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## More Translated Pages from Palestinian Authority Schoolbooks

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*Following are translated pages from 16 Palestinian Authority schoolbooks published in 2008-2009. These pages contain some revealing expressions (colored red) regarding Jews, Israel, Zionism and other related themes. They are organized according to grades and each page is prefaced by a short comment in italics. Other clarifying remarks are given in brackets within the quoted material.*

### **National Education, Grade 1, Part 2 (2008) p. 58**

*Although terrorist actions against Israeli civilians are not openly praised, their perpetrators are referred to in favorable terms. One of the national hymns taught to first-graders in the PA schools praises the fidais, that is, members of the Palestinian armed organizations who have been deeply involved – even after the Oslo agreements – in deadly attacks against Israeli civilians.*

[Illustration of a teacher:] Let us sing the national hymn

*Fidai, fidai, fidai*

O my land, the ancestors' land

*Fidai, fidai, fidai*

O my people, the people of eternity

By virtue of the of the oath under the flag's shadow

By virtue of my people's determination in the fire of agony

*I shall live as a fidai and shall continue as a fidai*

*And shall die as a fidai until it returns [i.e., the land]*

*Fidai, fidai, fidai*

O my land, the ancestors' land

*Fidai, fidai, fidai*

O my people, the people of eternity

To the teacher: The teacher will sing with the students the national hymn several times.

**Islamic Education, Grade 2, Part 1 (2009) p. 72**

*Non-recognition of the state of Israel appears here with the enumeration of the states of the Levant. Israel is missing and Palestine takes its place.*

Lesson 23: The Chapter [*Surah*] Of Quraysh

"In the name of God, the Compassionate, the Merciful. For the protection of Quraysh: their protection in their summer and winter journeying. Therefore let them worship the Lord of this House who fed them in the days of famine and shielded them from all peril."

God bestowed upon [the Meccan tribe of] Quraysh many favors, since they had two commercial expeditions: one in the winter to Yemen and another in the summer to the Levant [*Al-Sham* in Arabic]. They were traveling for [the purpose of] commerce and bringing foods and clothes safely and peacefully without being opposed by anyone, because the Ka'bah [the Arabian most important shrine before Islam and the latter's holiest place] was in their country. Therefore, it was their duty to thank God for His favors, worship him and believe in His Messenger.

**I will learn**

The countries of the Levant [*bilad al-Sham*] are: Palestine, Jordan, Syria and Lebanon.

People have become accustomed while reciting the Chapter of Quraysh to stop at the word "*Ilafihim*" which is incorrect, for it is not allowed to stop there but rather [one should] stop at the end of the verse.

**National Education, Grade 2, Part 1 (2009) p. 7**

*This is an interesting case of erasing a Hebrew inscription from a British Mandate stamp, in an attempt – so it seems – to deny this language's official status in the country in the past.*

Activity 2:

Let us connect between the word and the picture which describes it:

[Mandatory stamp with the Hebrew inscription erased – bottom left]      Jebus

[Picture of the seashore at Gaza]      Gaza

[Picture of Jerusalem]      The land of Canaan

**National Education, Grade 2, Part 1 (2009) p. 16**

*Another example from the same book is a text disregarding the existence of the State of Israel by claiming that the whole of Palestine is Arab and Muslim.*

**Lesson 4: Palestine is Arab and Muslim**

The Palestinian people is part of the Arab and Muslim nation

[Map of the Middle East and North Africa with the Arab countries colored in green. The name "Palestine" is found next to the country in its entirety, including the territories of Israel within its pre-1967 borders, all colored yellow]

The Palestinians speak the Arabic language.

Most Palestinians follow Islam while some of them follow Christianity.

Goals:

1. That the students make the connection between the Palestinian people and the Arab and Muslim nation.
2. That the students define the language spoken by the Palestinian people.

**National Education, Grade 2, Part 2 (2008) p. 25**

*In this example a region (the Negev) that is found entirely within pre-1967 Israeli territory is treated as Palestinian.*

Questions

First question: I will complete the following sentence:

The desert has...

Second question: I will write the appropriate [words] in the following empty spaces: camel, scarce rainfall and vegetation, sands

1. There is plenty of ... in the desert.
2. The ... lives in the desert

Third question: I will mention the names of animals and plants found in the desert.

