

IMPACT-se

Review of UNRWA-Produced Study Materials in the Palestinian Territories



Itam Shalev

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Background of UNRWA

The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) operates in multiple different areas, including Lebanon, Jordan, Syria, the West Bank, the Gaza Strip and Jerusalem. It reportedly provides education to 533,000 children in its schools.¹ According to the organization’s website, education alone takes up 58 percent of the organization’s budget.²

Under its mandate, UNRWA schools use the curriculum and textbooks of the “host country,” UNRWA does not produce its own curricula.³ The Palestinian National Authority (PA) curriculum is taught in the 370 UNRWA-run schools across the Gaza Strip, West Bank and Jerusalem’s UNRWA schools, educating over 320,000 students as of 2019, according to UNRWA’s data.⁴

IMPACT-se has been monitoring the PA school curriculum for more than two decades, assessing compliance with UN values, such as tolerance, non-violence and peace-making. Most recently, reports and updates have been published yearly since the Palestinian curriculum reform in 2016, and are freely available on IMPACT-se’s website (www.impact-se.org). Our extensive research of PA school textbooks has consistently shown a systematic insertion of violence, martyrdom and *jihad* across all grades and subjects, with the proliferation of extreme nationalism and Islamist ideologies throughout the curriculum, including science and math textbooks; rejection of the possibility of peace with Israel; and complete omission of any historical Jewish presence in the modern-day territories of Israel and the PA.⁵ Yet, it is this material that is taught in UNRWA schools throughout the Palestinian Territories.

UNRWA officially claims that it is unable to alter any of the problematic material that appears in PA textbooks under its mandate as this would impede the PA’s “national sovereignty.”⁶ The UN-created organization affirms that it regularly reviews the curriculum and provides enrichment material for areas that “do not comply with UN values.”⁷ This process is outlined in UNRWA’s “Curriculum Framework⁸,” established in 2013 for the schools UNRWA operates, which “emphasizes the

¹UNRWA website, “Frequently Asked Questions,”

<https://www.unrwa.org/who-we-are/frequently-asked-questions>.

² UNRWA, “How we Spend Funds,”

<https://www.unrwa.org/how-you-can-help/how-we-spend-funds>.

³ UNRWA, “What we Do: Education,”

<https://www.unrwa.org/what-we-do/curriculum>.

⁴ UNRWA, “Where we Work,”

<https://www.unrwa.org/where-we-work/>.

⁵ For our most recent report on Palestinian school textbooks see: IMPACT-se, “The 2020–21 Palestinian School Curriculum Grades 1–12: Selected Examples,” September 2020,

https://www.impact-se.org/wp-content/uploads/PA-Reports_-_Selected-Examples_Update_Sept-2020.pdf

⁶UNRWA, “Demystifying the UNRWA approach to Curriculum,” January 2020,

https://www.unrwa.org/sites/default/files/content/resources/demystifying_unrwa_approach_to_curriculum_2020.pdf.

⁷ UNRWA, “What we Do: Education,”

<https://www.unrwa.org/what-we-do/curriculum>.

⁸ UNRWA, “Curriculum Factsheet,”

https://www.unrwa.org/sites/default/files/curriculum_factsheet.pdf.

importance of reflecting UN values, such as neutrality, human rights, tolerance, equality and non-discrimination with regard to race, gender, language and religion throughout the teaching and learning process.” However, UNRWA has never published the complete content of the “Curriculum Framework,” nor how it is implemented practically. UNRWA has claimed that it now uses its “Teacher Centered Approach” tool, consisting of three documents, to address all problematic material in the PA curriculum.⁹ This too has never been made public and there is no evidence of its use in UNRWA schools.

On a number of occasions, UNRWA has acknowledged problematic material¹⁰ in the PA curriculum but has not demonstrated how the issue is addressed. For example, UNRWA claims to have conducted a review of the PA curriculum for the 2018–19 academic school year, which found that the textbooks did, in fact, contain “material inconsistent with UN values” defined as “neutral/bias, gender and age-appropriateness.”¹¹ No details of any review, including findings, methodology and scope, have been made public for external scrutiny. UNRWA’s stated review criteria ignore the majority of UNESCO standards¹² such as peace-making as the ultimate goal to solve conflict, respect for the non-Palestinian Other, and incitement to violence.

Moreover, a United States Government Accountability Office (GAO) report into UNRWA’s treatment of problematic PA material released in 2019 expresses that UNRWA “[takes] actions to address content it deem[s] as not aligned with UN values,” by creating “complementary teaching materials, such as alternate photos, examples and guidance for teachers to use with textbooks in UNRWA schools.” But the report also contends that “UNRWA [does] not train teachers or distribute the complementary teaching materials to classrooms. As a result, these materials [are] not used in UNRWA classrooms.”¹³

The unavoidable impression is that UNRWA, as a UN organization, knowingly teaches material that is inconsistent with UN values in its Gaza Strip and West Bank schools. In addition, UNRWA’s lack of transparency to address such problematic issues make it impossible to evaluate the effectiveness of these efforts.

⁹ UNRWA, “Demystifying the UNRWA approach to curriculum, Jan 2020,”

https://www.unrwa.org/sites/default/files/content/resources/demystifying_unrwa_approach_to_curriculum2020.pdf.

¹⁰ IMPACT-se defines problematic material as: violence or incitement to violence; hatred of the Other; and radical, inappropriate or disturbing content.

¹¹ Note: neutrality/bias (taking sides or engaging in controversies of a political, racial, religious, or ideological nature), gender (gender stereotypes) and age-appropriateness (content that is violent, frightening, or inappropriate for the child’s age), UNRWA, “Frequently Asked Questions (Neutrality),”

<https://www.unrwa.org/who-we-are/frequently-asked-questions>.

¹² See IMPACT-se methodology,

<https://www.impact-se.org/methodology/>.

¹³ US Government Accountability Office, “West Bank and Gaza: State Has Taken Actions to Address Potentially Problematic Textbook Content but Should Improve Its Reporting to Congress,” June 4, 2019,

<https://www.gao.gov/products/GAO-19-448>.

UNRWA-Produced Study Materials

As part of its educational reforms in 2011, UNRWA launched an initiative to promote “alternative study” methods, including but not limited to self-study, for the purpose of allowing students to maintain their studies in times of emergency, such as armed conflict. As part of this, UNRWA has allowed “the preparation of hardcopy self-study materials in each regional office,” starting with Syria.¹⁴ Beginning in the spring of 2020, a series of documents titled “Self-Study Cards” (Arabic: *biṭāqāt t-ta‘allumi ḍ-ḍātī*) surfaced, carrying UNRWA’s name and logo, and signed by the organization’s Gaza office. Over the course of 2020, at least 3 additional sets of documents, similarly titled, labeled and produced as UNRWA material, have been published. These documents or booklets, prepared to assist self- and remote learning in the midst of the COVID-19 pandemic, contain practice exercises, lesson summaries and supplementary material, and invariably closely follow the authorized PA textbook of the relevant subject, grade and semester, some by actively invoking or referencing it.

Four sets of booklets were made available (labeled A, B, C and D). Three of these self-learning materials are from the Gaza Strip (A, B and D) and one is from the West Bank (C). Two of the sets (C, D) teach first semester material and the other two (A, B) teach the second semester as follows:

- (A) Gaza, March 2020, “Self-Study Cards” [*biṭāqāt t-ta‘allumi ḍ-ḍātī*] are based on second (spring) semester 2018-2019 PA textbooks. Official UNRWA Education Program—Gaza.
- (B) Gaza, Summer 2020, “Supplementary Study Cards” [*biṭāqāt t-ta‘allumi l-istidrākī*] are also based on second semester 2019 PA textbooks. This set is aimed at supplementing material missed by students at the end of the previous school year. Official UNRWA Department of Education Program—Gaza, Centre for Pedagogical Development.
- (C) West Bank, August 2020, “Self-Study Materials” [*māddat t-ta‘allumi ḍ-ḍātī*] are based on first (autumn) semester 2019 PA textbooks. Intended for use in the coming school year for remote learning and self-study. Official UNRWA Education Program in the West Bank Region.
- (D) Gaza, September-December 2020, “Self-Study Cards” [*biṭāqāt t-ta‘allumi ḍ-ḍātī*] are based on first semester 2019-2020 PA textbooks. These booklets were published in monthly batches and at the time of research, only the September batch was available for proper analysis; however, a preliminary study has shown that many of the issues identified in this research recur in the newly published material. Official UNRWA Department of Education Program—Gaza, Centre for Pedagogical Development.

¹⁴ UNRWA Education Department, “Teachers’ Guide for Supporting Self-Study among Students” (Arabic), UNRWA website, 2018,

https://www.unrwa.org/sites/default/files/slp_teacher_guidelines_-_arabic_-_final_w_annex.pdf

All materials cover five subjects: Arabic, English, science, math and social studies. Gaza sets (A, B, D) also cover Islamic education, while set C covers technology. Information about authorship was only available for set C, (meant to be used digitally as it contains hyperlinks). Some of the individual booklets contain a word-for-word reproduction of whole sections of the PA-published source material, while others simply contain exercise questions and indirect references to PA textbooks. On occasion, original UNRWA material has been created that was not found in any of the PA texts.

What is clear, however, is that all the booklets are meant to be used in conjunction with the PA-issued school textbooks, as *complementary* UNRWA-produced material. The introduction to some of the set “C” booklets emphasizes this in the following way:

*... in preparing these sheets UNRWA used the ‘textbook wraparound’ method of self-study, where students study the contents of the self-study sheet while closely following the school textbook. This way, students move back and forth between the school textbook and the self-study sheet, where they are guided to read, study, solve exercises, think about pictures, and so forth. They will make note whether or not their answers are correct, by going back to the example answers of the included activities and exercises.*¹⁵

Set D likewise states: “[this material] is **fundamentally based on the authorized school textbook**, but it enriches the curriculum, eliminates some difficulties and fills in some gaps.”¹⁶

Cover pages of UNRWA material for *Social Studies*, Grade 5:

(A)



(B)



¹⁵ UNRWA Education Program in the West Bank Region, Self-Study Material: *Social Studies*, Grade 6, Vol. 1, Preface, August 2020.

¹⁶ UNRWA Gaza Department of Education—Centre for Pedagogical Development, Self-Study Cards: *Islamic Education*, Grade 6, Vol. 1, Preface, September 2020.

(C)



(D)



Research and Methodology

Our goal in this research was to review the UNRWA-produced study materials and evaluate their adherence to UN values. For this purpose, we surveyed 122 UNRWA-labeled booklets (of an estimated 150–200 at the time of this research) from all four sets of study materials, focusing on social studies, Islamic education and Arabic, but also encompassing the majority of available math, science, and English materials (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.¹⁷

¹⁷ 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,

2. **INDIVIDUAL OTHER:** The curriculum should foster personal attachment toward the “Other” as an individual, their desire to be familiar, loved and appreciated.¹⁸
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.¹⁹
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.²⁰
5. **PEACEMAKING:** The curriculum should develop capabilities for non-violent conflict resolution and promote peace.²¹
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.²²
7. **GENDER:** The curriculum should foster equality and mutual respect between women and men. It should refrain from stereotyped gender roles.²³

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.”

¹⁸ 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.

¹⁹ 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.

²⁰ 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.

²¹ 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.

²² 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.

²³ 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. **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.²⁴

Findings and Analysis

Our broad survey of new UNRWA-labeled study materials originally drafted and produced by UNRWA’s educational staff in Gaza and the West Bank (hereafter UNRWA-produced material or UNRWA educational material) revealed that they contain material which does not comply with UN values. This material is present across nearly all sets, subjects and grades, although some appears more frequently in certain subjects than others. In general, as with the PA school textbooks they are based on, it can be said that materials intended for higher grades (especially grade 6 and onward) contain more problematic material. In addition, while most of the problematic material is also found—and indeed, inherited from the PA curriculum—in a not-insignificant number of instances, we found the introduction of UNRWA-produced problematic content, some of which is noted in the various selected examples below.

Encouragement of violence, *jihad*, terrorism and martyrdom. UNRWA-produced material frequently references, and sometimes directly reproduces, texts and phrases from the PA textbooks that glorify violence and sacrificing one’s life and blood to defend the “motherland.” Such examples include Arabic grammar exercises that use the language of *jihad* and sacrifice (see Example 3 in “Selected Examples” below) and passages that celebrate known terrorists such as Dalal Mughrabi (Ex. 1). In past statements, UNRWA officials have explicitly denied teaching students the sections of the PA curriculum that discuss Dalal Mughrabi, making the inclusion of these passages even more surprising and concerning.²⁵ We were unable to find any direct condemnation of violence or approach to resolve conflict within the UNRWA-produced material.

Rejection of peace. We were not able to find in the UNRWA-produced material any treatment of peace or peacemaking. This included both PA-derived material as well as original UNRWA-produced content. Peace was generally not mentioned, neither as an ideal nor as a concrete goal, and

²⁴ 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.

