

State of Israel
Ministry of Education
Exam type: *Bagrut*
Exam date: Summer 2024
Exam number: 22261
Attachment: for Question 2 (propaganda poster)
for Question 10 (magazine cover page)
English Translation (3)

מדינת ישראל
משרד החינוך
סוג הבחינה: בגרות
מועד הבחינה: קיץ תשפ"ד, 2024
מספר השאלון: 22261
נספח: לשאלה 2 (כרזת תעמולה)
לשאלה 10 (שער עיתון)
תרגום לאנגלית (3)

Note: There are special instructions in this exam. Answer the questions according to these instructions.

שימו לב: בבחינה זו יש הנחיות מיוחדות.
יש לענות על השאלות על פי הנחיות אלה.

History

היסטוריה

Instructions

הוראות

Exam structure and breakdown of points:

There are two sections in this exam, Section A (Part One, Part Two) and Section B (Part Three, Part Four).

Answer a total of three questions, from at least two parts (each question – $33\frac{1}{3}$ points).

Note: You do not have to choose questions from both sections.

Exam duration: Three and half hours with no break.

מבנה השאלון ומפתח ההערכה:

בשאלון זה שני חלקים: חלק א (פרק ראשון, פרק שני) וחלק ב (פרק שלישי, פרק רביעי).

יש לענות סך הכול על שלוש שאלות, משני פרקים לפחות (לכל שאלה – $33\frac{1}{3}$ נקודות).

שימו לב: אין חובה לבחור שאלות משני החלקים.

משך הבחינה: שלוש שעות וחצי ללא הפסקה.

Section A

חלק א

א. Exam structure:

There are two parts in this section.

Part One – World War II and the Holocaust

Part Two – Nationalism and Zionism

א. מבנה השאלון:

בחלק זה שני פרקים.

פרק ראשון – מלחמת העולם השנייה והשואה

פרק שני – לאומיות וציונות

ב. Material that may be used during the exam:

1. The approved textbook for the topic **World War II, Totalitarian Regimes and the Holocaust**, and the approved textbook for the topic **Nationalism and Zionism**.

You may have highlights in the books in marker or pencil, but no written comments are allowed.

You may label historical periods or topics using tabs (bookmarks) that extend out of the book.

2. A print copy of the titles of the modules "איך יכול אדם".
3. A Hebrew–other language/other language–Hebrew dictionary.

ב. חומר עזר מותר בשימוש:

1. ספר הלימוד שאושר בנושא **מלחמת העולם השנייה, טוטליטריות ושואה**, וספר הלימוד שאושר בנושא **לאומיות וציונות**.

הספרים יכולים להיות מסומנים במדגש (מרקר) או בעיפרון, אך בלי הערות בכתב.

אפשר לציין תקופות או נושאים באמצעות מדבקות (סימניות) הבולטות מן הספר.

2. עותק מודפס של כותרות יחידות ההוראה "איך יכול אדם".
3. מילון עברי–לועזי / לועזי–עברי.

Write in the answer booklet only. Write "טיוטה" at the top of each draft page. If you use draft paper outside the answer booklet, your exam may be disqualified.

יש לכתוב במחברת הבחינה בלבד. יש לרשום "טיוטה" בראש כל עמוד המשמש טיוטה. כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה. השאלות בשאלון זה מנוסחות בלשון רבים, אף על פי כן על כל תלמידה ותלמיד להשיב עליהן באופן אישי.

Good Luck!

בהצלחה!

Note: Answer a total of three questions in this exam, chosen from at least two parts
(each question – $33\frac{1}{3}$ points).

