Learning cycle | Student activity |
|---|---|
| <p>Engagement</p> <p>Invite students to work in pairs to complete the ‘<i>I see, I Think, I Wonder</i>’ worksheet for each artefact illustrated. Once students complete all sections, have each pair share their responses with another pair, compare their findings, and then share their thoughts with the class.</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g., Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> • How is the text artefact presented? • What decoration/illustration is presented on the page/s? • What materials were used to make the artefact and the written words? <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> • What is the meaning of the text? • Who was it written for? • Who wrote it? • Why was it written? • When and where were the artefacts produced? <p>Clarify what you <i>wonder</i>.</p> <ul style="list-style-type: none"> • How do the artefacts represent the Jewish religion and culture? • Why are these artefacts important to the past, present and future of Judaism? • What are the similarities and difference between the two artefacts? <p>Visit the Snapshots website to locate the interview with Marc Light. As a class, listen to him speak about his family and their work in the Jewish-Australian community, and the importance of his faith. He will also draw attention to the significance of the artefact, ‘A Confession of Faith’.</p> | <p>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder |
| <p>Building knowledge</p> <p>As a class, discuss how these artefacts express Jewish identity, particularly religious and cultural identity, and how this expression influences their perceptions of themselves and others’ perception of them. Steer discussion to develop an understanding how FAITH is an important concept for any individual and society.</p> <p>Working in pairs, instruct students to complete a Thinking Map exploring the concept of FAITH. Contexts relating to an understanding of FAITH include, personal, social, cultural, spiritual, philosophical, and phenomenological (linguistics, actions, objects, communications, etc.). Display the students’ Thinking Maps and collate their ideas for each context. Invite students to provide clarification for each addition within a context. This clarification may mean students provide personal stories of Faith, or loss of Faith. (It is important to revisit the mantra of RESPECT while students are sharing personal stories)</p> <p>As a class, discuss how the museum artefacts are expressions of FAITH. In the discussion, develop a class Venn Diagram to clarify the similarities and differences</p> | <ul style="list-style-type: none"> • Thinking Map • Venn Diagram • Language similes |

| | | |
|-----------------------|--|--|
| | <p>of each artefact and the context/s that apply. Ask students to highlight what parts of each artefact tells us that it belongs to the Jewish community. Identify significant words/references that appear in the prose, for example, Torah, Judaism, Barmitzvah, Hebrew, Shavuoth, Jewishness, Synagogue, Israel, etc.</p> <p>Remind students that language and linguistics are synonymous with culture and identity. Invite students to locate the meaning of each of these words. As a class, review the Jewish words and their translation, and have students consider how their own belief system has specific words that describe the same objects, place, and ceremonies.</p> | |
| Transformation | <p>Provide a list of Jewish customs and traditions, for example, Chanukah, Rosh Hashanah, Yom Kippur, Yom HaShoah, Sukkot, Passover, etc. Working in pairs, have students select one Jewish tradition to research. Access the Jewish Museum of Australia's website: The Jewish Year. Ask students to locate objects that correspond to any of the festivals they select to learn more about. Have students develop a list of questions they will use to structure their report, particularly, the What, Why, How, Who, When questions. Students can use the Information Report Template or create an online response.</p> <p>Additionally, invite each pair to create a Wordle that best describes what the Jewish tradition means in relation to the word, FAITH. Display the reports and the Wordle and invite each pair to present their findings.</p> | <ul style="list-style-type: none"> • Information Report Template • Wordle |
| Presentation | <p>Invite students to re-visit the interview with Marc Light and his explanation about the letter, 'A Confession of Faith', that is passed down through generations of men in his family. Have students discuss the meaning of the letter and how important it is as a family heirloom, and as advice for how Jewish men should live their lives. Working in groups have students highlight passages that provide advice about what it means to be Jewish.</p> <p>Have students consider what advice they might provide to the next generation. Writing from a personal context, students could draft and write a diary entry, letter, email or magazine article about this advice and how it reflects current ideas of faith and respectful behaviour. Invite students to display and/or present their ideas to the class. Review how student ideas may be similar or different from the letter received by Marc Light.</p> | <ul style="list-style-type: none"> • Letter/diary entry |
| Reflection | <p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about Jewish history, culture, traditions, and beliefs. Have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about Jewish beliefs and culture, the importance of Jewish traditions in contemporary Australian life.</p> <p>Take students on excursion to the Jewish Museum, or a cultural museum in their town or region that features artefacts from the Jewish culture. Direct students to further resources on this topic.</p> | <ul style="list-style-type: none"> • Quizlet • I used to think – Now I think |

Reference Directory – FAITH: (F) denotes that the resource is available in FUSE (DET Victoria)

Australia Virtual Jewish History Tour: <https://www.jewishvirtuallibrary.org/australia-virtual-jewish-history-tour>

Australian Dictionary of Biography:

<https://adb.anu.edu.au/biographies/search/?scope=all&query=Jewish+immigrants&x=53&y=16&rs=>

Australian Jewish writers' database: <http://www.jewishaustralia.com/writers-jewishaustralia-database.asp>

Australian Jewry: An Overview: <http://www.jewishaustralia.com/communityhistory.htm>

Culture Victoria: Circles and cycles: <https://cv.vic.gov.au/stories/a-diverse-state/jewish-australian-families/circles-and-cycles/>

Culture Victoria: Jewish Families: <https://cv.vic.gov.au/stories/a-diverse-state/jewish-australian-families/>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

History of Jews in Australia: https://en.wikipedia.org/wiki/History_of_Jews_in_Australia

Jewish Australia: The Normalcy of The Australian Jewish Experience: <https://www.jewishqld.com/about-the-jewish-community/jewish-australia/>

Jewish Holidays & Celebrations – List: <https://pjcc.org/jewish-life/jewish-holidays-explained/>

Jewish Museum: Being Australian: <https://www.jewishmuseum.com.au/collections/being-australian/>

Jewish Museum: The Jewish Year: <https://www.jewishmuseum.com.au/collections/the-jewish-year/>

Judaism: Celebrations and Festivals: <https://www.uri.org/kids/world-religions/jewish-celebrations>

