



April 2023

Learning Unit for 1st and 2nd Grade

on

Our National Days

Memorial Day for the Holocaust and Heroism, Memorial Day for IDF Martyrs and Victims of Hostile Acts, Independence Day

Unit Developer

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General information

Unit Developer: Edith Lemond, Yitzhak Ben Zvi School, Herzliya

Based on the book: "Magic and Friends: Songs and Stories for the Whole Year", Tel Aviv, Foreign Exchange

Date of development of the unit: 10.04.23

Field of knowledge: Language, art, holidays and festivals

Age group: Grades 1 – 2

Estimated time for learning: 11 hours of study (after the Passover holiday for about two weeks)

Subject studied: National days of remembrance and celebration.

Sub-theme: Memorial Day for the Holocaust and Heroism, Memorial Day for IDF Martyrs and Victims of Hostile Acts, Independence Day

Key concepts: ceremony, Holocaust, heroism, courage, memory, flag, symbol, anthem, independence

Learning environment: classroom, school



Reasons for choice of subject

Rationale for the teacher and the learning sequence

Memorial days are days of national mourning on which the nation feels the pain of the families, friends and relatives of the fallen and murdered and cherishes their memory and work. The State of Israel was not handed to us on a silver platter but was achieved with much blood. Therefore, it is necessary to teach about the history of the country, its values and symbols and pay respect to those to whom the country owes its establishment.

The teaching processes and learning about the meaning and importance of the national days will be done through reading, writing, listening and speaking and practicing language skills, research and creativity.

General goals:

- To develop students' awareness of the importance of national days in the context of the creation of the State.
- To develop students' awareness of the logic in the transition from Memorial Day to Independence Day.
- To develop in the students a sense of identity and belonging to Israeli society by studying the values and messages of the national days.



The **each** principles

How are **each** principles expressed in the teaching unit?

e — education & values

Every year, the national calendar tells the story of the emergence of Israel: from slavery to freedom, a beacon for revival, from exile to sovereignty. These are days when Israeli society remembers what used to be, respects those who are no longer here, and reminds the citizens of the country of the price of independence in Israel; In the course of the teaching processes of the unit, the students will get to know the country's symbols and its ceremonies and discuss the values of love for the country and the feeling of belonging.

a— academy

Students will learn about the content, meaning and messages of the national days through age-appropriate reading, writing, listening and speaking activities. The unit encourages written and oral expression, self-reflection, interpretive skills of songs, extracting information from visual texts, drawing conclusions and hypothesizing.

c—community

The unit's teaching and learning processes emphasize the emotional, social and value discourse while relating to the various circles of the community: classroom, school, society and state. During the unit, the students will learn and discuss the values of their country and between a person and his neighbor.

h—high tech

The students will design symbols and flags in groups according to the principles and values they have learned and will present the products to the class and the school. During the study unit, the students will practice skills of standing in front of an audience and working in groups oriented towards a collaborative product.



Learning Resources

Learning and reference materials:

[Accompanying slide](#)

Learning products:

- Group logo design
- Group flag design
- Writing and illustration according to the lesson tasks



Lesson program/ study sessions

- Lesson 1: Transition from Memorial Day to Independence Day
- Lesson 2: Preparation for the Day of Remembrance for the Holocaust and Heroism
- Lesson 3: "There I Dreamed", a poem by Bat Sheva Dagan
- -Lesson 4: Tommy's Picture Book, written and illustrated by Bedřich Fritta
- Lessons 5 + 6: Independence Day - The customs of the holiday and its symbols
- Lesson 7: The national flag
- Lesson 8: The national anthem - "Hatikvah" (The Hope) by Naftali Herz Imber
- Lesson 9: Preparation for the Memorial Day for Israel's Fallen Soldiers and Victims of Hostile Acts
- Lesson 10: "Yohai's Father", a poem by Tirza Atar
- Lesson 11: "Let's make a small peace" by Leah Naor

[Accompanying presentation](#)



Program for Lesson 1

Transition from Remembrance Day to Independence Day					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	Students will discuss the connection between Memorial Day and Independence Day	SLIDE 1 in the presentation	Remembrance Day Independence Day	Academy: Studying the basic concepts related to Memorial Day and Independence Day	45 minutes
Practice and assessment	The students will share their previous knowledge, experiences and feelings about the days of remembrance and Independence Day with their friends and discuss the reason why Memorial Day is commemorated immediately before Independence Day.	SLIDE 2 in the presentation It is recommended to expand on Jewish history using the Jewish timeline . Emphasize the rationale for the sequence of dates.		Values: Recognition of the country's values Community: developing thinking about the feeling of belonging to the country Community: develop thinking about the sense of belonging to the country	
Summary and reflection	The students will design a relevant cover for a holiday notebook with a title.				