Section A

Part One – World War II and the Holocaust

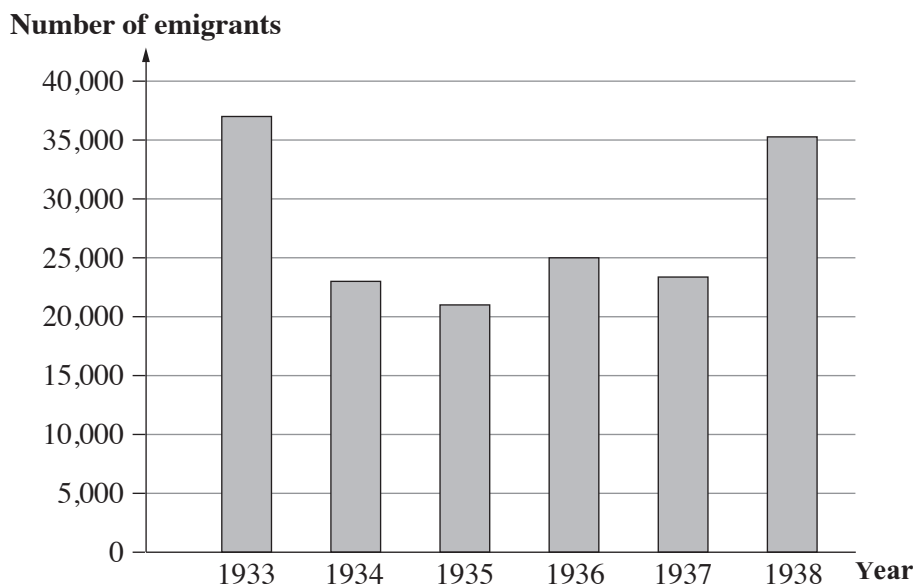
Note: 1. In this part you may use the textbook approved for the topic **World War II, Totalitarian Regimes and the Holocaust**.
You may also use a printed list of the module titles in "איך יכול אדם".
2. In items that require you to quote a textbook source, provide the name of the book, the name of the **publisher**, and the **page number** of the source.

1. Nazi policy toward Jews in Germany and in the Nazi-occupied countries

- א. In the years 1933–1938, Nazi policy regarding Jews was not applied uniformly. Some years it was applied strictly, and in others more leniently.
- Based on **what you learned**, use historical facts about Nazi policy regarding the Jews during this period to support the above statement.
 - Explain the connection between one of the historical facts you presented and one item of information in the following **graph**.

(17 points)

Emigration of German Jews* during the years 1933–1938



* When the Nazis came to power there were about half a million Jews in Germany.

(Data based on Y. Bauer, *Jewish Reactions to the Holocaust*, Ministry of Defense Publishing House, 1983, p. 30, Hebrew.)

- ב. Explain how two military operations during the years **1941–1945** affected Nazi policy regarding Jews in the Nazi-occupied territories. ($16\frac{1}{3}$ points)

2. Education, propaganda, and ideology in the Nazi regime

- א. – Explain the importance of propaganda and education in the process that transformed Germany from a democratic state into a Nazi totalitarian state.
- Choose a graphic source from the **textbook**, and explain how it reflects the importance of either propaganda or education in this process.

(16 $\frac{1}{3}$ points)

- ב. In the attachment to this question you will find a **propaganda poster** that appeared in Germany following the invasion of Poland.
- Explain how this **poster** reflects two principles of Nazi ideology.
- Explain how the Nazis applied these principles; base your explanation on two of their actions **after** the invasion of Poland.

(17 points)

3. The ghettos

- א. Below is an excerpt from the diary of the teacher Haim Aharon Kaplan, written in the Warsaw Ghetto on March 10, 1940.

This enormous catastrophe which has befallen Polish Jewry—nothing remotely like it has ever happened even in darker periods of Jewish history. First, there is the depth of this hatred. [...] It functions like a physiological hatred, picturing the object of hatred as physically impure, like a leper with no place in society: [...] the Jew is filthy, deceitful, unprincipled, the Jew hates Germany and is undermining its existence. [...]

Luckily, the invader has not understood the nature and vitality of Polish Jewry. By logic—we must perish. By the laws of nature—we are doomed to annihilation. How can a whole community subsist if it has nothing to link it to life? [...] Oppressed and crushed, downtrodden and humiliated as they are: Polish Jews love life and do not want to leave this world before their time comes. Say what you will, this drive to live despite our most awful distress derives from some extraordinary force that we have yet to understand. [...] While this extraordinary force remains within us, we do not despair—and the power of this force is rooted in the wellspring of Polish Jewry, in our timeless tradition that commands us to live.

