

# Teaching Unit for 10<sup>th</sup>-12<sup>th</sup> grade classes

## Subject

# The 1973 Yom Kippur War

Unit Guide

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## General information

**Unit guide:** Yonatan Barak

**Subjects:** History, combined with Philosophy, Poetry, Art

**Age range:** 10th-12th grade

**Estimated time for this unit:** 14 lessons (in a month), can be shortened to 2 weeks, taking only part of the course

**Subject:** The Yom Kippur War

- **Subsidiary subject:** Introduction to the war, perception and protest
- **Main ideas:** militarism-pacifism, decision-making in a crisis, the problems in perceiving reality (conception), protest, commemoration and remembrance

**Key terms:** the Cold War, conception, preemptive strike, preventive (defensive) war, a war of choice, intelligence community, decision-making, the Six-Day War, negotiations, conformism, monuments, euphoria

**The learning environment:** Monuments and gardens of commemoration in the city, library, computerized environment, meeting people in the community who took part in the events, an art class

## Considerations in choosing the subject

**Rationale for the teacher and the learning sequence:**

The continuation of the struggle for the establishment of the State (chapter 4 of the Eshnav) -. A view of modern war. The emphasis is to present the war as part of the State of Israel's DNA, along with clarifying the consequences and the need for war not as an inevitable event.

The aim of this unit is to touch on the complexity, the narratives and the effects of the war, to examine the war in several ways, including connecting to issues relevant to students today. This follows on from Chapter 3 of the syllabus - the War of Independence.



The unit deals with the Yom Kippur War as a turning point in the people's approach to the State and the army and the State's leaders' perception of the reality of the State's very existence.

As it stands, the history syllabus touches on some events, but it does not create the sequence and logic in which one event affects another event and that these events do not take place in a vacuum. Furthermore, this system looks at the complexity and narratives of the events and is not dichotomous.

In fact, the country's first years shaped the culture in which the generation of the students' parents and grandparents grew up and influenced the way their values, political and educational worldview affected their children as well. The Yom Kippur War, together with the Six-Day War and the War of Independence, constitute the main events that shaped the generation that grew up in the first years of the State. This will give the students a viewpoint and connection to the lives of their parents or family who were affected by these events.

The purpose of this unit is to stimulate curiosity and discourse at the family-community level as well, and to confront the students with the complexity of the challenge of security, prior to their enlistment in the army. Dealing with questions of morality, determining red lines and solving problems in a variety of ways, with an *a priori* view.

In addition, in order to expand the teaching, other subject areas will be used- analyzing poems and reading passages about the war and the national ethos, including those that criticize the war. We will watch videos to develop learning; examine the protest against the war in the arts world and the perception of reality from a philosophical point of view and we will examine the intelligence system's process for studying information.

Finally, the learning will mainly take place during the formal hours of study and the students will be allowed free time in the afternoon. Occasionally, there will be small homework assignments, but the learning time, at this stage, is together with the teacher, who can also guide, encourage and give feedback. After this experience, the students will gain the skill of independent learning, alone or in a group and will be able to choose their learning pace.

### **General goals from the field of knowledge:**

The students will understand the complexity surrounding the Yom Kippur War. They will learn skills such as research, asking questions, expressing an independent and reasoned position, analyzing primary and secondary sources, working in a group, standing in front of an audience and imparting information, reflective ability, understanding and application.

## How is Principle e "Education for Values" reflected in the teaching unit?

The students will receive tools for understanding history that will help them develop an independent political consciousness. They will see different perspectives on events and will be able to understand the complexity, as well as try to understand other sides of the war.

Students will deal with complex moral issues and decision-making processes in a crisis, in order to cultivate values and critical thinking.

The major value in the unit is the value of **choice**: students will be given a choice during learning. From this, the students will feel like partners in learning; they will feel that they can choose what to delve into, choose which topic to focus on, with whom to study and where to harness their inner motivation.

These values will help shape students who ask deep questions about processes and know how to establish values and moral red lines for themselves. The students will know how to work independently, but also in cooperation. They will learn how to manage conflict respectfully and a straightforward manner. In addition, the students will deal with the ability to think critically about the topic.

### **For example:**

The issue of starting a war and discussion around the concept: War? Is there a choice/no choice?? And what of the price of war? Critical thinking about the perception of the Yom Kippur War. In addition, developing a complex view of reality and searching for other options besides war and finding out the price of peace. Moreover, the students will discuss the issue and importance of remembrance and commemoration.

Another additional value is the family - the students will be required to ask their family about those who took part in the struggle or lived in the period and can tell about it. The students will embark on an investigation into their family. The objective being that, in each class, we can bring at least one person to tell first-hand about his/her life in the period in question.

## How is Principle a "Academia" reflected in the teaching unit?

Learning in the unit will involve researching an issue, to be chosen by the students. The starting point is historical, but the learning will use varied disciplines and different teachers.