Activities

[Map of the whole country, including Israel within its pre-1967 borders, with the contours of its geographic regions and the four directions]

**Activity: Let us color the Negev desert on the map of Palestine.**

**Mathematics, Grade 3, Part 1 (2009) p. 86**

*Here again, the whole country, including Israel-proper, is presented as exclusively Palestinian.*

1. [Map of the whole country, including pre-67 Israel, all in one color and under the Palestinian flag.]

The independence of the State of Palestine was proclaimed in 1988 [by the PLO in Algiers]. How many years have passed since the declaration of independence?

Answer:

2. [Illustration of a stamp]

Husam has an album which has room for a thousand stamps. Husam has put in it 635 stamps. How many stamps does Husam need in order to fill up the album?

Answer:

3. [Illustration of a gas pump]

A fuel company sold 2,675 liters of gas on Saturday and 1,987 liter on Sunday. How many liters more did the company sell on Saturday, compared to the [quantity it sold] on Sunday?

Answer:

4. [Illustration of a chick]

In a poultry farm there are 6,200 chicks. Its owner sold 3,725 chicks. How many chicks have remained in the farm?

Answer:

**National Education, Grade 6 (2009) p. 10**

*Besides the treatment of Israeli territory as purely Palestinian, this piece also ignores the 5.5 million Jewish inhabitants of the land while counting as legitimate inhabitants the Palestinian population of the Diaspora. Also note that the authors avoid mentioning the name "Israel." Here they use the term "Interior" instead.*

Activities:

Activity 1

Let us draw the map of historical Palestine and show on it the following geographic phenomena:

1. The main coastal cities.
2. The main cities in the mountains.
3. The main cities of the Rift Valley
4. The rivers and the lakes: River Jordan, Lake Tiberias, the Dead Sea.

Activity 2

Let us collect photographs of the following geographic phenomena:

1. River Jordan, Lake Tiberias, the Dead Sea
2. The coastal plain
3. The mountainous regions in Palestine
4. The Rift Valley

### Activity 3

Let us examine the figures – the inhabitants of Palestine on Feb. 1, 1999

1.	The [West] Bank	1,972,000}
2.	[The] Gaza [Strip]	1,113,000}
	36%	
3.	The Palestinians of the Interior [that is, Israel]	1,094,000
	13%	
4.	The Palestinians of the Diaspora	4,419,000
	51%	
Total		8,598,000 100%

### Activity 4

Let us understand the following text:

"Palestine is part of the greater Arab homeland and the Palestinian people is part of the Arab nation. Arab unity is a goal that the Palestinian people works for its realization."

Chapter 1, Clause 1 of the draft constitution of the Palestinian National Authority

### **National Education, Grade 6 (2009) p. 15**

*The establishment of the State of Israel in 1948, in accordance with the UN resolution of 1947, is referred to here as "occupation."*

Let us think over the following and answer:

1. Let us read the title of map B.
2. Let us mention some of the settlements which are close to the place where we live.
3. Let us explain Israel's goal regarding the establishment of settlements on Palestinian lands.

Let us draw the following conclusions:

First, the specific problems:

1. **Imperialism: Palestine was exposed to British occupation after the First World War in 1917 and to Israeli occupation in 1948 with Britain's help.**  
Israeli occupation destroyed most of the Palestinian villages and cities, expelled the Palestinian inhabitants and forced them to leave their lands and villages.
2. **Colonization: Israel pursued a new policy in occupying Palestinian lands, which is the establishment of agricultural, industrial and residential settlements.**
3. **Neglect of the Palestinian people's health, education and social services under occupation.**
4. **Israel's control of ground water in Palestine.**

**National Education, Grade 7 (2008) p. 20**

*In this piece the Jews are demonized while presented as having had genocidal intentions toward the Palestinians. According to the book, Jews have no rights whatsoever in Palestine, only greedy ambitions.*

Lesson 5: Palestine 1882-1948

Let us read the following text and examine it:

The first group of Jewish settlers from Russia arrived in Palestine in the year 1882 and the second group came in 1905. **The arrival of the Jewish throngs in Palestine continued until 1948 and their goal was taking hold of the Palestinian lands and, then, replacing the original inhabitants after having them expelled or exterminated.** That caused the emergence of the Palestinian question which is the problem of the Palestinian people that was exposed to the invasion and expulsion operation and that was presumed to have disappeared or submitted to the situation of invasion and expulsion. But, contrary to all expectations, it has not disappeared and has not submitted to invasion and subjugation. It has continued resisting the settlers in order to stress the legitimacy of its existence on this land.