(Based on: Y. Arad, Y. Gutman, and A. Margalit (editors), *Documents on the Holocaust*, Yad VaShem, 1978, pp. 161-162, Hebrew)

- Describe how two of the Nazis' goals in establishing ghettos are evident in Kaplan's words in the **excerpt** above.
- Write about the Jews' form of resistance to Nazi policy that is evident in the **excerpt**, and **based on what you learned**, give two examples of activities carried out by the Jews in the ghettos that illustrate this form of resistance.

(19 $\frac{1}{3}$ points)

- ב. In **1942** some Jews in the ghettos decided to change the form of resistance to the Nazis.
- Write about this change.
- Explain **why** this change occurred. Base your answer on a source from your **textbook**.

(14 points)

Part Two – Nationalism and Zionism

- Note:**
1. In this part you may use the textbook approved for the topic **Nationalism and Zionism**.
 2. In items that require you to quote a textbook source, provide the name of the book, the **publisher**, and the **page number** of the source.

4. National movements – modes of action

- א. Read the following excerpt from the memoir of Julian Ursyn Niemcewicz, Polish poet and politician. The excerpt describes the activity of the Polish nationalist movement in the early 19th century.

The ambassadors that we sent overseas send nothing but polite statements. Young K was in Berlin and acted wisely. He heard that [the French] King Louis Philippe's ambassador was about to arrive in Königsberg on his way to Petersburg. He hurried there and waited for him at the post office. [...] and indeed the courteous Frenchman invited him into his carriage, and declared that the only help France can offer us is by diplomatic intervention. This is because France needs peace to establish the new dynasty and the new order of things at a time when it still has some dissidents. [...] He ended with a promise that France would do its best for its allies, the courageous Poles. Indeed, in Paris too, the Foreign Minister announced in parliament that—despite its strong desire to do so—France would not go to war for the Poles' sake. Mr. Laffite and Mr. Bignon, and others too, spoke up for us. Lafitte has even established a Polish Commission to raise funds for us.

From England too we have hearty congratulations, and many donations will probably be collected, but how will they get to us with the Prussians' hindering and blocking everything... All this news absolutely convinces me that there is no hope of any serious support from powers abroad... We can only rely on God and on our own courage and constancy, and indeed our soldiers excel at this and so, in their zeal, the few will fight against the many. [...] and perhaps God will perform the miracle, after treating us so poorly.

(M. Hendel [editor], *Sources for the Study of Israeli and General History*, volume IV, Yehoshua Chachik Publishing, 1944, pp. 240–241, Hebrew).

* Prussia—A German kingdom that ruled regions in west Poland.

Explain how two modes of action used by national movements in Europe are reflected in the **excerpt** above. (14 points)

- ב. – Write about two modes of action—from different spheres—used by the *Yishuv* [Jewish community] in *Eretz Yisrael* in the years 1881–1914, and explain the importance of one of them in promoting the goals of the Zionist movement.
- Choose a source from your **textbook**, and explain how it illustrates one mode of action that you wrote about.

(19 $\frac{1}{3}$ points)

5. Goals and leadership in nationalist movements

- א. – Explain two goals of nationalist movements.
– Write about a **source from your textbook** that illustrates a mode of action adopted by the leadership of the nationalist movements to promote one of the goals you described.
(13 $\frac{1}{3}$ points)
- ב. Read the following two excerpts (1–2) from newspaper articles that appeared in *Eretz Yisrael* after Herzl's death.

Source 1 – Published on July 12, 1904 on the front page of *Hashkafa*, the newspaper of Eliezer Ben-Yehuda and his family.

It has been a week since Herzl's death, and the creator of political Zionism has been in the earth for five days. [...] And the tears shed by thousands of eyes here and in the other towns in our country are still flowing, eulogies* are still be made, as if he had just breathed his last. [...] In the midst of our grief and pain, two thoughts keep recurring: what did we have? and what does the future hold? [...]

This is the man who devoted his life to the nation's work, who created political Zionism, the convention [the congress], the national treasury, the man who raised our standing in the world. [...]

