



WAVERLEY  
COUNCIL

# Eat Pray Naches

Jewish Community Stories

**School Activity Kit**

**WHAT'S THE STORY  
BEHIND THE PICTURE?**

## What's the Story behind the Picture?



Alex Rivkin's Family

### Overview of Activity

Photographic images are important sources of historical inquiry and evidence. This activity encourages students to engage in a structured and thoughtful manner with a photograph from the Eat, Pray, Naches website and to then explore the story and the person behind the story.

With this context and additional information, students then revisit the photograph and reflect on their initial interpretation of the image. By reflecting on this process, students can explore the importance and limitations of visual images as historical sources.

## ACTIVITY INSTRUCTIONS FOR EDUCATOR AND STUDENTS

### Step 1: Engaging with an Image: See Think Wonder

This initial activity is based on the Visible Thinking Routine, called See Think Wonder. For more details of this thinking activity and links to other thinking routines that comprise Visible Thinking, click here:

<https://pz.harvard.edu/thinking-routines#:~:text=Thinking%20routines%20exist%20in%20all,together%20in%20a%20classroom%20environment.>

Students can be placed in small groups (3-5 students) and are given a photograph from [www.epn.org.au](http://www.epn.org.au) to focus on. Groups should be given a photograph without context, captions or additional information.

Give each group an A3 piece of paper and have them divide the page into three columns with the headings:

**SEE**

**THINK**

**WONDER**

Explain the different purpose of each column and what thinking and information the group is expected to place in each column.

#### **SEE:**

List what they see in the image and are encouraged to notice details in the photo.

Note: It is important students refrain from interpreting, guessing or analysing the image – this initial aspect of the activity encourages students to look closely and observe details of what can be seen, free from interpretation.

#### **THINK:**

What do think is happening in this photograph? What do you think this photograph represents? What story do you think is being told in this image?

Note: This part of the task requires students to interact with what they can see to interpret, analyse and possibly guess what they think is happening in this photograph

#### **WONDER:**

What questions do you have about this photograph? What does it make you wonder? What would you like to know more about?

Note: This part of the task requires students to generate questions generated from the image, which could revolve the scene itself (what is happening, when, where etc.) and around the people in the scene (who they are, their emotions, thoughts at the time etc.)

## Step 2: Creating a Newspaper Headline to accompany this image

This activity is based on the Visible Thinking Routine. For more details of this thinking activity and links to other thinking routines that comprise Visible Thinking, click here:

<https://pz.harvard.edu/thinking-routines#:~:text=Thinking%20routines%20exist%20in%20all,together%20in%20a%20classroom%20environment.>

The group creates a newspaper headline (or several if they have alternative ideas about the meaning and context of the photo) to accompany the photo.

## Step 3: What's the Story behind this Picture:

The group is now given time to read and explore the person, context, story and history behind the photograph they have been studying

Look for 'Journey to a new life' on the Eat, Pray, Naches website to explore and learn of some examples shared in this project.

Students now revisit their initial thinking as recorded in the THINK and WONDER columns and with a different coloured pen and re-do based on the new information they have learnt from the website.

## Step 4: Writing a New Headline:

Now that each group has more information and context for the photo and the people involved, they are to write a new headline (or headlines) that best reflects the 'story behind the picture.

## Step 5: Share Display Present

The class can be invited to share, display or present aspects of this process and their thinking to the rest of the class.

Students can be directed to reflect on the following:

- Looking back at their SEE, THINK, WONDER page – what was accurate about their thinking, what was inaccurate?
- How is the second headline different from the first headline? What can we learn from this?
- What can we learn from this activity when looking at photographs as historical sources?

## APPENDIX...

### SYLLABUS CONNECTIONS

**This activity addresses the following aspects of the BOSTES curriculum:**

#### **NSW History K-10 Stage 3 History Outcomes:**

A Student:

- applies a variety of skills of historical inquiry and communication (HT3-5)

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/outcomes/>