

IMPACT-se

Review of UNRWA-Produced Study Materials in the Palestinian Territories November 2020 - January 2021



February 2021

Contents

1	Introduction
3	Research and Methodology
5	Selected Examples
19	List of Textbooks

Introduction

In our previous report, IMPACT-se reviewed materials produced by UNRWA to facilitate at-home learning from March through September. The report detailed numerous instances of content which egregiously violated UN values, UNESCO standards, and UNRWA's stated principles. The report found materials contained incitement to violence, demonization of Israel which was erased from maps, endorsements of jihad and martyrdom, the promulgation of libels and conspiracies, and failed to promote peacemaking.

Subsequent to its publication, UNRWA acknowledged it had produced and distributed inappropriate materials to Palestinian students. Several UNRWA donor nations expressed concern over the findings of the report including Germany, the United Kingdom and Norway; Canada and Australia launched probes into the matter. While acknowledging that it had distributed inappropriate materials to children, UNRWA officials attempted to minimize the issue by arguing that only a small percentage of the overall material was identified as being inappropriate. This contradicts UNRWA's zero-tolerance approach to hateful content. UNRWA also stated that the problem had been rectified and all instances of hate and incitement had been removed by November 2020, a full eight months after the proliferation of this content began. Following the IMPACT-se report, the organization immediately locked all access to the self-study material, blocking further external scrutiny.

وكالة الفونث الدولية - الأونروا
دائرة التربية والتعليم - غزة
مركز التطوير التربوي
وحدة التطوير المهني والمنهاج

9 التاسع

روابط الفيديوهاات الشارحة
اشترك في القناة

الأسبوع العاشر (٢٥ ديسمبر - ١ يناير)

التربية الإسلامية	عمره القضاء - رقم البطاقة (20)	سورة محمد (٣) - رقم البطاقة (21)
اللغة العربية	صلاة إلى العام الجديد - رقم البطاقة (21)	الهجرة وفق الحركة الإعرابية رقم البطاقة (23)
الرياضيات	مصادر المزيد - رقم البطاقة (22)	ميل الخط المستقيم - رقم البطاقة (19)
الدراسات الاجتماعية	تحديات واجهت الدول العربية بعد الاستقلال - رقم البطاقة (18)	writing (a paragraph about a leader based on given information) - رقم البطاقة (20)
اللغة الإنجليزية	Grammar (past perfect tense) - رقم البطاقة (19)	New vocabs (Istanbul), Word formation (verb-noun / noun - adjective) - رقم البطاقة (21)
العلوم	الفقه الدافعة الكهربائية - رقم البطاقة (20)	مسائل حسابية على القوة الدافعة الكهربائية - رقم البطاقة (21)
التكنولوجيا والبرمجة	تطبيقات الطاقة الشمسية - رقم البطاقة (7)	تسجيل الأصوات وإدخالها في برنامج سكراتش - رقم البطاقة (8)

الفصل الدراسي الأول / بطاقات شهر ديسمبر
للعام الدراسي 2021/2020

Cover page of UNRWA produced material for Grade 9 labeled for use in December 2020

Hateful Content Remains in UNRWA Self-Learning Materials

This short report reviews UNRWA materials dated after UNRWA’s supposed review in November. The report finds that, contrary to UNRWA’s claims, it continues to distribute content on online platforms that is not compliant with UN values. This includes instances of highly problematic content in “Self-Study Cards” (*biṭāqāt t-ta’allumī ḍ-ḍātī*) for grades 1 through 9. Many of the same themes which were identified in the materials from March through September were also present in the more recent study cards, including the omission of peacemaking and non-violent conflict resolution.

Among the examples which run counter to UN values and international standards was a spelling exercise which teaches 9th graders to condemn Arab-Israeli peace and normalization initiatives and claim they only serve to weaken the resolve of Palestinians. This passage, which also extolls violent resistance, appears to be an UNRWA innovation not derived from the Palestinian Authority (PA) textbooks. While not mentioning by name, the timing and context of this lesson suggest it is in reference to the Abraham Accords, though it may also refer to peace agreements between Israel and Jordan or Egypt. In either interpretation, staff of a UN organization are effectively teaching lessons which contradict one of the main tenets of the UN Charter, the peaceful resolution of disputes.

Maps of the region produced in UNRWA study cards erase Israel, a UN member state, and assert Palestinian ownership over the entire territory of the former British Mandate of Palestine (1922-1948). This is done both visually, where maps label the entire area as “Palestine” while detail other present-day states in the region except Israel, such as Jordan; and in textual descriptions, which identify Israeli towns and cities as Palestinian, and calculate the total area of Palestine to the entire area of the historic British Mandate. When Israel is mentioned throughout the UNRWA study cards it is solely referred to as “the Enemy” or “the Israeli Occupation.”

We identified references to jihad and violence in Arabic language lessons for grades 6 and 9. Children are asked to complete a verb conjugation exercise containing the sentence “jihad is the road of glory.” A lesson for 6th grade tells girls to make preparations for jihad in defense of the Al-Aqsa Mosque. A 9th grade lesson teaches spelling using the term “pieces of corpses” and references a text containing graphic descriptions of corpses and body parts strewn about city streets. In one such lesson, students learn that walking with a limp excuses one from their duty of jihad, and goes on to say that “entering Islam saves from hellfire.”

