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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 than 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 |

**Unit #1**

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| **Title** | Thinking Like an Historian |
| **Framing This Unit** | In this unit we will learn what primary sources are and get a better appreciation of their value as a credible source of information since they are immediate, firsthand accounts of a topic or event from people who had a direct connection with it. We will also consider how primary sources are an everyday part of our current lives and, thinking like historians, we will speculate on what information others can learn about us by analyzing them. In addition, we will contemplate how different perspectives can derive from one event or primary source depending on context and personal interpretation. |
| **More Info (PDF)** | Our journey with the National Library of Israel is anchored in the exploration of primary sources. Primary sources are firsthand documents that help us connect to events of the past and promote a deeper understanding of history. Each primary source is a glimpse into a specific moment in history and thus serves as a mystery for learners to solve using critical thinking skills. At the National Library of Israel, we use the following a four-step approach to delving into a meaningful process of exploration which facilitates learning and connecting to the topics at hand.  **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 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  ○ Expressing yourself and crystallizing your understanding  o Contributing to the Jewish story |
| **Theme** | All |
| **Skills** | Observing  Analyzing  Asking questions  Speculating based on limited information |
| **Group Activity** | **Gallery walk and QFT (Question Formation Technique)**  ● An assortment of primary sources will be scattered around the room (on tables and/or hanging on the walls).  ● Walk around the room and choose one primary source that speaks to you, sparks your curiosity, or draws your attention.  ● Formulate a list of at least 10 questions about this source. Try to categorize the questions into closed questions (informative questions with a definitive answer, e.g., when and where was it created, by whom, and for what purpose?) vs. open-ended questions (questions whose answers entail some research). Note: for this exercise there is no need to *answer* the questions but rather to focus on asking them.  ● In pairs or groups, share with others the reason why that specific primary source resonates with you and the questions you formulated about it. |
| **Creative Activity** | After receiving an explanation about what primary sources are, do one of the two following activities:  ● Find two primary sources that describe a day in your life at a younger age or an event you experienced firsthand and explain what each source can tell others about your experiences in retrospect (e.g., photo, certificate, article, email, social media post).  ● Ask your parent to tell you about an experience you remember and compare their perspective with yours. |
| **Discussion Questions** | 1. What tools do we have to understand the past? 2. Why is it important to preserve primary sources? What is their added value in contrast to other (secondary) sources of information? 3. Can we ever learn the truth about events and people from the past? What are the advantages and disadvantages of historical perspective? 4. What is the importance of the National Library of Israel for preserving Jewish and Israeli culture and history? 5. What items would you like to preserve for future generations? |

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# **Unit #2**

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| **Title** | Land of Milk and Honey |
| **Framing This Unit** | This unit invites us to take a closer look at the agricultural aspects of Israel using a variety of primary sources. Learners will explore Israel’s agriculture, the food products that Israelis tend to have in their homes, and the advertising campaigns that encouraged Israelis to buy certain foods in different time periods by comparing and contrasting a variety of primary sources that depict foods of Israel. A focus on the similarities and differences will highlight important details that shed light on food consumption as an expression of contemporary issues and values and a central part of Israeli and Jewish culture. |
| **Theme** | Food and farming |
| **Skills** | Comparing and contrasting |
| **Discussion Questions** | ● What foods do you associate with Israel? Is there such a thing as “Israeli food”?  ● Why is Israel called “the land flowing with milk and honey”?  ● What foods do you associate with your Jewish identity and/or your family tradition?  ● What role does food play in creating community and forging identity?  ● What can the consumption of different types of food tell us about society (including economic and political issues)? |
| **Group Activity** | In small groups, look at a few food advertisements and jot down some observations:  ● What items are being promoted and by whom?  ● What colors, symbols, and graphic elements stand out or catch your attention?  ● How are the primary sources similar and how are they different?    Now analyze the primary sources in depth:  ● Why is the item in the primary source being promoted? What is the message behind the advertisement?  ● What is Israeli about these ads? How would they be different if created in a different time or place?  ● Which advertising campaigns do you think were successful? Why?  ● Compare and contrast these primary sources with food advertisements you see today. If the companies were selling these products today, what do you think would be different? How would their marketing strategy differ?  ● What is the significance of the names of two of Israel’s major food producers: Tnuva and Osem?  ● What insights does the “Israeli banana” ad give you into some of the factors that impacted the food industry?  ● How do Israeli food products compare to the food found in your local grocery store? |
| **Creative Activity** | ● Create a class cookbook celebrating Israel’s agriculture and cuisine! Choose 2–3 foods from Israel and incorporate them into an illustrated recipe to share with your class. Take a look at [this](https://blog.nli.org.il/en/adeena_sussman/) blog article for some inspiration! [Adeena Sussman is #Cooking\_History: A Modern Twist on Middle Eastern Flavors](https://blog.nli.org.il/en/adeena_sussman/)  ● In pairs or small groups, create a contemporary ad for one of the products in the primary sources and present it to the class, with an explanation that compares and contrasts their new ad with the original. Check out [this](https://blog.nli.org.il/en/sexistads/) article, “Fixing the Sexist Ads of the Past!,” from our blog *The Librarians*, which demonstrates how ads from the past might have looked like if created today.  ● Share a beloved family recipe and reflect on how it has changed over the years (if at all). Explain why this recipe is close to your heart and represents your family tradition and/or your Jewish identity.  ● Create a meme based on the ad of your choice.  ● Compare two Israeli ads from different time periods and analyze how they reflect shifts in Israeli society and daily reality. Base your analysis on more information you can find about these two time periods. |

