



**JEWISH  
MUSEUM of  
AUSTRALIA**  
Gandel Centre of Judaica

**Multicultural Museums Victoria**

**MULTICULTURAL SNAPSHOTS TOOLKIT:  
TEACHING AND LEARNING UNITS**

**Jewish Museum of Australia**

**UNIT 2: FAITH**

**YEAR 7-8**

## UNIT 2: JEWISH MUSEUM OF AUSTRALIA

### Curriculum alignment: Humanities and Intercultural Capability

#### Victorian Curriculum – Levels 7 and 8 content descriptions

Year 7-8	Year 7-8	Year 7-8
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
<b>Historical Knowledge</b> Personal histories ( <i>The Australian colonies</i> )	<b>Cultural Practices</b>	<b>Citizenship, Diversity and Identity</b>
<b>Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)</b> <ul style="list-style-type: none"> <li>• Greece</li> <li>• Rome</li> </ul> China	Analyse the dynamic nature of own and others cultural practices in a range of contexts (VCICCB013)	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)
<b>Historical Knowledge</b> Community histories ( <i>Australia as a Nation</i> )	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)	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)
<b>The significance and importance of conserving the remains and heritage of the past. (VCHHK115)</b>	<b>Cultural Diversity</b>	
<b>History concepts and skills</b> Using historical sources as evidence	Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)	
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099)	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 (VCICCD016)	
Analyse the different perspectives of people in the past. (VCHHC100)		



<b>Explain different historical interpretations and contested debates about the past, (VCHHC101)</b>		
<b>History concepts and skills</b> Continuity and change		
<b>Identify and explain patterns of continuity and change in society to the way of life. (VCHHC102)</b>		
<b>History concepts and skills</b> Historical significance		
<b>Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress. (VCHHC104)</b>		

## 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 Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and the Multicultural Snapshots Summit (<https://mmv.org.au/multicultural-snapshots-summit/>). Here, students can source information provided by representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Jewish Museum of Australia multicultural representative Mark Light's thoughts about how Jewish history, customs and enterprise have helped shape a diverse Victoria and Australia's identity in the world.

Teaching and Learning cycle		Student activity
<b>Engagement</b>	<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"> <li>• How is the text artefact presented?</li> <li>• What decoration/illustration is presented on the page/s?</li> <li>• What materials were used to make the artefact and the written words?</li> </ul> <p>Explain what you <i>think</i>.</p> <ul style="list-style-type: none"> <li>• What is the meaning of the text?</li> <li>• Who was it written for?</li> <li>• Who wrote it?</li> <li>• Why was it written?</li> <li>• When and where were the artefacts produced?</li> </ul>	<p><b>Visible Thinking Strategies:</b></p> <ul style="list-style-type: none"> <li>• I see, I Think, I Wonder</li> </ul>

	<p>Clarify what you <i>wonder</i>.</p> <ul style="list-style-type: none"> <li>• How do the artefacts represent the Jewish religion and culture?</li> <li>• Why are these artefacts important to the past, present and future of Judaism?</li> <li>• What are the similarities and difference between the two artefacts?</li> </ul> <p>Visit the interactive Multicultural Snapshots Summit (<a href="https://mmv.org.au/multicultural-snapshots-summit/">https://mmv.org.au/multicultural-snapshots-summit/</a>) to hear multicultural representative Marc Light’s contribution to the summit. 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><b>Building knowledge</b></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 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>	<ul style="list-style-type: none"> <li>• Thinking Map</li> <li>• Venn Diagram</li> <li>• Language similes</li> </ul>
<p><b>Transformation</b></p>	<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>	<ul style="list-style-type: none"> <li>• Information Report Template</li> <li>• Wordle</li> </ul>

	<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>	
<b>Presentation</b>	<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 behavior. 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"> <li>• Letter/diary entry</li> </ul>
<b>Reflection</b>	<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"> <li>• Quizlet</li> <li>• I used to think – Now I think</li> </ul>

**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](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](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#](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](https://www.nationalgallery.org.uk/media/15296/trail_festival-of-light.pdf)

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

**WA Migration Stories, Post WW11 European Migration:** [https://slwa.wa.gov.au/exhibitions/s/migration/page/post\\_wwii](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](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/>

