**Curate and Create Poster Competition**

The National Library of Israel is the prime institution of national memory – not only of the Israeli nation but of the Jewish people around the world. Its mission is to serve as a home for the collections, archives, manuscripts, documents, maps, music, and other items of unique national, historic, or cultural significance and to pass these treasures on to future generations.

We are so excited to partner with you to facilitate a journey that will engage the next generation with the library’s treasures. This learning experience will enable them to seek personal meaning and relevance that will strengthen their Jewish identities and give them an opportunity to reflect on their connection to Israel.

Here are some helpful recommendations and information to enable you to maximize our resources.

1. **Overview: Poster competition and lesson plans**

Our materials have been designed for implementation in a variety of ways. Consider the following 2 paths and then personalize the learning experience to best meet your needs.

Path 1: Participate in just the competition (optional participation, self guided participation or as part of an enrichment track)

Path 2: Incorporate some or all of the lesson plans as an anchoring learning experience that culminates in (some or all of) your learners participating in the competition. Consider creating a school wide exhibit in honor of Yom Ha'atzmaut using some of the suggested creative activities found within each unit.

1. **Lesson plans**

In order to facilitate this learning experience, we have curated 75 primary sources and distributed them across 6 units of study. Each unit focuses on a variety of themes and skills and demonstrates how to use primary sources to engage learners and promote inquisitive learning. The units also include suggested activities for your learners. Note that each unit pairs specific skills and methodologies with a specific theme but any skill and methodology can be easily implemented for use with other themes and primary sources.

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| --- | --- | --- | --- | --- | --- | --- |
| Lesson Plan | 1 | 2 | 3 | 4 | 5 | 6 |
| Title | Thinking like an Historian | The Land of Milk and Honey | Uncovering the Personal Behind the Historical | It’s All About Framing! | Traditions That Ring a Bell | A Picture is Worth a Thousand Words |
| Theme | Primary Sources Intro | Food and Farming | People Behind Pictures | Arts and Athletics | Community and Celebrations | State and Society |
| Skill | Observe and Analyze | Compare and Contrast | Empathize and Connect | Details and Deduction | Categorize and Match | Message via Media |

*Note.* Although the units are designed to be modular, we strongly recommend that you include Units 1 and 6: **Unit 1** serves as an introduction to learning with primary sources; **Unit 6** orients learners to the poster competition.

Each unit contains:

* A curated selection of primary sources centered around a theme
* Rich discussion questions
* Group activities for active learning
* Creative activities for reflection and synthesis

1. **The collection of 75 primary sources**

Especially for this program, we have curated a rich and robust collection of 75 primary sources from the National Library of Israel, that includes high quality images and explanations for each item.

The collection of 75 primary sources will serve as the foundation for a meaningful learning process (all year round) as well as inspiration for the poster design.

1. **Learning with primary sources**

Primary sources are first hand documents that are direct evidence from the past. In contrast to secondary sources that describe historical events, primary sources allow the time period to “speak for itself.” The use of primary sources as a window into the past fosters deeper understanding of history and enables learners to personalize and connect to earlier events.

At the National Library of Israel, we direct learners using the following four-step approach:

Step 1: Observe

○ First impressions

○ Sparking curiosity and interest (e.g., What message is being sent?)

○ Paying attention to details (e.g., Did you see something unexpected?)

Step 2: Analyze

○ Inquiring (e.g., Who was the target audience? What was the purpose of this source?)

○ Organizing data (e.g., Does this source contradict or support what you already know?)

○ Contextualizing (e.g., What was happening in the world when this source was created?)

Step 3: Connect

○ Forming emotional bonds (e.g., What does the source make you feel?)

○ Interacting/authentic engaging (e.g., What does the source make you think about?)

○ Finding personal relevance (e.g., How does the source relate to you and your life?)

Step 4: Create

○ Integrating the primary source into an essay or artistic presentation

○ Interpreting and sharing your thoughts in a group discussion

○ Contributing to the Jewish story

1. **The Curate & Create Poster Competition**

**Stage 1: Reflect**

Learners will engage with one of the following essential questions. This engagement will serve as an anchor for the creation of the poster.

