

Palestinians in Israeli textbooks- selected examples

1. History, Grades 11-12, *Knowing history - Nationalism in Israel and Nations – Building a State in the Middle East*, A. Nave, N. Vered, D. Shachar, 2009. p. 303. Permit number: 4200

A history textbook passage discussing minorities in Israel reminds high school students that “It should not be forgotten that since 1967 Israel has controlled more than three million Palestinian Arabs, who have no citizenship rights and are subject to the rule of military occupation.”

לקבוצות אלה אפשר להוסיף מגזרים כמו קבוצת העולים מאתיופיה, בדווים שמהווים מגזר ייחודי בחברה הערבית וקבוצת מהגרי העבודה (המכונים עובדים זרים) מארצות אפריקה, אסיה ודרום ומרכז אמריקה, שחלקם שוהים בארץ באופן לא חוקי. כמו כן אין לשכוח שמשנת 1967 שולטת ישראל ביותר משלושה מיליון ערבים פלסטינים חסרי זכויות אזרח ונתונים לשלטון כיבוש צבאי.

“To these groups can be added sectors such as the group of immigrants from Ethiopia, Bedouins, who represent a unique sector in Arab society, and the group of labor migrants (known as foreign workers) from the countries of Africa, Asia, and southern and central America, some of whom are living in Israel illegally. In addition, it should not be forgotten that since 1967 Israel has controlled more than 3 million Palestinian Arabs, who have no citizenship rights and are subject to the rule of military occupation.”

2. Civics, Grade 9, *Democratic Values and Judaism*, Hartman Institute, 2009, p. 11, Permit number: 9404.

A 9th grade civics textbook features a story of sick and elderly disabled Palestinian man who collapses while at an Israeli military checkpoint in the West Bank while not being allowed to pass until further authority clarification. Students are asked discuss the issue in a lesson about human dignity. This example shows how students learn in civics about personal narratives and suffering of Palestinians illustrating that they are real people with real lives, difficulties and emotions, which makes it easier for the students to relate to them, thus decreasing intergroup animosity.

קצת אחרת

זה היה במחסום; שורה אחכה של פלסטינים ישבה שם כבר שעות ארוכות, ממתינה לאישורי מעבר. לפתע עצר לפני המחסום רכב מסחרי, ומתוכו יצאו בצליעה פלסטינים זקן ונכה שעון על זוג קביים, ולצדו - בתו. השניים ניגשו למחסום. בעיני בתו של הזקן עמדו דמעות. היא ביקשה להעביר את אביה לבית החולים בישראל, בו הוא מקבל טיפול רפואי. הבת הוסיפה כי מצבו הקשה של אביה הזקן מחייב את הגעתו לבית החולים בדחיפות. לאחר שחיילי המחסום בדקו את השניים בקפדנות השיב הקצין הממונה, שהוא זקוק לתעודות ואישורים נוספים, וכי עליו להתקשר למפקדיו ולקבל את אישורם. בעודם ממתינים לתשובת הקצינים הממונים, נתקף לפתע הזקן בעווית ונפל על הארץ.

חשוב

- מה היו עושים עולי הרגל, לו היו במחסום? על-פי אילו ערכים היו נוהגים?
- מה היה עושה ר' אלעזר בן שמעון? על-פי אילו ערכים היה נוהג?
- ג. כיצד, לדעתכם, יש לנהוג? נמקו את תשובתכם.

Something Different

It happened at the checkpoint; a long line of Palestinians have been there for hours, waiting to get their passes. Suddenly, a commercial vehicle stopped in front of the checkpoint, letting out an old and crippled Palestinian with crutches. Beside him was his daughter, who had tears in her eyes. The two of them approached the checkpoint, and the daughter asked to transfer her father to an Israeli hospital, where he receives medical treatment. The daughter added that her old father's medical condition requires him to immediately get to the hospital. After the soldiers performed a strict search on the two of them, the commanding officer said that he needed more documents and passes, and he will need to contact his superiors to get their approval. While they were waiting to the commanding officers approval, all of the sudden the old man had a seizure and fell on the ground.

Think about the following:

- 1. What would the pilgrims do if they were at the checkpoint? What values would guide them?*
- 2. What would Eleazar ben Shammua do? What values would guide him?*
- 3. What do you think should be done? Explain your answer.*

3. Jewish Culture, Grade 8, *Being Different and Making a Difference in the World*, Hartman Institute, 2018, p.115. Permit No. 3350.

Students are taught about coexistence between Jews and Palestinians in East Jerusalem in a chapter titled "Between Israel to the Nations and the Attitude to the Non-Jewish People". A picture of a Palestinian and Jewish girl hugging is illustrated to describe positive relations between Arab and Jewish youth in Jerusalem.