List of Oceanian Jews: https://en.wikipedia.org/wiki/List_of_Oceanian_Jews

NAA 60: Safe haven: records of the Jewish experience in Australia (pdf) - <https://www.naa.gov.au/help-your-research/research-guides/safe-haven-records-jewish-experience-australia>

NAA: The Jewish experience in Australia:

https://www.google.com/search?q=history+of+jewish+migration+to+Australia&rlz=1C1MSIM_enAU844AU845&oq=history+of+jewish+migration+to+Australia&aqs=chrome..69i57j33i22i29i30i2.13042j0j7&sourceid=chrome&ie=UTF-8#

National Library of Australia, Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia: <http://www.nla.gov.au/guides/jewishlife.html>

NLA: Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia:

<http://www.nla.gov.au/guides/jewishlife.html#some>

NSW State Archives & Records, Immigration and Shipping: <https://www.records.nsw.gov.au/>

NSW State Library, Australian Jewish Community and Culture: <https://www.sl.nsw.gov.au/stories/australian-jewish-community-and-culture>

Prominent Australians of Jewish Ancestry: <https://racismnoway.com.au/teaching-resources/prominent-australians-jewish-ancestry-include/>

The National Gallery, Festival of Light: https://www.nationalgallery.org.uk/media/15296/trail_festival-of-light.pdf

The Symbolism of Light (JTS): <https://www.jtsa.edu/the-symbolism-of-light>

WA Migration Stories, Post WW11 European Migration: https://slwa.wa.gov.au/exhibitions/s/migration/page/post_wwii

Ways of Jewish living: <https://www.bbc.co.uk/bitesize/guides/z4kg4qt/revision/5>

What Is Hanukkah? https://www.chabad.org/holidays/chanukah/article_cdo/aid/102911/jewish/What-Is-Hanukkah.htm

Web resources – Teaching and Learning support:

(F) **Graphic organisers:** <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

EdWordle: <http://www.edwordle.net/>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Literacy Ideas for teachers and students, Creating a high quality information report:

<https://www.literacyideas.com/information-report>

Quizlet: <https://quizlet.com/>

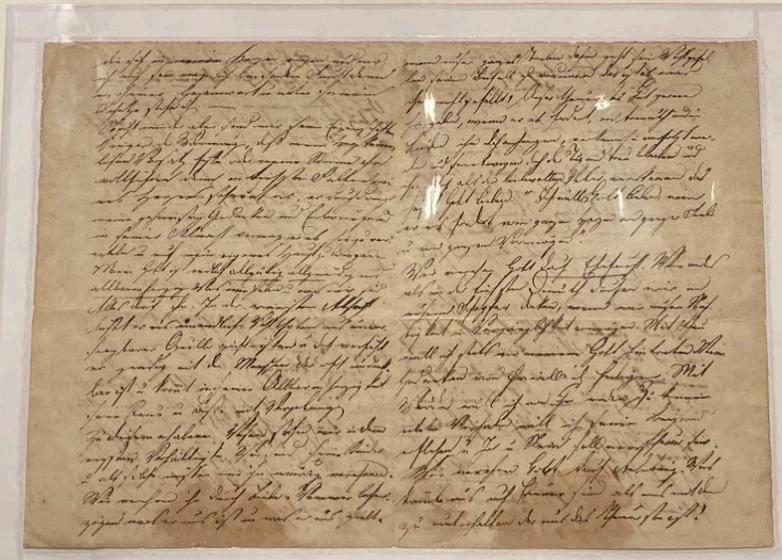
Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

- **I see:** describe what you see – the special text, decoration and materials were used?
- **I think:** What is the object?, Who was it written for?, Who wrote it?, Why, when and how it was written?
- **I wonder:** How does this object represent Jewish religion/culture? Why is it important to the past, present and future?

'A Confession of Faith'
Delivered by Herz Hahlo at his *Barmitzvah* in Hannoversch-Munden, Germany, in 1802. This document was presented to his grandson, Max Hahlo, on the occasion of his *Barmitzvah* in 1876 who, in turn presented it to his grandson, Kurt Lippmann, in Hamburg, on 16 December 1933. Kurt Lippmann gave it to Marc Light, his grandson, in Melbourne, Australia, on 17 November 1990.
On loan from Marc Light.

My dear ones,
According to old and hitherto existing customs, it would have sufficed for me to proclaim my faith by reading a small portion of the Torah. Time and inheritance would have made me an obvious confessor to the religion of my ancestors. Silently I would have sworn my adherence to Judaism for the rest of my life.
But the progress of time, the growing of the intellect and the wisdom of our religious leaders put greater and more dignified demands on us. The *Barmitzvah* shall not only be the concern of our heart but also of our mind; our religious thoughts are no longer to be silently kept to ourselves, but shall be declared loudly and openly in public.
That is the reason why the 14th year of our lives is chosen, so that the more mature mind achieves a real dedication.
How can I do justice to the sincere joy with which you, my dear parents, were anticipating this day! How can I be worthy of the festive spirit in which our family and friends are gathered here!



