



ASK HERZL

Program Title: Heroes (Gibborim)

Program Tagline: Learn about some of the most important heroes in the making of Modern Israel

Target Audience: Elementary school, Middle School

Grade: 5, 6, 7, 8

Length of Program: 30 minutes

Goal: This activity gives one-page overviews of a number of Israeli military heroes and activities based on age group. You can make it a single program about a single hero or bring in a new hero every week or month.

Implementation:

In the attached PDF you will find one page biographies of the below heroes. At the end of the PDF there are group questions for each hero, broken down by age range. Find the one hero you want to delve into, or create a weekly or monthly time to learn about them all.

The gibborim (heroes) include:

Yosef Trumpeldor

Chana Senesh

Paul Kaye

David Daniel "Mickey" Marcus

Raphael "Rafal" Eitan

Shimon "Katcha" Cahaner

Ariel "Arik" Sharon

Roni Zuckerman

Michael Levin

Yesamu Yalau

The activities are broken down by age:

Grades 3-5

Grades 6-8

Grades 9-12



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Yosef Trumpeldor, 1902



Kadima קדימה! Forward!

THE STORY OF YOSEF TRUMPELDOR

Yosef Trumpeldor was born in Russia in 1880. At the age of 22, he joined the Russian army, serving in the Russo-Japanese War. Trumpeldor lost his left arm in the siege of Port Arthur, the longest and most vicious land battle of the war, and was taken prisoner. He received a medal of honor from the Tsar (the leader of Russia), and because of his bravery, became the first Jewish military officer in the Russian army. In 1910, Yosef moved from Russia to *Eretz Yisrael* - the land of Israel. He lived on Kibbutz Degania, the very first kibbutz, which was just getting started. The kibbutz was founded by Russian immigrants.

When World War I broke out, the Turks governed the land that would later become the State of Israel. Trumpeldor refused to become an Ottoman citizen and join the Turkish army and was deported to Egypt. He preferred to fight on the side of the British. At first, the British did not want Jewish men to be soldiers; they only wanted them to carry supplies on mules.

In 1915, Trumpeldor helped form the Zion Mule Corps, a British military unit made of Jewish volunteers from the Middle East. After seeing the bravery of the Zion Mule Corps, British General Sir Ian Hamilton said,

“The men have done extremely well, working their mules calmly under heavy shell and rifle fire, showing a more difficult type of bravery than the men in the front line who had the excitement of combat to keep them going.”

The success of the Zion Mule Corps led to the formation of the Jewish Legion, a combat unit in the British armed forces. Their symbol was a menorah with the word *Kadima!* קדימה! Forward!

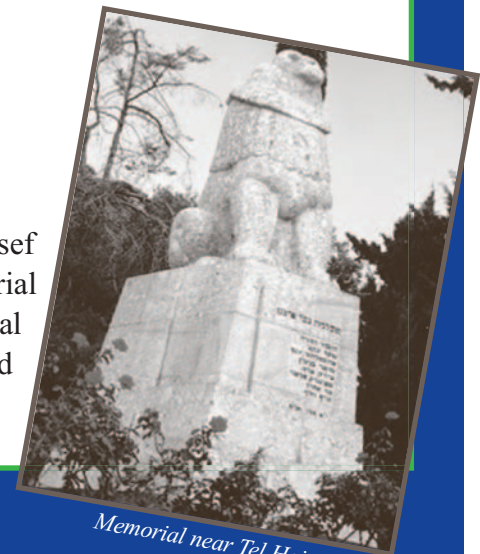
Yosef Trumpeldor returned to Russia at the end of World War I. In 1918, he formed *Hechalutz*, a group that taught young people how to farm so that they could be *chalutzim* (pioneers) in *Eretz Yisrael*.

Yosef came back to *Eretz Yisrael* in 1919. He went to the northern Galilee to help defend the settlement of Tel Hai, where the *chalutzim* were under Arab attack. On March 1, 1920, he was fatally wounded.

Yosef Trumpeldor's last words are famous:

“*Ein davar, tov lamut be'ad arzenu* אין דבר; טוב למות בעד ארצינו
Never mind; it is good to die for our country!”

Shortly after his death, a new settlement was started. It was named Tel Yosef in his memory. Trumpeldor was buried near Tel Hai, and in 1934, a memorial was built at his gravesite. JNF has helped to restore and preserve this memorial for future generations. Yosef Trumpeldor's life story has inspired songs and poems and he is remembered as a hero and a pioneer.



Memorial near Tel Hai

A Paratrooper and a Poet

THE STORY OF CHANA SENESH



Chana Senesh

Chana Senesh was born on July 17, 1921 and grew up in a Jewish-Hungarian upper-class home. She was the daughter of Bela Senesh, a distinguished playwright, and his wife Katrina. Bela died when Chana was only six. Aspiring to be a writer like her

father, she composed her first poem (dictated to her grandmother because she could not yet write very well) shortly after his death. When she was ten years old, Chana enrolled in a private Protestant girls' school which had recently begun to admit Catholics and Jews. Catholic students were required to pay double the normal tuition; Jews, triple. Chana was an excellent student; she even won a scholarship that helped pay the extra tuition. At the age of thirteen, Chana began to keep a diary, from which we have learned much about her. At first, her cares seem frivolous, worrying more about what color dress to wear to a party than about events in the world around her. Then, at age seventeen, her diary entries begin to reflect her growing, more serious nature. Chana was elected president of her school's literary society, but was forced to resign because a Jew could not hold office. Chana decided to leave the literary society rather than give up her beliefs and her people. She found a new strength and pride in her Jewish identity. Chana wrote: "I've become a Zionist... I now consciously... feel I am a Jew, and am proud of it. I'm convinced Zionism is Jewry's solution to its problems, and that the outstanding work being done in Palestine is not in vain."

In 1939, almost one-quarter of Budapest's population was Jewish, and very few thought of leaving this comfortable city known as the "Paris of the East." Chana made *aliyah* (moved to *Eretz Yisrael* - the Land of Israel) and enrolled at the Girls Agricultural School in Nahalal where she prepared for life as a farmer on a *kibbutz*. She traveled throughout *Eretz Yisrael* and learned Hebrew. After graduation, she was accepted as a member on Kibbutz S'dot Yam, located next to ancient Caesarea. She worked hard and spent her free time walking along the Mediterranean's sandy beaches. Worried about her mother in Hungary and all of Europe's Jews, Chana wrote a poem-prayer as she walked along the beach:

*O Lord, my God, I pray that these things never end—
The sand and the sea, the rush of the waters,
The crash of the heavens, the prayer of man.*

As reports reached *Eretz Yisrael* of the horrors of the Nazi Holocaust, Chana worried about her mother in Hungary, and vowed to go back and rescue her, if possible. Around that time she learned that the *Haganah*, (Jewish underground army in Israel) was organizing a group of Jewish fighters to parachute behind enemy lines in Nazi-occupied Europe to rescue downed Allied pilots, help Jews, and organize resistance against the Nazis. Chana volunteered and went through rigorous commando and paratroop training to prepare for the mission. Altogether, 32 parachutists were chosen, including Chana, the first woman volunteer. On the day before her departure, Chana learned that her brother, Giora, was arriving in Israel as a new immigrant and she was able to spend her last day in Israel with him.

On March 11, 1944, Chana parachuted into Nazi-occupied Yugoslavia and met up with local partisans (secret group fighting the Nazis). In June 1944, Chana Senesh crossed into Hungary. She carried with her a top secret radio transmitter and hoped to rescue her mother and other Jews. Sadly, Chana was captured immediately. She was held prisoner for several months in a Gestapo jail in Budapest. During this time, she was tortured and beaten but did not give the Nazis the information they were seeking. The Nazis arrested Chana's mother and brought her to the prison where she was shocked to learn that her daughter was not safe in *Eretz Yisrael* but was behind bars in Budapest. The Nazis demanded that Mrs. Senesh make her daughter talk, but the brave woman had faith in her daughter and did not try to pressure her. The two were locked up in the same prison and were able to communicate by hand signals across the courtyard. On November 7, 1944, Chana faced a Nazi firing squad. She refused to be blindfolded and told the Nazis, "I am not afraid of you and I am not afraid of death!"

In 1950, after Israel's War of Independence, her coffin was flown to Israel and she was reburied with full military honors in the National Military Cemetery on Mt. Herzl in Jerusalem.

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“Something for My People”

THE STORY OF PAUL KAYE



Paul Kaye

Paul Kaye was born and raised in New York. In 1947, after completing his World War II service in the United States Navy, he was secretly recruited by the *Haganah*, the

Jewish army that became the Israel Defense Force when the State of Israel was founded. Paul’s assignment was to be an officer on a ship that would secretly bring Jewish refugees of World War II to a new life in *Eretz Yisrael* - the Land of Israel. The ship was named “*Hatikvah*,” the Hope, because it was the hope and dream of these survivors to find a better life in a land of their own.

The refugees came to Italy from all over Europe in trucks. Usually they were required to give bribes to guards on patrol at check points in order to pass. Originally meant to hold 300 people, *Hatikvah* was refurbished with beds made from wooden slats so that 1,450 people could be transported. The crew of the *Hatikvah* met the refugees at a port, took them on board and made their way into the Mediterranean Sea. Unfortunately, the British who controlled the land that would soon become the State of Israel would not allow Jewish refugees to enter. They spotted *Hatikvah*, came alongside, and boarded her. They towed the ship into Haifa and placed the passengers on prison ships. The British sent Paul, along with these passengers, to a British prison camp in Cyprus. The American crew of *Hatikvah* acted like European immigrants because the US government did not officially approve of their activity and they would have been punished, if caught. The crew and the refugees arrived at the British prison in Cyprus. Some escaped, but many waited to go to *Eretz Yisrael* on the quota system the British had established. When some crew members of the *Hatikvah* were scheduled to be transferred, along with 750 refugees, on a British prison ship from Cyprus to Haifa, the *Haganah* smuggled explosives into the

prison camp and the crew smuggled them onto the British prison ship.

The plan was to sink the British prison ship to protest the outrageous treatment of the refugees. The plan was a success! After all of the people had left the British prison ship in Haifa, she exploded and sank in the port. Paul was transferred to the Atlit Immigrant Detention Camp, built by the British, south of Haifa, but he escaped through a tunnel that the prisoners dug and went to help Jewish refugees in France. JNF has helped restore and preserve Atlit Detention Camp site for future generations to see.

In 1948, Paul returned to New York and sailed another clandestine ship, the *S.S. Director*, to Marseilles, France. From there, he transported 1500 Holocaust survivors to Israel. This ship, renamed the *S.S. Galila*, was able to sail under the Israeli flag. In the same year, Paul joined the Israeli navy as part of their new Seal unit.

As an American veteran of the IDF, he served with the Israel Consulate during the Six-Day War (1967) and with the Israel Defense Ministry during the Yom Kippur War (1973). Paul travels to Israel regularly. For many years, he accompanied hundreds of teenagers on an exciting trip sponsored by Young Judea paralleling his earlier experiences. The teens were thrilled to meet a real, live hero and hear his story.

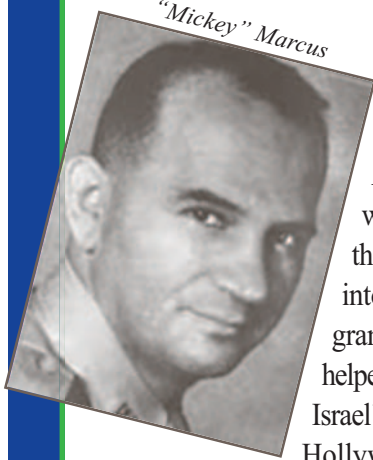
When asked what motivated him to take such a risk when he could have simply returned home after serving in WWII, Paul answered, “All I wanted was to do something for my people.” Paul now lives in Bayside, NY. In 1997, he married Susan Turner, whom he met while she was president of South Huntington Jewish Center, and he was president of Temple Hillel on Long Island. They are still active members of both synagogues. Between them, they are blessed with five children and ten grandchildren.

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A Soldier for All Humanity

THE STORY OF "MICKEY" MARCUS



David Daniel "Mickey" Marcus

was born on February 22, 1902 on the lower east side of Manhattan, into a poor family of Romanian immigrants. He was a tough street kid who helped to save Israel in 1948 and became Israel's first general in nearly 2000 years. Hollywood immortalized Marcus in a

movie, "Cast A Giant Shadow."

"Mickey" Marcus was raised in the Brownsville section of Brooklyn. He attended Boys High School where he was an outstanding student and a gifted athlete. His excellent high school record gained him admission to West Point in 1920 and he graduated in 1924. After completing his active duty requirement in the US Army, he attended law school and became a respected attorney. Marcus spent most of the 1930s prosecuting gangsters. New York's Mayor, Fiorello H. La Guardia, named him Commissioner of Corrections for New York City in 1940.

When Pearl Harbor was attacked in 1941 and American involvement in World War II began, Colonel Marcus volunteered for active duty in the military. He left his promising legal career and initially served in Hawaii. In 1944, he participated in the D-Day invasion of Normandy, joining the first wave of paratroopers parachuting into France. He helped liberate the Dachau Concentration Camp in 1945. The evidence of the horrible atrocities inflicted on the Jews during the Nazi Holocaust strengthened his belief that his people needed a Jewish homeland in Israel.

In 1947, after Marcus returned to civilian life, he was asked by David Ben-Gurion to find an American military advisor for the small Jewish army, the *Haganah*. Marcus was not able to find a suitable person, so he volunteered himself. The United States War Department allowed Colonel Marcus, still in the U.S. Reserves, to undertake the mission but asked him to disguise his name and rank to avoid issues with the British Mandate of Palestine. He

arrived in *Eretz Yisrael* in January 1948 using the name "Mickey Stone."

