

Note: This exam has special instructions.
Please answer the questions according to
these instructions.

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

History

For Olim

היסטוריה

לעולים חדשים

Instructions

הוראות

- א. Duration of the exam: Three hours
- ב. Exam structure and breakdown of points:
This exam has four parts.
Answer three questions from at least two parts
(each question – $33\frac{1}{3}$ points).
- ג. Material that may be used during the exam:
A Hebrew–other language/other language–Hebrew
dictionary or electronic dictionary.

- א. משך הבחינה: שלוש שעות.
- ב. מבנה השאלון ומפתח ההערכה:
בשאלון זה ארבעה פרקים.
יש לענות סך הכול על שלוש שאלות משני פרקים לפחות
(לכל שאלה – $33\frac{1}{3}$ נקודות)
- ג. חומר עזר מותר בשימוש:
מילון או מילון אלקטרוני עברי–לועזי / לועזי–עברי.

Write in the answer booklet only. Write "טייטה" 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 "טייטה" בראש כל עמוד
המשמש טייטה. כתיבת טייטה בדפים שאינם במחברת הבחינה עלולה
לגרום לפסילת הבחינה.

Good Luck!

בהצלחה!

Questions

This exam has four parts. Answer three questions from at least two parts (each question – $33\frac{1}{3}$ points).

Part One

First Period: Nationalism and Jewish Nationalism – Early Days up to 1920

1. Modern Nationalism

- א. Explain the influence of the French Revolution and the influence of the Industrial Revolution on the emergence of nationalism in 19th-century Europe.
($16\frac{1}{3}$ points)
- ב. Explain two goals of the nationalist movements that emerged in Europe in the 19th century. Write about one mode of action by which nationalist movements tried to achieve the goals you explained.
(17 points)

2. The First Zionist Congress and the Sixth Zionist Congress

- א. Write about two of Herzl's goals in convening the Basel Congress (1897), and explain how the Zionists worked towards achieving one of the goals you wrote about.
($16\frac{1}{3}$ points)
- ב. – Why did Herzl propose the Uganda Plan at the Sixth Zionist Congress (1903)?
– Write about two arguments presented by the opponents to this plan.
(17 points)

3. The Yishuv [Jewish Settlement] in Eretz Yisrael; the Balfour Declaration

- א. Write about two difficulties that immigrants to *Eretz Yisrael* faced in the years 1881–1914, and explain how they coped with one of the difficulties that you wrote about.
(17 points)
- ב. Write about the content of the Balfour Declaration (1917), and explain the reaction of the Jews and the reaction of the Arabs to this declaration.
($16\frac{1}{3}$ points)

Part Two

Second Period: Nazism, World War II, and the Holocaust

4. The Nazi Regime in Germany in the Years 1933–1938

- א. Write about one of the following steps: the Enabling Act [חוק ההסמכה] (1933) **or** "the Night of the Long Knives" [ליל הסכינים הארוכות] (1934).

Explain how the step you wrote about helped reinforce the *Führerprinzip* [Leader Principle – עקרון המנהיג] in the Nazi ideology.

(15 $\frac{1}{3}$ points)

- ב. Nazi policy was designed to drive the Jews out of German society.

Explain this statement based on two actions that the Nazis carried out in the years 1933–1938.

(18 points)

5. The Ghettos

- א. – Write about two of the Nazis' goals in establishing the *Judenrat* [יודנראט].
– Explain one dilemma that members of the *Judenrat* faced in fulfilling their function.

(17 points)

- ב. – Write about three difficulties that Jews faced in ghettos **before** the implementation of the Final Solution.
– Explain how Jews coped with the difficulties of life in ghettos in the sphere of physical needs and in the sociocultural sphere. Base your answer on two achievements – one achievement from each sphere.

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

6. The Righteous among the Nations; Jewish Combatants

- א. Write about the conditions for being recognized as one of the "Righteous among the Nations" .
Choose one of the Righteous among the Nations, write his/her name and describe his/her activities.

(17 points)

- ב. – Write about two reasons why Jews joined the armies of the allied forces as combatants in World War II.
– Choose one Jewish combatant who joined the armies of the allied forces; write his/her name and the army he/she joined, and describe this combatant's activities.

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

7. World War II and the New Order

- א. Write about two steps that the Nazis took to promote the idea of the New Order in Europe, in the first two years of the war. Explain how each of the steps you wrote about promoted this idea.

(16 points)

- ב. – Explain how Germany's invasion of the Soviet Union (June 1941) led to a **shift** in the course of the war.
- Below is a cartoon by the American cartoonist S.J. Ray. The cartoon was published in the United States on December 28, 1942.

Explain how the importance of the United States' entry into the war (December 1941) is evident in this **cartoon**. Base your answer on two examples from the cartoon.

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



Out on a Long, Long Limb

* "Going out on a limb" means doing something risky to support someone or to achieve something.

(National Archives at College Park, Item no. 534872)

Part Three

Third Period: Building the State of Israel

8. The Struggle against the British; the Partition Plan

- א. What was the Jewish Resistance Movement ["תנועת המרי העברי"], and why was it set up?

Write about one reason why it was disbanded.

