



Israel, Jews and the Conflict in Palestinian Authority Schoolbooks By Dr. Arnon Groiss

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► Following are representative items taken from textbooks published by the Palestinian Authority (PA) in 2017-2018 for use in grades 1-12 in all schools throughout the West Bank and the Gaza Strip. Several pieces were taken from textbooks in current use at the religious Shar'i stream that were published back in 2013¹.

Violent struggle for the liberation of all of Palestine

The goal of "Free Palestine" where Israel has no place

► The whole country covered by the Palestinian flag with an unequivocal English message: "Free Palestine", namely, that the liberation of Palestine from occupation should include the disappearance of the State of Israel:



Sciences and Life, Grade 3, Part 1 (2017) p. 65

¹ Detailed information about the attitude in the Palestinian schoolbooks to Israel, the Jews and the Israeli-Palestinian conflict can be found in the publications at the Meir Amit Intelligence and Terrorism Information Center's Web site.

Fatah youth carrying the revolution ember to Haifa and Jaffa

- "I am a lion cub;² I am a flower;³ we gave [our] soul to the revolution⁴
Our forefathers built for us houses in our [formerly] free country
I am a lion cub; I am a flower; we carried the ember of the revolution
To Haifa, to Jaffa, to Al-Aqsa [Mosque], to the [Dome of the] Rock"



Our Beautiful Language, Grade 2, Part 1 (2016) p. 42

The city of Jaffa (inside pre-1967 Israel) should return

- "It would be appropriate for Jaffa to return to our bosoms."

٢- حَرَى يَافَا أَنْ تَعُودَ لِأَحْضَانِنَا.

Language exercise, Arabic Language, Grade 8, Part 2 (2017) p. 101

² Shibl in Arabic - a term denoting male members of the Fatah youth movement.

³ Zahrah - a term denoting a female member of that movement.

⁴ Thawrah - a term denoting the activity of the Palestinian Fatah organization.

Removal of the usurper and extermination of the foreigners' defeated remnants

- "Let us sing and learn by heart: The Nobles' Land

I have sworn! I shall sacrifice my blood

To water the nobles' land

And I shall remove the usurper [ghaseb - code name for Israel] from my country

And shall exterminate [ubid] the foreigners' scattered remnants [fulul al-ghuraba']

O land of Al-Aqsa [Mosque] and the Sanctuary [haram],

O cradle of pride and nobility

Patience, patience - for victory is ours

And dawn will peep out from darkness"



Our Beautiful Language, Grade 3, Part 2 (2017) p. 64

The "barbecue party" of burned Jews in a civilian bus

- "The neighbor: 'The curfew does not include us in Al-Sharafah [neighborhood]. It is imposed on Al-Natarish [neighborhood]. It seems that there is a barbecue party [haflat shiwa'] there with Molotov cocktails on one of the buses of the Psagot colony [musta'marah - Jewish settlement] on Mount Al-Tawil".

الجارُّ: حَظَرَ التَّجَوُّلَ لَا يَسْمَلُنَا فِي (الشَّرْفَةِ) مَفْرُوضٌ عَلَى
(التَّارِيشِ) عَلَى مَا يَبْدُو هُنَاكَ حَفْلَةٌ شِوَاءٍ بِالْقَنَابِلِ الْحَارِقَةِ لِإِحْدَى
حَافِلَاتِ مُسْتَعْمَرَةٍ (بِسَاعُوتِ) عَلَى الْجَبَلِ الطَّوِيلِ.

Arabic Language, Grade 9, Part 1 (2017) p. 61. The
"barbecue party" expression is underlined in red.

In praise of Dalal al-Mughrabi, leader of a terrorist attack on an Israeli civilian bus in 1978

► "Dalal al-Mughrabi

([By] the authors [of the textbook])

In front of the text:

Our Palestinian history is full of many names of martyrs who presented their souls as a sacrifice for the homeland. Among them is the martyr Dalal al-Mughrabi who painted with her struggle a picture of challenge and heroism that have made her memory eternal in our hearts and minds. The text in front of us provides a glance on the path of her struggle."