And what does the future hold? Who will lead the movement? Who will guide the Zionist ship through the rough seas?

None of us can answer this question at present, not even approximately, as this is such a difficult role to fill and requires so many different qualities. [...] That was the greatness of the creator of political Zionism, and that is what allowed him to [...] achieve all the things he accomplished, and which all believed were impossible. [...] Oh! Where shall we find his equal?

(*Hashkafa*, July 12, 1904, Hebrew)

* Eulogy—A speech in praise of a person who has died.

Source 2 – Published on October 14, 1904, on the front page of the newspaper *Havazelet*.
At the time, this newspaper was associated with the ultra-orthodox Jewish community in Jerusalem.

I have seen this strange manner of mourning adopted by some people in Jerusalem upon the death of Theodore Herzl, to the dismay of the faithful [the ultra-orthodox Jewish community], in planting an Ashera* in his name in Jerusalem.

Despite all efforts to glorify Herzl's qualities beyond those of the greatest and holiest of our people, the eulogies could not claim that he accepted God, not even in his last days, because he lived his life without religion and died so, too. [...]**

Anyone who believes in the God of Israel and in His Torah must protest at the mention of Herzl's name, because of the things he has done to our people. He picked up nationalism from foreign nations; it is not of the People of Israel—because our nationalism is our Torah alone. [...]

Herzl's diplomacy is nothing but a hoax. The seven years of Zionism are like the seven years of famine in Egypt, years with a hunger for actual deeds. Herzl artfully led the People of Israel away from the diplomatic famine in Canaan to El-Arish in Egypt. But, unlike Pharaoh's dream which came true, Herzl's dream is a false one. When this dream failed to come true, Herzl went on to hoodwink the Jewish people with Uganda in Africa, and this, too, is all hollow and futile and deceitful.

(Adapted from: *Havazelet*, October 14, 1904, Hebrew)

* Ashera—A tree used for idolatry.

** Eulogy—A speech in praise of a person who has died.

- Write about the differences between the two **excerpts** based on the following two criteria: mourning for Herzl's death, appreciation of Herzl and his life's work.
 - Explain one reason for the differences you wrote about between the two **excerpts**.
- (20 points)

6. World powers and the development of nationalist movements

- א. – Choose a nationalist movement that was active in one of these countries: Greece, Poland, Italy, or Germany, and explain how one world power influenced the struggle of this movement.
- Choose a **source from the textbook** that reflects the influence that one world power had on the Zionist movement until 1920, and explain how the source you chose reflects this influence.

(18 $\frac{1}{3}$ points)

- ב. Read the excerpt on the following page from the memoir of Meyer Dizengoff from 1917. In this excerpt he describes Ottoman policy in *Eretz Yisrael*.

/continued on page 7/

Inspections—all over Tel-Aviv. Homes, yards, cellars are being searched, and undercover policemen arrest various people on suspicion of rebellion. These arrests are an attempt to expose the conspiracy, and by searching they hope to find weapons and secret documents of the secret societies and their members... and Hassan Beck, the [Ottoman] military commander, an illiterate savage, a cruel, despicable, deformed goblin, has lashed out at the entire Jewish and Arab population, and is terrorizing the people. He demanded weapons from the Jews, and however much they gave him he asked for more. He demanded money [...] and has suddenly started improving the city. In the heat of preparations for war, he has become obsessed with public works and is snatching people off the streets and forcing them to work. [...] At night we were forbidden to light candles indoors for fear that the light was being used to signal the warships that pass off the Jaffa coast from time to time. [...]

Next, the kaymakam [the governor] and the commander decided that the Jews were preparing for a general rebellion in Eretz Yisrael, and that they had their own government ready to govern a state when the time came. [...]

Eventually, Jammal Pasha received a detailed report about what was happening among the Jews of Eretz Yisrael, particularly in Tel-Aviv, the hornet's nest. And, obviously, this evil must be stamped out. [...] So Jammal Pasha decided to remove the dangerous people from the country for the time being by exiling them [...] to some remote place in Asia Minor, until their crime could be investigated.

