

Schools 2016

WHERE HISTORY HAS A VOICE

SYDNEY JEWISH MUSEUM
HOLOCAUST AND AUSTRALIAN JEWISH HISTORY

Our Next Chapter: A major renovation

2017

In 2017, our new Holocaust exhibition will open. It will include:

- A multimedia-enriched experience for students and teachers, including innovative new ways of engaging with Holocaust Survivor testimony
- The latest in historical research and thinking
- Australia's connections to the events of the Holocaust

2016

In 2016 we will continue to offer our world class education programs - including the opportunity to hear the testimony of a Holocaust Survivor and to participate in seminars with Museum educators.

See Page 3 for more information

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This publication is dedicated to the memory of the Plotke family

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FRONT JOSEPH (JOE) SYMON
HOLOCAUST SURVIVOR GUIDE
BORN 1925 IN BUDAPEST, HUNGARY

BACK KATHLEEN (KITTY) LOWINGER
HOLOCAUST SURVIVOR GUIDE
BORN 1941 IN BUDAPEST, HUNGARY

SURVIVOR PHOTOGRAPHS BY KATHERINE GRIFFITH

The Sydney Jewish Museum (SJM) is pleased to present a range of education programs for 2016. All SJM education programs are inquiry based, linked to The Board of Studies Teaching and Educational Standards syllabus outcomes and can be tailored to meet class needs. **Bookings are essential for all programs.**

Please call the SJM Education Department on 9360 7999 or email bookings@sjm.com.au to make your booking. **Prices vary according to program. No charge for teachers.**

PRIORITY FUNDING OPPORTUNITIES

With the generous support of the Archie and Yetta Hendler Foundation, the Sydney Jewish Museum is pleased to offer **free entry** to students from New South Wales Priority Funded Schools. The Museum is also able to assist Priority Funded Schools with transportation costs. To take advantage of this offer, please inform the education officer that your school qualifies.

Please note funding is allocated on a first come, first served basis and is limited to one excursion per school.

General Program

A two hour Museum experience, including testimony from a Holocaust Survivor and a guided tour of our temporary Museum space

The SJM general program has applicability across the national curriculum with particular relevance to the key syllabus areas noted below. Utilizing Holocaust history as a framework, teachers can engage students in discussion of the related issues of racism, intolerance and persecution that continue to beset our world. The general program can be adapted to focus on key syllabus areas as requested by the class teacher. Students will learn about the experience of Jews and other victims of Nazi persecution through oral testimony and examining key displays and artefacts.

\$8/student

Years 5–8 (Stages 3 & 4): HSIE, Civics & Citizenship, History, English

Years 9–10 (Stage 5): Elective History Topic 6 Changing Rights & Freedoms

Depth Study 1 *Making a Better World*, Movement of Peoples

Depth Study 2 *Australia and Asia*, Making a Nation

Core Study–Depth Study 3 *Australians at War* (World Wars I and II) Mandatory Study

Core Study–Depth Study 4 *Rights and Freedoms* (1945–present) Mandatory study

Depth Study 5 *The Globalising World*, Migration experiences, Site Study

Years 11–12 (Stage 6): Preliminary Course: Part 1, Teacher Developed Case Study; HSC Modern History: Part II: National Studies Option C: Germany National Study 1918–1939; Part IV: International Studies in Peace and Conflict Option B: Conflict in Europe 1935–1945

Guided Tours During the 2016 Museum Renovation

During the 2016 renovation, all students will have the opportunity to explore the following temporary exhibitions:

Anne Frank: A History for Today

Examines the life of Anne Frank, which includes an overview of the history of the Holocaust with a particular focus on the Frank family's plight.



Signs of Life - Letters of the Holocaust

Showcases the letters and postcards sent by those destined for the 'Final Solution'. This collection reveals the personal dimension of the Jewish experience during the Holocaust and illustrates that even through the darkest tragedies, hope and humanity remains.



TOP © PHOTO COLLECTION OF THE ANNE FRANK STICHTING AMSTERDAM

BOTTOM HELENE LEVY, TEREZÍN GHETTO-CONCENTRATION CAMP, TO HER DAUGHTER SELMA, LÜDENSCHIED, GERMANY, 1943.



© PHOTO COLLECTION OF THE
ANNE FRANK STICHTING AMSTERDAM

Modern History

SJM History programs cater to a variety of key syllabus areas in NSW Modern History Stages 4, 5 and 6

ANNE FRANK: A GIRL WRITES HISTORY

Years 5–8 (Stages 3 & 4): HSIE, Civics & Citizenship, History, English

Years 9–10 (Stage 5): Elective History Topic 6 Changing Rights & Freedoms; Depth Study 1 Making a Better World, Movement of Peoples

Years 11–12 (Stage 6): HSC Modern History: Part II: National Studies Option C: Germany National Study 1918–1939; Part IV: International Studies in Peace and Conflict Option B: Conflict in Europe 1935–1945

On 28 March 1944, Anne Frank heard a special news report on the radio requesting that Dutch people record their wartime experiences and collect documents. For over two years, Anne had kept a detailed record of her thoughts, feelings, and daily living conditions during the Nazi occupation. Upon this announcement, Anne began to revise, edit, and rewrite portions of her diary in preparation for post-war publication.

In this seminar, students will analyze the diary as a primary source by engaging with the multiple versions of Anne's diary. Students will come to greater understanding about the ways in which artefacts shape the way we come to understand history, and connect a moment in history with a person's life, a set of values and beliefs.

Three-hour interactive program includes workshop with Museum educator, firsthand testimony of a Survivor of the Holocaust and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

“Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch Broadcast from London, said that after the war, a collection would be made of diaries and letters.”