The teaching of Palestinian nationalism remains a central theme in the UNRWA-labeled content, in contravention of UNRWA’s principle of neutrality. It is often framed in violent terms. Content is heavily politicized with frequently recurring references to the national conflict even in such cases where the link is not immediately apparent. Examples include likening the destruction of ancient Carthage to the destruction of Palestinian Arab villages in 1948; and practicing the grammatical plural form with “mujahid” (one engaged in a jihad, especially as a guerrilla warrior) and “resistance fighter” as suggested nouns. As in other cases, these examples appear to be UNRWA-created where the PA equivalent is content is relatively benign.

Research and Methodology

Our goal in this research was to review the study materials produced by UNRWA after its supposed November 2020 internal review and evaluate their adherence to UN values. For this purpose, we surveyed the 27 UNRWA-labeled booklets dated November 2020 and onward (see “List of Surveyed Texts” below). As suggested in the prefaces to the booklets themselves, and as defined by their inherent structure, the booklets were examined in close conjunction with the relevant PA textbooks, to identify how they correlate.

To assess adherence to UN values, we utilized **IMPACT-se**’s standard content-analysis research methodology, examining the booklets according to the following condensed criteria of UNESCO’s standards for peace and tolerance in school education:

1. **RESPECT:** The curriculum should promote tolerance, understanding and respect toward the “Other,” their culture, achievements, values and way of life.¹
2. **INDIVIDUAL OTHER:** The curriculum should foster personal attachment toward the “Other” as an individual, their desire to be familiar, loved and appreciated.²
3. **NO HATE:** The curriculum should be free of wording, imagery and ideologies likely to create prejudices, misconceptions, stereotypes, misunderstandings, mistrust, racial hatred, religious bigotry and national hatred, as well as any other form of hatred or contempt for other groups or peoples.³
4. **NO INCITEMENT:** The curriculum should be free of language, content, and imagery that disseminate ideas or theories which justify or promote acts and expressions of violence, incitement to violence, hostility, harm and hatred toward other national, ethnic, racial or religious groups.⁴
5. **PEACEMAKING:** The curriculum should develop capabilities for non-violent conflict resolution and promote peace.⁵

¹ As defined in the Declaration of Principles on Tolerance, proclaimed and signed by member states of UNESCO on November 16, 1995, Articles 1, 4.2. See also: UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding Between Peoples (1965), Principles I, III; Universal Declaration of Human Rights (1948): “Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups and shall further the activities of the United Nations for the maintenance of peace.”

² The goal of education for peace is the development of universally recognized values in an individual, regardless of different socio-cultural contexts. See *Ibid.*, Article 6. See also, on exchanges between youth: UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principles IV, V.

³ Based on *Ibid.*, Articles III.6, IV.7 and VII.39; and on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 18.2.

⁴ As defined in Article 4 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), adopted by the United Nations General Assembly Resolution 2106 (XX) on December 21, 1965. See also: Article 20 of the International Covenant on Civil and Political Rights (ICCPR), adopted by the United Nations General Assembly Resolution 2200A (XXI) on December 16, 1966.

6. **UNBIASED INFORMATION:** Educational materials (textbooks, workbooks, teachers' guides, maps, illustrations, aids) should be up-to-date, accurate, complete, balanced and unprejudiced, and use equal standards to promote mutual knowledge and understanding between different peoples.⁶

7. **GENDER:** The curriculum should foster equality and mutual respect between women and men. It should refrain from stereotyped gender roles.⁷

8. **SOUND PROSPERITY and COOPERATION:** The curriculum should educate for sound and sustainable economic conduct and preservation of the environment for future generations. It should encourage regional and local cooperation to that effect.⁸

⁵ Based on the Integrated Framework for Action on Education for Peace, Human Rights and Democracy, approved by the General Conference of UNESCO at its twenty-eighth session, Paris, November 1995, Article 9; and on the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 5.

⁶ Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Article V.14.

⁷ The preamble to the Declaration of Principles on Tolerance, proclaimed and signed by member states of UNESCO on November 16, 1995, notes the Convention on the Elimination of Any Form of Discrimination against Women and emphasizes respect for human rights and fundamental freedoms for all, without distinction as to gender.

⁸ Based on UNESCO recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, November 19, 1974, Articles III.6, and IV.7. On the imperative for developing "systematic and rational tolerance teaching methods that will address the cultural, social, economic, political and religious sources of intolerance," see the Declaration of Principles on Tolerance proclaimed and signed by member states of UNESCO on November 16, 1995, Article 4.2. On education for international cooperation, see also: the UN Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples (1965), Principle II.