(M. Ziv, S. Ettinger, J. M. Landau *Chronicles*, vol. 4. Modern History, Part 1, Yovel, 1971, p. 355, Hebrew)

- Explain how this **excerpt** reflects two motives that influenced the Ottoman regime's policy regarding the Jewish community [*Yishuv*] in *Eretz Yisrael* during World War I. (15 points)

Section B

Instructions

- א. Exam structure: There are two parts in this section.
Part Three – The Struggle to Establish the State of Israel
Part Two – Selected Topics in the History of the State of Israel

Note: If you did not answer three questions from Section A, choose a question/questions from Section B (for a total of three questions in the whole exam).

- ב. Material that may be used during the exam:
A Hebrew–other language/other language–Hebrew dictionary.

חלק ב

הוראות

- א. מבנה השאלון: בחלק זה שני פרקים.
פרק שלישי – המאבק על הקמת מדינת ישראל
פרק רביעי – סוגיות נבחרות בתולדות מדינת ישראל

שימו לב: אם לא עניתם על שלוש שאלות בחלק א – יש לבחור שאלה/שאלות מחלק ב (סך הכול – שלוש שאלות בבחינה כולה).

- ב. חומר עזר מותר בשימוש:
מילון עברי–לועזי / לועזי–עברי.

Section B

Part Three – The Struggle to Establish the State of Israel

7. From community (*Yishuv*) to state – unity and discord

- א. Explain the reasons that led the leaders of the resistance organizations (the Haganah, the Etzel, and the Lehi) to decide to collaborate at the end of World War II, and write about one reason why the resistance organizations stopped collaborating. (15 points)
- ב. Read the excerpt on the following page from a letter that David Ben-Gurion wrote to a member of the Palmah on October 17, 1948.

Dear comrade,

I thank you heartily for your "greetings from a wounded Palmahnik currently at a convalescence home". They are dearer to me because they come from a Jewish soldier, a wounded Jewish soldier. I hope you fully recover and can soon return to your duties and unit—and help bring our war of defense to conclusion. [...]

I would have ended here, but you added the few words "do me a favor and don't disband the Palmah". I imagine you are not the only one in the Palmah who wishes this. So I will do my best to clarify the matter. [...]

There's no smoke without fire. What you have been told about disbanding the Palmah is a fabrication [lie], but there is something you have probably not been told, which I want to tell you about and also explain.

I mean the Palmah national headquarters and its function before the founding of the Israel Defence Forces [צבא הגנה לישראל]—some Palmah members want to continue the same regime now, ignoring the two great changes that have occurred meanwhile: (1) the establishment of the State of Israel (2) the establishment of the Israel Defence Forces (instead of resistance forces). These changes have altered our life in this country entirely, and because of them we need not and must not keep forms of organization and command that existed in the Palmah before the state and the army existed. [...]

The Palmah national headquarters can no longer give operational instructions, military orders, to Palmah divisions. Our army is now organized in "fronts", and each front has a front headquarters that transmits its orders to all the divisions under its command, according to a master plan prepared by the supreme command of the Israel Defence Forces. When we have a supreme command, front headquarters, and divisional headquarters—it is unnecessary and impossible for some other headquarters, such as that of the Palmah, to also be issuing orders in wartime. Similarly, the Palmah national headquarters cannot recruit people as it did before the establishment of conscription [to the IDF]. [...] Those who are trying to justify the continued existence of a separate Palmah national headquarters say that the Palmah has land-settlement and pioneering values that other divisions lack, and that keeping these values alive requires a separate cultural arrangement. [...] As far as I know, though, nobody is claiming (openly, at least) that the Palmah is a separate political party or ideological unit. [...] Based on my inquiries with Palmah commanders in this matter—they reject this unsound idea out of hand.

Sincerely,

D. Ben Gurion

(Adapted from: S. Kolet [editor], *The Zionist Idea and the Founding of the State of Israel*, vol. II, Ma'alot, 1985, p. 319-322, Hebrew)

- Based on the **excerpt**, present David Ben Gurion's argument* (one claim and two supporting reasons) regarding the disbanding of the Palmakh.
- Present a counter-argument (a claim and a supporting reason).