Abd al-Wahhab al-Masiri, The Encyclopedia of Jews, Judaism and Zionism, Part 7, p. 319 [Arabic]

Let us think over the following and answer:

1. In what year did the **colonialist greedy ambitions [atma'] in Palestine** start?
2. What are the means taken by the Zionist movement in order to consolidate its foothold in Palestine?
3. How did the Palestinian question emerge?
4. What was the Palestinian people's reaction to **the colonialist greedy ambitions?**

Educational Summary

1. **The Zionist colonialist greedy ambitions in Palestine** started in 1882.
2. **These greedy ambitions** increased following the convention of the first Zionist congress in the Swiss city of Basel in 1897, as that congress, which was headed by Theodor Herzl, encouraged immigration to Palestine and the entrance into negotiations with the Ottoman sultan Abd al-Hamid II in order to facilitate the Jews' immigration to Palestine. But Sultan Abd al-Hamid II resisted **these greedy ambitions** in spite of the material inducements.
3. **The Zionist greedy ambitions** increased with the support of British Imperialism, when the British foreign minister, Lord Balfour, issued his declaration on November 2, 1917 which called for granting the Jews a national home in Palestine.

**National Education, Grade 7 (2008) p. 54**

*Among the demonizing accusations against the Jews is the false claim that the Jews' holy places in the land are, in fact, Muslim holy places usurped by Jews. The Wailing Wall in Jerusalem, the Cave of the Patriarchs in Hebron and Rachel's Tomb in Bethlehem are discussed in this context. It is interesting to note that an earlier PA schoolbook which was published in 1996 still called Rachel's Tomb by this name. But a book published in 2001 calls it by the new name. We thus witness here a myth in the making.*

Lesson 10: Attempts at obliterating the Palestinian Heritage

Let us read and examine the following photographs:

[Four photos with the following inscriptions: Tomb of Prophet Moses near Jericho; **The Mosque of Abraham in Hebron -- actually, the Cave of the Patriarchs, also known as the Machpelah Sanctuary**; Ein Karem, Jerusalem; **the mosque of Bilal bin Rabbah, Bethlehem -- actually Rachel's Tomb**]

Let us think over the following and answer:

Let us mention the names of some Palestinian villages which the Israelis destroyed, erased their traces and established settlements on their land.

**National Education, Grade 7 (2008) p. 55**

*The same line continues on the next page.*

Educational Summary

First: The result of the Arab-Israeli war in 1948 was that 479 Palestinian villages out of 807 were subjected to Israeli occupation. Of these villages more than 370 were destroyed between the years 1948-1950. It is possible to categorize the destroyed villages as follows:

1. Some Palestinian villages were destroyed and [Jewish] settlements were established in their place.
2. Villages which were not completely destroyed and Jewish families inhabited them after their original inhabitants had been evacuated from them.
3. In some villages which were destroyed some traces of the old houses are still manifest after the expulsion of their inhabitants.
4. Limitations were put on the inhabitants of some other Palestinian villages and cities and they were not allowed to construct [new houses], as the case was in Jaffa, Lydda, Ramleh, Acre, and the villages of Galilee, the Triangle and the Negev.

Second: Attempts at the obliteration of Palestinian heritage include the following:

Attempts at obliterating material heritage, including the substitution of Hebrew names for names of Palestinian villages, cities, sites and geographic features. Thus, the river Awja came to be called Yarkon.

Attempts at obliterating [the Palestinian] intellectual heritage, such as:

1. Destruction and theft of Arabic and Islamic manuscripts, especially at the Al-Aqsa Mosque.
2. An attempt to Judaize some Muslim holy places such as the Mosque of Abraham and the Mosque of Bilal bin Rabbah [These two places are holy to the Jews as well. The Mosque of Abraham is what is known worldwide as the Machpelah Sanctuary or the Cave of the Patriarchs. "The Mosque of Bilal bin Rabbah" was known until recently as Rachel's Tomb].

Attempts at obliterating artistic heritage, such as:

1. Transplanting genuine Arabic songs and melodies in the Hebrew dialect or mixing them with Hebrew songs, such as the song "Alluma Alluma".
2. Adopting some Palestinian popular clothes and embroidery and displaying them in international fashion exhibitions as Israeli heritage and clothes.
3. Burning Saladin's antique pulpit at the Al-Aqsa Mosque.

