

The State of Israel
Ministry of Education
Exam Type: *Bagrut*
Exam Date: Summer 2019
Exam Number: 029284
Attachments: for Question 6
for Question 7
English Translation (3)

מדינת ישראל
משרד החינוך
סוג הבחינה: בגרות
מועד הבחינה: קיץ תשע"ט, 2019
מספר השאלון: 029284
נספחים: נספח לשאלה 6
נספח לשאלה 7
תרגום לאנגלית (3)

History (*Dati*)

For *Olim*
in religious schools

היסטוריה דתי

לעולים חדשים
בבתי ספר דתיים

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 | – | (3x13) | – | 39 points |
| Part Two | – | (1x22) | – | 22 points |
| Part Three | – | (3x13) | – | 39 points |
| Total | – | | | 100 points |
- ג. Material that may be used during the exam:
A Hebrew-other language / other language-Hebrew dictionary
- ד. Special instructions:
Present facts in your answers, not just general statements.

Write in the answer booklet only. Write "טיוטה" at the top of each draft page. If you use draft paper that is not in the answer booklet, your exam may be disqualified.

Good Luck!

הוראות לנבחן

- א. משך הבחינה: שתיים וחצי.
- ב. מבנה השאלון ומפתח ההערכה:
בשאלון זה שלושה פרקים.
- | | | | | |
|-----------|---|--------|---|------------|
| פרק ראשון | – | (13x3) | – | 39 נקודות |
| פרק שני | – | (22x1) | – | 22 נקודות |
| פרק שלישי | – | (13x3) | – | 39 נקודות |
| סה"כ | – | | | 100 נקודות |
- ג. חומר עזר מותר בשימוש:
מילון עברי-לועזי / לועזי-עברי.
- ד. הוראות מיוחדות:
בתשובתיך הבא עובדות, ואל תסתפק בהערות כלליות.

כתוב במחברת הבחינה בלבד. רשום "טיוטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

בהצלחה!

Questions

Part One (39 points)

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

1. **Write about** the goal of modern nationalism.

Explain why ultranationalism (extremist nationalism) [לאומנות] is liable to harm certain social groups.

2. **Explain each** of the positions in the controversy between Eliezer Ben Yehuda and the Ashkenazi community of the Old *Yishuv* regarding the use of Hebrew in everyday life.

Write about one action carried out by Eliezer Ben Yehuda to promote the use of Hebrew in everyday life.

3. **Write about** the difference between political Zionism [הציונות המדינית] and practical Zionism [הציונות המעשית].

Explain why the Zionist Movement considered the Balfour Declaration an important achievement.

4. The following are the factors that led to the outbreak of World War I: the arms race, imperial rivalry, and the assassination of the Austro-Hungarian heir to the throne.

Choose one of these factors, and **explain** how it led to the outbreak of World War I.

Write about one characteristic of World War I.

5. **List two** actions taken by the Arabs of *Eretz Yisrael* against the Jews of the *yishuv* during the 1936-1939 revolt [פרעות תרצ"ו-תרצ"ט].

Choose one of the underground organizations – the *Haganah* or *Etzel*.

Write the name of the organization you chose, and **explain** its position in the controversy regarding "restraint" [הבלגה] or "response" [תגובה] during this period.

Part Two (22 points)

Answer either Question 6 or Question 7.

6. Changes in Jewish Life at the End of the 19th Century and the Beginning of the 20th Century

- א. The attachment to Question 6 shows a postcard (a letter with a picture) from the beginning of the 20th century. The postcard features a Jewish family from Austro-Hungary on *seder* night.

Use one of the postcard's elements to **explain** how the upholding of Jewish tradition is expressed on the postcard.

Use one of the postcard's elements to **explain** how the Jewish family's integration into general society is expressed on the postcard. (11 points)

- ב. **Write about** Rav Shimshon Raphael Hirsch's ideal of *Torah im Derech Eretz*

["תורה עם דרך ארץ"], and **write about** one action he carried out to promote this idea.

(11 points)

7. Hamizrahi and Hapoel Hamizrachi

- א. **Write about** the reason for the establishment of *Hamizrahi* as a separate movement within the Zionist movement.

Explain how Rav Reines justified cooperation with the non-religious elements in the Zionist movement. (11 points)

- ב. The attachment for Question 7 shows a *Hapoel Hamizrachi* election poster from 1951.

Write about the ideal of *Torah ve'Avodah* ["תורה ועבודה"] upheld by *Hapoel Hamizrachi*.

Explain how the ideal of *Torah ve'Avodah* is expressed in the poster, apart from the line *Torah ve'Avodah*.

List the two groups against whom the "holy rebellion" ["המרד הקדוש"] was aimed. (11 points)

Part Three (39 points)

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

8. **Write about** the basis for traditional hatred of Jews.

Write about the basis for modern anti-semitism.

Write about one action that the Nazis carried out against the Jews up until the outbreak of World War II (1933-1939).

9. **Write about one** difficulty that the heads of the Judenräte [היודנראט] in the ghettos contended with during the Holocaust.

Give two examples of attempts by the Judenräte to improve the living conditions of Jews in the ghettos.

10. **Write about one** reason for the establishment of the Jewish Resistance Movement

[תנועת המרי העברי] (1945).

Give one action carried out by this movement.

Write about one of the reasons why the Jewish Resistance Movement broke up (1946).