²⁵ Donna Rachel Edmunds, “New UNRWA Head to ‘Post’: No Glorifying Terrorists in our Schools,” *The Jerusalem Post*, July 30, 2020,

<https://www.jpost.com/arab-israeli-conflict/new-unrwa-head-to-post-no-glorifying-terrorists-in-our-schools-636946>.

was not presented as an option in examples that discussed Israel (or “the Enemy”). Values relating to peace, such as compromise, forgiveness and open dialogue were also not found.

Intolerance, disrespect and demonization. UNRWA-produced material offers no examples of the individualized Other and fails to provide alternative non-Palestinian narratives regarding historical events. For instance, one example states that the goal of Zionism was to take Palestinian land for its strategic value, while another references the Crusades as a war by “Europe,” waged arbitrarily against Muslim lands (Ex. 18). The Jewish-Israeli Other is portrayed solely in a negative manner; no objective information is provided about Israel or Jews which would serve to counterbalance such portrayals. By denying “Other” narratives and failing to humanize them through individualized accounts, UNRWA-produced material effectively obstructs attitudes of tolerance, respect and understanding.

Libel and conspiracy. UNRWA-produced material references Israel and Zionism entirely in a negative context, perpetuating hostility and myths that provoke hatred and demonize Israelis. Examples of this included accusing Israel of causing the 1969 Al-Aqsa Mosque fire (Ex. 23); of deliberately dumping radioactive and toxic waste in the West Bank (Ex. 21); and of systematically stealing Palestinian antiquities (Ex. 22). These discredited conspiracy theories continue to reinforce fear and hatred of Israel.

Conflict-oriented discourse. UNRWA-produced material discusses the national Palestinian conflict as a central theme throughout its content and makes frequent references to violence and war. These include comparisons between the Spanish Inquisition and Israeli prisons (Ex. 14) and math exercises that ask students to tally the number of dead “martyrs” in the First Intifada (1987–93) (Ex. 11). UNRWA-produced material presents Israel as “the Enemy,” creating an “us versus them” dichotomy. This violates the UN principle of peacemaking and peaceful resolution of conflicts.

Bias and lack of neutrality. On the whole, UNRWA-produced material unquestioningly accepted the Palestinian and Pan-Arab narrative found in the PA curriculum. This included terminology such as “the Arab Homeland” [*al-waṭan l-‘arabī*], implying that Arab countries form a singular geographical entity divided into “artificial” states by colonial powers (Ex. 27); “the Racist Expansion and Annexation Fence,” referring to the West Bank Security Barrier; and “Zionist aggressions” to characterize military engagements between Hamas and Israel in the Gaza Strip. UNRWA-produced material almost never refers to Israel by name, but rather as “the Occupation,” “the Zionist Occupation,” “the Zionists,” or simply “the Enemy”; on occasion “the Israeli Occupation” was also used. There are multiple references to Jerusalem as “the eternal capital of Palestine” which contradicts the longstanding UN position on the city.²⁶ This politicized language

²⁶ United Nations General Assembly, Resolution 303 (IV). Palestine: Question of an international regime for the Jerusalem area and the protection of the Holy Places, December 9, 1949.

within UNRWA’s own material is a direct violation of UNRWA’s principle of neutral information.²⁷

Erasure of Israel. A consistent issue in the UNRWA-produced materials is their failure to acknowledge the existence of the State of Israel, a UN member state. This issue was particularly present in *Social Studies* booklets. UNRWA-produced material consistently refers to the entire territory of British Mandatory Palestine (1922–48; not including what is present-day Jordan) as Palestinian and labeling maps of the region as “Palestine.” No further information is given; these maps explaining contemporary borders and geographical features and cities located within the UN-recognized 1949 Armistice Agreements demarcation lines are also described as Palestinian (Ex. 26 and Ex. 31). No attempt was made to differentiate between the UN’s stated view of the Palestinian Territories as occupied and the Palestinian nationalist position, which views all of Israel as occupied Palestinian territory. Thus, UNRWA-produced material is not only biased, but it also perpetuates the denial of Israel as a legitimate state, invalidating Israel’s status and rights as a sovereign nation, while actively nurturing an attitude of disrespect and hatred for Israel and Israelis.

Erasure of Jews. UNRWA-produced materials were also found to consistently ignore Jewish history, despite Jews being one of the major ethnic groups of the region. Historical Jewish presence in the region is not discussed and no substantial information was provided about Jewish culture or religion which would have been well within UNRWA’s mandate to “enrich the curriculum.” The majority of references with regard to this issue included allegations that Israel is striving to systematically “Judaize” [*tahwid*] Jerusalem (Ex. 16). Jews are rarely mentioned in non-negative or neutral contexts.

Aside from the above problematic issues (which will be further elaborated in the section on selected examples), our research found a few positive trends of note in the UNRWA-produced material.

Changes to problematic material. In some UNRWA-produced material, particularly in Set “C” (West Bank) we found changes in references to parts of the PA school curriculum deemed problematic in our past research. Some inflammatory practice drills and questions praising Palestinian militants or demonizing Israel as the cause of all of ills in Palestinian society were omitted from the UNRWA booklets. An UNRWA-produced practice sheet, based on a PA social studies lesson discussing water sources, did not include a major section accusing Israel of stealing Palestinian water.²⁸ As we note in this report, other UNRWA-produced material does blame Israel for intentionally polluting Palestinian resources. Although such omissions appeared to be intentional, they were not consistent. It remains unclear why some problematic content was ignored while others were included—and new problematic content was added by UNRWA.

²⁷ UNRWA and Neutrality,

https://www.unrwa.org/sites/default/files/content/resources/unrwa_neutrality_factsheet_2018_final_eng.pdf

²⁸ UNRWA Education Program in the West Bank Region, Self-Study Material: *Social Studies*, Grade 8, Vol. 1, August 2020, pp. 12–13. Compare with Palestinian textbook: *Social Studies*, Grade 8, Vol. 1, 2020, pp. 47–48.

Nomenclature. In a number of instances, the phrase “Zionist Occupation” was replaced in UNRWA-produced material as “Israeli Occupation.” (not Israel). In one example, the term “Arab-Zionist wars” was replaced with “Arab-Israeli wars.”²⁹ This represents the acknowledgement of Israel’s existence, albeit within pejorative or violence-related contexts—but not found in the PA curriculum. These edits appear randomly and inconsistently. Moreover, this did not impact the various other universally negative contexts in which Israel appeared.

Removal of problematic material. In a number of instances, we observed that texts taken from the PA school curriculum had been edited in the UNRWA-produced material to omit problematic content. This included editing out a sentence encouraging the boycott of Israeli goods,³⁰ removing certain Qur’anic verses that call for *jihad*,³¹ and in one set, omitting the allegation that “Zionists” had set fire to the Al-Aqsa Mosque.³² Again, all of the above problematic material exists in other UNRWA material.

These trends in UNRWA-produced material were of particular interest to us, as UNRWA has claimed in the past that it has devised a methodology to isolate and address problematic content. It is possible that these examples may represent evidence of the existence of such a methodology. However, it is still unclear what, exactly the contents of this methodology are (i.e. in terms of what is considered inflammatory). It is additionally unclear why this methodology is applied so inconsistently and seemingly not employed in Gaza-produced texts as much as in the West Bank. Moreover, there are no clear references to who, exactly, is responsible for the application of this methodology, and what the process is by which it is applied.

In conclusion, **IMPACT-se**’s review of UNRWA-produced material found it to be rife with problematic content that contradicts stated UN values. The material is characterized by an unambiguous adoption of the Palestinian and the Pan-Arab nationalist narrative, completely abandoning any façade of UN-mandated neutrality; an unapologetic attempt to erase and delegitimize Israel, a UN member state, and to a large extent the Jewish people as well; multiple occurrences of unfounded, incendiary conspiracy theories that stoke hostility; and the encouragement of violent conflict resolution, with no equivalent encouragement of peacemaking.

²⁹ UNRWA Education Program—Gaza, Self-Study Cards: *Social Studies*, Grade 9, Vol. 2, March 2020, p. 24. Compare with Palestinian textbook: *Social Studies*, Grade 9, Vol. 2, 2019, p. 50.

³⁰ UNRWA Gaza Department of Education—Centre for Pedagogical Development, Self-Study Cards: *Social Studies*, Grade 9, Vol. 1, September 2020, Card 4, p. 2. Compare with Palestinian textbook: *Social Studies*, Grade 9, Vol. 1, 2019, p. 19.

³¹ UNRWA Gaza Department of Education—Centre for Pedagogical Development, Self-Study Cards: *Islamic Education*, Grade 7, Vol. 1, September 2020, p. 2. Compare with Palestinian textbook: *Islamic Education*, Grade 7, Vol. 1, 2019, p. 6.

³² UNRWA Department of Education—Gaza, Centre for Pedagogical Development. Supplementary Study Cards: *Social Studies*, Grade 7, Vol. 2, Summer 2020, p. 7. See also Ex. 23 on p. 37.

Selected Examples

Encouragement of violence, jihad, terrorism and martyrdom

1. UNRWA-produced material: *Arabic Language, Grade 5, Card 4, p. 1* (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

The UNRWA material makes direct references to a text entitled “Hurray for Heroes,” that originally appears in a PA textbook (*Arabic Language, Grade 5, Vol. 1, 2019, p. 15*) and praises Palestinian militant figures such as Izz al-Din al-Qassam and Dalal Mughrabi, known for leading violent operations against Jewish civilians; both are presented as positive role models. The UNRWA material requires students to read the text and identify the Palestinian “heroes,” while suggesting: “we all hope to be like those heroes.”



Student, open the school textbook on page 14 and read the contents of the text in silence. Then, answer the following question:

1. What is one thing that people agree on, as you understand from the text? Why?

Once you have an answer, compare it with our answer:

The answer is: They all agree on glorifying their heroes; for without them, nations would have no meaning.

Student: open the school textbook on page 15, and read the lesson “Hurray for Heroes” in silence.

Dear guardian, help your son to read the text and understand it. Use the vocabulary explanations in the margins.

After reading the lesson, open page 16 in your school textbook and answer the first question.

Put a “(✓)” next to correct statements and an “(X)” next to incorrect statements:

A - Heroes are those who sacrificed themselves for others. ()

B - History has seen no heroes like those mentioned in the text. ()

C - We all hope to be like those heroes. ()

...

Answer the following questions on your own, to understand the meaning of the text:

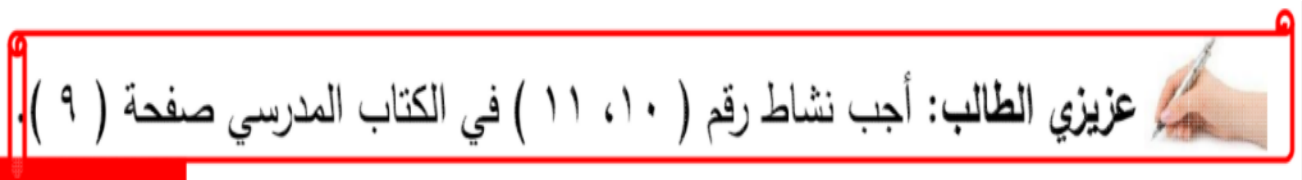
1. Name two Palestinian heroes mentioned in the text.

2. How do we celebrate our heroes?

3. Find three words in the first paragraph indicating our appreciation of heroes.

2. UNRWA-produced material: *Mathematics, Grade 3, pp. 9* (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

An UNRWA booklet teaches Arabic numerals to third-graders, directing them to a specific exercise in a PA math textbook which asks students to choose the correct number of martyrs in the First Intifada from a list of suggested numbers.



Dear student: Answer Activity 10 and 11 on page 9 of the school textbook.

PA textbook: *Mathematics, Grade 3, Vol. 1, 2019, p. 9.*

أفكر وأناقش: كيف أقرأ عدداً من أربع منازل؟

١٠ أقرأ الأعداد الآتية:

٣٥٠١

٤٦٩٤

٧٠٧٠

٩٩٩٩

٦٢١١

٥٣٧١

١١ أقرأ العبارات الآتية، ثم أكتب العدد المثلون بالرموز في:

أ) طول سور القدس أربعة آلاف ومئتا متر.

ب) عدد المدارس في فلسطين عام ٢٠١٥ هو

ألفان وثمانمئة وست وخمسون مدرسة.

ج) عدد شهداء الانتفاضة الأولى ألفان وستة وعشرون شهيداً.