# **Unit #3**

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| **Title** | Uncovering the Personal Behind the Historical |
| **Framing This Unit** | We can explore Israel from many different angles: through people who contributed to the country, through historical events that took place in different time periods, or through texts and sources written about Israel. In this unit, we suggest connecting to the multiple faces and facets of Israel by choosing personal stories that may resonate with us. Learners will do some detective work and take a closer look at some of the individuals who were involved in the grand historical events that shaped the State of Israel. They will practice taking another’s perspective and imagining what others are thinking and experiencing, be they leaders and trailblazers or ordinary people just like themselves. |
| **Theme** | People behind pictures |
| **Skills** | Personal connection and empathy  Attention to detail |
| **Group Activity** | Who am I? – Primary sources mystery activity  In groups, look at photographs and try to connect to the people in them by using the following guiding questions:  ● What emotions do you identify in this photo? What are the people in it thinking about or feeling?  ● How does the time and place of this photo help you understand the people in it and what they are experiencing?  ● What emotions does this photo evoke? How does it make you feel as an observer? |
| **Discussion Questions** | 1. Which figure did you connect to? Why? 2. What risks/sacrifices did these historical figures take/make for the sake of their beliefs? 3. What do you think you might have done if you were in their shoes? 4. What would you like to learn more about after this activity? |
| **Creative Activity** | ● Write a letter to someone in the photo or their diary entry or thought bubble.  ● Create a WhatsApp chat between two characters in the photo.  ● Reenact the photo. Each group chooses one of the primary sources and recreates the photo with attention to the details. The old and new photos can be displayed side by side in the classroom.  ● Write a letter to someone in the photo, asking them questions about their experiences, telling them about your life, and sharing your thoughts.  ● Create a “stained glass” scrapbook page. Put the image in the center of a blank page and create a “sun” around it of associations, thoughts, and questions about the person.  ● Write reflectively by focusing on the characters in the photo and writing about the emotions and thoughts they and the photo evoked. |

# **Unit # 4**

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| **Title** | It’s All About Framing! |
| **Framing This Unit** | Israel has a rich and robust cultural life and has always valued the contribution of artists and athletes. Both arts and sports entail hard work and endurance, although the final product or achievement is not always easy to actualize. We often celebrate moments collectively, like winning a world championship or an best movie award or unveiling a beautifully designed building, but we do not always appreciate the long process and hard work that led up to this impressive achievement. In his unit we will practice the skill of zooming in and out, focusing on the details but also seeing them in the broader context. By taking a closer look at Israel’s cultural life, we will gain a new perspective on life in Israel. |
| **Theme** | Arts and athletics |
| **Skills** | Attention to detail  Deduction  Gaining perspective |
| **Group Activity** | Experience a “zoom in” slideshow of one (or more) of the primary sources. At first, only a specific detail is presented, and learners are asked to guess what the primary source is. The educator gradually uncovers more on each slide. This exercise enables the learners to use their deductive skills and to experience a new approach to making observations. (create a zoom in presentation and link to it here) |
| **Discussion Questions** | Open the class discussion with the statement: These primary sources tell one piece of a larger story. Then ask the following questions:   1. What are the larger stories that surround these primary sources? 2. What questions do you have that these primary sources do not answer? 3. What perspective do the artists/writers bring to their work? 4. What perspective do you bring to these topics? 5. How does your background and historical period affect your perspective? 6. How did the zoom in technique impact the way you observed the primary source? 7. What elements of the source were the most engaging for you? Why? 8. If you were the artist, photographer or journalist, how would you explain why you chose to include specific elements when you took the picture/wrote the article? |
| **Creative Activity** | · Create a memory game using the zoom in technique. Each group is given index cards and two sets of the primary sources the same size as the index card. Choose one part of the primary source on which to zoom in and then cut that part out and attach it to an index card. Attach the index card sized copy of that primary source from the second set to a second index card to make a “matching pair.” Then create a deck of cards using all the primary sources. Each group can now switch their decks with another group and try to match up the sets!  · Write a postcard to one of the creators of the primary sources. Tell them how your perspective has been impacted as a result of examining their work. Add a reference to something from your world (e.g., an art, music, or sports reference) that you think the creator would appreciate based on what you now know about them.  · Use one of these primary sources to send as a postcard to someone you think would appreciate the image. Write a short letter on the back, explaining the image and what it symbolizes.    Choose a detail or item from the primary source (e.g., an object, animal, person, word) and write a short blurb from that item’s point of view. |

