



# The Peopling of our Nation

## A Pioneer Jewish Community



Students begin with research into their local cemetery and go on to investigate the contribution of their pioneer Jewish communities to the advancement of New Zealand's culture, heritage, economy, public amenities, and social improvement. Students use a variety of primary and secondary sources and with the support of a jigsaw approach draw conclusions about the value and significance of the contribution made by this small group of early migrants.

### Curriculum links



### Principles

- High expectations
- Cultural diversity
- Learning to learn
- Community engagement
- Coherence

1

### Key Competencies



- Thinking
- Using language symbols and text
- Managing self
- Relating to others
- Participating and contributing

2

### Values



- Explore with empathy the values of others
- Learn to accept different kinds of values – social & cultural
- learn about the values on which NZ's cultural & institutional traditions are based.

3



### Learning Areas

#### L4 and 5



In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

HISTORIC CEMETERIES  
CONSERVATION TRUST  
OF NEW ZEALAND



# Learning Areas: Social Sciences

**Level 4 students gain knowledge skills and experience relating to the following concepts**



Understand how exploration and innovation create opportunities and challenges for people, places, and environments.

*Students will:*

- Identify and describe ways in which members of the Jewish community explored innovative ways of working in business, social improvement, development of amenities, and establishing educational and heritage institutions.
- Describe the opportunities and challenges that were created for the people and places of local communities such as Dunedin, Auckland, Wellington or Christchurch by Jewish exploration and innovative approaches business, social improvement, development of amenities, and establishing educational and heritage institutions.

Understand how people pass on and sustain culture and heritage for different reasons and that this has consequences for people.

*Students will:*

- Identify and describe some ways early Jewish culture was developed and sustained in New Zealand.
- Identify and observe some of the challenges in sustaining Jewish cultural practices in New Zealand over time.

**Level 5 students gain knowledge skills and experience relating to the following concepts**

Understand why people move between places and the consequences of this for the people and the places.

*Students will:*

- Explain why Jewish migrants moved between places.
- Describe how these migrations affected the Jewish migrants in early New Zealand.
- Describe some of the consequences of this migration for the migrants.
- Describe some of the consequences of this migration for places in New Zealand.

Understand how the ideas and actions of people in the past have had a significant impact on people's lives.

*Students will:*

- Describe how the ideas and actions of particular people have contributed to improving the lives of others in various ways.
- Describe the ways in which members of the Jewish community were involved in the social issues of the times and ways they participated in social change.
- Describe the role of various members of the Jewish community in establishing a strong economic base in early Dunedin/New Zealand.

Settings: New Zealand

Perspectives: Multicultural

Essential Learning about New Zealand Society (ELANZS):

Characteristics, roles and cultural expression of various groups living in New Zealand.

# Learning Areas:

## Level Four and Five - English



### Strand: Listening, Reading and Viewing

Learning activities encourage students to integrate sources of information, processes, and strategies and to develop confidence to identify, form, and express ideas.

- **Processes and strategies:** *Students can*
  - recognise and understand the connections between oral written, and visual language.
  - Integrate sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts.
  - Selects and uses a range of processing and comprehension strategies with growing understanding and confidence.
  - Monitors, self evaluates, and describes progress with growing confidence.
- **Purposes and audiences:** Students develop a broader understanding of how texts are shaped for different purposes and audiences.
- **Ideas:** Students show a developing understanding of ideas within and across and beyond texts.
  - Students make meaning of increasingly more complex texts.
  - Students make connections by starting to think about underlying ideas in and between texts.
- **Language features:**
  - Students show an increasing knowledge of how text conventions can be used appropriately.
- **Structure:** Students are introduced to and can demonstrate a developing understanding of text structures.
  - Identifies a range of text forms and recognises some of their characteristics and conventions.

### Strand: Speaking Writing and Presenting

Learning activities encourage students to integrate sources of information, processes, and strategies and to develop confidence to identify, form, and express ideas.

- **Processes and strategies:** *Students can,*
  - use a developing understanding of the connections between oral written, and visual language when creating texts.
  - create a range of texts by integrating sources of information with growing confidence.
  - seek feedback and makes changes to texts to improve clarity meaning and effect.
  - be reflective about production of own texts and self evaluate own progress.
- **Purposes and audiences:** Students show a developing understanding of how to shape texts for different purposes and audiences by careful choice of language content and form and by conveying personnel voice where appropriate.
- **Ideas:** Students select, form, and communicate ideas with increased clarity and drawing on a range of resources.
- **Language features:**
  - Uses oral, written and visual language features to create meaning and effect and to engage interest.
- **Structure:** Organises texts using a range of appropriate structures and sequences ideas and information with increasing confidence.