11 Read the following sentences, then write the colored number in numerals:

A. The length of Jerusalem's walls is **four thousand, two hundred** meters.

B. The number of schools in Palestine as of 2010 is **two thousand, eight hundred, fifty-six** schools.

C. The number of martyrs in the First Intifada is **two thousand, twenty-six** martyrs.

3. UNRWA-produced material: *Arabic Language, Grade 8, pp. 1, 3, 10* (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

UNRWA’s Arabic grammar booklets use sentences featuring themes of *jihād*, martyrdom, prison, and conflict. Such examples include phrases like “*Jihad is one of the doors to Paradise*”; “*The Palestinians have become an example of sacrifice*”; “*The soil of Jerusalem began asking my nation: why does its flag not fly over her*”; “*The Palestinians are lions in fighting the enemies.*”

لاحظ حروف الجر في الأمثلة الآتية:
- الجهاد باب من أبواب الجنة. / " قال السجن أحب إلي مما تدعونني إليه.

1- نعين كان وأخواتها، وأسماءها، وأخبارها في الجمل الآتية، وفق الجدول الآتي:

م	الجملة	كان وأخواتها	اسم كان وأخواتها	خير كان وأخواتها
1	صار الفلسطينيون مثالاً في التضحية.			
2	كانت السماء ممطرة هذا المساء.			

5- تعرب الكلمات التي تحتها خط فيما يأتي:

1- كان عمرُ بن الخطاب - رضي الله عنه - يتعاهد بعض الأرمال.
2- ظلت مجزرةُ الدوايمة وصمةً عار في جبين الصهاينة.
3- أضحى ترابُ القدس يسأل أمتي لم لا ترفرف فوقه راياتها؟
4- ظل الفلسطينيون متحدين في وجه الظلم .

الجملة الاسمية	الجملة الاسمية بعد دخول إحدى أخوات إن
الكاتبُ بارعٌ	إنَّ الكاتبَ بارعٌ
خالدٌ ناجحٌ	لعلَّ خالدًا ناجحٌ
الفلسطينيون أسودٌ في قتال الأعداء	إنَّ الفلسطينيين أسودٌ في قتال الأعداء
الطريق طویلٌ، والسفر ممتعٌ	الطريق طویلٌ، لكنَّ السفر ممتعٌ

Notice the prepositions in the following examples:

- Jihad is one of the doors to Paradise. / [God] said: “I would rather be in prison than do what they invite me to.” (Qur’an 12:33)

1 – Let’s identify the copular verb, its noun and its predicate and the following sentences, based on the table:

[Top row, right to left] Sentence—Copular verb—Noun—Predicate

1. The Palestinians have become an example of sacrifice.
2. The sky was raining this evening.

5 – Decline the underlined words:

- 1 – Umar ibn al-Khattab—God bless him—would take care of widows.
- 2 – The Massacre of Dawayima remains a naked mark of disgrace on the forehead of the Zionists.
- 3 – The soil of Jerusalem began asking my nation: why does its flag not fly over her?
- 4 – The Palestinians remain united in the face of injustice.

[Top row, right to left] Nominal sentence—Nominal sentences after adding an abrogative particle

The Palestinians are lions in fighting the enemies .—Indeed the Palestinians are lions in fighting the enemies.

4. UNRWA-produced material: Arabic Language, Grade 6, pp. 12, 19, 25 (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

Here, too, UNRWA’s content utilizes militaristic, nationalistic and violent imagery to teach Arabic grammar principles which encourage *jihad* and martyrdom. Such examples include phrases like “We shall defend the motherland with blood”; “The Palestinian died as a martyr [ustušhida] to defend his motherland”; “The resistance fighter attacked the Enemy’s position.” UNRWA students are also taught to use nouns such as *jihad* to create a sentence.

ثانياً- اختر الإجابة الصحيحة بوضع دائرة حول رمزها:

١. الجملة الفعلية هي الجملة التي تبدأ بـ			
أ- اسم	ب- فعل	ج- فاعل	د- جميع ما سبق
٢. نوع الفعل في جملة " تتحقق الأحلام بالإصرار " فعل			
أ- ماضٍ	ب- مضارع	ج- أمر	د- لا شيء
٣. الفاعل في جملة " اقتحم المقاوم موقع العدو " هو:			
أ- اقتحم	ب- المقاوم	ج- العدو	د- موقع
٤. الجملة الفعلية التي تبدأ بفعل مضارع هي:			
أ- ينزل الفلاح القمح	ب- ابذل يا ودي القمح	ج- تثبت البذور في الربيع	د- بذور القمح تتسوخ.
٥. غرس شجرة العوز الكلمة المناسبة لملء الفراغ.			
أ- البستاني	ب- البستاني	ج- البستاني	د- البستاني
٦. الضبط الصحيح لما تحته خط في الجملة: " يحافظ المزارع على أرضه "			
أ- يحافظ	ب- يحافظ	ج- يحافظ	د- يحافظ

ثانياً- عين الفعل والفاعل في الجمل الآتية.

الجملة	الفعل	نوع الفعل	الفاعل
قال تعالى: " جعل الله الكعبة البيت الحرام قياماً للناس "			
يتلو المسلم القرآن أثناء الليل وأطراف النهار.			
استشهد الفلسطيني دفاعاً عن وطنه.			

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١- ضع خطاً تحت الأسماء المعرفة بأل والمسبوقة بـ (الكاف ، الباء)

- ١- بالعلم نمو وبالأخلاق نرتقي.
- ٢- الحق واضح كالشمس.
- ٣- ندافع عن الوطن بالدماء.
- ٤- المؤمنون كالجسد الواحد.
- ٥- إذا كنت تمتلك قلباً رقيقاً كالورد، وإرادة صلبة كالفولاذ، فأنت من صنّاع الأمجاد.

٤- أدخل على هذه الأسماء أحد حروف الجر أو العطف التي بين القوسين ثم وظفها في جمل من تعبيرك:

- ١- الشُّباب (ك)
- ٢- الإيمان (ب)
- ٣- الثقة (ف)
- ٤- البرق (ك)
- ٥- الجهاد (و)

Exercise 2—choose the right answer by placing a circle around the letter:

3. The verb in the sentence “The resistance fighter attacked the Enemy’s position” is:
A. attacked B. resistance fighter C. enemy’s D. position

Exercise 2 [sic]—determine what is the verb and what is the subject in the following sentences.
[Top row, right to left] Sentence—Verb—Tense—Subject

The Palestinian died as a martyr to defend his motherland.

1 – Underline nouns preceded by the definite article and the preposition “as” or “in”

3. We shall defend the motherland with blood.

4 – Use the following nouns with the preposition or particle, and then use them in a sentence of your making:

- 1 – (As) the youth _____
- 2 – (In) faith _____
- 3 – (And) trust _____
- 4 – (As) lightning _____
- 5 – (And) jihad _____

5. UNRWA-produced material: *Arabic Language, Grade 7, Card 5, p. 2* (UNRWA Department of Education—Gaza, *Self-Study Cards, September 2020*).

UNRWA’s *Arabic Language* booklet praises martyrdom in a vocabulary exercise with the sentence: “*the scent of musk emanates from the martyr.*” This reference to martyrdom appears to be created by UNRWA since it does not appear in the PA textbook.

◆ أمامك بنى ثلاثة تراكيب لغوية حاول أن تضعها في جمل من تعبيرك مستفيداً من المثال:

(أحاط به - اهتم به - للحصول على)

مثال: • يفوح من الشهيد رائحة المسك.

(أحاط به)

(امتد إلى)

(يسعى لـ)

My son, before you are three grammatical structures. Try to put them in a sentence of your own making, as in the example:

(“surrounded”—“concerned with”—“to achieve”

Example: • *The scent of musk emanates from the martyr.* (“surrounded”)

- (“reached”)
- (“tries to”)

6. UNRWA-produced material: *Arabic Language, Grade 6, p. 24* (UNRWA Education Program in the West Bank Region, *Self-Study Materials, August 2020*).

UNRWA’s sixth-grade Arabic booklets ask students to analyze a text in the PA textbook which encourages “sacrifice for the motherland,” emphasizing this as a key element of patriotism (PA textbook: *Arabic Language, Grade 6, Vol. 1, 2019, pp. 73–77*). UNRWA material goes into further detail on this sentence, clarifying it by saying: “*love for the motherland and sacrifice for it*”; it then offers an example answer to the question “*why a person sacrifices his life*”—“*for the motherland is the most precious thing he owns.*”

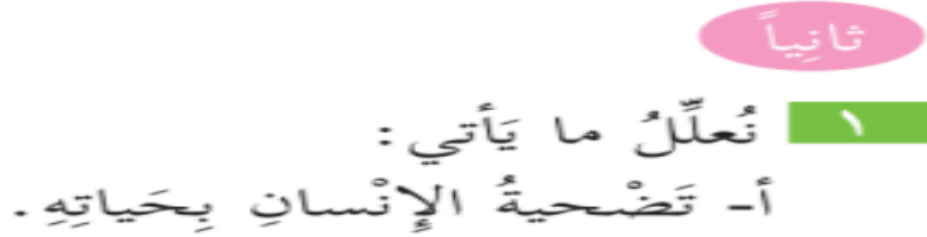
التقييم الختامي:

١- أهمية الوطن في حياة الإنسان . ٢- حب الوطن والتضحية من أجله / الاعتزاز بالوطن

Final assessment:

1 - The importance of motherland in a person’s life. 2 - Love for the motherland and sacrifice for it / pride in the motherland

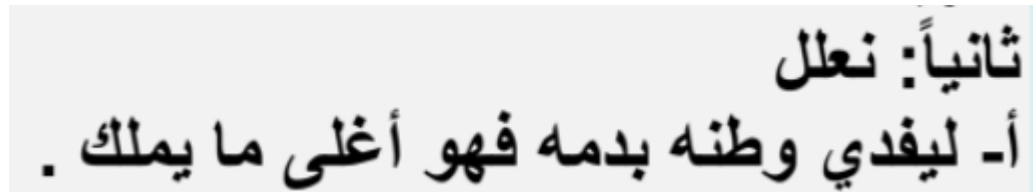
Question from PA textbook: *Arabic Language*, Grade 6, Vol. 1, 2019, p. 77.



Exercise 2

1 – Explain why:

A – A person sacrifices his life.



Exercise 2: Explain why

A - To redeem their motherland with their blood, for it is the most precious thing they own.

7. UNRWA- produced material: *Arabic Language*, Grade 7, p. 16 (UNRWA Education Program in the West Bank Region, Self-Study Materials, August 2020).

In a grammar lesson about verb conjugations, an UNRWA booklet provides a link for a YouTube video that features the sentence: “We shall return to our expelled villages by storm,” strongly suggesting Palestinian refugees will claim their right of return through violence.



[Link to interactive learning:](https://www.youtube.com/watch?v=2u9pqdkjWgk)

[Grammar teaching video based on PA curriculum, see screenshot below]

Screenshot from the above-linked YouTube video, “Two Markers for Imperfect Nominative Verbs, Grade 7” (<https://www.youtube.com/watch?v=2u9pqdkjWgk>) by Mohammad Hamed Al-Oqeili (3:32).

أولاً

نضع الفعل المضارع المناسب ممّا يأتي في الفراغ الذي يناسبه:

تُسمِع

١- شفة أبي الخيزران السفلى **تَرْتَجِفُ** باللهات والرعب.

٢- **تتادي** . السفوح على أبنائها من شدة حنينها إليهم.

٣- **نعود** مع العواصف إلى مدننا وقرانا المهجرة.

Attach the imperfect verb to fill in the following sentences:

[...]

[Bottom] 3—**We shall return** by storm [or “with the storms”] to the cities and villages from which we were expelled.

8. UNRWA-produced material: *Arabic Language, Grade 6, pp. 3, 25* (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

UNRWA educational material utilizes militaristic, nationalistic and violent imagery to teach Arabic grammar principles. Such examples of violence include phrases like: “*The ammunition is lacking*”; “*The Enemy awaits to ambush us like a sly . . .*”; “*The fighting is fierce*”; “*The Enemy is well-prepared*”; in addition to the encouragement of nationalism with phrases such as “*Jerusalem is the capital of Palestine.*”

الأمثلة:

١- القتال شرس.

٢- العدو مجهز.

٣- الذخائر قليلة.

بعد دراسة الجملة الاسمية، عرفنا أنها الجملة التي تبدأ باسم، وفي هذا الدرس سنتعرف إلى مكونات الجملة الاسمية، ويعد تأمل الأمثلة السابقة نلاحظ أن الجملة الاسمية تتكون من اسمين، الاسم الأول يُسمى المبتدأ، والثاني يسمى الخبر، ففي جملة: القتال شرس، الاسم الأول هو القتال وهو المبتدأ، والاسم الثاني هو شرس وهو الخبر. كما أننا لو تأملنا مرة أخرى سنجد أن كلاً من المبتدأ والخبر مرفوعان وعلامة رفعهما الضمة الظاهرة كما في الأمثلة.

نستنتج	أن الجملة الاسمية تتكوّن من مبتدأ وخبر.
	- المبتدأ اسم مرفوع والخبر اسم مرفوع.
	- الخبر هو الذي نخبر به عن المبتدأ.

