



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

Multicultural Museums Victoria

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

Jewish Museum of Australia

UNIT 3: FRAGMENTS

YEAR 9-10

UNIT 3: JEWISH MUSEUM OF AUSTRALIA

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

Year 9-10	Year 9-10	Year 9-10
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITIZENSHIP
Historical Knowledge Personal histories (<i>The Australian colonies</i>)	Cultural Practices	Citizenship, Diversity and Identity
The Modern World and Australia - The Globalising World - • Migration experiences	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 (VCICCB017)	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035)
Historical Knowledge Community histories (<i>Australia as a Nation</i>)	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 (VCICCB018)	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society. (VCCCC036)
Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society. (VCHHK157)	Cultural Diversity	Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037)
Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159)	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCCD019)	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)
The perspectives of people and different historical interpretations and debates from the period. (VCHHK160)	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICCCD020)	
History concepts and skills Using historical sources as evidence		



Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability. (VCHHC123)		
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)		
Evaluate different historical interpretations and contested debates. (VCHHC125)		
History concepts and skills Continuity and change		
Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126)		
History concepts and skills Historical significance		
Evaluate the historical significance of an event, idea, individual or place. (VCHHC128)		

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 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
<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.,</p> <p>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? 	<p>Visible Thinking Strategies (VTS)</p> <ul style="list-style-type: none"> • I see, I Think, I wonder • Think- Pair- Share

	<ul style="list-style-type: none"> • 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 interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear multicultural representative Marc Light’s contribution to the summit. 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>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? 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? 5. What innovations did Jewish culture contribute to an Australian economy? <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 interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear multicultural</p>	<ul style="list-style-type: none"> • WebQuest • Timeline

	<p>representative Marc Light’s contribution to the Summit. 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>	
<p>Transformation</p>	<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
<p>Presentation</p>	<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>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>Media advertisement: Script and storyboard</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
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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.nswibd.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://pjcc.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+migration+to+Australia&aqs=chrome..69i57j33i22i29i30l2.13042j0j7&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...

STUDENT WORKSHEET: Jewish Museum of Australia– FRAGMENTS

WebQuest/Timeline

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>minyán</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.ijc.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?	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. 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: <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

	<p>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 <i>The Bulletin</i>, <i>Truth</i> and <i>Smith's Weekly</i>. 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.</p>
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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.	

STUDENT WORKSHEET: Jewish Museum of Australia– FRAGMENTS

Six Thinking Hats analysis – media

 The Facts	<p align="center">WHITE HAT</p> <ul style="list-style-type: none"> •What are the facts? •What information do you have? •What further information is needed? 	
 Feelings	<p align="center">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? 	
 Negatives	<p align="center">BLACK HAT</p> <ul style="list-style-type: none"> • What problems could have arisen? • What are the disadvantages? 	
 Positives	<p align="center">YELLOW HAT</p> <ul style="list-style-type: none"> • Why is this the best idea? • What are the advantages? 	
 Creativity	<p align="center">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? 	
 The big picture	<p align="center">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? 	

Template and explanation can be sourced from “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/>

STUDENT WORKSHEET: Jewish Museum of Australia– FRAGMENTS

Script to storyboard

Storyboard

① One ordinary Thursday...

② **PAN** (THE CAMERA MOVES HORIZONTALLY)
I noticed something out-of-the-ordinary.

③ My brother Jeremy was NOT being annoying.

④ Jeremy, you're being weird.

⑤ I'm just happy to see my super amazing sister!

⑥ What are you hiding?

⑦ **DOLLY** (A NEAT WAY TO ZOOM IN OR OUT)
Nothing!

⑧ Come clean maggot!

⑨ **TILT** (THE CAMERA GOES UP OR DOWN, MAKING THE SUBJECT LOOK BIG OR SMALL)
Ok, ok! I ate ALL of your chocolate!

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