



ISRAEL MATTERS!

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Now this is Interesting, but Sad

If you ask most parents to define the purpose of school curriculum, I would venture to say most would reply that the fundamental purpose is to ensure that students receive integrated, coherent learning experiences that contribute towards their personal, academic and professional learning and growth. Follow on discussions would probably touch on the need for curricula to foster positive growth in the areas of social, emotional, physical and cognitive development. I would agree.

Unfortunately, this seems far afield from the content of the curriculum and supporting textbooks approved by the Palestinian Authority (the PA) for the 2018-2019 school year in the West Bank and Gaza.

For the past four years, an Israeli nonprofit organization (IMPACT-se) has been tracking the content of textbooks taught to the 1,300,000 Palestinian schoolchildren in the West Bank, Gaza, and East Jerusalem. The organization researches school textbooks, teachers' guides, and curricula to assess how Palestinian youth are being educated. IMPACT-se reports its findings to the US Congress, the European Union, and specific European countries that provide funds for Palestinian education. They publish an annual report and policy recommendations to these major donors of the PA Ministry of Education.

The latest IMPACT-se report on recently published Palestinian textbooks for the 2018-19 school year presents a common radical voice accommodating the full spectrum of extreme nationalist and Islamist ideologies including anti-Semitic motifs amid themes of continuous struggle, heroism and martyrdom. The textbooks continue to promote hate, seek a commitment to *jihad war*, and lay out justification for war with Israel. The following examples are taken directly from current Palestinian textbooks:


3 rd Grade Language Education	Translation/Explanation
<p style="text-align: center;">نُعْتِي، وَنَحْفَظُ: أَرْضَ الْكُرْمَاءِ</p>  <p>قَتَمَا سَاطِحِي بِدِمَائِي لِأُرْوِي أَرْضَ الْكُرْمَاءِ وَأَزِيلُ الْغَاصِبَ مِنْ بَلَدِي وَأَيِّدُ فُلُوكَ الْغُرَبَاءِ يَا بَلَدَ الْأَقْصَى وَالْحَرَمِ يَا مَهْدَ التَّخَوُّةِ وَالْكَرَمِ صَبْرًا صَبْرًا فَانْتَصِرْ لَنَا وَالْقَبْرُ يُطَلُّ مِنَ الظُّلَمِ</p>	<p><i>I vow I shall sacrifice my blood To saturate the land of the generous And will remove (uzila) the usurper from my country And will exterminate (ubidu) the remnants of the foreigner</i></p> <p><i>Oh, the land of Al-Aqsa and the Haram! Oh cradle of chivalry and generosity! Patient, be patient as victory is ours; Dawn is emerging from the oppression.</i></p> <p><i>Our Beautiful Language, page 64.</i></p>

Fourth Grade Mathematics

Translation/Explanation

الدروس ١

الجمع ضمن الملايين دون حمل



١ بلغ عدد شهداء الانتفاضة الأولى (الانتفاضة الحجارة) ٢٠٢٦ شهيداً، وبلغ عدد شهداء انتفاضة الأقصى ٥٠٥٠ شهيداً.

عدد الشهداء في الانتفاضتين = _____ شهيداً

Addition

A funeral of a martyr is placed next to the following math question:

The number of martyrs of the First Intifada (the Intifada of Rocks) is 2,026 martyrs, and the number of martyrs of the Al-Aqsa Intifada is 5,050. The number of martyrs in the two intifadas is _____ martyrs.

Fifth Grade Arabic Language Instruction

Translation

البقاء، والتضحية، والنضال، والجهاد، والكفاح أهم معاني الحياة، خاصة لشعب يعاني
وبيلات الاحتلال من حصار، وقمع، ومضايقة، وهدم، واعتقال من أجل نيل الحرية، وإقامة
الدولة وتقرير المصير، هذا هو الشعب الفلسطيني الذي عثر عن أجمل صور الأيمان والصمود،
والتجرب أبطالاً يتسلحون بالإيمان والعلم وحب الوطن.

Giving one's life, sacrifice, fight, jihad, and struggle are the most important meanings of life, especially for a people suffering from the scourge of occupation, of siege, repression, harassment, demolition, and arrest; for freedom, the establishment of the state and self determination. This is the Palestinian people who displayed the most beautiful pictures of belonging and steadfastness and gave birth to heroes armed with faith, knowledge and patriotism.

5th Grade Islamic Education

Translation

ثانياً- محاولات اليهود قتل النبي ﷺ:

هنا بنا لشاهد مقطع فيديو من القرص المرفق، لمحاولة قتل اليهود رسول الله ﷺ.

١- محاولة يهود بني النضير بعد هجرة بدر قتل الرسول ﷺ، والقاء حجر كبير على رأسه، وهو جالس إلى جانب جدار لهم، لكن الله بقدرته أرسل إليه الوحي جبريل، عليه السلام، فأخبره أن اليهود يخططون لقتله، فاحصرهم عنقه سريعاً إلى المدينة، وجيش المسلمين، ثم حاصروهم، وقتلهم، وأخرجهم من المدينة المنورة.

٢- محاولة امرأة يهودية قتل النبي ﷺ بالسُّم؛ حيث أتت رسول الله ﷺ بمشاة، ودشنت فيها السُّم، وقدمتها لرسول الله ﷺ، فأكل منها، وكان يعاوده المرض من أثر الأكل من هذه المشاة السسومة؛ حتى توفي ﷺ. (سورة النحل).