ANNE FRANK (DIARY ENTRY MARCH 29, 1944)

RESISTING THE HOLOCAUST

Years 6–10 (Stages 3, 4 & 5): English, Studies of Religion and History.
Stage 5 Depth Study 6: The Holocaust

The old image, still prevalent today, that Jews went ‘like lambs to the slaughter’ falls into the realm of historical legend. Jews resisted the Nazi genocide, in groups or as individuals, in public or in hiding. Their strategies of defence and survival took many forms. *Resisting the Holocaust* highlights the courageous acts of resistance by Jews during the Holocaust. Focusing on Jewish resistance, this program looks at the individual experiences of Jews who were able to fight back, either through armed means or simply by not giving up their ideals and beliefs.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

CONSTRUCTING HISTORY: UNEARTHING THE HOLOCAUST

Years 7–8 (Stage 4 & 5): Elective History, Topic 1 Constructing History
Year 11 (Stage 6): Preliminary Course, Part II: The Historical Investigation, Ancient History (Archaeology)

UNEARTHING THE HOLOCAUST represents a unique chapter in Australia’s history. It details the atrocities committed against the Jewish inhabitants of Serniki, a small village in the Ukraine. The archaeological and historical exploration of this killing site formed the material evidence for the Australian War Crimes Trials that took place in South Australia between 1991 and 1993. The SJM is the repository of the archaeological evidence that was recovered at the excavation. Through viewing the exhibition and participating in a workshop led by the Chief Historian of the Australian War Crimes Special Investigation Unit, Emeritus Professor Konrad Kwiet, students will develop the skills to undertake the process of historical inquiry. Students will also have the opportunity to investigate the potential and problems of utilizing oral history as a research method.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and guided tour of Museum. Teaching materials are available. \$10/student

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Hear Mark Aarons speak at the Sydney Jewish Museum | 18 August 2016 | \$15/student

Mark Aarons, an international award-winning investigative reporter and the author of *War Criminals Welcome: Australia, a Sanctuary for War Criminals since 1945*, will speak about how and why he exposed Nazi war criminals in Australia and prompted changes to Australian federal law. Mark Aarons’ stunning revelations forced the Australian Government to examine war crimes for the first time in Australia.

Limited seats are available. To confirm dates and secure your students’ places, please call the Education department on 9360 7999 or email us at bookings@sjm.com.au

GENOCIDE IN THE 20th AND 21st CENTURIES

Years 9–10 (Stages 4 & 5): Elective History, Topic 4 The Shaping of the Modern World

Students will have the opportunity to explore the concept and examples of genocide in the 20th and 21st centuries and its impact on the modern world. In a facilitated workshop, students will develop an understanding of the origins of the legal definition of genocide and the debates surrounding its definition. Focus will be placed on the early stages of genocide, particularly the segregation, marginalisation, and dehumanisation of victim groups. Students will be encouraged to explore the moral dilemmas of victims and bystanders. Students will also gain an insight into the impact of such atrocities on the Survivors of genocide through the experience of hearing Holocaust Survivor testimony.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

COMING TO AUSTRALIA: RIGHTS AND FREEDOMS

Years 9–10 (Stage 5):

Depth Study 1 *Making a Better World, Movement of Peoples*

Depth Study 2 *Australia and Asia, Making a Nation*

Core Study – Depth Study 3 *Australians at War (World War I and II)*
Mandatory Study

Core Study – Depth Study 4 *Rights and Freedoms (1945–present)*
Mandatory study

Depth Study 5 *The Globalising World*
Migration experiences, Site Study

Year 11–12 (Stage 6): Society and Culture

Examining over two hundred years of Australian Jewish history, the *Culture and Continuity* exhibition provides students with the opportunity to explore the development of the Australian Jewish community as a case study of Australia's migration history and introduces concepts of community, cultural identity, symbols and acculturation. In addition, through viewing the exhibit, *Long Journey to Freedom*, students will have a chance to explore the impact and influence of post war immigration on the changing Australian landscape.

Tracing the experience of Jewish Holocaust Survivors from the liberation of Europe's concentration camps, to Displaced Persons (DP) camps and migration to Australia, the exhibition provides a unique insight into the changes in Australian immigration policy in the post-war period and the shift into a multicultural Australia.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

“The commitment is to spread the message about the danger of hatred; the importance of knowledge and persuading the next generation to be better humans.”

JOE SYMONS, HOLOCAUST SURVIVOR GUIDE, BORN 1925 IN HUNGARY

INVESTIGATING HISTORY: SERVING AUSTRALIA: JEWISH INVOLVEMENT IN AUSTRALIAN MILITARY HISTORY

Years 5–6 (Stage 3): Human Society and Its Environment (HSIE)

Years 8–10 (Stages 4 & 5): Elective History, Topic 1 Constructing History

Core Study – Depth Study 3 *Australians at War (World War I and II)*
Mandatory Study

Core Study – Depth Study 4 *Rights and Freedoms (1945–present)*
Mandatory study

Depth Study 5 *The Globalising World*,
Migration experiences, Site Study

Year 11 (Stage 6): Preliminary Course, Part II: The Historical Investigation, Modern History

Serving Australia places the Australian Jewish experience into the wider Australian narrative of military conflicts. Through an exploration of the contribution of Australian Jews to the Australian military, students gain an understanding of the way an exhibition is constructed. Students will focus on primary source materials linked to the syllabus topics: Australia and World War I, Australia and World War II. Working in groups, participants will examine the significance of the site as a war memorial and a museum.

Students will evaluate a variety of primary documents, oral histories and secondary sources and will have the opportunity to develop their own 'exhibition narratives' by examining objects and other evidence.

Two hour program includes interactive session with a Museum educator (including artefact analysis), discussion with a Jewish ex-serviceman or woman, focused Museum tour and investigation of primary source material. \$10/student



AUSTRALIAN MILITARY SLOUCH HAT BELONGING TO A JEWISH SERVICEMAN.

History

National Curriculum

History Stage 5

NATIONAL CURRICULUM

Stage 5 Depth Study 6: The Holocaust, A decade study (1930s)

Stage 5 Core Study – Depth Study 3: Australians at War, World War II (1939–1945)

National Curriculum STAGE 5:
The Modern world and Australia

Stage 5 Compulsory Overviews

Stage 5 Depth Study 5: Migration Experiences

UNDERSTANDING THE HOLOCAUST 3 HOUR PROGRAM

This interactive session is designed to help students understand the importance of studying the Holocaust. The program will also introduce students to the significant factors that historians argue can help us understand how this cataclysmic event unfolded.

The seminar will examine:

- How Nazi ideology operated as a driving force behind the decision to destroy European Jewry.
- Key historical events that culminated in the mass shootings of Jews and the establishment of the six extermination camps.

- An explanation of how the persecution and murder of Jews was central to the aim of the Nazi regime to establish an empire in Europe.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and guided tour of Museum. \$10/student

UNDERSTANDING THE HOLOCAUST FULL DAY PROGRAM

The full day program operates as the 3 hour program described above, followed by a lunch break and an afternoon education session. The afternoon education session includes a depth study of either *Unearthing the Holocaust* or *Resisting the Holocaust* (see page 6).