The worldly confession of present-day knowledge of my faith which I pronounce at this holy place is my attempt to prove myself worthy of the honour bestowed upon me.
The conception of religion is clearly understood by me: it means to honour and worship God and that is what I am doing. As I repeat it in my daily prayer: He was there before a single blade of grass was there, and He, the Eternal One, will be there, when every creature will have disappeared from the earth. He is Almighty. The strength of all the sages is only the sign of His infinite power. To Him we must all submit. The mightiest son on earth cannot see Him and nobody can ask Him "What are your intentions?". He is omniscient and present everywhere. Although I can hardly grasp these facts, I recognize that I cannot do without His assistance for one moment. I know that His fatherly eye watches over me and protects me from thousands of dangers that are lingering around me. These Godly qualities are a blessing to me - I need not fear nor tremble, because my Creator is eternal. He is almighty and protects me from all dangers. In His omniscience He recognizes all my hidden desires and whenever I may be, I need not fear, as He is present and He is my protector.
But these, His abilities also present a warning to me: my heart must not plan evil nor must I think of it. For He looks into the depth of my heart. He knows my secret thoughts and ideas and it is in His power to destroy them and thus frustrate my whole existence.
Whatever we are and have, we owe to Him. In His wisdom He gives us endless blessing from inexhaustible sources. He is merciful to mankind even if we are ungrateful and in His compassion He crowns our repentance with His pardon.
We are in the closest relationship to His sublime being. We are His children, as such we worship Him. Through Love we show Him our adoration. In recognizing what He gives to us and what He means to us, we should try to please Him. This should be the culmination of our endeavours. We should give up our dearest possessions on His demands and in poverty and suffering, we should be faithful to Him. Even if we are misunderstood and persecuted for our belief, we recognize Him as our loving Father. I shall love God with all my heart, with all my soul and with all my might.
We worship God with reverence. With deep humility we think of our creator. With dignity I will approach Him and sanctify my thoughts of Him. My oath shall be Yes and No. I will not use His name in vain. We worship God in prayer. How else could we derive comfort in need and distress than by calling on Him, who can and will help us. In happiness there is no greater joy than bringing Him a sacrifice from whose hands we received it. Praying shall be my most sacred duty. I will hasten to the place, where, in solemn assembly, my God is worshipped and where my mind and heart find elevation. Never shall praying be a burden to me. When I rise I shall pray for God's help, during the day and when I lie down I will thank Him for His help and protection. Only with deep sincerity will I pray. Whatever I think and say shall be worthy of my God.
Watching our responsibilities is another way to worship God. I have responsibilities towards my parents. Next to God I will worship them most. I will obey them, because their demands on me will be just and good. As they devote their strength to give me happiness, I will be grateful to them with all my strength. Oh, my beloved parents, if I once had ignored your advice, I will not be worthy of facing you. Forgive me my offences of the past. From now on, I shall be strict with myself and shall not practise any indulgence.
I have got responsibilities towards my fellow men. "Love your neighbour like yourself." This commandment will never vanish from my heart. I will love all men without distinction of creed because they are all created in God's image, all for the same purpose, for the same destiny. I shall love all mankind and make no distinction based on rank or class: the rich and the poor shall be equal to me as they are before God who is the Father of all men. Not in earthly possessions will I see a person's value, only in virtue, which can belong to the poorest. I shall respect the honour of my fellow men like my own. Never will I hurt them by disregard or detraction, their possessions shall be sacred to me. Never shall my soul be disgraced by fraud or brute force. I shall share his joys and his sorrows. In danger I shall not stand back but shall help him as much as I can.
And last but not least, I have got responsibilities towards myself. I shall endeavour to better myself. By good deeds my heart shall become more understanding and by hard thinking shall my mind become wiser and more accomplished. A full and pious conscience shall bring me contentment and self esteem. Modest shyness shall prevent me from secret sins and bad thoughts. I shall look after myself and avoid things that can be detrimental to my health. In all my joys and pleasures I shall be moderate and restrained. Diligence shall protect me from depression and distress. Passions shall not shorten my life that has been destined by God, so that I can achieve the goal of happiness.
May the Almighty give me his assistance!
Amen.
Translated by Olga Lippmann (nee Hahlo)

A Confession of Faith

Delivered by Herz Hahlo at his *Barmitzvah* in Hannoversch-Munden, Germany, In 1802

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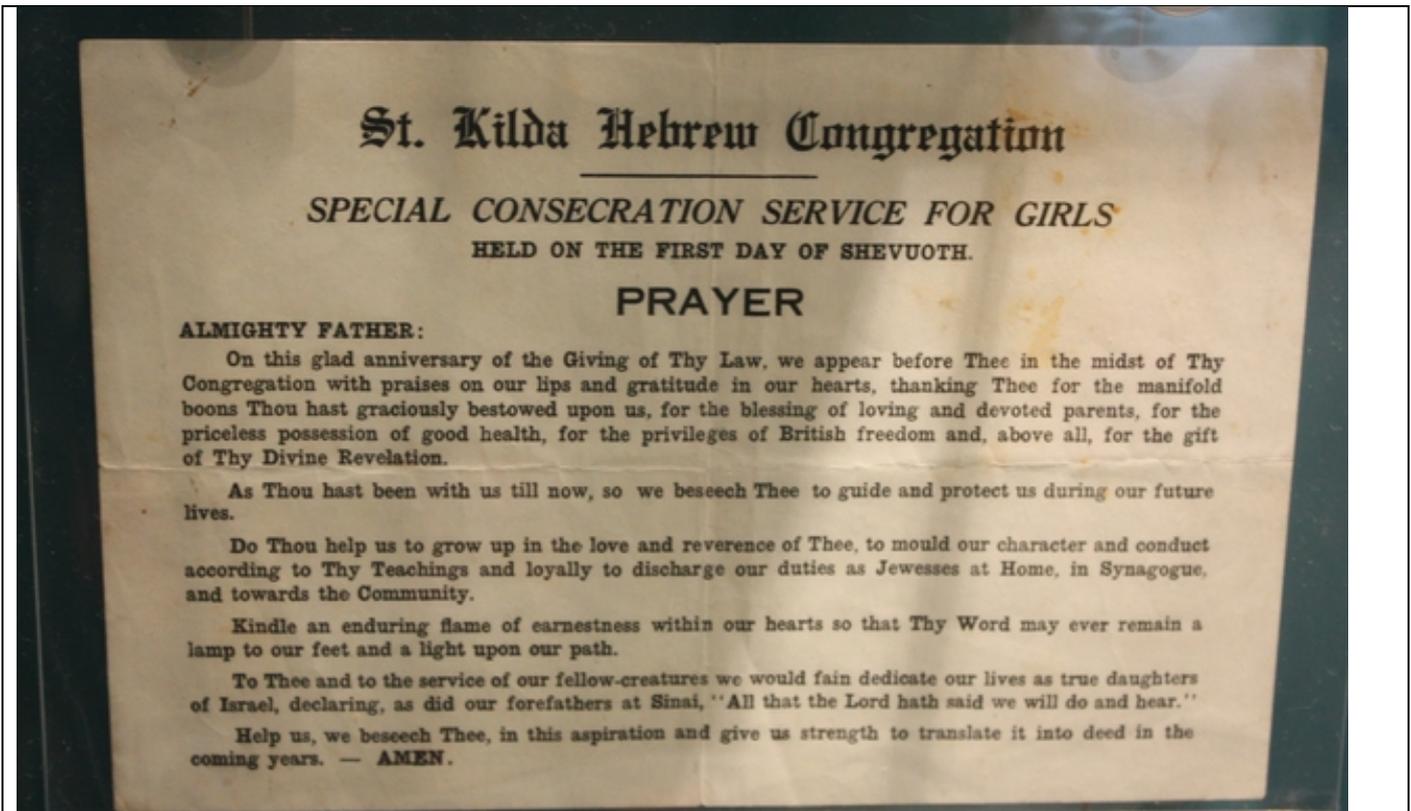
I have got responsibilities towards my fellow men. "Love your neighbour like yourself." This commandment will never vanish from my heart. I will love all men without distinction of creed because they are all created in God's image, all for the same purpose, for the same destiny. I shall love all mankind and make no distinction based on rank or class: the rich and the poor shall be equal to me as they are before God who is the Father of all men. Not in earthly possessions will I see a person's value, only in virtue, which can belong to the poorest. I shall respect the honour of my fellow men like my own. Never will I hurt them by disregard or defamation. Their possessions shall be sacred to me. Never shall my soul be disgraced by fraud or brute force. I shall share his joys and his sorrows. In danger I shall not stand back but shall help him as much as I can.