٣- املأ الفراغات باسم معرف بال مناسب مسبوق بحرف جر أو عطف:

- ١- كتبت إرشادات ل ----- بأداب الحديث.
- ٢- ليعلم القاضي و ----- أن القدس عاصمة فلسطين.
- ٣- تثقل البضائع ب -----.
- ٤- العدو يتريص بنا ك ----- الماكر.

Examples:

- 1 – The fighting is fierce.
- 2 – The Enemy is well-prepared.
- 3 – The ammunition is lacking.


When we learned about the nominal sentence, we learned that it is a sentence which starts with a noun. In this lesson, we will learn about the components of the nominal sentence. After looking at the above examples, we notice that the nominal sentence is composed of two nouns. The first noun is the subject, and the second is the predicate. In the sentence: “the fighting is fierce,” “fighting” is the first noun—that’s the subject, and “fierce” is the second noun [in Arabic]—that’s the predicate. . . .

3 – Fill in the blanks with a definite noun, preceded by a preposition:

- 1 – Instructions have been written to ___ about speaking manners.
- 2 – To let those near and ___ know that Jerusalem is the capital of Palestine.
- 3 – The merchandise is carried in ___.
- 4 – The Enemy awaits to ambush us like a sly ___.

9. UNRWA-produced material: Arabic Language, Grade 8, pp. 39–40 (UNRWA Education Program in the West Bank Region, Self-Study Materials, August 2020).

In an Arabic grammar lesson, the UNRWA content uses examples such as “The mujahideen [raised] the banner of jihad”; “Make sure you stand by your compatriots”; and “The Palestinian will never leave his land, no matter the price.” All of these sentences appear to be created by UNRWA.

<p>التقويم الختامي:</p> <p>هيا نملاً الفراغ بفعل مبني أو معرب كما هو مطلوب بين القوسين :</p> <p>١- _____ المؤمن أنه لا إله إلا الله وأنّ محمداً رسول الله . (فعل مضارع مرفوع)</p> <p>٢- _____ المجاهدون رايةً الجهاد . (فعل ماضٍ مبني)</p> <p>٣- _____ لو كان الصمتُ خيرٌ من الكلام . (فعل أمر مبني)</p>	
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أولاً: نقرأ الجمل الآتية، ثم نستخرج الفعل المبني، ونبين علامة بنائه، والفعل المعرب ونبين علامة إعرابه:

١- الـفلسطينيُّ لـن يترك أرضه مهما كان التّمن .

٢- عزم خليل على السفر باكراً .

٣- لم يتوقع أحد بقاء الفيروس إلى هذا الوقت .

٤- اثبت على موقفك إلى جانب أهل وطنك .



Final assessment:

Let's fill in the blanks with the required tense and ending inflection of the verb, based on the instructions in the parentheses:

- 1 – The believer ___ (imperfect verb) that there is no god but Allah and Muhammad is His messenger.
- 2 – The mujahideen ___ (perfect verb) the banner of jihad.
- 3 – ___ (imperative verb) if silence is better than words.

Activity 1

First: read the following sentences, then isolate the affixed verb and show its derivation, and the suffixed verb and show its derivation:

- 1 – The Palestinian would never leave his land, whatever the cost.
- ...
- 4 – Maintain your position, standing by the people of your country.

10. UNRWA-produced material: Arabic Language, Grade 9, p. 9 (Unit 6, UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

In a lesson on a poem that discusses that theme of cooperation in society, UNRWA education material clarifies difficult vocabulary in the poem using the explanatory sentence: “*With pen and sword we shall free the motherland*” [or “the countries”].

حاول أن توظف كل كلمة منها في جملة من تعبيرك؛ لتتأكد من فهمك لمعناها
مثال: بالسيف والبراع نحرر الأوطان.

.....

.....

.....

عزيزي الطالب، ارجع للكتاب ص 82، وأجب عن التدريبات من 1 إلى 5.

نجيب الأسئلة المتعلقة بالأساليب اللغوية:

في البيت الثاني أسلوب شرط (ولو ساروا على طرق انفراد...) حدد أركان هذا الأسلوب
أداة الشرط فعل الشرط..... جواب الشرط.....

استخرج من النص أسلوب شرط آخر وحدد أركانه.

عزيزي الطالب، ستساعدك بعض الكلمات المفتاحية على تحديد العاطفة المناسبة، تأمل هذه الكلمات من الأبيات:

حال اجتماع، كالبنيان، يسمو، اشتبكت مصالحهم، اعتصموا، ...

[Text boxed in blue marking]

Try to employ each word [from the word-bank in the previous exercise,] expressed in a sentence, to make sure you understand it.

Example: with sword and **reed** [yarā‘, a poetic word for "pen"] we shall free the motherland.

11. UNRWA-produced material: Arabic Language, Grade 7, p. 8 (UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

Students are asked to read a poem written during the First Intifada (1987–93), titled “March Forward,” from a seventh-grade PA textbook (*Arabic Language, Grade 7, Vol. 2, 2018, pp. 65–66*). The UNRWA content prods students to identify the main theme of the poem—that “a raging fire awaits the Occupation”—from a list of options encouraging a violent solution to the conflict.

عزيزي التلميذ، ارجع لكتابك، واقرأ نص "تقدموا" ص 65، ثم أجب الأسئلة الآتية:

ما رأيك بني بعد أن قرأت النص أن تنفذ النشاط الآتي:

بعد قراءتك الصامته للنص اختر الفكرة العامة المناسبة للنص:

1- تقدم المخيم بمن فيه لمواجهة المحتل 2- نار مشتعلة تنتظر الاحتلال 3- صمود الفلسطيني في وجه الاحتلال وعدم استسلامه أمام جيروته .

الفكرة العامة

الفكر الرئيسية

1- دل على الأبيات التي تحمل المعاني الآتية: - نار مشتعلة بالغضب تنتظر الاحتلال الفلسطينيون يتحدون جيروت ويطش الاحتلال - الوحدة في مقاومة الاحتلال الصهيوني

Dear student, go back to your book, and read the text “March Forward” on page 65, then answer the following questions:

General Theme

My son, what is your opinion, after having read the text carry out the following activity:

After reading the text in silence choose the suitable general theme of the text:

- 1 - The [refugee] camp and all its inhabitants marched forward to confront the Occupation
- 2 - A raging fire awaits the Occupation
- 3 - The Palestinian perseveres in the face of the Occupation, and does not yield to its tyranny.

Main Ideas

1 - Show the verses that carry the following meaning:

A burning, raging fire awaits the Occupation—The Palestinians are challenging the tyranny and oppression of the Occupation—Unity in resisting the Zionist Occupation

12. UNRWA-produced material: Arabic Language, Grade 8, Card 5, p. 8 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

This eighth-grade UNRWA content asks students to identify the main theme of a PA textbook story from a list of options that include: “*the motherland is worthy of any kind of sacrifice*” and “*the Enemy [committed] heinous offences against . . . the mujahideen.*” The story, “On an Olive Tree Trunk” from PA textbook: *Arabic Language, Grade 8, Vol. 1, 2019, pp. 21–27*, describes Israel “crushing flowers” and being responsible for “the suffering of the Palestinian land.”

عزيزي الطالب، اقرأ نص "على جذع زيتونة" (الكتاب ص 22)، ثم أجب الأسئلة التي تليه:

بعد أن قرأت النص نفذ النشاط الآتي:

بعد قراءتك الصامتة للنص اختر الفكرة العامة المناسبة للنص:

1- الوطن يستحق كل تضحية وفداء.
 2- ممارسات العدو البشعة نحو أبناء فلسطين وأسراهم المجاهدين.
 3- أبناء فلسطين متمسكون بوطنهم الخالد في ذاكرتهم.

الفكرة العامة



Dear student, read the text “*On an Olive Tree Trunk*” (p. 22 in the textbook), then answer the questions below:

After reading the text, answer the following activity:

After silently reading the text, choose the appropriate general message of the text:

- 1 – The motherland is worthy of any kind of sacrifice.
- 2 – The Enemy’s heinous offences against the sons of Palestine, and their prisoners, the mujahideen (Jihad warriors).
- 3 – The sons of Palestine hold on to their undying motherland in their memory.

Lack of neutrality, intolerance and radical nationalism

13. UNRWA-produced material: *Social Studies, Grade 6, p. 10 (UNRWA Education Program in the West Bank Region, Self-Study Materials).*

In a lesson about the Levant, students are asked to explain how “Zionist policy” affected the region; Israel is identified as Palestine on a map. Israel also does not appear as an option on a list of countries for students to choose from as part of the Levant region. This example is taken from a PA textbook (*Social Studies, Grade 6, Vol. 1, 2019, p. 50*), which describes “Zionist policy . . . exhausting Palestinian natural resources.” However, the PA textbook does not mention that “Zionist policy” affects the *entire* region; rather this appears to be UNRWA’s creation, demonizing Israel as a powerful force that exerts a negative influence far beyond its borders.

الدرس الثالث

بلاد الشام الوقت 40 دقيقة

أهداف الدرس

عزيزي الطالب بعد الاطلاع على الدرس أجب عما يأتي :

1- أن تحدد حدود بلاد الشام، والقول التي تتكون منها ...
 2- أن تعرف أهم الموارد الطبيعية في بلاد الشام .
 3- أن توضح آثار السياسة الصهيونية على الموارد الطبيعية الفلسطينية بشكل خاص، وعلى دول الشام بشكل عام .

الإكم الفيديو الاتي أعزاني الطالب فيديو تعريفى ب بلاد الشام
<https://www.youtube.com/watch?v=Ky0nkXBjtNM>

نشاط

تضع دائرة حول دول بلاد الشام (العراق، السعودية، سوريا، مصر، الأردن، تركيا، فلسطين، ليبيا، لبنان، الإمارات)

Lesson 3: *The Levant (time: 40 minutes)*

[Map with Israel replaced by Palestine, with British mandate period borders]

Map of the Levant

Lesson Goals

Dear student, after looking at this lesson you should be able to answer the following:

1. To define the borders of the Levant, and the countries it consists of . . .
2. Know the most important natural resources in the Levant.
3. Clarify the effects of Zionist policy on Palestinian natural resources in particular, and on countries of the Levant in general.

Dear students, here is an introductory video to you about the Levant:

<https://www.youtube.com/watch?v=Ky0nkXBjtNM>

Activity: Place a circle around the countries of the Levant: (Iraq, Saudi Arabia, Syria, Egypt, Jordan, Turkey, Palestine, Libya, Lebanon, UAE)

14. UNRWA- produced material: *Social Studies, Grade 7, p. 24* (UNRWA Education Program— Gaza, Self-Study Cards, March 2020).

Seventh-grade UNRWA educational materials claim that the “Zionist Occupation” is using the same methods used by the Spanish Inquisition in the Middle Ages to interrogate “Palestinian prisoners.” Furthermore, there is no mention that victims of the Spanish Inquisition included many Jews; whereas only Muslims are mentioned. The passage is taught in a section about the downfall of Islamic rule in Spain, where expulsion of Muslims by the Spanish rulers is compared to “Zionist Occupation policies”; drawing this comparison is a lesson assignment. Students are given an artist’s illustration of Muslims leaving Spain in 1492, and are asked to compare it to a modern photo that shows Arabs leaving Palestine in 1948; the image does not appear in the original PA textbook (*Social Studies, Grade 7, Vol. 2, 2019, p. 29*).

الأهداف

1. يوازن بين سياسة الأسبان والاحتلال الصهيوني.
2. يوضح سياسة الأسبان تجاه المسلمين بعد سقوط الأندلس.
3. يفسر مفهوم محاكم التفتيش.

١ هـ

- عبر عما تشاهده في الصورتين فيما يأتي :-



٢



١

١ .

- القاسم المشترك بينهما هو :

وكالة الغوث الدولية

٢ هـ

السؤال الأول: // ضع إشارة (✓) أمام العبارة الصحيحة وإشارة (✗) أمام العبارة الخاطئة فيما يلي :-

1. () بعد سقوط الأندلس ترك الأسبان المسلمين في حالهم .
2. () التزم الأسبان بما جاء في معاهدة تسليم غرناطة .
3. () مارس الاحتلال الصهيوني أساليب الأسبان بحق المسلمين وغيرها بحق الأسرى الفلسطينيين .

Lesson goals

- 1 – Comparing the Spanish policy with that of the Zionist Occupation.
- 2 – Clarify the policy of the Spanish toward the Muslims after the fall of Al-Andalus.
- 3 – Explain the concept of Inquisition.

Part 1

- Express what you see in the following two pictures:
[Artist’s illustration of Muslims leaving Spain in 1492, and a photo presumably depicting Arabs leaving Palestine in 1948.]
- The commonality of the two pictures is:

Part 2

First question: put a checkmark (✓) next to a correct statement and an (X) next to an incorrect statement.