**Our Beautiful Language, Grade 7, Part 1 (2008) p. 81**

*The following poem, written by a Palestinian poet and taught to seventh-graders (12-13 years of age) is used to encourage martyrdom among the students. It also contains some harsh verses, inappropriate – in my opinion – in the case of children of this age.*

**The Martyr**

I will carry my soul in my palm  
And toss it into the abyss of destruction  
For either a life which gladdens [my] friends  
Or a death that enrages [my] enemies  
What is life? I do not live if I am not  
Feared and [my] home is not inviolable  
By your life! I see my death  
But I hasten my steps toward it  
I see my death without my stolen right  
And without my country as a desired one  
Hearing [weapons'] clash is pleasant to my ear  
And the flow of blood gladdens my soul  
As well as a body thrown upon the ground  
Skirmished over by the desert predators  
His blood covered the land with crimson  
And burdened the east wind with perfume  
He fell asleep in order to dream the dream of eternity [i.e., Paradise]  
And enjoy within it the loveliest visions  
By your life! This is the death of men  
And [if] one asks for a noble death – here it is  
Then, why should I endure the malicious one's tricks  
And why should I suffer the day of insult  
I will throw my heart at the enemy's face  
My heart is [made of] iron and my fire is blaze  
I will protect my home with the sword's edge  
And my fellow people will then know that I am a hero

([By] Abd al-Rahim Mahmud [Palestinian])

The part on the page's left side contains explanations regarding some words that appear in different color within the poem]

## **Geography of Palestine, Grade 7 (2009) pp. 82-83**

*Here Israeli cities such as Haifa and Jaffa are presented as purely Palestinian cities. Also, no Jewish holy places are mentioned in Jerusalem, unlike Muslim and Christian ones.*

### **Educational Summary**

**Palestine's most important cities:**

#### **Al-Quds [Jerusalem]**

[Photo of the Dome of the Rock and part of the Old City of Jerusalem with the inscription "Al-Quds"]

[It is] Palestine's political, religious, cultural and economic capital. It is the world's focus of attention because of the Muslim and Christian holy places that are there. The Al-Aqsa Mosque (the first of the two prayer directions [in Islam, as it preceded Mecca] and the third [holy place] after the two holy sanctuaries [of Mecca and Medina]), the Dome of the Rock and the Holy Sepulcher are there.

Jerusalem is located in the middle of Palestine, at the heart of the central mountain [range], between the Mediterranean and the Jordan Valley, on the one hand, and between northern and southern Palestine, on the other hand. Its built area has spread to the city of Ramallah in the north and to the city of Bethlehem in the south.

Jerusalem has constituted since most ancient times and until our present time the main center of transportation which connects it to all Palestinian cities.

Jerusalem is a city built by the Arab Jebusites five thousands years ago in this distinguished site. It has remained since that time Palestine's capital throughout the ages. The Muslims conquered it and the just Caliph Omar bin al-Khattab had it handed over to him in 15 AH and gave its people the Omar Covenant which is considered an example of religious and human fairness and tolerance. All Muslim caliphs and sultans showed interest in it and in its development, such as Abd al-Malik bin Marwan, Al-Walid bin Abd al-Malik, Caliph Al-Ma'mun, Sultan Salah al-Din [Saladin] al-Ayyubi and the Ottoman sultan Suleiman the Magnificent.

#### **Haifa (Bride of [Mount] Carmel)**

[Photo of part of the city with the inscription "Haifa"]

It is located on the Mediterranean [coast], at the southern edge of Acre-Haifa Bay. It is one of Palestine's most important port cities and a large part of it has been built on Mount Carmel. It has a large industrial area and [some] of its installations are the oil refineries, the petrochemical factories [p. 83] and the cement factory. Grain storage silos are there [as well]. It is connected by railways to the cities of Jaffa, Lydda and Jerusalem.

### Jaffa (Bride of the Sea)

[Photo of part of the city with the inscription "Jaffa"]

The city of Jaffa is located in the middle of the Palestinian coast between Haifa and Gaza, south of the mouth of Awja River. It was an ancient Canaanite city more than 5,000 years old. It has always been an important harbor for Palestine's central areas, especially Jerusalem. Jaffa became known for [its] orange groves and it has given its name to most kinds of oranges in the world. It was also famous for [its] textile, soap and mineral industry. Jaffa constituted a civilization and a cultural center and there the main Palestinian newspapers were published, such as the Palestine and Al-Difa' papers.