פעילות משותפת לנוער ערבי ויהודי בירושלים

Picture caption:

Joint activity for Arab and Jewish youth in Jerusalem

4. History, Grades 11-12, Knowing History- Nationalism in Israel and the Nations- Building a state in the Middle East, E. Dumka, C. Orbach and T. Goldberg, 2009, p. 107. Permit No. 4215

The following heart-wrenching image intends to evoke emotional attachment to the plight of the Palestinians as suffering individuals. The photo shows Palestinian refugees carrying their belongings in large bags, trekking through the desert. Students are asked to analyze the photo and describe "How does the photograph emphasize the hardships of the Palestinian refugees' situation?"



פליטים פלסטינים.

שאלה:



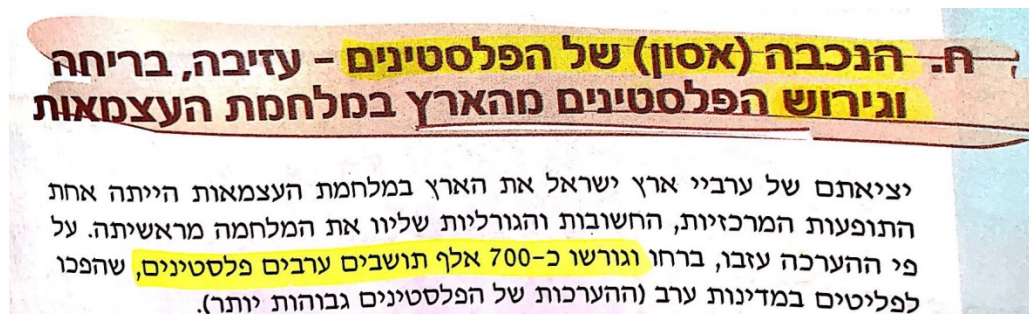
כיצד מדגיש הצילום את הקשיים במצבם של הפליטים
הפלסטינים?

The caption reads: "Palestinian refugees"

"Question: How does the photograph emphasize the hardships of the Palestinian refugees' situation?"

5. History, Grades 12-11, Knowing history - Nationalism in Israel and Nations – Building a State in the Middle East, A. Nave, N. Vered, D. Shachar, 2009. pp. 142-143 Permit number: 4200.

A History textbooks uses the expression “Nakba” (translates to ‘catastrophe’ or ‘disaster’) and explains that it was “one of the central, most important, and most fateful occurrences accompanying the war”. It continues by recognizing the Palestinian narrative of the conflict by teaching about forced expulsion of Palestinians from their land by the IDF in 1948. The passage explains that “*Even if this was not declared policy, and there were those who tried to fight this approach, it was carried out in practice*”, further acknowledging and teaching Israeli students that forced expulsion of Palestinians did in fact occur. The passage also states that “It is estimated that some 700,000 Palestinian Arab residents left, fled, and were expelled, becoming refugees in Arab countries (Palestinian estimates are higher).” The textbook uses language that makes it clear that the Palestinians were expelled by force, and recognizes their refugee status.



ו. במקומות רבים גירש צה"ל את הפלסטינים. גם אם זאת לא הייתה מדיניות מוצהרת והיו כאלה שניסו ללחום בגישה זו, היא בוצעה בשטח.

H. The Nakba (Catastrophe) of the Palestinians – exodus, flight, and expulsion of Palestinians from Israel during the War of Independence

“The departure of the Arabs of the land of Israel during the War of Independence was one of the central, most important, and most fateful occurrences accompanying the war from its outset. It is estimated that some 700,000 Palestinian Arab residents left, fled, and were expelled, becoming refugees in Arab countries (Palestinian estimates are higher).”

“F. In many places the IDF expelled Palestinians. Even if this was not declared policy, and there were those who tried to fight this approach, it was carried out in practice.”

6. Jewish Culture, Grade 8, *Being Different and Making a Difference in the World*, Hartman Institute, 2018, p. 114. Permit No. 3350.

Learning about negative examples of racism against non-Jews, students are taught about racist chants against Arabs and Palestinians in football stadiums in Israel. An article is illustrated describing a “shocking video” showing fans of Beitar Jerusalem football club with children under the age of ten on their shoulders enthusiastically screaming racist slurs such as “Death to all the Arabs” while having full support and encouragement from everyone else. Students are asked to imagine that Martin Luther King Jr. held a press conference and gave a speech the next day with the club managers and write a journalistic article your impressions from what Kind would have said on the matter.