The background lesson for the period will be given by a teacher from an Eastern (non-European) orientation, in order to present a broader view of the region as well as the time period and the Arab perspective. A lesson discussing protest will be taught, in part, by a teacher of the arts, presenting types of protests from specific aspects. Figures from the community will enrich the students with first-hand descriptions.

The principal method in the learning process is asking questions and the formulation of productive questions that can be explored later.

The method of research will be a productive question, formulated by the students together which the teacher will approve. After that, the students search for sources and organize them (according to the instructions). Here, emphasis will be on the skill of locating reliable information and working with sources. The students will evaluate the sources and draw conclusions from them. Later, the students will answer the research question. The students will formulate a clear and reasoned position regarding the answer to the research question, incorporate into the work a creative product of their choice which is related to their work and justify why they chose it.

**The product:** Students will be given a choice

1. Making a lesson plan and frontal presentation of the question they dealt with (the skill of presenting information and standing in front of an audience)
2. Using a digital tool to present the work (the skill of learning the tool, presenting information digitally - posters, collaborative board, virtual tour, web page)
3. Creating a podcast
4. Creating a visual product
5. Writing a reasoned position paper.

Evaluating the work will be in stages: In the first part, they must formulate a research question in groups. Later, each student will deal with an information source. In the writing phase, they will work on a collaborative file. A rubric is attached in this file.

The face-to-face lessons will be a small part of the lesson and will deal with development of skills and guidance. The main learning will be independent learning in groups.

## How is Principle c "Community" reflected in the teaching unit?

The connection to the community will begin with teamwork and cooperation. Later, the students will conduct a family "investigation" about their family history and search for first-hand testimonies of family members who lived during the period. The intention is that some of those parents/grandparents will come to class to give the students a first-hand testimony.

In addition, there will be an element of place-based learning: Students will go out into the public space to see monuments, commemorative gardens related to the events and actually "raise their heads" and look at their environment, even if it seems obvious to them.

## How is Principle h "Hi-tech & Research" reflected in the teaching unit?

The students will find information on the Internet. They will learn the skill of asking questions and problem solving including making decisions in a crisis. They will combine independent learning and group learning and they will have a choice of what and how to study and research. The research will be focused on finding answers/solutions to a research question - in stages. It is not meant to be a single solution or a single answer – rather, a variety of options that the students will come up with.

The main skill is independent learning, using the skills they will acquire. In addition, it will encourage critical thinking and the presentation of an independent and reasoned position. The learning will be centered on teamwork and the ability to stand in front of an audience and present information in an interesting and accurate way. The students will choose how to create their product, they will use digital tools and therefore will learn the tools and find out how to integrate the knowledge they have gained.

As mentioned, a rubric will be provided for evaluation. Students will be required to do independent and group work. When all the work has been completed, the students will write a summary reflection on the process. As part of the evaluation, emphasis will be placed on teamwork, planning, punctuality and the ability to present the product in a serious and creative way. Students will work with a collaborative file for teamwork and for monitoring progress.

## Learning resources

**Prior knowledge of the learner:** The students will come with a background of the military-political struggle 1945-1947 as well as knowledge of the events of the Holocaust.

### Learning materials and reference materials:

- A database of web sites from which students can learn
- Using the book "Building a State" published by CET (Matach)
- Use of Jewish press from the National Library website, use of poems and fiction from the period, as well as posters, films and videos
- Testimonies of family members, podcasts

### Example of learning outcomes:

1. Posters
2. Podcast
3. Commemoration planning and performance
4. Setting up a website
5. Awareness campaign on a certain topic (possibly online or in the physical space)
6. A written research paper and a lesson plan
7. Organizing questions and answering them through products + presentations to other classes

## Lesson plans

### Introduction: Knowledge base

- Lesson 1: Yom Kippur War (frontal + working in pairs)
- **Skill:** Locating reliable information and organization-experience



- Lesson 2: Yom Kippur War - Independent work in pairs and then, in fours; expressing a position/critical thinking (the concept) + practice in making decisions based on intelligence information.
- Homework: a family research task at home - a page of questions (on the basis of which we will invite a figure from the community to give a talk)
- Lesson 3: **Meeting outside** - in a commemorative garden/at a monument - to talk about commemoration and militarism in the public space

### Independent work

- Lesson 4: **Choosing** a topic, **choosing** work partners, working with a collaborative tracking sheet + formulating a research question - **presentation to the teacher and accuracy**.
- Lesson 5-6: Writing the first part - historical part (students choose the time)
- Lesson 7-8: Writing the second part –presenting the topic from a different angle - a critical view of the topic
- **Lesson 9: Lecture by a figure from the community**
- Lesson 10: Each group's progress monitored by a meeting **with the teacher** and how to continue
- Lesson 11: Writing the third part of the work - product = contemporary reality + reflection
- Lessons 12-13: Fourth part of the work: Presentation. **Skill**: standing in front of an audience and transferring knowledge + each group will sit with the teacher for a feedback conversation about the unit and summarize.