**Essential Questions:**

* What role has Israel played and currently plays in the Jewish world? What role does Israel play in my life? How does Israel shape my Jewish story?
* How are the multiple meanings of “Israel” (e.g., country, people, culture, history, state) connected to one another? How do I connect to them?
* What values does or should Israel represent today? Have these values changed over the years?

**Stage 2: Curate**

Learners will browse our collection of 75 primary sources and choose one or more that resonate with them and with the essential question that they are exploring. (Link to 75 sources)

**Stage 3: Create**

Learners will design a poster to commemorate 75 years of Israel that expresses their reflections and connection to Israel. (link to presentation – Basic Principles of Design)

**Stage 4: Submit**

Posters will be submitted by filling out this form by **April 26, 2023** (Yom Ha’atzmaut) (link to form - submit your poster)

Click here to read rules and regulations

The entries will be evaluated by a judging committee made up of NLI staff and representatives from partner organizations. The criteria for judging the posters are as follows:

|  |  |  |
| --- | --- | --- |
| Message/  Relevance to the theme | ● The message is clearly conveyed in the visuals of the poster  ● The message is anchored in one (or more) of the essential questions | 3 |
| Design/  Artistic composition | Principles of design are evident in the final product:  ● Shape and form  ● Color  ● Emphasis  ● Composition  ● Movement  ● Unity | 2 |
| Creativity | ● Poster engages viewers and piques curiosity  ● Poster exhibits a unique and creative approach to the chosen theme | 2 |
| Artist statement | ● Brief description and explanation of the major poster elements  ● Personal statement about how the message conveyed in the poster expresses your connection to Israel  ● Demonstration of how the National Library of Israel primary sources impacted the final product | 3 |
| Total |  | 10 |

**Process**:

* Submission: April 26, 2023
* Entries will be judged according to age group: Elementary, Middle and High School
* Announcement of winners:
* The winners will receive prizes and will be featured on the NLI’s social media platforms and website.

1. **Suggested timeline for educators to facilitate a meaningful learning process**

Below you will find a suggestion on how to organize your time leading up to the poster submission on Yom Ha’atzmaut, including use of the lesson plans that can enrich the process and turn it into an ongoing, deep, engaging learning experience.

|  |  |  |
| --- | --- | --- |
| Month | Competition preparation | Lesson plans |
| December | * Introduce the competition; learn about the rules and requirements * Frame the competition around the essential questions and discuss them in class * Team up with art teacher to support the learners | Unit 1 |
| January - February | * Help learners choose their essential question * Give learners authentic opportunity to explore the primary sources and brainstorm | Units 2-5 |
| March | * Brainstorm basic vision of a poster that incorporates your message * Imagine the graphics by exploring examples of graphic design, use of color and images, etc. * Put it all together * Rough drafts due (internal to schools) | Unit 6 |
| April | * Create the final poster * Work on filling out the form, paying attention to all rubrics and requirements * Competition submissions due April 26th – Yom Ha'atzmaut |  |
| May | * Announcement of winners |  |

We at the National Library of Israel are here to support you in this initiative. Please reach out for support along the way:

Shuvi Hoffman, Global Jewish Education Manager: [Shuvi.Hoffman@nli.org.il](mailto:Shuvi.Hoffman@nli.org.il)

**Helpful links to learn more about teaching with primary sources**

### [Getting Started with Primary Sources | Teachers | Programs | Library of Congress](https://www.loc.gov/programs/teachers/getting-started-with-primary-sources/)

* [Primary Source Analysis Tool](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf)
* [The Question Formulation Technique and Primary Sources](https://nea.certificationbank.com/images/NEAdocuments/TPS/TPS8_QFT.pdf)
* [Understanding Perspective in Primary Sources](https://www.archives.gov/files/education/lessons/worksheets/understanding-perspective-worksheet.pdf)