



**PROCLAIMING JUSTICE
TO THE NATIONS**

**The Impact of the October 7, 2023
 Hamas Massacre on American
 K-12 Education:
 Truth? Fabrication? Anti-Israel?
 Anti-Semitic? Pro-Hamas?**



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Hamas Massacre

on American K-12 Education:

Truth? Fabrication? Anti-Israel? Anti-Semitic? Pro-Hamas?

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Proclaiming Justice to The Nations

INTRODUCTION

This White Paper will investigate the history of the October 7th, 2023 Hamas Jihadist Massacre in Southern Israel, and will try to determine how this event entered American K-12 Education. It will analyze the presentation of the material and its consequences and try to answer the following questions: Are our children being taught the Truth or Fabricated Revisionist History? Are they being indoctrinated with Anti-Israel, Anti-Semitic, Pro-Hamas ideology?

From the outset, this Massacre has been likened to the Holocaust and in many cases the language of the Holocaust and/or the Shoah has been appropriated by both the Jewish and Christian world when speaking and writing about October 7th. As a scholar and researcher, I do not accept this appropriation or use any of this Holocaust vocabulary. The Holocaust was perpetrated by the Nazis, the Far-Right National Socialist German Workers' Party. Nazism is National Socialism. Nazism is a type of Fascism which supports a dictatorship as its form of government, incorporates within its ideology rabid anti-Semitism and anti-Communism, and fosters Aryan White Supremacy and the marginalization, imprisonment, and murder of Jews, political opponents, and other "undesirable" persons. The role of God in Nazism is non-existent. It is the Chancellor-Dictator who is omnipotent. However, the vocabulary of Nazism and Fascism – including words such as Nazi, Nazism, and Capo, has become very commonplace in today's society. Nazi cries of "gas the Jews" and "Hitler should have finished the job" are harsh reminders of German anti-Semitism.

When the Holocaust is not referenced, then the Pogroms of Eastern Europe are.

"As word came that murderous hordes were approaching, the Jews attempted to flee. Those who could not, barricaded themselves indoors and prayed for a miracle."

This narrative does not describe the horrendous events of October 7, 2023, at Kibbutz Be'eri and other Israeli communities around the Gaza Strip. It portrays the massacre of Eastern European Jews nearly 400 years earlier by Cossacks during the 1648 Khmelnitsky pogroms, in what is now Ukraine.¹

October 7th was a Jihadist massacre. It was planned, orchestrated, and carried out by Hamas, a Palestinian Sunni Islamist political and military organization governing the Gaza Strip since 2007. In its Covenant-Charter dated 1988, Hamas identifies itself as the Islamic Resistance Movement. It exists to execute and enforce Jihad "Holy War" in **"The Name Of The Most Merciful Allah"**. Its objective is clear and its holiness explicit.²

"The Islamic Resistance Movement is one of the links in the chain of the struggle against the Zionist invaders. It goes back to 1939, to the emergence of the martyr Izz al-Din al Kissam and his brethren the fighters, members of Moslem Brotherhood. It goes on to reach out and become one with another chain that includes the struggle of the Palestinians and Moslem Brotherhood in the 1948 war and the Jihad operations of the Moslem Brotherhood in 1968 and after.

Moreover, if the links have been distant from each other and if obstacles, placed by those who are the lackeys of Zionism in the way of the fighters obstructed the continuation of the struggle, the Islamic Resistance Movement aspires to the realisation of Allah's promise, no matter how long that should take. The Prophet, Allah bless him and grant him salvation, has said:

"The Day of Judgement will not come about until Moslems fight the Jews (killing the Jews), when the Jew will hide behind stones and trees. The stones and trees will say O Moslems, O Abdulla, there is a Jew behind me, come and kill him. Only the Gharkad tree, (evidently a certain kind of tree) would not do that because it is one of the trees of the Jews." (related by al-Bukhari and Moslem)."