دَلالُ الْمُغْرَبِي

(المُؤَلِّفُونَ)

تَيْنَ يَدَيِ النَّصْرِ

يَحْفَلُ تَارِيخُنَا الْفِلَسْطِينِي بِكَثِيرٍ مِنْ أَسْمَاءِ الشُّهَدَاءِ الَّذِينَ قَدَّمُوا أَرْوَاحَهُمْ فِدَاءً
لِلْوَطَنِ، مِنْهُمْ الشُّهيدَةُ دَلالُ الْمُغْرَبِي الَّتِي سَطَّرَتْ بِبِضَالِهَا صُورَةَ مِنْ صُورِ التَّحَدِّي
وَالطُّولِيَّةِ؛ مَا جَعَلَ ذِكْرَهَا خَالِدًا فِي قُلُوبِنَا وَنُفُوسِنَا. وَالنَّصْرُ الَّذِي تَيْنَ أَيْدِينَا يَتَحَدَّثُ
عَنْ طَرَفٍ مِنْ مَسِيرَةِ بِضَالِهَا.



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Arabic Language, Grade 5, Part 2 (2017) p. 51

"The Munich operation" (Palestinian terrorist attack on the Israeli team to the Olympic Games there in 1972) is part of the liberation struggle ("Resistance")

- The Palestinian Resistance pursued various methods of resistance to the Zionist occupation. The Fidais pursued the method of guerilla warfare in most of their confrontations with the Zionists inside the Palestinian land. They also resorted to striking the Zionist interest abroad, such as the Munich operation in 1972..."

لجأت المقاومة الفلسطينية إلى أساليب عديدة في مقاومتها للاحتلال الصهيوني؛ فقد انتهج الفدائيون أسلوب حرب العصابات في معظم مواجهاتهم للصهاينة داخل الأراضي الفلسطينية، كما لجؤوا إلى ضرب المصالح الصهيونية في الخارج، كعملية ميونخ عام ١٩٧٢م، والمواجهة المباشرة في معارك عديدة، مثل معركة الكرامة عام ١٩٦٨م،

No Peace with Israel

- **No advocacy of peace and coexistence with Israel is found in any of the PA schoolbooks.** There is one exception - a description of the Oslo process, including a full quoting of Yasser Arafat's letter to Yitzhak Rabin in which he recognized the State of Israel and its right to exist in peace and security, but that formal document is not utilized in any of the books for advocating peace with Israel. **Nor can any reference to the option of solving the conflict peacefully be found in any of the books. On the contrary, the only option there is a violent struggle for liberation.**

De-legitimization of Jewish presence in Palestine

Denial of Jewish past in Palestine

- "...and [The occupier] has constructed for himself an artificial entity that derives its identity and the legitimacy of its existence from tales, legends and fantasies and has tried in various ways and methods to create material evidence for those legends, or archaeological architectural proofs that would attest to their reality, but in vain."

وَشَرَّدَ أَبْنَاءَهُ، وَنَهَبَ تَرَوَاتِهِ، وَشَوَّهَ هُوِيَّتَهُ، وَبَنَى لِنَفْسِهِ كَيْفَانًا مُصْطَنَعًا يَسْتَمِدُّ هُوِيَّتَهُ، وَشَرَعِيَّةَ وُجُودِهِ مِنْ حِكَايَاتٍ، وَأَسَاطِيرَ، وَأَخْيَالَةٍ، حَاوَلَ بِأَسَالِيبَ وَطُرُقٍ شَتَّى إِيجَادَ شَوَاهِدٍ مَادِّيَّةٍ حَيَّةٍ عَلَى هَذِهِ الْأَسَاطِيرِ، أَوْ أَدْلِيَّةٍ أَثَرِيَّةٍ مَعْمَارِيَّةٍ، تُثَبِّتُ صِحَّتَهَا وَمُصَدِّقَاتِهَا، وَلَكِنْ دُونَ جَدْوَى.

