**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 all Jewish people across the globe. Its mission is to serve as a home for the collections, archives, manuscripts, documents, maps, music, and other cultural treasures and preserve them for future generations.

We are so excited to partner with you to facilitate a journey through these treasures and engage the next generation. This learning experience will foster personal meaning and relevance and give students  an opportunity to reflect on their connection to Judaism and 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 the competition as an isolated unit.

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.

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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 | Media and Messaging |

Note that each unit pairs specific skills and methodologies with a particular theme but any skill and methodology can be easily implemented for use with other themes and primary sources. Also, 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**

We have curated a rich and robust collection of 75 primary sources from the National Library of Israel to serve as the foundation for a meaningful learning process 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 Yom Ha’atzmaut 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 does Israel play in the Jewish world?
* What role does Israel play in my life? How does Israel shape my Jewish story?
* 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 on and connection to Israel. (link to presentation – Basic Principles of Design)

**Stage 4: Submit**

Learners will fill 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 NLI’s partner organizations.

The criteria for judging the posters are as follows:

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| Message/Relevance to the theme | ●      Conveys a clear message anchored in one (or more) of the essential questions. | 3 |
| Design/Artistic composition | Uses principles of design in the final product:●      Shape and form●      Color●      Emphasis●      Composition●      Movement●      Unity | 2 |
| Creativity | ●      Engages viewers and piques curiosity●     Exhibits a unique and creative approach to the chosen theme. | 2 |
| Artist statement | ●      Includes a Brief description and explanation of the major poster elements.●     Includes a  Personal statement about how the message conveyed in the poster expresses your connection to Israel●      Demonstrates how the National Library of Israel primary sources inspired the final product. | 3 |
| Total |   | 10 |

**Process**:

* Submissions due: April 26, 2023
* Winners announced: May 25, 2023 (Shavuot eve)
* The winners will be featured on the NLI’s social media platforms and website.
* Entries will be judged and rewarded according to age group and in two tracks (individual and group entries) as follows:

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|   | Primary-middle (up to 6th grade) | Middle-high school (7th-12th grade) |
| Individual Prize | $750 towards a ticket to Israel (and expenses) | $750 towards a ticket to Israel (and expenses) |
| Class/Group Prize | $750 towards a group or school-wide activity about Israel/for a holiday celebration/end of the year activity | $750 towards a group or school-wide activity about Israel/for a holiday celebration/end of the year activity |

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.

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|  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
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| May | * Announcement of winners
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 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

**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/)

* [Teacher's Guide: Analyzing Primary Sources](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Primary_Sources.pdf)
* [Primary Source Analysis Tool](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf)
* [**Top 10 Reasons for Using Primary Sources with K-12 Students**](https://www.ebsco.com/blogs/ebscopost/top-10-reasons-using-primary-sources-k-12-students)
* [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)

**Unit #1**

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| **Title** | Thinking Like a Historian |
| **Framing This Unit** | This unit focuses on primary sources and 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 see how primary sources are an everyday part of our current lives and, thinking like historians, 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 first hand 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 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 understandingo Contributing to the Jewish story |
| **Theme** | Primary Sources Intro |
| **Skills** | ObservingAnalyzingAsking questionsSpeculating 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 learning 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 that document an event you experienced 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, food products that Israelis tend to have in their homes, and advertising campaigns that encouraged Israelis to buy certain foods in different time periods Comparing and contrasting these primary sources will highlight important details that shed light on food consumption as an expression of contemporary values and as 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?● Which 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 designed in a different 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?* Why do you think two of Israel's major food producers called their companies 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. Write an explanation that compares and contrasts the 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 life. 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 l. 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, whether they are leaders and trailblazers or ordinary people just like themselves. |
| **Theme** | People behind pictures |
| **Skills** | Personal connection and empathyAttention to detail |
| **Group Activity** | In groups, look at photographs and discuss the following 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 most and why?
2. What risks did these figures take 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?
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| **Creative Activity** | * Write a diary entry from the perspective of someone in the photo or add a thought bubble to the photo.

● 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.● Put the image in the center of a blank page and create a “sun” around it of associations, thoughts, and questions about the person. |

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# **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 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 this 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 detailDeductionGaining 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 questions come to mind when you look at these primary sources?
2. Why do you think the artist, photographer or journalist chose to include specific elements in their work?
3. How does your background and historical period affect your perspective?
4. How did the zoom in technique impact the way you observed the primary source?
5. What elements of the source were the most engaging for you? Why?
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| **Creative Activity** | * Create a memory game, where each pair of cards consists of (1) a primary source (zoom out) and (2) a detail from it (zoom in). To win, participants need to match the two. Prepare the game and then switch to play with decks created by your classmates!
* 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.
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# **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** | CategorizingMatching |
| **Group Activity** | Using the cards[שמע\_מטמונים.pdf](https://drive.google.com/file/d/1G7NlmLfbqHkBcyLe1sNaNQ00c5zjuu7q/view?usp=share_link), listen to the [recordings](https://drive.google.com/file/d/1nDHXKPPF4wpDkjaNlLJy7yMUo7XlU6Rg/view?usp=share_link) from the National Library of Israel’s Music Collection and Sound Archive and try to guess (1) What event or holiday is being celebrated or experienced (2) What religious tradition or country of origin is the recording from?  List of tunes and traditions for educators (add only in pdf):1. Ethiopian wedding ceremony (in Gez, Amharic and Hebrew), 2018
2. Passover Seder, Kibbutz Yagur, 1952
3. Brit Milah (circumcision ceremony) , Sephardi tradition, 2006
4. Bar Mitzvah ceremony at the Western Wall, Moroccan tradition, 1980
5. Children’s songs, Kibbutz Ginosar, recorded in 1991
6. Learning the Hebrew alphabet with Mori (Yemenite teacher) at a Kutab (traditional school), recorded in 1991
7. Songs from Zeved Habat (welcoming ceremony for a baby girl), Egyptian tradition, 1990s
8. Sounds from the “Cheider” (elementary school), Me’a Shearim 1975, studying Chumash
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| **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 some similarities and differences between different Jewish communities?
4. Do you think it is important to preserve the diversity and differences of Jewish culture as they manifest in various communities? If so, how?
5. Would you like to learn more about different traditions? How can you do so?
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| **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 the tune you chose.
* Create a Kahoot!, board game, or card game (Go Fish) for your classmates about what you have learned.
* Collect primary sources that relate to a specific community or historical figure and put them into a timeline to categorize them chronologically.
* 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/)
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# **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 persuasivelyAnalyzing 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 and 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. |
| **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** | ● 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. |