

# **The Israeli City of Haifa in Palestinian Authority Textbooks and Teachers' Guides Used in UNRWA Schools**

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**The PA textbooks taught in UNRWA schools (grades 1-10) in Judea, Samaria, East Jerusalem and the Gaza Strip present the city of Haifa, which is located within Israel's pre-1967 territories, as a Palestinian city:**

In the following assignment the student is required to put the name of a city – the Israeli city of Haifa in this case – in a given sentence:

"3. The city of ...[Haifa]... is one of the Palestinian coastal cities."

(*National and Life Education*, Grade 2, Part 1 (2019) p. 81)

Another book features a text in which a teacher asks the students to do research on Palestinian cities, and one of the students says that she will ask her grandmother to tell her about the city of Haifa. In that same book a question reads: "We will mention the names of the Palestinian cities that appeared in the text [Gaza, Hebron, Jericho – and Haifa]" (*Our Beautiful Language*, Grade 2, Part 1 (2020) pp. 118, 119, respectively). Haifa also appears among the Palestinian cities in another assignment (*Mathematics*, Grade 2, Part 1 (2020) p. 42)

**The Palestinian city of Haifa was occupied in 1948, its Arab residents have left it and yearn to come back:**

"-When was the city of Haifa occupied?"

-Mention some Palestinian cities that were occupied in 1948."

(Teacher's Guide, *Arabic Language – Academic Path*, Grade 10 (2018) p. 64)

And in response to a question about Palestinian cities that were "occupied by the enemy" in that same year: "3.

Haifa, Jaffa, Ashkelon, Acre." (Teacher's Guide, *Arabic Language*, Grade 8 (2018) p. 212)

"The teacher will tell a short story about our homeland Palestine: 'My grandfather used to live in a nice village in [the vicinity of] Haifa. He worked in agriculture, loved the land and guarded it. On one sad day foreign faces came in order to drive my grandfather out of his land, burn the crop and force him to emigrate to distant lands.'" (Teacher's Guide, *Our Beautiful Language*, Grade 2 (2018) p. 124)

A story titled "A homeland that resides within us":

"Yasser and his sister Abir agreed to participate in a journalistic writing contest by writing an essay about Palestine. Abir:

'What will we write in the essay?' Yasser: 'We will write about the homeland that resides within us [while] we do not reside there.'

Abir: 'And how would we write about a homeland that we cannot reach?' Yasser:

'We will ask grandfather and grandmother and [other] elderly people about Acre, Haifa, Jaffa, Safed and other places.' Abir: 'And

we will not forget to express our dream and right to return to our homeland and live

there'."

(Our

*Beautiful Language*, Grade 2, Part 2 (2020) p. 8)

One of the sentences within an exercise following that story:

"Yasser's grandfather was living in the city of Haifa."

(*Our Beautiful Language*, Grade 2, Part 2 (2020) p. 9)

### **The Palestinian city of Haifa must be liberated:**

"B. Haifa awaits its liberation."

(Teacher's Guide, *Our Beautiful Language*, Grade 4 (2018) p. 204)

The supposed liberators are the youths of the Palestinian Al-Fatah organization, as said in the following hymn of the organization's youth movement:

"I am a lion cub;<sup>1</sup> I am a flower;<sup>2</sup> we gave [our] soul to the revolution<sup>3</sup>

Our

forefathers built for us houses in our free country [in the future]

I am a lion cub; I am a flower; we carried the revolution's ember

To Haifa, to Jaffa, to Al-Aqsa [Mosque], to the [Dome of the] Rock"



(*Our Beautiful Language*, Grade 2, Part 1 (2020) p. 44)

**The notion of the return of the refugees' descendants to Haifa while it is still under Israeli rule is presented as sheer lunacy, which makes us understand that it should take place after the elimination of Israel:**

In a story appearing in a tenth grade Arabic Language textbook, the hero is arrested and sent back from Haifa to the West Bank by the Israeli police following his attempt

<sup>1</sup> Lion cub: a term denoting a male member of the Fatah youth movement.

<sup>2</sup> Flower: a term denoting a female member of that movement.

<sup>3</sup> Revolution: Al-Fatah's terrorist activity that began on January 1, 1965.

to visit his father's house in the city years after the latter's departure in 1948. The ending sentence in the story, in which the hero agrees with the policemen who call him 'crazy', is the subject of the following question and answer in the corresponding teacher's guide: "6.

Why did the writer describe himself as crazy at the end of the story? -

Because the one, who is expelled from his homeland and is later content to return to it as a guest with the robbers who had seized it, is really crazy." (Teacher's Guide, *Arabic Language – Academic Path*, Grade 10 (2018) p. 199)