Denial of Jewish ties to Jerusalem

- "Jerusalem is an Arab city built by our Arab forefathers thousands of years ago. Jerusalem is a holy city for Muslims and Christians."

الْقُدْسُ مَدِينَةٌ عَرَبِيَّةٌ بَنَاهَا أَجْدَادُنَا الْعَرَبُ مِنْذُ آلَافِ السِّنِينَ.
الْقُدْسُ مَدِينَةٌ مُقَدَّسَةٌ عِنْدَ الْمُسْلِمِينَ وَالْمَسِيحِيِّينَ.

National and Social Upbringing, Grade 3, Part 1 (2017) p. 28

- ◆ "...Even if the enemies dig in her history false [archaeological] excavations with baseless claims and build on her soil a false heritage and a reality supported by force and tyranny...
- ◆ ...so that it would remain in the nation's consciousness holy, high above the misery of the fait accompli, the distorted narratives, the usurped histories and the grip of the invaders who do not spare an effort to falsify history, market illusions and set loose the destruction tools in order to distort the [city's] geography."

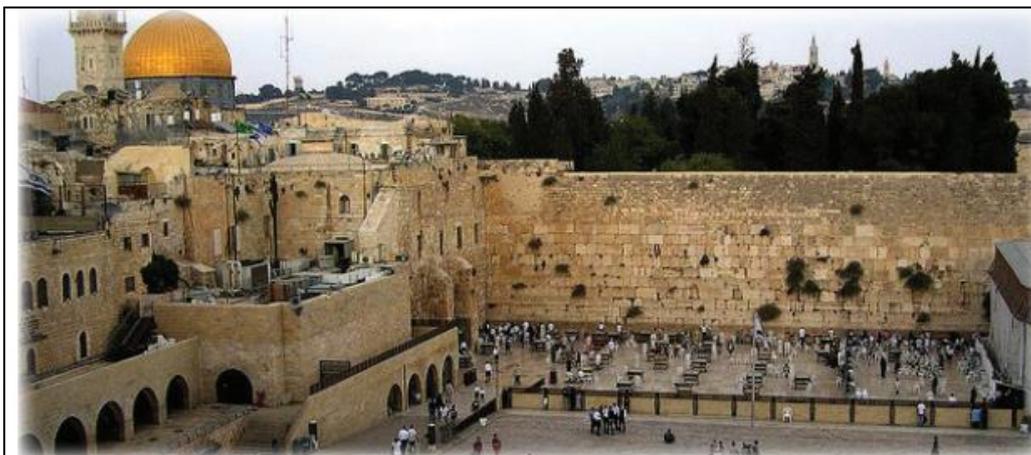
وإن حَفَرَ الأعداءُ في تاريخها **أُحاديثَ** كاذبة، وادّعاءاتٍ باطلة، وأقاموا فوق ترابها **تُراثاً** مُزَيَّفاً، وواقِعاً مدعوماً بالقُوَّة والجَبْرُوت.
ربوعها؛ لتظلَّ في وعي الأُمَّة مقدَّسةً تترَفِّع عن بؤس الأمر الواقع، والزَّوايات المشوَّهة، والتَّواريخ المغتصَّبة، وقبضة الغزاة الذين لا يألون جهداً في تزييف التاريخ، وتسويق الأوهام، وإطلاق العنان لآلات الدمار كي تُشوِّه الجغرافية،

Arabic Language 1: Reading, Grammar, Prosody and Expression - Academic Path, Grade 12 (2018) pp. 38-39

Non-recognition of Jewish holy places in the country

- The Jewish holy place of the Wailing Wall in Jerusalem is presented as an exclusively Muslim holy place under the name "Al-Buraq Wall" that appears below the photograph of the Wailing Wall:

- ◆ "Illumination: Al-Buraq Wall was thus named after the name of [the divine beast] Al-Buraq that carried the Messenger [of God, i.e., Muhammad] during the Nocturnal Journey [Israa' - from Mecca to Jerusalem, according to Muslim belief] and the Ascension to Heaven [Mi'raj]. Al-Buraq Wall is part of the western wall of Al-Aqsa Mosque and Muslims alone have absolute right to it."