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May the Almighty give me his assistance!

Amen.

- *I see:* describe what you see – the text, decoration and materials were used?
- *I think:* What is the object?, Who was it written for?, Who wrote it?, Why, when, and how it was written?
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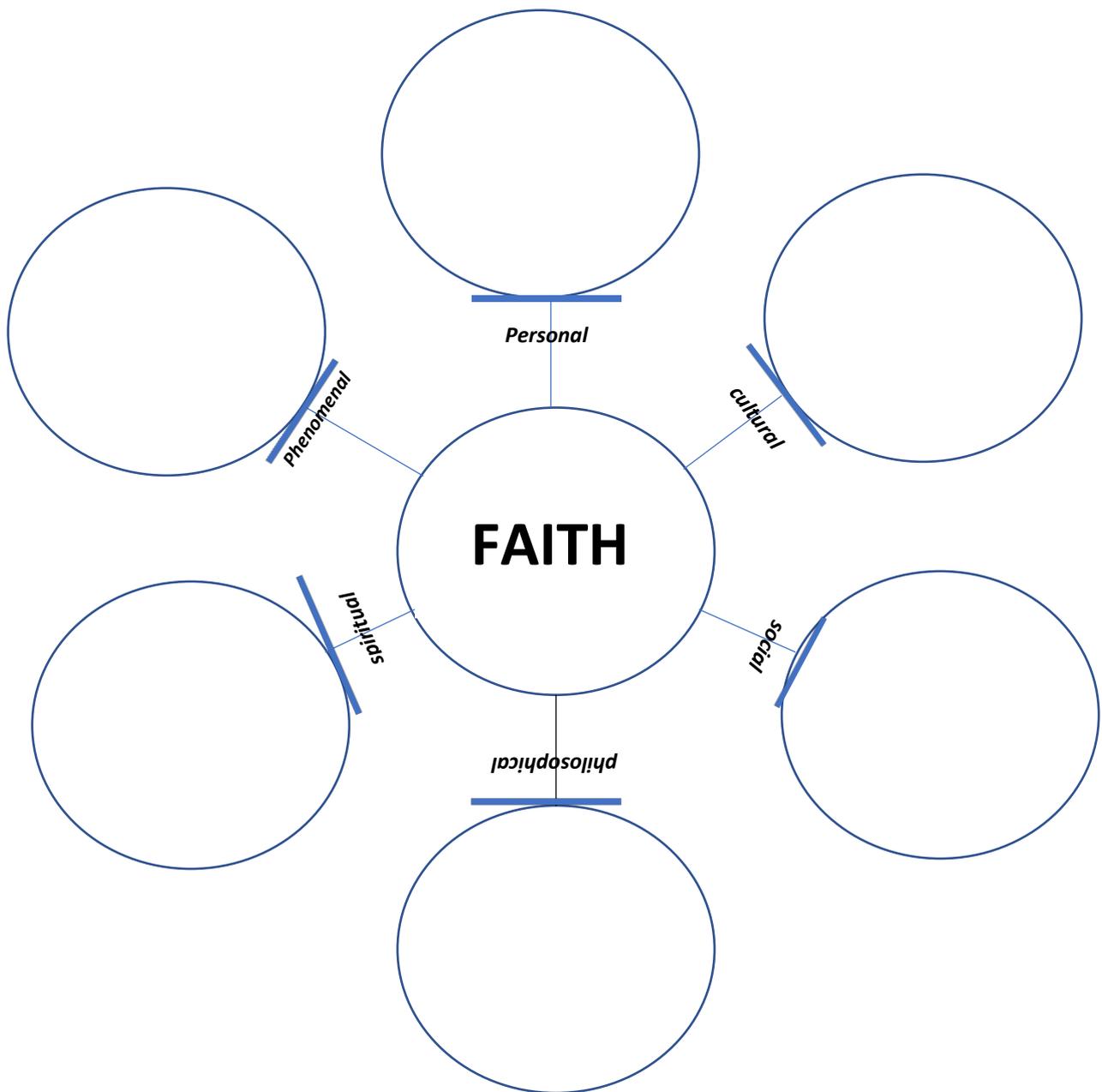


**Prayer sheet, for a Bat Mitzvah, 1935.
Jewish Museum Collection**

I See ...

I Think...

I Wonder...



