

History For *Olim*

היסטוריה לעולים חדשים

Instructions

הוראות

א. Duration of the exam: Two and a half hours

א. משך הבחינה: שתיים וחצי.

ב. Exam structure and breakdown of points:

ב. מבנה השאלון ומפתח ההערכה:

This exam consists of four parts.

בשאלון זה ארבעה פרקים.

- Answer one question from Part **Two** (required)

- יש לענות על שאלה אחת מן הפרק השני – חובה

– (1×34) – 34 points

– (34×1) – 34 נקודות

- Choose two of the three parts: Part One, Part Three, Part Four.

- יש לבחור בשניים מן הפרקים: הראשון, השלישי, הרביעי,

In each part you choose, answer one question.

ולענות על שאלה אחת בכל פרק שבחרתם.

– (2×33) – 66 points

– (33×2) – 66 נקודות

Total – 100 points

סך הכול – 100 נקודות

ג. Material that may be used during the exam:

ג. חומר עזר מותר בשימוש:

A Hebrew–other language / other language–Hebrew dictionary (print or electronic)

מילון או מילון אלקטרוני עברי–לועזי / לועזי–עברי.

Write in the answer booklet only.

יש לכתוב במחברת הבחינה בלבד.

Write "טייטה" at the top of each draft page.

יש לרשום "טייטה" בראש כל עמוד המשמש טיוטה.

If you use draft paper outside the answer booklet, your exam may be disqualified.

כתיבת טיוטה בדפים שאינם במחברת הבחינה עלולה לגרום לפסילת הבחינה.

Good Luck!

בהצלחה!

Questions

Part One (33 points)

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

If you choose this part, answer one of the questions 1–3.

1. Modern Nationalism

- א. Below is an excerpt from the book *The Heart* by Edmondo De Amicis, published in 1886.

Why did I love Italy? [...] I loved Italy because my mother is Italian, because the blood in my veins is Italian, because in the earth of Italy are buried all those for whom my mother weeps continually and whose memory my father honors, because the town where I was born, the language I speak, the books I study, my brothers, sisters, friends, and this entire great nation amongst whom I live, the nature of this land, this beautiful landscape surrounding me, and all that my eyes see around me, that is dear to us, all that I learn from, and admire - all is Italian.

(Based on: E. De Amicis, *The Heart – A Boy's Diary*)

- Based on **what you learned**, write about the features that unite people into one nation.
- Explain how two of these features are expressed in the **excerpt**.

(17 points)

- ב. – Explain how one of the revolutions influenced the emergence of nationalist movements in Europe in the 19th century.
- Write about two goals of the nationalist movements in Europe in the 19th century.

(16 points)

2. Herzl and Zionism

- א. Explain two factors that **led** to the growth of the Zionist movement and one factor that **hindered** its growth.
- (16 points)
- ב. Explain the solution to the Jewish problem according to Herzl's *The Jewish State*.
Write about two **diplomatic** activities and one **organizational** activity that Herzl undertook to promote the solution you wrote about.

(17 points)

3. The Zionist Movement in Eretz Yisrael in the Years 1881–1914

- א. Write about two goals of the immigrants who came to *Eretz Yisrael* between 1881–1914. Explain what the immigrants did in order to achieve each of the goals you wrote about.
- (16 points)
- ב. Write about three difficulties facing immigrants who came to *Eretz Yisrael* in the years 1881–1914, and explain how Baron Rothschild helped the immigrants deal with one of the difficulties you wrote about.

(17 points)

Part Two (34 points)

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

Answer one of the questions 4–7 (**required**).

4. The Nazi Regime in Germany (1933–1938)

- א. Write about two activities that the Nazi regime engaged in to increase support for it in the years 1933–1934, and explain how each of these activities helped the Nazis increase support for their regime.

(18 points)

- ב. Write about two steps that the Nazi regime took in Germany **to separate** between Germans and Jews, and explain one principle of Nazi ideology that these steps reflected.

(16 points)

5. The Jews of Poland, the Ghettos

- א. – Write about two steps taken by the Nazis against Jews immediately after the Nazis occupied Poland (before transferring the Jews to ghettos).
– Write about two methods that the Nazis used to supervise the ghettos.

(18 points)

- ב. Explain the concept of "sanctification of life" ["קידוש החיים"]. Write about three examples from **different spheres** to show how this concept was applied in practice in the ghettos.

(16 points)

6. World War II – the Struggle against the Nazis (1942–1945)

- א. Why did ghetto uprisings break out from 1942 onwards?

Explain two goals of the resistance fighters in the ghettos.

