New Year postcard with a photograph of Emile Zola, 1901

In the second half of the 19th century, Europe began using postcards as a means of communication, influenced by the success in the Christian world of sending illustrated greetings cards for Christmas and Easter, this custom gradually took hold in Jewish society as well, and was expressed by sending letters of greeting for the New Year. The photographs, illustrations and greetings in these letters combined national, political and social ideas – and as such they expressed the spirit of the times.

On the National Library’s website you can read about the custom of letters of greeting. (https://tinyurl.com/y95vdbj3)

Have a look at the greetings card with the illustration of **Emile Zola** at the centre, and answer the questions which follow:

1. On the postcard there are a number of greetings and wishes for the New Year in Hebrew.

a. What are they?

b. In which other languages do greetings appear on the card?

c. Choose one of the other languages that you know and compare the greeting in Hebrew and the translation. What does the comparison show?

d. Why, do you think, are there greetings in these languages on the postcard?

e. Are most of the greetings on the postcard in Hebrew? What can you understand from this about the worldview of the illustrator?

2. In the centre of the postcard is a picture of the French author Emile Zola. In 1898, at the climax of the Dreyfus affair, he wrote an open letter to the President of France with the title “I accuse”. Zola argued Dreyfus’ innocence, and cautioned against the miscarriage of justice that had been carried out in his trial. He then stood trial, was found guilty and forced to flee to England. In this link you can find more information about Emil Zola: https://en.wikipedia.org/wiki/%C3%89mile\_Zola

a. Why did the illustrator choose to display a picture of Zola in the middle of the letter of greeting in 1901?

b. Which values was the greeting illustrator looking to strengthen with this choice?

3. How does this New Year postcard express the spirit of the time?

4. Who do you think would be the type of people to send this kind of letter of greeting to their acquaintances?

5. In your opinion, why is this source important?

6. What can you infer from this source about the work of the historian?

**Is Dinner Ready Yet?:** **Food Advertising in Israel**

In the 1970s ready-made versions of traditional foods were developed by two major Israeli food manufacturers, Telma and Osem. They were advertised as tasty, quick, and easy and were appealing to women who were entering the workforce.

In this lesson, students analyse advertisements for products designed to make kitchen work simpler, invent their own ready-made food product, and design an advertisement for it.

The lesson can be conducted in Hebrew or English.

**Enduring Understanding**

* Products in the marketplace reflect the society in which they are sold. Studying advertising for food products can give insight into the social situation at that time.

**Learning Outcomes**

* Students can describe foods in Hebrew using a variety of adjectives (if the lesson is taught in Hebrew)
* Students can explain the changes in family life and in the status of women in Israel in the 1970s as reflected in the products being offered in the market.
* Students can invent a new food product that could be helpful in their lives.
* Students can design an advertisement describing their product.

**Age group**:

* Junior high
* High school
* Informal education
* Higher education

**Materials, Equipment, and Preparations:**

* Printed copies of worksheets and primary sources
* Computers with internet
* Art supplies if not using computers

**Primary Sources from the NLI Collections:**

* [Every Shabbat, Osem Advertisement](http://bit.ly/2VjKZKc)
* [Gefilte Fish Advertisement](http://bit.ly/2VmbXRj)
* [Don’t Tell Savta](http://bit.ly/2Vplwim)

* [The Secret to a Happy Family – Osem Chicken Soup](http://primo.nli.org.il/primo_library/libweb/action/dlDisplay.do?vid=NNL_Ephemera&docId=NNL_Ephemera700227030)

**Background Information:**

* [Gender in Israel, *Israel Institute*](http://bit.ly/2r0LjjL)
* [History of Osem, *Osem*](https://www.osem.co.il/en/about-us/history-osem/)

**Lesson Plan**

**Lesson One**

**1. Introduction – Discussion about how food is prepared in the students’ homes** Suggested questions:

* Who prepares the food in your house?
* How long do you think it usually takes to make dinner?
* What products does your family use to speed up dinner preparation?
* How much time do you think your grandparents or great-grandparents spent on preparing food?
* Why do you think that people today have less time to prepare food?

Explain to students that in this lesson, they will analyse Israeli advertisements from the 1970s for products which made food preparation easier and faster. They will then create their own ready-made meal product and design an advertisement for it.

**2. Jigsaw Activity – Analyse advertisements using worksheets**

(For more information about the jigsaw strategy click [here](https://www.youtube.com/watch?v=Dvi0ZvOhZs0)).