## LESSON PLAN 1

### Introduction to the war

Order of instruction	Activities	Terms	EACH principles	Time	
	Instructions to the students	Recommendations for the teacher			
Introduction	<p>Subject of the lesson: Introduction to the Yom Kippur War</p> <p>Introduction:</p> <p>Option 1: Screen the beginning of the series, "The Hour of Ne'ila".</p> <p>Option 2: Open the lesson with Sadat landing in Israel and discuss the peace agreement.</p> <p>With either of them, move backwards, examine what happened to get to this point.</p> <p>Think retrospectively:</p> <p>Clarify the extent of students' knowledge, how we got to what is shown in the film – the surprise attack on Israel in 1973/ the peace agreement.</p>	<p>It is necessary to create interest and curiosity.</p> <p>Ask a variety of questions – according to the film/ or pictures/texts</p> <p>(Begin to develop questioning and query skills)</p> <p>Write all the questions on the board.</p>	<p>Surprise</p> <p>Intelligence service</p> <p>Arab countries</p> <p>Six days</p> <p>Peace agreement</p>	<p>Developing questioning skills.</p> <p>Student participation.</p> <p>Encouraging curiosity</p>	10-15 minutes
<p>Main part of lesson</p> <p>Assignment and assessment</p>	<p>Lesson plan:</p> <p>Screen maps of Israel after the War of Independence and after the Six Day War</p> <p>Pair work: Students find one cause, according to the maps, and one cause according to information on the Internet as to why the Arab countries attacked.</p> <p>Submit these to the teacher.</p>	<p>Mediation in reading the map is important</p> <p>This is the first attempt at locating information on the Internet (later we will learn how to optimize this)</p> <p>It is important to write in every lesson, to encourage participation and develop analytic skills.</p>	<p>Honor</p> <p>Revenge</p> <p>Negotiations</p> <p>The Six Day War</p> <p>The Golan</p> <p>Sinai</p> <p>Jerusalem</p>	<p>Skills:</p> <p>Finding information</p> <p>Reading a map</p>	<p>10 minutes for independent writing</p> <p>+ 10 minutes for collecting the students' answers and writing them on the board under the heading, "Causes"</p>

					of the Outbreak of the war".
<b>Reflection and Summary</b>	<p>Students listen to the teacher's summary of the lesson</p> <p>Google form: Students write one new thing they have learnt in the lesson and one question that they have which has not been answered.</p>	<p><b>Teacher's summary:</b></p> <p>The connection between the Six Day War and the Yom Kippur War.</p> <p>Moshe Dayan's speech (.....bloody war... bloody days) to create further interest.</p> <p>It is vital to understand the connection between the wars.</p> <p>Can also show the connection between the Yom Kippur War and the Peace agreement.</p> <p>Refer back to the map for emphasis.</p>			<b>7 minutes</b>

**LESSON PLAN 2**

Surprise and Concept					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
Introduction	Subject of the lesson: Surprise and concept Introduction: What was hiding the reality from us? Lesson plan: Give examples of cognitive bias from our lives. Include students' own. Students' examples: What is your conception? Show the film: Asch – Conformism as an example of bias  Example of bias: Maintaining self-values Discuss the film in class	Part of this is philosophical and abstract, so it is important to discuss in a relevant and contemporary way. Film: <a href="https://www.youtube.com/watch?v=-RCbXFXi2vk">https://www.youtube.com/watch?v=-RCbXFXi2vk</a> Self confirmation bias: <a href="https://www.youtube.com/shorts/JOrfiPXTXHo">https://www.youtube.com/shorts/JOrfiPXTXHo</a> bias: <a href="https://www.intelligence-research.org.il/post/cognitive-biases">https://www.intelligence-research.org.il/post/cognitive-biases</a> cognitive bias: <a href="https://www.bac.org.il/blog/?postID=15768">https://www.bac.org.il/blog/?postID=15768</a> It is important to framework the biases so the students can assimilate the term "conception"	concept cognitive bias Intelligence Golda Meir Eli Zaira Asch conformity	Higher order thinking Understanding abstract terms Connection to students' lives	15 minutes
Main part of lesson	<b>Lesson plan:</b> <b>Students will be divided into groups. Each group will receive different information on enemy movements</b>	Some of the groups will be given intelligence reports from 1973 and others will get other information.	dichotomous thinking seeing reality	Value: Red lines and critical thinking Skills:	20 minutes