Planning:

| |
|--|
| Title: |
| Introduction: Summary of the main points |
| |
| Paragraph 1: Description of the festival/ceremony (Origins - What, Where, When, Who, etc. and activities) |
| |
| Paragraph 2: Explanation of its importance to the Jewish community (symbolism, relevance to the past and present) |
| |
| Conclusion: Findings – How the ceremony/festival relates to the concept Faith |
| |
| Image: Artefact associated with the ceremony/festival |
| |
| References used: |
| |

UNIT 3: JEWISH MUSEUM OF AUSTRALIA

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

History:

| | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|---|--|---|
| Historical Knowledge | | | |
| Personal histories <i>(The Australian colonies)</i> | The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony | Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China | The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences |
| Community histories <i>(Australia as a Nation)</i> | The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated | The significance and importance of conserving the remains and heritage of the past | Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society. (VCHHK157) |
| | Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society | | Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159) |
| | | | The perspectives of people and different historical interpretations and debates from the period. (VCHHK160) |
| History concepts and skills | | | |
| Using historical sources as evidence | Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. | Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability | Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability. (VCHHC123) |
| | | Analyse the different perspectives of people in the past | Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values. (VCHHC124) |
| | Describe perspectives and identify ideas, beliefs and values of people and groups in the past. | Explain different historical interpretations and contested debates about the past | Evaluate different historical interpretations and contested debates. (VCHHC125) |
| Continuity and change | Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies. | Identify and explain patterns of continuity and change in society to the way of life | Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126) |
| | Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants. | | |
| Historical significance | Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation | Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress | Evaluate the historical significance of an event, idea, individual or place. (VCHHC128) |

Civics and Citizenship -

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|--|---|
| Citizenship, Diversity and Identity | | |
| Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society | Describe how Australia is a secular nation and a multi-faith society | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035) |
| Identify different points of view on a contemporary issue relating to democracy and citizenship | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' | Discuss challenges to and ways of sustaining a resilient democracy and cohesive society. (VCCCC036) |
| Investigate how people with shared beliefs and values work together to achieve their goals and plan for action | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them | Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037) |
| Examine the concept of global citizenship | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives | Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events. (VCCCC038) |

Intercultural Capability

| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
|--|--|---|
| Cultural Practices | | |
| Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced | Analyse the dynamic nature of own and others cultural practices in a range of contexts | Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VICCB017) |
| Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures | Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations | Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VICCB018) |
| Cultural Diversity | | |
| Identify barriers to and means of reaching understandings within and between culturally diverse groups | Identify the challenges and benefits of living and working in a culturally diverse society | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCD019) |
| Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups | Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community | Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICCD020) |

UNIT 3: FRAGMENTS

Rationale:

This learning sequence encourages students to enhance their understanding of the historical, cultural, and social significance of selected artefacts found in the Jewish Museum Of Australia collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal, social, and cultural contributions to civic life.

Objectives:

Have students engage with the interactive website, “[Snapshots](http://www.http://.....)” (www.http://.....). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Jewish history, customs and enterprise have helped shape Australia’s identity.

| Teaching and Learning cycle | Student activity |
|---|--|
| <p>Engagement</p> <p>Invite students to work in pairs to complete the ‘I see, I Think, I wonder’ artefact analysis. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g., Describe what you <i>see</i>.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were the artefacts made from? • What decorations appear on the artefacts? • What are the differences between the images of the artefacts? <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> • How were the artefacts might be made? • When were they created? • What were they used for? <p>Clarify what you <i>wonder</i>.</p> <ul style="list-style-type: none"> • What does the term ‘Torah pointers’ and ‘Kosher’ mean? • What is the innovative significance of these artifacts? Consider their value within the contexts of historical, social, cultural, and economical. • How are the artefacts related? • Where would I find these artefacts today? <p>Visit the Snapshots website to locate the interview with Marc Light. As a class, listen to him speak about the artefacts, and their significance to the Jewish beliefs. He also suggests how innovative they were to his faith.</p> | <p>Visible Thinking Strategies (VTS)</p> <ul style="list-style-type: none"> • I see, I Think, I wonder • Think- Pair- Share |
| <p>Building knowledge</p> <p>Using a WebQuest, have students investigate the history of Jewish people in Australia. Divide the class into four (4) groups. Each group is responsible for developing part of a class timeline outlining Jewish-Australian history. This timeline should include events that influenced Jewish immigration to Australia:</p> <p style="padding-left: 40px;">Group 1: 1788 – 1888 Group 2: 1888 – 1938 Group 3: 1938 – 1988 Group 4: 1988 – current</p> <p>Develop the <i>Jewish Immigration Timeline</i> with information from each period related to the following questions:</p> <ol style="list-style-type: none"> 1. When did Jewish people first arrive in Australia, who came, and where did they come from and where did they settle? 2. Why did Jewish people immigrate to Australia? What was happening in the world during this period? 3. What assistance or restrictions were placed on Jewish people migrating to Australia? How was their treatment in Australia different from where they had arrived from? | <ul style="list-style-type: none"> • WebQuest • Timeline |

| | | |
|-----------------------|---|---|
| | <p>4. Who are some notable Jewish people who migrated to Australia during the period? What were they noted for, and how did they further contribute to Australian history and/or culture?</p> <p>5. What innovations did Jewish culture contribute to an Australian economy?</p> <p>Students should access the Jewish Museum, <i>Being Australian</i> exhibition for information and artefacts to support their findings. Students can choose to develop a virtual timeline using software to complete the task, e.g., Sutori (https://www.sutori.com/); TimeToast (https://www.timetoast.com/) or use a Timeline/chart. Websites that can assist students to gather reliable information from primary and secondary sources and introduce students to the stories of Jewish immigrants are listed in the unit Reference directory at the end of this Teaching and Learning unit. Each story and artefact are the <i>fragments</i> that make up the whole story.</p> <p>As a class, join each group’s timeline into one, and invite each group to share their findings with the class. Have each group suggest a response to the inquiry question. Display the completed timeline. Invite a member of the Jewish-Australian community to visit the class and speak about their history, culture, beliefs, and community. Visit the Snapshots website to locate the interview with Marc Light. As a class, listen to him speak about his family, their history, and their work in the Jewish- Australian community, and the importance of his faith.</p> <p>As a class, identify the innovation presented by each of the selected museum artefacts (Torah pointers and Kosher Wine Seal). These innovations are particularly relevant to Jewish faith, culture and history. As a class, discuss the importance of preserving artefacts from the past, and how they inform innovation in the present and the future. Ask students to list innovative artefacts from their family/culture that have application beyond their ethnic and/or Australian culture. Display this list and have student find images that correspond to the invention. Align the innovation with the periods of the timeline and integrate the image with the information.</p> | |
| Transformation | <p>Building on students’ knowledge of past Jewish immigration issues, have students work in groups of three to complete a <i>Think Hat analysis</i> on the topic of <i>Antisemitism</i> and issues that confront Jewish-Australian people and their communities, in Australia and overseas. Have students read and analyse the following online articles:</p> <ul style="list-style-type: none"> • “Antisemitism in Australia, and how to counter it” by Julie Nathan, ABC (11/02/2020): https://www.abc.net.au/religion/antisemitism-in-australia-and-how-to-counter-it/11953896 • “It’s not just about the rise in anti-Semitism: why we need real stories for better Holocaust education in Australia” by Jan Lanicek, The Conversation (01/2021): https://theconversation.com/its-not-just-about-the-rise-in-anti-semitism-why-we-need-real-stories-for-better-holocaust-education-in-australia-153645 • “Opinion: Anti-Semitism is on the rise in Australia as Israel conflict escalates”, by Dr Dvir Abramovich, News.com.au (18/05/2021): https://www.news.com.au/world/middle-east/antisemitism-is-on-the-rise-in-australia-as-israel-conflict-escalates/news-story/513b88f3355178e131b3d202b5d639e2 <p>As a class, discuss the issues raised in the articles, and their impact on highlighting Anti-Semitism for them as a reader. As a class, discuss how ignorance and mis-information (fragments) about people and cultures can give rise to prejudice and discrimination.</p> | <ul style="list-style-type: none"> • Think Hat analysis • Critical analysis_Media |
| Presentation | <p>Pose the question:</p> <ul style="list-style-type: none"> • What are the challenges and benefits of living and working in an interconnected and culturally diverse Australia? | <p>Media advertisement: Script and storyboard</p> |