إن أعداء الإسلام لن يكتفوا في كل زمان ومكان عن استخدام الوسائل والأساليب كافة، لمحاربة الإسلام والمسلمين، وسحارة دعائه، والسعي لإطفاء نور الله في الأرض، لكن الله ناصر دينه ودعائه، مهما تعددت أساليب الشبهة والإيذاء.

قصيدة للتفكير:
تكرار محاولات اليهود قتل النبي ﷺ.

Two: Jewish Attempts to Kill the Prophet

Let's watch a video from the attached disk about the attempt of the Jews to kill the Prophet: 1. The attempt of the Jews Banu-Nadhir after the Battle of Badr to kill the Prophet by throwing a big rock at his head...But Allah in His power sent him the revelation of Jibril who informed him that the Jews are planning to kill him. So the Prophet left them and hurried to Medina, prepared the Muslim army, then besieged them, fought against them and expelled them from Medina. 2. There was an attempt by a Jewish woman to kill the Prophet with poison. She gave the Messenger of Allah a sheep, inserted the poisoned sheep...

Discussion topic: The repeated attempts to kill the Prophet.

نشاط (أ/ب): نلاحظ، ونقرأ، ونستنتج:



خريطة فلسطين

- نحدّد فلسطينَ من جهاتها الأربع.
- نسمّي الدولة العربيّة التي تُجاوِرُ فلسطينَ، وليستَ من بلادِ الشّام.

نَحْنُ تَعَلَّمْنَا:

فلسطين: هي الرُّفْعَةُ الجُغرافيَّةُ التي تَمْتَدُّ مِنَ البَحْرِ المُتَوَسِّطِ غَرْبًا، حَتَّى نَهْرِ الأَرْدُنِ شَرْقًا، وَمِنَ لُبْنَانَ وَسُورِيَّةَ شَمَالًا حَتَّى خَلِيجِ العَقَبَةِ وَمِصْرَ جَنُوبًا، وَتَبْلُغُ مِسَاحَتُهَا حِوَالِي (٢٧ ألف كم^٢) تَقْرِيبًا، وَتَقَعُ فلسطينَ في الجِهةِ العَرَبِيَّةِ مِنْ قَارَةِ آسِيَا، وَهِيَ المَمَرُ البَرِّيُّ الوَحيدُ الَّذِي يَرْتَبِطُ بَيْنَ قَارَتَيْ آسِيَا وإفريقيَا، مَا جَعَلَهَا مَسَلَكًا لِطُرُقِ القَوَافِلِ التِّجَارِيَّةِ وَالجُيُوشِ مُنْذُ فَجَّرِ التَّارِيخُ، وَأَكْسَبَهَا أَهْمِيَّةً اسْتِراتِيجِيَّةً، جَعَلَتْهَا مَطْمَعًا لِلعُزْرَةِ والقُوَى الاستِعماريَّةِ.

The borders of modern Palestine are illustrated in a map (titled: *Map of Palestine*) and children are required to define the *current borders*. The text explaining Palestine extends “from the Mediterranean Sea in the west; to the Jordan River in the east; and from Lebanon and Syria in the north; to the Gulf of Aqaba and Egypt in the south; an area of approximately 27,000 km²”

The text goes on as follows:

Activity (A \ B): Observe, read and conclude:

We will define the borders of Palestine from all four directions.

We will name the Arab state neighboring Palestine; which isn't from the Levant (Bilad Al-Sham)

We have learned: Palestine: is the geographical area that extends from the Mediterranean Sea in the west, to the Jordan River in the east, and from Lebanon and Syria in the north to the Gulf of Aqaba and Egypt in the south. This sentence is highlighted in blue in the Arabic text.

الدرس الرابع

القانون الثاني لنيوتن



حلال الانتفاضة الفلسطينية الأولى، استعان الشبان الفلسطينيون بالقيحة للتصدي لحسود الاحتلال الصهيوني والدفاع عن أنفسهم في مواجهة رضاصه العادر.

- ما العلاقة بين مقدار استطالة مطاط القيقية وقوة المؤثرة فيه؟
- ما القوى المؤثرة في الحجر بعد انطلاقه من القيقية؟

Newton's Second Law

During the first Palestinian uprising, Palestinian youths used slingshots to confront the soldiers of the Zionist Occupation and defend themselves from the treacherous bullets.

What is the relationship between the elongation of the slingshot's rubber and the tensile strength affecting it?

What are the forces that influence the stone after its release from the slingshot?

These excerpts offer a brief glimpse of how and why radicalization and political violence take root among Palestinian youth. It may or may not start at home, but it certainly is nourished in schools. Year after year, the approved Palestinian texts deliver the poison of anti-Semitism, teach skewed historical and geographical narratives, and promote intolerance and a jihadist mentality.

All of this leaves me with a fundamental “good faith” question. In fact, as I see it, when it comes to peace in

the Middle East, it leads directly to the “Elephant in the Room” question, and that is: Considering the consistency over the years with which the Palestinian Authority leadership has groomed its own youth to sacrifice themselves to martyrdom and continues to use its textbooks to lay out justification for war with Israel, has that same leadership ever entered into peace negotiations in good faith?

Allan Myer