The students analyse four advertisements for ready-made foods.

* Divide the students into groups of four to create an “analysis group.”
The members of this group analyse one advertisement with the help of the [worksheet](http://bit.ly/2VEA4La).

(If this is a Hebrew lesson, you might decide not to print the translations.)

* After analysing their advert, each member of the analysis group leaves the group and creates a new study group consisting of four members, each of whom have analysed a different advertisement.
(The number of study groups is the number of students in the class divided by four.)
* In their study groups, each student presents the advertisement they previously analysed and the main issues that emerged during the analysis.
The students compile the information on a [worksheet](http://bit.ly/2YKBHsu).
By the end, all of the students will be familiar with all of the advertisements.
* In their study groups, the students discuss the following points, based on their new knowledge of all four advertisements:
1. Summarise the adjectives.
Did some adjectives appear in all of the advertisements?
2. Describe the audiences.
Were all of the advertisements addressing the same audience? Why?
3. Which products do you think were successful? Why?
4. If the companies were making ready-made products today, what do you think would be different?
How would their marketing strategy differ?

**Lesson Two**

**1. Pair or Small Group Activity – Invent a time-saving, ready-made product**

Consider the following when developing your product:

* What types of foods does your family like to eat?
* Why does it take a long time to prepare food in your home?
* What tasks could be done for you which would make preparation easier?

Students use the [worksheet](http://bit.ly/2Esghcd) as they develop their product and design the advertisement.

**2. Creative Activity – Design an advertisement**

Design an advertisement for the product using one of the following methods:

* Without computers – Use traditional art materials
* With computers – Suggested websites: [Canva](https://www.canva.com/) and [Venngage](https://venngage.com/)
* Optional activity – Film an advertisement for your product. Suggested websites: [Powtoon](https://www.powtoon.com/), [Voice Recorder](https://online-voice-recorder.com/)

If the activity is part of a Hebrew lesson, a lesson on useful adjectives and food vocabulary is recommended before the students begin designing their advertisements.
[Quizlet](https://quizlet.com/) is a recommended website for vocabulary acquisition and review.

**Advertisement Analysis Worksheet – Analysis Group**

**Observation**

* Which company is advertising here?
* What is the product?
* What adjectives are used to describe the product?
* Describe the graphics.
* How is the product prepared?

**Reading Between the Lines**

* What type of food is this?
* What is the difference between the traditional way to prepare it and the “ready-made” version?
* How does the product make preparation easier?
* What changes in family life and in the status of women had taken place by the 1970s which led the companies to believe that there would be interest in ready-made products?
* Why might a consumer want to use the product?
* Why might a consumer not want to use the product?

**Connections**

* Would you want to use the product?
* Do you think the product was successful?
Do you think it is still available today?
* What types of ready-made meals are available today?
* What other ways are available today for having a home-cooked meal without a lot of effort?
* What food do you wish it was easier to prepare?
What ready-made meal or meal-kit do you wish was available?

**Comparing the Advertisements – Study Group**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Type of Food | Adjectives | Graphics | Preparation |
| Advert #1 |  |  |  |  |
| Advert #2 |  |  |  |  |
| Advert #3 |  |  |  |  |
| Advert #4 |  |  |  |  |

 **Discussion Questions:**

* Summarise the adjectives. Did some adjectives appear in all of the advertisements?
* Summarise the audience. Were all of the advertisements addressing the same audience? Why?
* Which products do you think were successful? Why?
* If the companies were making ready-made products today, how do you think the products would differ? How do you think their marketing strategies would differ?

**Product Development and Marketing Worksheet**

After analysing Israeli advertisments for ready-made food products, it is your turn to invent a time-saving, ready-made product of your own!

Complete this table to help you plan the product and how to market it.

|  |  |
| --- | --- |
| Product Name |  |
| Type of Food |  |
| Contents of Package |  |
| Preparation Instructions |  |
| How Does It Save Time? |  |
| **Marketing Plan** |  |
| Audience |  |
| Slogan |  |
| Adjectives |  |
| Graphics |  |

**Fashion, History and Politics**

Adapted from the Hebrew by Galia Mandel Netta

Students analyse how political leaders in the past used fashion to transmit political and moral values. This activity uses photographs of David Ben-Gurion and Menachem Begin. Students examine the differences between the two prime ministers and the influence of their respective clothing on their voters and the nation as a whole. Students vote on their preferred prime minister and have the option of creating their own poll comparing the fashion choices of Israeli prime ministers throughout history. To summarise their findings, students work in groups and advise a current world leader on how to dress in order to win votes.