حائط البراق

إضاءة: سُمِّي حائطُ البراقِ بهذا الاسم؛ نسبةً إلى البراقِ الَّذي حملَ الرَّسولُ ﷺ في رحلةِ الإسراءِ والمعراجِ، وحائطُ البراقِ جزءٌ من السورِ الغربيِّ للمسجدِ الأقصى وهو حقٌّ خالصٌ للمسلمين وحدهم.



Modern-day Jews in Israel are colonialists

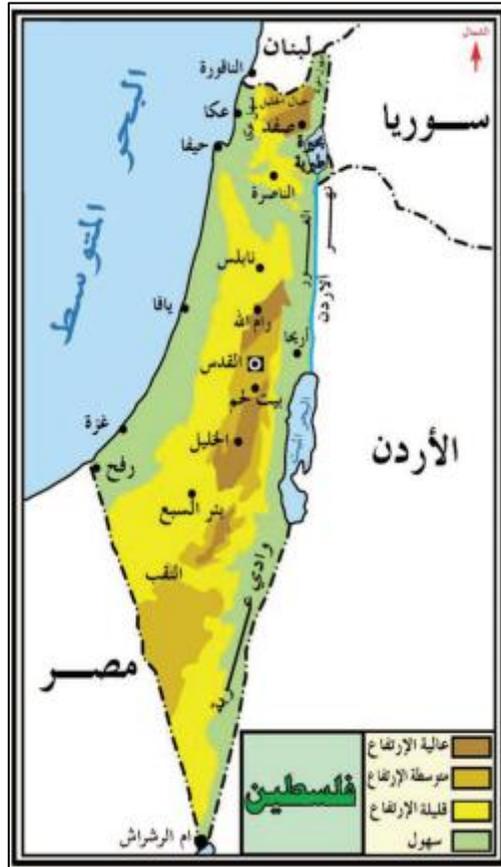
- "Colonization [istitan]: Replacing a people by another people and taking hold of its land - the Zionist occupation in Palestine."



History Studies, Grade 11, Part 1 (2017) p. 9

Non-recognition of Jewish presence in Israel today

- Cities built by Jews in the country in the modern era, such as Tel Aviv, Nahariyyah, Petah Tiqvah, Rishon Letzion, Netanyah, Dimona, etc., are not shown on the map. For example, the following map, titled "Palestine", shows the cities of Acre, Haifa, Safed, Nazareth, Nablus, Jaffa, Ramallah, Jericho, Jerusalem, Bethlehem, Hebron, Gaza, Rafah and Beer Sheba. In some cases, like the one here, modern Jewish cities are given the Arabic name of the places where they were built. In the case below, the modern city of Eilat is given the Arabic name of the desolate site where it was later built – Umm al-Rashrash:



Social Studies, Grade 5, Part 2 (2017) p. 40

Erasure of Hebrew

- A mathematics textbook features a Mandate-period coin with the Hebrew inscription eliminated (and compare to the following picture of the original coin):

نشاط (١):

أمرُّ قلمي على الدائرة فيما يأتي:

أناقش: كيف يُمكنني قياس محيط قطعة النقد، باستخدام المسطرة فقط؟
وباستخدام خيطٍ ومسطرة؟

Mathematics, Grade 6, Part 2 (2017) p. 63. The student is requested to follow with his pen the circles' contours. The caption says: "I will discuss: How could I measure the coin's circumference...?"



