

ANALYZING PRIMARY SOURCES

CASE LEARNING ACTIVITY

KIRYAT ANAVIM, 1921

LESSON OVERVIEW

[Kiryat Anavim](#) (City of Vineyards) is a Kibbutz in the Judean Hills near Jerusalem. The land that would become the Kibbutz was bought in 1913-14 by the Palestine Land Development Company Organization from 'Abdallah Effendi Abu Ghosh and 'Abd al-Hamid Effendi Abu as part of the purchase of Dilb which had begun in 1910. The first settlers were a group of Jewish workers from Bialystock who, due to onset of World War I, vacated the area.

[The Kibbutz](#) was founded in 1920 by a group of agricultural settlers from Eastern Europe who came as part of the Third Aliyah (see timeline 1919-1923). At first settlement and cultivation was difficult, especially as the settlers lacked sufficient financial resources, to develop modern farming on the hilly terrain. In 1920, the Jewish National Fund provided some financial assistance that helped the settlers by building terraces, planting saplings and. By the end of 1920 there were around 200 pioneers in Kiryat Anavim.

In this lesson, students will analyze two photographs from Kiryat Anavim taken in 1921 and use their observations to produce a news story.

ENDURING UNDERSTANDING

Immigrants to Israel in 1920 faced many difficulties and worked hard to build and develop the infrastructure for the Jewish State.

ESSENTIAL QUESTIONS

- What was life like for pioneers to Israel in the 1920's?
- What type of work did the pioneers need to do in order to develop the land?

OBJECTIVES:

Students will:

- Analyze two historical photographs
- Construct meaning from their observations
- Learn about how chroma key (green screen) photography and video work.

TIME RECOMMENDED:

2 -45 Minute Sessions

GRADE LEVEL:

Grades 3-5

ASSESSMENT:

Students will create news reports while incorporating the photographs

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ACTIVITIES AND PROCEDURES:

Activity One: Analyzing the Photographs

1. Divide the students into groups of 4-5 and distribute [photograph #1](#) and [photograph #2](#) to the groups, or project them onto your interactive whiteboard.
2. Explain to students that they are historians and they have just uncovered these two photographs from Kiryat Anavim, a Kibbutz near Jerusalem. In their groups have them answer these questions:
 - a. **What do they see in the photographs?** People, objects, backgrounds, physical setting, details, etc.
 - b. **What do they think is happening in the photographs?**
 - c. **When do they think these photographs were taken and why?**
 - d. **What would be a good caption for this photograph?**

This can either be done orally or by having students fill out a chart with each question on it.

3. After they have finished their initial investigation and analysis, have students come together for a general discussion of their analysis. You may want to chart their responses to the questions on the interactive board in Google documents or other file sharing mechanism. After discussing what their analysis of the photographs yielded, have students brainstorm a list of topics that they could research in order to find out more about the photographs. *These could include: Kiryat Anavim, immigration, Third Aliyah, Kibbutzim, developing the land, etc.* As a homework or in-class extension activity, you could divide students into groups and have them research each of the items that they generated and report back to the class.
4. **Digging Deeper:** If doing this activity with older students, you may want to have them look at events that were happening around the same time as the photographs were taken. Look at the following events in the timeline section of the CIE website. How do students think that each of these affected the settlers and the work they were doing at Kiryat Anavim?
 - a. **British Administration Commences, 1920**
 - b. **Histradut Formed, 1920**
 - c. **Vaad Leumi Founded, 1920**
 - d. **Founding of the Haganah, 1920-21**
 - e. **Jaffa riots, May 1921**
 - f. **League of Nation British Mandate for Palestine Established, 1922**
 - g. **1922 Churchill white Paper, 1922**

Digging Deeper #2: Because of the geographical significance on Kiryat Anavim in the “British Corridor” (the Jerusalem to Tel Aviv Road), there was renewed interest in purchasing an additional 4,000 dunams of land around Kiryat Anavim in 1937. Have older students look at the December 1937 document, [Jewish National Fund, The Political Significance of Land Purchase](#) on the CIE website and analyze why Kiryat Anavim was of particular importance.

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ACTIVITIES AND PROCEDURES:

Activity Two: Assessment

Working in their groups, have students select one of the photographs to create a news story about. Their news story should include the elements of their analysis as well as any additional research and background information that they undertook. Their news story should be creative and can include students taking on the role of one or more of the people in the photograph in the form of an interview or eyewitness report.

Incorporating Chroma Key/Green Screen – To enhance the lesson, film and record the students' news stories using chroma key/green screen to incorporate the original photograph as a background.

A simple way of using chroma key/green screen is through a video editing program such as Photoshop, Imovie, or Windows Movie Maker and by using a simple background made of colored posterboard or basic fabric.