(16 points)

- ב. Below is a cartoon published in an American newspaper during the Battle of Stalingrad.

- **Based on what you learned**, explain the importance of the Battle of Stalingrad (August 1942–February 1943).
- Explain how this importance is expressed in the **cartoon**. Base your answer on two examples from the cartoon.

(18 points)



(The Evening Star, September 26, 1942)

Note: Compiègne was the place where French representatives signed the document of **surrender to Germany** (1940).

7. Nazi Policy and the Attitude of the Local Population towards Jews in the Occupied Countries

- א. Write about two ways in which the Nazis acted in order to give a false impression and hide their true intentions towards the Jews. Explain why they acted in this way.

(17 points)

- ב. Write about two ways in which the local population in Nazi-occupied countries reacted towards the Jews and explain one motive for each of these reactions.

(17 points)

Part Three (33 points)

Third Period: Building the State of Israel

If you choose this part, answer one of the questions 8–10.

8. The Struggle against the British (1945–1947), the UN Resolution

א. Choose one of the following topics:

- military struggle
- clandestine immigration [העפלה]
- settlement [התיישבות]

For the topic you chose, write about the goals of the *Yishuv* in that sphere.

Explain how the *Yishuv* tried to advance these goals by means of one activity it engaged in during the period 1945–1947.

(16 points)

ב. Present the main points of the resolution passed in the UN on November 29, 1947 [כ"ט בנובמבר].

Explain how the Cold War influenced the position of the world powers in the UN debate.

(17 points)

9. The War of Independence

א. Explain why the War of Independence broke out, and write about two difficulties that the *Yishuv* faced in the **first** stage of the war (from 30/11/1947 until 14/5/1948).

(17 points)

- ב. – Which countries invaded the State of Israel in May 1948? Explain one reason for this invasion.
- Write about two results of the war.

(16 points)

10. Immigration and Integration in the 1950s and 1960s

א. These are two of the modes of operation adopted by the State of Israel during the period of mass immigration [העליה הגדולה]:

- the "melting pot" policy [מדיניות כור ההיתוך]
- establishing transit camps [מעברות]

Write about one of these modes of operation. Explain what difficulty the state tried to overcome by using this method, and what difficulty was created as a consequence.

(17 points)

ב. Describe the Wadi Salib riots (1959), and explain their effect on Israeli society.

(16 points)

Part Four (33 points)

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

If you choose this part, answer one of the questions 11–14.

11. The Shaping of Holocaust Remembrance

- א. Write about three ways in which the State of Israel perpetuates the memory of the Holocaust.
(14 points)
- ב. The source below is an extract from the opening address given by Attorney General Gideon Hausner at the Eichmann trial (1961).

When I stand before you here, Judges of Israel, to lead the Prosecution of Adolf Eichmann, I am not standing alone. With me are six million accusers. But they cannot rise to their feet and point an accusing finger towards him who sits in the dock and cry "I accuse". For their ashes are piled up on the hills of Auschwitz and the fields of Treblinka. [...] Their blood cries out, but their voice is not heard. Therefore I will be their spokesman and in their name I will unfold the terrible indictment.

(Based on: Paz Prinz, Danna, 2017, The Great Speeches - The Six Million Accusers by Gideon Hausner, ANU Museum of the Jewish People. <http://anumuseum.org.il/blog/hausner-speech>)
(Hebrew source: 169 עמ', 1999, ספרי תל אביב, **מסע אל הזיכרון – שואה** – נ' קרן)

- Based on this **source**, explain the importance of the Eichmann trial.
 - Based on **what you learned**, explain the effect of the Eichmann trial on the attitude of Israeli society towards the Holocaust.
- (19 points)

12. The Six-Day War (1967)

- א. Explain how one of the world powers (the United States or the Soviet Union) influenced the outbreak of the Six-Day War.
Write about two additional factors that influenced the outbreak of the war.
(16 points)
- ב. Write about the results of the war, and explain how these results influenced the feelings that arose in Israel and in Arab countries.
(17 points)

Note: The exam continues on the next page.

13. The Yom Kippur War (1973)

- א. Explain the reasons for the outbreak of the Yom Kippur War.

(14 points)

- ב. – Write about the results of the war, and explain how these results affected the State of Israel in the sociopolitical sphere.
– Explain how one of the world powers (the United States or the Soviet Union) influenced the war **or** the results and implications of the war.

(19 points)

14. 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.

Explain what these immigrants contributed to the State of Israel.

(17 points)

- ב. Explain two difficulties that the State of Israel faced in integrating immigrants during this period.

Describe what the state institutions did in order to integrate the immigrants.

(16 points)

Good Luck!

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בהצלחה!

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