De-legitimization of the State of Israel

Israel's name never appears on the map and it is replaced there by Palestine as the sovereign state in the region

- ▶ Lesson 2 in the following example is titled "Palestine is Arab [and] Muslim":

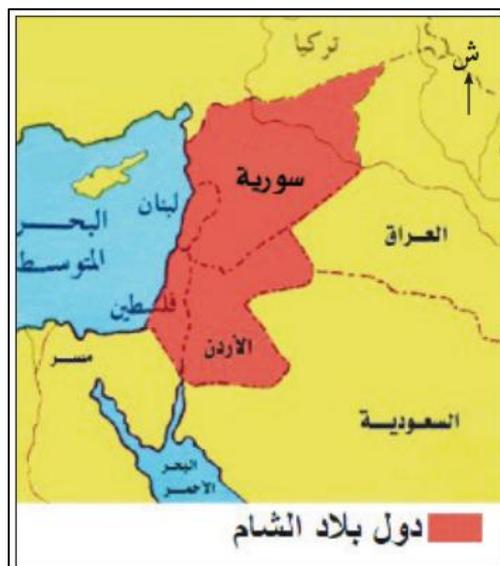


- ▶ A map titled "States of the Arab Homeland" follows that title and some additional statements. The name "Palestine" appears on the map next to the country in its entirety, including Israel's territory within its pre-1967 borders, with the Palestinian flag flying over it:



National and Social Upbringing, Grade 4, Part 1 (2017) p. 7

- Palestine appears instead of Israel on the map of the Levant region. Following is a map titled "The States of the Levant [Bilad al-Sham in Arabic]" showing "Syria", "Lebanon", "Jordan" and "Palestine" with the latter encompassing the whole country:



Social Studies, Grade 6, Part 1 (2017) p. 42

Israel's official name is changed into "the Zionist Entity" or "the Zionist Occupation"

- "...the War of Attrition that was waged by Egypt against the Zionist Entity in the period between the years 1967-1970."

حرب الاستنزاف التي شنتها مصر على الكيان الصهيوني خلال الفترة بين ١٩٦٧ - ١٩٧٠ م.

History Studies, Grade 12 [Humanities] (2018) p. 6

- ◆ "During the October War waged by the Arab states against the entity of the Zionist Occupation in 1973 the oil producing states decided to stop its supply by them to the United States that was providing the Zionist Occupation state at that time with military support..."

خلال حرب أكتوبر التي خاضتها الدول العربية مع كيان الاحتلال الصهيوني عام 1973، قررت الدول العربية المنتجة للنفط قطع إمداداتها للولايات المتحدة الأمريكية، التي كانت وقتها تقدم الدعم العسكري لدولة الاحتلال الصهيوني؛ الأمر الذي أدى إلى حدوث نقص كبير في المحروقات في

Management and Economics, Grade 11, Part 2
[Entrepreneurship and Business] (2017) p. 52

Pre-1967 Israeli territory is dubbed "the Palestinian territories that were occupied in 1948"

- "A large portion of the Palestinian work force (40%) turned to work in [industrial] installations inside the Palestinian lands occupied in 1948."

وتحوّل قسم كبير من القوى العاملة الفلسطينية (٤٠٪) للعمل في منشآت داخل الأراضي الفلسطينية المحتلة عام ١٩٤٨م.

History Studies, Grade 12 [Humanities] (2018) p. 58

- Following is a map of the whole country titled "Map of Palestine" with the following assignment (the first one):

- ◆ "We will distinguish between the Palestinian cities occupied by the Zionists in 1948 and the ones that they occupied in 1967."

نشاط (١-أ): نلاحظ الخريطة الآتية، ونستنتج، ثم نُجيب:



خريطة فلسطين

- نميّر بين المدن الفلسطينية التي احتلتها الصّهاينة عام ١٩٤٨م، وتلك التي احتلتها عام ١٩٦٧م.
- نستنتجُ كثرة المدن في وسط فلسطين وشمالها وقلتها في جنوبها.