### Al-Khalil [Hebron]

[Photo of the Machpelah Sanctuary and its immediate vicinity with the inscription "Al-Khalil"]

It is located south of the city of Bethlehem. It is an old historical city where the Abraham Sanctuary is [located]. It is famous for several industries such as vegetable canning as well as shoe, leather, fiber, pottery and glass factories.

It is a main commercial center for the whole of the Hebron district. It is also a religious, cultural and administrative center.

### Bethlehem

[Photo of part of the city with the inscription "Bethlehem"]

It is located south of the city of Jerusalem. This location influenced its growth and prosperity. It is a holy city for Christians, for the Nativity Church where Lord Christ (peace upon him) was born is [located] there. It is known by tourism-related industries such as the manufacture of souvenirs, sea shell [products] and embroidery [goods].

In view of its distinguished religious and historical importance, as well as its proximity to the city of Jerusalem, Bethlehem has developed as an important tourist center.

**Reading and Texts, Grade 8, Part 2 (2008) p. 16**

*The following piece which encourages war and martyrdom also contains a crude demonizing description of “the enemies.” Although this piece was not originally written against Jews or Israelis [the author died in 1924], its inclusion in a Palestinian textbook today is bound to have a harmful impact.*

I will read and enjoy:

**From the Heroes' Sermon**

[By:] Mustafa Lutfi al-Manfaluti [Egyptian writer]

O heroes! God has promised you victory and you have promised Him to be patient. Fulfill, then, your promise so that He fulfill His. Do not be tempted to flee, for, by God, if you succeed [in so doing], you will be fleeing from [your] honor which will not find for itself a defender, from [your] dignity which will not find for itself a protector and from [your] faith which will complain to God against people who have let it perish and supporters who have abandoned it.

Your enemies seek life and you seek death. They seek spoils to fill with that their empty bellies, while you seek Paradise, the width of which is [the entirety of] heaven and earth. Do not be worried, then, of encountering them, because the taste of death is not bitter in the believers' mouths.

These drops of blood which flow from your bodies will be transformed tomorrow into red fire shooting stars that will fall upon your enemies' heads. **Your enemies killed your children, split open your women's bellies and held your revered elderly men by the beard and led them to the death pits**, so, what is it that you are looking for within yourselves?

## Reading and Texts, Grade 9, Part 2 (2008) p. 36

*Please note in the following text the omission of the Israelite period (between the years 1200-586 BC) from the history of Palestine as presented to school children of 14-15 years of age. It should be noted that there is another case in which Jewish ancient history in the country is discussed, and see below.*

### Lexicon and Semantics

#### Terms

1. The Stone Ages: They stretch from 1.5 million [to] 3200 BCE and are divided into four phases: Food gathering and hunting phase, food producing phase, agricultural villages phase and stone and copper phase.
  2. Historical Periods: Arab Palestine went through many historical periods as follows:
    - The Bronze age with its three phases: old, intermediate and new (3200-1200 BC)
    - The period of Babylonian and Persian rule (586-332 BC)
    - The period of Hellenistic (Greek) rule (332-63 BC)
    - The period of Roman and Byzantine rule (63 BC-636AD)
  3. The Ugarit tablets: These are terracotta tablets discovered in 1929 in [the] Syrian [site of] Ras Shamra. [Some] famous Canaanite texts were registered on them, which included – in addition to administrative records belonging to the Canaanite city of Ugarit – a series of poems, legends and religious documents which revealed obscure pages of the Canaanites' history and civilization.
- 
1. I will transform each of the following plural [forms] into singular with the help of a dictionary:  
Plows, winnows, lamps, epics, flagons.
  2. I will explain the meanings of the following words within their context:  
Marble, sickle, record, flagons.
  3. I will explain the meaning of the following phrases and then employ them in new positions:  
Devoted himself to; it is evident; manifest in;

## **History of the Modern and Contemporary World, Grade 10 (2009) p. 60**

*This chapter about Zionism demonizes it by presenting this movement as racist and as part of modern Colonialism.*

### **Lesson 2: Zionism**

Let us read the following text and examine it:

[Israel's first prime-minister] David Ben Gurion said about Zionism: "Zionism was not just a comprehensive theory or a philosophic or religious concept unrelated to time, space or circumstances. Rather, it was in fact a Jewish philosophy of which the essence was struggle against the absorption [of Jews] within Western societies."