Session times: 9am–2pm OR 10am–3pm

Full day program includes two interactive sessions with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$12/student

HSC History

Programs

LENI RIEFENSTAHL

Year 12 (Stage 6): Modern History Part III: Personalities in the Twentieth Century – Option 19

Leni Riefenstahl was influential on the art of filmmaking but is best remembered for her films on Nazi propaganda and the 1936 Berlin Olympic Games. The program content will focus on the questions surrounding Leni's relationship with Hitler and National Socialism and whether or not she had any knowledge of the Final Solution.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student.

ALBERT SPEER: TECHNOCRAT OF GENOCIDE

Year 12 (Stage 6): Modern History Part III: Personalities in the Twentieth Century – Option 21

Albert Speer (1905–1981), Hitler's personal architect and friend, belonged to the elite of the Nazi regime. In his capacity as Minister of Armaments and War Production, he exploited an army of forced laborers and concentration camp prisoners for the benefit of the German war effort. Students will also examine documentary and literary materials focused on the career of Albert Speer. The program content also includes general issues concerning German and Holocaust history.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

THE RISE OF NAZISM AND THE DESTRUCTION OF EUROPEAN JEWISH LIFE

Year 12 (Stage 6): Modern History: Part II: National Studies Option C Germany National Study 1918–1939

Students will have the opportunity to study in depth the complex and tragic relationship between the rise of Nazism and the destruction of two thousand years of European Jewish life. Complementing this experience, students will hear first-hand Survivor testimony in order to understand the human effect of these turbulent years. Finally, through a close examination of artefacts and relevant sections of the Sydney Jewish Museum's display, students will explore key aspects of this period such as the implementation of the Nuremberg Laws, the breakdown of democratic structures, the role of propaganda and the experience of *Kristallnacht*.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and guided tour of Museum. \$10/student

CONFLICT IN EUROPE: WORLD WAR II AND THE WAR AGAINST THE JEWS

Year 12 (Stage 6): Modern History Part IV: International Studies in Peace and Conflict Option B: Conflict in Europe 1935–1945

Students will have the opportunity to explore Europe as a hub of conflicting political ideologies and national ambitions in the context of the outbreak, the course and the culmination of WWII. In a facilitated workshop setting students will focus on Operation Barbarossa, and the intrinsic link between the Holocaust and the aims of the Nazis to create a racial empire in Europe. Students will gain an insight into the impact of war and the Holocaust through artefacts from the Sydney Jewish Museum collection and the experience of hearing Survivor testimony.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and guided tour of Museum. \$10/student

IN THE NAME OF RACIAL HYGIENE

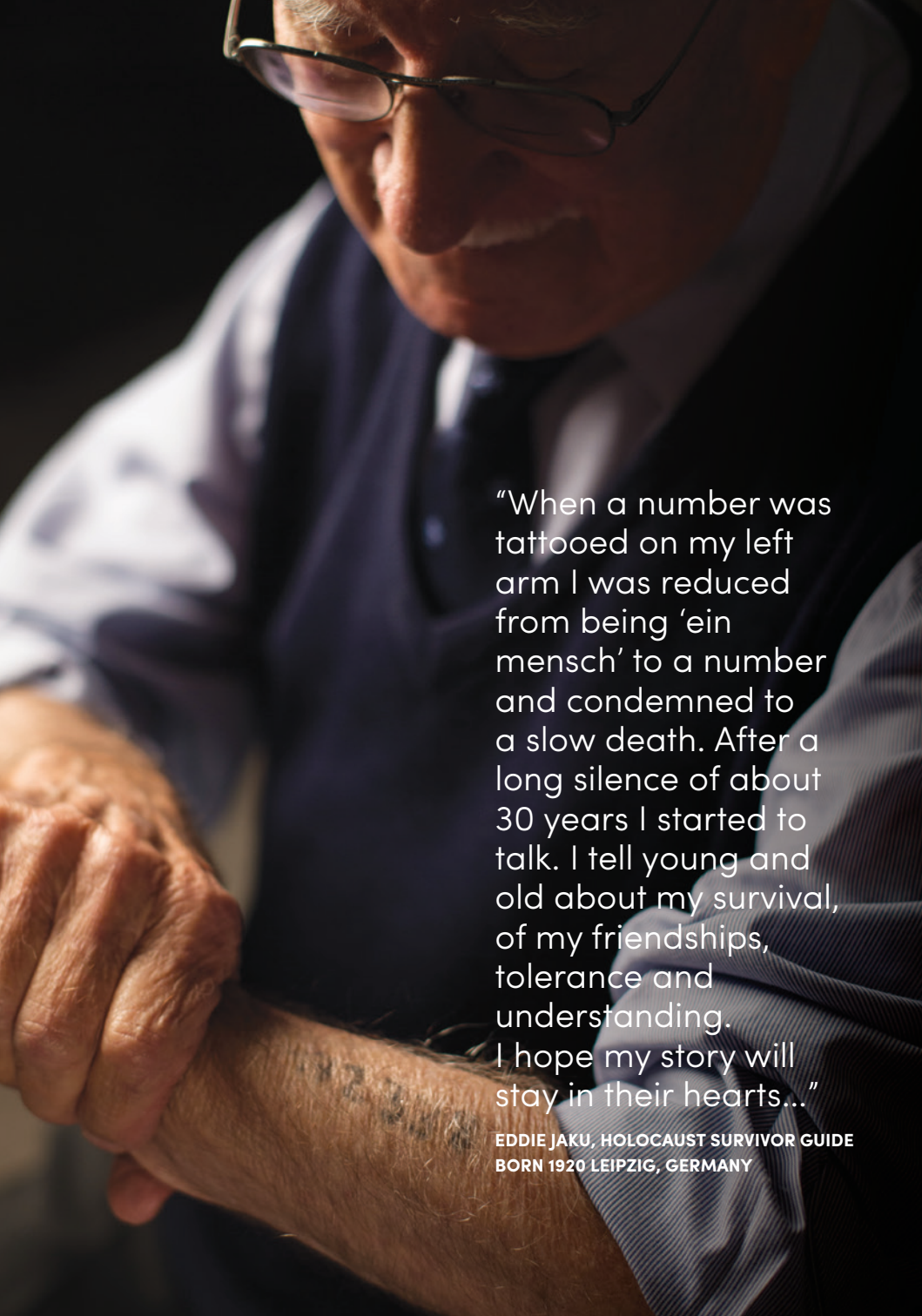
Year 12 (Stage 6): Modern History Part IV: International Studies in Peace and Conflict Option B: Conflict in Europe 1935–1945

Through a focus on Nazi racial policies and the persecution of minorities in Hitler's Europe, students will develop an understanding of the ideological underpinnings of the Holocaust. In a facilitated workshop setting students will examine the evolution of Nazi 'race science'. The workshop will be complemented by the experience of hearing Survivor testimony—providing a personal insight into the changes that were wrought upon the lives of millions of individuals as a result of Nazi 'pseudoscience'.