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

- ב. – Present the main points of the UN resolution passed on November 29, 1947 [כ"ט בנובמבר].
– Why were the majority of the Jews of the *Yishuv* in *Eretz Yisrael* happy about this resolution? Write about two reasons.

(17 points)

9. The War of Independence

- א. Explain two difficulties that the *Yishuv* faced in the **first** stage of the War of Independence (from November 30, 1947 until May 14, 1948).

Write about one difficulty that the State of Israel faced in the **second** stage of the War of Independence (from May 15, 1948 until the end of the war).

(17 points)

- ב. Despite the difficult situation of the *Yishuv* at the beginning of the war, the State of Israel won the War of Independence. Explain two reasons for this victory.

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

10. Immigration and Integration in the State of Israel in the 1950s and 1960s

Below is an excerpt from the Convoy Song [שיר השיירה] by Eli Mohar.

Read it and answer both Item א and Item ב below.

שיר השיירה / עלי מוהר	
בְּלִשׁוֹנוֹת רַבּוֹת מְסֻפָּר דְּבָרֵנוּ	וּמִכָּל הַגְּלִיּוֹת
זֶה אֵת זֶה כְּמַעַט בְּכָלֵל	וְעַם כָּל הַבְּעִיּוֹת
שֶׁלֹא הִכְרָנוּ	עַם נוֹצֵר וְאַרְץ קָמָה
וּמִקּוֹמוֹת רַבִּים מֵאֵד עֲזָבָנוּ	וְשָׁפָה אֲשֶׁר נִרְדָּמָה
וְרַק מְקוֹם אֶחָד רָצִינוּ וְאַהֲבָנוּ	שׁוּב הַתְּחִילָה מִתְעוֹרָרָת
וּמִקּוֹמוֹת רַבִּים מֵאֵד עֲזָבָנוּ	וּמִדְּבָרָת וּמִדְּבָרָת
וְאֶל הָאָרֶץ, אֶל הָאָרֶץ בָּאָנוּ	מִסְבִּיב יֵהֵם הַסָּעָר
[...]	רַב הַקָּשִׁי וְהַצָּעָר
מִגֻּטָּאוֹת וּמִחֲנוֹת הַגָּחֹנוּ	אֲבָל יֵשׁ עַל מָה לְשִׂמְחָה
אֶל הַבְּצוֹת וְאֶל הַיְּשִׁימוֹן הִלְכָנוּ	יֵשׁ עוֹד אִמָּץ יֵשׁ עוֹד כֹּחַ.
מִקְצוֹת עָרָב, מְרוֹסֶיָה וּפּוֹלִנְיָה	[...]
הִדְלַקְנוּ אוֹר גַּם בְּדִימוֹנָה	
גַּם בְּדִגְנִיָּה.	
[...]	

The Convoy Song	/ Eli Mohar
We spoke to each other in countless languages And we barely Knew each other at all And we left many different places And there was only one place we wanted and loved And we left many different places And we came to this land, to this land. [...] We emerged from ghettos and camps And headed to the swamps and the desert From the edges of Arabia, from Russia and Poland We brought light to Dimona And to Degania, too. [...]	And from all the exiles And with all the problems A people was created, a country arose And a language that had been asleep Started to wake up again And be spoken again and again All around the storm is raging Hardship and sorrow abound But there is much to rejoice in We still have courage, we still have strength [...]

- א. Explain two factors that led to immigration to the State of Israel in the 1950s and 1960s, that are evident in this **song**. (15 points)
- ב. – **Based on the song**, write about two difficulties that the immigrants who came to the State of Israel faced in their integration process.
- **Based on what you learned**, explain two difficulties faced by the State of Israel in integrating these immigrants, and write about one way in which the State addressed these difficulties.

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

/continued on page 7/

Part Four

Fourth Period: The State of Israel in the Middle East – Selected Topics

11. The Attitude of Israeli Society towards the Holocaust

- א. Explain how the attitude of Israeli society towards the Holocaust in the 1950s and 1960s was evident in one of the following:
- the dispute over German reparations [שילומים]
 - the Kastner Affair
 - Holocaust-related legislation
- (15 $\frac{1}{3}$ points)
- ב. – Explain the change that occurred in Israeli society's attitude towards the Holocaust as a result of the Eichmann trial.
- Write about an additional factor (not the Eichmann trial) that led to a change in the attitude of Israeli society towards the Holocaust.
- (18 points)

12. The Six-Day War (1967), Yom Kippur War (1973)

Choose one of the following wars: the Six-Day War **or** the Yom Kippur War.

- א. – Which side started the war? Write about this side's motives.
- Explain how the way the war started affected the first days of combat.
- (16 points)
- ב. Use two examples to explain how the war that you chose affected the State of Israel in the sociopolitical sphere.
- Explain how this war affected one of the Arab states.
- (17 $\frac{1}{3}$ points)

13. Immigration and Integration in the Last Thirty Years of the 20th Century

- א. Explain three reasons for immigration to the State of Israel in the last thirty years of the 20th century.
- (15 $\frac{1}{3}$ points)
- ב. Write about three difficulties that the immigrants who came to the State of Israel faced during this period. Explain one step that was taken to help immigrants integrate.
- (18 points)

Good Luck!

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בהצלחה!

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