When the new State of Israel was proclaimed on May 14, 1948, the small nation was invaded by hostile Arab armies. Israel had no air power, few tanks, and limited arms or ammunition.

Jerusalem was under siege by the Arab Legion. On May 28, the Jewish Quarter in the Old City of Jerusalem surrendered. Arab soldiers cut off the road to the New City of Jerusalem isolating 85,000 citizens of Israel. Strong leadership was needed and Ben-Gurion appointed David Marcus Supreme Commander of the Jerusalem front and gave him the rank of *Aluf*, General. He was the first to hold that rank since Judah Maccabee over 2100 years ago.

Aluf Marcus knew that he had to break the Arab siege of Jerusalem. The roads were blocked by charred vehicles, a grisly reminder of past attempts. Marcus was determined to find an alternate route. Three Israeli soldiers had found a goat path from Tel Aviv to Jerusalem that ran parallel to the blocked road. Marcus developed a strategy to enlarge this path, allowing additional troops and equipment to enter. The Israelis fought, and the siege of Jerusalem ended, just days before the United Nations negotiated a cease fire. Israel was joyously victorious.

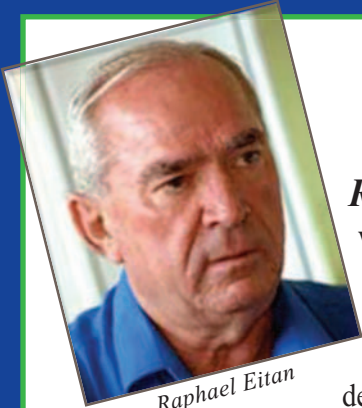
Sadly, David "Mickey" Marcus did not live to celebrate the peace. Six hours before the cease fire began, in the village of Abu Ghosh near Jerusalem, he was accidentally killed by a Jewish guard. Marcus had been unable to sleep that night and had walked beyond the guarded perimeter. He was seen approaching, wrapped in a bedsheet, and when he failed to answer the sentry correctly he was killed by a single fatal shot. Marcus's body was flown back to the United States where he was buried at West Point with full military honors. On his tombstone he is distinguished as "A Soldier for All Humanity."

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Soldier, Pilot and Farmer

THE STORY OF RAPHAEL EITAN



Raphael Eitan

Raphael "Raful" Eitan

was a General, Chief of Staff of the Israel Defense Force, and later in life, a politician. He spent most of his youth

defending *Eretz Yisrael* - the

Land of Israel. Eitan participated in every

war during his lifetime and was wounded five times.

He was a true *Sabra* - beneath his tough exterior there was a man who loved poetry and often wrote rhymes.

(*Sabra* is a term used to describe a person born in Israel.

The word comes from the Hebrew name of a cactus plant that is thorny on the outside but soft and sweet inside).

Raphael Eitan was born on January 11, 1929 in Afula when *Eretz Yisrael* was ruled by the British. He was raised on Moshav Tel Adashim where he spent most of his life. (A *Moshav* is a cooperative village or agricultural settlement).

During Israel's War of Independence in 1948, Eitan was a young officer in the *Palmach*, the *Haganah*'s elite "strike force." He received a head wound while bravely fighting in Jerusalem.

Then, in 1956, Eitan fought in the Sinai Campaign. The conflict began in 1955, when Egypt blocked access to Eilat, which stopped most of Israel's trade with Africa and the Far East. On July 26, 1956, Egypt nationalized the Suez Canal, even though most shares of the Canal were owned by Britain and France. Diplomacy failed to change Egypt's actions. On October 29, 1956, Britain and France, together with Israel, launched military action in the Sinai Peninsula. Eitan led the 1st Battalion 890 Paratroop Brigade who parachuted into the eastern end of the Mitla Pass (a narrow space in the Sinai between mountain ranges to the north and south). A historic battle was fought there - in only 100 hours, IDF forces advanced to just 10 miles short of the Suez Canal. They

stopped there, because of an agreement they had made with Britain and France. On November 7, 1956, the conflict ended with a cease-fire agreement from the United Nations.

Raphael Eitan also served as an infantry and paratroop officer during the Yom Kippur War and his unit advanced within 5 miles of Damascus (the capital of Syria).

Raphael Eitan became Chief of Staff in 1978 and served in this position until 1983. It was during this time that he organized a special course of army service for disadvantaged teenagers, boys from poor economic backgrounds or juvenile criminals. Known as "Raful's Boys," they were provided with special education and training to make them eligible for service in the Israel Defense Forces.

Eitan became a Knesset member after he left the army in April 1983. His background as a farmer, closely connected to the land, made him popular with the Israeli public. He was a conservative and believed in tough policies toward Palestinian terrorists. Eitan was politically opposed to giving land to the Palestinians as part of peace talks. From 1988-91, he served as Minister of Agriculture. In 1999, his party failed to win any Knesset seats and Eitan retired from politics.

Farming was Raphael Eitan's true profession. He fought in every war but when it was possible, he always returned to the land. He called himself a "soldier, pilot and farmer." In 2004, Eitan accepted a job working on the port renewal project in the Ashdod seaport. On the morning of November 24, 2004, he was swept off a breakwater by a large wave. He was lost in rough seas for more than an hour, and when his body was finally pulled out of the water, he could not be revived.

As a typical member of Israel's founding generation, Eitan was a tough, brave soldier. He dedicated his life to serving the fledgling state of Israel.



A Hero for All Time

THE STORY OF "KATCHA" CAHANER

Shimon "Katcha" Cahaner has always been a fighter. Growing up in *Eretz Yisrael* - the Land of Israel, during the time it was controlled by the British, students were expected to learn English in school.

Today, Katcha apologizes for having less-than-perfect English. "We didn't like the British," he explains, "so we threw that teacher out of our classroom."

Katcha was born to Russian immigrants and lived on a farm. This early exposure to the very soil of the *Eretz Yisrael* is what fuels his belief in the State of Israel. He believes now, as he always has, that "if you don't hold the land in your hands, you will lose it."

In 1967, during the Six-Day War, Katcha was called upon to take the land in his hands. On May 22, Egypt blockaded the Straits of Tiran, the waterway that connects Israel to the Red Sea. This move was made to prevent shipments of oil from reaching Israel. In addition, Arab nations had massed their armies at Israel's borders. Israel was in a dire situation. 425,000 Arab troops, including 2,800 tanks and 800 Egyptian aircraft were now surrounding the Jewish State. On June 5, Prime Minister Levi Eshkol gave the order to attack Egypt. The Israeli Air Force conducted a mission over Egypt and decimated the Egyptian Air Force while it was still on the ground, assuring Israel air supremacy throughout the rest of the war. After that initial strike, Israel deployed ground troops to fight on three different fronts – against Egypt in the south; Syria in the north; and Jordan in the west. As the deputy commander of the paratroop company of the 28th Battalion of the Israel Defense Forces (IDF), Katcha led his men into battle against the Jordanian army. After two days of battles, first in Jerusalem and then in the Golan Heights, on the Syrian border, Katcha and his men finally got to walk in the Old City of Jerusalem. They entered as heroes through the Lion's Gate, and through their bravery, the dream of *Yerushalaim Meuchedet*, a unified Jerusalem, finally

came true. "Entering Jerusalem was a special feeling. I felt it in my foot and it has come to my heart. I touched the stones and it felt like an electric shock." When the paratroopers entered the Old City, they opened its gates to the Jewish people for the first time in centuries. The Jordanians had previously controlled the Old City, and though a small Jewish population lived there, it was not open to the greater Jewish community. When Katcha and the other soldiers first entered, the Old City looked very different than it does today. The Western Wall, the iconic landmark of the Old City, was covered in garbage with only a narrow strip of wall exposed – nothing like the broad plaza that it has become today, thanks in large part, to the efforts of Katcha and his soldiers during the Six-Day War.

The most important battle in the Six-Day War, which enabled the Israelis to capture the old city of Jerusalem, was fought on *Givat Hatachmoshet*, Ammunition Hill, between the Israelis and the Jordanians. In less than five hours, 70 Jordanians and 37 Israelis lost their lives. The winding trenches and huge bunker held by the Jordanians were successful in resisting the IDF, until the Israelis were able to blow up the bunker. The tide of the battle changed and Israel was victorious. Because of the heroic acts of Katcha and other soldiers like him, and the strategic attack on the Egyptian Air Force, Israel was able to win the war in only six days. In addition to saving lives and preserving the State of Israel, this also gave the war its name – The Six-Day War.

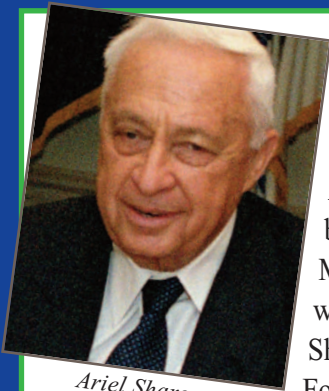
Today, Ammunition Hill is a museum, supported by the Jewish National Fund. Visitors can walk through the trenches and see just what the Israeli forces had to overcome. Katcha now travels the world to raise money for the museum. The current project at Ammunition Hill is the Wall of Honor, which is to be filled with tributes to individual Jews, past and present, who have served in the military of any country.

Katcha is a hero for all time. His efforts on the battlefield helped shape the State of Israel that we know today, and his efforts in support of Ammunition Hill are a tribute to veterans of every era.

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Brilliant in War and in Peace

THE STORY OF ARIEL SHARON



Ariel Sharon

Ariel "Arik" Sharon was born on February 27, 1928 in Kfar Malal. He joined the *Haganah* when he was only fourteen years old. Sharon served in the Israel Defense Force for over twenty-five years and retired with the rank of Major General. In 1948, he fought in the War of Independence and was wounded. During the Sinai Campaign in 1956, he commanded a paratroop brigade, leading an operation to conquer the Mitla Pass. In the 1967 Six-Day War, Sharon was in command of the most powerful armored division on the Sinai front.

Sharon retired but was called back to active duty, along with his armored division, to fight in the Yom Kippur War on October 6, 1973. Some historians believe that his leadership enabled Israel to be victorious in the Sinai. Caught off guard by the Egyptian attack, Israel achieved an extraordinary recovery by moving their tanks quickly into the weak spot between the two Egyptian armies. They were able to encircle the Egyptian Third Army, cross the Suez Canal, and end the war due to Sharon's superb tactical maneuvers. Israel's victory in the Yom Kippur War led to an eventual peace with Egypt. A photo of Sharon with his head bandaged taken near the Suez Canal became a famous symbol of Israel's military power.

Ariel Sharon was instrumental in establishing the right-wing Likud party after the Yom Kippur War. During the peace negotiations with Egypt, he persuaded Prime Minister Menachem Begin to agree to remove the settlements in the Sinai in order to obtain peace with Egypt. However, Sharon was in favor of expanding Israeli settlement activity in the West Bank and Gaza.

In 1981, Sharon was appointed Defense Minister, and he served in this capacity during the 1982 Lebanon War and the controversial massacres at the Lebanese refugee camps Sabra and Shatila. Christian Lebanese forces murdered hundreds of Muslim refugees in retaliation for the assassination of (Christian) Lebanese President-elect Bashir Gemayel, and

Israel accepted indirect responsibility for allowing the Christian Lebanese forces to enter the camps. As a result, Ariel Sharon resigned his post.

Ariel Sharon was appointed Foreign Minister in 1998. While serving as Foreign Minister, he met with U.S., European, Palestinian and Arab leaders to advance the peace process. After the resignation of Benjamin Netanyahu in 1999, Sharon was elected Chairman of the Likud Party. His visit to the Temple Mount complex in September 2001 was used as an excuse for a wave of Arab violence that brought about the fall of Prime Minister Ehud Barak. In an election held on February 6, 2001, Ariel Sharon was elected Prime Minister. He pursued an uncompromising attitude toward Palestinian terror groups and their leader, Yasser Arafat. Sharon's stand against terrorists received more support from the U.S. and European countries after the World Trade Center and the Pentagon were attacked on September 11, 2001; Sharon formed a close relationship with the U.S., based on the common interest of fighting terrorism.

By 2004, it was evident that under Ariel Sharon's direction, Israel had decreased the wave of terror. Sharon began to build a controversial security barrier along Israel's eastern borders. He decided on a bold plan which he hoped would ensure a higher degree of security for Israel and improve the lives of Palestinians. The plan called for complete withdrawal of the Jewish communities and troops from the Gaza Strip. Between August 16 and August 30, 2005, Israeli soldiers and residents left the area, ending Israel's presence in the Gaza Strip. The withdrawal from Gaza sparked bitter protests from Sharon's Likud Party. On November 21, 2005, Sharon formally resigned from the party to form "Kadima," a centrist party. He did not condone withdrawals of settlements from the West Bank. He insisted that terrorist groups be disarmed and dismantled.

In December 2005, Ariel Sharon suffered a massive brain hemorrhage. It left him in a coma from which he is not expected to recover. Ariel Sharon was a brilliant military tactician, and a courageous seeker of peace.



Passing the Torch to the Next Generation

THE STORY OF RONI ZUCKERMAN

Roni Zuckerman, a granddaughter of two of the leaders of the Warsaw Ghetto uprising, became the first woman fighter pilot in the Israel Defense Force in July 2001. Women had flown in the Israeli Air Force before, but never in a combat role. Roni's achievement was possible because in 1994 Israel's Air Force opened the position of fighter pilot to women.

Members of *Kibbutz Lohamei HaGetaot*, (the Ghetto Fighters' Kibbutz) where she grew up, were not surprised when Roni completed the rigorous pilot's course and was assigned to a prestigious F-16 squadron. Women in her family have always been pioneers.