Three hour program includes interactive session with Museum educator (including artefact analysis), first-hand testimony of a Holocaust Survivor and guided tour of Museum. \$10/student



GERMAN ANTHROPOLOGIST DR BRUNO BEGER ON EXPEDITION IN TIBET TAKING CRANIUM MEASUREMENTS FOR 'RACE RESEARCH', 1938–1939, NAZI PHOTOGRAPHER ERNST KRAUSE, COURTESY BUNDSARCHIV



“When a number was tattooed on my left arm I was reduced from being ‘ein mensch’ to a number and condemned to a slow death. After a long silence of about 30 years I started to talk. I tell young and old about my survival, of my friendships, tolerance and understanding. I hope my story will stay in their hearts...”

EDDIE JAKU, HOLOCAUST SURVIVOR GUIDE
BORN 1920 LEIPZIG, GERMANY

REFLECTIONS AFTER THE HOLOCAUST
An audio-visual resource only available in the Sydney Jewish Museum, Yad Vashem Museum in Jerusalem and Auschwitz Museum in Poland

Stage 5 Depth Study 6: The Holocaust

Stage 5 Core Study – Depth Study 3: Australians at War, World War II (1939–1945); Stage 5 Compulsory Overviews

Years 11–12 (Stage 6): HSC Modern History

- How did people become mass murders during the Holocaust?
- How did Christian denominations respond to the Holocaust?
- In light of Auschwitz and the Holocaust what can be done to prevent future genocides?
- Could Auschwitz and the Holocaust have happened without Hitler?

The Holocaust has confronted humanity with questions that historians, philosophers, theologians and scientists continue to grapple with today. In 2005, Yad Vashem – World Center for Holocaust Research, Documentation, Education and Commemoration launched its innovative Learning Center.

The learning Center posed thirteen of the most difficult questions to a group of renowned historians, Holocaust survivors, religious leaders, artists, and educators. The myriad of answers in the audio-visual recordings allow students to appreciate that each person has an individual response and that these questions have no easy answers. In 2016 The Sydney Jewish Museum is launching an exciting program that offers your students the opportunity to engage with these responses in an interactive setting.

Ours is the first institution to be granted access to this resource outside of Yad Vashem and Auschwitz and we are grateful to Yad Vashem for facilitating further ethical, philosophical and theological contemplation at the Sydney Jewish Museum.

Three hour program includes first-hand testimony of a Holocaust Survivor, guided tour of Museum and an interactive session with Museum Educator focusing on the audio-visual presentation Reflections After the Holocaust. \$10/student

HSC History Extension

Part II History Project



Students will have the opportunity to investigate one or more historical questions within the topic area of Holocaust history. Museum educators will provide assistance to students and teachers in: topic selection and planning; appropriate enquiry and research methodologies; direction to a wide variety of sources including oral histories, audio-visual sources; original documents and evidence of material culture. Students will be given a Research Pass, which will entitle them to multiple visits to the Museum and Resource Centre. The Resource Centre holds 2,500 testimonies from Holocaust survivors interviewed in Australia. These testimonies are part of a collection of nearly 52,000 testimonies gathered by the **USC Shoah Foundation Institute for Visual History and Education**. Students are also able to pre-arrange an appointment with a Holocaust Survivor and Museum educator.

\$25/student

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HSC Extension History Prize

The SJM is also pleased to continue the *Generation to Generation* award for the best HSC Extension History project on a Holocaust history and/or related topic area in 2016. For more details about this award, please contact the SJM's Education department or the NSW History Teacher's Association.

UNIVERSITY OF SOUTHERN CALIFORNIA SHOAH FOUNDATION INSTITUTE FOR VISUAL HISTORY AND EDUCATION

Survivor testimony is one of the most important ways of understanding and learning about the Holocaust. The USC Shoah Foundation Institute for Visual History and Education is the largest visual history archive in the world. The Sydney Jewish Museum houses 2,481 digital video testimonies from Holocaust Survivors and witnesses who were interviewed in Australia.

This outstanding research tool is of significant relevance to Year 12 (Stage 6) Modern History: Part II: National Studies Option C Germany National Study 1918–1939 and Years 9/10 Migration. Senior Students undertaking History Extension will find the material of particular interest both as a research tool and as a multimedia study.

Studies of Religion



During the 2016 renovation, students will explore a scaled down version of the main highlights of our exhibition, *Culture and Continuity: Journey through Judaism*. For Studies of Religion students, *Culture and Continuity* provides an outstanding opportunity to explore and understand Judaism as a living tradition. The exhibition is designed to cater to a variety of key syllabus areas in Stages 4, 5 and 6 and has application for the preliminary HSC outcomes.

COMBINED SYDNEY JEWISH MUSEUM AND BOARD OF JEWISH EDUCATION FULL DAY PROGRAM

All SJM programs can be combined with the NSW Board of Jewish Education programs to provide students with a full day excursion tailored to class needs. Options include a visit to a synagogue and/or a lecture on a particular syllabus topic followed by a tour of *Culture and Continuity*.

\$22/student

Please note this program is not available on Fridays.

WINDOWS INTO JUDAISM

Years 7–10 (Stage 4 & 5): Religious Studies, Studies of Religion

Years 11–12 (Stage 6): Studies of Religion

Through exploring the variety of interactive and artefact rich displays contained in *Culture and Continuity*, students will increase their understanding of Judaism as a living religious tradition, gain an insight into the cultural contexts within which Judaism is practised, and develop an understanding of and respect for differing religious worldviews. Museum educators are able to develop specialized workshops in particular areas of Judaism and Jewish life in accordance with class needs. Please inquire about the variety of workshops available when making your booking.

Two hour interactive session includes workshop with Museum educator (including artefact analysis) and guided tour of *Culture and Continuity*. \$10/student

JUDAISM: ORIGINS, PRINCIPLE BELIEFS AND ETHICS

Year 11 (Stage 6): Studies in Religion, Preliminary Study: Nature of Religion and Beliefs

Culture and Continuity allows students to explore the core beliefs and sacred texts of the Jewish tradition and their historical development. Displays include sections on monotheism, written and oral Torah, the structure of a Talmud page and an interactive introduction to the development of Jewish law and thought. Students are then able to trace the connection of these beliefs to the rituals outlined in displays about the Jewish lifecycle, festivals and Jewish life in Australia. Museum educators are able to develop specialized workshops in particular areas of Judaism and Jewish life in accordance with specific syllabus outcomes. Please inquire about the variety of workshops available when making your booking.