# A Pioneer Jewish Community - Background

## Fact Sheet: Introduction to the Jewish Section Southern Cemetery Dunedin



The Southern Cemetery in Dunedin was opened in 1857. The first burial in the main portion of the cemetery was in March 1858. The cemetery is now closed to burials, but occasionally ashes burials still take place today in unfilled family plots.

The Jewish Congregation had its formal beginnings in 1862 and one of the congregation's first concerns was to secure a cemetery so that burials could take place under Jewish rites and in consecrated ground. An approach was made to the superintendant of the province, who granted the request and allocated a portion of the Southern Cemetery for the purpose. Hyam and Henry Nathan were appointed as the first trustees. As was the custom of the times, the trustees set aside a section of the cemetery for the burial of suicides and other persons unfit to be interred amongst the community. A "Gabbai d'Beth Almin" was the honorary official who was appointed to look after cemetery affairs and to supervise the funeral arrangements on the death of any Jew in the province. (Goldman 1958).



The earliest burial date in the burial register is that of Louis Woolf, 6 Mar 1863.

The earliest date on a headstone is that of Adliner Symons, 8 Mar 1864, Entry Number 26.

Burial records were kept by the Jewish Congregation. The records are incomplete for a period of time so it is difficult to know how many burials occurred.

The Jewish Congregation finally sold the old cemetery to the Dunedin City Council, then returned the purchase money on condition that the graves would be looked after in perpetuity.

Today the Dunedin Jewish Congregation is a Liberal Community part of the Anzupt with about 50 members. <http://www.jewishgen.org/cemetery/asia-pac-ind/newzealand.html>

# A Pioneer Jewish Community

## Trail: Location of graves Jewish Section Southern Cemetery Dunedin



A cemetery visit is encouraged but is optional for this activity as the number of graves to be visited as part of the study is quite small. One of the selected members of this Jewish Community study, Emily Siedeberg-McKinnon, is buried in the Northern cemetery in a family grave. She is not mentioned on the tombstone.

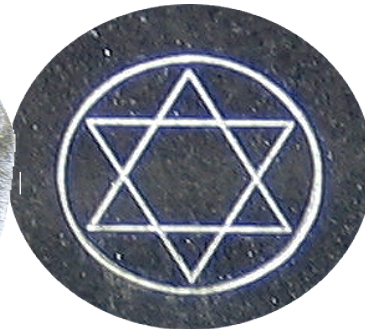
An alternative to a class cemetery visit is for those 8 or so students who are the group editors/producers as these students need to wait on other students to gather information and could use the start time to photograph or film the graves. A parent could accompany students. The following trail map has been put together for that purpose.



A second alternative is that students could be encouraged to visit independently. Tombstones and their locations are included in the resource kits.

For some excellent background information on Dunedin's early Jewish Congregation see the detailed article printed in the Otago Witness and available online from Papers Past <http://paperspast.natlib.govt.nz/>

The article can be searched for using the following keywords. "DUNEDIN HEBREW CONGREGATION". Otago Witness, 3 April 1901.





# A Pioneer Jewish Community

## Trail: Location of study graves Jewish Section Southern Cemetery Dunedin



**8** Septimus Myers Plot 110

**7** Mark & Sarah Cohen Plot 88

**3** Marie  
BELOVED WIFE OF  
DAVID E. THEOMIN  
DIED 24<sup>TH</sup> JULY 1926  
AGED 70 YEARS.  
DAVID E. THEOMIN  
DIED 15<sup>TH</sup> JULY 1933  
AGED 81 YEARS.

**3** LOVING MEMORY OF  
EDWARD M. THEOMIN  
BORN 29<sup>TH</sup> JANU 1885  
DIED 17<sup>TH</sup> NOV 1928.  
DOROTHY M. THEOMIN  
DIED 11<sup>TH</sup> OCT. 1966  
AGE 27 YEARS.

**1** **6** Bendix Hallenstein  
& Willi Fells Plot  
140

**4** Samuel Saltzman Plot 95

**2** Maurice  
Joel, Plot

**2** Hon. MARK COHEN  
M.L.C.  
DIED 3<sup>RD</sup> MARCH 1928  
AGED 78 YEARS.  
HIS BELOVED WIFE  
SARAH  
DIED 7<sup>TH</sup> FEB. 1923  
AGED 62 YEARS.