*Argument—טיעון; claim—טענה; reason—נימוק; counter-argument—נגד טיעון

8. The question of Erez Yisrael in the United Nations

- א. Some argue that Britain's decision to hand over the question of *Erez Yisrael* to the United Nations was a matter of domestic policy, and some argue that the decision was based on foreign policy considerations.

Bring support for both arguments, using three historical facts (at least one fact for each argument).

($17\frac{1}{3}$ points)

- ב. – Explain why both the United States of America and the Soviet Union supported the Partition Plan passed in the United Nations on November 29, 1947 [כ"ט בנובמבר].
- Write about a reason that led one United Nations member state to either abstain or vote against the Partition Plan.

(16 points)

9. The War of Independence

- א. Write about three challenges facing the Jewish community [the *Yishuv*] during the **first stage** of the War of Independence (from November 30, 1947 to May 14, 1948), and explain how the *Yishuv* addressed one of these challenges. (18 points)

- ב. Write about two goals of the Arab countries when they invaded the State of Israel in May 1948: one goal that was achieved in the war, and one goal that was not achieved in the war. Explain why one of the goals that you wrote about was achieved or not achieved. ($15\frac{1}{3}$ points)

Part Four – Selected Topics in the History of the State of Israel

10. Decolonization and the fate of the Jews in Islamic countries

- א. In the attachment to this question you will find a cartoon from the front cover of the magazine *Krokodil*, published in the Soviet Union in 1960.
- What is decolonization? Explain how the process of decolonization is evident on the **front cover in the attachment**. Base your answer on two visual elements on the page.
 - Based **on what you learned**, write about two factors that led to decolonization.
- (17 $\frac{1}{3}$ points)
- ב. Explain how decolonization affected the situation of Jews in Islamic countries, and write about one other factor that affected the Jews' situation in these countries during this period.
- (16 points)

11. Immigration and absorption during the State of Israel's first two decades

- א. Consider the following three types of immigration [*Aliya*] organized by the State of Israel during this period:
rescue immigration [עליית הצלה], clandestine immigration [עלייה חשאית], controlled immigration [עלייה מבוקרת].
- Choose two types of immigration, and, for each one, give one reason that led the State of Israel to organize that type of immigration.
 - Write about one difficulty in carrying out one of these types of immigration.
- (15 $\frac{1}{3}$ points)
- ב. What is the melting pot [כור ההיתוך] policy?
Write about how this policy contributed to the integration of immigrants, and explain two difficulties that it created.
- (18 points)

12. The Six Day War (1967)

- א. Explain three factors that led to the outbreak of the Six Day War: two factors related to the Arab states and one factor related to the conduct of the State of Israel. (13 $\frac{1}{3}$ points)
- ב. – The consequences of the Six Day War drastically transformed the State of Israel. Bring support for this statement from three historical facts.
- Explain one of the problems that emerged over time as a result of these consequences.
- (20 points)

13. The Yom Kippur War (1973)

- א. Write about two factors that led to the outbreak of the Yom Kippur War, and explain why the State of Israel was taken by surprise when the war broke out. (15 $\frac{1}{3}$ points)
- ב. The Yom Kippur War drastically transformed the State of Israel. Bring support for this statement from three historical facts from three different spheres. (18 points)

Good Luck!

בהצלחה!

Attachment for Question 2 – Propaganda poster



Following a battle that lasted 18 days, the most expansive resettlement operations in world history began. The Fuehrer called all nationals who had fulfilled their duty away from the homeland of their fathers to return to the homeland. They are now helping to build and expand the great Reich. Their colonization skills will be particularly valuable in developing the Warthegau.

* Warthegau—an area in west Poland that the Germans intended to be colonized by Germans.