Rafiq al-Natsha et al., Modern and Contemporary History of Palestine, p. 46

I will think over the following and answer:

What are Zionism's goals?

### **Educational Summary**

Zionism is a racist intellectual and political movement. It appeared in the second half of the nineteenth century and its appearance coincided with the appearance of the modern European colonialist movement, because Zionism itself is a racist colonialist movement and because it forms, in fact, an integral part of world Colonialism. It was aiming at the creation of a state in the embodiment of the saying "a land without a people to a people without a land" and mixed religion with nationalism in order to design its principles and beliefs, relying on alleged religious and historical rights expressed by the Zionist literature for the realization of two basic ideas:

5. The idea of the return to the land of Zion, according to its claim.
6. The idea of salvation, by which the Zionist movement means the Diaspora which was imposed on the Jews and prevented them from returning to what they name "the Promised Land."

## **Modern and Contemporary History of Palestine, Grade 11, Part 1 (2008) p. 9**

*Contrary to some other cases which deny any Jewish historical presence in Palestine, the following piece, in a history book published after Arafat's death, discusses this past quite fairly.*

[Map of ancient Palestine with the inscription "Palestine during the reign of Prophet David." Besides the names of several cities, names of the following regions and nations appear as well: Phoenicia, the Arameans, Gilead, Ammon, Moab, Philistia, Judea and the Negev.]

### Our Lord Abraham, peace upon him, enters Palestine

Our Lord Abraham arrived in the land of Canaan, coming from the city of Ur in southern Iraq through Harran in Syria at the end of the nineteenth century BC (1805 BC). He first settled in Shechem (Tall Balata in [present-day] Nablus) and later moved to Hebron (Al-Khalil) and met on his way with the Canaanite ruler of Bayt al-Maqdis [Jerusalem] Melkisedek (king of righteousness and justice). Abraham was accompanied in his journey by his nephew Lot, peace upon him, who settled in Jericho. Abraham, his wife Sarah and their son Isaac [all] died in Hebron.

During this period the Philistines settled in the land of Canaan, in part of the coast between Jaffa and Gaza.

### Palestine during the reign of Prophet David

Palestine's ancient history witnessed the entrance of the Children of Israel under the leadership of Joshua Bin Nun in the twelfth century BC. They fought the Canaanites and the Philistines. In the last third of the eleventh century BC Saul Ben Kish (Talut [in Arabic tradition]) became leader of the Children of Israel. He fought the Philistines under the command of Goliath who managed to kill him and his sons at the end of the eleventh century BC. After his death Prophet David Ben Jesse became leader of the Children of Israel. He continued to fight the Philistines and the Canaanites and established a kingdom on part of the Palestinian lands under his leadership. After him came Prophet Solomon who ruled from 963 BC until 923 BC. In his reign the Jewish state reached its farthest extension. After his death, his state split into two parts: the Kingdom of Israel in the north (Samaria) and the Kingdom of Judea in the south (Al-Quds [Jerusalem]).

The Kingdom of Judea was subjected to an attack by the originally-Libyan Pharaoh of Egypt Sheshonk who besieged Urushalim (Al-Quds [Jerusalem]) and took hold of many treasures and gold tablets. Palestine [then] was exposed to an Assyrian attack in 723-722 BC under the command of Sargon II who imposed his control over the northern kingdom (Samaria) and led into captivity most of the Jews who dwelt in the northern [part of the] country. He besieged the city of Al-Quds [Jerusalem] but did not enter it. Shortly later Palestine was exposed to another Assyrian attack by King Sennacherib who took hold of Jaffa in 709 BC.

Palestine was exposed to a devastating attack by the Chaldean-Babylonian leader Nebuchdnezzar [II] in 586 BC who destroyed Al-Quds [Jerusalem] and led the Jews into captivity in Iraq. The region soon submitted to Persian rule in 538 BC and the Persian ruler Cyrus permitted those Jews who desired that to return to Palestine.

### **Cyrus bringing the Jews back**

Cyrus believed that the Jews' presence in Palestine would balance that part of the inhabitants who supported the Egyptian Pharaohs. Besides, the Jews assisted him against the Babylonians. Some say that his wife was Jewish and influenced him to bring the Jews back to Palestine.