Social Studies, Grade 7, Part 1 (2017) p. 56

Demonization of Jews

- ▶ "Spreading corruption on earth is part of the Children of Israel's nature."

الإفساد في الأرض من طبع بني إسرائيل .

Holy Koran and its Sciences, Grade 11 [Shar'i Stream] (2013) p. 149

- ◆ "Let us watch a video clip from the attached CD about the Jews' attempt to kill God's Messenger [Muhammad]."



Islamic Education, Grade 5, Part 2 (2017) p. 65, and see on p. 66 the assignment: "An issue for discussion: the Jews' recurring attempts to kill the Messenger [Muhammad]".

- ◆ "1. The Zionists have based their entity on terrorism, extermination [ibadah] and colonialism [isti'mar]. Let us present that in detail."

أقام الصَّهَابَةُ كِيَانَهُمْ عَلَى الْإِرْهَابِ وَالْإِبَادَةِ وَالْإِسْتِعْمَارِ، نُبِّنُ ذَلِكَ. ①

Arabic Language – Academic Path, Grade 10, Part 2 (2017) p. 27

- ◆ "...the intensification of the racist spirit, especially when a certain group considers itself to be the best race on earth, or in the implementation of Imperialist projects of dominance over a land and [its] inhabitants, like the Zionist colonialist Imperialism [Al-Isti'mar al-Istitani] in Palestine."

من النَّصْر. أو بسبب تنامي الرُّوح العنصريَّة، خاصَّةً عندما تعتقد جماعة ما، أنَّها الجنس الأفضل على سطح الأرض أو تنفيذ مشاريع استعمارية للسيطره على الأرض والسكان، كالأستعمار الاستيطاني الصهيوني في فلسطين.

History Studies, Grade 12 [Humanities] (2018) p. 5

- ◆ "Where are the horsemen [who will ride] towards Al-Aqsa [Mosque] to liberate it from the fist of unbelief, from the Devil's aides?"

أَيْنَ الْفَوَارِسِ لِأَقْصَى تُحَرَّرُهُ مِنْ قَبْضَةِ الْكُفْرِ مِنْ أَعْوَانِ شَيْطَانٍ؟

Arabic Language, Grade 7, Part 1 (2017) p. 66

- ◆ "...7. The fighting against the Jews and the victory over them: The Messenger [Muhammad] announced the end of the Jews' oppression upon this holy land and the removal of their corruption and occupation there. [It is told] by Abu Hurayrah [one of Muhammad's Companions] that the Prophet said: 'The End of Days will not come until the Muslims fight the Jews, and the Muslims will kill them, and even if a Jew would hide behind a rock or a tree – the rock or the tree will say: 'O Muslim, O God's servant, there is a Jew behind me, so come and kill him!' – except the salt bush [Gharqad], for it is one of the Jews' trees."

سابعاً: مقاتلة اليهود والانتصار عليهم: فقد بشر الرسول ﷺ بنهاية ظلم اليهود على هذه الأرض المقدسة، وإزالة فسادهم واحتلالهم لها؛ عن أبي هريرة رضي الله عنه أن النبي ﷺ قال: «لا تقوم الساعة حتى يقاتل المسلمون اليهود، فيقتلهم المسلمون، حتى يختبئ اليهودي من وراء الحجر أو الشجر، فيقول الحجر أو الشجر: يا مسلم، يا عبد الله، هذا يهودي خلفي فتعال فاقتله إلا الغرقد، فإنه من شجر اليهود»^(٢).

Faith, Grade 11 [Shar'i Stream] (2013) p. 94
History Studies, Grade 11, Part 2 (2017) p. 54

Demonization of Israel

- ▶ "4. The soldiers attack the children out of fear of their dreams."

٤- يُهَاجِمُ الْجُنُودُ الْأَطْفَالَ خَوْفًا مِنْ أَحْلَامِهِمْ.