Roni's grandmother, Zvia Lubetkin, was active in the *Hechalutz* Youth movement. She became one of the leaders of the Jewish underground in Nazi-occupied Warsaw, and the only woman with a position in the High Command of the Resistance. After World War II, she came to Israel and gave detailed testimony on the Warsaw Ghetto Uprising to the council of the United Kibbutz Movement, which met in 1946 at Kibbutz Yagur. Her testimony is still displayed in the museum there, alongside her photograph. The caption reads: "This is, in fact, the secret of the movement's strength, that it knew how to make demands on its people. It educated people to stand up for the nation's right to independence as well as Man's right to independence. It was the education we received that gave us the strength to survive that period."

In June 2001, when Roni made history of her own and officially became Israel's first woman combat pilot, the kibbutz regarded her rare accomplishment as a natural progression on the path paved by her grandmother. To qualify as a fighter pilot, Roni had to survive a tough course of training. Many prospective candidates fail the rigorous course. She finished sixth in her class, and even managed to down her squadron commander during dogfight training.

"She had all the qualities we look for in a fighter pilot," said Ben Gida, who followed Roni throughout the course. "Flying skills, character, immunity to pressure, an excellent mind and quick thinking. What was special about her was that she knew she had it without flaunting it. She kept her feet well entrenched on the ground and didn't stop wanting another sortie, another flight, to learn more." Roni's excellent flight skills secured her a place in a prestigious F-16 squadron at an IAF base in northern Israel.

In January 2004, Roni Zuckerman, age 23, became the first female flight instructor in the Israeli Air Force flight academy. Training the next generation of air force pilots is a job reserved for Israel's most outstanding pilots. One military official said, "the role of instructor is reserved for the very best pilots, and Roni certainly meets the standards. She is truly an outstanding pilot."

Roni Zuckerman continues in her family's legacy, building the State of Israel, and passing the torch to the next generation.

Lone Soldier

THE STORY OF MICHAEL LEVIN



Michael Levin

Michael Levin was born and raised near Philadelphia, PA. He was active in Jewish youth groups and summer camps throughout his teenage years. In February of 2001, Michael attended the Alexander Muss High School in Israel. After graduating from high school, he attended USY's Nativ program between high school and college. In his Nativ yearbook Michael wrote "You can't fulfill your dreams unless you dare to risk it all."

After Nativ, Michael returned to America, but he knew it would only be for a short time. He had decided at age 16 that he would one day move to Israel and he knew that that day had come. He got all of his papers in order, said goodbye to his family, left his house and went home.

Upon arriving in Israel, Michael knew that he wanted to join the army. What he didn't know was how to do that. When he got tired of waiting for his calls to be returned, Michael decided to take action. He went to the building where he knew the officer in charge of enlistment worked. Michael was stopped at the front door by soldiers who asked to see his papers. "I have no papers," said Michael, "that's why I'm here." The soldiers did not let him pass. Michael proceeded to sneak around the back of the building and, despite his small stature, push a dumpster across the alley behind the building, climb to the second floor, and wiggle his way through a bathroom window that had been left open a few inches. Michael picked himself up, brushed himself off, and walked across the hall to the office of the man who would control his destiny.

As Michael opened the door, the man called out "Papers!" Michael responded, saying "I have no papers." The officer said "Son, you can't get through the front door without papers." Michael looked at him and said "What makes you think I used the front door?" Then Michael proceeded to tell his story.

He was soon placed in an elite paratroop unit. Michael lived the life of a *Chayal Boded*, a lone soldier (the designation given to soldiers whose families live overseas), but he was happy serving the State of Israel.

In the summer of 2006, Michael was in America on leave from the army. He was spending time with his parents, his sister Elisa, and his twin sister Dara, free of the usual responsibility that being a soldier placed on him. When he heard about the outbreak of the Second Lebanon War, he knew he needed to return to Israel. He received a call from one of his officers who told him that he should just stay in America, they didn't need him yet, and he was on leave. But Michael couldn't stay in America. He needed to be in Israel, his home, fighting alongside his comrades, his friends.

Michael returned to Israel and demanded that his commanders send him to the North to fight against the terrorist group Hizbullah. They did and he joined his friends. Seven days later, while fighting against the enemies of Israel at Aita-Al-Shaab in Lebanon, Michael was killed.

On Tisha B'Av, the fast day on the Jewish calendar that commemorates the destruction of the 1st and 2nd Temples in Jerusalem, Michael was buried in the military cemetery at Mt. Herzl. Though his parents were worried that they would not even get ten people to have a *minyan*, a prayer quorum, over a thousand people turned out for Michael's funeral.

Michael's parents organized the production of a movie, to tell the story of his life and death. A song can be heard throughout the movie. It is the classic Israeli folk song *Omrin Yeshna Eretz* by Shaul Tchernikovsky. The song asks the question "Where are the holy ones? Where is the Maccabee?" and then answers it – "All the people of Israel are holy, you are the Maccabee!"

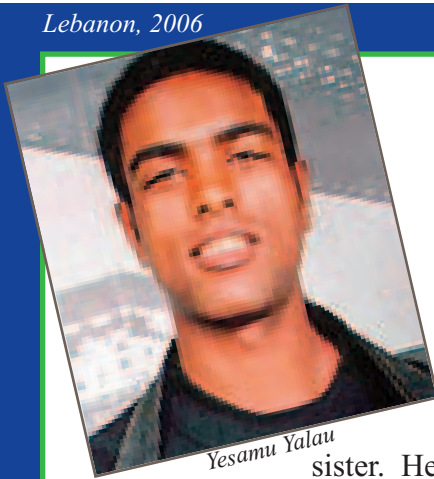
Michael, who gave his life in defense of his people's right to live freely as Jews in the Jewish State, was truly a modern day Maccabee.

Honor a Veteran at Ammunition Hill! www.jnf.org/ammunitionhill

Jewish National Fund, 42 East 69th Street, New York, NY 10021
education@jnf.org • 212-879-9305 x263 • www.jnf.org

“My Friends Need Me.”

THE STORY OF YESAMU YALAU



Yesamu Yalau

Yesamu Yalau was born in Ethiopia in 1980. One of 14 siblings from two mothers, his older sister, Asmara, raised him from the age of six because his own mother, Gundera, was disabled. Yesamu immigrated to Israel in 2001 together with his sister. He served in the Golani brigade of the Israel Defense Force, and according to friends, his service was his life. When he was released from compulsory duty and began working as a security guard during the day, Yesamu continued as a volunteer in the Civil Guard at night.

On July 12, 2006, Hizbollah terrorists kidnapped Eldad Regev and Ehud Goldwasser, two young Israeli soldiers who were patrolling the northern border, and war broke out.

The day before the war began, Yesamu was planning on traveling to visit his mother in Ethiopia. But when he heard of the kidnapping, he cancelled his trip. “My friends need me to be with them,” he told his brother-in-law, Mulogata.

A day later, he was called up for Reserve Service and requested front-line duty. Then on August 8, 2006, Staff Sergeant Yesamu Yalau, age 26, of Or Yehuda, and Captain Gilad Balhasan, 29, from Carmiel, entered Lebanese territory at night, next to the village of Labona, in the Bint Jbeil area. They encountered a Hizbollah terrorist cell, and were killed in an exchange of gunfire.

Yesamu had been trying for months to bring his mother to Israel, but without success. When news of his death was delivered, his family and friends decided to do all they could to make his dream a reality. IDF representatives approached the Jewish Agency, which located his mother and brought her to Israel. Slightly after midnight, Gundera Yalau, Yesamu’s mother, landed in Ben-Gurion Airport, expecting to meet her son. Instead, she was greeted by IDF representatives and the tragic news that her son had been killed by enemy fire. Although sad, Gundera was proud that her son had died protecting Israel from terrorist attacks. Yesamu Yalau was buried in the Kiryat Shaul Military Cemetery in Tel Aviv.

Although Yesamu Yalau came to Israel in 2001, many Ethiopian Jews came to Israel before he did, during Operation Moses in 1984 and Operation Solomon in 1991.



Gibborim: Military Heroes Tell the Story of Our Homeland

FROM JEWISH NATIONAL FUND

Introduction:

Gibborim: Military Heroes Tell the Story of Our Homeland will engage, educate and energize Jewish students towards a deeper connection to their homeland, Israel. For over 100 years, Jewish National Fund has been working to build our modern Jewish state. In Israel, Jewish people found refuge from the prejudice and pogroms of the late 19th century and the violence of the Nazi Holocaust. It has been a haven for Jews from the former Soviet Union and Ethiopia, and a symbol to the world of the modern Jewish people. From the history of the men and women who have fought to establish and protect the State of Israel, students will learn the meaning of *Kol Yisrael arevim zeh bazeh*: All of Israel is responsible for one another (Talmud, Tractate Shavuot 39a). This program also focuses on shared values of Israel and the United States - freedom and democracy.

Gibborim: Military Heroes Tell the Story of Our Homeland is designed to be flexible, working well within varying time frames. Each short biography is a springboard for learning about a different topic relating to Israel. Each is designed to be part of a bulletin board display, adding a biography as each topic is covered. Additional activities are suggested according to age group. Educators can choose those that work within their curricula.

This program was inspired by Jewish National Fund's project at the Ammunition Hill Museum in Jerusalem. During the Six-Day War in 1967, it was the capture of Ammunition Hill that made it possible for Israeli soldiers to forge ahead into the Old City and eventually unify Jerusalem. For the first time since Israel became a state, Jews were allowed to visit the Kotel. The Ammunition Hill Museum is dedicated to the memory of the soldiers who fell at Ammunition Hill and the memory of all Jewish soldiers. Jewish National Fund has built a Wall of Honor with the names of individual Jewish soldiers, past or present, who have served in the military of any country. To donate a plaque on this wall to honor a family member or loved one costs \$5000. Or, for a donation of \$180, the name will be included in an electronic honor roll in a kiosk at the Museum.

Components:

A. 10 one-page biographies

- | | |
|---|--|
| 1. Yosef Trumpeldor - <i>World War I</i> | 6. Shimon "Katcha" Cahaner - <i>Six Day War</i> |
| 2. Chana Senesh - <i>World War II</i> | 7. Ariel Sharon - <i>Yom Kippur War 1973</i> |
| 3. Paul Kaye - <i>Refugees from Holocaust</i> | 8. Roni Zuckerman, <i>Israel's First Female Fighter Pilot 2001</i> |
| 4. David "Mickey" Marcus - <i>War of Independence</i> | 9. Michael Levin - <i>Lone Soldier 2006</i> |
| 5. Raphael "Rafal" Eitan - <i>Sinai Campaign 1956</i> | 10. Yesamu Yalau - <i>Lebanon, 2008</i> |

B. Timeline which can be printed in pieces

C. Name labels for timeline

D. Video "Katcha Speaks to Students," featuring Shimon "Katcha" Cahaner, hero of the Six-Day War

E. JNF Timeline video

F. Educator's Guide with activities and additional resources



Grades 3 through 5:

1. YOSEF TRUMPELDOR

Biography and Discussion: (15-30 minutes)

- Begin by asking students “When you think of someone who is brave, what words come into your mind? *Make a word list at the front of the room. After a short discussion, confirm that bravery is facing danger in order to accomplish something important and good. Students can give examples of bravery from their own experiences or from history.*
- Next read about Yosef Trumpeldor, one of the brave men and women who fought to build a homeland where all Jewish people can feel welcome. Say, “Let’s make a list of Yosef Trumpeldor’s actions. What are some of the things that he did that were brave?” *There is not one correct answer, encourage all answers, and ask students to explain why they have chosen to answer as they did.*
- “Which of Yosef Trumpeldor’s actions do you think was most brave?” *Make a word list at the front of the room. Again, encourage all answers, and ask students to explain why they have chosen to answer as they did. When the list is complete, have students vote on which of Trumpeldor’s actions they feel was most brave.*
- Post Yosef Trumpeldor’s biography on the bulletin board, and his name at the appropriate spot on the timeline.

Kibbutzim:

- Ask whether students know what a *kibbutz* is. *One definition of a kibbutz is a farm where everyone shares in both the work and the profits.* In addition to the socialist ideology of the early Zionists, *chalutzim* (pioneers) found that they could be most successful working together. They were not experienced farmers in a desolate and dry environment. Working together was an effective strategy for managing the complex problems they faced. JNF helped to establish *Kibbutz Degania*, the first *kibbutz*.
- Find *Kibbutz Degania* on the map. What body of water is it near? *It’s near the Sea of Galilee, the Kineret, the largest supply of fresh water in Israel.*
- Build a model of your own *kibbutz* as a class, using recycled materials such as boxes, wrapping paper and paper towel rolls. Discuss the components:
 1. Name: The name *Degania* was derived from the Hebrew word “*dagan*” meaning “grain,” because of the five species that grew there: wheat, barley, oats, corn and sorghum. What would be a good name for the class *kibbutz* model?
 2. Buildings: Every *kibbutz* has places to sleep, eat, and work. The class *kibbutz* model can have separate sleeping quarters for children and adults, the way the first *chalutzim* lived, or children can stay with their parents, as is now done on most *kibbutzim*. Students should plan gardens and fields, industrial and agricultural buildings, and public buildings such as a dining hall, clinic, auditorium and guest houses if the *kibbutz* welcomes guests.
 3. When your class *kibbutz* model is complete, invite other classes to see it. Hold a *kibbutz* party serving food that is grown on *kibbutzim* in Israel.

Grades 6 through 8:

1. YOSEF TRUMPELDOR

Biography and Discussion: (15-30 minutes)

- Begin by asking students “When you think of someone who is brave, what words come to mind? *Make a word list at the front of the room. After a short discussion, confirm that bravery is facing danger in order to accomplish something important for the common good. Students can give examples of bravery from their own experiences or from history.*
- “Which of Yosef Trumpeldor’s actions do you think was most brave?” *Make a word list at the front of the room. Again, encourage all answers, and ask students to explain why they have chosen to answer as they did. When the list is complete, have students vote on which of Trumpeldor’s actions they feel was most brave.*
- Post Yosef Trumpeldor’s biography on the bulletin board, and his name at the appropriate spot on the timeline.

