

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).

(1 x 34) — 34 points

- יש לענות על שאלה אחת מן הפרק **השני** – חובה.

(34x1) — 34 נקודות

- Choose two of the three parts: Part One, Part Three, Part Four, and answer one question from each part that you chose.

(2 x 33) — 66 points

Total — 100 points

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

ולענות על שאלה אחת בכל פרק שבחרת.

(33x2) — 66 נקודות

סך הכול — 100 נקודות

ג. Material that may be used during the exam:

A Hebrew-other language/other language-Hebrew dictionary or electronic dictionary

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

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. – Explain what modern nationalism is – when it emerged, where it emerged, and what its goals were.
– Write about one change that modern nationalism brought about in the political map of Europe.
(17 points)
- ב. Explain the influence of one **idea** and the influence of one **historical event** on the emergence of modern nationalism.
(16 points)

2. The Basel Program, the Uganda Plan

- א. What was the Basel Program (goal, means of implementation), and what was its importance?
(17 points)
- ב. What is the main difference between the Basel Program and the Uganda Plan?
Explain why Herzl supported the Uganda Plan.
(16 points)

3. Eretz Yisrael between the Years 1881–1914

- א. The passage below was written by Yosef Baratz, who immigrated to *Eretz Yisrael* in 1906.

I was 17 years old at the time. I'd never done physical work. I would come home after work with sore, swollen hands, unable to touch anything, and, without changing my clothes, I would go out into the yard of my lodging, lean against one of the large olive trees there, and weep like a child...Intermingled in my tears was fear...that perhaps I wouldn't be able to be a laborer, as well as longing for my mother.[...]

We received a very low wage that covered only our most minimal needs. We lived frugally. A slice of bread for breakfast, a slice of bread for lunch, and a meal in the kitchen in the evening.

(Adapted from: M. Tsur, T. Zevulun, and H. Porat [ed.]. *Kan al Penai Adama, Hakibbutz Hameuchad ve'Sifriat Po'alim*, 1981, p. 18)

- Based on **what you learned**, write about two factors that led to immigration to *Eretz Yisrael* between 1881 and 1914.
– Explain how the difficulties facing immigrants in this period are expressed in the **passage**.
(18 points)
- ב. Between 1881 and 1914 the immigrants worked to strengthen the *Yishuv* in *Eretz Yisrael*. Write about two of their activities to strengthen settlement efforts and two of their activities to promote the use of the Hebrew language.
(15 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 in the Years 1933–1938

א. Explain two of the following principles of Nazi ideology:

- the *Führerprinzip* [Leader Principle – עקרון המנהיג]
- *Lebensraum* [living space – מרחב מחיה]
- rejection of communism [שלילת הקומוניזם]

Write about one step that the Nazis took in the years 1933–1938 to implement one of the principles that you explained.

(16 points)

- ב. – Explain the principle of antisemitism in Nazi ideology, and write about two steps that the Nazi regime took to implement this principle in the years 1933–1938.
- Write about one way in which the Jews of Germany coped with Nazi policy towards them during this period.

(18 points)

5. Nazi Policy towards the Jews in Eastern Europe

- א. – Explain two changes that occurred in the lives of the Jews after entering the ghettos.
- Write about two ways in which Jews coped with the difficulties of life in the ghettos.