Language exercise, Arabic Language, Grade 9, Part 2 (2017) p. 58

- ◆ "[The martyrs] carried their hearts on their palms as stones, as embers, as a blaze And stoned with them the wild beast on the road...

[Question:] 1. Let us specify the poetess's description of the occupying enemy."

رَفَعُوا الْقُلُوبَ عَلَى الْأَكْفِ حِجَارَةً، جَمْرًا، حَرِيقًا
رَجَمُوا بِهَا وَحَشَنَ الطَّرِيقَ:

١ نَبِّينَ الْوَصْفِ الَّذِي أَطْلَقَتْهُ الشَّاعِرَةُ عَلَى الْعَدُوِّ الْمُحْتَلِّ.

Arabic Language 1, Grade 11, Part 1 (2017) pp. 71, 73, respectively

- ◆ "3. One of the settlers opens fire on cars passing through one of the roads. If the probability of his hitting a car in one shot is 0.7 and the settler shot at 10 cars, what do you expect to be the number of the cars that were hit?"

٣ يُطْلَقُ أَحَدُ الْمَسْتَوْتِينَ النَّارَ عَلَى السَّيَّارَاتِ الْمَارَةِ فِي إِحْدَى الطَّرِيقِ، إِذَا كَانَ احْتِمَالُ إِصَابَتِهِ لِلْسَّيَّارَةِ فِي الطَّلْقَةِ الْوَاحِدَةِ هُوَ ٠,٧، أَطْلَقَ الْمَسْتَوْتِنُ النَّارَ عَلَى ١٠ سَيَّارَاتٍ، مَا تَوَقَّعَ لَعَدَدِ السَّيَّارَاتِ الَّتِي أُصِيبَتْ؟

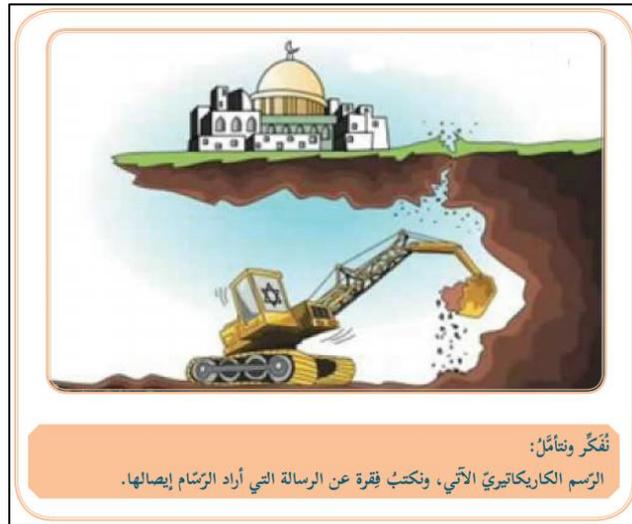
Mathematics, Grade 11 [Humanities] (2017) p. 55

- ◆ "[The occupation] ...set loose herds of boars that caused damage to the inhabitants and their crops..."

الأسواق الصَّهْيُونِيَّة، كَالسَّيَّارَاتِ، وَالْمَوَادَّ الْغِذَائِيَّة، وَإِطْلَاقَ قِطْعَانِ الْخَنَازِيرِ الَّتِي أَلْحَقَتْ الضَّرْرَ بِالسُّكَّانِ، وَمَحَاصِيلِهِمْ، وَقِصْفِ الْمَشَارِيعِ الْإِنْتَاجِيَّةِ بِالْقِدَائِفِ، بِحِجَجٍ وَاهِيَةٍ، وَتَسْخِيرِ أَنْشِطَتِهِ الْمَخْتَلِفَةِ؛ لَخِدْمَةِ

Social Studies, Grade 9, Part 1 (2017) p. 21. The item has been underlined in red.

- ◆ "We will think and observe the caricature and write a paragraph about the message the cartoonist wanted to



Social Studies, Grade 7, Part 1 (2017) p. 64