Two hour interactive session includes workshop with Museum educator (including artefact analysis) and guided tour of *Culture and Continuity*. \$10/student

THE HISTORICAL AND CULTURAL CONTEXT IN WHICH CHRISTIANITY BEGAN

Studies of Religion (Stage 6):
Preliminary Study: Nature of Religion and Beliefs

Through focusing on a range of primary textual sources, and in reference to key archaeological finds, students will be introduced to the different Jewish cultures that existed in Palestine at the time of Jesus. In a facilitated workshop, students will explore the parallels that exist between early Christian and other Jewish texts. In considering the relationship between Christianity and other denominations of Judaism in the 1st century, students will also have an opportunity to consider the cultural milieu from which the ideas of early Christianity were derived, and the socio-religious norms that were rejected and embraced.

Two hour interactive program includes session with Museum educator (including artefact analysis) and guided tour of *Culture and Continuity*. \$10/student

RELIGIOUS EXPRESSION IN AUSTRALIA PRE AND POST 1945

Years 9–10 (Stages 4 and 5): Elective History, Topic 1 Constructing History
Core Study Depth Study 4 *Rights and Freedoms (1945–present)*
Mandatory study

Depth Study 5 *The Globalising World*, Migration experiences, Site Study

Years 11–12 (Stage 6): Studies in Religion
Preliminary Study: Religion in Australia pre 1945

HSC: Religious expression in Australia –1945 to the present

Culture and Continuity outlines over 200 years of Australian Jewish history from the sixteen Jewish convicts who arrived on the First Fleet through to the thriving contemporary Jewish community. Through an interactive and artefact rich display, students can trace the migration patterns of Jews to Australia and the distinctive contributions each successive wave made to the Jewish and broader Australian communities. The diversity of Jewish practice within the community is also demonstrated.

Two hour interactive program includes session with Museum educator (including artefact analysis) and guided tour of *Culture and Continuity*. \$10/student

“I wanted to thank you for sharing your life with us... The Museum taught me a lot. The things that you shared really touched my heart...”

B.B., WHYNDAM COLLEGE GIRLS, YEAR 12



PERSIAN SILVER CASED SCROLL OF RUTH (MEGILLAH), 19TH CENTURY WITH FINELY HAND LETTERED BLACK INK ON PARCHMENT WITH ILLUMINATION.



"If history is only stories that men have agreed to admit as true, it is our duty to preserve the memory of the Holocaust in perpetuity so that nobody can deny it."

ANA DE LEON, HOLOCAUST SURVIVOR GUIDE
BORN 1935 IN SUBOTICA (EX-YUGOSLAVIA)

English

SJM English programs cater to a variety of key syllabus areas in Stages 3, 4, 5 and 6 with texts from the NSW National Curriculum that are explicitly linked to the Holocaust.

FACT THROUGH FICTION

Years 7–10 (Stages 4 & 5): Suggested Fiction texts

Year 11 & 12 (Stage 6): English (Standard), English Advanced, English Extension 1 and Extension 2

Historical fiction is a unique way for students to engage emotionally and intellectually with the Holocaust. The graphic novel *MAUS*, Young Adult fiction *The Boy in the Striped Pyjamas*, and films such as *The Pianist*, *Schindler's List*, and *Life is Beautiful* provide the opportunity for audiences to consider how history is conveyed and informs popular culture. This interactive session will explore the issues of historical accuracy and authorship.

Three hour interaction program includes workshop with Museum educator, first-hand testimony from a Holocaust Survivor and a tour of the Museum. *When making your booking, please inform us which texts you are studying so we may tailor your program accordingly. \$10/student.

ANNE FRANK IN THE ANNEX

The story of Anne Frank is one of the most influential and symbolic accounts of the Jewish experience during the Holocaust. On Anne's thirteenth birthday she was given a diary. When Holland was invaded by the Nazis, Anne and her family were forced to go into hiding in a secret annex. For over two years, Anne kept a detailed record of her thoughts, feelings, and experiences during this time. Anne's diary gives students insight into the despair of being under the Nazi regime, but also the hope for a better future because "despite everything people are really good at heart".

This program will give students a deeper understanding of the main events of World War II that surrounded Anne Frank's life and determined her fate.

Three hour interactive program includes workshop with Museum educator, firsthand testimony from a Holocaust Survivor and a specialized tour of the temporary exhibitions *Anne Frank: A History for Today* and *Signs of Life: Letters of the Holocaust*. \$10/student

HITLER'S DAUGHTER SEMINAR AT THE SYDNEY JEWISH MUSEUM

**Adapted by Monkey Baa Theatre
Company from the book by Jackie
French**

Hitler's Daughter by Jackie French and *Hitler's Daughter – the play* by Monkey Baa are both suggested texts on the English syllabus for Stage 3 and 4. Monkey Baa and the Sydney Jewish Museum have partnered to create an in-depth learning event for students studying these texts. For this unique experience, four professional actors will perform key scenes from the play *Hitler's Daughter*; the actors read from the fiction text by Jackie French; production images and videos from the stage production enrich student understanding of the texts; and the event will be facilitated by co-writer of the play and director of the original production, Sandra Eldridge. We keep the action moving and intersperse discussion and practical elements to make this an entertaining experience tailored for Stage 3 and 4.

In addition, students can participate in an enriching education program facilitated by the education team at the Sydney Jewish Museum. Students will hear the testimony of a Holocaust Survivor and participate in a Q&A session. They will then take part in a guided Museum tour, chosen to complement the ideas and themes in *Hitler's Daughter*. This is an exceptional excursion with broad reach across KLAS and outcomes. Book early as numbers are strictly limited.

**SUITABLE FOR: Years 7 & 8, Stage 4 (also
suitable for Stage 5)
DATES: 25 – 28 July 2016 Term 3
TIMES: 10am, 11:30am, 1pm
PRICE: \$15 per student
LOCATION: The Sydney Jewish Museum**

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**Join us for a series of fascinating talks in which
students will get a chance to ask each of these
writers about their award-winning works:**

Jackie French | 7 April 2016

Hear Jackie French, the 2014 and 2015 Australian National Children's laureate, speak to students about the process of writing her most widely read novel, *Hitler's Daughter*.