Selected Examples

1. *Arabic Language, Grade 9, Vol. 1, Card 23 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 10, 25 December 2020- 1 January 2021)*

Peace between Israel and its Arab neighbors is directly condemned in a passage that criticizes “our Arab relatives” who “have sadly recognized our Enemies and began interacting with them,” leading to the “prolonged life of Occupation on our land.” The text also discusses how “our Enemies” are exploiting Arab disunity and “killing our sons, our old and our children.” It praises “our sons” who have risen up “courageously” and threatened the existence of the Enemy. The text concludes that a day will come where “our Enemies will be banished as failing losers.” *This entire text appears to be an innovation of UNRWA, and was not found in the PA curriculum.*

التدريب الثالث:

أ- اطلب من أحد أفراد أسرتك أن يملئ عليك القطعة الآتية، واكتبها غيباً ثم قيم نفسك، وصحح أخطاءك الإملائية.

تجرأ أعداؤنا علينا؛ وذلك بسبب ضعفنا وتفزقنا، فقاموا بقتل أبنائنا وشيوخنا وأطفالنا، والتكيل بهم، فهل سكت أبنائنا؟ لقد قام أبنائنا بالثورة على أعدائنا ومقاومتهم مقاومة باسلة أريكت أعداءنا وهددت كيانتهم، ولكن أقرباءنا من العرب للأسف اعترفوا بأعدائنا وأخذوا يتعاملون معهم مما أضعف من عزيمة أبنائنا، وأطال من عمر الاحتلال على أرضنا. ولكن سيأتي يوم وتعود الأرض لنا ولأبنائنا، وسيطرز أعداؤنا بإذن الله خائبين خاسرين.

ب- استخرج من القطعة الكلمات التي تحتوي همزة ترسم وفق الحركة الإعرابية، وبين سبب رسمها على صورتها.

Exercise Three:

A- Ask one of your family members to read out the following text as you write it down. Then assess your work and correct your spelling mistakes.

Our Enemies dare to defy us, because of our weakness and disunity. They are killing our sons, our old and our children, and make examples of them. Does that mean our sons responded with silence?! Our sons have risen up in revolt on our Enemies, resisting them courageously, in a resistance which embarrasses our Enemies and threatens their existence. However, our Arab relatives have sadly recognized our Enemies and began interacting with them, which weakened our sons' resoluteness, and prolonged the life of Occupation on our land. But a day will come, when this land will return to us and to our sons, and our Enemies will be banished, God willing, as failing losers.

2. Arabic Language, Grade 9, Vol. 1, Card 23 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 10, 25 December 2020- 1 January 2021)

A spelling exercise instructs students to inflect the term “pieces of corpses.” This is a reference to a poem on the PA textbook⁹ which describes “the remains of dead women and children splatter all the streets of the city.”

(هل انتهيت من القراءة؟) حسناً لاحظ معي كلمات: (أشلاؤهم – بأشلائهم – أشلاءهم)

وكذلك (ماؤه – ماءه – بمائه) نجد الهمزة مرّة على واو ومرّة أخرى على نبرة ومرّة ثالثة على السطر، يا ترى ما السبب في ذلك؟ دعنا نناقش ذلك في الجدول التالي

ونسنتج القاعدة:

السبب	موضع رسم الهمزة	الكلمة الملونة
كلمة أشلاؤهم مرفوعة (فاعل)	الواو	أشلاؤهم
كلمة أشلائهم مجرورة	النبرة	أشلائهم
كلمة أشلاءهم منصوبة (مفعول به)	الألف	أشلاءهم
كلمة ماؤه مرفوعة (نائب فاعل)	الواو	ماؤه
	السطر	ماءه
	النبرة	بمائه



Are you done reading? Great! Notice the words with me: “the pieces of their corpses” – “in the pieces of their corpses” – “at the pieces of their corpses”; as well as: “his water” – “at his water” – “in his water”. Sometimes we find the hamzah diacritic on the letter wāw, sometimes on the letter yā’ and sometimes on its own. What could be the cause of this? Let’s discuss it in the following table and deduce what the grammar rule is:

Colored word – Placement of the hamzah diacritic – Reason

The pieces of their corpses – On top of the letter wāw – Because “the pieces of their corpses” is in the nominative case.

The pieces of their corpses – On top of the letter yā’ – Because “the pieces of their corpses” is in the genitive case.

The pieces of their corpses – On top of the letter alif – Because “the pieces of their corpses” is in the accusative case.

His water – On top of the letter wāw – Because “his water” is in the nominative case.

[...]

⁹ Arabic Language, Grade 9, Vol. 1, 2019, p. 98.

3. *Our Beautiful Language, Grade 4, Vol. 1, Card 29, p. 10 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 12, 8 January 2021- 15 January 2021[estimated])*

Students are provided with examples sentences in a grammar exercise that include “*the mujahid took his vengeance*” and “*the resistance warrior won.*”

These lines appear to be UNRWA innovations, and were not found in the PA textbook.

والآن إلى التدريب الأول:

أكمل بحسب المثال:

الأولاد سمعوا	الولد سمع
.....	أ- المسافر رجع
.....	ب- المجاهد انتقم
.....	ج- المقاوم انتصر

Now, for Exercise 1:

Complete the sentences as the example:

The child listened – The children listened

A. The traveler returned –

B. The mujahid took his vengeance –

C. The resistance fighter was victorious –

4. Arabic Language, Grade 6, Vol. 1, Card 17 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 8, 12 December 2020- 19 December 2020)

A grammar exercise calls on “daughters of Jerusalem” to perform *ribāṭ* (make defensive preparations for jihad)¹⁰ in the Al-Aqsa Mosque.