Hehalutz: (10 - 20 minutes)

- Ask students, by a show of hands, how many belong to a Jewish youth group? What kind of activities do they do? How do these activities make them feel about being Jewish? *Students who participate in a Jewish youth group will most probably say that they enjoy the activities, which include socializing and tikkun olam projects, and feel good about being Jewish. Hehalutz was an association that taught Jewish youth the skills they needed to settle in Palestine and work on kibbutzim. It was initiated by Yosef Trumpeldor in 1918. World Hehalutz was established in 1921; the German branch came into being in 1922. As Nazi persecution increased, Hehalutz grew, because those who participated in its activities could obtain a Certificate to emigrate to Palestine. Membership expanded from 500 in 1933 to 15,000 in late 1935, and thousands of its members moved to Palestine during the 1930s. Hehalutz in Germany was forced to disband in late 1938.*
- Ask, “What does it mean to be a *chalutz*?” *Answers may include: being a pioneer, making aliyah, farming in Israel. Discuss: “If you had lived during the time of Yosef Trumpeldor, would you have been a chalutz (pioneer)? Why or Why not?” Welcome all answers, and ask students to explain why they have chosen to answer as they did.*

Kibbutzim: (30 - 60 minutes, or assign part of activity as homework)

- Remind students that one definition of a *kibbutz* is a farm where everyone shares in both the work and the profits. JNF helped to establish *Kibbutz Degania*, the first *kibbutz*. In addition to the socialist ideology of the early Zionists, *chalutzim* found that they could be most successful working together. They were not experienced farmers in a desolate and dry environment. Working together was an effective strategy for managing the complex problems they faced.
- Find *Kibbutz Degania* on the map. What body of water is it near? *It’s near the Sea of Galilee, the Kineret, the largest supply of fresh water in Israel.*
- Learn about different *kibbutzim* in Israel today. Divide the class into four groups. Each will research a different *kibbutz*, and prepare an advertisement that will both educate their classmates about what makes the *kibbutz* special, and make them want to spend a vacation on the *kibbutz*. The advertisement can be in the form of a poster or a skit. *Kibbutzim* and suggested resources: *Kibbutz Degania, <http://communa.org.il/dgania.htm>; Kibbutz Lotan, www.kibbutzlotan.com; Kibbutz Ketura, www.ketura.org.il; Kibbutz Yahel, www.ardom.co.il/desveg/yahel.htm*

Grades 9 through 12:

1. YOSEF TRUMPELDOR

Bravery:

- After reading about Yosef Trumpeldor, discuss bravery: facing danger in order to accomplish something important for the common good. Encourage students to cite examples of bravery either from their experiences or from history.
- Post Yosef Trumpeldor's biography on the bulletin board, and his name at the appropriate spot on the timeline.
- *Great Debate I: What best exemplifies the concept of bravery?* Choose three groups of students with two to five students in each group to participate in the first Great Debate. Assign one of the topics below to each group to research and present. The group should be prepared to discuss the topic in depth from both historic and spiritual viewpoints. Each group will present the topic to the class as an example of bravery. After all three presentations have been made, each group will have a turn for rebuttal before a panel of impartial observers (other students, or teachers) decide which is the best example of bravery.
 1. Zion Mule Corps
 2. Jewish Legion
 3. Battle to defend Tel Hai

Kibbutz Degania and the Labor Zionist Movement:

- *Great Debate II: Kibbutz Degania was the beginning of the kibbutz movement. In its founding, did a social vision become a way of life, or was the kibbutz movement merely a practical way for inexperienced settlers to deal with the hardships of farming in a hostile environment?* Choose two groups of two to five students to participate in this second Great Debate. One group should support Labor Zionism, the other, economic practicality. After both presentations have been made, each group will have a turn for rebuttal before a panel of impartial observers (other students, or teachers) decide whether the *kibbutz* movement was primarily one of ideals or of practicality.
- There are many resources available on this topic. Here are just two of the many websites where information can be found: <http://countrystudies.us/israel/11.htm>; <http://communa.org.il/dgania.htm>

Grades 3 through 5:

2. CHANA SENESH

Biography and Discussion: (15-30 minutes)

- Read the biography of Chana Senesh. When you have finished reading, remind students that although Chana grew up in a Jewish-Hungarian home, she attended a Protestant school where Jewish students were required to pay higher tuition and were not permitted to hold office in a school club, even if elected by other students. Ask your students to list the activities in their lives that make them feel more Jewish, and the activities that make them feel more American. As students answer, make a word list at the front of the room. Ask students “Are you more aware of being Jewish, or of being American? Why?” *Students’ feelings may vary, some being more aware of being Jewish, some of being American. Focus on what kinds of events make students aware of their Jewishness - positive, such as enjoying a Jewish holiday with friends and family, or negative, for example a classmate making derogatory comments. Chana Senesh didn’t focus much on her Judaism until she was forbidden to serve as President of her school’s literary society, which forced her to choose between being Jewish and being included in secular life. Challenge students: What would they have done in Chana’s situation? There is not one correct answer, encourage all answers, and ask students to explain why they have chosen to answer as they did.*
- Post the biography of Chana Senesh on the bulletin board, and her name at the appropriate spot on the timeline.

Inspiration: (20 - 45 minutes)

- Chana Senesh provided strength, comfort and inspiration to the Jewish people during and after World War II, through both her actions and her writing. Distribute copies of Chana’s most famous poems to the class. (Three of Chana’s poems can be found on page 8, or you can obtain the book *Hannah Senesh: Her Life and Diary*¹) Working either independently or in small groups, have students complete one of the following assignments: Choose one of Chana Senesh’s poems. Write a paragraph telling what it means to you. Then,
 1. Illustrate the poem, either with a drawing or a collage.
 2. Show what it means to you by creating movements to go along with it.
 3. Show what it means to you by creating a tune to go with it. Sing it (or play a recording you make at home) to the class.

For additional study: Show the film “Blessed is the Match,” the first documentary feature about Chana Senesh, which can be ordered at <http://www.blessedisthematch.com/>

¹Senesh, Hannah. *Hannah Senesh: Her Life and Diary*. Woodstock, VT: Jewish Lights Publishing, 2004.

Grades 6 through 8:

2. CHANA SENESH

Biography and Discussion: (15-30 minutes)

- Read the biography of Chana Senesh. When you have finished reading, remind students that although Chana grew up in a Jewish-Hungarian home, she attended a Protestant school where Jewish students were required to pay higher tuition and were not permitted to hold office, even if elected by other students. Make sure that each student has a sheet of paper folded into two columns. Ask students to list the activities in their lives that make them feel more Jewish, and the activities that make them feel more American. Have students share what they have written. Ask, “Are you more aware of being Jewish, or of being American? Why?” *Students’ feelings may vary, some being more aware of being Jewish, some of being American. Focus on what kinds of events make students aware of their Jewishness - positive, such as enjoying a Jewish holiday with friends and family, or negative, for example a classmate making derogatory comments.* Chana Senesh didn’t focus much on her Judaism until she was forbidden to serve as President of her school’s literary society, which forced her to choose between being Jewish and being included in secular life. Challenge students: What would they have done in Chana’s situation? *There is not one correct answer, encourage all answers, and ask students to explain why they have chosen to answer as they did.*
- Post the biography of Chana Senesh on the bulletin board and her name at the appropriate spot on the timeline.

Inspiration: (15-30 minutes)

- Chana Senesh provided strength, comfort and inspiration to the Jewish people during and after World War II, through both her actions and her writing. Distribute selections from Chana’s diary to the class. (Some of Chana’s diary entries can be found on page 9, or you can obtain the book *Hannah Senesh: Her Life and Diary*¹) Have students complete one of the following assignments:
 1. Read selections from Chana Senesh’s diary. If Chana Senesh had lived to see the birth of the modern State of Israel, what do you think she would have written in her diary? Write the entry as if you are Chana Senesh.
 2. Read selections from Chana Senesh’s diary. Write a paragraph telling which entry is most meaningful to you, and why.

For additional study: Show the film “Blessed is the Match,” the first documentary feature about Chana Senesh, which can be ordered at <http://www.blessedisthematch.com/>

¹Senesh, Hannah. *Hannah Senesh: Her Life and Diary*. Woodstock, VT: Jewish Lights Publishing, 2004.

Grades 9 through 12:

2. CHANA SENESH

Assimilation:

- Read the biography of Chana Senesh. When you have finished reading, remind students that although Chana grew up in a Jewish-Hungarian home, she attended a Protestant school where Jewish students were required to pay higher tuition and were not permitted to hold office, even if elected by other students. Ask students to think about the activities in their lives that make them feel more Jewish and the activities that make them feel more American. Ask, “Are you more aware of being Jewish or of being American? Why?” *Students’ feelings may vary, some being more aware of being Jewish, some of being American. Focus on what kinds of events make students aware of their Jewishness - positive, such as enjoying a Jewish holiday with friends and family, or negative, for example a classmate making derogatory comments.* Chana Senesh didn’t focus much on her Judaism until she was forbidden to serve as President of her school’s literary society, which forced her to choose between being Jewish and being included in secular life. Challenge students: What would they have done in Chana’s situation? Why? *There is not one correct answer, encourage all answers, and ask students to explain why they have chosen to answer as they did.*
- Post the biography of Chana Senesh on the bulletin board, and her name at the appropriate spot on the timeline.

Anti-Semitism and Anti-Zionism:

Jews have experienced anti-Semitism of varying degrees in every country in which they have lived. The leaders at the Fifth Zionist Congress, which met in Basel, Switzerland in December 1901, established Jewish National Fund to build a homeland where Jewish people could establish a better life. Many believe that the establishment of the State of Israel has provided a new respect for Jews around the world. Today, anti-Jewish sentiment is not politically correct, and so it is sometimes disguised as “Anti-Zionism.”

- Have students cut out from different newspapers and bring to class as many articles about Israel as they can find. Read the articles carefully and discuss how Israel is portrayed in each. Look for subtle nuances which influence how the reader will view the State of Israel. A good resource to help in this analysis is CAMERA, Committee for Accuracy in Middle East Reporting, <http://www.camera.org/>.

For additional study:

Show the film “Blessed is the Match,” the first documentary feature about Chana Senesh, which can be ordered at <http://www.blessedisthematch.com/>

Read *Hannah Senesh: Her Life and Diary*¹

¹Senesh, Hannah. *Hannah Senesh: Her Life and Diary*. Woodstock, VT: Jewish Lights Publishing, 2004.

Chana Senesh: THREE POEMS

A Walk to Caesarea

*O Lord, my God, I pray that these things never end—
The sand and the sea,
The rush of the waters,
The crash of the heavens,
The prayer of man.*

Blessed is the Match

*Blessed is the match consumed in kindling flame
Blessed is the flame that burns in the secret fastness of the heart
Blessed is the heart with strength to stop its beating for honor's sake
Blessed is the match consumed in kindling flame*

(Israeli Defense Force soldiers are sometimes referred to as "matches" because of this poem.)

**One - two - three . . . eight feet long,
Two strides across, the rest is dark . . .
Life hangs over me like a question mark.*

*One - two - three . . . maybe another week,
Or next month may still find me here,
But death, I feel, is very near.*

*I could have been twenty-three next July;
I gambled on what mattered most,
The dice were cast. I lost.*

**This poem was found in Chana's prison cell after her death.*



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ISRAEL
forever.

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Chana Senesh: DIARY ENTRIES

When she was seventeen, Chana was elected President of her school's literary society, but was forced to resign because a Jew could not hold office. She decided to leave the literary society rather than give up her beliefs and her people. Her diary entry read: *"Only now am I beginning to see what it really means to be a Jew in a Christian society, but I don't mind at all... because it is more difficult for us to reach our goal: we must develop outstanding qualities. Had I been born a Christian, every profession would be open to me."*

Toward the end of October 1938, Chana joined *Maccabea*, the largest Zionist student organization in Hungary. This was her diary entry: *"I've become a Zionist... I now consciously and strongly feel I am a Jew, and am proud of it."*

Raised in a secular household, Chana resolved at age seventeen to learn Hebrew. She wrote: *"It is the true language, and the most beautiful; in it is the spirit of our people."*

Chana moved to British-controlled Eretz Yisrael (now Israel) shortly after the outbreak of World War II in Europe. She wrote: *"I am home... I... feel that by being here I am fulfilling a mission."*

Chana Senesh enlisted in the British army in 1943, as did other Jewish volunteers in *Eretz Yisrael*. One of the reasons she enlisted: *"I must go to Hungary, be there at this time ... and bring my mother out."*

Chana was the first woman volunteer in the parachutist group. On March 11, 1944, Chana flew to Italy; on the 13th she successfully crossed the Hungarian border, but an informer told the Nazis about her the next day and she was captured and taken to a Nazi prison in Budapest.

Chana Senesh was executed by a firing squad five months before her 23rd birthday. Eyewitnesses testified to her bravery. Chana left a note to her mother in her prison cell.

"Dearest Mother, I don't know what to say - only this: a million thanks, and forgive me, if you can. You know well why words aren't necessary."