Program for Lesson 2

Preparation for Remembrance Day (This lesson will be on the day before Remembrance Day)					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	Students will discuss the question "What is memory?"	SLIDE 3 in the presentation	Memory	Academy: Basic concepts related to the Holocaust and Remembrance Day, development of thinking about memory and collective memory	45 minutes
	What and who do we remember?	Since the students are young, care must be taken that the discourse and content is age-appropriate so as not to cause fear and panic, also controlled television viewing.	27th Nissan Holocaust		
Practice and assessment	Students will learn the basic concepts of the Holocaust.	Concepts - SLIDES 4-6 in the presentation	Heroism	Skills: oral discourse and expression of thoughts and feelings in writing and creation.	
	The students will learn how Holocaust Remembrance Day is observed.	Historical background – SLIDES 7-14 in the presentation	Ghetto		
Summary and reflection	Students will record their thoughts in notes or pictures.	Ways of commemorating Holocaust Remembrance Day and the ceremonies - SLIDES 15-16 in the presentation			



Program for Lesson 3

"There I Dreamed" , a poem by Bat- Sheva Dagan					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will discuss the title of the poem "There I Dreamed".		Dream A wish	Academy: Reading and discussing the poem according to its features (title, stanzas, poet) extraction of historical information from the poem; Practicing the basic concepts learned in the previous lesson Skills: listening, speaking and expressing thoughts and feelings in writing and creation	45 minutes
Practice and assessment	The students will listen to the teacher reading the poem "I Dreamed There" The students will discuss the questions What does the girl dream about? Why does she dream of these things?	SLIDE 17 in the presentation Care must be taken as to age-appropriate dialogue and mediation.	Hope		
Summary and reflection	After listening to the poem, the children will write and draw pictures about their own dreams.				



Program for Lesson 4

Tommy's Picture Book, written and illustrated by Bedřich Fritta					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will look at the picture book that Tommy's father drew for his son for his birthday.	Link to Picture book SLIDES 18-19 in the presentation The book is age-appropriate and recommended, the humor and optimism should be emphasized.	Album Remembrance Hope Ghetto	Academy: practicing basic concepts learned in the previous lessons, extracting information from visual texts	10 minutes
	The students will watch a film clip on "Tommy's Picture Book" The students should work in groups. Assignment: Choose two pictures from the album and guess why Tommy's father drew them for him.	You should watch the video about the book Tomi from the broadcasting system starting at 4:30		Academy: hypothesizing, higher order thinking Skills: discourse and cooperative group work and promotion of interpersonal interactions	20 minutes
	The students will show the pictures they have chosen to the class and explain the probable messages of the father to his son. The students will listen to the teacher reading the letter written by Tommy's father at the end of the book.	Possible follow-up activities: Preparing a new album for Tommy with a new cover, painting based on certain paintings.		Skills: listening and standing in front of an audience	15 minutes



Program for Lessons 5 - 6

Independence Day – Customs and symbols

Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will define and discuss the question of what an independent child is.	Slides 20 – 21 of the presentation	Independent Independence Independence Day	Academy: familiarization and learning of basic concepts on the subject; higher order thinking Skills: oral and written expression.	10 minutes
	The students will learn what an independent country is. The students will recognize the symbols of an independent country: its flag, its anthem. The students will recognize the symbol of an independent country and learn about it. The students will draw and color the state symbol in their notebook (attached above on page 19).	Slide 22 of the presentation Slide 24 - 28 of the presentation Slide 29 of the presentation	Symbol Flag Anthem		30 minutes
Summary and reflection	The students will work in groups and each group will create a symbol according to the common values of its members. The students will present the group symbols in class.	For the students to create their group's symbol, they need creative materials: fabrics, colors, pages, numbers, glue, etc.		Entrepreneurship: working in a group and creating a joint product that represents its values Community: promoting interpersonal interactions in the group and in the classroom; Identifying common values Cooperation and creativity	45 minutes