**Age group:** High School

**Length of Activity:** Two lessons

**Curriculum:**

* **Israel Studies** – Israeli politics, Israeli leaders, Israeli society.
* **Politics** – role of fashion in politics, Israeli politics.
* **History** – establishment of the State of Israel, Israeli politics.
* **Fashion**

**Primary sources from the NLI collections**

* [Photograph of David Ben-Gurion on his morning walk in the Negev, 1961](http://rosetta.nli.org.il/delivery/DeliveryManagerServlet?dps_pid=IE6400917)
* [Romanian immigrants working at Tarshiha, 1949](http://bit.ly/2IANDoJ)
* [David Ben-Gurion, Nechemia Argov, and Yitzhak Rafael](http://web.nli.org.il/sites/NLI/Hebrew/digitallibrary/pages/viewer.aspx?presentorid=NLI_EDU&docid=NNL03_EDUSP5075)
* [Menachem Begin at home, 1958](http://web.nli.org.il/sites/NLI/Hebrew/digitallibrary/pages/viewer.aspx?presentorid=NLI_EDU&docid=NNL03_EDU700276182)
* [Menachem Begin at the Western Wall, 1981](http://rosetta.nli.org.il/delivery/DeliveryManagerServlet?dps_pid=IE45834366&_ga=2.22312895.54956363.1517723718-919773076.1504508388)

**Background Information**

* Robin Givhan, [The Fashion of Politics](https://www.washingtonpost.com/graphics/lifestyle/political-fashion/), *Washington Post*, , May 20, 2016
* [State of Israeli Fashion](http://www.tabletmag.com/jewish-arts-and-culture/114859/state-of-israeli-fashion), *Tablet*, Ruth Margalit, October 26, 2012
* [Sabra](https://en.wikipedia.org/wiki/Sabra_%28person%29), *Wikipedia*

**Material, equipment, and preparation**

* Students create [Canva](https://www.canva.com/) accounts(download app in advance if using tablets or smartphones)
* Electronic devices (computers, tablets, or smartphones)
* Students create [Playbuzz](https://www.playbuzz.com/) accounts (optional)
* Scissors, glue, paper, old newspapers/magazines
OR electronic devices with the [PicsArt](https://picsart.com/?hl=en) app downloaded (see tutorial [here](https://www.youtube.com/watch?v=GqGe75UdfBc))
* Projector to show the photographs

**Documents**

* Printed instructions for activity
* Printed copies of the photographs (if no projector)

**Lesson Plan**

**Introduction**

Start with some general questions:

* How do you choose your clothes?
What are some of the factors you consider when buying clothes?
(For example: brand, price, style, unique, plain, etc.)
* Who or what influences your choice in clothes?
(For example: parents, friends, celebrities, advertisements, etc.)
* Do political leaders also influence how you dress?

Explain that this activity looks at fashion from a historical perspective. It examines two major time periods after the establishment of the State of Israel and two political leaders who heavily influenced Israeli society by focusing on their style of dress and its influence on the citizens of Israel.

**NOTE FOR TEACHERS**

* Do not mention the names of the leaders at the beginning of the session.
* Keep in mind that although during each time period there were a number of different fashion styles, for this activity we have chosen to focus on the *sabra*-style of Ben-Gurion and the formal, more elegant style of Begin.

**Class Activity**

**Stage One – David Ben-Gurion (1940s–1950s): Sabra clothing**

Show students this photograph of [David Ben-Gurion on his morning walk in the Negev, 1961](http://rosetta.nli.org.il/delivery/DeliveryManagerServlet?dps_pid=IE6400917). Ask them to describe the photograph. You can use these questions as a guide:

* How is Ben-Gurion dressed compared to those surrounding him?
* Is this how you would expect a prime minister to look? Why?
* Do you know what type of clothes Ben-Gurion is wearing?
* What do these clothes symbolise?

Show students this photograph of [Romanian immigrants working at Tarshiha, 1949](http://bit.ly/2IANDoJ).

* What are the people doing in the photograph? Describe their expressions.
* What do you think about the clothes of the men, women, and child? Are they similar to Ben-Gurion’s fashion style? In what way?
* Does their clothing suit their work? In what way?
* Would you dress like this? How would you respond if everyone around you dressed like this?