Morris Gleitzman | Date to be confirmed

Morris Gleitzman will give two talks to students in 2016 that will elaborate on his books *Once, Then, Now and After*.

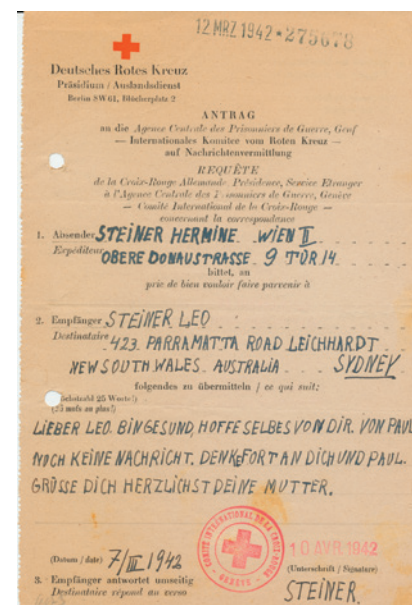
SIGNS OF LIFE – LETTERS OF THE HOLOCAUST

For Jews across Europe, German occupation brought forced relocation; incarceration in ghettos and camps; and flight from invaded territory in search of safety. Torn apart, family relationships by mail began. Mail connections grew tenuous or stopped just when families were most desperate for word. Still, far-flung loved ones persevered, seeking news and to communicate information. In many cases letters reveal their desperate and mostly futile attempts to help their loved ones escape.

Students will gain insight into the plight of European Jews through the Museum's collection of wartime and post-war letters. These letters enable students to understand what Australian Jews knew about the dire circumstances of their loved ones in war-torn Europe.

**Three hour program includes interactive
session with Museum educator (including
artefact analysis), first-hand testimony of
a Holocaust Survivor and guided tour of
Museum and *Signs of Life* exhibition.**

**\$10/student *Signs Of Life – Letters of the
Holocaust* is a resource developed by the
Sydney Jewish Museum to facilitate student
engagement with the historical context of
the documents featured in the *Signs of Life*
Exhibition. Please request this resource
material when making your booking.**



TOP JOSEF AND REBEKA SZTORCH, LODZ GHETTO TO JAKOB SAPIR, VILNA, LITHUANIA, 19 DECEMBER 1940.

BOTTOM HERMINE STEINER, VIENNA, TO HER SON LEO, SYDNEY, MARCH 1942.

Legal Studies

THE BOY IN THE STRIPED PYJAMAS

Years 7–10 (Stages 4 & 5): Suggested Fiction texts

John Boyne's best-selling novel, *The Boy in the Striped Pyjamas*, is one of the most popular texts in the NSW syllabus. The novel is set during the Holocaust and explores powerful themes about friendship and innocence. Boyne's novel has generated quite a lot of controversy amongst Holocaust historians and Holocaust Survivors because of the way Auschwitz is depicted. Through examining the problematic and controversial nature of this text, students will explore the way in which *The Boy in Striped Pyjamas* can help students not only learn about the events of the Holocaust, but also allow them to think critically about historical fiction.

Three hour program includes interactive session with Museum educator, seminar on *The Boy in Striped Pyjamas* utilising sections of the novel and clips from the film, first-hand testimony of a Holocaust Survivor. \$10/student.

CHILDREN IN A VANISHING WORLD

Years 7–10 (Stages 4 & 5)

This program is designed for students studying *Hana's Suitcase*, *Hitler's Daughter*, and/or the *Once* series. Students will learn about the varying experiences of children during the Holocaust. This age-appropriate program will deepen students' understanding of the historical context of these books and also speak to the themes that they raise about the rights of children and the complex ethical dilemmas that children faced during wartime.

Two-and-a-half hour interactive program includes in-depth introduction with a Museum educator, personal testimony from a child Survivor of the Holocaust, and a specialised tour of the Museum that focuses on children's experiences. *When making your booking, please inform us which texts you are studying so we may tailor your program accordingly. \$10/student

UNEARTHING THE HOLOCAUST AND PURSUING JUSTICE: SERNIKI AND THE AUSTRALIAN WAR CRIMES TRIALS

Year 12 Legal Studies (Stage 6):

Optional Focus Study 8 – World Order and relevance to Topic 2 – Human Rights and Topic 2 – Sources of Law

All nations are obliged to trace, charge or extradite genocidal killers. Yet the effectiveness of international mechanisms such as the International Criminal Court continue to be hotly debated as the will to prosecute war criminals remains firmly within the internal domestic realm of national states. The Sydney Jewish Museum's exhibition *Unearthing the Holocaust* details the atrocities committed against the Jewish inhabitants of Serniki, a small village in the Ukraine. The artefacts on display were excavated to serve as the material evidence for the Australian War Crimes Trial that took place in South Australia between 1991 and 1993. Through viewing the exhibition and participating in a workshop led by a Museum educator, students will engage in a discussion of the massacre at Serniki and how it constitutes a war crime and thus a breach of international law.

Three hour interactive session includes group discussion with Holocaust Survivor or descendant, workshop with Professor Kwiet (including artefact analysis), tour of Museum with focused education materials. \$12/student


“...the soldiers have found something. It is a silver pocket watch secreted in the toes of a boot. It stopped at 8.15. Was that morning or evening? Did it go on ticking after the killing was over and all else was silent? I am glad that its owner succeeded in deceiving the killers”.

SONIA WRIGHT, ARCHEOLOGIST, DIARY ENTRY FROM EXCAVATION WORK AT A MASS GRAVE. SERNIKI, UKRAINE, 14 JUNE 1990

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Hear Mark Aarons speak at the Sydney Jewish Museum | 18 August 2016 | \$15/student

Mark Aarons, an international award-winning investigative reporter and the author of *War Criminals Welcome: Australia, a Sanctuary for War Criminals since 1945*, will speak about how and why he exposed Nazi war criminals in Australia and prompted changes to Australian federal law. Mark Aarons' stunning revelations forced the Australian Government to examine war crimes for the first time in Australia.

Limited seats are available. To confirm dates and secure your students' places, please call the Education department on 9360 7999 or email us at bookings@sjm.com.au



“In 1933, very few people in Europe realised that evil was spreading, until it was too late. Let this be a lesson for the future.”