Task

In front of you is a journalistic article. Read it and complete the following task:

Beitar Jerusalem Fans taught children racist chants

In the past year, the chairman of Beitar Jerusalem, Itzik Kornfein, declared that he has decided to firmly take care of the fans' racist chanting, and indeed, by the end of the past season the amount of problematic events in Teddy Stadium have decreased. However, it turns out it was only temporary.

In a YouTube video showing the capital's team opening practice, fans are being shown teaching children lyrics to their racist chants. The shocking video is titled "Beitar's Opening Practice – The Next Generation", and it shows a bunch of fans with children under the age of ten on their shoulders. These fans are enthusiastically screaming racist slurs, while having full support and encouragement from everyone else.

Among the slurs that were heard was "Death to all the Arabs" [...] to the fans that were present, the act didn't seem unusual, and not even one of them tried to stop the children from singing.

Ynet Sport, 21.6.2011

Let's suppose that following the event, the managers of Beitar Jerusalem decided to call a press conference in which Rabi Akiva, Martin Luther King Jr. and Simeon ben Shetach will give speeches. You have been invited as journalists to cover the event.

- *Make a short article that describes your impressions from the press conference.*
- *Give a title to the article.*

7. History, Grades 11-12, *Knowing history - Nationalism in Israel and Nations – Building a State in the Middle East*, A. Nave, N. Vered, D. Shachar, 2009. p. 273. Permit number: 4200

Students learn about terror acts that Jews committed against innocent Palestinians such as the Baruch Goldstein massacre in Hebron where he murdered 29 Palestinian worshipers. His action is described as a “committed an act of terrorism”

בישראל רבים התנגדו להסכם והוויכוח הציבורי היה נוקב. על אף שלא נאמר במפורש, אפשר היה להבין כי ההבנות באוסלו כוללות הקמת מדינה לעם הפלסטיני ועל כך לא הייתה הסכמה. הוויתור הצפוי על שטחי יהודה, שומרון ועזה, על הסיכונים הביטחוניים הטמונים בו והפרידה משטחי ארץ ישראל והמקומות הקדושים נתפסו על ידי דוגלי ארץ ישראל השלמה כאסון. הקיצוניות הפוליטית הגיעה לשיא כאשר מתנחל בשם ברוך גולדשטיין ביצע מעשה טרור במערת המכפלה כביטוי להתנגדותו להסכם אוסלו, וירה למוות ב-29 מתפללים פלסטינים (פברואר 1994).

In Israel, many objected to the [Oslo] agreement and the public debate was heated...The political extremism reached its peak when a settler by the name of Baruch Goldstein committed an act of terrorism in the Cave of the Patriarchs as an expression to his opposition to the Oslo Accords, and shot to death 29 Palestinian worshipers (February 1994)”.

8. History, Grade 11-12, *Revolution and Redemption in Israel and the People 1939-1970 – Part C*, 2006, p. 263. Permit number: 4163

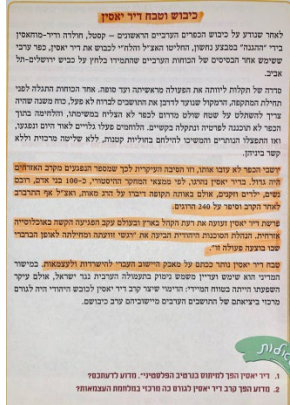
In a passage describing terrorist attacks of Jews against Arabs and Arabs against Jews in mixed cities, the following excerpt teaches that in the 1948 war the three Jewish resistance movements committed acts of terror against Arabs such as bombing Arab markets and exploding homes and a hotel in retaliation to Arab terrorist actions.

שלושת המחתרות הגיבו בטרור נגדי: זריקת פצצות בשווקים הערביים של ירושלים (בשער יפו ובשער שכם) על ידי אנשי האצ"ל, פיצוץ בתים במסגרת של פשיטות אנשי ההגנה אל העיר התחתית בחיפה, פיצוץ בתים בפשיטות אנשי ההגנה אל העיר התחתית בחיפה, פיצוץ בנין ה"סאראיה" הישן בכיכר השעון ביפו על-ידי אנשי הלח"י ופיצוץ מלון "סמיראמיס" בשכונת קטמון על ידי אנשי ההגנה.

The three underground movements responded with [the following] counter acts of terror: Throwing bombs in the Arab markets of Jerusalem (in Jaffa gate and Nablus gate) by members of Ezzel, blowing up homes during raids of Haganah members in lower city of Haifa, blowing up the old "Saraya" building in Jaffa's clock square by members of Lehi and the blowing up of the Semiramis Hotel in the Katamon neighborhood by members of the Haganah.