This appears to be an innovation of UNRWA material, not found in the PA textbook.

نَسْنَسُنُج:

1- تُحَدَفُ هَمْزَةُ (ابْنِ، وَابْنَةٍ)، إِذَا:

أ- وَقَعَتْ بَيْنَ عِلْمَيْنِ فِي سَطْرٍ وَاحِدٍ، مِثْلَ: لُقْبَ خَالِدِ بْنِ الْوَلِيدِ سَيْفَ اللَّهِ الْمَسْلُوقِ.
ب- سُبِقَتْ بِحَرْفِ نِدَاءٍ، مِثْلَ: يَا بِنْتَ الْفُدُسِ، رَابِطِي فِي الْمَسْجِدِ الْأَقْصَى.

2- تَتَّيْتُ هَمْزَةُ (ابْنِ، وَابْنَةٍ)، إِذَا:

أ- لَمْ تَقَعْ بَيْنَ عِلْمَيْنِ، مِثْلَ: زَارَنَا ابْنُ خَالِي يَوْمَ الْجُمُعَةِ.
ب- وَقَعَتْ فِي أَوَّلِ السَّطْرِ، مِثْلَ: مُؤَسَّسُ الدَّوْلَةِ الْأُمَوِيَّةِ هُوَ الْخَلِيفَةُ مُعَاوِيَةُ ابْنُ أَبِي سُفْيَانَ.

1- بَيِّنْ سَبَبَ إِثْبَاتِ هَمْزَةِ (ابْنِ، وَابْنَةٍ)، وَسَبَبَ حَذْفِهَا، فِيمَا يَأْتِي:

أ- ابْنُ سَعِيدٍ أَحَدُ الْمُشَارِكِينَ فِي نَادِي اللُّغَةِ الْعَرَبِيَّةِ.
ب- ذَاتُ اللَّطَافِينَ هِيَ أَسْمَاءُ بِنْتُ أَبِي بَكْرٍ.
ت- يَا بِنْتَ الْفُدُسِ، وَاظْبِ عَلَى الصَّلَاةِ فِي الْمَسْجِدِ الْأَقْصَى.

تَدْرِبْ

Let's make conclusions:

1. The hamzah [initial letter] of the word *ibn* and *ibnah* [“son” and “daughter”, respectively] is removed when:

A. It is found between two names in one line [...]

B. A vocative particle is placed before it. For example: “O daughter of Jerusalem, make preparations to defend [*rābiṭī*] the Al-Aqsa Mosque.”

[...]

1. Explain why the hamzah diacritic of the word *ibn* and *ibnah* was dropped or retained in the following sentences:

[...]

C. O son of Jerusalem, make sure to pray at the Al-Aqsa Mosque.

¹⁰ For further reading see: Nasser Rabbat, “Ribāṭ,” *Encyclopedia of Islam (Second Edition)*, 2012, http://dx.doi.org/10.1163/1573-3912_islam_COM_0919, accessed January 11, 2021.

5. *Islamic Education, Grade 6, Vol. 1, Card 19, pp. 27-28 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 9, 19 December 2020- 26 December 2020)*

Students are taught a Surah which states “the infidels will be thrown to hellfire by their ankles; they will try to flee but fail; molten copper will be poured on top of them.”

عزيزي الطالب: اقرأ ملخص الدرس قراءة فاهمة للتعرف على أهم الأفكار الواردة فيه.

ملخص الدرس:



١. من طبيعة المخلوقات في السماوات والأرض الافتقار إلى رحمة الله تعالى والعجز عن تحصيل الرزق لنفسها أو غيرها

٢. الله تعالى كل يوم هو في شأن يغفر ذنباً، ويفرح كرياً، ويدبر أمراً، ويرفع قوماً، ويرزق آخرين.

٣. يتوعد الله تعالى الجن والإنس بيوم القيامة أنه أت، وسيجاسبهم على أعمالهم، وأنه لا أحد يستطيع أن يهرب من الله تعالى، وإن حاول أحد الهرب يرسل الله تعالى عليه اللهب من النار والنحاس المذاب عليهم.

٤. الجن مخاطبون ومكلفون يتأبون ويعاقبون ومنهم الكافر والمؤمن.

٥. من مشاهد يوم القيامة في سورة الرحمن انشقاق السماء ونزول الملائكة منها ويصبح لونها أحمر كالورد وفي ذلك الموقف لا يسأل الكافرون والعصاة عن ذنوبهم لأن هناك علامات تدل عليهم، ومن هذه العلامات سواد الوجه هذا بالإضافة للعذاب النفسي حيث توبخهم الملائكة وتأخذهم من مقدمة رؤوسهم مع أقدامهم ثم تلقيهم في جهنم جزاء كفرهم والعياذ بالله.

Dear student: read the lesson summary thoroughly, to familiarize yourself with the ideas found in it.

Lesson summary:

[...]

3. God assures mankind and jinn that the Day of Judgement is arriving, and that He will judge them based on their actions. God Almighty assures them that none may escape Him, and if one attempts to do so, He will send upon them the flames of Hellfire and have [molten] copper poured on them.

[...]

