



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

Multicultural Museums Victoria

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

Jewish Museum of Australia

**UNIT 1: LIGHT
YEAR 5-6**

MULTICULTURAL SNAPSHOTS TOOLKIT: TEACHING AND LEARNING UNITS

Summary:

The *Snapshots* Toolkit provides teaching and learning content, activities, and resources to support students gaining knowledge about the history, culture and faiths represented by Multicultural Museums Victoria. 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 museums of Multicultural Museums Victoria has produced three units each. Each of these units align with the Victorian Curriculum for Years 5-6, 7-8 and 9-10 respectively.

	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)

UNIT 1 LIGHT: JEWISH MUSEUM OF AUSTRALIA

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 5 and 6 content descriptions

Level 5-6	Level 5-6	Level 5-6
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
Historical Knowledge Personal histories (<i>The Australian colonies</i>)	Cultural Practices	Citizenship, Diversity and Identity
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)	Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VCICCB009)	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)
Historical Knowledge Community histories (<i>Australia as a Nation</i>)	Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures (VCICCB010)	Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)
The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)	Cultural Diversity	
Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)	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 (VCICCD012)	
History concepts and skills Using historical sources as evidence		
Describe perspectives and identify ideas, beliefs and values of people and groups in the past. (VCHHC084)		
History concepts and skills 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)		



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)		
History concepts and skills 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)		

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 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>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:</p> <p>As a class, revisit the two artefacts, and collate feedback from the students about their responses to the questions for this 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 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>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder • Student Information sheet

	<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 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 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>Building knowledge</p>	<p>Pose an inquiry question: How does the <i>Gumnut Chanukah</i> symbolise contemporary Jewish-Australians?</p> <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</p>	<ul style="list-style-type: none"> • Timeline template

	<p>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 and contemporary Jewish-Australians who have made a difference include</p> <ul style="list-style-type: none"> • <i>Monash, Sir John (1865-1931)</i> • <i>Castan, Ron (1939–1999)</i> • <i>Kisch, Egon (1885–1948)</i> • <i>Finkel, Alan (1953-)</i> • <i>Schwartz, Carol (1955-)</i> • <i>Cowen, Sir Zelman (1919-2011)</i> • <i>Mora, Mirka (1928–2018)</i> • <i>Barkman, Frances (1885-1946)</i> <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</p>	<ul style="list-style-type: none"> • Hot Seating • Freeze frame

	<p>game, where 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](#)

STUDENT INFORMATION SHEET: Jewish Museum of Australia – LIGHT

Symbolism and customs



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:

<p>How does the gumnut chanukiah represent Jewish culture within their Australian community?</p>

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		