Assignment and assessment	<p><b>and will have to and will produce a clear picture of the possibilities of war.</b></p> <p><b>Each recommendation will have implications for the students' decisions</b></p>	<p>(9/11, Pearl Harbor, Six Day War, Barbarossa)</p> <p>It is important to talk before and explain how to work in groups, division of labor, paying attention, and responsibility, timing/writing.</p>		<p>Making decisions and establishing a reasoned stance.</p>	<p>including presentation of conclusions</p> <p>5 minutes on conclusions</p>
Reflection and summary	<p>Listening to the summary of the lesson.</p> <p>Reflection: What was difficult for me in this assignment?</p> <p>How did the group make decisions?</p> <p>What were my strengths in the group?</p> <p>How do I work in a team?</p>	<p>Teacher summary: Return to the term concept and connect it to surprise.</p> <p>Emphasize the role of Intelligence and the frustration of the Arabs after 1967.</p> <p>Homework assignments:</p> <ol style="list-style-type: none"> <li>1. Clarify the connection between the Cold War and the Yom Kippur War.</li> <li>2. Research family history into participation of family members in the war or experiences of that time - attached page</li> </ol>	<p>Euphoria</p> <p>political – military echelons</p> <p>The Cold War</p> <p>To go against the flow</p> <p>Critical thinking</p>		<p>Summary: 7 minutes</p> <p>Reflection: 3 minutes</p>

### LESSON PLAN 3

Outside lesson: Commemoration and Remembrance					
Order of instruction	Activities'				
	<p><b>Meet in Ben Sheffer Garden/Memorial for the Fallen in Reichman/ Memorial for the Fallen in Weizman School/ Wall of Remembrance in Hayovel School</b></p> <p><b>2 hour activity</b></p>				
	Instructions to the students	Recommendations for the teacher			
Introduction	<p>Subject of the lesson: Public commemoration</p> <p>Introduction: Meeting monuments – discuss the types of monuments that the students know. What/Who is the monument for? Individual assignment: Student should find a quiet corner and answer the following questions: How do you remember? Or How do you not forget things? What do you remember more – good/positive things or difficult things? What helps you to remember things?</p>	<p>Introduction: Sit in circle, continue work alone (can also be in pairs – cooperating with each other). Return to class circle – share findings. Class circle: Refer to homework – asking family about their memories.</p> <p><a href="https://shi-webfiles.s3.amazonaws.com/BeerI_2022_events-images-in.pdf">https://shi-webfiles.s3.amazonaws.com/BeerI_2022_events-images-in.pdf</a></p>	<p>commemoration monument remembrance</p>	<p>Relevance Team Work listening Task-based learning</p>	25 minutes
	<p>Are there things that, if you could, you would erase from your memory? Explain. Why you should /should not remember?</p>	<p><a href="https://shi-webfiles.s3.amazonaws.com/BeerI_2022_events-images-out.pdf">https://shi-webfiles.s3.amazonaws.com/BeerI_2022_events-images-out.pdf</a></p>			

	What is the importance of remembrance/monuments for the public? Is a memorial public or private?				
Main part of lesson Assignment and assessment	<p><b>Study plan:</b></p> <p><b>Groups of 3 - 4</b></p> <p><b>Distribute cards with significant events since the establishment of the country and let the students in groups decide which 4 events are the most important to note and remember and why?</b></p> <p><b>+ A blank page where the students have to decide which event is important to remember, which does not appear on the cards</b></p> <p><b>Next, in a class circle, the first group places the 4 cards they chose on the floor and each group has to convince each other what to keep and what to take out.</b></p>	<p>Subjects for discussion:</p> <p>Rabin's murder</p> <p>Holocaust Memorial Day</p> <p>Remembrance Day for Armed Forces</p> <p>Remembrance Day for victims of road accidents</p> <p>Remembrance Day for victims of terror</p> <p>Lag Ba'Omer – Memorial to the Bar Cochba Uprising</p> <p>Liberation of Jerusalem Day</p> <p>Chanukah – Maccabean victory</p> <p>Purim – saving the Jews of Persia</p> <p>Tisha B'Av – destruction of the Temple</p> <p>Shavuoth – the giving of the Torah</p> <p>Independence Day</p>	War of choice Ceremonies	Ability to persuade and present an argument Teamwork Conflict management Self-examination of values	30 minutes
	<b>Finally, they try to reach a joint decision on 5 events that must be remembered</b>	<p>Evacuation of Gush Katif</p> <p>Aliyah Day</p> <p>Peace agreements</p> <p>UN decision 29th November</p> <p>Social unrest 2011</p> <p>Science Day – Nobel Prize winners</p> <p>The Rights of Man Day</p> <p>Climate and World Day</p> <p>Victory over the Nazis Day</p>			