**1** **6** **2** **8** **7** **4**

BLOCK 1  
BLOCK 2  
BLOCK 3  
BLOCK 4  
BLOCK 5  
BLOCK 6  
BLOCK 7  
BLOCK 8  
BLOCK 9  
BLOCK 10  
BLOCK 11  
BLOCK 12

UPHILL  
TO CITY  
CARTERS

# A Pioneer Jewish Community – Jewish Calendar

## Fact Sheet:

לוח עברי



Those who visit the cemetery will notice that the headstones in the Jewish section of the cemetery, particularly those older headstones, have Hebrew as well as English text incised into the stone. This text tells who has died and when. Notice also that the date of death incised on the headstone is quite different. Students can speculate why these headstones might be different.

## Numbering of Jewish Years

The year number on the Jewish calendar represents the number of years since creation, calculated by adding up the ages of people in the Bible back to the time of creation. However, this does not necessarily mean that the universe has existed for only 5700 years as we understand years. Many Orthodox Jews will readily acknowledge that the first six "days" of creation are not necessarily 24-hour days.

## The Jewish Months of Year

<i>Hebrew</i>	<i>English</i>	<i>Length</i>	<i>Gregorian Month Equivalent</i>
ניסן	Nissan	30 days	March -April
אייר	Iyar	29 days	April-May
סיון	Sivan	30 days	May - June
תמוז	Tammuz	29 days	June - July
אב	Av	30 days	July - August
אלול	Elul	29 days	August - September
תשרי	Tishri	30 days	September - October
חשוון	Cheshvan	29 or 30 days	October - November
כסלו	Kislev	29 or 30 days	November - December
טבת	Tevet	29 days	December - January
שבט	Shevat	30 days	January - February
אדר	Adar I (leap years only)	30 days	February - March
אדר ב	Adar Called Adar II in leap years	29 days	February - March

# A Pioneer Jewish Community - jigsaw activity Phase 1

## Activity One: Assigning groups and roles



A jigsaw approach is an ideal learning strategy to apply to a study of an early Jewish community. For more information about using the jigsaw approach in teaching and learning see *Instructional Strategies Online* at <http://olc.spsd.sk.ca/DE/PD/instr/strats/jigsaw/>

1. Assign each student a number and a letter as follows. (This arrangement is for a class of 32 – adjust numbers for smaller classes. Some of the research roles can be joined together – e.g. the journalist and editor roles can be joined. Alternatively you can eliminate one of the expert groups e.g. Group 8)

Group A: Student 1A, Student 2A, Student 3A, Student 4A.	Group E: Student 5A, Student 6A, Student 7A, Student 8A.
Group B: Student 1B, Student 2B, Student 3B, Student 4B.	Group F: Student 5B, Student 6B, Student 7B, Student 8B.
Group C: Student 1C, Student 2C, Student 3C, Student 4C.	Group G: Student 5C, Student 6C, Student 7C, Student 8C.
Group D: Student 1D, Student 2D, Student 3D, Student 4D.	Group H: Student 5D, Student 6D, Student 7D, Student 8D.

The students labeled 1 are part of the same “expert” group. The students labeled 2 are part of another “expert” group, and so on. There are enough resources for 8 expert groups. Provide each of these student teams with a resource starter kit and have the students select the role they are going to take. If you have 4 students in a group then students can select one of the following data gathering or presenting roles.

**1A Researcher:** The role of the researcher is to locate and gather information resources about the subject from websites and books. This will include biographies and other historical information.

**1B Archivist:** The role of the archivist is to locate original information resources (primary resources) about the subject. This may include a visit to the cemetery for photographs for inscription information, printing out or taking notes from newspaper cuttings, and locating archived photos where these are available.

**1C Journalist:** The role of the journalist is to write a series of short narratives or paragraphs about the subject for publication using material located by the researcher and the archivist. The journalist can assist the researcher in the initial stages and vice versa in the final stages.

**1D Editor/Producer:** The role of the editor/producer is to gather cemetery data and to design the layout and create the end product. The editor producer can assist the archivist in the initial stages and vice versa in the final stages.



# A Pioneer Jewish Community - Jigsaw activity Phase 1









## Activity Two: Using the resource starter kits



**2. Students begin work with members of their “expert” group that is the four students with the same number in their title.** They research their individual in their assigned roles.

**3. Students in expert groups prepare mini-posters or presentations.** These posters/presentations can contain important facts, information, and images related to the study topic.

Resource starter kits have been put together on each of eight members of the early Dunedin Jewish community. Within these starter kits are links to websites for resources and clippings from the online newspapers where events of the time have been recorded. Starter kits have been developed to ease time constraints where students might spend too long on data gathering. These kits have also been put together to allow for the different amount of material that is available for different people or where there is a lot of material available that might present overload problems for students. They also provide a model for teachers wishing to launch a historical cemetery study in a Jewish area other than Dunedin. Resource starter kits are available for the following individual members of the Dunedin Jewish Congregation.