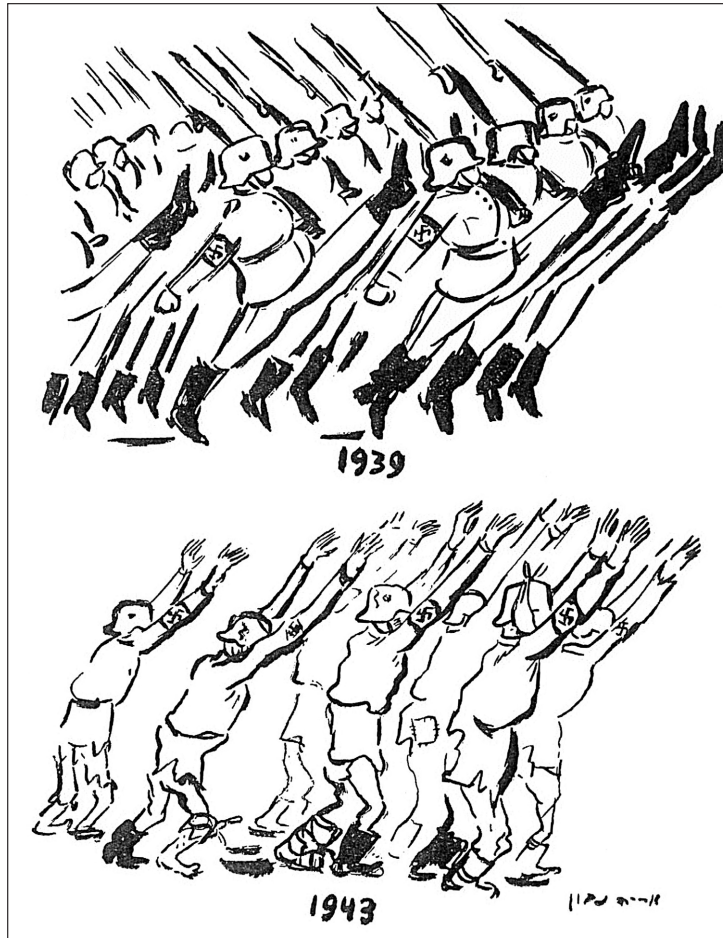
(17 points)

- ב. Write about the change that occurred in German policy towards the Jews after the invasion of the Soviet Union (in June 1941). Explain two factors that led to this change.

(17 points)

6. World War II and the Struggle against the Nazis

- א. The cartoon below by the illustrator Arye Navon appeared on August 5, 1943.



(A. Navon, *Ba'hazit Uva'oref* [On the Front, and in the Rear], *Am Oved*, 1945, p.20)

- Explain how the cartoon describes the **change** that occurred in Germany's situation in the course of the war.
- Explain one factor that led to this change.

(18 points)

- ב. Write about one way in which the Jews fought against the Nazis while the Final Solution was being implemented.

In your answer, discuss the goals of the way of fighting that you described and the difficulties involved in this way of fighting.

(16 points)

7. The New Order; the Attitude of the Population in Nazi-Occupied Countries

- א. Explain the idea of the New Order.

What was the Wannsee Conference, and how did it promote the idea of the New Order?

(18 points)

- ב. Explain two reasons why non-Jews in Nazi-occupied countries helped Jews, and write about two of the difficulties they faced in doing so.

(16 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 and the UN resolution of November 29, 1947 [כ"ט בנובמבר]

- א. The *Yishuv* was active in opposing British policy in three spheres: military struggle, clandestine immigration [העפלה], and settlement [התיישבות].

In your opinion, which of these spheres of activity had the greatest influence on Britain's decision to hand over the issue of *Eretz Yisrael* to the UN? Give two reasons.

(17 points)

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

Explain two disadvantages of this resolution from the perspective of the *Yishuv* in *Eretz Yisrael*.

(16 points)

9. The War of Independence

- א. Explain two characteristics of the **first** stage of the War of Independence (from November 30, 1947 to May 14, 1948), and write about an incident in which one of these characteristics is evident.

(15 points)

- ב. – Explain two characteristics of the **second** stage of the war (from May 15, 1948 until the end of the war), and write about an incident in which one of these characteristics is evident.
– Write about the results of the War of Independence.

(18 points)

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

- א. The Declaration of Independence states the following: "**The State of Israel will be open for Jewish immigration and the Ingathering of the Exiles**".

Explain why the State of Israel failed to fully achieve this goal in its early years.

Give two reasons.

(16 points)

- ב. Write about two difficulties that immigrants in the 1950s and 1960s faced, and explain the contribution to the country made by these immigrants in two spheres.

