



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

Idit Lemond, Yitzhak Ben Zvi School, Herzliya



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					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
45 minutes	<p>Academy: Studying the basic concepts related to Memorial Day and Independence Day</p> <p>Values: Recognition of the country's values Community: developing thinking about the feeling of belonging to the country</p> <p>Community: develop thinking about the sense of belonging to the country</p>	Remembrance Day	SLIDE 1 in the presentation	Students will discuss the connection between Memorial Day and Independence Day	Introduction
			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.	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.
					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)					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
45 minutes	<p>Academy: Basic concepts related to the Holocaust and Holocaust Remembrance Day, development of thinking about memory and collective memory</p> <p>Skills: oral discourse and expression of thoughts and feelings in writing and creation.</p>	Memory	<p>SLIDE 3 in the presentation</p>	<p>Students will discuss the question "What is memory?"</p>	Introduction
		27th Nissan	<p>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.</p>	<p>What and who do we remember?</p>	
		Holocaust	<p>Concepts - SLIDES 4-6 in the presentation</p> <p>Historical background – SLIDES 7-14 in the presentation</p> <p>Ways of commemorating Holocaust Remembrance Day and the ceremonies - SLIDES 15-16 in the presentation</p>	<p>Students will learn the basic concepts of the Holocaust.</p> <p>The students will learn how Holocaust Remembrance Day is observed.</p>	Practice and assessment
		Heroism			
		Ghetto		<p>Students will record their thoughts in notes or pictures.</p>	Summary and reflection

Program for Lesson 3

"There I Dreamed" , a poem by Bat- Sheva Dagan					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
45 minutes	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	Dream		The students will discuss the title of the poem "There I Dreamed".	Introduction
		A wish			
		Hope	SLIDE 17 in the presentation Care must be taken as to age-appropriate dialogue and mediation.	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?	Practice and assessment
				After listening to the poem, the children will write and draw pictures about their own dreams.	Summary and reflection



Program for Lesson 4

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

Program for Lessons 5 - 6

Independence Day – Customs and symbols

Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
10 minutes	Academy: familiarization and learning of basic concepts on the subject; higher order thinking Skills: oral and written expression.	Independent Independence Independence Day	Slides 20 – 21 of the presentation	The students will define and discuss the question of what an independent child is.	Introduction
30 minutes		Symbol Flag Anthem	Slide 22 of the presentation Slide 24 - 28 of the presentation Slide 29 of the presentation	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).	
45 minutes	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		For the students to create their group's symbol, they need creative materials: fabrics, colors, pages, numbers, glue, etc.	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.	Summary and reflection



Program for Lesson 7

The national flag					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
5 minutes	Academy: reading comprehension; listening comprehension; Basic concepts and their application in writing and creativity.	Flag	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.	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.	Introduction
20 minutes		Israeli flag Public buildings Ceremony Standing for the flag	SLIDE 30 from presentation 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.)	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" <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 	
20 minutes	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 Collaborative and creative skills.		Exhibition with the flags created by the students and presented to the school.	The students will discuss the questions: <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? The students will design a class flag according to the characteristics and principles they have learned.	Summary and reflection





◀ Program for Lesson 8

The national anthem - "Hatikvah" (The Hope) by Naftali Herz Imber					
Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
5 minutes	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.	The spirit yearns	Slide 31 in the presentation	The students will listen to and read the national anthem	Introduction
25 minutes		Eyes turned towards Hope Zion	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.	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.	Practice and assessment
15 minutes				The students will choose a sentence from the anthem, copy it into a notebook and decorate it accordingly.	Summary and reflection



Program for Lesson 9

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

Program for Lesson 10

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

Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
10 minutes	Academy: interpretive skills of a poem; Practicing the structural characteristics of a poem (title, stanzas, contrasts, etc.) Skills: Poetry and learning by heart.	coping distress consolation	Slide 42 from the presentation	The students will read the title of the poem "Yohai's Father" and guess what the subject of the poem is.	Introduction
30 minutes			Discussion appropriate for the age	<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>	
5 minutes			The students will summarize what they learned in class.	Summary and reflection	

◀ Program for Lesson 11

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

Time	each model principle	Terms	Activities		Teaching Course
			Recommendations to the teacher	Instructions to students	
10 minutes	Academy: Getting to know the different uses of the word peace. Values: the value of peace	Peace Sacrifice		<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>	Introduction
25 minutes	Community: A study of positive interpersonal interactions		SLIDE 43 of the presentation.	<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>	Practice and assessment
10 minutes		Sacrifice Flexibility Conciliation	A meaningful discussion should be led in the classroom.	The students will discuss how to make peace between friends, "peace with myself" and offer practical suggestions.	Summary and reflection

Examples of learning products