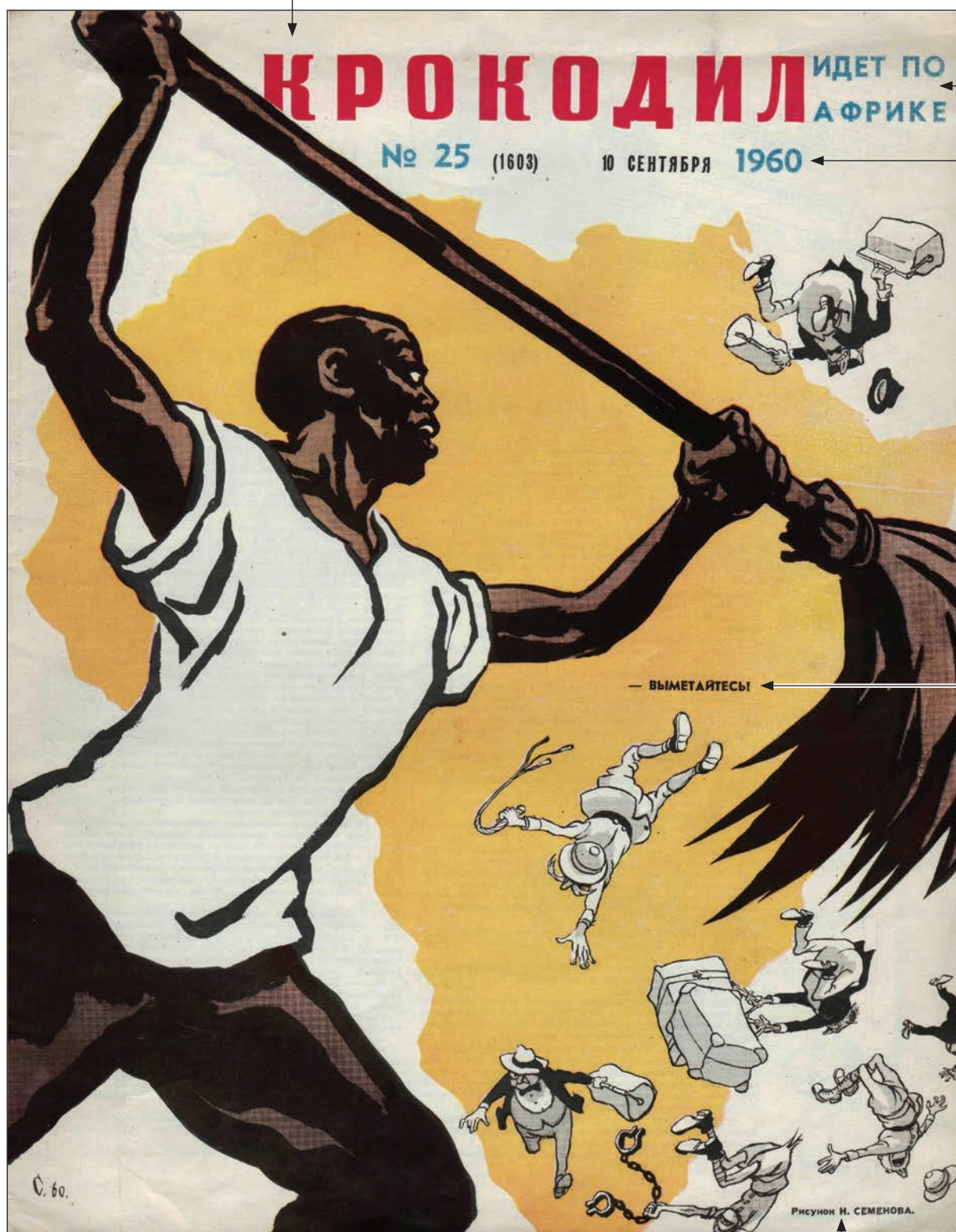
These markings on the poster indicate areas outside the borders of Germany in which there were people of German descent living before the war.

Legend:

- Area of Poland controlled by the Soviet Union
- Area of Poland directly controlled by Germany
- Area of west Poland to be colonized by Germans

Attachment for Question 10 – Magazine cover page

Krokodil



strides through
Africa

September 10,
1960

— ВЫМЕТАЙТЕСЬ

Get out!

Art: Y. Semionov

(Krokodil, issue no. 25, the Communist Party of the Soviet Union, September 10, 1960)