# **Unit #5**

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| **Title** | Traditions That Ring a Bell |
| **Framing This Unit** | Learners will get a chance to hear recordings from Jewish holiday and life cycle events across time and place. This unit encourages learners to appreciate the variety of customs and aspects of Jewish life while also identifying commonalities. They will practice categorizing and organizing data presented through primary sources by matching recordings to traditions (country of origin and life cycle event). |
| **Theme** | Community and celebrations |
| **Skills** | Categorizing  Matching |
| **Group Activity** | Listen to the recordings from the National Library of Israel’s Music Collection and Sound Archive and try to guess (1) What life-cycle event or holiday is being celebrated (2) What religious tradition and country is the recording from? |
| **Discussion Questions** | 1. What is the role and importance of music in Jewish tradition? 2. What traditional tunes and songs do you know? Where did you learn them and who taught you? 3. When you reflect on holidays and life-cycle events, what are the commonalities between Jewish communities and what are the differences? 4. Do you think it is important to preserve the diversity and differences of Jewish culture as they manifest in various communities? How? 5. Would you like to learn more about different traditions? How can you do so? |
| **Creative Activity** | * Record yourself singing a melody/prayer/song you know from home and/or from your community and share it with your classmates. Research for more information about the text and/or the origins of this traditional tune. * Create a Kahoot!, board game, or card game (Go Fish) for your classmates about what you have learned * Another aspect of categorizing is creating a timeline. Put primary sources into a timeline * Read one of these blog articles and write a short response explaining what you found most interesting or surprising, what resonated with you and why: * [The Incarnations of the “Avinu Malkeinu” Piyut from the Talmud to Barbara Streisand](https://blog.nli.org.il/en/avinu_malkeinu_barbra_streisand/) * [Hanukkah - > 8 Nights, 8 Treasures, 8 Languages](https://blog.nli.org.il/en/lbh-8-hanukkah/) * [Hanukkah Songs and Sounds From Across the Globe](https://blog.nli.org.il/en/hanukkah/) * [These Rediscovered Melodies Survived the Holocaust. Now They're Online](https://blog.nli.org.il/en/lbh-freilich/) |

# **Unit #6**

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| **Title** | A Picture is Worth a Thousand Words |
| **Framing This Unit** | Persuasive materials contain a variety of design elements which reinforce their message. Astute consumers of such materials should be aware of these elements in order to make their own informed decisions. Election posters use advertising methods to convey messages, and in this activity we will learn how to recognize tools used by designers to influence the viewers. |
| **Theme** | State and society |
| **Skills** | Conveying a visual message effectively and persuasively  Analyzing symbols and understanding their meaning |
| **Group Activity** | · Create groups of five (“analysis group”). Each group analyzes one poster with the help of the [Worksheet for Analyzing Persuasive Material](https://docs.google.com/document/d/1PyyzzeAbWrDpr1XxmpQJ1JoxRbHShnKqs-0BeUS1WSc/edit?usp=sharing).  · Then create new groups of five (“study group”) with each person representing a different poster. Each person presents the poster they analyzed to their new group and explain the main issues that emerged during the analysis. Each study group discusses the following points based on the new knowledge that they have acquired of all five posters:  ○ Election posters or advertising in general can present a positive or negative message. Which type of message do you respond to best? Why?  ○ Would these posters convince you to do what it is advertising (i.e., vote for the candidate, buy the product, etc.)? Why or why not?  ○ What types of media are used to advertise? Where are you most likely to see persuasive materials?  ● A representative of each study grouppresents the group’s insights to the class.  Consider adding a link here to a presentation or webinar recording for the educator |
| **Discussion Questions** | ● Which poster do you like best?  ● What feelings do the posters convey?  ● What design methods were used to convey these feelings?  ● How do the posters reflect the period they were printed in?  ● What features make these posters specifically designed for Yom Ha’atzmaut?  ● Would these posters be relevant for Yom Ha’atzmaut today?  ● What would be the same? What would be different? |
| **Creative Activity** | Choose one or more of these options:  ● Write a letter to a government office or an organization advocating for a cause that is important to you. Address the issue and explain what you are looking to change. Then come up with a catchy slogan for your cause and consider how you would design a poster or ad to promote it.  ● Createa presentation of advertisements and/or election posters from your country using traditional art materials or online apps ( [Emaze](https://www.emaze.com/), [Canva](https://www.canva.com/), and [Prezi](https://prezi.com/) are recommended).  ● Find examples of advertisements and posters that incorporate design elements that reinforce the message. Analyze the design and what each element represents. |