1.  Bendix Hallenstein	2.  Maurice Joel
3.  David Theomin and family	4.  Samuel Saltzman
5.  Emily Siedeberg-McKinnon	6.  Willi Fels
7.  Mark and Sarah Cohen	8.  Septimus Myers

*Note: All members of the list above have been included because they have been buried in Dunedin cemeteries. All have headstones that can be visited in the Jewish portion of Dunedin’s Southern Cemetery except for Emily Siedeberg-McKinnon. She has been included because she was a woman and represents a certain freedom of spirit that existed among women and particularly Jewish women of the 1880s to 1920s. Other important figures to both Dunedin, and New Zealand’s, past include Julius Vogel and Ethel Benjamin who have been excluded due to their places of burial.*

*Providing all the material in each starter kit to students is also optional. Some teachers may wish to have students search for the specific newspaper clippings as part of developing student searching skills in online searchable archives.*

# A Pioneer Jewish Community – Jigsaw Activity Phase 2

## Activity Two: Resource starter kits



**4. Students return to their “home” or alphabetical teams and take turns presenting the material gathered in their expert groups to their team members.** All the A’s should make one team, all the B’s another team etc.

Students in phase 2 or alphabetical teams are to develop mind maps where they explore an early Jewish community in New Zealand in one of the following areas:

Groups A and E: Explore the roles and responsibilities of selected members of the Jewish community and their families both in their daily life and in the wider community. In what ways did the members of the early Jewish community sustain their culture. Explore the values and perspectives that are both the same and different. (Identity, Culture and Organisation).

Groups B and F: Explore the ways in which various selected members of the Jewish community were involved in the social issues of the times and ways they participated in social action events and activities. (Place and environment).

Groups C and G: Explore the ways in which many of the selected members of the Jewish community kept faith with traditional customs but were also responsible for initiating changes to Dunedin and the wider New Zealand society and improving the well being of the community in general. (Continuity and change).

Groups D and H: Explore the role of various selected members of the Jewish community in establishing a strong economic base in early Dunedin. What were some of the ways in which members of the early Jewish community participated in developing the greater New Zealand community. (The Economic World).

For more information on developing a mind-map go to *Mind-mapping Basic Rules*

[http://www.teamwork.demon.co.uk/mind\\_maps/mind\\_basic.html](http://www.teamwork.demon.co.uk/mind_maps/mind_basic.html) and Mind-mapping applications

[http://www.teamwork.demon.co.uk/mind\\_maps/mind\\_apps.html#TOP](http://www.teamwork.demon.co.uk/mind_maps/mind_apps.html#TOP)

Make sure students include the evidence from their research into individuals into their mind-maps that supports their thinking in each of the above areas. Each student group presents a short presentation based on their mind-map findings.

# A Pioneer Jewish Community

## Additional Resources for teachers to support this unit



Try and make the following resources available for your class for this unit.

### Books

Goldman, L.M. (1958). *The History of the Jews in New Zealand*. Wellington: AH and AW Reed.

Levine, Stephen. (1999). *The New Zealand Jewish Community*. Lanham, Maryland: Lexington.

Rosenthal Odeda (1988). *Not strictly Kosher: Pioneer Jews in New Zealand*. New York: Starchand Press.

Thomson, Jane. (1998). *Southern People: A dictionary of Otago Southland biography*. Longacre Press in association with Dunedin City Council, Dunedin, N.Z.

Williams, Tony. (2006). *101 ingenious Kiwis: How New Zealanders changed the world*. Auckland: Reed.

### Websites

*The Jews 19<sup>th</sup> Century Migration* <http://www.teara.govt.nz/NewZealanders/NewZealandPeoples/Jews/1/en>

*The Dictionary of New Zealand Biography* <http://dnzb.govt.nz/dnzb/>

*Papers Past: National Library* <http://paperspast.natlib.govt.nz/>

*Timeframes* <http://timeframes.natlib.govt.nz/> (For images of individuals. Search by individual name.)

### Libraries and Archives

If your students have time available for additional research there are further resources available at the Hocken Library, the Settlers Museum and the McNab Room, Dunedin Public Library.

Cemetery maps used for this unit are those drawn up for and presented in Ockwell, N. (Ed.). (1985). *Southern Cemetery Dunedin. Vol 5. Jewish and Chinese Portion*. Prepared for the New Zealand Society of Genealogists.