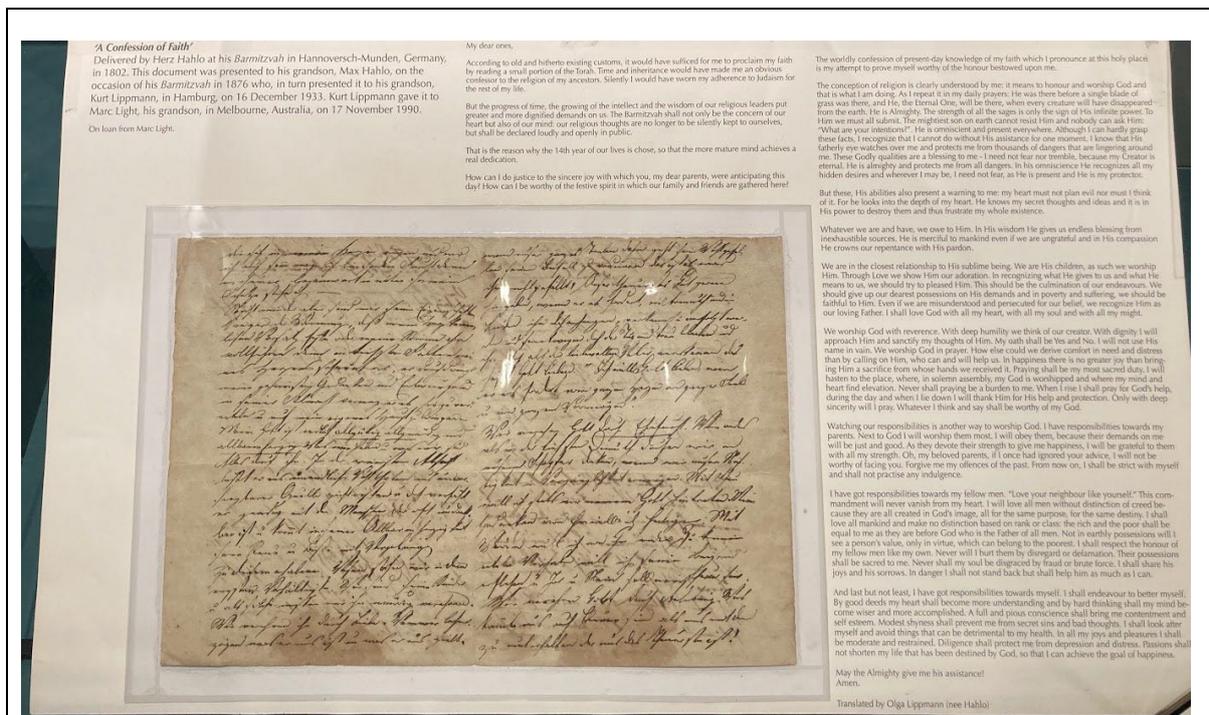
**Think- Pair- Share:** <https://www.readingrockets.org/strategies/think-pair-share>

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

## STUDENT WORKSHEET: Jewish Museum of Australia –FAITH

### Visible Thinking Strategy

- **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 to the Jewish Museum, Melbourne, from Marc Light.

I See ...

I Think...

I Wonder...

**Translation by Olga Lippmann (nee Hahlo)**

*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 chose, 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 prayers: 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 resist 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 wherever 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 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.*

*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.*

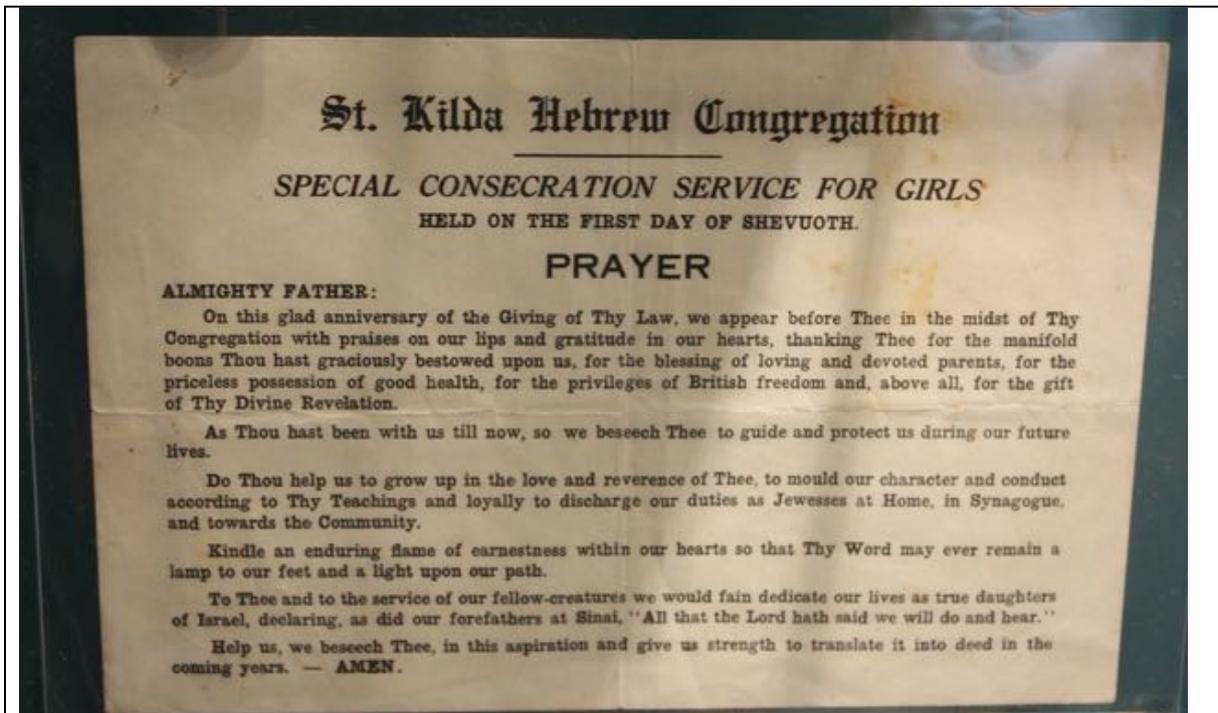
*May the Almighty give me his assistance!*

Amen.

