

The State of Israel
Ministry of Education
Exam Type: *Bagrut*
Exam Date: Summer 2017
Exam Number: 029284
Attachments: for Question 6 (poster)
for Question 7 (photos)
English Translation (3)

מדינת ישראל
משרד החינוך
סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ז, 2017
מספר השאלון: 029284
נספחים: נספח לשאלה 6 (כרזה)
נספח לשאלה 7 (תצלומים)
תרגום לאנגלית (3)

History (*Dati*)

Reform for Meaningful Learning Program

For *Olim*
in religious schools

Instructions for examinees

- א. Duration of exam: Two and a half hours
- ב. Exam structure and breakdown of points:
This exam has three parts.
- | | | | | |
|------------|---|--------|---|------------|
| Part One | – | (3×13) | – | 39 points |
| Part Two | – | (1×22) | – | 22 points |
| Part Three | – | (3×13) | – | 39 points |
| Total | – | | | 100 points |
- ג. Material that may be used during the exam:
A Hebrew-other language / other language-
Hebrew dictionary.
- ד. Special instruction:
Present facts in your answers, not just general
statements.

Write in the answer booklet only, on separate pages, everything you wish to write as a draft (outlines, calculations, etc). Write "טיטור" at the head of each draft page. If you use draft paper other than the pages in the answer booklet, your exam may be disqualified!

Good Luck!

היסטוריה דתית

על פי הרפורמה ללמידה משמעותית
לעולים חדשים
בבתי ספר דתיים

הוראות לנבחן

- א. משך הבחינה: שעתיים וחצי.
- ב. מבנה השאלון ומפתח ההערכה:
בשאלון זה שלושה פרקים.
- | | | | | |
|-----------|---|--------|---|------------|
| פרק ראשון | – | (13×3) | – | 39 נקודות |
| פרק שני | – | (22×1) | – | 22 נקודות |
| פרק שלישי | – | (13×3) | – | 39 נקודות |
| סה"כ | – | | | 100 נקודות |
- ג. חומר עזר מותר בשימוש:
מילון עברי-לועזי / לועזי-עברי.
- ד. הוראה מיוחדת:
בתשובתיך הבא עובדות, ואל תסתפק
בהערכות כלליות.

כתוב במחברת הבחינה בלבד, בעמודים נפרדים, כל מה שברצונך לכתוב כטיטור (ראשי פרקים, חישובים וכדומה). רשום "טיטור" בראש כל עמוד טיטור. רישום טיטורות כלשהן על דפים מחוץ למחברת הבחינה עלול לגרום לפסילת הבחינה!

בהצלחה!

Questions

Part One (39 points)

Answer three of the questions 1- 5 (each question – 13 points).

1. **Write about one** factor that led to the development of the *Haskalah* movement in Western Europe.
Write about one contribution that Moses Mendelssohn made to the development of the *Haskalah* movement.
2. **Write about** the dilemma that faced members of one of the Jewish factions you learned about (in Europe or the countries of the East) during the 19th century.
Explain how the members of this faction contended with this dilemma.
3. **Write about** a dispute between political Zionism [הציונות המדינית] and practical Zionism [הציונות המעשית].
Explain the reason for the establishment of the *Mizrachi* movement.
4. **Write about** the background to the "rabbis' tour" ["מסע הרבנים"] of the rural settlements [מושבות] (1913).
Write about the cooperation between different groups that was evident on this occasion.
5. In the period 1936-1939, there was a controversy between the *Haganah* and the *Etzel* regarding the issue of restraint or response [הבלגה או תגובה].
Explain the position of the *Haganah* and the position of the *Etzel* in this controversy (a total of two positions).

Part Two (22 points)

Answer either Question 6 or Question 7.

6. The attachment for Question 6 shows a poster from the period of World War II calling on people to enlist in the British army.

Look carefully at the poster and answer both items below.

- א. **Note** why it was important to enlist in the British army, according to the poster.

Write about two elements that appear in the poster that were used to persuade Jewish youngsters to enlist. (11 points)

- ב. **Explain** why the British opposed the establishment of the Jewish Brigade until 1944.

Write about the contribution made by this brigade to the British war effort at the end of World War II. (11 points)

7. The attachment for Question 7 shows two photos from the Holocaust in which the principle [ערך] of "sanctification of life" ["יקידוש החיים"] is expressed. Look carefully at the photos and answer both items below.

- א. **Write about** the principle of "sanctification of life" and **explain** the particular importance of this principle during the Holocaust.

Explain why each of the photos is related to the principle of the "sanctification of life" during the Holocaust. (Write about each photo separately.) (11 points)

- ב. The principle of the "sanctification of life" during the Holocaust was also evident in the halachic responsa [שו"תים].

Write about two difficulties that rabbis had to contend with when responding to questions they were asked during the Holocaust.

(11 points)

Part Three (39 points)

Answer three of the questions 8-12 (each question – 13 points).

8. **Write about** the dilemma that faced members of the underground in some of the ghettos regarding the timing of the uprising.
Explain why this dilemma arose only from 1942 onward.
Write about the decision taken in the Vilna ghetto or the Warsaw ghetto as a result of this dilemma.
9. **Explain** why the UN resolution that was passed on 29th November [כ"ט בנובמבר] 1947 was greeted with elation in the *yishuv* [היישוב היהודי].
Write about two drawbacks that this resolution held for the *yishuv*.
10. **Choose** one of the wars you learned about: the Six-Day War or the Yom Kippur War.
Indicate the name of the war you chose and the names of all the countries that fought against the State of Israel in this war.
Write about two results of this war.
11. Choose one of the waves of immigration that you learned about: the *aliya* from the Soviet Union in the 1970s or the *aliya* from Ethiopia in the 1980s.
– If you chose the *aliya* from the Soviet Union:
write about one difficulty that faced the Jews in that country;
write about the actions taken by Jews in Israel and around the world in support of this *aliya*.
– If you chose the *aliya* from Ethiopia:
write about one difficulty that faced the Jews in that country;
write about the actions taken by the State of Israel in support of this *aliya*.
12. Choose one of the peace treaties that you learned about: the peace treaty with Egypt (1979) or the peace treaty with Jordan (1994).
Indicate the name of the treaty you chose; **write about** what the Arab side stood to gain from this treaty and what Israel stood to gain from this treaty.
Indicate what concessions the State of Israel had to make as part of this treaty.

Good Luck!

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בהצלחה!

זכות היוצרים שמורה למדינת ישראל
אין להעתיק או לפרסם אלא ברשות משרד החינוך

Attachment to Question 6 – Poster calling for recruits to the British Army

Join your friends !



Attachment to Question 7 – Photographs from the Holocaust period

Children in a communal dining hall in the Warsaw ghetto



Source : גוטמן, י' (1999). *שואה וזיכרון* מרכז זלמן שזר, עמ' 61.

A classroom in the Lodz ghetto



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