Grades 3 through 5:

3. PAUL KAYE

Biography and Discussion: (15-30 minutes)

- Read the biography of Paul Kaye. Explain to students, “Paul Kaye was raised in the United States. When he was young, Jewish people were often restricted from living in certain neighborhoods and were not permitted to join certain clubs, but they had much more freedom than their counterparts in Europe. Paul Kaye decided to leave his comfortable life and put himself in danger for his people. The Talmud, Tractate Shavuot 39a, teaches us, ‘*Kol Yisrael arevim zeh bazeh*: All of Israel is responsible for one another.’ This describes what Paul Kaye did.” Challenge students to think of examples they have experienced where Jewish people are responsible for one another. *Examples may include visiting the sick or elderly - perhaps students have done this through a school or a synagogue group - or donating tzedakah, (for example to JNF’s Let Us Play! campaign, to build an indoor playground so that the children of Sderot can play in safety, away from rocket fire.)*
- Post the biography of Paul Kaye on the bulletin board and his name at the appropriate spot on the timeline.

Refugee Experience: (15-30 minutes, optional homework assignment)

- Begin by polling students: “Raise your hand if you were born in a country outside of the United States.” Go back one generation: “Raise your hand if your parents were born in a country outside of the United States.” Continue to grandparents and great-grandparents. It is likely that most students will have raised their hands by the time you have asked about the country where their great-grandparents were born. Discuss where their families came from, and the reasons why they came to America. Many Jewish immigrants came to the United States and to Israel to escape persecution and to find opportunities for better lives.
- In Class: Give each student a brown paper shopping bag. Tell the students that they are immigrants, and that everything they can bring with them to their new country must fit in this bag. What will they bring along? What is the reason they would include each item? Have students write on their bags the items they would bring and the significance of each item. *Optional: Have students bring the bags home, pack the items they have listed, and bring them to the next class.* Invite students to share what they have written either at this class, or at the next one if you opt for having the students pack the bags and bring them back for the next session. When you are finished, recycle or reuse the brown paper bags.

Jewish National Fund helped new *olim* (immigrants to Israel) after WWII by providing them with jobs. Today, JNF continues to do the same with projects that generate hundreds of jobs for local residents, such as Aleh Negev, a state-of-the-art rehabilitative village for the disabled situated in Ofakim.

For additional study: Share the story of two other refugee boats, the *S.S. Dov Hos* and the *Eliahu Golomb*. The story, *Pesach Feast* can be found at:

http://support.jnf.org/site/PageServer?pagename=edu_pesah_fast

Grades 6 through 8

3. PAUL KAYE

Biography and Discussion: (15-30 minutes)

- Read the biography of Paul Kaye. Jewish tradition teaches us, “*Kol Yisrael arevim zeh lazeh*: All of Israel is responsible for one another.” This describes what Paul Kaye did. Unlike Chana Senesh, Paul Kaye was raised in the United States. When he was young, Jewish people were often restricted from living in certain neighborhoods and were not permitted to join certain clubs, but they had much more freedom than their counterparts in Europe. Ask students: “Why do you think Paul Kaye decided to leave his comfortable life and put himself in danger for his people?” *List answers on the chalkboard. (Remember, Paul Kaye could not have done this for fame, because his actions had to be kept secret.) Reasons may include: having seen the atrocities of the Nazis during WWII; wanting to help build a Jewish state, desiring to fight injustice. There is not one correct answer; encourage open discussion.* Challenge students: “Can you think of examples you have experienced where Jewish people are responsible for one another?” *Examples may include visiting the sick or elderly - perhaps students have done this through a school or a synagogue group - or donating tzedakah (for example to JNF’s Let Us Play campaign, to build an indoor playground so that the children of Sderot can play in safety, away from rocket fire.)*
- Post the biography of Paul Kaye on the bulletin board, and his name at the appropriate spot on the timeline.

Help from the Diaspora: (long-range assignment)

- Ten “illegal” refugee ships were purchased in the US and sailed by members of *Machal*, מ"ל volunteers from overseas who fought for Israel, planning to return to their original countries after the war. The most famous was the ship called “Exodus 1947.” A ship, similar in size and appearance to those used to transport immigrants to Israel, has been brought to British-built Atlit Immigrant Detention Camp south of Haifa by Jewish National Fund. Divide the class into two groups. Have each complete its assignment and report back. Encourage the groups to use props and visual aids, such as maps, models, or posters in their presentations.
 1. History of *Machal*, מ"ל - What was *Machal*? What motivated the volunteers? Who were they and how were they recruited? What kind of service did they provide to *Eretz Yisrael*? (a good resource: <http://www.mahal-idf-volunteers.org/about/Machal.pdf>)
 2. Tell the story of the ship “Exodus 1947.” What happened to the refugees? How did this influence public opinion? What effect did this have on British policy toward the Jews? (Good resource to start: <http://www.jewishvirtuallibrary.org/jsource/Immigration/exodus.html>)

For additional study: Show the documentary film, “Waves of Freedom” available through director Alan Rosenthal, mstomiya@msec.huji.ac.il; and the film “Exodus,” starring Paul Newman.

Grades 9 through 12:

3. PAUL KAYE

Biography and Discussion: (15-30 minutes)

- Read the biography of Paul Kaye. Jewish tradition teaches us, “*Kol Yisrael arevim zeh lazeh*: All of Israel is responsible for one another.” This describes what Paul Kaye did. Unlike Chana Senesh, Paul Kaye was raised in the United States. When he was young, Jewish people were often restricted from living in certain neighborhoods and were not permitted to join certain clubs, but they had much more freedom than their counterparts in Europe. Ask students: “Why do you think Paul Kaye decided to leave his comfortable life and put himself in danger for his people?” *Remember, Paul Kaye could not have done this for fame, because his actions had to be kept secret. Reasons may include: having seen the atrocities of the Nazis during WWII; wanting to help build a Jewish state; desiring to fight injustice. There is not one correct answer, encourage open discussion.*

Challenge students: “If you were secretly asked to participate in a dangerous mission, the way Paul Kaye was, what would your reaction be? Why?” *There is not one correct answer, encourage open discussion.*

- Post the biography of Paul Kaye on the bulletin board and his name at the appropriate spot on the timeline.

Aliyah Bet: (30 -45 minutes, or homework assignment)

- Working individually or in groups, have students define the following terms:

<i>Aliyah Bet</i>	clandestine
<i>Ha'apala</i>	<i>Yishuv</i>
refugee	diaspora
deportee	<i>Mossad l'Aliyah</i>

Extra Credit: Make a crossword puzzle or a Word Search using the words above. Distribute copies to the class.

Then have them write a paragraph about *Aliyah Bet* using all of the words they have defined.

Good resources, <http://www.absoluteastronomy.com/topics/Ha'apala>,
http://www.zionism-israel.com/dic/Aliyah_Bet.htm

For additional study: Show the documentary film, “Waves of Freedom” available through director Alan Rosenthal, mstomiya@mssc.huji.ac.il; and the film “Exodus,” starring Paul Newman.

Grades 3 through 5:

4. DAVID “MICKEY” MARCUS

Biography and Discussion: (15-30 minutes)

- Read the biography of “Mickey” Marcus. Ask students, “What comes to mind when you hear the words “a soldier for all humanity?” “*Soldier*” will probably make students think of someone who fights, but the second part of the phrase might be more difficult to understand. Explain to students that “humanity” can mean certain human traits: kindness, mercy and tolerance. “A soldier for all humanity” is someone who strongly supports these ideals. Ask students to name some ways that “Mickey” Marcus fought for human values. As they give suggestions, write a list at the front of the room. *Some possible suggestions: he brought gangsters, who hurt people, to justice; he fought the Nazis in World War II; he rescued people from Concentration Camps; he saved the new State of Israel when it was attacked from all sides.*
- Post the biography of “Mickey” Marcus on the bulletin board and his name at the appropriate spot on the timeline.

Travel with “Mickey” Marcus: (15-30 minutes)

- Materials you will need for this game:
 1. Paper and pencil for each student
 2. World map
 3. Map of Israel
 4. Pushpins or stickers to mark locations on the map
- On the world map and then the Israel map, find and mark each place where Marcus fought for justice. As you find each spot on the map, ask students to write down which event in Marcus’s life took place in that location. The students who answer the first question correctly “travel” to the next location (may answer the next question). Students who don’t know the answer are not permitted to answer any more questions, or “stay in that location.” Students who are able to travel all the way (answer all of the questions correctly) receive a reward, such as a “Medal of Honor.”

Locations and Events:

1. New York (*prosecuted gangsters*)
2. Hawaii (*served in the military during WWII*)
3. France (*D-Day*)
4. Germany (*liberated Dachau Concentration Camp*)
5. Israel
 - Negev (*battle*)
 - Egyptian border (*battle*)
 - Jerusalem (*battle*)
 - Tel Aviv - Jerusalem (*built road*)
 - Abu Ghosh - (*died*)
6. West Point (*buried, “A Soldier for All Humanity”*)

Grades 6 through 8:

4. DAVID “MICKEY” MARCUS

Biography and Discussion: (15-30 minutes)

- Read the biography of “Mickey” Marcus. Ask students, “What comes to mind when you hear the words “a soldier for all humanity?” “*Soldier*” will probably make students think of someone who fights, but the second part of the phrase might be more difficult to understand. Explain to students that “humanity” can mean certain human traits: kindness, mercy and tolerance. “A soldier for all humanity” is someone who strongly supports these ideals. Ask students to name some ways that “Mickey” Marcus fought for human values. As they give suggestions, write a list at the front of the room. *Some possible suggestions: he brought gangsters, who hurt people, to justice; he fought the Nazis in World War II; he rescued people from concentration camps; he saved the brand new State of Israel when it was attacked from all sides.* With a mature class, an interesting topic for discussion can be how fighting in a war can support values such as mercy and tolerance. *The enemies Marcus fought (Nazis, Arab states) were sworn to annihilate the Jewish people, due entirely to anti-Semitic prejudice. If Marcus and other soldiers had not fought physical battles, many more innocent people would have lost their lives.*
- Post the biography of “Mickey” Marcus on the bulletin board and his name at the appropriate spot on the timeline.

Investigative Reporting: (20-45 minutes)

- Marcus served in both the US and the Israeli armies. Have students write a newspaper article “interview” with Marcus, or film a “TV interview.” Make sure the following questions are answered:
 1. What were the two most meaningful experiences Marcus had during his career? Why were they meaningful?
 2. What ideals did he find shared by both countries?

For additional study: Show “Cast a Giant Shadow,” the 1966 film about the life of David “Mickey” Marcus, starring Kirk Douglas.

Grades 9 through 12:

4. DAVID “MICKEY” MARCUS

Biography and Discussion: (15-30 minutes)

- Read the biography of “Mickey” Marcus. Ask students: “The words on his gravestone are ‘a soldier for all humanity.’ What does this mean?” *“A soldier for all humanity” is someone who strongly supports the “human” ideals of kindness, mercy and tolerance.* An interesting topic for discussion: How can fighting a war support values such as mercy and tolerance? *The enemies Marcus fought (Nazis, Arab states) were sworn to annihilate the Jewish people, due entirely to anti-Semitic prejudice. If Marcus and other soldiers had not fought physical battles, many more innocent people would have lost their lives.*
- Post the biography of “Mickey” Marcus on the bulletin board and his name at the appropriate spot on the timeline.

Machal: (20-30 minutes)

- “Mickey” Marcus was a member of *Machal*, מ"ח volunteers from overseas who fought for Israel, planning to return to their original countries after the war. What motivated these men and women to leave their homes and volunteer? What does their service teach us about the meaning of a Jewish homeland to Jews in the Diaspora? If you had been in a position to volunteer for Israel during the War of Independence, what would you have done? Write a letter to your family, or a diary entry, explaining your decision. Be sure to include answers to the questions above. For background information, visit <http://www.mahal-idf-volunteers.org/about/Machal.pdf>. pages 8 and 9, for a letter from a young volunteer to her family.

For additional study: Show “Cast a Giant Shadow,” the 1966 film about the life of David “Mickey” Marcus, starring Kirk Douglas.

Grades 3 through 5:

5. RAPHAEL “RAFUL” EITAN

Biography and Discussion: (15-30 minutes)

- Read the biography of “Raful” Eitan. Raphael Eitan was a *sabra*. Ask students, “What does the word ‘sabra’ mean?” *They may read the footnote on the biography page and say that sabra is a term used to describe a person born in Israel. The word comes from the Hebrew name of a cactus plant that is thorny on the outside but soft and sweet on the inside.* Challenge students to name actions of Raphael Eitan that were “thorny.” List them at the front of the room as students contribute. *Some examples: army officer, paratrooper, tough policies towards terrorists.* Next, have students name actions of Raphael Eitan that were “sweet.” List them at the front of the room in a separate column. *Some examples: loved poetry, liked to make rhymes, farmer, organized “Raful’s Boys.”* Explain that many Israelis of Eitan’s generation had to be tough to survive, farming in an arid climate and living in a country that was often under attack. Many of this generation were also very devoted to building the land of Israel.
- Post the biography of Raphael “Raful” Eitan on the bulletin board and his name at the appropriate spot on the timeline.

The Knesset: (20-30 minutes)

- Raphael Eitan was elected to the *Knesset*, the Israeli parliament. Hand out copies of the short **Know the Knesset: INFORMATION SHEET** (page 19). After students have read the information sheet, give each student 3 index cards. Have them each write a question about the Knesset, based on the information they have read, on the front of each card and the answer to the question on the back.

Play **Know the Knesset:**

Put all of the questions that the class has written into a hat. Divide the class into 2 teams. Choose a member of one team to come up to the front, and with closed eyes, pick a question from the hat and hand it to you. This question is for the team whose member picked it. If they answer correctly, they receive 5 points. If they answer incorrectly, the question goes to the other team. If the other team answers correctly, they receive 2 points. Next, choose a member from the second team and repeat the process. Continue until each team has had the chance to answer 10 questions. The team with the most points wins.