¹ *Pogrom at Kibbutz Be'eri: Jews Under Fire*: Gatestone Institute

² The Avalon Project: *Hamas Covenant 1988* (yale.edu)

The October 7th Hamas Jihad against Israel put into action the orders and commands of Allah, not those of a self-proclaimed dictator. This Massacre, like so many other intended Islamic massacres, including the Intifadas, belongs to Islamic ideology and not to Socialist, Marxist, Fascist, or Communist ideology. Allah and Islam commanded this Massacre and Hamas and its Nukhba fighters performed the Will of Allah, shouting the Muslims' Declaration of Faith "Allahu Akbar" "God is most great" while massacring, burning, raping, maiming Jewish men, women, children, and babies of all ages. I interpret this insistence on the use of the words Holocaust and Pogrom, rather than Jihad, as a deadly form of Western, and in particular American, Apologetics for and Whitewashing of Islam and Islamist anti-Semitism.

What I found most Interesting while doing the research for this White Paper was the omission of Hamas and the Muslim Brotherhood. As I wrote above, Hamas is identified as a Palestinian Sunni Islamist political and military organization governing the Gaza Strip since 2007. In its Covenant-Charter dated 1988, Hamas identifies itself as the Islamic Resistance Movement.³ No where in the materials prepared for teachers, students, and administrators to use while teaching the Hamas Jihadist Massacre and ensuing war, did I find any mention of the relationship of Hamas and the Muslim Brotherhood...strange since Hamas was founded by the Muslim Brotherhood.⁴

"Hamas was founded on December 14th, 1987, by Sheikh Yassin as part of an effort to integrate the Muslim Brotherhood in Gaza. The organization was founded in the wake of the First Intifada, relying on an extremist, anti-Western, anti-Israel charter that supported Jihad. The principles of the charter emphasize that Hamas was, ideologically, an Islamic revivalist movement with a mission to wage Jihad "until the enemy is vanquished and Allah's victory is realized". This ideology continued to intensify, prompting the United States to officially designate the organization and its leaders as terrorists in 1997.

In 2005, Israel unilaterally withdrew from the Gaza Strip in a process known as the "[Disengagement](#)". In elections conducted in January 2006, Hamas won the PA's parliamentary election.

³BID

⁴ <https://www.idf.il/en/mini-sites/the-hamas-terrorist-organization/#origin>

At the time, the United States, Russia, the United Nations, and the European Union (The 'quartet') declared that the Hamas government would need to recognize the State of Israel, end its terrorist activities, and adhere to previous agreements to receive foreign aid. This was, of course, rejected by Hamas.

Following ongoing tension with the Palestinian Authority Hamas violently took control of the Gaza Strip in June 2007. This created a rift between the PA and Hamas. Within days of the coup, Hamas had executed dozens of its opponents from the Fatah party and PA security personnel. The Hamas coup ultimately cost the lives of about 600 Palestinians, with 188 killed in one week in June 2007.

Hamas has controlled Gaza ever since and imposed the totalitarian ideology expressed in its charter. Hamas controls what Gazan civilians say, what Gazan children learn and spreads propaganda and hatred in every way possible, from major news outlets and social media to children's TV shows in Gaza. Hamas passed legislation to segregate boys and girls in schools, force women to cover their hair, and ban them from leaving their home without permission from a male guardian."

If we examine this seriously, it means that a proxy of the Muslim Brotherhood, namely Hamas, has been in control of the Gaza Strip since 2007 and that the Muslim Brotherhood is therefore involved in the current Hamas-Israel War. In recent times, the primary state backers of the Muslim Brotherhood have been Qatar and the AKP-ruled Turkey. As of 2015, it is considered a terrorist organization by the governments of Bahrain, Egypt, Russia, Syria, Saudi Arabia, and the UAE. ⁵ And yet, it is because of the Muslim Brotherhood that Hamas has such power on the American campus today and also on the K-12 campus. The Muslim Brotherhood has tentacles attached to many campuses, tentacles which found and support the Middle Eastern Student Associations (MSA) and also Students for Justice in Palestine (SJP). The Muslim Brotherhood is also present in their National Umbrella Organizations. Hamas may be a proxy of the Muslim Brotherhood but it appears that the relationship is still viable.

⁵ https://en.wikipedia.org/wiki/Muslim_Brotherhood

CHAPTER ONE

The October 7th Hamas Black Sabbath Simchat Torah Massacre

A very accurate and ominous report on the October 7 attack was issued in 2024 by the CSIS | Center for Strategic and International Studies. The following information was culled from there.