11. **Write about one** reason why the Arab states agreed to cease hostilities against Israel in the War of Independence and to sign armistice agreements (1949).

Explain how the War of Independence and the establishment of the State of Israel affected the lives of Jews in Arab countries.

12. In the 1970s, 1980s and 1990s, Jews from the Soviet Union and Jews from Ethiopia immigrated to Israel.

Write about one reason for the immigration of Jews from the Soviet Union, and **write about** one reason for the immigration of Jews from Ethiopia.

The following are names of personalities whom you have learnt about, some of whom immigrated to Israel from the Soviet Union and some of whom immigrated to Israel from Ethiopia:

Yosef Mendelevitch, Natan Sharansky, Yuli Edelstein, Ida Nudel, Yona Bogale, Rav Moshe Salomon, and Pnina Tamano-Shata.

Choose one of these personalities and **write** his/her name. **Write about** his/her activities in his/her country of origin or his/her activities in Israel.

Good Luck!

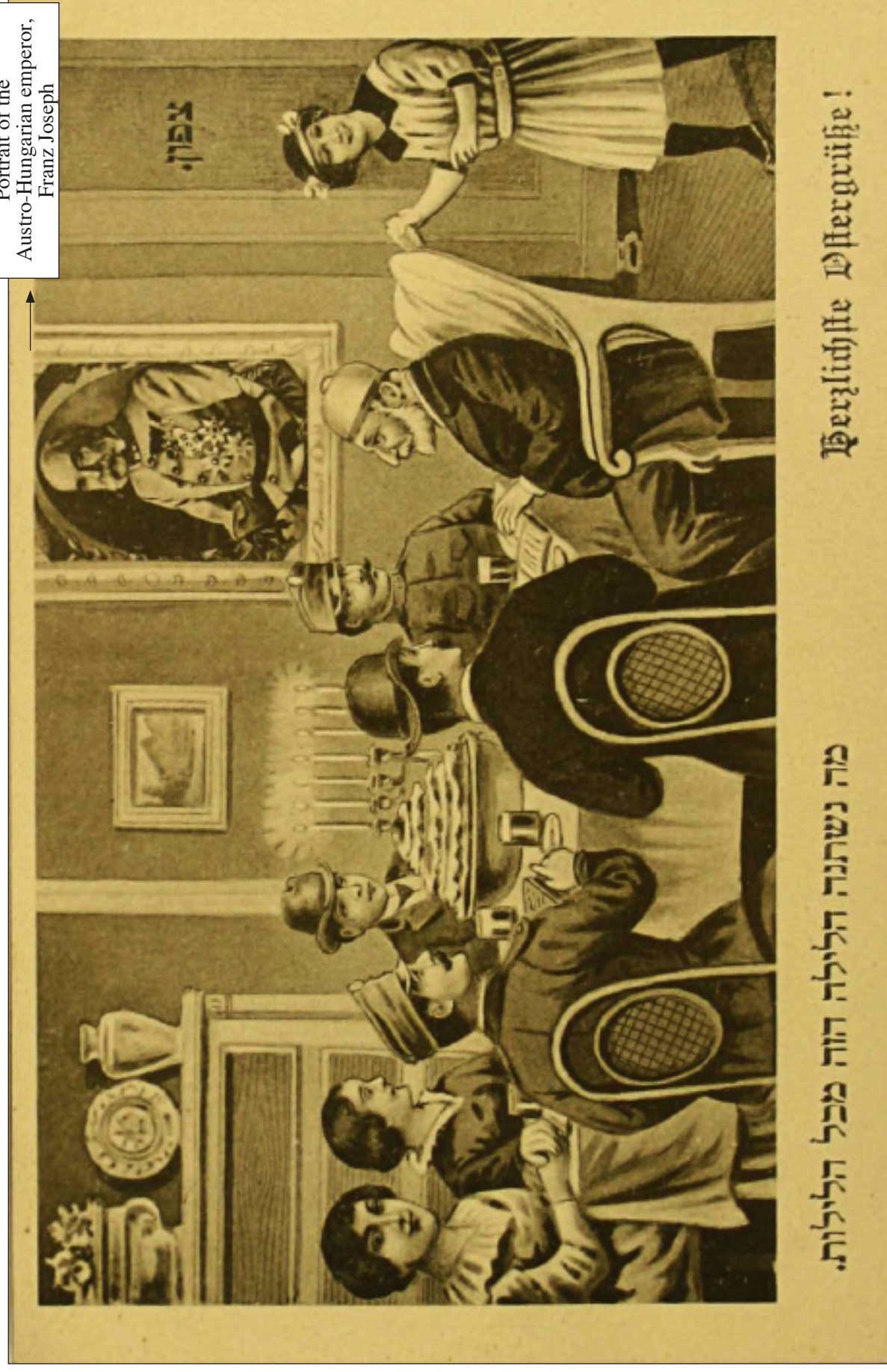
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בהצלחה!

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

Attachment to question 6 – a postcard (letter with a picture) of Jews on *seder* night (1916)

Portrait of the
 Austro-Hungarian emperor,
 Franz Joseph



Attachment to question 7 – election poster (1951)



Text of the poster:

"*Hapoel Hamizrachi (Torah ve'Avodah)* fights for the authentic religious character of the State we are building!"

(<https://www.palestineposterproject.org/poster/israeli-election-1955-circa>)