Show students this photograph of [David Ben-Gurion, Nechemia Argov, and Yitzhak Rafael](http://web.nli.org.il/sites/NLI/Hebrew/digitallibrary/pages/viewer.aspx?presentorid=NLI_EDU&docid=NNL03_EDUSP5075).

* This photograph was taken at an official event. What message was Ben-Gurion trying to convey via his clothing?

(Mention that the khaki clothing was not his personal fashion style. He knew how to dress in a European style with a suit and tie, as you can see in [this picture](http://rosetta.nli.org.il/delivery/DeliveryManagerServlet?dps_pid=IE45843044) of a meeting with journalists in 1967. However, he chose to wear khaki to serve as a personal example, similar to his decision to live in a modest hut in Kibbutz Sde Boker.)

* Khaki clothing was manufactured by an Israeli clothing company called ATA.
Would a prime minister or leader today wear clothes from one particular company to convey political or other values to the nation? Why?
* Do you think that Ben-Gurion’s decision suited the time period in which he lived? Why?
* How do you think the different groups of people in Israel reacted to this clothing (new immigrants, city dwellers, Haredim, religious people, kibbutz members, etc.)?
* In light of your answer to the previous question, what do you think about the Ben Gurion’s choice of clothes? Should Ben-Gurion and other leaders have dressed differently? Why?

**Summary**Ben-Gurion, as the first prime minister of Israel and the leader of the Mapai socialist party, used his clothing to convey a message to the nation. His decision not to wear expensive suits but to dress in simple khaki clothing indicated his desire to be one of the working people. This suited the historical period and strong socialist ideology of the early years of Israel. In addition, Ben-Gurion adopted a unique style that differentiated the wearer from people and leaders in other places around the world. In so doing, he was suggesting that traditional clothing, language, and customs be put aside in favour of a new Israeli *sabra* identity symbolised by simple and practical clothing.

**Stage Two – Menachem Begin (1970s – 1980s): Modern clothing and a return to tradition**

Explain about the political changes that led to the election results in 1977.

* Which political party ruled in Israel from its foundation until 1977?
* Which party came to power in 1977?
* Who became the prime minister?
* What did this change say about public opinion of the ruling party?

Show students this photograph of [Menachem Begin at home, 1958](http://web.nli.org.il/sites/NLI/Hebrew/digitallibrary/pages/viewer.aspx?presentorid=NLI_EDU&docid=NNL03_EDU700276182)

* How is Menachem Begin’s dress style different to Ben-Gurion’s?
* Why do you think he dressed this way?
* The two political leaders served in different time periods. Did this influence the way in which they dressed? How?

[This photograph](http://rosetta.nli.org.il/delivery/DeliveryManagerServlet?dps_pid=IE45834366&_ga=2.22312895.54956363.1517723718-919773076.1504508388) was taken immediately after Menachem Begin was elected prime minister.

* Where did he choose to visit? Why?
* What is he wearing? Why?
* Based on what you have learned about him, do you think Ben-Gurion would have done the same thing? Why?
(Note: Begin was the first prime minister of Israel to do this.)

Read [this article](http://www.jpost.com/Opinion/Op-Ed-Contributors/Menachem-Begin-A-model-for-leadership-312941) about Ben-Gurion and Begin.

* What does the author highlight as some of the main differences between them?
* How is this apparent in the photographs you have seen of the two politicians?

**Summary**Menachem Begin, who served as prime minister from 1977 to 1982, was a completely different leader from David Ben-Gurion. Begin was a leader of the “old school”; while he was very connected to the people, he believed that leadership should be formal, thus showing respect to the role and to the people.
Begin was a lawyer by profession and a political liberal, while Ben-Gurion was a socialist who spent many years living on kibbutz. Their different backgrounds also affected their choice of clothing. In addition, Begin came to power towards the end of the 1970s, a time when Israel was drifting away from the socialist ideology and a capitalist economy was developing in Israel.

**Student Activity**

**Voting on the Best-Dressed Israeli Prime Ministers**

* Ask students to vote on the best dressed Israeli prime minister using this [poll](https://www.playbuzz.com/item/c1274927-fdd0-473d-9ffb-5b0aec27e41a) created using Playbuzz.
* (Optional) Students can create their own poll using pictures of other prime ministers found using NLI resources or Google Images.

**Class Discussion:** Hold a short discussion about students’ choices: why did they vote this way?

**Creative Activity**

**Fashion Adviser to Current Politicians**

Based on the examples of Begin and Ben-Gurion whose dress styles were influenced by their political ideologies, we will look at modern leaders and their choice of clothing.