## **Modern and Contemporary History of Palestine, Grade 11, Part 2 (2008) p. 57**

*This piece, full of criticism against Israel, is unique in the sense that it contains a map which carries the name "Israel." The following page features the same phenomenon and these two maps are the only such maps found in all PA schoolbooks. However, this very page also includes a reference to Israel's establishment in 1948 as "occupation."*

3. The law of registered state lands: This law defined the administration of government property by taking over all lands which were registered under the name of the Jordanian government as state lands.

4. Declaring unregistered lands as state lands: These are the lands the registration of which had not been completed due to the 1967 war, like the public [*metrouke*] lands which were left for public use, such as pastures, forests and *miri* [state-owned leased] lands.

### **Miri land**

Arable government land whoever cultivates it has the right to own it if he continues to cultivate it more than three years.

What are the means employed by Israeli authorities to make [arable] land uncultivated?

5. Skeletal maps: The Israeli authorities prepared skeletal plans and maps for cities and villages in order to define their boundaries, areas and neighborhoods.

What are the goals of the Israeli authorities by preparing skeletal maps?

[Map of the larger part of the country with the inscription "Map of Alon's Project." It is one of two maps (the other map is on the following page) which are the only ones in all PA schoolbooks that carry the name "Israel." All other maps either have the name "Palestine" instead – even on the territory of Israel within its pre-1967 borders – or do not have names at all.]

## Settlement

Israeli policy in the West Bank and the Gaza Strip after the 1967 war focused on the solidification and strengthening of Jewish presence there, as it prepared settlement projects among which [were the following]:

1. The Alon settlement project of 1968: Yigal Alon, one of the leaders of the Israeli Labor Party, proposed the annexation of a 10-15km-wide strip of land along the Jordan Valley until the Dead Sea. He proposed border adjustments at the Green Line, especially in the areas of [the Palestinian West Bank towns of] Qalqilyah and Tul Karm.

What was the goal of this project?

## The Green Line

A virtual line appearing in green on maps after the 1967 war in order to differentiate between the Palestinian lands occupied by Israel in 1948 and the lands it occupied in 1967.

## Arabic Language – Reading, Literature, Critique, Grade 12 (2009) p. 98

*The narrative of the conflict is biased to the extent of pure demonization, with no mention of facts such as the Arab side's responsibility for the 1948 war which it started in defiance of the UN Partition Resolution of 1947, which legitimized the establishment of a Jewish state in Palestine.*

...The struggle with the [British] Mandate government and Zionism continued until the Catastrophe [*Nakbah*] occurred on May 15, 1948 and the Palestine war ended in a disaster unprecedented in history, as the Zionist gangs usurped Palestine, expelled its people from their cities, villages, land and homes and established the state of Israel.

The refugees among the sons of Palestine sustained horrors which humans can barely bear. They lived in shabby tents which do not provide protection against neither heat nor cold. The tents were later replaced by mud huts. The Palestinian people mostly remained wandering aimlessly about with no resting place and no delight until this day.

On June 5, 1967 the tragedy became aggravated with the occupation by the Zionist Entity of what had been left of Palestine: the West Bank and the Gaza Strip, after a painful military defeat of several Arab armies in Egypt, Jordan and Syria. In spite of the peace treaties which started in 1991 between the Palestinians and the Israelis, the return of the Palestinian leadership to the West Bank and the Gaza Strip and the establishment of the Palestinian National Authority, most of the Palestinians are still burdened by the yoke of occupation and their other part lives a life of vagrancy and loss.

The difficult political conditions experienced by the Palestinian people from the second half of the nineteenth century until now have directly influenced its economic, social and intellectual life. It remained for decades suffering from poverty, colonialist

oppression, dispersal and exile, and deprivation of intellectual and cultural freedoms. Nevertheless, it has managed, with the utmost strength and will it has, to confront all these challenges and to make the sword and the pen inseparable twins in the defense of its existence and in the achievement of its freedom and independence.

There is no doubt that poetry in Palestine was developing and thriving with the development of social and political life and was influenced by its changes and circumstances. In the second half of the nineteenth century the dominant characteristics in the Arabs' social life were simplicity and religiousness, and their poems were burdened by religious themes and praise of the Prophet [Muhammad]. Their style was a continuation of the one prevailing in the Mamluk and Turkish periods [1250-1918].