Program for Lesson 7

The national flag						
Teaching Course	Activities		Terms	each model principle	Time	
	Instructions to students	Recommendations to the teacher				
Introduction	<p>The students will read the title of the informative text aloud "All country flags" The students will describe what they know about flags, and which flags they know.</p>		<p>A discourse on flags should be led not only in the context of the national flag, but also where flags are placed in the personal, public space and around the school.</p>	Flag	Academy: reading comprehension; listening comprehension; Basic concepts and their application in writing and creativity.	5 minutes
	Practice and assessment	<p>The teacher will read the informative text "All country flags" to the children. The students will perform tasks on pages 36-34 in the booklet "Magic and Friends"</p> <ul style="list-style-type: none"> ● Coloring the flag according to the picture ● Describe the flag's structure and colors ● Identifying verbs that refer to the flags according to the text ● Discussion of the uniqueness of flags of countries in the world ● Completing the colors of flags from different countries in the world 				<p>SLIDE 30 from presentation</p> <p>The text should be read in an age-appropriate manner and words that are likely to be unfamiliar to the students should be emphasized (public buildings, mast, UN, etc.)</p>
Summary and reflection		<p>The students will discuss the questions:</p> <ul style="list-style-type: none"> ● What is special about our class? ● What makes us unique? ● What will the flag look like and what will the colors be? <p>The students will design a class flag according to the characteristics and principles they have learned.</p>		<p>Exhibition with the flags created by the students and presented to the school.</p>		<p>Entrepreneurship: working in a group and creating a joint product that represents its values</p> <p>Community: promoting interpersonal interactions in the group and in the classroom;</p> <p>Identifying common values</p> <p>Collaborative and creative skills.</p>



◀ Program for Lesson 8

The national anthem - "Hatikvah" (The Hope) by Naftali Herz Imber					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will listen to and read the national anthem	Slide 31 in the presentation	The spirit yearns	Academy: Verbal and interpretive discussion of the anthem; the poet and the circumstances of writing the poem; The ceremonies when the anthem is sung. Values: sense of belonging to the country for its values and symbols.	5 minutes
Practice and assessment	The students will learn about the meaning of singing the national anthem and the ceremonies connected to it. The students will learn about the poet Naftali Herz Imber, who is credited with writing the song. and the circumstances of the writing of the anthem. The students will become familiar with and learn the words of the song and their meaning.	Since the words of the anthem are elevated and uncommon, it is necessary to prepare their interpretation in advance and teach them in a manner suitable for their age and abilities.	Eyes turned towards Hope Zion		25 minutes
Summary and reflection	The students will choose a sentence from the anthem, copy it into a notebook and decorate it accordingly.				15 minutes



Program for Lesson 9

Preparation for the Memorial Day for Israel's Fallen Soldiers and Victims of Hostile Acts					
Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	Based on their knowledge the students will describe what is being celebrated tonight and the next day	SLIDE 32 of the presentation	Memorial Day Ceremony Siren Attention	Academy: Study and practice of basic concepts related to Memorial Day Values: belonging to the country, love of the land Community: Belonging to the country, to its rituals and symbols	10 minutes
	The students will learn about the meaning of Memorial Day, the customs (siren, standing still) and the ceremonies.	SLIDE 35 - 41 of the presentation	Love of country Native		25 minutes
Summary and reflection	The students will write the word "remember" in their notebooks. The students will color the page attached above on page 19.		Prayer of remembrance		10 minutes



Program for Lesson 10

"Yohai's Father", a poem by Tirza Atar

Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	The students will read the title of the poem "Yohai's Father" and guess what the subject of the poem is.	Slide 42 from the presentation	coping distress	Academy: interpretive skills of a poem; Practicing the structural characteristics of a poem (title, stanzas, contrasts, etc.) Skills: Poetry and learning by heart.	10 minutes
Practice and assessment	<p>The students will listen to the teacher who will read the poem, "Yohai's Father"</p> <p>Students will discuss in class:</p> <ul style="list-style-type: none"> • First stanza: What is the situation described? Who is the speaker? • Second stanza: What is the meaning of the word "but"? What are consolations? • Third stanza: What is the situation described? How does Yohai deal with the situation? • Fourth stanza: What is Yohai's insight? <p>Additional guiding questions: What is the meaning of the expressions "did not return" and "will not return"? What are the contrasts in the poem? How does the structure of the poem relate to its meaning?</p>	Discussion appropriate for the age	consolation		30 minutes
Summary and reflection	The students will summarize what they learned in class.				5 minutes



◀ Program for Lesson 11

"Let's make a small peace" by Leah Naor

Teaching Course	Activities		Terms	each model principle	Time
	Instructions to students	Recommendations to the teacher			
Introduction	<p>The students will discuss the different meanings and uses of the word "peace".</p> <p>The students will discuss the title of the song "Let's make a little peace".</p>		Peace Sacrifice	Academy: Getting to know the different uses of the word peace. Values: the value of peace	10 minutes
Practice and assessment	<p>The students will listen to the teacher read the song "Let's make a small peace".</p> <p>The students will perform tasks on pages 38-39 in the booklet, "Magic and Friends" on the literal and conceptual meaning of the song.</p>	SLIDE 43 of the presentation.		Community: A study of positive interpersonal interactions	25 minutes
Summary and reflection	<p>The students will discuss how to make peace between friends, "peace with myself" and offer practical suggestions.</p>	<p>A meaningful discussion should be led in the classroom.</p>	Sacrifice Flexibility Conciliation		10 minutes

Examples of learning products