9. History, Grades 11-12, *Knowing history - Nationalism in Israel and Nations – Building a State in the Middle East*, A. Nave, N. Vered, D. Shachar, 2009. p. 113. Permit number: 4200

The textbook passage below explains why the Deir Yassin Massacre is a dark chapter in Israeli history. It states the “barbaric nature” of the action carried out while acknowledging the murder of “mostly women, children, and the elderly” which put a “stain on Israel’s struggle for survival and independence” and resulted in feelings of “horror and disgust” among the Jews of Israel, as well as shocking public opinion worldwide.



The conquest and massacre of Deir Yassin

After the conquest of the first Arab villages – Qastal, Khulda and Dayr Muhaysin – by the Haganah in Operation Nahshon became known, the Etzel and Lehi decided to conquer Deir Yassin, an Arab village that was one of the bases of the Arab forces that placed continuous pressure on the Jerusalem–Tel Aviv road.

A number of hitches accompanied the operation from its beginning to its end. One of the forces was discovered before the beginning of the attack, the loudspeaker that was supposed to urge the residents to flee did not work, the secondary force that was supposed to take control of a commanding area to the south of the village did not succeed in its mission, and the fighting within the village was not planned in detail and encountered difficulties. The fighters acted in daylight and were injured and then those who remained split up and continued to fight in small groups, with no central control and with no contact between them.

The villagers did not leave, and this is the main reason that the number of civilian casualties was so great. According to the findings of historical research, about 100 people were killed in Deir Yassin, most of them women, children and old people; however, at the time it was said that hundreds had been killed and Etzel boasted after the battle and said there were 240 dead. The Deir Yassin incident shocked public opinion in Israel and the world due to the severity of the attack on the civilian population. The management of the Jewish Agency expressed "its feelings of horror at the barbaric way in which this operation was carried out."

The Deir Yassin massacre remained as a stain on the struggle of the Jewish Yishuv for survival and independence. At the political level it served and still serves as a reason in Arab propaganda against Israel, however its main influence was immediate: the image of the Jewish conquerors created by the battle of Deir Yassin was a major cause of the Arab residents leaving their villages before these were captured.

Questions:

1. Why in your opinion did Deir Yassin become a myth in the Palestinian narrative?
2. Why was the Deir Yassin battle such a major factor in the War of Independence?

10. History, Grades 11-12, *Independence and Nakba*, Y. Gelber, 2004. Permit Number: 9330
A full history book teaches about the Palestinian Nakba and Israel's War of Independence from a dual narrative perspective. The book cover page includes the image of Palestinian refugees leaving their homes in the Galilee alongside a group of Israeli soldiers.



11. History, Grades 12-11, *Knowing history - Nationalism in Israel and Nations – Building a State in the Middle East*, A. Nave, N. Vered, D. Shachar, 2009. p. 272. Permit number: 4200

The following section contains a quote from Yitzhak Rabin discussing the desire of Israel to achieve peace with the Palestinians, in reference to the signing of the Oslo Accords. Rabin believed that the signing of the accords would bring about peace in the region.



From Yitzhak Rabin's speech in the Oslo Accords signing ceremony, 13.9.1993

"...We, the soldiers who have returned from battles stained with blood...we who have seen our relatives and friends killed before our eyes...we who have fought against you, the Palestinians — we say to you today, in a loud and a clear voice: enough of blood and tears. Enough! We have no desire for revenge. We harbor no hatred towards you. We, like you, are people who want to build a home, to plant a tree, to love, to live side by side with you in dignity, in empathy, as human beings, as free men. We are today giving peace a chance, and saying again to you: "No more."

*Yitzhak Rabin, Shimon Peres, and Yasser Arafat received the Nobel Peace Prize in 1994.
Bill Clinton, Yitzhak Rabin, Shimon Peres, Yasser Arafat at the signing ceremony in Washington, September 13, 1993"*

גבול בינלאומי	כביש מהיר
גבול בינלאומי שנוי במחלוקת	כביש אזורי
גבול אזור אוטונומי	מסילת ברזל
גבול מינהלי	קוי מעבורת

14. Civics, Grades 3, Living Together in Israel Vol 3, S. Goodman, A. Gal, 2005. p. 7.

The following map illustrates and acknowledges Palestinian presence and sovereignty clearly stating that areas A are “Areas under the control of the Palestinian Authority” with an arrow pointing directly to those areas. It is important to note that no Jewish/Israeli cities are marked, that the only cities identified here are Palestinian cities or cities with large Palestinian communities to further illustrate Palestinian sovereignty to Israeli students.