Grades 6 through 8:

5. RAPHAEL “RAFUL” EITAN

Biography and Discussion: (15-30 minutes)

- Read the biography of “Raful” Eitan. Raphael Eitan was a *sabra*. Ask students, “What does the word ‘sabra’ mean?” *They may read the footnote on the biography page and say that sabra is a term used to describe a person born in Israel. The word comes from the Hebrew name of a cactus plant that is thorny on the outside but soft and sweet on the inside.* Challenge students to name actions of Raphael Eitan that were “thorny.” *Some examples: army officer, paratrooper, tough policies towards terrorists.* Next, have students name actions of Raphael Eitan that were “sweet.” *Some examples: loved poetry, liked to make rhymes, farmer, organized “Raful’s Boys.”* Explain that many Israelis of Eitan’s generation had to be tough to survive, farming in an arid climate and living in a country that was often under attack. Many of this generation were also very devoted to building the land of Israel.
- Post the biography of Raphael “Raful” Eitan on the bulletin board and his name at the appropriate spot on the timeline.

Tzomet: (20 -30 minutes)

- Unlike the United States, Israel has many political parties. Raphael Eitan formed a political party, *Tzomet* “Crossroads”. Working independently or in groups, students will answer the following questions about Tzomet:
 1. History: When was it formed? Is it still active?
 2. What was its ideology?
 3. Where did/does it stand on the following issues:
 - Land, Peace, Security
 - Economy
 - Separation of government and religion
 - Jerusalem
 - Building Settlements

Have students share their answers. Do students agree or disagree with the Tzomet party? Why? *There is not one correct answer. All answers should be accepted and encouraged.*

Grades 9 through 12:

5. RAPHAEL “RAFUL” EITAN

Biography and Discussion: (15-30 minutes)

- Read the biography of “Raful” Eitan. Raphael Eitan was a *sabra* (thorny on the outside but soft and sweet inside). How did this apply to the actions of Raphael Eitan? *He was tough: army officer, paratrooper, tough policies towards terrorists, but also “sweet.” - loved poetry, liked to make rhymes, farmer, organized “Raful’s Boys.”* Why did many of Raphael Eitan’s generation of sabras behave in this way? *Israel was a difficult place to live during that time, with a difficult environment for agriculture and hostile neighbors.*
- Post the biography of Raphael “Raful” Eitan on the bulletin board, and his name at the appropriate spot on the timeline.

Political Parties: (20 -30 minutes)

- Unlike the United States, Israel has many political parties. Raphael Eitan formed a political party, *Tzomet* “Crossroads”. Working independently or in groups, students will compare the stand of Tzomet and several other Israeli political parties on the following issues:

1. History: When was it formed? Is it still active?
2. What was its ideology?
3. Where did/does it stand on the following issues:
 - Land, Peace, Security
 - Economy
 - Separation of government and religion
 - Jerusalem
 - Building Settlements

Hold a “session of the Knesset” where students represent the parties they have researched. choose one of the issues and discuss. Students must argue the way a representative of their party would.

Suggested parties (but add any you would like): Likud, Kadima, Labor Party, Shas

Know the Knesset: INFORMATION SHEET

Words You Need to Know:

1. **Prime Minister** - heads the government of the State of Israel and holds the most power, similar to the President of the United States
2. **President** - the ceremonial Chief of State of Israel
3. **Knesset** - the Parliament, the legislative body (similar to the US Congress) of the State of Israel. There are 120 seats in the Knesset.

The jobs of the Knesset are:

1. Pass Laws

The main function of the Knesset is to pass laws. If the majority of Knesset members vote for a bill, it becomes a law.

2. Prepare a Constitution

According to the Proclamation of Independence, the Knesset was to have prepared a constitution for the State of Israel. However, to this day, this task has not been completed. It was decided that the Knesset would pass Basic Laws, which will be joined together and, with the addition of an introduction, become the Constitution of the State of Israel.

3. Supervise the Government's Actions

The Knesset can bring about the resignation of the government (the Prime Minister and his Cabinet) by passing a no-confidence motion. Once the no-confidence motion is passed, the government becomes a transitional government until elections are held and a new government is formed.

4. Elect the President and other state functionaries

The Knesset elects the President of the State by secret ballot, for a single seven-year term. Appointments of judges, the Chief Rabbis, and government ministers are also approved by the Knesset.

5. Other Jobs

The Knesset can remove the President of the State from his/her post. This may also be done with the Prime Minister under certain circumstances.

The Knesset also holds ceremonies, such as swearing-in a new president, and hosting foreign leaders.

Grades 3 through 5:

6. SHIMON “KATCHA” CAHANER

Biography and Discussion: (10-20 minutes)

- Read the biography of “Katcha” Cahaner. Then discuss: “The biography tells us, ‘Katcha was always a fighter.’ What does it mean to be a fighter? *Students may think of the word fighter in a negative way, someone who argues or uses physical force to get what he wants. Explain that fighter can have a different meaning as well.* “Here is a quote from Katcha about leading his men during the Six Day War: ‘We knew we couldn’t prepare ourselves enough. So I told my soldiers, **Your weapons are your values, and your love for the country. Your weapon is your solidarity. This is what you have, and with this you will win.** And that’s what happened.’ What do you think this statement means? What kind of fighter was Katcha?” *He was a person who stood up for his beliefs, someone who refused to give up, a brave man - not afraid to face danger to support his ideals.* Challenge students to name heroes from Jewish history who, like Katcha, found strength in their beliefs. *There are many, for example: Judah Maccabee (few over the many); Esther (courageously faced Achashverosh); Moses (spoke to Pharaoh, despite initially being afraid to do so).*
- Post Katcha’s biography on the bulletin board and his name at the appropriate spot on the timeline.

Givat Hatachmoshet, Ammunition Hill: (20 - 60 minutes or possible homework assignment)

- The most important battle in the Six-Day War was fought on *Givat Hatachmoshet*, Ammunition Hill. It was the capture of this hill that made it possible for the Israeli soldiers to forge ahead into the Old City and eventually unify Jerusalem. For the first time since Israel became a state, Jews were allowed to visit the *Kotel* (a retaining wall of the ancient Temple in Jerusalem that remains to this day). 183 soldiers fell in the six days of fighting and the Ammunition Hill Museum is dedicated to their memory and the memory of all Jewish soldiers.
- *Activity:* Students interview a veteran from any country and tell his/her story. The veteran can be a family member, a friend of the family, or as an intergenerational project, the class can visit veterans at a local senior center. The story can be told in writing and in photos and/or drawings, or even a short digital recording. Questions that should be covered in the interview:
 1. When did this veteran serve? For which country?
 2. How did his/her actions change history?
 3. How did his/her service change him/her?

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At the Ammunition Hill Museum, **Jewish National Fund** has built a Wall of Honor with the names of individual Jewish soldiers, past or present, who have served in the military of any country. To purchase a plaque on this wall to honor a family member or loved one costs \$5000. Or, for a donation of \$180, the name will be included in an electronic honor roll in a kiosk at the Museum.

Additional resource: “Katcha Speaks to Students” video: www.jnf.org/gibborim



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Grades 6 through 8:

6. SHIMON “KATCHA” CAHANER

Biography and Discussion: (10-20 minutes)

- Read the biography of “Katcha” Cahaner. Then discuss this quote from Katcha about leading his men during the Six Day War: “We knew we couldn’t prepare ourselves enough. So I told my soldiers, **Your weapons are your values, and your love for the country. Your weapon is your solidarity. This is what you have, and with this you will win.** And that’s what happened.” Challenge students to name heroes from Jewish history who, like Katcha, found strength in their beliefs. *There are many, for example: Judah Maccabee (few over the many); Esther (courageously faced Achashverosh); Moses (spoke to Pharaoh, despite initially being afraid to do so).*
- Discuss the following verse: “If I forget you, O Jerusalem, let my right hand forget its skill. אִם-אֲשַׁכַּחְךָ יְרוּשָׁלַם תִּשְׁכַּח יְמִינִי ” (Psalms, 137:5) What does that mean about the importance of Jerusalem to the Jewish people? *Jerusalem is as important to the Jewish people as the things they do with their hands, including those things which keep them alive.*
- Post Katcha’s biography on the bulletin board, and his name at the appropriate spot on the timeline.

Givat Hatachmoshet, Ammunition Hill: (20 - 60 minutes or possible homework assignment)

- One of the most important battles in the Six-Day War was fought on *Givat Hatachmoshet*, Ammunition Hill. It was the capture of this hill that made it possible for the Israeli soldiers to forge ahead into the Old City and eventually unify Jerusalem. For the first time since Israel became a state, Jews were allowed to visit the *Kotel* (a retaining wall of the ancient Temple in Jerusalem that remains to this day). 183 soldiers fell in the six days of fighting and the Ammunition Hill Museum is dedicated to their memory and the memory of all Jewish soldiers.
- *Activity:* Students interview a veteran from any country and tell his/her story. The veteran can be a family member, a friend of the family, or as an intergenerational project, the class can visit veterans at a local senior center. The story can be told in writing and in photos and/or drawings, or even a short digital recording. Basic questions that should be covered in the interview (students should also add questions of their own):
 1. When did this veteran serve? For which country?
 2. How did his/her actions change history?
 3. How did his/her service change him/her?

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Grades 9 through 12:

6. SHIMON “KATCHA” CAHANER

Biography and Discussion: (15-30 minutes)

- Read the biography of “Katcha” Cahaner. Then discuss this quote from Katcha about leading his men during the Six Day War: “We knew we couldn’t prepare ourselves enough. So I told my soldiers, **Your weapons are your values, and your love for the country. Your weapon is your solidarity. This is what you have, and with this you will win.** And that’s what happened.” Challenge students to name heroes from Jewish history who, like Katcha, found strength in their beliefs. *There are many, for example: Judah Maccabee (few over the many); Esther (courageously faced Achashverosh); Moses (spoke to Pharaoh, despite initially being afraid to do so).* There are holidays associated with the events in which these heroes participated. The holiday associated with the reunification of Jerusalem is *Yom Yerushalayim* which is celebrated on the 28th day of Iyar with parades through downtown Jerusalem and memorial services for the soldiers who died in the battle for Jerusalem.
- Discuss the following verse: “If I forget you, O Jerusalem, let my right hand forget its skill. **אִם-אֲשַׁכַּחְךָ יְרוּשָׁלַם תִּשְׁכַּח יְמִינִי**” (Psalms, 137:5) What does that mean about the importance of Jerusalem to the Jewish people? *Jerusalem is as important to the Jewish people as the things they do with their hands, including those things which keep them alive.*
- Post Katcha’s biography on the bulletin board and his name at the appropriate spot on the timeline.

Givat Hatachmoshet, Ammunition Hill: (20 - 60 minutes or possible homework assignment)

- The most important battle in the Six-Day War was fought on *Givat Hatachmoshet*, Ammunition Hill. It was the capture of this hill that made it possible for the Israeli soldiers to forge ahead into the Old City and eventually unify Jerusalem. For the first time since Israel became a state, Jews were allowed to visit the *Kotel* (a retaining wall of the ancient Temple in Jerusalem that remains to this day). 183 soldiers fell in the six days of fighting and the Ammunition Hill Museum is dedicated to their memory and the memory of all Jewish soldiers.
- *Activity:* Students interview a veteran from any country and tell his/her story. The veteran can be a family member, a friend of the family, or as an intergenerational project, the class can visit veterans at a local senior center. The story can be told in writing, in photos and/or drawings, or even a short digital recording. Basic questions that should be covered in the interview (students should also add questions of their own): When did this veteran serve? For which country? How did his/her actions change history? How did his/her service change him/her?

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Grades 3 through 5:

7. ARIEL SHARON

Biography and Discussion: (15-30 minutes)

- Read the biography of Ariel Sharon. Ariel Sharon was known for his war tactics, which he utilized in the wars that he fought. Ask students to name the wars that Ariel Sharon fought. As students answer, list them on the chalkboard. *War of Independence 1948; Sinai, 1956; Six Day War, 1967; Yom Kippur War, 1973, Lebanese War 1982.* Beginning in 1973, Ariel Sharon served in the Israeli government. As an elected official, he also worked for peace. What are some of the ways Sharon worked for peace? List them as well: *persuaded Prime Minister Menachem Begin to agree to remove the settlements in the Sinai in order to obtain peace with Egypt; met with US, European, Palestinian, and Arab leaders to advance the peace process; withdrew Israeli settlers and troops from the Gaza Strip.* People around the world have argued about whether Ariel Sharon was a man of war or a man of peace. What do you think? *Allow students to express all views. Make sure they give reasons for their statements.* At the end of the discussion, read this statement made by Ariel Sharon, which explains his view on peace: “I believe in peace, but I believe in peace that might provide Israel with real security for its existence.” Ariel Sharon was an independent thinker who made every decision based on whether, in his view, the act would keep Israel safe.
- Post Ariel Sharon’s biography on the bulletin board and his name at the appropriate spot on the timeline.

Israel’s Neighbors (and Sharon’s tactics in the Sinai): (20 minutes)

- Students in third through fifth grade may not be able to identify Israel’s many neighbors. This activity will clarify their names and locations. *Students will need:* large wall map of Israel and her neighbors, printout of the map on page 26, colored pencils, black felt-tip pen (thin point). **Activity:** Distribute a printout of the map to each student. Call one volunteer to come up to the wall map and find Egypt. Have students mark Egypt clearly on their maps, and then color Egypt. Using a different color for each country, do the same for Jordan, Syria and Lebanon. Next, have students color Israel blue. Instruct students to keep their maps handy, so that they can refer to them during discussions about Israel and her neighbors. *Optional:* Re-read the part of Ariel Sharon’s biography that tells of his tactics against Egypt during the Yom Kippur War. Draw the routes on the map of the Israeli and Egyptian armies. Diagram can be found at:

http://stihweb.bu.edu/archives/index.php?option=com_awiki&view=mediawiki&article=Yom_Kippur_War

- **Work for Peace:** Students place their open hands, thumbs together, on a sheet of white paper. Have students trace each other’s open hands to form a dove shape. Cut out each paper “dove.” Ask students, “How can you work for peace? Write one way you can work for peace on your dove,” Display the doves on the bulletin board.