JOHN GRUSCHKA, HOLOCAUST SURVIVOR GUIDE
BORN 1924 IN AUSSIG, CZECHOSLOVAKIA

Confronting Bullying

CONFRONTING BULLYING

Years 7–10, (Stages 4 & 5): PDHPE Syllabus and also suitable for Pastoral Care programs

Years 5 & 6 (Stage 3): Civics and Citizenship programs across the curriculum

The SJM educates about the Nazi genocide in WWII in order to promote tolerance, respect for difference and recognition of universal human rights. *Confronting Bullying* provides an indispensable resource for teachers in the NSW community who wish to confront the roots of racial hatred and prevent future manifestations of racist violence in NSW schools and communities. Students will reflect on the participant categories of Perpetrator, Victim, Bystander and Resister through an exploration of ethical and moral dilemmas (grounded in the history of the Holocaust). In particular students will address the challenge of becoming an ‘active bystander’ and how they can become part of creating a school environment in which bullying is not acceptable in any place or at any time.

Three hour interactive session includes first-hand testimony of Holocaust Survivor, education session by Museum educator (in consultation with class teacher), directed tour of the Museum focusing on the four categories of participants in the context of the experience of the Holocaust. \$10/student

“I am truly inspired by your story. You have made me evaluate my own life and inspired me to make some changes to it.”

N.K., TARA ANGLICAN SCHOOL FOR GIRLS, YEAR 10

Gifted and Talented Program / Developing an Ethical Framework

GIFTED AND TALENTED PROGRAM: DEVELOPING AN ETHICAL FRAMEWORK

Years 6–10 (Stages 3, 4 & 5): English, Studies in Religion and History

Created with the assistance of the Telstra Foundation, Developing an Ethical Framework is a unique program for gifted and talented students that promotes and enhances moral and ethical thinking. The Holocaust of European Jewry is one of the pre-eminent examples of man's inhumanity to man. However, it also contains powerful examples of altruism, ethical decision-making and great courage. This program addresses the questions, 'What kind of moral development allows for and nurtures such courage?' 'Is there an ethical sensibility that can be cultivated and if so, how does one attempt to do so?'

Project Summary:

Presenting ethical dilemmas and developing story response approaches to heighten advanced ethical thinking and moral decision making among gifted students.

Program includes pre and post visit classroom materials for teachers and students, full day interactive session at the Sydney Jewish Museum, interview with Holocaust Survivor, guided tour of the Museum with focused worksheets and debriefing session with Sydney Jewish Museum educator. \$20/student



SYDNEY JEWISH MUSEUM
HOLOCAUST AND AUSTRALIAN JEWISH HISTORY

Professional Development Opportunities

for teachers at the SJM in 2016

STAFF SPIRITUAL REFLECTION DAYS

Jewish thought and culture have decisively shaped all of Western society and were the foundations from which Christianity and Islam evolved. The Sydney Jewish Museum runs programs designed to complement Staff Retreats and Spiritual Days. The workshop encourages personal reflection on spiritual and religious beliefs and welcomes questions from those deeply curious and interested about matters of religion. The interactive session examines Jewish philosophies as well as Jewish religious and cultural practices such as the observance of the Sabbath and Jewish dietary laws.

1st hour – Interactive Education Workshop 'Windows into Judaism'

An exploration of what Jewish people believe with a focus on sacred texts, celebrations, rituals such as Shabbat, Chanukah & Passover, and an historical overview from biblical to modern times.

2nd hour – Survivor testimony

A transformative experience to engage with the history of the Holocaust through listening to the personal testimony of a living witness to genocide and an opportunity to reflect on the words of philosopher Edmund Burke 'The Only Thing Necessary for the Triumph of Evil is that Good Men Do Nothing'.

\$20 per person

GENOCIDE: THEN AND NOW

Tuesday 1 March

Held in conjunction with the Australian Institute for Holocaust and Genocide Studies, this full-day program is designed to enable teachers of subjects including English, History Extension, HSIE, Legal Studies, Modern History, PDHPE, Studies of Religion and others to address a range of content areas and methodological approaches. The program features world renowned Holocaust experts in Holocaust and Genocide studies including Professor Colin Tatz and Professor Konrad Kwiet.

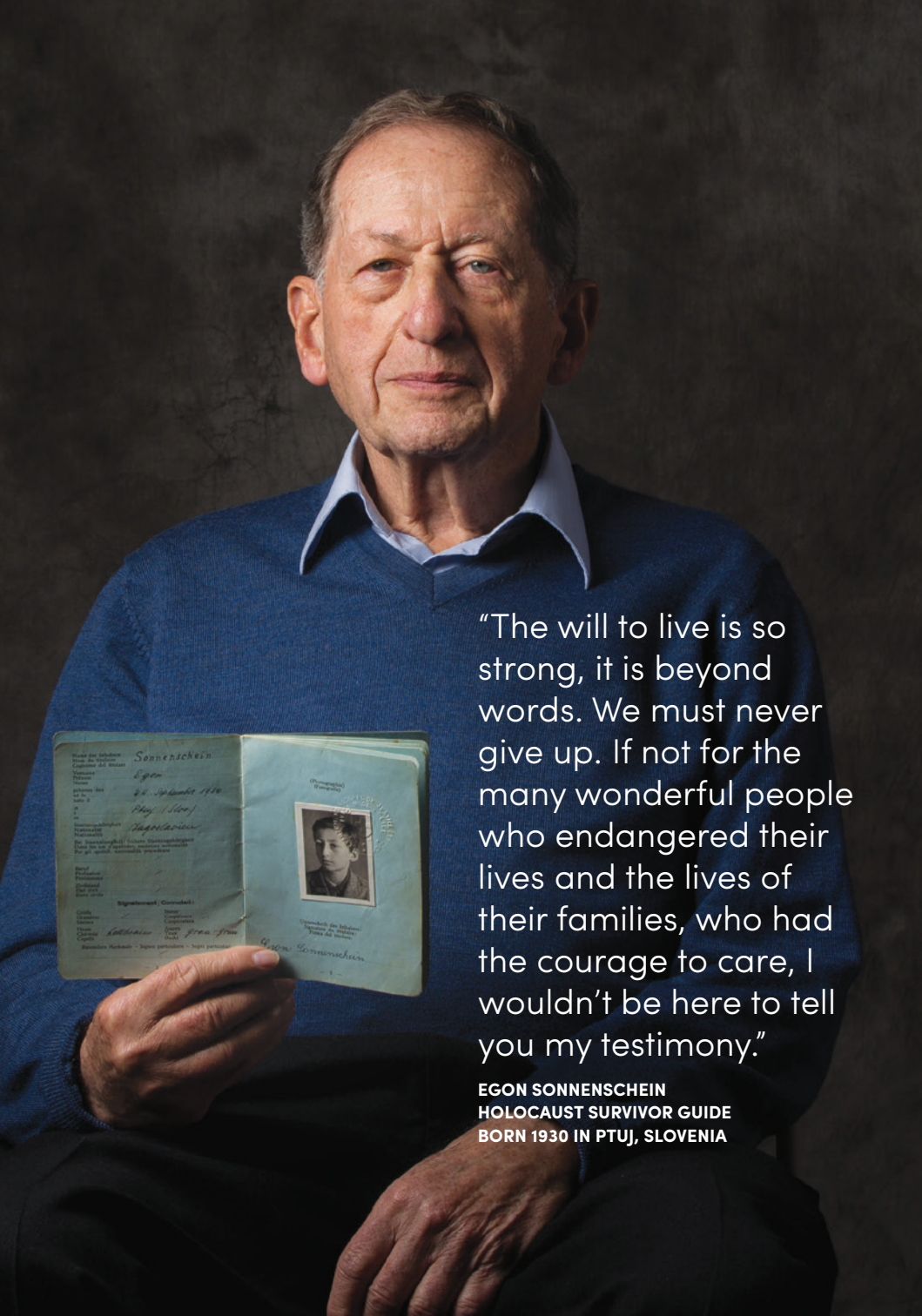
\$100 per person (includes lunch and educational materials)