- ...
3. () The Zionist Occupation has used methods [e.g., torture] employed by the Spanish to Muslims along with other methods against Palestinian prisoners.

15. UNRWA-produced material: Arabic Language, Grade 7, (Unit 6; UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

Arabic grammar principles taught in UNRWA booklets emphasize pro-conflict sentences and nouns that dehumanize Israelis and call for the resistance of “the Zionist Occupation.” These include finding the hidden noun, “*the workers*” [al-‘āmilīn], in a word search puzzle which completes the sentence “*Indeed, the workers [stand] in the face of the Zionist Occupation*”; and sentences such as “*The wall is like a viper, but the Palestinians are lying in waiting to ambush it*”; and “*The Occupiers are barricading themselves behind their walls.*” In particular, one line states that the Palestinians are staging an “ongoing rebellion against the laws and treaties that support [the Occupation],” which could be interpreted as a call to disavow the Oslo Accords. The exercise then directs students toward sentences in the PA textbook (*Arabic Language, Grade 7, Vol. 2, 2019, p. 71*) that call for Jerusalem to be freed and “the Occupation” to disappear.



عزيزي الطالب والآن هيا نتذكر ما درسناه من خلال الإجابة على الكلمات المتقاطعة .

1- إن وأخواتها حروف _____ تدخل على الجملة الاسمية .

2- إن وأخواتها تنصب _____ و _____ الخبر

3- ليت حرف ناسخ يفيد _____

4- عند دخول إن على جملة (العاملون مجتهدون) يصبح اسمها _____

5- عند حذف الحرف الناسخ من جملة (علمت أن المزارعين يعملان بإخلاص) يصبح الاسم _____

6- (كأنه يهيم في عالم من الخيال) اسم كأن (ضمير متصل - ضمير مستتر - اسم ظاهر)

7- لعل العرب قلوبهم متوحدّة خبر لعل الجملة _____

(8) كلمة السر هي عبارة عن اسم وخبر للحرف الناسخ . إن _____ في وجه الاحتلال الصهيوني.

ا	ا	ن	ض	ا	ا	ا
ل	ل	ا	م	ل	ل	ل
ع	م	س	ي	ت	م	ع
ا	ز	م	ر	م	ز	ا
م	ا	ن	م	ن	ا	م
ل	ر	ي	ت	ت	د	ا
ي	ع	ص	ر	ا	ل	ل
ن	ا	د	ل	ف	ص	ط
ن	م	ا	ع	ل	ف	ف

[...]

(8) The password is a noun, and serves as the predicate of the abrogative particle: “Indeed ___ in the face of the Zionist Occupation.”

[The answer is ostensibly “the workers” (stand)]

تدريب (4): نضبط أواخر أسماء وأخبار إن وأخواتها في الجمل. ارجع إلى التدريب الثالث في الكتاب الوزاري ص71 وأجب التدريب .

تدريب (5): نحذف الحرف الناسخ من الجمل ونعيد صياغتها مع الضبط بالشكل لأواخر اسم الحرف وخبره .

1- إن الفتاة أخلاقها عالية.

2- إن المحتلين متمرسين خلف جدارهم .

3- الجدار كالأفعوان لكن الفلسطينيين متريصون له .

4- كأن المعلمات أمهات .

تدريب (6): نعرب الحرف الناسخ و اسمه وخبره في الجمل . ارجع إلى التدريب الرابع في الكتاب الوزاري ص71 وأجب التدريب.

برنامج التربية والتعليم – غزة

- أما الآن بقي عليك عزيزي الطالب أن تجيب على أسئلة القطعة الآتية:

إن الشعب الفلسطيني يعاني على الحواجز الصهيونية التي تُورقه وتعمل على سلب روح الإنسانية منه ولكنَّ الفلسطينيين واقفون بشموخ رغم أن الاحتلال في تمردٍ مستمرٍ على القوانين والاتفاقات التي تسانده .

Exercise 4: Let's attach the correct endings for nouns and predicates of the abrogative particle in the sentences. Go back to Exercise 3 in the ministerial textbook, p. 71, and answer it. [See below]

Exercise 5: Let's remove the abrogative particle from the sentences, and rephrase them while paying attention to the subject and the predicate nouns of the sentence.

1 – The girl is morally upright.

2 – The Occupiers are barricading themselves behind their walls.

3 – The wall is like a viper, but the Palestinians are lying in waiting to ambush it.

4 – As if the teachers are mothers.

Exercise 6: Let's decline the abrogative particle, its predicate and its noun in the sentences. Go to Exercise 4 in the ministerial textbook, p. 71, and answer it.

Now student, all that's left is for you to answer are questions about the following text:

The Palestinian people suffer from Zionist checkpoints, which deny them sleep and their human spirit, yet the Palestinians are standing tall in spite of the Occupation, in an ongoing rebellion against the laws and treaties that support it.

16. UNRWA-produced material: Arabic Language, Grade 6, Card 4, p. 2 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

In a lesson about the use of initial vowels, UNRWA material uses examples accusing Israel of “Judaizing Jerusalem”; the content affirms that boycotting Israeli goods is a “religious duty.”

3- إِمْلَأِ الْفَرَاغَ بِالْكَلِمَةِ الْمُنَاسِبَةِ مِمَّا بَيْنَ الْقَوْسَيْنِ بِالرُّجُوعِ إِلَى طَرِيقَةِ التَّمْيِيزِ الصَّوْتِيِّ بَيْنَ هَمْزَتَيْ الْوَصْلِ وَالْقَطْعِ فِيمَا يَأْتِي:

التَّوْبِيخُ
الْخَتَامِيُّ

1- الْفِلَسْطِينِيِّونَ فِي مُوَاجَهَةِ مَخْطَطَاتِ تَهْوِيدِ الْقُدْسِ. (إِتَّخَذَ، اِتَّخَذَ)
2- أَنَا فِي الْمَسْجِدِ الْأَقْصَى. (أَرَابَطُ، أَرَابَطُ)
3- هُوَ مِنْ فِلَسْطِينَ، وَ..... مُجَاهِدٌ. (إِسْمُهُ، اسْمُهُ)
4- مَقَاطَعَةُ الصَّهْيُونِيَّةِ وَاجِبٌ دِينِيٌّ. (الْبَضَائِعِ، الْبَضَائِعِ)



Final Assessment

3 – Fill in the blanks with the appropriate words from between the brackets, by following the phonetic difference between a glottal stop and elided vowel:

- 1 – The Palestinians [are unified] in confronting the designs to Judaize Jerusalem.
2 – I [take a position to defend]³³ Al-Aqsa Mosque.
3 – He is from Palestine, and [his name] is Mujahid.
4 – Boycotting Zionist [goods] is a religious duty and national necessity

17. UNRWA-produced material: Arabic Language, Grade 8, Card 5, pp. 8, 9 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

Here, an UNWRA booklet provides questions to students about a story appearing in the PA textbook titled “Oil” (Arabic Language, Grade 8, Vol. 1, 2019, pp. 17–20), which is filled with anti-Israel rhetoric, describing Israeli soldiers brutally and inexplicably destroying a Palestinian family’s flour and oil. Students are asked to read the text thoroughly and answer questions, referencing “flour mixed with blood” and “the woman and children sacrifice their lives.”

عزيزي التلميذ، اقرأ قصة زيت (الكتاب ص ١٧). ثم أجب الأسئلة التي تليها:

الفكرة العامة

بعد أن قرأت الدرس نفذ النشاط الآتي:
بعد قراءتك الصامتة للقصة أكمل الآتي لتكون الفكرة العامة للدرس:
اللسطيني مرتبط بأرضه و بحقوقه، ودور الأم الفلسطينية في

والآن دعنا نقسم قصة زيت إلى فقرات:

1- (هما الآن وهي في ذعر شديد).
2- (قالت المرأة ولقمة الأولاد).
3- (بعد منتصف الليل نواراة الدار).
4- (هما الآن في الطريق فيختلط الطحين بالدم والزيت).

الفكر الرئيسية

حاول أن تقرأ كل فقرة بعفدها، مستعيناً بمعاني الكلمات في الهوامش، ثم رتب الفكر كما وردت في القصة:
() الزوجة نواراة الدار.
() تضحية المرأة والأولاد واختلاط الطحين بالدم.
() قلق المرأة من اللحم ومحاولة الزوج تهينة روعها.
() حلم مريع واعتداء الجنود على المرأة.

³³ Arabic: *ribāt*; an Islamic term which can be broadly defined as “making defensive preparations for war.” For further reading see: Nasser Rabbat, “Ribāt,” *Encyclopedia of Islam (Second Edition)*, 2012, http://dx.doi.org/10.1163/1573-3912_islam_COM_0919, accessed January 11, 2021.

Dear student, read the story “Oil” (p. 17 in the textbook), then answer the questions below:

General Theme

After reading the lesson, complete the following activity:

After silently reading the story, complete the following sentence to express the general theme of the lesson:

The Palestinian is tied to his land and his rights, and the Palestinian mother’s role in

Main ideas

Now let’s divide the story “Oil” into passages:

1 - “The two of them are now” “she was in deep terror.”

2 - “The woman said” “and the children’s portion.”

3 - “After midnight” “the light of the house.”

4 - “The two of them are now on the road” “and so, the flour mixes with blood and oil.”

Try to read each passage on its own, using the vocabulary explanations in the margins, then arrange the ideas in the order they appear:

- () The wife is the light of the house.
- () The woman and the children sacrifice their lives and the flour mixes with blood.
- () The woman worries over her dream and her husband attempts to sooth her.
- () Nightmare of soldiers attacking the woman.

18. UNRWA-produced material: Social Studies, Grade 7, p. 7 (UNRWA Education Program— Gaza, Self-Study Cards, March 2020).

UNRWA educational material describes the Crusades as a war of “Europe” against Muslim countries, creating an us versus them dichotomy. Students are asked about “Europe sending military invasions into the Islamic Mashreq” and are taught that the Crusaders had no motivation other than to conquer and exploit the Levant region.

- اقرأ النص ، واستنتج ، ثم أجب :-

الحركة الفرنجية (الصليبية) هي حركة ظهرت في الغرب الأوروبي خلال فترة العصور الوسطى ، واتخذت شكل هجوم حربي على المسلمين ، وبخاصة في بلاد الشام ومصر ، بقصد احتلالها وامتلاكها ، وقد ساعد في ظهورها الأوضاع الفكرية والاجتماعية والاقتصادية والدينية التي سادت أوروبا في القرن الحادي عشر الميلادي .

١. الحركة الفرنجية هي :
٢. شكل الهجوم الذي اتخذته الحركة الفرنجية على بلاد المسلمين
٣. أسباب الحروب الفرنجية :

نشاط ٢

- اختر المصطلح المناسب مما بين القوسين فيما يأتي :-

(العصور الوسطى - الحروب الفرنجية - الفرنجة)

١. (.....) اسم أطلق على الأوروبيين القادمين من أوروبا وبالأخص من فرنسا .
٢. (.....) مصطلح أطلق على الحملات التي شنتها أوروبا على المشرق الإسلامي في العصور الوسطى .

٣هـ

- يم تفسر :-

١. قيام أوروبا بإرسال الحملات العسكرية للمشرق الإسلامي . غزة
- أ.
- ب.

- Read the text, make conclusions and then answer:

The Frankish (Crusader) movement appeared in Western Europe during the Middle Ages. It took on the form of a military attack on Muslims, especially the Levant and Egypt, intending to capture, occupy, and own them. The rise of the movement was aided by ideological, social, economic and religious conditions that prevailed in Europe in the eleventh century.

1. The Frankish movement is:
2. The form of attack on Muslim countries taken by the Frankish movement:
3. The reasons for the Frankish wars:

Activity 2

Choose the appropriate term in the brackets:

(Middle Ages—Frankish Wars—Franks)

1. A name which was applied to Europeans coming from Europe, especially France.
2. A term applied to the campaigns waged by Europe on the Islamic Mashreq [Middle East] in the Middle Ages.

Part 3

How will you explain:

Europe sending military invasions into the Islamic Mashreq.

19. UNRWA-produced material: *Islamic Education, Grade 4, p. 3* (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

An UNRWA Islamic education booklet for grade 4 specifically states that Jerusalem is “*the eternal capital of Palestine*,” in violation of the UN’s official position. It teaches that “the Occupation” is one of the “obstacles facing Muslims on their way to Jerusalem,” falsely implying that Israel prevents all Muslims from reaching the city.

المحتوى: القدس هي مسرى الرسول (ﷺ) ولها مكانة عظيمة، كما أنها عاصمة فلسطين الأبدية، ويقع فيها المسجد الأقصى المبارك.