**STUDENT WORKSHEET: Jewish Museum of Australia –FAITH**

**Visible Thinking Strategy**

- *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?
- *I wonder:* How does this object represent Jewish religion/culture? Why is it important to the past, present and future?



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

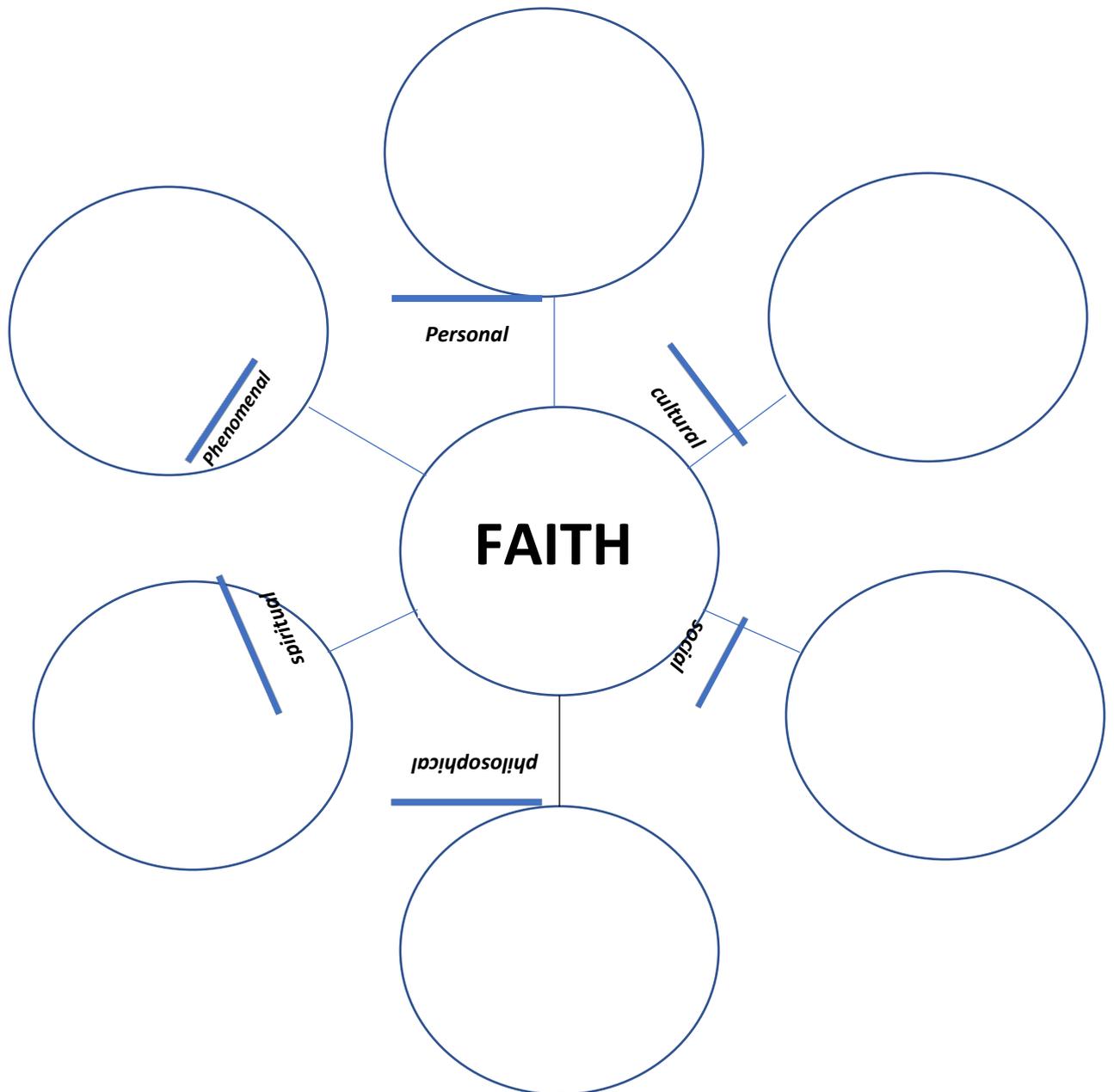
I See ...

I Think...

I Wonder...

<http://imu.jewishmuseum.com.au/collections/#browse=ecatalogue.3560>

**STUDENT WORKSHEET: Jewish Museum of Australia –FAITH**  
**Thinking Map**



**STUDENT WORKSHEET: Jewish Museum of Australia –FAITH  
Information Report**

**Planning:**

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