



Panim. yom. Zikaron.

A Face. A Memory. A Day

STUDY AND REMEMBER

A Face. A Memory. A Day

To commemorate *Yom HaZikaron* (Israel's Memorial Day for Fallen Soldiers and Victims of Terror) in a more meaningful way, Beit Avi Chai has created a diverse set of interactive educational curriculums for its [A Face. A Memory. A Day](#) animated film project.

Each curriculum includes descriptive overviews, activities, questions and topics for discussion. Each curriculum is also purposely designed to be adapted in different educational settings for different age groups, with tools for teachers, informal educators and community leaders.

Beit Avi Chai's *A Face. A Memory. A Day* initiative employs captivating storytelling and masterful animation that brings to life special moments frozen in time from the lives of our fallen soldiers and victims of terror. The films enable us to experience *personal memory* through the eyes of those whom we lost. As viewers, we are offered a chance to share in their *collective memory*.

We have no doubt that you will find this project as meaningful as we do.

Should you have questions or thoughts that you would like to share, we welcome you to write to us at: remember.edu@avichai.org.il.

The *A Face. A Memory. A Day* Team

Beit Avi Chai, Jerusalem



STUDY AND REMEMBER

Focus



Lesson Plan for the Short Films “Gail” and “Lior”

Overview:

This lesson plan will invite us to connect with two individuals of incredible focus - Gail Rubin and Lior Yonatan. Both Gail and Lior had a passion for photography and a love of nature. Like photographers who aim their cameras in order to capture a particular landscape or subject, Gail and Lior both chose what to place in their center frame. Through learning the different stories of Gail and Lior, we too will ask ourselves: How do we prioritize? What is in our center frame? Do we have a Jewish lens?

Beit Avi Chai's memorial project: *A Face. A Memory. A Day* ("פנים. יום. זיכרון") commemorates Israel's fallen soldiers and victims of terror by using animated short films to bring them to life again on screen. Focusing on their values and hobbies allows us to not only visualize the person but also to connect with their character and story. It is one of the ways we can remember the fallen as people.

- * *Even if you are not a professional photographer students and teachers alike will enjoy and connect to the concepts of 'focus', 'framing' and 'perspective'. They do not only apply to the camera, they also serve as metaphors for life.*

Goal:

Through exploring their **values, life choices and hobbies** we will learn about the stories and personalities of Gail Rubin and Lior Yonatan. We will also learn about ourselves.

*See Appendix I for a Curriculum Timetable

Opening Activity: Gallery Walk

(7 minutes)

Print and display the quotations found in Appendix 2. These are the quotes by some of the greatest photographers of the last century.

1. As students enter the classroom, ask them to walk around and silently read the quotations displayed around the room.
2. Ask students to choose the quotation they like most and to stand by it. Ask two students to share why they selected that quote.
3. Ask students to choose the quotation they like least and to stand by it. Time permitting, ask two students to share why they selected that quote.

Film 1: “Gail” in Memory of Gail Rubin (3 minutes)

Show the film “[Gail](#)” (Length: 2 minutes and 46 seconds)

[Suggested film preview](#)

There is more information about Gail’s life on the [project’s website](#) as well as an [obituary](#) written by her cousin.

We will now watch the film “Gail”. It tells the story of Gail Rubin, an American from Manhattan, New York. She decided to live in Israel after visiting there in 1969 and worked as a war photographer, shadowing IDF soldiers and recording battles during the Yom Kippur War of 1973. After the war, she decided to become a nature photographer.

On the morning of March 11, 1978, while strolling along a beach at a Nature Reserve Gail was shot by terrorists. They were on their way to carry out a mass terror attack that became known as the Coastal Road Massacre. Most people are unfamiliar with Gail’s story.

The film is narrated by the Israeli actor, Ayelet Zurer who reads out the full text of a poem by acclaimed Israeli poet [Natan Yonatan](#). The poem was written in response to the terror attack and opens with a line about a flower called the Retama or White Broom. In Hebrew this flower is called *Rotem* - רותם. The flower holds protected status in Israel. A picture of the flower can be found in Appendix 3.

Guiding Questions:

Use the pedagogical tool Think, Pair, Share for the following questions. Students will think silently about the questions during the film. They will share their thoughts in a chavruta (paired learning) during Activity 1.

Question: What is the symbolism of the footsteps being washed away by the wave?

Question: What is the symbolism of the Rotem/Retama flower?

Question: What do you think the film is trying to tell us about Gail?

Film 2: “Lior” in Memory of Lior Yonatan (4 minutes)

Show the film “[Lior](#)” (Length: 3 minutes and 30 seconds)

There is more information about Lior’s life on the [project’s website](#).

Lior Yonatan was born in 1952 in Kibbutz Sarid, just over 20 miles southeast of Haifa. A quiet boy, Lior loved music and hiking. He was creative, smart, and loved photography, nature and wildlife. He was the older brother of Ziv and the son of Tzfira and Natan Yonatan. Natan is the acclaimed Israeli poet who wrote the poem recited in the first film.

Lior served in the Armored Corps and was a tank commander at the outbreak of the Yom Kippur War in 1973. He died in a firefight with Egyptian forces on the Suez Canal during the first hours of the war.

The film that is about to be screened is based on a story told by Lior’s mother. There are no words in the film and the animation style is simple and clear with some bold colors. It tells the story of Lior as a boy going for a nature walk in a forest. They encounter a snake and one of Lior’s friends acts with cruelty towards it. Lior steps in to save the snake.

Guiding Questions:

Use the pedagogical tool Think, Pair, Share for the following questions. Students will think silently about the questions during the film. They will then share their thoughts in a chavruta (paired learning) during Activity 1.