نشاط (١): اختر الإجابة الصحيحة مما بين القوسين:

- ١_ القدس عاصمة الأبدية (فلسطين - سوريا - مصر)
 ٢. أسرى بالنبي..... (صلى الله عليه وسلم) من المسجد الحرام إلى المسجد الأقصى (عيسى، موسى، محمد).
 - ٣- يحرس على الصلاة في المسجد الأقصى. (المسيحيون، اليهود، المسلمون)
 - ٤- من المعينات التي تواجهنا في الطريق إلى القدس (الاحتلال، الحيوانات المفترسة، كلاهما)
 - ٥- من الأماكن المقدسة للمسيحيين في القدس (المسجد العمري - كنيسة القيامة - كنيسة المهد)
 - ٦- عدد أبواب المسجد الأقصى (١٥ بابًا - ١٤ بابًا - ١٧ بابًا)
- يناقش المعلم /ة مع الطلبة المعينات التي تواجه المسلمين في الوصول للقدس .
هناك الكثير من المعينات التي تواجهنا في الطريق للقدس ومن أهمها الاحتلال.
- نشاط (٢): ما واجبنا تجاه مدينة القدس؟ /

Lesson content: Jerusalem is the place where the Messenger (PBUH) made his nightly journey. It has huge importance, in addition to it being the eternal capital of Palestine, and the blessed Al-Aqsa Mosque is located inside it.

Activity (1): Choose the correct answer from between the brackets

...

4. One of the obstacles facing us on our way to Jerusalem is (the Occupation, predator animals, both)

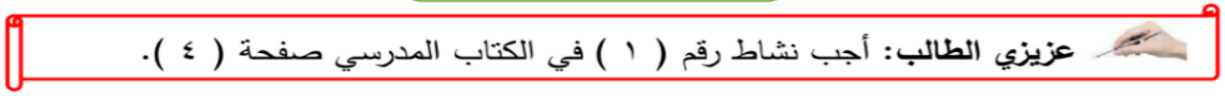
...

The teacher shall discuss with students the obstacles facing Muslims in reaching Jerusalem. There are many obstacles facing us on the way to Jerusalem, one of the most important of which is the Occupation.

Activity 2: What is our duty towards the city of Jerusalem? /

20. UNRWA- produced material: Mathematics, Grade 3, pp. 3 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

Here, UNRWA’s third-grade mathematics content provides third-graders Arabic numerals from a PA math textbook and then points them to exercises which uses human tragedy to practice numbers up to 999. The lesson begins with a photograph of a dilapidated structure; students are instructed to write in numerals the number of Palestinian villages destroyed in 1948.



Dear student: Answer Activity 1 on page 4 of the school textbook.

PA textbook: *Mathematics, Grade 3, Vol. 1, 2019, p. 4.*

١ عدد القرى الفلسطينية المدمرة عام ألف وتسعمئة وثمانية وأربعين ٣٩٦ قرية.

- عدد منازل العدد ٣٩٦ هو _____
- العدد السابق للعدد ٣٩٦ هو _____
- العدد التالي للعدد ٣٩٦ هو _____
- الرقم الذي له أقل قيمة منزلية في العدد ٣٩٦ هو _____
- القيمة المنزلية للرقم ٣ = _____

1. The number of Palestinian villages destroyed in the year nineteen forty-eight is 396 villages. The number of positions in the number 396 is ____
- The number before 396 is ____
- The number after 396 is ____
- The number with the lowest value in the number 396 is ____
- The position of the digit 3 is ____

Libel and conspiracy

21. UNRWA-produced material: Social Studies, Grade 9, Card 4, p. 2 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

In its ninth-grade social studies booklet, UNRWA accuses Israel of *deliberately* polluting Palestinian territories, stealing Palestinian resources and spreading disease by dumping radioactive and toxic waste. In what appears to be a creation of the UNRWA-produced material, economic ties between the Israeli and Palestinian economy are condemned as a measure intended to weaken Palestine. However, UNRWA also appears to have removed a line from the original PA textbook that calls for the boycott of Israeli goods.

نشاط (٤) : إجراءات الاحتلال الإسرائيلي تجاه الاقتصاد الفلسطيني
 ❖ عزيزي الطالب، تأمل الشكل والنص التاليين ثم أجب عن الأسئلة:

السؤال الثاني : اذكر إجراءات الاحتلال الإسرائيلي تجاه الاقتصاد الفلسطيني



اذكر إجراءات الاحتلال تجاه الاقتصاد الفلسطيني:

.....

.....

.....

.....

.....

هل تعلم :

- إن ربط اقتصاد فلسطين باقتصاد دولة الاحتلال الإسرائيلي أدى إلى ضعف الاقتصاد الفلسطيني

Activity (4): Israeli Occupation measures toward the Palestinian economy

❖ Dear student, consider the following text and chart and then answer the questions:

Second question: list the measures of the Israeli Occupation towards the Palestinian economy

List measures used by the Occupation against the Palestinian economy:

.....

[Diagram:

Centre: “Measures of the Occupation towards the Palestinian economy”

Counter-clockwise, from the top: “Seizing land and resources”—“Economic subjugation”—“Unjust laws and agreements”—“Looting and theft”—“Destruction and demolition”—“Taking over utilities”]

Did you know:

- That tying the economy of Palestine to the economy of the Israeli Occupation state has led to the weakening of the Palestinian economy?

إجراءات الاحتلال الإسرائيلي تجاه الاقتصاد الفلسطيني:

فرض الاحتلال قيود على الواردات والصادرات مع الدول العربية، من خلال الجمارك، والحدود، والمعابر، كما سيطر على الخدمات، كالمياه، والكهرباء، والطاقة، والاتصالات، ونهب ثرواته الطبيعية، كالمياه، والغاز، والتراث الثقافي، كالكنوز الأثرية، والكتب القديمة، والمخطوطات، وطمس مسمياتها العربية. كما حوّل مساحات واسعة من الضفة الغربية وقطاع غزة إلى مكبات للنفايات السامة، وعمل على تلويث البيئة الفلسطينية بالمواد الإشعاعية والكيماوية، وقصف المشاريع الإنتاجية. وللنهوض بالاقتصاد لابد من القيام بالإجراءات مثل، تشجيع الاستثمار، وإقامة مشاريع إنتاجية، والاستغلال الأمثل للموارد الطبيعية والبشرية الفلسطينية، وتشجيع المنتج الوطني، ومدّ جسور الاتصال والتواصل مع الاقتصاد العربي، والدول الأجنبية الصديقة.

السؤال الثالث: أكمل الفراغ:

- ١- سيطر الاحتلال على الثروات الطبيعية الفلسطينية مثل و
 - ٢- عمل الاحتلال على تلويث البيئة الفلسطينية بالمواد التي تسبب بالأمراض.
 - ٣- من إجراءات النهوض بالاقتصاد الفلسطيني وإقامة
- وتشجيع ومدّ جسور

Measures of the Israeli Occupation towards the Palestinian economy:

The Occupation has imposed restrictions on imports and exports with Arab countries by establishing customs, borders and checkpoints. It has also taken over utilities, such as water, electricity, energy and communications. It has stolen [Palestine's] natural resources, such as water and gas, as well as its cultural heritage, such as archeological artifacts, old books and manuscripts; it has eradicated the names of its Arabic places.

In addition, [the Occupation] has turned vast tracts of the West Bank and the Gaza Strip into dumping sites for toxic waste and has sought to pollute the Palestinian environment with radioactive and chemical materials, as well as bomb production projects.

In order to revive the economy there is no choice but to take measures such as encouraging investment, establishing production projects, maximizing the use of Palestinian natural and human resources, encouraging national production and build bridges of communication with the Arab economy and friendly foreign states.

Third question: fill in the blanks:

- 1 – The Occupation has taken over Palestinian natural wealth, such as ,
- 2 – The Occupation has sought to contaminate Palestinian environment with materials which cause disease.
- 3 – Steps to revive the Palestinian economy include, setting up, encouraging, and building bridges

22. UNRWA-produced material: *Social Studies, Grade 6, Card 7, p. 2; Card 8, p. 1 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).*

Sixth-grade students are taught that Israel of deliberately falsifies Palestinian history; Palestine is described as “*the world’s hotspot for antiquities theft.*” Additionally, the UNRWA booklet accuses Israel of leading a “*coordinated operation*” to “*steal Palestinian antiquities.*” In this context, a map of the entire territory is shown, erasing Israel and any Jewish presence. Note that UNRWA content devotes two entire lessons to the “*theft of Palestinian antiquities,*” even though the PA textbook devotes only six pages to this (*Social Studies, Grade 6, Vol. 1, 2019, pp. 19–24*).

نشاط(4/أ) : عزيزي الطالب نقرأ النصين , ثم نقوم بما يأتي

النص الأول

فلسطين من أكثر بقاع العالم نهباً للآثار
سرقة الآثار الفلسطينية عملية تعرضت لها الأراضي الفلسطينية منذ الاحتلال الاسرائيلي حتى يومنا هذا , وهي عملية منظمة , لعب الاحتلال فيها دوراً كبيراً للقضاء على التراث الفلسطيني

Activity 4 / A: Dear student, read the following two texts, then answer the questions below.

First text

Palestine is one the world’s hotspots for the theft of antiquities . . .

The plunder of Palestinian antiquities is an operation that continues on Palestinian land since [the emergence of] the Israeli Occupation until the present day. It is a coordinated operation, where the Occupation has played a major role in destroying Palestinian heritage.

بطاقة رقم (8)

الأهداف السلوكية:

1. تفسر سياسة الاحتلال تجاه الآثار الفلسطينية.
2. توضح دوره تجاه التراث الفلسطيني.
3. تذكر السنة التي صدر فيها الإعلان العالمي لحقوق الإنسان.

نشاط (4/ب): تأمل الخريطة التالية، ثم أجب السؤال الذي يليها:



- نستنتج مناطق تاريخية في فلسطين؟
- نذكر مناطق، ومواقع تاريخية في منطقتنا؟
- نقترح طرقاً للحفاظ على آثارنا الفلسطينية

عزيزي الطالب: اقرأ الملخص الآتي، ثم أجب الأسئلة التي يليه :

الحفاظ على الآثار الفلسطينية:

يستهدف الاحتلال الإسرائيلي تاريخنا ووجودنا الفلسطيني، فيقوم بقلب الحقائق والوقائع التاريخية وتزويرها، لذا علينا أن نعي تاريخنا وتميز الصواب من الخطأ، وتدافع عنه وتأخذ العبر والدروس منه. من واجبنا المحافظة على تراثنا الفلسطيني باعتباره مصدراً من مصادر المعرفة التاريخية، وتزويمه، وإصلاحه، وجماعته، والتعاون مع الجهات المسؤولة، لمنع سرقة، أو تهريبه أو تزويره.

1. اختر الإجابة الصحيحة مما بين القوسين:

1. أكثر بقاع الأرض نهباً للآثار: (فلسطين ، الأردن ، العراق ، سوريا)
2. تعرضت الأراضي الفلسطينية لسرقة الآثار منذ الاحتلال: (العثماني ، الانجليزي ، الفرنسي ، الإسرائيلي)

*** Lesson goals:**

1. Explain the Occupation's policy regarding Palestinian antiquities
2. Clarify its role regarding Palestinian heritage
3. Remember the year in which the International Declaration of Human Rights was adopted

...

Dear student, read the following excerpt, then answer the questions below:

Protecting Palestinian Antiquities

The Israeli Occupation has set its sights on our Palestinian history and very existence. It overturns historic facts and events and distorts them. Therefore, we must be aware of our history and distinguish fact from fiction, to defend it [history] and take our lessons from it.

It is our duty to protect our Palestinian heritage as it is a source of historic information, to rebuild, repair and protect it, and to cooperate with all relevant parties, so that it will not be stolen, destroyed or distorted.

A. Choose the correct answer from the brackets:

1. The world's hotspot for theft of antiquities: (Palestine, Jordan, Iraq, Syria)
2. Palestinian land has been subjected to theft of antiquities ever since which occupation? (Ottoman, English, French, Israeli)


23. UNRWA-produced material: Social Studies, Grade 7, p. 39 (UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

In this grade 7 social studies content, UNRWA perpetuates the libel that “the Zionists” deliberately set the Al-Aqsa Mosque on fire in 1969, repeated from the PA curriculum. In fact, an Australian sheepshearer named Denis Rohan was responsible for the attack.

الأهداف

١. يفسر دلالة الصور في الكتاب المدرسي ص ٤٩ .
٢. يعلل إقدام الصهاينة على حرق المسجد الأقصى بتاريخ ٢١/أب/١٩٦٩ .
٣. يحدد نشأة منظمة التعاون الإسلامي .

١٥



السؤال الأول: // أتأمل الصور، واستنتج، ثم أجب :-

- صف ما تشاهده في الصور .

٢٥

السؤال الأول: // بم تفسر :-

١. إقدام الصهاينة على حرق المسجد الأقصى بتاريخ ٢١/أب/١٩٦٩ .
٢. ظهور عدة أفكار تطالب بمؤتمر دولي إسلامي .