Grades 6 through 8:

7. ARIEL SHARON

Biography and Discussion: (15-30 minutes)

- Read the biography of Ariel Sharon. Ariel Sharon was known for his war tactics, which he utilized in the wars that he fought. Ask students to name the wars that Ariel Sharon fought. *War of Independence 1948; Sinai, 1956; Six Day War, 1967; Yom Kippur War, 1973, Lebanon War 1982.* Beginning in 1973, Ariel Sharon served in the Israeli government. As an elected official, he also worked for peace. What are some of the ways Sharon worked for peace? *Persuaded Prime Minister Menachem Begin to agree to remove the settlements in the Sinai in order to obtain peace with Egypt; met with US, European, Palestinian and Arab leaders to advance the peace process; withdrew Israeli settlers and troops from the Gaza Strip.* People around the world have argued about whether Ariel Sharon was a man of war or a man of peace. What do you think? *Allow students to express all views. Make sure they give reasons for their statements.* At the end of the discussion, read this statement made by Ariel Sharon, which explains his view on peace: “I believe in peace, but I believe in peace that might provide Israel with real security for its existence.” Ariel Sharon was an independent thinker who made every decision based on whether, in his view, the act would keep Israel safe.
- Post Ariel Sharon’s biography on the bulletin board and his name at the appropriate spot on the timeline.

Great Debate: Sharon’s part in Sabra and Shatila (30 - 45 minutes)

- *In 1982 Christian Lebanese forces murdered hundreds of refugees in the refugee camps Sabra and Shetila, and Ariel Sharon resigned as Defense Minister, accepting indirect responsibility for these events. Did these massacres occur because of Sharon’s decisions?* Choose two groups of two to five students each, to participate in this debate. One group should claim that these events happened as a result of Sharon’s decisions, the other, that they did not. After both presentations have been made, each group will have a turn for rebuttal before a panel of impartial observers (other students, or teachers) decide whether or not they believe responsibility rests on Ariel Sharon for the massacres at Sabra and Shatila.
- There are many resources available on this topic. Here is a good starting point for research: http://www.jewishvirtuallibrary.org/jsourc/History/Sabra_&_Shatila.html

Grades 9 through 12:

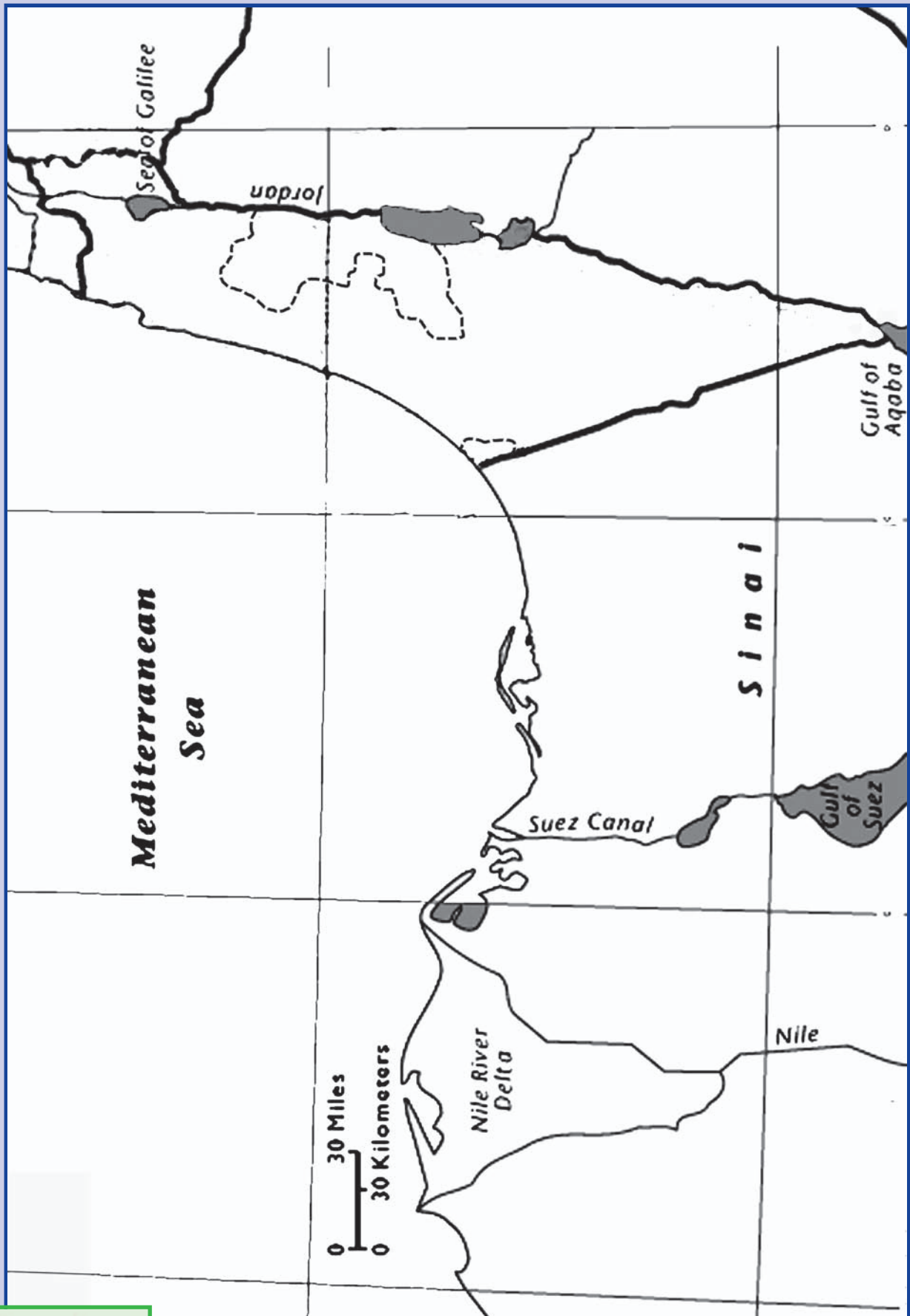
7. ARIEL SHARON

Biography and Discussion: (15-30 minutes)

- Read the biography of Ariel Sharon. Ariel Sharon was known for his war tactics, which he utilized in the wars that he fought. As an elected official, he also worked for peace. People around the world have argued about whether Ariel Sharon was a man of war or a man of peace. What do you think? *Allow students to express all views. Make sure they give reasons for their statements.* At the end of the discussion, read this statement made by Ariel Sharon, which explains his view on peace: “I believe in peace, but I believe in peace that might provide Israel with real security for its existence.” Ariel Sharon was an independent thinker who made every decision based on whether, in his view, the act would keep Israel safe.
- Post Ariel Sharon’s biography on the bulletin board and his name at the appropriate spot on the timeline.

Great Debate: Sharon’s part in Sabra and Shatila (30 - 45 minutes)

- *In 1982 Christian Lebanese forces murdered hundreds of refugees in the refugee camps Sabra and Shetila, and Ariel Sharon resigned as Defense Minister, accepting indirect responsibility for these events. Did these massacres occur because of Sharon’s decisions? Choose two groups of two to five students each, to participate in this debate. One group should claim that these events happened as a result of Sharon’s decisions, the other, that they did not. After both presentations have been made, each group will have a turn for rebuttal before a panel of impartial observers (other students, or teachers) decide whether or not they believe responsibility rests on Ariel Sharon for the massacres at Sabra and Shatila.*
- Depending upon the level of knowledge of the class, it may be necessary for students to do some research before the debate. Here is a good starting point for research:
http://www.jewishvirtuallibrary.org/jsource/History/Sabra_&_Shatila.html



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Grades 3 through 5:

8. RONI ZUCKERMAN

Biography and Discussion: (15-20 minutes)

- Read the biography of Roni Zuckerman. Ask the class, “How were Roni and her grandmother, Zvia, similar?” *both were pioneers - Zvia building Eretz Yisrael, Roni going where women had not gone before in the air force; both were brave, Zvia fighting against the Nazis, Roni flying an F16*
- Post Roni Zuckerman’s biography on the bulletin board and her name at the appropriate spot on the timeline.

Women in Israel (15 - 30 minutes)

- Women in Israel have enjoyed more gender equality than other countries. Hand out copies of the short **FYI, Women in Israel: INFORMATION SHEET** (page 30). After students have read the information sheet, give each student 3 index cards. Have them each write a question about women in Israel, based on the information they have read, on the front of each card, and the answer to the question on the back.

Play FYI, Women in Israel:

Put all of the questions that the class has written into a hat. Divide the class into 2 teams. Choose a member of one team to come up to the front, and with closed eyes, pick a question from the hat and hand it to you. This question is for the team whose member picked it. If they answer correctly, they receive 5 points. If they answer incorrectly, the question goes to the other team. If the other team answers correctly, they receive 2 points. Next, choose a member from the second team and repeat the process. Continue until each team has had the chance to answer 10 questions. The team with the most points wins.

Grades 6 through 8:

8. RONI ZUCKERMAN

Biography and Discussion: (15-20 minutes)

- Read the biography of Roni Zuckerman. Ask the class, “How were Roni and her grandmother, Zvia, similar?” *both were pioneers - Zvia building Eretz Yisrael, Roni going where women had not gone before in the air force; both were brave, Zvia fighting against the Nazis, Roni flying an F16*
- Post Roni Zuckerman’s biography on the bulletin board and her name at the appropriate spot on the timeline.

Women in Israel (30 - 45 minutes)

- Divide students into 4 groups of two to five students each. Have each group research and write a short biography for each of the following women:

1. Zvia Lubetkin
2. Rachel Bluwstein
3. Golda Meir
4. Tzipi Livni

- Play “**What’s My Line?**”

Choose one student to be the Guest. Choose four more to be the Panel. The rest of the class is the audience. The audience knows who the Guest is, but the Panel does not. Choose a Panelist to ask the Guest a yes-or-no question (all questions must be yes-or-no). If the Guest answers “yes,” the Panelist asks another question; if the answer is “no,” the next panelist asks a question. Each Panelist has the option of passing to the next Panelist. They can also request a group conference in which they have a short time to openly discuss their ideas about who the Guest is, or possible questions to ask. A Panelist can guess who the Guest is on his/her turn. If he/she is correct, the Panel wins the game. If no one on the Panel can guess the identity of the Guest, the Guest wins.

Play as many rounds as you like. Choose new students to be the Panel and the Guest each time. Choose Guest identities from these five women: Chana Senesh, Rachel Bluwstein, Zvia Lubetkin, Golda Meir, Tzipi Livni, Roni Zuckerman

Grades 9 through 12:

8. RONI ZUCKERMAN

Biography and Discussion: (15-20 minutes)

- Read the biography of Roni Zuckerman. Discuss the similarities between Roni Zuckerman and her grandmother, Zvia Lubetkin *Examples: both were pioneers - Zvia building Eretz Yisrael, Roni going where women had not gone before in the air force; both were brave, Zvia fighting against the Nazis, Roni flying an F16*
- Post Roni Zuckerman's biography on the bulletin board and her name at the appropriate spot on the timeline.

Women in Combat: A Debate (30 - 45 minutes)

- In 1994, a civilian pilot named Alice Miller took the Israeli army (IDF) to the Supreme Court, demanding that she be allowed to take the Air Force qualification test and, if she passed, the flight course. Charging sex discrimination, she also asked that other combat roles be opened to women. She forced the army to explain its ban on women in combat. This had particular significance in the only country that drafts women as well as men. At the time of the law suit, women served in many responsible roles, but they were barred from combat. One reason given was that it was not practical to invest in long-term training programs for women because they serve only 21 months of regular duty, spend little time in the reserves and are likely to lose time because of pregnancy and childbirth. Men serve three years of regular service and can be called to the reserves until the age of 50.

Some argued that combat roles could change public perceptions of women, that society would look at them differently if they had a chance to risk their lives in defense of the country.

Alice Miller won the case in 1995 (but failed the medical tests after getting high grades on the aptitude test). However, this case, and the effort by women's rights groups to allow women in combat positions, forced the military to confront the question of women's roles in combat in the IDF. Eventually, in the year 2000, the Military Service Law was amended, stating that "The right of women to serve in any role in the IDF is equal to the right of men."

- Choose two groups of two to five students to participate in this debate. One group should support women in combat, the other should oppose women in combat roles. After both presentations have been made, each group will have a turn for rebuttal before a panel of impartial observers (other students, or teachers) decide whether they have been convinced to agree or to disagree with the Military Service Law.

FYI, Women in Israel: INFORMATION SHEET

Declaration of Independence:

1. Israel's Declaration of Independence states: "The State of Israel...will ensure complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex."
2. Israel's Declaration of Independence is signed by two women - one of them is Golda Meir

Government:

1. Golda Meir

- Golda Meir became Israel's first female Prime Minister in 1969, and was re-elected in 1973.
- Israel was the third country in the world to be led by a female head of government.

2. Knesset

- Dozens of women have served in the Knesset.
- In May 2006, the Knesset elected Dalia Itzik as their first female Speaker of the Knesset.
- Nadia Hilou was the second Israeli-Arab woman to serve in the Knesset.

Military:

1. Women in Israel are obligated to serve their country either through Military Service or through National Civic Service (performed in a range of schools, hospitals and non-profit organizations) Approximately one third of Israeli women choose National Civic Service.
2. Women serving in the military in Israel play a significant role, often serving as combat instructors. Several women have served as Spokesperson for the Israel Defense Forces.