5. Scenes of the Day of Judgement, as they appear in Surat al-Rahman, include: the sky will split apart, and angels will descend from it; its color will turn red as rose. On that day, no infidel or sinner will be asked for their crimes, for those will be apparent on them – one of the signs is that their faces will turn black. There will also be psychological torment, as the angels will rebuke them. The angels will grab them by their heads and feet, and throw them into Hell, as punishment for their disbelief, God save us from that.

6. *Arabic Language, Grade 8, Vol. 1, Card 29, p. 9 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 14, 22 January 2021- 29 January 2021 [estimated])*

An Arabic language exercise refers to Israel as “*the Enemy*” of the Palestinians and encourages students to rise up against it.

This phrase appears to have been created by UNRWA and was not found in the original Palestinian textbook.

2- الفلسطينيين لا يخشون لقاء العدو.

2. *Palestinians are not afraid to face the Enemy.*

7. *Arabic Language, Grade 9, Vol. 1, Card 27, p. 26 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 12, 8 January 2021- 15 January 2021[estimated])*

A grammar exercise teaches students about the verb “to occupy” through an example sentence “*the Occupier commits all kinds of torture.*”

This phrase appears to have been created by UNRWA and was not found in the original Palestinian textbook.

مثال: - يمارس المُحتل كل ألوان التعذيب. (اسم فاعل)

- نحن شعب مُحتل. (اسم مفعول)

Example:

- The Occupier commits all kinds of torture. (Active participle)

- We are an occupied people. (Passive participle)

8. Arabic Language, Grade 9, Vol. 1, Card 22 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 10, 25 December 2020- 1 January 2021)

A verb conjugation exercise includes the example sentence “*jihad is the road of glory.*”

تقويم مرحلي:

حدد المصدر غير الثلاثي المزد بحرف ووزنه، وفعله ووزن فعله فيما يلي:

م	الجملة	المصدر	وزنه	فعله	وزن فعله
1	حدث الإسلام على إصلاح النفوس.				
2	تمكّن اللاعب من إصابة الهدف.				
3	تمكّن المتسابق من تحقيق الفوز.				
4	ما أجمل زرقة السماء!				
5	تمكّن العلماء من تحلية مياه البحر.				
6	حدثت المباراة بين بطلين عظيمين.				
7	الجهاد في سبيل الله طريق العزة.				

Level assessment: in the following sentences, find the verbal noun, its vocal pattern, the verb it is derived from and its vocal pattern.

[...]

6. The duel commenced between two great champions.

7. Jihad in God's path is the road of glory

9. Social Studies, Grade 7, Vol. 1, Card 35 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 9, 19 December 2020- 26 December 2020)

A lesson about Ramla asks students when it was “*occupied in the modern period*”, which, according to the PA textbook,¹¹ was in 1948 by “*Zionist gangs.*”

السؤال الثاني: // اختر الإجابة الصحيحة مما بين القوسين :-

١. احتلت مدينة الرملة في العصر الحديث عام (١٩١٧م - ١٩٤٨م - ١٩٦٧م ، ١٩٧٣م)

٢. حول الإنجليز مكان قصر سليمان بن عبد الملك إلى (ملعب - متحف - حديقة)

٢. من مساجد وزينة الرملة الجامع (الأبيض - النصر - العمري)

٣. جميع ما يلي اهتم بعمارة الجامع الأبيض عدا (صلاح الدين - الظاهر بيبرس - عبد الملك بن مروان)

Second question: choose the right answer from within the brackets:

1. Ramla was occupied in the modern era in: (1917 – 1948 – 1967 – 1973)

[...]

(PA textbook:)

احتلت العصابات الصهيونية مدينة الرملة في ١٢/٧/١٩٤٨م، فقامت بتهجير سكانها تحت تهديد السلاح، على الرغم من أن اتفاق تسليم المدينة نصّ على السماح للأهالي البقاء في مدينتهم، إلا أن العصابات الصهيونية لم تلتزم بهذا الاتفاق، وما زالت المدينة تزح تحت نير الاحتلال الصهيوني.

Zionist gangs occupied Ramla on 12 August, 1948. They expelled its inhabitants under threat of arms, despite the city's surrender treaty guaranteeing its people being permitted to remain in their city; the Zionist gangs did not adhere to that treaty. Ramla remains under the yoke of the Zionist occupation.

¹¹ Social Studies, Grade 7, Vol. 1, 2019, p. 57

10. Social Studies, Grade 6, Vol. 1, Card 24 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 8, 12 December 2020- 19 December 2020)

Israel's existence is denied as students are taught that the borders of Palestine are the same as those of the British Mandate, despite other post-1948 countries, such as Jordan, being labeled. The area of Palestine is described as 27,027 km², the territory of the British Mandate. The text also states that the land is coveted by "colonial powers" because of its strategic location.

بطاقة رقم (24)

■ الأهداف السلوكية:

1. تحدد الموقع الجغرافي لفلسطين. 2. تذكر مساحة فلسطين. 3. تبين أهمية فلسطين الجغرافي.