السبب /

السؤال الثالث: // ما النتيجة المترتبة على :-

- إحراق المسجد الأقصى المبارك على يد المجرم الصهيوني يوم 21 /أب/ 1969 م .

السبب /

Lesson goals

1. Interpret what the pictures on the school textbook show on p. 49 [identical to pictures shown in above screenshot of UNRWA-produced material].
2. Explain why the Zionists took the initiative to set Al-Aqsa Mosque on fire on August 21, 1969.
3. Describe the establishment of the Organization of Islamic Conference.

Part 1

First question: consider the pictures, draw conclusions and then answer:

Describe what we see in the pictures.

Part 2

First question: how do you explain:

1. The Zionists having the audacity to set fire to the Al-Aqsa Mosque on August 21, 1969?
2. The appearance of many opinions demanding an international Islamic conference?

...

Third question: what was the effect of:

- Al-Aqsa Mosque being set on fire by a Zionist criminal on August 21, 1969?

24. UNRWA-produced material: Social Studies, Grade 7, p. 47 (UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

In a seventh-grade lesson teaching about people with disabilities, an UNRWA exercise asks students to explain how “the Zionist Occupation” is a unique cause of disabilities in Palestinian society. This is a reference to a passage in the PA textbook which explicitly accuses Israel of subjecting Palestinians to a policy intended to cause them bodily harm (*Social Studies, Grade 7, Vol. 2, 2019, p. 66*).

The screenshot shows a page from a UNRWA educational material. It contains several sections with questions and activities. A red box highlights a section titled 'النشاط 4' (Activity 4) which asks about the causes of disabilities in Palestine from the Zionist occupation.

النشاط 2

السؤال الأول: // ضع المصطلح المناسب في العبارة التالية :-
 - (.....) هي إصابة الفرد بإصابة بدنية أو عقلية أو نفسية ، تسبب ضرراً لنموه البدني أو العقلي أو كليهما ، وتحد من قدرته على القيام بأداء متطلباته بشكل طبيعي في الحياة .

السؤال الثاني: // ضع إشارة (✓) أمام العبارة الصحيحة و إشارة (✕) أمام العبارة الخطأ فيما يلي :-
 ١. () تعتبر الإعاقة حالة من التأخر الملحوظ في النمو الجسمي والعقلي والسلوكي واللغوي والتعليمي .
 ٢. () الصعوبات التي تواجه أصحاب الإعاقة تستدعي الاستهزاء بهم .

النشاط 3

برنامج التربية والتعليم - غزة

مواد التعليم الذاتي

شهر مارس

النشاط 4

من أسباب الإعاقة في الحالة الفلسطينية من الاحتلال الصهيوني .

أ.
 ب.

[Text boxed in red] **Activity 4**

What are the types of disabilities experienced by Palestinians from the Zionist Occupation?

Erasure of Jews and Israel

25. UNRWA-produced material: Social Studies, Grade 7, p. 34 (UNRWA Education Program— Gaza, Self-Study Cards, March 2020).

UNRWA’s content for seventh grade ignores the existence of the State of Israel; in maps and descriptions. No border lines are shown to delineate between the territories and the State of Israel; rather, the entire area is labeled as Palestine. The names of Lebanon, Syria, Jordan and Egypt are labeled as the countries surrounding “Palestine.” This includes showing maps which show Palestine’s borders as being the same as those of the historic British Mandate of Palestine (1922-1948), despite also representing other countries that have been established since 1948. For example, maps show the country of Jordan (Ar. *al-’urdunn*), which used to be named Transjordan (Ar. *šarq l-’urdunn*) until 1949, after Mandatory Palestine had been abolished.

السؤال الأول :-
اكتب درجات خطوط الطول ودوائر العرض التي تقع بينهما فلسطين على الخريطة :-

السؤال الثاني // أكمل الفراغ :-
 ١. تقع فلسطين إلى الشمال من خط
 ٢. تقع فلسطين إلى الشرق من خط
 ٣. موقع فلسطين بالنسبة لخطوط الطول ودوائر العرض يسمى الموقع

٢٥ تأمل الخريطة، واستنتج، ثم أجب :-

اذكر الدول والمواقع المجاورة لفلسطين بحسب الجدول :-

الجهة	المكان أو الدولة
الشمال	
الجنوب	
الشرق	
الغرب	

٤٥

[Circled red] **First question:**

Write down the longitudes and latitudes where Palestine is situated on the map:

...

List the countries and features which border Palestine, based on the table:

[Top row, right to left] Direction—Place or Country

North

South

East

West

[Map: Jordan underlined in red]

26. UNRWA-produced material: Social Studies, Grade 7, p. 35 (UNRWA Education Program— Gaza, Self-Study Cards, March 2020)

Here again, this UNRWA material continues the narrative to ignore Israel’s existence, describing the whole region as contemporary Palestine in a variety of ways. There are no border lines between the Palestinian territories and the State of Israel; the entire area is labeled as Palestine. This includes maps labeled: “Map of Palestine,” depicting Palestine’s borders in place of Israel proper, along with other countries established since 1948. Students are asked to write on a “Map of Palestine,” cities and areas such as Jaffa and Beersheba, and geographical features such as the Yarkon River and the Negev Desert—in Israel proper—are described as being in Palestine.

١ هـ

٢ - تأمل الخريطة ، ثم أجب :-
- أذكر المظاهر التضاريسية في فلسطين :-

نشاط ٢

بم تفسر :-
- تمتاز فلسطين بتنوع تضاريسها ، رغم صغر مساحتها .
السبب /

نشاط ٣

حدد على خريطة فلسطين المدن التالية :-
مدن : القدس ، غزة ، بنر السبع ، أريحا
هضبة النقب ، مدينة بنر السبع
أنهار : نهر الأردن ، نهر العوجا

Part 1

Consider the map, then answer:

- List the topographic phenomena in Palestine:

...

[Map: Jordan underlined in red]

Activity 3

Write down on the map of Palestine the following cities:

Cities: Jerusalem, Gaza, Beersheba, Jericho

Negev plateau, city of Beersheba

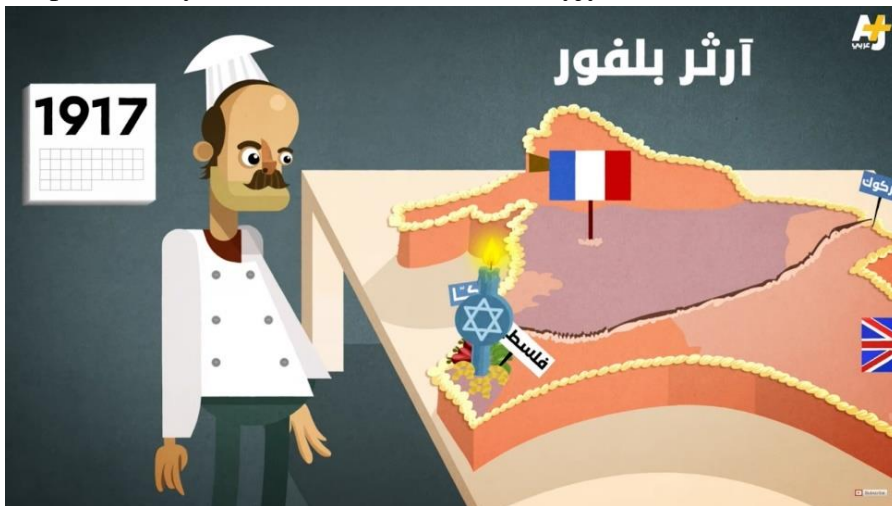
Rivers: river Jordan, Nahr al- 'Awjah [Yarkon River]

[Map labeled: “Map of Palestine”]

27. UNRWA-produced material: *Social Studies, Grade 9, p. 2* (UNRWA Education Program in the West Bank Region, Self-Study Materials, August 2020).

As part of a lesson about the “*political partition of the Arab Homeland*,” UNRWA’s educational material features a contemporary map that does not include Israel by name, and a map portraying “the Arab homeland” as a historic entity that has been divided into “*artificial*” entities due to “*multiple colonialist collusions*.” These conspiracies ostensibly include the Balfour Declaration (but this is not elaborated upon); instead, students are referred to an Al-Jazeera video on YouTube, which depicts Balfour stabbing a slice of cake, representing Palestine, with a candle embossed with the Star of David, symbolizing the Balfour Declaration. The same video also features a map of the contemporary Middle East, with Israel labeled as Palestine. This provides an example of the Pan-Arab nationalist attitude being subscribed to; the imagined just solution, promoted by UNRWA-produced material, is one huge Arab country with no Israel.

Screenshots from above-linked Al-Jazeera YouTube video, titled “Sykes-Picot Agreement” (<https://www.youtube.com/watch?v=DNbFyjyvIe4&list=TLPQMDQwNzIwMjA> [0:41])



Arthur Balfour



Screenshots from UNRWA-produced material:

الاهداف

يتوقع منك عزيزي الطالب تحقيق الاهداف الآتية :

- توضيح المقصود بالتجزئة السياسية .
- تبيان أهداف الاستعمار ودوافعه من اتباع سياسة التجزئة في الوطن العربي .
- استنتاج آثار التجزئة .
- توضيح المواقف العربية تجاه التجزئة السياسية .

مفهوم التجزئة السياسية

نشاط ١:- لاحظ الخريطين الكييتين ، وأسنتج ، ثم أجيب :




١. أوضح الفرق بين الخريطة رقم (١) والخريطة رقم (٢) .

٢. أفسر سبب الاختلاف بين الخريطين .

عزيزي الطالب : تعرض الوطن العربي إلى مؤامرات استعمارية عديدة أدت إلى تجزئته إلى (٢٢) دولة كما تلاحظ في الخريطة رقم (٢) ومن هذه المؤامرات :

١. اتفاقية سايكس بيكو عام (١٩١٦) م ، بإمكانك التعرف عليها من خلال الرابط التالي : https://www.youtube.com/watch?v=DNbFvjv1e1&list=TLPOMDQwNzlwMIAr2CJIE*xmlMA&index=
٢. وعد بلفور ١٩١٧ م .

ترتب على هذه المؤامرات تجزئة الوطن العربي وتفتيته إلى دول بينها حدود مصطنعة حيث قسم الوطن العربي إلى اثنتين وعشرين دولة موزعة على جناحي الوطن العربي : الآسيوي والإفريقي تفاوتت في مساحتها وشكلها ونظام الحكم فيها .

Lesson goals

Dear student, you are expected to achieve the following goals:

- *Understand the meaning of political partition.*
- *Clarify the goals and motives of colonialism in pursuing the policy of partition in the Arab Homeland.*
- *Draw conclusions regarding the effects of political partition.*
- *Explain the Arab position toward the political partition.*

The meaning of political partition

Activity 1: I will look at the following two maps, draw conclusions and then answer:

[Right: Map 1 titled “Arab Homeland before partition”; left: Map 2 titled “Arab homeland political map”]

1. I point out the difference between Map 1 and Map 2.
2. I explain the reason the two maps are different.

Summary

Dear student: The Arab Homeland has fallen victim to multiple colonial collusions, which led to its partition into 22 states as you observed in map 2. Some of these collusions include:

1. Sykes-Picot agreement of 1916. You may learn more about it in the following link:

[See Al-Jazeera video, screenshots above]

2. Balfour’s Promise [Balfour Declaration] of 1917.

Those collusions led to the partition of the Arab Homeland into states separated by artificial borders. The Arab Homeland was divided into 22 states across the two regions of the Arab Homeland—the Asian and African—that differ from one another in size, form and regime.

28. UNRWA-produced material: *Social Studies, Grade 9, p. 11* (UNRWA Education Program—Gaza, Self-Study Cards, March 2020).

Another section in UNRWA material for ninth-graders discusses agriculture and the environment, again ignoring Israel’s existence and labeling Israeli cities as Palestinian. An exercise asks students questions about “Palestinian ports,” including Haifa and Ashdod in Israel proper and a “Palestinian city famous for oranges” (referring to Jaffa, part of current Tel Aviv); all other locations (e.g., Nazareth, Beersheba, Tiberias) are also within Israeli state borders. The entirety of this content is taken from the PA textbook (*Social Studies, Grade 9, Vol. 2, 2019, p. 15*).