		<p>Women's Day</p> <p>Circle discussion: What is the significance of these days of remembrance? Does each remembrance have to be at the expense of another? Why did we choose what we chose?</p> <p>An idea for a home assignment which can be part of the final assignment / asynchronous assignment:</p> <ul style="list-style-type: none"> <li>A. Find 2 memorial symbols in the town (they do not have to be monuments) – take a picture and explain what you have photographed.</li> <li>B. Suggest your own memorial.</li> </ul>			
Reflection and conclusions	<p>Reflection:</p> <p>Each student talks about:</p> <ul style="list-style-type: none"> <li>One thing that they learnt from this activity.</li> <li>One thing that was hard for them.</li> <li>One thing that they don't agree with.</li> </ul> <p>Is there a memorial anywhere near their home?</p>	<p>Important discussion points:</p> <p>Conflict management in a respectful and interesting way.</p> <p>Observing open spaces – what is there in front of my eyes in the street or the town that I haven't noticed before.</p> <p>Essential assignment when back in school: search for commemoration signs in school – photograph them and send to the group.</p>			10 minutes



## LESSON PLAN 4

### Choose small research topic, select teams and formulate research question

Order of instruction	Activities	Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher		
Introduction	<p>Introduction to the subject of the lesson: asking questions and the structure of a research paper.</p> <p>The learning framework:</p> <p>Repetition of asking a question through the topic of leaders during the war.</p> <p>Show a picture/video of Golda/Sadat and the students ask questions.</p>	<p>Talk about the structure of the work and the stages of the research work (give an accompanying page with the structure of the work). Question formulation, introduction, main chapter in which the question is answered (research), summary and reflection</p> <p>Practice formulating a question based on a picture of a leader.</p> <p>Students should be encouraged to ask thinking questions</p>	<p>Leaders</p> <p>Skill: Asking questions (more practice)</p> <p>Knowing the structure of a research paper</p>	15 minutes
Main part of lesson Assignment and assessment	<p><b>The learning framework:</b></p> <p><b>Independent work in groups:</b></p> <p><b>Students will choose a topic, partners and draft a research question.</b></p>	<p>Use a collaborative progress sheet to be presented to the teacher</p> <p>Good questions: <a href="https://meyda.education.gov.il/files/Pop/0files/historya/Chativa-Elyona/Suggestions-for-evaluation/Yom-Hakkipurim-War.pdf">https://meyda.education.gov.il/files/Pop/0files/historya/Chativa-Elyona/Suggestions-for-evaluation/Yom-Hakkipurim-War.pdf</a></p>	<p>Independent learning , planning, question formulation</p>	20 minutes
	<p><b>Students will begin to collect material. The students will submit an initial page with the details for starting the work to the teacher and they will be shown the schedule and the structure of the work.</b></p>		<p>Learner's choices - encouraging internal motivation</p>	

	<b>In addition, the rubric will be displayed</b>				
Reflection and conclusions	<p>Reflection: What can I contribute to the group?</p> <p>What is my fear about working in a group? How do I learn best?</p>	<p>Talk about group work principles and the time frame</p> <p>Recommendation for a synchronous task: Knowing the characters + skill</p> <p>Screening: a video about Dado + Golda + Sadat + Dayan + Assad..</p> <p>"Cleaning" Golda - expressing an opinion/position. Look at her character and try to make arguments for/against her and show the complex situation</p>		Ability to work well in a team	10 minutes

## LESSON PLAN 5

### Independent work - writing the historical part

Order of instruction	Activities	Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher		
<b>Introduction</b>	<p>The subject of the lesson: the principles of teamwork</p> <p>Opening: The teacher writes the principles on the board</p> <p>The learning framework: the students are again divided into the groups they have chosen and start working according to the principles and according to the task. The teacher moves between the groups.</p>	<p>Allow students to cope and work independently.</p> <p>Groups can also work outside the classroom (but the teacher needs to know exactly where each group is working).</p>	Skill: Teamwork	7 minutes
<p>Main part of lesson</p> <p>Assignment and assessment</p>	<p><b>The learning framework: The teacher sits with each group for a 10-minute guidance.</b></p> <p><b>Independent work in the library/computer room with laptops</b></p>	<p>The teacher clarifies the questions and checks the list of sources.</p> <p>Students begin to answer the question using the sources</p> <p>Work will continue independently in the synchronous lesson</p>	Independent work Keeping to a schedule	30 minutes
<b>Reflection and summary</b>	<p>Each student reflects –</p> <p>What is my place and role in the group? What do I contribute? How is work divided in the group?</p> <p>How did we decide on the division of labor?</p> <p>How can group work be optimized in my opinion?</p> <p>How were the sources chosen for the work?</p>	<p>It is important to gather the whole class again for a 5-7 minute summary at the end of the lesson.</p> <p>A summary of group work</p>		5 minutes