| | | |
|--------------------------|---|--|
| | <p>Ask students to work in groups of four students to script and storyboard a media advertisement promoting an interconnected and culturally diverse Australia. The audience for the media advertisement is young adolescents (ages 12-17 years). Within the advertisement, student should include at least two artefacts from the Jewish Museum as examples of cultural diversity and innovation.</p> <p>Invite the group to present their pitch to the class. As a class, reflect on the respective arguments and poll students to see if their views have changed from hearing the pitches.</p> | |
| <p>Reflection</p> | <p>Evaluate student knowledge by using <i>Quizlet</i> to generate multiple-choice questions about the history of Jewish-Australians. Have students complete the <i>I used to think – Now I think</i>. They should reflect on what they now know about how the media can enculturate specific perspectives about people, cultures and communities, and how important a diversity of cultures have contributed to contemporary Australian life.</p> <p>Take students on excursion to the Jewish Museum, or a cultural museum in their town or region that features artefacts from the Jewish culture and contemporary contributions of Jewish-Australian. Direct students to further resources on this topic.</p> | <ul style="list-style-type: none"> • Quizlet • I used to think – Now I think |

Reference Directory – FRAGMENTS: (F) denotes that the resource is available in FUSE (DET Victoria)

Anti-Discrimination Australia: <https://antidiscrimination.com.au/>

Antisemitism in Australia, and how to counter it, by Julie Nathan (11/02/2020): <https://www.abc.net.au/religion/antisemitism-in-australia-and-how-to-counter-it/11953896>

Antisemitism: <https://www.nswjbd.org/antisemitism/#australia>

Australia Virtual Jewish History Tour: <https://www.jewishvirtuallibrary.org/australia-virtual-jewish-history-tour>

Australia's Response to the Plight of European Jewry: <https://www.holocaust.com.au/the-facts/australias-response-to-the-plight-of-european-jewry/>

Australian Dictionary of Biography: <https://adb.anu.edu.au/biographies/search/?scope=all&query=Jewish+immigrants&x=53&y=16&rs=>

Australian Jewish writers' database: <http://www.jewishaustralia.com/writers-jewishaustralia-database.asp>

Australian Jewry: An Overview: <http://www.jewishaustralia.com/communityhistory.htm>

Culture Victoria: Circles and cycles: <https://cv.vic.gov.au/stories/a-diverse-state/jewish-australian-families/circles-and-cycles/>

Culture Victoria: Jewish Families: <https://cv.vic.gov.au/stories/a-diverse-state/jewish-australian-families/>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

History of Jews in Australia: https://en.wikipedia.org/wiki/History_of_Jews_in_Australia

Jewish Australia: The Normalcy of The Australian Jewish Experience: <https://www.jewishqld.com/about-the-jewish-community/jewish-australia/>

Jewish Holidays & Celebrations – List: <https://picc.org/jewish-life/jewish-holidays-explained/>

Jewish Museum: Being Australian: <https://www.jewishmuseum.com.au/collections/being-australian/>

Judaism: Celebrations and Festivals: <https://www.uri.org/kids/world-religions/jewish-celebrations>

NAA 60: Safe haven: Records of the Jewish experience in Australia (pdf) - <https://www.naa.gov.au/help-your-research/research-guides/safe-haven-records-jewish-experience-australia>

NAA: The Jewish experience in Australia:

https://www.google.com/search?q=history+of+jewish+migration+to+Australia&rlz=1C1MSIM_enAU844AU845&oq=history+of+jewish+migrati+on+to+Australia&aqs=chrome..69i57j33i22i29i30i2.13042j0j7&sourceid=chrome&ie=UTF-8#

National Library of Australia, Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia:

<http://www.nla.gov.au/guides/jewishlife.html>

NLA: Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia:

<http://www.nla.gov.au/guides/jewishlife.html#some>

NSW State Archives & Records, Immigration and Shipping: <https://www.records.nsw.gov.au/>

NSW State Library, Australian Jewish Community and Culture: <https://www.sl.nsw.gov.au/stories/australian-jewish-community-and-culture>

Prominent Australians of Jewish Ancestry: <https://racismnoway.com.au/teaching-resources/prominent-australians-jewish-ancestry-include/>

The Holocaust, The Australian Perspective: <https://www.holocaust.com.au/the-australian-perspective>

The National Gallery, Festival of Light: https://www.nationalgallery.org.uk/media/15296/trail_festival-of-light.pdf

The Symbolism of Light (JTS): <https://www.jtsa.edu/the-symbolism-of-light>

WA Migration Stories, Post WW11 European Migration: https://slwa.wa.gov.au/exhibitions/s/migration/page/post_wwii

Ways of Jewish living: <https://www.bbc.co.uk/bitesize/guides/z4kg4qt/revision/5>

Web resources – Teaching and Learning support:

(F) **Graphic organisers:** <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

16 Great Educational Web Tools and apps for Inquiry-Based Learning: <https://www.educatorstechnology.com/2016/02/16-great-educational-web-tools-and-apps.html?m=1>