(17 points)

Part Four (33 points)

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

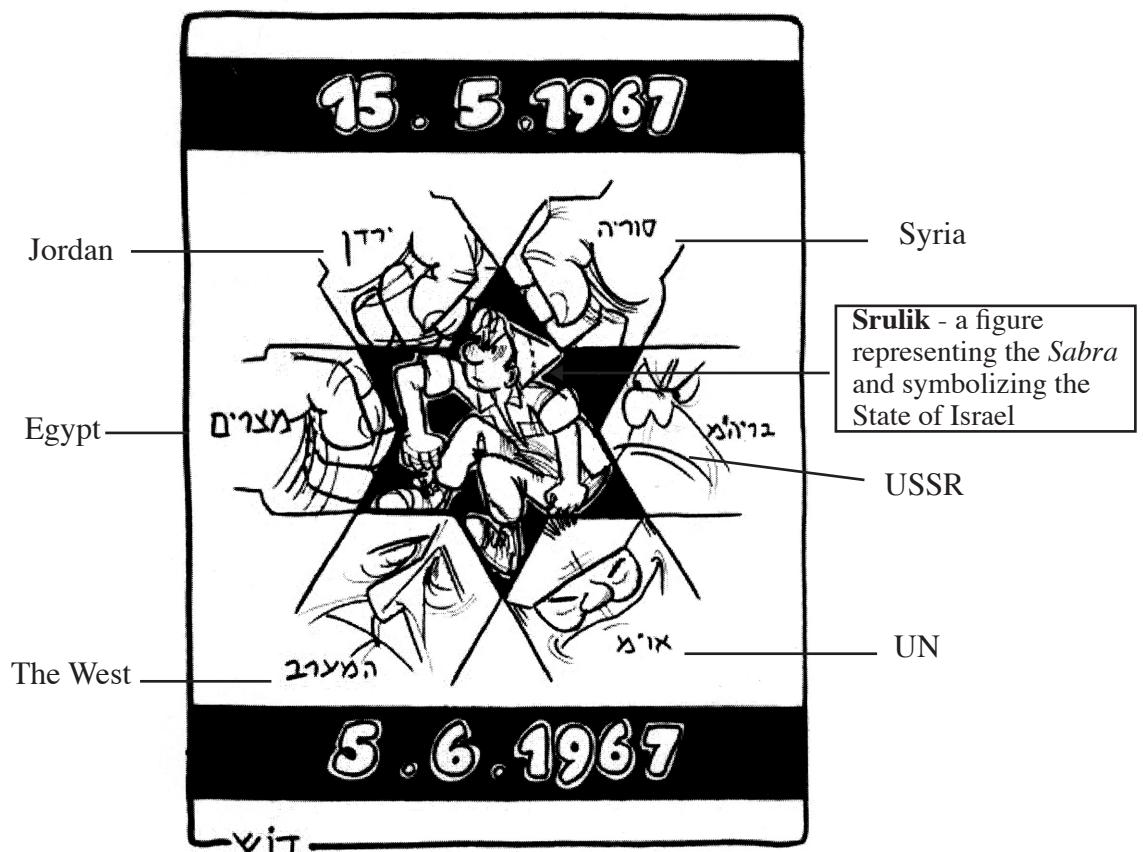
If you choose this part, answer one of the questions 11–14.

11. The Memory of the Holocaust

- א. Write about two ways by which the State of Israel commemorates the Holocaust.
Explain the importance of commemorating the Holocaust.
(16 points)
- ב. In the 1960s and 1970s changes occurred in the attitude of Israeli society towards Holocaust survivors.
Write about two such changes, and explain what caused one of them.
(17 points)

12. The Six-Day War (1967)

- א. Below is a cartoon by Kariel Gardosh ("Dosh"). The cartoon describes the State of Israel's situation in the period leading up to the Six-Day War.



(K. Gardosh, *Forty!*, Ma'ariv Publishing, 1967)

Explain how the factors that led to the outbreak of the war are expressed in the **cartoon**. Base your answer on two examples from the cartoon.

(17 points)

- ב. Explain the effect of the Six-Day War on the State of Israel in three spheres: the economy, society, and international relations.

(16 points)

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