* Divide students into pairs.
* Hand out the instruction sheet for the activity.

Students choose a current Israeli politician and “dress” them as a way of encouraging their popularity among voters.

**Wrap Up**

Ask students the question: Do you think that politicians’ fashion choices actually have an impact on the way people vote? Why or why not?

Summarisethe lesson.

* The power of fashion as a political tool.

The importance of understanding the messages that fashion choices can convey – both our choices and those of others (especially people in power).

 **FASHION & POLITICS IN ISRAEL – Student Worksheet**

You have been chosen as the fashion adviser to a current Israeli political leader of your choice. Elections are coming up and your must dress this leader in a way that will appeal to voters.

When deciding how to dress the politician, consider the following:

* Should s/he dress casually or formally?
* Should s/he wear a particular brand?
* Should s/he dress like you or different to you? In line with or in contradiction to current trends? Why?
* What colours should s/he wear?
* Should s/he wear clothes that are made in Israel? Why?

Create a poster that shows a recent photograph of the politician and then your proposal for how s/he should be dressed. For each element that you change, you need to write a short explanation for the change. This can done in one of two ways:

* using old magazines/newspaper clippings, markers, scissors, glue, and paper
* using a photo editing app such as PicsArt (see this tutorial)

**Sukkot, Moritz Daniel Oppenheim, 1867**

**​​Introduction**

This picture by Moritz Daniel Oppenheim depicts a Jewish family celebrating the festival of Sukkot in Frankfurt. In the painting the father sits at the head of the table, holding a wine goblet and probably reciting the Kiddush, while his wife and daughter are looking at the baby. Outside of the Sukkah two blonde children with satchels on their backs (probably non-Jews) are peering curiously into the strange structure. Also pictured outside of the Sukkah is a maid bringing the family a tureen of food.

The Sukkah is made of wood, the material commonly used to construct Sukkot in Europe due to the cool weather during the festival (in contrast to Israel or the southern hemisphere). Inside the Sukkah, a candelabra hangs from the roof. It is similar to the candelabra used for lighting Shabbat candles and is designed in the shape of a Jewish star, hence its German name Judenstern. The Sukkah is also elaborately decorated with lanterns, floral wreaths, and even curtains. Of special note are the Christmas ornaments hanging from the roof of the Sukkah, probably used because they were the ornaments available in the predominantly Christian city.

Moritz Daniel Oppenheim was born in Hanau, Germany in 1800. He was one of the first recognised modern Jewish artists. He lived in the era of the Emancipation when many Jewish families were rapidly assimilating. Oppenheim, nonetheless, painted a number of portraits of traditional Jewish families performing various religious ceremonies. He also painted middle-class Germans.

**Discussion Points**

* Describe what you see in the picture.
* Who are the people? What are they doing?
* Describe the objects in the photograph (for example, their clothing, the decorations).What do they tell us about the people?
* Look at the expressions on the people’s faces. How does this enrich your understanding of the picture?
* Is this picture representative of German Jewry at the time? Read this article (http://tinyurl.com/nqr65ce) and find out.
* Can you see people from different class backgrounds in the painting? Explain.
* Do you think the boys peering into the Sukkah are Jewish? Why or why not?
* In the painting the artist has frozen a moment in time. Imagine what was going on either before or after this particular moment.
* Do you think the artist wanted to convey a message in his painting? What do you think it is?
* What other questions do you have about this painting?
* Compare the Sukkah in the painting to a modern-day Sukkah. In what ways is it the same or different?

**Activity**

In this activity you will create a digital worksheet using **Marqueed**.

**Marqueed**is an online tool for annotating images that will enable your students to analyse the drawing.

In order to use Marqueed, create an account for yourself and for your students.For more instructions and help, go to the Marqueed Help Page.

**Creating a digital worksheet with the image**

1. Save the Sukkah image to your computer.
2. Upload the image to Marqueed.
3. Copy the link to the image.
4. Send the link to your students.
5. Ask students to add questions or comments on the picture by highlighting the part of the picture they want to work on.To add your comments or questions, highlight the part of the picture you would like to work or comment on.
6. The students can submit their responses to the texts you have written on the image or in their exercise books.

This activity could be done during class time by showing the picture on a smart board or a projector. (Students will then not need private accounts). You could also send the link to your students for individual or group study. Finally, as a flipped classroom activity, you could send the link to your students as a homework activity and then discuss the picture in the following lesson.