السؤال السابع: // اختر الإجابة الصحيحة مما بين القوسين فيما يأتي :-

١. من أهم موانئ فلسطين (حيفا - غزة - أسدود - جميع ما سبق)
٢. تشتهر منطقة الأغوار بزراعة (الزيتون - الحمضيات - النخيل - القطن)
٣. المناطق التي تشتهر بزراعة الحمضيات في فلسطين (الأغوار - الجبال - الصحراء - الساحلية)
٤. مدينة فلسطينية تشتهر بزراعة البرتقال (الناصر - السبع - يافا - طبريا)

Question Seven: // Choose the correct answer in the brackets:

1. One of the most important Palestinian ports: (Haifa—Gaza—Ashdod—all of the above)
2. The Al-Aghwar [Jordan Valley] region is famous for producing: (olives—citrus fruits—bees—cotton)
3. Areas which are famous for growing citrus fruits in Palestine: (Al-Aghwar—the mountains—the desert—the coastal areas)
4. Palestinian city famous for growing oranges: (Nazareth—as-Sab ‘ [probably=Beersheba]—Jaffa—Tiberias)

29. UNRWA-produced material: *Social Studies, Grade 4, Card 1, p. 1* (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

UNRWA booklets for fourth grade show students a map of the entire territory of the State of Israel and the Palestinian territories, with no border lines shown and representing this whole territory as Palestine. This activity is identical to the PA textbook (*National and Social Upbringing, Grade 4, Vol. 1, 2019, p. 4*).

الخطوة الثانية:
ارسم الشكل كما
في الخطوة الأولى

الخطوة الثالثة:
اكتب اسم الشكل الذي رسمته.

الخطوة الأولى:
صل النقاط بشكل
متتسلسل.





تَمْتَدُّ فِلَسْطِينُ بِشَكْلِ طَوِيلٍ مِنْ
الشَّمَالِ إِلَى الْجَنُوبِ، وَهِيَ مُتَّعِدَّةٌ فِي الْوَسْطِ،
وَضَيِّقَةٌ عِنْدَ طَرَفَيْهَا الشَّمَالِيِّ وَالْجَنُوبِيِّ.

[left image]

First step: Draw a continuous line between the dots.

Second step: Redraw the shape as in the first step.

Third step: Write down the name of the shape you have drawn.

[Right image]

Palestine is stretched vertically from north to south; it is wide at the center and narrow in its northern and southern ends.

30. UNRWA-produced material: Social Studies, Grade 6, p. 12 (UNRWA Education Program in the West Bank Region, Self-Study Materials, August 2020).

In this UNRWA educational material, sixth-graders learn about ancient civilizations of the Levant region, but the content fails to mention the Israelites or the Jews (Judahites) and falsely describes the Canaanites as Arab tribes

أعراني الطلاب في هذا الجزء سنتحدث عن الحضارات التي ظهرت في بلاد الشام:

← تعلم

الكنعانيون	الأرميون	الأبباط	تدمر	الغساسنة
هي قبائل عربية هاجرت من شبه الجزيرة العربية و استقرت في بلاد الشام.	تعود أصولهم إلى شبه الجزيرة العربية قبل وصولهم الى بلاد الشام التي استقرو فيها .	جاءوا من شبه الجزيرة العربية و استقروا جنوب الأردن وأخذوا البتراء عاصمة لهم .	نشأت في بادية الشام و تمتعت بموقع متميز مما جعلها ممراً للفواقل التجارية .	أصلهم من جنوب شبه الجزيرة العربية سقوا الغساسنة نسبة إلى عين ماء أقامو عليها تسمى عين غسان .

I learn

Dear students, in this section we shall discuss the civilizations which appeared in the Levant:

[Top row, right to left] Canaanites—Arameans—Nabataeans—Palmyra—Ghassanids

[Canaanites] are Arabian [or Arab] tribes who migrated from the Arabian Peninsula and settled in the Levant.

[Arameans]—their roots go back to the Arabian Peninsula, before they reached the Levant and settled in it.

31. UNRWA educational material: Social Studies, Grade 8, p. 5 (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

Grade 8 UNRWA booklets also ignore the existence of Israel. Palestine denotes the territory of Israel, the PA and Gaza as 27,027 km², equal to that of the pre-1948 British Mandate. Israeli cities, such as Jaffa and Beersheba, and geographical features such as the Yarkon River and the Negev Desert are exclusively part of “Palestine” here as well.

- تقع فلسطين شمال خط الاستواء وشرق خط جرينتش.
- يحد فلسطين من الشمال سوريا ولبنان أما من الجنوب خليج العقبة وصحراء سيناء ومن الشرق الأردن ومن الغرب البحر المتوسط.
- تبلغ مساحة فلسطين ٢٧٠٢٧ كم^٢ تقريباً.
- تتميز فلسطين بموقع جغرافي وفلكي استراتيجي، وفيه حلقة الوصل بين قارات العالم القديم.

تتنوع مظاهر السطح في فلسطين إلى:

- الجبال:** مثل جبال شمال فلسطين وجبال وسط فلسطين وأبرز مدنها نابلس والخليل.
- السهول:** مثل السهل الساحلي الفلسطيني المحاذي للبحر المتوسط وأبرز مدنها يافا وغزة، وسهل داخلي مثل: سهل مرج بن عامر..
- الهضاب:** مثل هضبة النقب وأبرز مدنها: بئر السبع.
- الأغوار:** وأبرز مدنها: بيسان وأريحا.
- ويوجد في فلسطين أنهار مثل: نهر الأردن الذي يصب في البحر الميت، ونهر العوجا الذي يصب في البحر المتوسط.

- Palestine is located north of the Equator and east of the Greenwich Meridian.
- Palestine borders Syria and Lebanon to the north, the Gulf of Aqaba and the Sinai Desert to the south, Jordan to the east and the Mediterranean Sea to the west.
- The area of Palestine is about 27,027 km².
- Palestine is notable for its strategic geographic location, since it is part of the land bridge between the continents of the old world.

Palestine’s geographical features are divided into:

Mountains: such as the mountains of northern Palestine, and mountains of central Palestine. The most prominent cities here are Nablus and Hebron.

Coasts: such as the Palestinian coastal plain beside the Mediterranean Sea—the most prominent cities here being Jaffa and Gaza—as well as internal plains, such as Marj Ibn Amer [Jezreel Valley].

Highlands: such as the Negev Highlands. The most prominent city here is Beersheba.

Al-Aghwar [Jordan Valley]: here the most important cities are Bethshean and Jericho.

There are **rivers** in Palestine, such as the River Jordan, which flows into the Dead Sea, and the ‘Awjah [Yarkon] River, which flows into the Mediterranean.

32. UNRWA-produced material: English Language, Grade 3, p. 6 (UNRWA Department of Education—Gaza, Supplementary Study Cards, Summer 2020).

As part of an English lesson, sixth-grade children are taught that the Israeli city of Haifa is one of the “towns in Palestine.”

Look and read

(مدن فلسطين) **Towns in Palestine:**



Haifa




Jerusalem



Bethlehem



Gaza



Hebron



Nablus


Ask and answer

Where are you from?

Where's he from?

Where's she from?

I'm from Gaza. 

He's from Haifa. 

She's from Hebron. 

33. UNRWA-produced material: *Social Studies*, Grade 8, Card 3, p. 2 (UNRWA Department of Education—Gaza, Self-Study Cards, September 2020).

In a lesson about the topography of the “Arab Motherland,” UNRWA-produced material asks students which is the tallest mountain in Palestine, listing Mount Meron and Mount Carmel as possible answers, both of which are in Israel proper.

١. اختر الإجابة الصحيحة:

- ١- يفصل البحر بين قارتي آسيا وأفريقيا. (المتوسط - الأحمر - العرب)
 ٢- تعد قمة جبل أعلى قمة جبلية في فلسطين. (الجرمق - الكرمل - الطور)

1. Choose the correct answer:

1 – The Sea separates Asia from Africa. (Mediterranean—Red—Arabian)

2 – The summit of Mount is considered the tallest mountain peak in Palestine. (Al-Jarmaq [Meron]—Carmel—At-Tur [Tabor in northern Israel; alternatively, Mount Sinai in Egypt])

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. Digital versions of texts are available upon request.

A. UNRWA Education Program—Gaza. Self-Study Cards. Second Semester (Vol. 2), March 2020.

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. *Mathematics*, Grade 1.
7. *Mathematics*, Grade 2.
8. *Mathematics*, Grade 3.
9. *Mathematics*, Grade 4.
10. *Mathematics*, Grade 5.
11. *Mathematics*, Grade 6.
12. *Mathematics*, Grade 7.
13. *Mathematics*, Grade 8.
14. *Mathematics*, 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. *Science and Life*, Grade 4.
23. *Science and Life*, Grade 5.
24. *Science and Life*, Grade 6.
25. *Science and Life*, Grade 7.
26. *Science and Life*, Grade 8.
27. *Science and Life*, Grade 9.
28. *Social Studies*, Grade 4.
29. *Social Studies*, Grade 5.
30. *Social Studies*, Grade 6.
31. *Social Studies*, Grade 7.

32. *Social Studies*, Grade 8.

33. *Social Studies*, Grade 9.

B. UNRWA Department of Education—Gaza, Centre for Pedagogical Development. Supplementary Study Cards. Second Semester, Summer 2020.

34. *Arabic Language*, Grade 6.

35. *Arabic Language*, Grade 8.

36. *Arabic Language*, Grade 9.

37. *English Language*, Grade 3.

38. *Islamic Education*, Grade 2.

39. *Islamic Education*, Grade 3.

40. *Islamic Education*, Grade 4.

41. *Islamic Education*, Grade 5.

42. *Islamic Education*, Grade 6.

43. *Islamic Education*, Grade 7.

44. *Islamic Education*, Grade 8.

45. *Islamic Education*, Grade 9.

46. *National and Life Education*, Grade 2.

47. *National and Social Upbringing*, Grade 3.

48. *Social Studies*, Grade 4.

49. *Social Studies*, Grade 5.

50. *Social Studies*, Grade 6.

51. *Social Studies*, Grade 7.

52. *Social Studies*, Grade 8.

53. *Social Studies*, Grade 9.

C. UNRWA Education Program in the West Bank Region. Self-Study Materials. First Semester (Vol. 1), August 2020.

54. *Arabic Language*, Grade 5.

55. *Arabic Language*, Grade 6.

56. *Arabic Language*, Grade 7.

57. *Arabic Language*, Grade 8.

58. *Arabic Language*, Grade 9.

59. *Mathematics*, Grade 1.

60. *Mathematics*, Grade 2.

61. *Mathematics*, Grade 3.

62. *Mathematics*, Grade 4.
63. *Mathematics*, Grade 5.
64. *Mathematics*, Grade 6.
65. *Mathematics*, Grade 7.
66. *Mathematics*, Grade 8.
67. *Mathematics*, Grade 9.
68. *Our Beautiful Language*, Grade 1.
69. *Our Beautiful Language*, Grade 2.
70. *Our Beautiful Language*, Grade 3.
71. *Our Beautiful Language*, Grade 4.
72. *Science and Life*, Grade 4.
73. *Science and Life*, Grade 5.
74. *Science and Life*, Grade 6.
75. *Science and Life*, Grade 7.
76. *Science and Life*, Grade 8.
77. *Science and Life*, Grade 9.
78. *Social Studies*, Grade 4.
79. *Social Studies*, Grade 5.
80. *Social Studies*, Grade 6.
81. *Social Studies*, Grade 7.
82. *Social Studies*, Grade 8.
83. *Social Studies*, Grade 9.

D. UNRWA Department of Education—Gaza, Centre for Pedagogical Development. Self-Study Cards. First Semester, September 2020.

84. *Arabic Language*, Grade 5.
85. *Arabic Language*, Grade 6.
86. *Arabic Language*, Grade 7.
87. *Arabic Language*, Grade 8.
88. *Arabic Language*, Grade 9.
89. *Islamic Education*, Grade 1.
90. *Islamic Education*, Grade 2.
91. *Islamic Education*, Grade 3.
92. *Islamic Education*, Grade 4.
93. *Islamic Education*, Grade 5.
94. *Islamic Education*, Grade 6.

95. *Islamic Education*, Grade 7.
99. *Islamic Education*, Grade 8.
100. *Islamic Education*, Grade 9.
101. *Mathematics*, Grade 1.
102. *Mathematics*, Grade 2.
103. *Mathematics*, Grade 3.
104. *Mathematics*, Grade 4.
105. *Mathematics*, Grade 5.
106. *Mathematics*, Grade 6.
107. *Mathematics*, Grade 7.
108. *Mathematics*, Grade 8.
109. *Mathematics*, Grade 9.
110. *Our Beautiful Language*, Grade 1.
111. *Our Beautiful Language*, Grade 2.
112. *Our Beautiful Language*, Grade 3.
113. *Our Beautiful Language*, Grade 4.
114. *Science and Life*, Grade 4.
115. *Science and Life*, Grade 5.
116. *Science and Life*, Grade 6.
117. *Science and Life*, Grade 7.
118. *Science and Life*, Grade 8.
119. *Science and Life*, Grade 9.
120. *Social Studies*, Grade 4.
121. *Social Studies*, Grade 5.
122. *Social Studies*, Grade 6.
123. *Social Studies*, Grade 7.
124. *Social Studies*, Grade 8.
125. *Social Studies*, Grade 9.