## LESSON PLAN 6

Continue independent work in groups - historical part					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	The subject of the lesson: continuing independent work Opening: class meeting to finalize topics. The learning framework: Students work independently throughout the lesson.	Be aware of where each group sits Move from group to group Give positive feedback to the work of each group		Independent and group learning	5 minutes
<b>Main part of lesson</b> <b>Assignment and assessment</b>	The learning framework: Individual work The teacher as facilitator Each group updates progress in a shared file.	Sit more with the less advanced groups Give the advanced groups independent work Work will continue independently in an asynchronous class.		Self-monitoring and control of work	35 minutes
<b>Reflection and Summary</b>	Reflection: One thing / that I would improve in group work How important do I feel my contribution is to the group? Summary: Each group updates work status in the collaborative file.	Meet in class for summary and to raise questions		Ability to monitor and control the work	5 minutes

## LESSON PLAN 7

### Work on the second part of the assignment - war and protest

Order of instruction	Activities	Terms	EACH principles	Time	
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	<p>The teacher chooses a protest song or two, presents it to the students and in a joint discussion the class finds out what the song and the protest are about.</p> <p>Discussing the meaning of protest songs and who they are intended for + finding sources about the song</p>	<p>Opening: presentation of protest songs: U2 – Sunday Bloody Sunday Pussy Riot: Putin will Teach You How to Love Kendrick Lamar - ELEMENT</p> <p>Chava Alberstein – Chess "Let the Sunshine in" – Hair Etti Ankri - Millions Redemption Song" – Bob Marley Give Peace a Chance</p> <p>The teacher chooses a song and teaches about it as a model for the students. Projecting the song, looking at the words and analyzing them.</p> <p>It is important to look at a protest song that is not related to the specific topic in order to create distance for the purpose of discussion and to help the students to understand.</p>		<p>Ability to analyze a source Narrative vision Locating information Multidisciplinary teaching</p>	15 minutes

		<a href="https://theliberal.co.il/40-%D7%A9%D7%A0%D7%94-%D7%9C%D7%9E%D7%97%D7%90%D7%AA-%D7%9E%D7%95%D7%98%D7%99-%D7%90%D7%A9%D7%9B%D7%A0%D7%96%D7%99/">https://theliberal.co.il/40-%D7%A9%D7%A0%D7%94-%D7%9C%D7%9E%D7%97%D7%90%D7%AA-%D7%9E%D7%95%D7%98%D7%99-%D7%90%D7%A9%D7%9B%D7%A0%D7%96%D7%99/</a>			
Main part of lesson Assignment and assessment	<p><b>The learning framework:</b></p> <p><b>Students will work independently on the second part</b></p> <p><b>The students choose two protest songs:</b></p> <p><b>A song of their choice, on any topic and a protest song related to the Yom Kippur War.</b></p> <p><b>The students must explain what the poem is about, explain what the protest in the poem is about and why they chose this particular poem.</b></p>	<p>Rationale: to establish a position that does not glorify war and creates a critical view.</p> <p>Individual-work in groups</p> <p>Finding songs and searching for their meaning.</p> <p>Work with online sources for each song to understand the meaning.</p> <p>The guidance of the teacher</p>		Critical thinking Choice	20 minutes
<b>Reflection and Summary</b>	<p>Reflection:</p> <p>The students describe their ability and that of the group in finding information and their teamwork.</p> <p>What was my connection to the task - what was interesting?</p> <p>If I could change anything in the work, what would I change?</p>	Meeting in class to sum up		Militarism - pacifism War of choice/no choice	5 minutes

## LESSON PLAN 8

The learning framework: Continue working on the second part of the task - protest Art class meeting					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	Lesson topic: protest Opening: Students meet in an art class The learning framework: An art teacher explains about an element of protest through art and demonstration.	Short lesson of 20 minutes with a teacher of the arts	Creativity Types of protest	Diversity of teaching methods Creativity Multidisciplinary	20 minutes
<b>Main part of lesson Assignment and assessment</b>	The learning framework: The students will work independently on the second part - protest songs	Continue the students' independent work in analyzing protest songs Teacher's guidance (focusing on the weaker groups) Continue working on synchronous learning		Independent working and learning	20 minutes
<b>Reflection and Summary</b>	Filling out the collaborative file  Reflection: describe the way the group works, how are decisions made? How do you organize and plan? Are there disagreements?	Summary among the whole class			5 minutes

## LESSON PLAN 9

Talk by a member of the community					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	Subject of the lesson: Opening: The learning framework: Meeting with a figure from the community - a family member of a student (selected from the family questionnaire)	Find out in advance what the lecture will be about. Prepare the class for the meeting			30 minute talk
Main part of lesson Assignment and assessment	<b>The learning framework: lecture</b>				Time for questions 10 minutes
<b>Reflection and Summary</b>	Reflection: The thing I remember most from the lecture. One thought that came to me from the lecture. One question that occurs to me. What is my family's connection to one of Israel's wars?	Teacher's summary			5 minutes