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THE SYDNEY JEWISH MUSEUM is a Board of Studies Teaching & Educational Standards NSW endorsed provider of professional development for the maintenance of accreditation at Professional Competence

Scope of endorsement – all Elements of the Professional Teaching Standards

A portrait of an elderly man, Eggon Sonnenschein, with grey hair and a serious expression. He is wearing a blue V-neck sweater over a light blue collared shirt. He is holding a small, open, aged document in his right hand. The document has handwritten text and a small black and white photograph of a young boy. The background is dark and textured.

"The will to live is so strong, it is beyond words. We must never give up. If not for the many wonderful people who endangered their lives and the lives of their families, who had the courage to care, I wouldn't be here to tell you my testimony."

EGON SONNENSCHN
HOLOCAUST SURVIVOR GUIDE
BORN 1930 IN PTUJ, SLOVENIA

SOR TEACHER'S IN-SERVICE: WINDOWS INTO JUDAISM

Tuesday 22 March, 8:45-3:45

The Sydney Jewish Museum, the Board of Jewish Education and the Board of Progressive Jewish Education invite you to participate in a unique professional development opportunity. This full day program focused on the SOR Preliminary and HSC syllabi will enable teachers to address a range of content areas and methodological approaches for teaching Judaism. The unique resources available to teachers will be showcased and the program will also include the opportunity to view the Sydney Jewish Museum's exhibition, *Culture and Continuity: Journey through Judaism* which encompasses all areas of Jewish religious life, culture and traditions.

\$95 per person

(includes educational materials)

Please call Shula at BJE to reserve your place:

93657900

With the assistance of The Conference on Jewish Material Claims Against Germany, the Sydney Jewish Museum is able to provide limited financial support for teacher replacement funding. Teachers from rural NSW or interstate may also apply for assistance in travel costs. Please email Dr Ari Lander to register for the seminar and apply for funding assistance: alanders@sjm.com.au

TEACHING THE HOLOCAUST: SUPPORTING THE NATIONAL CURRICULUM

Monday and Tuesday 14 & 15 March

Monday and Tuesday 15 & 16 August

This is a two-day professional development seminar designed to address the outcomes of the newly developed Australian Curriculum. In particular, it will provide practical approaches for teaching History Stage 5, Depth Study 6 (The Holocaust). The participants will be presented with newly developed material to support the teaching of the Holocaust in the national curriculum. The seminar will also examine how teachers can use texts like *The Boy in Striped Pyjamas* or *Schindler's List* in order to teach about the Holocaust. Programs will also be run on how to teach the Holocaust for younger high school students in order to ensure they are age appropriate. Teachers will be taken on special guided tours of the Museum exhibition and its archives. Participants will also have the opportunity to hear testimony from a Holocaust Survivor will also be available.

Free of charge

Resource Materials

THE GANDEL HOLOCAUST STUDIES PROGRAM FOR AUSTRALIAN EDUCATORS

The Gandel Holocaust Studies Program for Australian Educators is a professional program aimed at training a cadre of teacher trainers who are active throughout Australia. The program is open to teachers who intend to teach the Holocaust and related topic areas in their schools and communities. The program will provide educators with practical, methodological teaching tools that convey not only the importance of remembering the past, but also how to help shape a better future by learning how to protect the basic human values that were undermined during the Holocaust. The program includes a pre-seminar at the Sydney Jewish Museum, an eighteen-day intensive course at Yad Vashem's International School for Holocaust Studies (Jerusalem), the chance to develop educational projects and attend follow up seminars in Australia. Generous scholarships are available on a competitive basis. Email gandel.program@yadvashem.org.il for more information.

TEACHING THE HOLOCAUST – REVISED EDITION

Teaching the Holocaust – Revised Edition is a comprehensive education resource which will assist teachers with teaching the Holocaust under the new National Curriculum. Based on the excellent first edition by Sophie Gelski, the present edition provides an updated body of literature and Holocaust research. Utilizing both primary and secondary sources, this guide explores the history of this difficult period in a way which provides students with personal stories and archival material.

GIFTED AND TALENTED PROGRAM: DEVELOPING AN ETHICAL FRAMEWORK

Developing an Ethical Framework is a comprehensive Holocaust education resource that expands the moral and ethical frameworks of gifted and talented students. Utilizing Holocaust history as its context, the program aims to heighten advanced ethical thinking and moral decision-making among gifted students by presenting ethical dilemmas through a story response approach.



OLGA HORAK
HOLOCAUST SURVIVOR GUIDE
BORN 1926 IN BRATISLAVA, CZECHOSLOVAKIA



SYDNEY JEWISH MUSEUM
HOLOCAUST AND AUSTRALIAN JEWISH HISTORY

EDUCATION DEPARTMENT / 148 Darlinghurst Road
Darlinghurst NSW 2010 Australia
T 9360 7999 F 9331 4245 E booking@sjm.com.au
www.sydneyjewishmuseum.com.au

ACCESS / Five minutes from Kings Cross or Taylor Square.
The nearest parking station is at St Vincent's Hospital.

PUBLIC TRANSPORT / The Museum is minutes from Kings
Cross and Oxford Street. For public transport timetables
ring the Transport Info line on 131500 or visit their website.

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