نشاط رقم (5): عزيزي الطالب: تأمل خريطة فلسطين الواردة أمامك، ثم أكمل المخطط التالي:

عزيزي الطالب: اقرأ المخلص التعليمي الآتي، ثم أجب الأسئلة التي تليه:

فلسطين: هي الرقعة الجغرافية التي تمتد من البحر المتوسط غرباً، حتى نهر الأردن شرقاً، ومن لبنان وسورية شمالاً حتى خليج العقبة ومصر جنوباً، وتبلغ مساحتها حوالي 27027 كم². وتقع فلسطين في الجهة الغربية من قارة آسيا، وأهميتها موقعها أهمية استراتيجية، وجعلها منطماً للغزاة والقوى الاستعمارية.

Behavioral goals: 1. Lay out Palestine's geographic location. 2. Memorize Palestine's area. 3. Explain Palestine's geographic importance.

Activity 5: Dear student: observe the map of Palestine in front of you, then complete the following diagram:

[Map of Mandatory Palestine in its British Mandate borders, with no Jewish settlements; Jerusalem marked red; country to the east named "Jordan"]

[Diagram on the left: Centre:] Borders of Palestine

[Right/east] _____

[Left/west] _____

[Top/north] _____, _____

[Bottom/south] _____, _____

[Continued]

Dear student, read the following educational passage, then answer the questions:

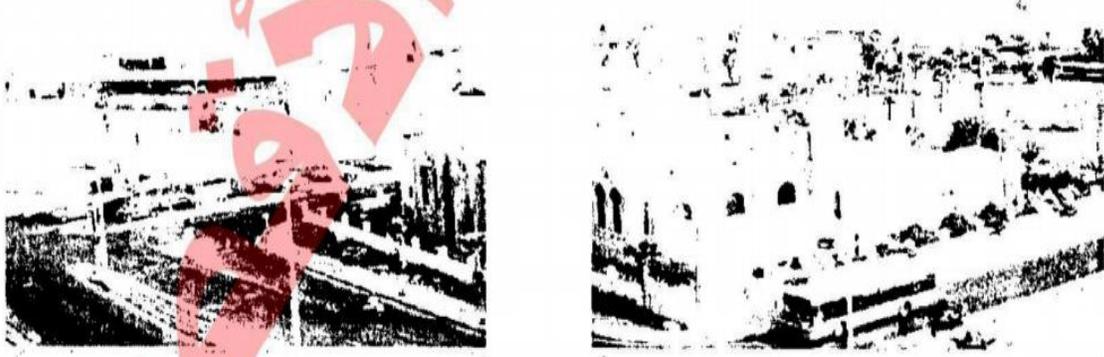
Palestine is the geographical area which extends from the Mediterranean Sea in the west to the River Jordan in the east, and from Lebanon and Syria in the north to the Gulf of Aqaba and Egypt in the south. Its area is about 27,027 km². Palestine is situated in the western part of the Asian continent, and its location gave it strategic importance, making it coveted by invaders and colonial powers.

11. Our Beautiful Language, Grade 3, Vol. 1, Card 11 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 11, 1 January 2021- 8 January 2021)

Students are directed towards a story from the PA textbook (*Arabic Language, Grade 3, Vol. 1, 2020, pp. 106-108*) about Jaffa. They are then shown a picture of Hassan Bek mosque in Tel Aviv and asked “which Palestinian city appears here?”

لا عزيزي الطالب: تأمل صور الكتاب المدرسي ص ١٠٦، ١٠٧ وعبّر عنها شفويا بجمل مفيدة

تأمل الصورة التالية واكتب:



على ماذا تطل يافا؟
صف شوارعها وبيوتها؟

ماذا تشاهد في الصورة؟
عن أي مدينة فلسطينية تعبر؟

Dear student, observe the pictures in the school textbook on pp. 106, 107, and make oral statements about them in a few sentences.

Let's observe the following pictures and discuss:

[Right picture] What do you see in the picture? What Palestinian city appears here?

[Left picture] What does Jaffa look over? Describe its streets and houses.

12. *National and Life Education, Grade 1, Vol. 1, Card 17, p. 20 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 10, 25 December 2020- 1 January 2021)*

Students in 1st grade are taught that Jerusalem is Palestine’s capital and that they have a duty toward Palestine and Jerusalem. Students are asked to look at an illustration in the PA textbook of a boy and his grandfather looking at a photo album showing pictures of the Al-Aqsa Mosque and the Dome of the Rock. Students are then asked questions such as “*What is the capital of Palestine?*” and “*What is our duty toward Palestine and Jerusalem?*”

هيا عزيزي الطالب تأمل جيدا صورة نشاط (4-ا) صفحة (69) ثم اجب:

- ماذا تشاهد في الصورة؟ ماذا يفعل وليد؟ ماذا يفعل الجد؟
- عن ماذا يتحدث؟
- هل تحب فلسطين؟
- ما هي عاصمة فلسطين؟
- ما واجبنا تجاه فلسطين والقدس؟

Illustration from Palestinian textbook, p. 69:



Dear student, think deeply about the picture on Activity 4A on p. 69, and then answer the following questions:

- * *What do you see in the picture? What is Waleed doing? What is his grandfather doing?*
- * *What is he speaking about?*
- * *Do you love Palestine?*
- * *What is the capital city of Palestine?*
- * *What is our duty towards Palestine and Jerusalem?*

13. Arabic Language, Grade 5, Vol. 1, Card 25, pp. 8-10 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 11, 1 January 2020- 8 January 2020)

UNRWA material emphasizes the right of return as a “human right” (rather than a national right) and asks students “how shall we stand against the march of the Enemy.” The exercise directs students to a story found in the PA textbook¹² titled “The Memory which will not Die” which describes a man who fled his village in 1948. Although some of the more graphic details of the original story are omitted in the UNRWA material, the idea of returning “to raise the flag of Palestine” is reiterated.