ABC IView: Gruen, The Pitch: <https://iview.abc.net.au/show/gruen-pitch>

ACMI, Screenwriting: <https://www.acmi.net.au/education/school-program-and-resources/film-it-screenwriting/>

ACMI, Script to storyboard: <https://www.acmi.net.au/education/school-program-and-resources/script-storyboard/>

ACMI, Storyboards: <https://www.acmi.net.au/education/school-program-and-resources/film-it-storyboards/>

Bloom's Critical Thinking Questions to use in Class: <https://www.educatorstechnology.com/2013/04/dont-miss-this-awesome-blooms-taxonomy.html>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Inquiry Based Learning: <https://www.australiancurriculum.edu.au/media/1360/lutheran-education-queensland-inquiry-based-learning.pdf>

Quizlet: <https://quizlet.com/>

The Hats We Wear: Teaching Critical Thinking (w/ Free Printable): <https://www.classcrown.com/blog/the-hats-we-wear-teaching-critical-thinking-w-free-printable/>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Victorian Institute of teaching: The Inquiry Process: <https://www.vit.vic.edu.au/registered-teacher/moving-to-full-registration/inquiry-approach>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

Year 10 Visual Arts – Six Thinking Hats: <https://sites.google.com/site/yr10visualarts/six-thinking-hats>

STUDENT WORKSHEET: Jewish Museum of Australia– FRAGMENTS _____ Visible Thinking Strategy

- **I see:** describe what you see – the shape, colour, texture, special features, decoration and materials used?
- **I think:** What is the object?, What was it used for?, Who made it?, Why, when and how it was made?
- **I wonder:** How does this object represent Jewish religion/culture? Why is it important in history and the present?



Torah pointers (19th C) – Jewish Museum

| |
|--------------------|
| I See ... |
| I Think... |
| I Wonder... |



Kosher Wine Seal (19thC) – Jewish Museum

| |
|--------------------|
| I See ... |
| I Think... |
| I Wonder... |

1. Australia Virtual Jewish History Tour: <https://www.jewishvirtuallibrary.org/australia-virtual-jewish-history-tour>

| Questions | Researched responses |
|--|--|
| When was the earliest Jewish contact with Australia, prior to the establishment of the first colony in 1788? | In 1788, among the 1,500 prisoners who arrived on the First Fleet, there were 16 Jews. |
| Who were the first Jewish settlers? | By 1817, more had arrived, particularly from England and Germany. Many had been freed and formed an organised <i>minyan</i> or burial society. |
| What was the initial reason for the first Jewish people to come to the colonies? | Due to immigration, kehillahs (organized communities) sprang up in the cities of Sydney (1831) and Melbourne (1841), which were to become the two centers of Jewish life. The Sydney kehillah was founded by Joseph Barrow Montefiore, a cousin of Sir Moses Montefiore. The gold rush of the 1850s attracted more Jewish immigrants, so that foreign-born Jews soon outnumbered the native-born. Many of the immigrants initially settled in rural locations, and not in the main, urban communities of Melbourne, Sydney, Perth, and Adelaide. |
| What work did Jewish migrants perform in colonial Australia? | Jews were treated as equal citizens from the outset. Jews were free to participate in economic and cultural life, and played an important role in their development, for example, Jewish composer, Isaac Nathan, has been described as the "father of Australian music", and others served as elected officials, including the mayor of Melbourne, premier of the state of South Australia, speaker of the House of Representatives, and speaker of Parliament. |

2. History of Jews in Australia: https://en.wikipedia.org/wiki/History_of_Jews_in_Australia

3. Jewish Immigration after the Second World War: <https://www.ijs.org.au/jewish-immigration-after-the-second-world-war/>

| Questions | Researched responses |
|--|--|
| Did Jewish people migrate to Australia during the initial Gold Rush in the 1850's? | The gold rush of the 1850s attracted a wave of immigrants, and Jewish immigrants soon outnumbered native-born Jews. Initially, they settled in rural areas, but by the end of the 19th century the lack of Jewish communal connections and fear of assimilation led most Australian Jews in rural areas to relocate to the Jewish centres in cities. |
| What other conflict in Europe caused an influx of Jewish immigrants? | At the end of the 19th century and the beginning of the 20th, as Australia was unifying its colonies into a single independent country, a new wave of Jewish immigration began. Jewish refugees from Russia and Poland began arriving in the 1890s, fleeing pogroms in their native lands. This immigration wave led to a divide among urban Jewish communities. |
| How were Jewish people treated in colonial society? | From the outset, Jews were treated as equal citizens with freedom to participate in economic and cultural life and played an important role in their development. Antisemitism, which was common in contemporary Europe, was very rare in Australia. |

4. National Library of Australia, Select Bibliography of Material in the National Library of Australia Relating to Jewish life in Australia: <http://www.nla.gov.au/guides/jewishlife.html>

| | |
|--|---|
| What part did Jewish people play in the foundation of an independent country and Federation? | By 1901 it is estimated there were over 15,000 Jews in Australia. When Australia was founded as an independent country in 1901, some of the founders were Jewish. |
| How did the Immigration Restriction Act 1901 affect Jewish immigration? | The dictation test came into disrepute when it began to be used to exclude and deport individuals which the government considered undesirable. Jewish political activist Egon Kisch from Czechoslovakia, who was exiled from Germany for opposing Nazism, arrived in Australia in 1934. The Government of Joseph Lyons went to extraordinary lengths to exclude Kisch, including using the dictation test. Kisch was fluent in a number of European languages, and after completing passages in several languages, he finally failed when he was tested in Scottish Gaelic. The officer who tested him had grown up in northern Scotland and did not have a particularly good grasp of Scottish Gaelic himself. In the High Court, the court found that Scottish Gaelic was not within the fair meaning of the Act, and overturned Kisch's convictions for being an illegal immigrant. The failure to exclude Kisch brought the dictation test into widespread public ridicule. |
| How did the Australian government try to restrict Jewish immigration pre-WW2 Australia? | In the 1930's, the Australian government introduced a quota system and various measures to limit Jewish refugee and survivor migration. The aim was to ensure that Jews, who constituted only a tiny minority before 1933, would continue to remain as a very small percentage of the population. |
| How did the two World Wars influence Jewish immigration? | Following World War I, another stream of Jewish immigrants came, and when the Nazis took power in Germany in 1933, many German Jews came to Australia. The Australian government was initially hesitant in permitting entry to the many Jews who wanted to come, but in 1938, it allotted 15,000 visas for "victims of oppression". Some 7,000 Jews were able to take up the visas before the outbreak of World War II put an end to the program. In the aftermath of World War II Australia abandoned its previous Anglo-centric immigration policy and permitted immigration of large numbers of people from continental Europe. Large numbers of European Jews, survivors of the Holocaust, arrived in the country from displaced persons camps, but there was an outbreak of antisemitism. |