Among the prominent poets of this phase [were] Abu al-Iqbal al-Ya'qubi, Iskandar al-Khuri al-Beitjali, Ibrahim al-Dabbagh, Suleiman al-Taji al-Faruqi and Ali al-Rimawi.

In the period of the British Mandate poetry underwent a qualitative shift in [both] form and contents. It was liberated from rhetorical flourishes and from formal highly stylistic beautifiers, and became imbued with elements of excellence and strength, sincere feelings, magnificent illustrations and sweet music. The poets became more attached to the painful reality of Palestine [by] illustrating its misfortunes and the resistance of its sons to Imperialism and occupation. Among the most prominent poets of this phase are Ibrahim Tuqan, Abd al-Karim al-Karmi (Abu Salma) and Abd al-Rahim Mahmud.

Thus, Palestinian poetry remained constantly developing, accompanying the events and developments that encompass its people and the Arab nation,

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*This grammar textbook contains two verses of a poem that elevate martyrdom to a degree of a wedding party.*

Subjunctive [form] of the Verb in Present Tense

I will read and consider the underlined [phrase] within the following:

The first unit:

1. God has said [in the Koran]: "as for the youth, his parents both are true believers, and we feared lest he should plague them with wickedness and unbelief." (Al-Kahf, 80)
2. God has said: "We call on no other god besides Him, for if we did, we should be blaspheming." (Al-Kahf, 14)
3. I will stay home [this] afternoon in order to finish writing the research.

The second unit:

1. God has said: "It was not to distress you that We revealed the Koran." (Ta' Ha', 1-2)
2. The martyrs in the Negev prison vie with each other  
In order to form with their blood the dialectics of death-life  
And to baptize their bodies in sand
3. **O my homeland! I shall not cry in this wedding  
For our Arabness refuses that we cry over the martyrs**
4. God has said: "And so shaken were they that each apostle, and those who shared his faith, cried out: 'When will God's help come?'" (Al-Baqarah, 214)
5. Do not be stiff and thus breakable nor soft and thus squeezable. (An Arab proverb)
6. Do not seek superiority and then neglect your studies.

I will notice

If I consider the underlined [phrases] among the examples of the first group – I will find three verbs in the subjunctive form. The subjunctive [*nasb*] sign of each of them is the "a" vowel sign [*fathah*] at the end of the verb ([examples from the text]). I notice here that the weak verb with a "w" or "y" at the end has the subjunctive sign, but not the nominative [*raf'*] sign.

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*This grammar textbook contains a verse of a poem with dehumanizing description of the “invaders,” namely, Jews.*

I will determine the omitted predicate – whether obligatory or permissibly – in the following [sentences] and mention the reason [for that]:

1. Each soldier with his weapon.
2. The teacher to his students: "Who is the conqueror of Constantinople?"  
The students: "[the Ottoman Sultan] Muhammad the Conqueror."
3. The lions, had it not for [their] disengagement from the ground [while leaping upon their prey], would not have preyed; the arrow, had it not for [its] disengagement from the bow, would not have hit [its target]. (Al-Shafi'i)
4. **By your life! How come that snakes invade us**  
**And we [still] observe a protection covenant [*dhimmah*] which respects commitments? (Husam Harshah/Palestine)**

I will read the following and answer what follows it:

1. An ounce of precaution is better than a pound of remedy.
2. Palestine has its men who defend its pure soil.
3. God has said [in the Koran]: "Victory comes only from God, the Mighty, the Wise one." (Al Imran, 126)
4. Had it not for the love in his heart, man would not have become man. (Nizar Qabbani/Syria)
5. Lighting a candle in the dark is a thousand times better than cursing darkness itself. (A Chinese proverb)
6. How could it be that a poem would come [to mind] without a fight  
The most beautiful poetry is written with the nails. (Yasser al-Atrash/Syria)
7. Land usurpation does not frighten us  
For a feather may fall from the eagles' wings  
And long-time thirst does not frighten us  
For water will always stay within the rocks

Questions:

1. I will extract from the former phrases a subject necessarily preceding a predicate and a predicate necessarily preceding a subject.
2. The subject [sometimes] comes in the form of an extended verbal noun [*masdar mu'awwal* – "interpreted"]. I will mention the phrase that indicates that.
3. The predicate comes as a word, or a sentence, or pseudo-sentence. I will mention a phrase [from the text] of each kind.
4. I will extract from the phrases a case of obligatory omission of a predicate.
5. I will write the inflection signs of the underlined [phrases] in detail.