Business and Education:

1. 57% of all Israeli academic degrees are awarded to women.
2. Dalia Narkiss serves as CEO of Manpower, Israel's largest employment agency.
3. Galia Maor serves as CEO of Bank Leumi, one of Israel's leading commercial banks, and is ranked among *Fortune Magazine's* 50 Most Powerful Women in Business.

Sports:

1. Israeli women have competed nationally and internationally in sporting events since Israel first participated in the Olympic games in 1952.
2. Israel won its first Olympic medal in 1992, when female athlete Yael Arad won a silver medal in judo at the Barcelona games.
3. Israeli tennis pro Shahar Pe'er became the first Israeli woman to reach the quarter finals of a Grand Slam in 2006.

Grades 3 through 5:

9. MICHAEL LEVIN

Biography and Discussion: (15-20 minutes)

- Read the biography of Michael Levin. Michael Levin was a person who knew what he wanted and was very determined to accomplish his goals. Ask the class, “What were Michael’s goals?” *Answers: to live in Israel, to become a soldier, to fight alongside his friends, to protect Israel.* “How did Michael show his determination?” *Even though he had to wait, he never lost sight of his goal to make aliyah; he climbed in through a window to see the officer who could register him for the army; he returned early from his visit to the United States to fight terrorists in the North.*
- Post the biography of Michael Levin on the bulletin board and his name at the appropriate spot on the timeline.

Chayal Boded, Lone Soldier: (30 - 45 minutes)

- Lone Soldiers are given special privileges because they do not have parents nearby to do their laundry, cook for them, send packages, or make Shabbat dinner for them on their weekends off.

They receive extra salary and extra help with their rent and utilities. They also get extra days off to do the errands that their parents might otherwise do for them, such as laundry or going to the bank. A *chayal boded* gets one free long-distance telephone call each month and an extra month of vacation time to visit family outside of Israel. A *chayal boded* can be “adopted” by an Israeli family that is interested in providing a home on weekend leaves. There are also *kibbutzim* which serve as home to lone soldiers on weekend leaves.

- **Activity:** Write a letter of encouragement to a *chayal boded* which will be included in a package sent by an organization called “A Package from Home.” Letters can be written in English or Hebrew. They should be positive and upbeat - offer the soldiers encouragement and thank them for protecting Israel. Students can also include some information about themselves. If they include their email or postal addresses, there is a possibility that the soldiers will respond to their letters. Mail all of the letters together in a large envelope to:

Chayal Boded
Jewish National Fund
42 East 69th Street
New York, NY 10021

The letters will be included in care packages to soldiers that this organization provides, and your school will be listed on the honor roll on the “A Package from Home” website.

Grades 6 through 8:

9. MICHAEL LEVIN

Biography and Discussion: (15-20 minutes)

- Read the biography of Michael Levin. Michael Levin was a person who knew what he wanted and was very determined to accomplish his goals. Ask the class, “What were Michael’s goals?” *Answers: to live in Israel, to become a soldier, to fight alongside his friends, to protect Israel.* “How did Michael show his determination?” *Even though he had to wait, he never lost sight of his goal to make aliyah; he climbed in through a window to see the officer who could register him for the army; he returned early from his visit to the United States to fight terrorists in the North.* Ask, “Michael was a *chayal boded*. What does that mean?” *a lone soldier - a soldier whose immediate family does not live in Israel.*
- Post the biography of Michael Levin on the bulletin board and his name at the appropriate spot on the timeline.

Chayal Boded, Lone Soldier: (30 - 45 minutes)

- Lone Soldiers are given special privileges because they do not have parents nearby to do their laundry, cook for them, send packages, or make Shabbat dinner for them on their weekends off.

They receive extra salary and extra help with their rent and utilities. They also get extra days off to do the errands that their parents might otherwise do for them, such as laundry or going to the bank. A *chayal boded* gets one free long-distance telephone call each month, and an extra month of vacation time to visit family outside of Israel. A *chayal boded* can be “adopted” by an Israeli family that is interested in providing a home on weekend leaves. There are also *kibbutzim* which serve as home to lone soldiers on weekend leaves.

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Additional resource: show the video, “A Hero in Heaven” about Michael Levin, available at: www.ahero-in-heaven.com/DVDRequest/form1.html

Grades 9 through 12:

9. MICHAEL LEVIN

Biography and Discussion: (15-20 minutes)

- Read the biography of Michael Levin. Ask, “How did Michael show his determination and strength of character?” *Even though he had to wait, he never lost sight of his goal to make aliyah; he climbed in through a window to see the officer who could register him for the army; he returned early from his visit to the United States to fight terrorists in the North, he was a chaya boded.*
- Post the biography of Michael Levin on the bulletin board and his name at the appropriate spot on the timeline.

Chaya Boded, Lone Soldier: (30 - 45 minutes)

- **Role play:** One student is a recruiter, visiting the class to educate them about joining the IDF as a *chaya boded*. The class should ask questions to help them understand what it might feel like to make aliyah and join the IDF.

Background information: Lone Soldiers are given special privileges because they do not have parents nearby to do their laundry, cook for them, send packages, or make Shabbat dinner for them on their weekends off.

They receive extra salary and extra help with their rent and utilities. They also get extra days off to do the errands that their parents might otherwise do for them, such as laundry or going to the bank. A *chaya boded* gets one free long-distance telephone call each month, and an extra month of vacation time to visit family outside of Israel. A *chaya boded* can be “adopted” by an Israeli family that is interested in providing a home on weekend leaves. There are also *kibbutzim* which serve as home to lone soldiers on weekend leaves.

- **Activity:** Write a letter of encouragement to a *chaya boded* which will be included in a package sent by an organization called “A Package from Home.” Letters can be written in English or Hebrew. They should be positive and upbeat - offer the soldiers encouragement and thank them for protecting Israel. Students can also include some information about themselves. If they include their email or postal addresses, there is a possibility that the soldiers will respond to their letters. Mail all of the letters together in a large envelope to:

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Additional resource: show the video, “A Hero in Heaven” about Michael Levin, available at: www.aheroinheaven.com/DVDRequest/form1.html

Grades 3 through 5:

10. YESAMU YALAU

Biography and Discussion: (15-30 minutes)

- Read the biography of Yesamu Yalau. Teach students about Operation Moses and Operation Solomon. (See below.) A map of Africa is helpful. Show students the route of the long journey of Beta Israel.

Background Information:

Yesamu Yalau came to Israel from Ethiopia in 2001, but many Ethiopian Jews came to Israel before he did. The Ethiopian Jews, also called the ‘Beta Israel’ (House of Israel), and ‘Falashas’ (Outsider in amharic) by their neighbors, always remembered Jerusalem. The dream of returning to Zion (another name for Israel and Jerusalem) was part of their daily prayers. Beginning on November 21, 1984 and ending on January 5, 1985, thousands of Beta Israel fled famine in Ethiopia, walking to refugee camps in Sudan. It is estimated that as many as 4,000 died during the long and difficult journey. Sudan secretly allowed Israel to evacuate the refugees, but once the story was revealed in the media, Arab countries pressured Sudan to stop the airlift. About 1,000 Ethiopian Jews who had planned to leave were left behind.

Then, in 1991, the government of Ethiopia became unstable and that presented a great opportunity for the Beta Israel who had been prevented by the government from leaving during Operation Moses to leave. In just 36 hours, 14,500 Ethiopian Jews were brought to Israel. On May 24, 1991, El Al broke the world record for the number of passengers on a single flight with one of the Operation Solomon flights - 1,122 passengers! 1,087 passengers had been registered, but many children hid in their mothers' robes. Two babies were even born on the flight. The seats on the airplanes were removed so that more immigrants could fit. The passengers had never flown before, and tried to light fires on the airplane for warmth. Beta Israel are no longer outsiders. They are now citizens of Israel.

- Post the biography of Yesamu Yalau on the bulletin board and his name at the appropriate spot on the timeline.

A Homeland for All Jews: Melting Pot Fondue (20-30 minutes)

- People have come to Israel from all over the world to find freedom and a better life. Countries where different cultures come together are often called “melting pots.” Make this recipe with the class and talk about the different places people have come from to find freedom and a better life in Israel. Click on the link below and make this recipe:

http://support.jnf.org/site/PageServer?pagename=edu_meltingpot_fondue

Grades 6 through 8:

10. YESAMU YALAU

Biography: (15 minutes)

- Read the biography of Yesamu Yalau. Tell students that Yesamu Yalau came to Israel from Ethiopia in 2001, but many Ethiopian Jews came to Israel before he did. Using a map of Africa to show the route of Beta Israel, teach the students about Operation Moses and Operation Solomon. (See below.) After you have provided background information, challenge students to learn more and educate others with the activity below.
- Post the biography of Yesamu Yalau on the bulletin board and his name at the appropriate spot on the timeline.

Activity: (30 - 60 minutes, or possible homework assignment)

Background Information:

Yesamu Yalau came to Israel from Ethiopia in 2001, but many Ethiopian Jews came to Israel before he did. The Ethiopian Jews, also called the 'Beta Israel' (House of Israel), and 'Falashas' (Outsider in Amharic) by their neighbors, always remembered Jerusalem. The dream of returning to Zion (another name for Israel and Jerusalem) was part of their daily prayers. Beginning on November 21, 1984 and ending on January 5, 1985, thousands of Beta Israel fled famine in Ethiopia, walking to refugee camps in Sudan. It is estimated that as many as 4,000 died during the long and difficult journey. Sudan secretly allowed Israel to evacuate the refugees, but once the story was revealed in the media, Arab countries pressured Sudan to stop the airlift. About 1,000 Ethiopian Jews who had planned to leave were left behind.

Then, in 1991, the government of Ethiopia became unstable and that presented a great opportunity for the Beta Israel who had been prevented by the government from leaving during Operation Moses to leave. In just 36 hours, 14,500 Ethiopian Jews were brought to Israel. On May 24, 1991, El Al broke the world record for the number of passengers on a single flight with one of the Operation Solomon flights - 1,122 passengers! 1,087 passengers had been registered, but many children hid in their mothers' robes. Two babies were even born on the flight. The seats on the airplanes were removed so that more immigrants could fit. The passengers had never flown before and tried to light fires on the airplane for warmth. Beta Israel are no longer outsiders. They are now citizens of Israel.

Beta Israel in Class

1. Research: Divide the class into three groups which will find out what life was like for Beta Israel and create an exhibit to teach other students about the Ethiopian Jews.

Group 1: What was life like in the Ethiopian villages where Beta Israel lived?

Group 2: How did they observe Jewish practices?

Group 3: What challenges did they face when they arrived in the modern State of Israel?

(Good place to start: <http://www.iaej.co.il/index.htm>)

2. Create: Build a poster display to teach other students about Beta Israel, Operation Moses and Operation Solomon. Create a series of at least 6 posters. Tell part of the story of Beta Israel on each poster. Invite other students to view the poster exhibit, giving them time to read, look and learn. Answer any questions they may have. Serve Ethiopian/Israeli food.

Grades 9 through 12:

10. YASEMU YALAU

Biography and Discussion: (15 - 20 minutes)

- Read the biography of Yesamu Yalau. This story illustrates the statement in the Talmud, Tractate Shavuot 39a: “*Kol Yisrael arevim zeh bazeh*: All of Israel is responsible for one another.” Challenge students to name the different ways this is true. *Yasemu Yalau protected Israel from terrorists, Yasemu’s friends took responsibility for his mother.* Yesamu Yalau came to Israel from Ethiopia in 2001, but many Ethiopian Jews came to Israel before he did. Let students know that they will be studying Operation Moses and Operation Solomon, the rescue of Beta Israel.
- Post the biography of Yesamu Yalau on the bulletin board and his name at the appropriate spot on the timeline.

Activity: (research assignment and presentations)

Background Information:

Yesamu Yalau came to Israel from Ethiopia in 2001, but many Ethiopian Jews came to Israel before he did. The Ethiopian Jews, also called the ‘Beta Israel’ (House of Israel), and ‘Falashas’ (Outsiders) by their neighbors, always remembered Jerusalem. The dream of returning to Zion (another name for Israel and Jerusalem) was part of their daily prayers. Beginning on November 21, 1984 and ending on January 5, 1985, thousands of Beta Israel fled famine in Ethiopia, walking to refugee camps in Sudan. It is estimated that as many as 4,000 died during the long and difficult journey. Sudan secretly allowed Israel to evacuate the refugees, but once the story was revealed in the media, Arab countries pressured Sudan to stop the airlift. About 1,000 Ethiopian Jews who had planned to leave were left behind.

Then in 1991, the government of Ethiopia became unstable, and that presented a great opportunity for the Beta Israel who had been prevented by the government from leaving during Operation Moses to leave. In just 36 hours, 14,500 Ethiopian Jews were brought to Israel. On May 24, 1991, El Al broke the world record for the number of passengers on a single flight with one of the Operation Solomon flights - 1,122 passengers! 1,087 passengers had been registered, but many children hid in their mothers' robes. Two babies were even born on the flight. The seats on the airplanes were removed so that more immigrants could fit. The passengers had never flown before, and tried to light fires on the airplane for warmth. Beta Israel are no longer outsiders. They are now citizens of Israel.

Beta Israel in Class

Working either individually or in groups, have students research Beta Israel and their journey, and present their findings to the class. Presentations should include, costumes, food, and visual aids such as maps or posters to help tell the story. Students should choose one of these topics:

1. Operation Moses
2. Operation Solomon
3. Life in the Ethiopian villages before the airlifts
4. Jewish practices among Beta Israel
5. Challenges faced when they arrived in the modern State of Israel

(Good place to start: <http://www.iaej.co.il/index.htm>)