**LESSON PLAN 10**

Work on third part – the product					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	<p>The subject of the lesson:</p> <p>Opening: the connection between the war and contemporary reality</p> <p>The learning framework:</p> <p>The teacher will describe how the Yom Kippur war is related to our lives - a teacher's example.</p> <p>The teacher will ask the students if they can think of their own connection.</p>	<p>The teacher will present one element in which the war affects our lives today to show their students the connection between an historical event and contemporary reality, for example:</p> <ul style="list-style-type: none"> <li>- Political polarization</li> <li>- Relations with the USA</li> <li>- Change in the intelligence system and the IDF</li> <li>- Peace agreement</li> </ul>		<p>Ability to deduce and apply</p> <p>Relevance to the learner</p>	10 minutes
<b>Main part of lesson</b> <b>Assignment and assessment</b>	<p>The learning framework:</p> <p>Each group chooses one of the parts of the work that they were interested in and creates a product around it.</p> <p>Maybe around the first historical part where they answered the research question or around the protest songs they chose.</p>	<p>Examples of possible products:</p> <ul style="list-style-type: none"> <li>- A series of posters</li> <li>- Podcast</li> <li>- Web page</li> <li>- Position paper</li> <li>- Lesson plan/activity for the class</li> </ul> <p>Synchronous lesson</p>		<p>Encouraging creativity</p> <p>Students choice</p> <p>Differentiation</p> <p>Encouraging independent learning</p>	25 minutes
<b>Reflection and Summary</b>	<p>What are my strengths in creative work and product creation?</p> <p>What are the difficulties?</p> <p>How can the work be improved?</p> <p>Am I represented in the group's work?</p>	Summary among the whole class			5 minutes

## LESSON PLAN 11

Continue working on the assignment + submitting the research paper					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	The subject of the lesson: continuing independent work on the product Opening: The learning framework: independent work	Verify the status of the work of each group Continue guidance - the teacher sits with groups to see the state of the work in preparation for submission		Encouraging independent learning Punctuality	30 minutes
<b>Main part of lesson Assignment and assessment</b>	The learning framework: The students will work independently on the third part	A product related to contemporary reality in the context of the war Instructions on the reflection		Group work	Continue independent work
<b>Reflection and Summary</b>	Principles for presenting work in front of the class - standing in front of an audience	Go over the time frame - submitting the written part of the work to the teacher, without the presentation. Go back to plenum Register each group on a specific date for their presentation  In a synchronous lesson and in consultation with the teacher, work on the presentations		Standing in front of an audience - principles	15 minutes

## LESSON PLAN 12

Presentation 1					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	The topic of the lesson: presenting the works in front of the class Opening: How to behave when listening to peers presenting.	Verify in advance how many groups will present each lesson. You can invite officials from the school to watch		Standing in front of an audience Presenting information in an interesting way	5 minutes
<b>Main part of lesson Assignment and assessment</b>	The learning framework: Each group will spend 5-7 minutes presenting their work and the product	4 -5 groups present in class In addition to the material studied, the product made must also be presented.		Keeping to a schedule	35 minutes
<b>Reflection and Summary</b>	Teacher's summary of the process Fine-tuning of listening procedures The students who gave the presentation will complete a reflection sheet.				5 minutes

## LESSON PLAN 13

Presentation 2					
Order of instruction	Activities		Terms	EACH principles	Time
	Instructions to the students	Recommendations for the teacher			
<b>Introduction</b>	The topic of the lesson: presenting the works in front of the class Opening: How to behave when listening to peers presenting.	Verify in advance how many groups will present each lesson. You can invite officials from the school to watch		Standing in front of an audience Presenting information in an interesting way	5 minutes
Main part of lesson Assignment and assessment	<b>The learning framework:</b> <b>Each group will spend 5-7 minutes presenting their work and the product</b>	4 -5 groups present in class In addition to the material studied, the product made must also be presented.		Keeping to a schedule	35 minutes
<b>Reflection and Summary</b>	Teacher's summary of the process Fine-tuning of listening procedures The students who gave the presentation will complete a reflection sheet.				5 minutes

## LESSON PLAN 14

### Summary of the activity + summative reflection

Order of instruction	Activities	Terms	EACH principles	Time	
	Instructions to the students	Recommendations for the teacher			
Introduction	<p>Lesson topic: must we fight?</p> <p>Opening: testimonies of fighters from different fronts</p> <p>The learning framework:</p> <p>To raise the question, is war necessary? When the answer is yes, what are the other options?</p> <p>To talk about the concept - pacifism and militarism</p>	<p>What is studied more/noticed more - wars or peace agreements? Why?</p> <p>The discussion should involve questions - the students should clarify this according to what they learned in the learning process they went through (including about the War of Independence)</p> <p>Testimonies: <a href="https://www.youtube.com/watch?v=LOEcPKm69oI">https://www.youtube.com/watch?v=LOEcPKm69oI</a></p>	<p>Pacifism</p> <p>Militarism</p> <p>Choosing war</p> <p>Peace</p>	<p>Critical thinking</p> <p>Ability to ascertain positions/values</p>	15 minutes
<p>Main part of lesson</p> <p>Assignment and assessment</p>	<p><b>The learning framework:</b></p> <p><b>Discussion with the teacher in class</b></p> <p><b>Look for a definition for the concepts: Militarism.</b></p> <p><b>War of choice/no choice</b></p>	<p>It is important to establish the view that war is not always necessary and the big picture must be seen.</p> <p>Text: Lomski Feder - ceremonies</p> <p>Militarism in language: <a href="https://www.youtube.com/watch?v=CWDExWo3iTM&amp;t=3s">https://www.youtube.com/watch?v=CWDExWo3iTM&amp;t=3s</a></p> <p>What things are required to settle a dispute? Is it easier to play war or peace?</p>	<p>Reading sources</p> <p>Promoting discussion</p>	20 minutes	