صِلْ بَيْنَ الْأَسْلُوبِ وَنَوْعِهِ.

(أ)	(ب)
1. لا تُفَارِقُنِي.	(2) التوكيد
2. فقد تركت كل ما أحب.	(3) استدراك
3. لكتني كنت أحدث نفسي.	(1) التفي
4. (سنعود؛ لنرفع علم فلسطين) ما علاقة الجملة المخطوطة بما قبلها؟	

تعادل

Link the sentence and the rhetoric device which appears in it.

[...]

4. "We will return; to raise the flag of Palestine." What is the relationship between the underlined sentence and the one before it?

[Continued] (p. 10)

1. ضع خطأ تحت القيمة المستفادة من النص: **الوفاء** - النظافة - العمل - العودة

2. من حقوق الإنسان الواردة في النص: (الحق في اللعب - الحق في التعليم - **الحق في العودة**)

نشاط ختامي:

1. **تحلّ سؤال (ثانياً) من الكتاب المدرسي:**

2. نفكر، ونجيب عن الأسئلة الآتية:

أ- ما الذي أجبر الكاتب على ترك مدينته؟ **هجوم الأعداء عليها و تدميرهم لها**

ب- (كنت أرى زحف الأعداء) كيف نوقف زحف الأعداء؟ **نوقفه بالوحدة و الدفاع عن الوطن**

ت- ما اسم بلدك التي هجر منها أجدادك؟ **صفر - اسدود - قطرة - يافا - حيفا**

رجاؤنا لكم التوفيق والنجاح

2. A human right which appears in the text: the Right to Play – the Right to Study – the Right of Return
Final activity:

[...]

2. Let's think and then answer the following questions:

A. What forced the writer to leave his town?

B. "I saw the marching of the Enemies" – how shall we stand against the marching of the Enemies?

.....

C. What is the name of your town, from which your grandparents were expelled?

¹² Arabic Language, Grade 5, Vol. 1, 2020, p. 83.

14. Social Studies, Grade 7, Vol. 1, Card 32 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 8, 12 December 2020- 19 December 2020)

Israel’s existence is denied on a map that labels the entire territory as “Palestine.” Students are provided with a passage that describes how the Umayyad rulers built or rebuilt cities such as Acre, Haifa Caesarea, Ramla and Ashkelon (as well as Jericho and Jerusalem), and then asked to name five “Palestinian cities built in the Islamic period.”

نشاط ١ عزيزي الطالب: تأمل خريطة فلسطين، ثم أجب:

١- من المدن الفلسطينية التي بنيت في العصر الإسلامي؟

القدس
عسقلان
أريحا
الرملة
قيسارية

٢- بم تفسر :-

- كثرة المدن في شمال ووسط فلسطين وقلتها في جنوبها؟
السبب /

بِسبب اعتدال المناخ وخصوبة التربة....

نشاط ٢ عزيزي الطالب اقرأ النص التالي، ثم أجب:

وُجِدَت المدن الكنعانية في فلسطين منذ أقدم العصور التاريخية، وعندما فتح المسلمون فلسطين، بدأت الدولة الإسلامية بالاهتمام بالاهتمام بترميم المدن القديمة، وصيانتها؛ لذا عمل الخليفة الأموي معاوية بن أبي سفيان على ترميم أسوار مدينة القدس، وأعادت الدولة الأموية بناء مدينة عسقلان، وقاموا بتحصينها، ووسعوا قيسارية، وعكّا، ورمموا منشآتها، واهتموا بحيفا، وأريحا، وأنشأ الوليد بن عبد الملك قرية كفر لام بالقرب من حيفا، ويبقى الإنجاز الأكبر للدولة الأموية في فلسطين في مجال عمارة المدن أنها قامت ببناء مدينة الرملة التي بناها الخليفة الأموي سليمان بن عبد الملك.

Activity 1

Dear student: consider the map of Palestine, then answer:

1. Name Palestinian cities built in the Islamic period: _____, _____, _____, _____, _____
2. How do you explain:
- The fact that there are many cities in northern and central Palestine, and few in its south?

Activity 2

Dear student, read the following text and then answer:

Canaanite cities have been found in Palestine since the earliest historic times. When Muslims liberated Palestine, the Islamic state began concerning itself with restoring and preserving the ancient cities. For this reason, Umayyad Caliph Mu'awiyah bin Abu Sufyan sought to repair the walls of Jerusalem. The Umayyad state rebuilt the city of Ashkelon and fortified it; expanded Caesarea and Acre and repaired their buildings; and took care of Haifa and Jericho. Al-Walid bin 'Abd al-Malik established the village of Kafr Lam near Haifa. However, the greatest achievement of the Umayyad state in Palestine, in terms of architecture, is the founding of the city of Ramla, built by the Umayyad Caliph Sulayman bin 'Abd al-Malik.