Question: How well do you think Lior handled the situation with his friend and the snake?

Question: What do you think the film is trying to tell us about Lior?

Activity 1: Reflections on Nature through the Jewish Lens (15 minutes)

Building on the guiding questions above, students will now break into chavrutas for paired learning. Over the next 15 minutes, each pair of students will review their thoughts and answers to the above questions. Then they will unpack one to three poems/quotations below. Allow for a few moments to bring the class together to share, process and weave the information together before moving on to Activity 2.

Option A: “Rotem Flower” by Natan Yonatan

In chavruta (paired learning) read a section of the text from Natan Yonatan’s poem on the Rotem flower featured in the film “Gail”. It can be found in Appendix 4.

Holocaust & Nature

Option B: Anne Frank Quotation

In chavruta (paired learning) read a quotation from Anne Frank's Diary. It can be found in Appendix 5.

Option C: "Last Butterfly" by Pavel Friedman

In chavruta (paired learning) read the poem by Pavel Friedman. It can be found in Appendix 6.

Question: How does Natan connect to nature? (Beauty as protection.)

Question: How does Anne connect to nature? (Nature brings solace in all troubles.)

Question: How does Pavel connect to nature? (Nature as comfort.)

Reflection Question: These have sad endings; does this alter or change their message(s)?

Activity 2: How Does this Relate to Me?

(15 minutes)

Students can create a collage with clippings from a nature magazine or free-write in a journal. If additional time is needed, this can be completed at home.

Reflection Question: Both Lior and Gail had strong values and ideas that influenced their behavior. Think how do values influence your behavior or choices?

Reflection Question: Just like a camera lens, what do we focus on or prioritize in life? What are our own values, goals and hobbies?

Closing Activity- Exit Ticket

(2 minutes)

For each person you 'met' today, write down one thing you learned about them.

Feel free to use your notes.

Appendices

Appendix I: Curriculum Timetable

Time:	Activity:	Directions:
7 min	Opening Activity: Gallery Walk	<p>Write the following questions on the board. Leave them visible for the entire class period:</p> <p>What does it mean to look at something through a lens? Does it give us perspective?</p> <p>Focus? Insight?</p> <p>Does the camera bring us closer to the object/person being photographed? Or does the camera signify the distance between subject/object?</p> <p>How do we choose where to look when we take pictures?</p> <p>In life, what do we choose to focus on or look at?</p>
2 min	Short Film 1: "Gail" (1:20)	<p>Guiding Questions:</p> <p>What is the symbolism of the footsteps being washed away by the wave?</p> <p>What is the symbolism of the Rotem/Retama flower?</p> <p>What do you think the film is trying to tell us about Gail?</p>
4 min	Short Film 2: "Lior" (3:29)	<p>Guiding Questions:</p> <p>How well do you think Lior handled the situation with his friend and the snake?</p> <p>What do you think the film is trying to tell us about Lior?</p>
15 min	Activity 1: Reflections on Nature through the Jewish Lens (Poems A, B &/Or C)	<p>Students can create a collage or free-write in a journal.</p> <p>Both Lior and Gail had strong values and ideas that influenced their behavior. Can we say the same about ourselves?</p> <p>Just like a camera lens, what do we focus on or prioritize in life? What are our own values, goals and hobbies?</p>
15 min	Activity 2: How does this relate to me?	<p>Students can create a collage or free-write in a journal.</p> <p>Both Lior and Gail had strong values and ideas that influenced their behavior. Can we say the same about ourselves?</p> <p>Just like a camera lens, what do we focus on or prioritize in life? What are our own values, goals and hobbies?</p>
2 min	Closing Activity: Exit Ticket	For each person you 'met' today, write down one thing you learned about them. Feel free to use your notes.
Total Time: 45 minutes		

Appendix 2: Quotes for the Opening Activity

“When words become unclear, I shall focus with photographs. When images become inadequate, I shall be content with silence.”

Ansel Adams

“I don't photograph life as it is, but life as I would like it to be.”

Robert Doisneau

“Life is once. Forever.”

Henri Cartier-Bresson

“The camera is an excuse to be someplace you otherwise don't belong. It gives me both a point of connection and a point of separation.”

Susan Meiselas

“The camera is an instrument that teaches people how to see without a camera.”

Dorothea Lange

Appendix 3: Photograph of the Rotem - Retama flower



[Photo source](#)

Appendix 4: Poem by Natan Yonatan

Full text in Hebrew can be found [here](#)

I wanted to leave behind a short confession about the love of the
Retama and about the need to write poems.

I thought beauty could protect us and the children from fire and ice

That the delicate lining of silver flowers along the way

And the one land that remained

And the desert Retama and its awful beauty,

I thought.

Appendix 5: Quotation by Anne Frank

<https://www.hmd.org.uk/resource/anne-frank/>

“The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quite alone with the heavens, nature and God.”

Or the longer quote:

"The best remedy for those who are afraid, lonely or unhappy is to go outside, somewhere where they can be quite alone with the heavens, nature and God. Because only then does one feel that all is as it should be and that God wishes to see people happy, amidst the simple beauty of nature. As long as this exists, and it certainly always will, I know that then there will always be comfort for every sorrow, whatever the circumstances may be. And I firmly believe that nature brings solace in all troubles."

Appendix 6: “The Very Last Butterfly” by Pavel Friedman

<https://www.hmd.org.uk/resource/the-butterfly-by-pavel-friedmann/>

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun’s tears would sing
against a white stone...
Such, such a yellow
Is carried lightly ‘way up high.
It went away I’m sure because it wished
to kiss the world goodbye.
For seven weeks I’ve lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.
That butterfly was the last one.
Butterflies don’t live in here,
In the ghetto.