5. **History of Jews in Australia:** https://en.wikipedia.org/wiki/History_of_Jews_in_Australia
6. **Jewish Immigration after the Second World War:** <https://www.ijs.org.au/jewish-immigration-after-the-second-world-war/>
7. **NMA_ Dunera Boys:** <https://www.nma.gov.au/defining-moments/resources/dunera-boys>

| Questions | Researched responses |
|--|--|
| Why is the ship, the Dunera, important in Jewish-Australian history? | In 1940, 2,542 ‘enemy aliens’ were deported to Australia by the British government on the infamous ship, the Dunera. Most were Jewish refugees who had fled Nazi persecution in Germany and Austria. They were interned in camps near Hay and Orange in NSW and Tatura in Victoria. |
| What was the legacy of the Dunera Boys? | <p>The refugees laid the basis for radical changes that affected every aspect of Australian Jewish life, including the development of Reform Judaism, the foundation of new synagogues, the beginnings of Jewish day schools, changes in Jewish community structure and representation and changing attitudes to Zionism.</p> <p>The Dunera Boys who stayed on in Australia made huge contributions to the cultural, academic and economic life of the country. Among them were men who went on to become nationally and internationally recognised, including:</p> <ul style="list-style-type: none"> • artists Ludwig Hirshfield Mack and Heinz Henghes • athletic coach Franz Stampfl • composers Felix Werder and his father Boaz Bischofswerder • economist Fred Gruen • engineer Paul Eisenklam • furniture designers Fred Lowen and Ernst Rodeck • philosophers Kurt Baier and Gerd Buchdahl • photographers Hans Axel and Henry Talbot • physicist Hans Buchdahl. |
| What did post-war discrimination look like for Jewish people in Australia? | The main reason for this restrictive policy was the outcry against Jewish refugees both before and after the war, known as ‘anti-refo’ feelings’ This manifested itself in newspapers, in statements by members of parliament and in resolutions passed by pressure groups such as the Returned Services League (RSL) and the Australian Natives Association (ANA). Anti-Jewish sentiments were expressed in daubing and damage to property, particularly in areas of Jewish concentrations in Melbourne and Sydney. This opposition was a result of traditional prejudices against Jews. Jews were portrayed as incapable of assimilating. They were accused of setting up sweatshops, working long hours for low wages, thereby undermining Australian living standards. They were labelled the moneylenders who controlled the banks and media. In addition, Jews were portrayed as godless people out to destroy Christianity and lacking morality. They were wealthy, indicating that they were greedy and obsessed with money. The Jewish concept of the ‘Chosen People’ led to the well-known accusations of international control and world conspiracy theories. Above all, Jews were physically undesirable — fat, ugly, with hooked noses and foreign accents — features highlighted in articles and cartoons published in newspapers such as The Bulletin, Truth and Smith’s Weekly. The word ‘Jew’ did not always appear on these cartoons, but the visual representation made it clear that the negative message was referring to Jews and that, if they were given the chance, they would take over the country. |

List further websites that support reliable and accurate information about contemporary Chinese enterprise in Australia,. Pose **three questions** that you want to find answers for prior to Web searching the information:

| Questions | Researched responses |
|-----------|----------------------|
| 1. | |
| 2. | |
| 3. | |

| | | |
|---|--|--|
|  <p>The Facts</p> | <p>WHITE HAT</p> <ul style="list-style-type: none"> •What are the facts? •What information do you have? •What further information is needed? | |
|  <p>Feelings</p> | <p>RED HAT</p> <ul style="list-style-type: none"> •How do I feel about the issue? •What make me feel positive about the issue? •What make me feel negative about the issue? | |
|  <p>Negatives</p> | <p>BLACK HAT</p> <ul style="list-style-type: none"> • What problems could have arisen? • What are the disadvantages? | |
|  <p>Positives</p> | <p>YELLOW HAT</p> <ul style="list-style-type: none"> • Why is this the best idea? • What are the advantages? | |
|  <p>Creativity</p> | <p>GREEN HAT</p> <ul style="list-style-type: none"> • What is a different way of thinking about this issue? • How do I perceive the situation? • How could the situation be changed or improved? | |
|  <p>The big picture</p> | <p>BLUE HAT</p> <ul style="list-style-type: none"> • What are some fresh perspectives? • How can we move forward as a people and/or a country? • What decisions need to be made and acted upon? | |

STUDENT WORKSHEET: Jewish Museum of Australia– FRAGMENTS _____ Script to storyboard

Storyboard

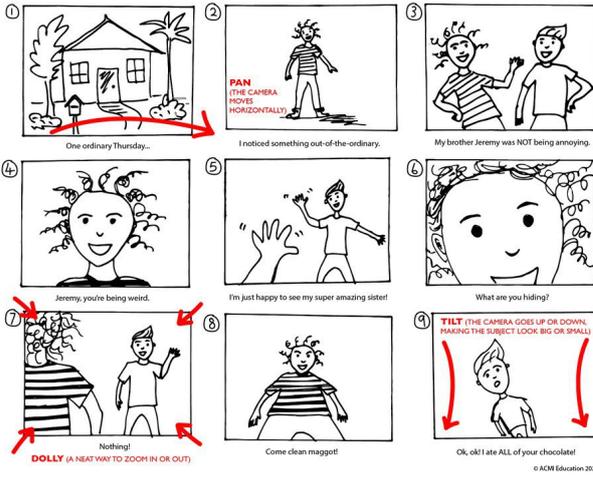


Image sourced from: <https://www.acmi.net.au/education/school-program-and-resources/script-storyboard/>

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