15. Social Studies, Grade 6, Vol. 1, Card 33 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 11, 1 January 2021- 8 January 2021)

In a lesson about ancient Carthage and its destruction at the hands of the Romans, students are asked to name a Palestinian village destroyed by “*the Israeli Occupation*.” This reference to the conflict is unlinked to the subject matter of the lesson.

1. بين سياسة الرومان بعد احتلالهم قرطاجة.

2. ما رأيك في إحراق المدن والقرى وتدميرها.

3. سمى قرى وتجمعات فلسطينية تم تدميرها وإزالتها من قبل الاحتلال الإسرائيلي.

1. Explain the Romans' strategy after they occupied Carthage.
2. What do you think about burning down cities and destroying them?
3. Name Palestinian towns and settlements destroyed and erased by the Israeli Occupation.

16. Social Studies, Grade 7, Vol. 1, Card 33, p. 2 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 8, 12 December 2020- 19 December 2020)

Shefa 'Amru Fortress is described as a “fortress of Palestine” despite it actually being located within Israel.

عزيزي الطالب اقرأ النص التالي ثم أجب عما يلي :

نشاط ٢

من أهم القلاع في فلسطين قلعة القدس الشريف، وقلعة مراد بالقرب من برك سليمان إلى الجنوب الغربي من مدينة بيت لحم ، وقلعة شفا عمرو التي بناها ظاهر العمر الزيداني.

Activity 2

Dear student, read the following text and then answer:

One of the most important citadels in Palestine is the Jerusalem Citadel, Qal'at Murad near Suleiman's pools southwest of Bethlehem, and Shefa 'Amru Citadel built by Zaher al-Omar al-Zidani

17. Arabic Language, Grade 9, Vol. 1, Card 19 (UNRWA Department of Education – Gaza, Self-Study Cards, Week 9, 19 December 2020- 26 December 2020)

Arabic grammar is taught through example sentences such as: “walking with a limp excuses its owner from jihad”; and “entering Islam saves from hellfire.”

تقويم مرحلي: حدّد المصدر الثلاثي ووزنه وفعله ودلالته فيما يأتي.

م	الجملة	المصدر	وزنه	فعله	دلالته
1	السباحة رياضة مفيدة.				
2	القيادة تحتاج إلى حكمة.				
3	لاحظت هيجان البحر!				
4	ما أجمل زرقة السماء!				
5	يحدث دوار البحر للصيادين.				
6	سمعت صهيل الخيول.				
7	العرج يعذر صاحبه من الجهاد.				

تقويم مرحلي: حدّد المصدر الثلاثي ووزنه وفعله ونوعه من حيث التعدي والنزوم فيما يلي:

م	الجملة	المصدر	وزنه	فعله	نوعه
1	يسعى التاجر وراء الرّيح الحلال.				
2	دخول الإسلام نجاة من النار.				
3	يشكو الطّلاب من صعوبة الاختبار.				
4	الفرح والسعادة أمنية كلّ إنسان.				

Level assessment: in the following sentences, find the verbal noun, its vocal pattern, the verb it is derived from and its meaning.

[...]

6. I heard the neighing of the horses.

7. Limping excuses one who has it from jihad.

[...]

Level assessment: in the following sentences, find the verbal noun, its vocal pattern, the verb it is derived from and whether it is transitive or intransitive.

[...]

1. The merchant works hard for honest living.

2. Entering Islam saves from Hellfire.

List of Textbooks

The following UNRWA-produced study materials have been analyzed by IMPACT-se for research in this study; not all were quoted in the examples.

UNRWA Department of Education—Gaza, Centre for Pedagogical Development. *Self-Study Cards*. First Semester, November 2020-January 2021.

1. *Arabic Language*, Grade 5.
2. *Arabic Language*, Grade 6.
3. *Arabic Language*, Grade 7.
4. *Arabic Language*, Grade 8.
5. *Arabic Language*, Grade 9.
6. *Islamic Education*, Grade 1.
7. *Islamic Education*, Grade 2.
8. *Islamic Education*, Grade 3.
9. *Islamic Education*, Grade 4.
10. *Islamic Education*, Grade 5.
11. *Islamic Education*, Grade 6.
12. *Islamic Education*, Grade 7.
13. *Islamic Education*, Grade 8.
14. *Islamic Education*, Grade 9.
15. *National and Life Education*, Grade 1.
16. *National and Life Education*, Grade 2.
17. *National and Social Upbringing*, Grade 3.
18. *Our Beautiful Language*, Grade 1.
19. *Our Beautiful Language*, Grade 2.
20. *Our Beautiful Language*, Grade 3.
21. *Our Beautiful Language*, Grade 4.
22. *Social Studies*, Grade 4.
23. *Social Studies*, Grade 5.
24. *Social Studies*, Grade 6.
25. *Social Studies*, Grade 7.
26. *Social Studies*, Grade 8.
27. *Social Studies*, Grade 9.