		<p><a href="https://s3.amazonaws.com/Beerit2022/inter-learning-page.pdf">https://s3.amazonaws.com/Beerit2022/inter-learning-page.pdf</a></p> <p>Peace</p> <p><a href="https://www.youtube.com/watch?v=l26nIESCX70">https://www.youtube.com/watch?v=l26nIESCX70</a></p> <p>Do you think the film focuses on the past, the present or the future?</p> <p>Illustrate a thought, question, criticism, agreement that the video evokes in you</p>			
<b>Reflection and Summary</b>	Summary and summative reflection - filling in Google Forms in class.	The students fill in a Google Form reflecting on the whole assignment. The teacher summarizes the learning process			15 minutes

## The structure of the work (presentation)

- Gate
- Introduction + research question - about half a page
- Historical chapter - answer the research question with the help of the sources, about a page and a half
- Chapter on protest - analysis of protest songs, about a page
- Summary and insights - about half a page
- Sources

Rubric		
Rubric	High level	Medium or low level
<b>Product</b> <b>15% of the median</b>	Creative, original, involves all group members, can understand the topic investigated, contains concepts learned, combines a variety of topics	A careless, superficial product, which does not convey information or contains little information, is copied from other sources, does not involve group members, no connection between the topic that the group wrote about and the product.
<b>Team work + punctuality - 15% of the grade</b>	All team members participate, there is a range of opinions, deadlines for submission met and team cooperation, ability to work independently in the team - even outside of school hours, can deal with disagreement.	An atmosphere that does not allow for the sharing of opinions, no teamwork and some students do not participate in assignments, failure to meet deadlines, inability to organize, not a respectful atmosphere
<b>Completing reflection correctly -10% of the grade</b>	Expressing feelings and a reasoned personal opinion, developing a personal line of thought, expressing a clear opinion/position	General, superficial, short and poor writing, no continuity in filling in the reflection, repetition of answers
<b><u>The research paper (60% of the grade) How will it be tested?</u></b> <b>A. Using a variety of sources - 15%</b> <b>B. Clear, orderly and continuous formulation of writing - 15%</b> <b>C. Deep, expansive use of established historical knowledge - 30%</b>	Using a variety of reliable sources and citing the sources worked with. Don't rely on Wikipedia alone.  Writing with clear internal logic, use of paragraphs, spaced writing, structured, ordered answers, uniform font  Use of concepts, development of an answer and expansion, examples, expansion from the source of additional information  Writing according to specifications	Using one source, not specifying the source, using an unreliable source  Messy answer, illogical sentences (indicating a lack of understanding); cramped and dense writing.  Poor answers, without reference in a clear and in-depth manner, failure to use concepts,  Copy-paste



## Independent work sheet 1

**A person has no way of grasping the reality around him without a conception or an organizing theory.**

But fixating on a wrong conception - or one that has passed its time - is dangerous.

The lesson is not to avoid conceptions, but to be aware of the necessity of subjecting it to critical examination, in a dynamic manner.

**Are we aware of the danger in the conceptions we have become fixated on today?**

- **Express your opinion about this statement?**
- What are your perceptions about reality?

For example: do you need a high school diploma to succeed? Will someone who is not good at math have a hard time finding a good job? Is matriculation meaningless today? Does school teach me nothing? People who upload a lot of content to social networks - is his/her life good and fun?

## Homework

Homework - family research and a look at (Assignment: Asynchronous learning)

### Part A:

- Ask the parents about family stories related to the Yom Kippur War:
- Were you alive during the war? What memories do you have? Did the war affect your childhood? Are there any family members who were alive during the war and took part in it (at the front or on the home front)? How do the family members think the war affected the State of Israel?
- Try to find a family connection to the war - write what it is (possibly, more than one) according to the questions.

### Part B:

- a. Write briefly (up to 6 lines) on what you understand by "the Cold War".
- b. Write about the connection between the Yom Kippur War and the Cold War - Find a direct connection and elaborate on it in up to 6 lines.

**Send your answers in a WORD file to the teacher.**