"It was the deadliest terrorist attack against Israel since the State's establishment in 1948. The scale of the death toll is unparalleled in Israel's history. The most recent fatality estimate of 1,200 people killed in this massacre is more than 31 times as large as the number of people killed in the next most fatal attack—the Coastal Road Massacre of 1978, in which Fatah militants hijacked a bus and murdered 38 Israeli citizens. Fatah carried out the Coastal Road Massacre to disrupt peace talks between Israeli prime minister Menachem Begin and Egyptian president Anwar Sadat.

The next most fatal terrorist attacks against Israel include the 1974 Ma'alot Massacre, in which the DFLP took 115 people hostage and killed 31 people, including 22 schoolchildren; the 2002 Park Hotel Massacre, in which Hamas killed 30 civilians with a suicide bombing inside a hotel restaurant during Passover; and the 1972 Lod Airport Massacre, in which the Popular Front for the Liberation of Palestine (PFLP) recruited militants from the Japanese Red Army terrorist organization to conduct a shooting spree, killing 26 people.

The October 7 attack is the deadliest per capita terrorist attack since the Global Terrorism Database started data collection in 1970, with a rate of slightly over one person killed per every 10,000 Israelis. This metric adds context for the national impact of the attack and sense of loss for Israel. It is as if 40,000 to 50,000 Americans had died on 9/11.

The attack on October 7 is unprecedented from Hamas both in scale and sophistication, displaying characteristics of a special forces operation that employed small units with bespoke training, equipment, and tactics to achieve outsized strategic results. On that day, over 1,000 Hamas fighters entered southern Israel through nearly 30 breach points in the country's border wall with Gaza. The 40-mile-long barrier, which cost over \$1 billion and was upgraded in 2021, was designed to prevent infiltration with a variety of surveillance and defense technologies. These include cameras, radars, and other sensors, as well as barbed wire and an underground concrete barrier to prevent tunneling. In addition to the 20-foot-tall fence, observation towers with remote machine gun turrets were positioned, in some areas, every 500 feet along the border.

To overcome these defenses, Hamas employed a combination of innovative tactics. Using commercial quadcopter drones, Hamas dropped explosives onto the observation towers, disrupting Israel's sensors, communications, and weapons systems—a creative use of drones, which are also being used

in new ways by Russian and Ukrainian forces. Hamas fighters also blew holes in the border fence with explosives and then used bulldozers to widen the gaps to allow vehicles to pass through."⁶

What exactly transpired on October 7th? What follows now are salient excerpts from the Report of the actual investigation done by the Human Rights Watch Organization.⁷

"On the morning of October 7, Hamas-led Palestinian armed groups carried out numerous coordinated attacks including on civilian residential communities and social events and on Israeli military bases in the area of southern Israel bordering the Gaza Strip. The armed groups attacked at least 19 kibbutzim and 5 moshavim (cooperative communities), the cities of Sderot and Ofakim, 2 music festivals, and a beach party. The fighting lasted much of the day and in some cases longer.

Human Rights Watch confirmed the participation of at least five Palestinian armed groups from Gaza in the attacks: Hamas' armed wing, the Qassam Brigades; the Palestinian Islamic Jihad's armed wing, the Quds Brigades; the Democratic Front for the Liberation of Palestine's armed wing, the National Resistance Brigades or the Omar al-Qasim Forces; the Popular Front for the Liberation of Palestine's armed wing, the Martyr Abu Ali Mustafa Brigades; and the Aqsa Martyrs Brigades, formerly linked to the Fatah political faction.

These groups' participation was confirmed in large part through a detailed analysis of the attackers visible in videos taken during the attacks, including CCTV and body camera footage, some wearing colored headbands linked to specific armed groups, as well as an identification of the Telegram social media channels belonging to specific armed groups on which the footage of abuse was posted, with the captions claiming responsibility for the acts shown.

Analysis of over 280 photographs and videos from the assault, as well as witness evidence, shows that apparently well-trained and armed fighters in uniform began attacking civilian populated areas immediately after they carried out a coordinated breach of multiple points of the barrier between Gaza and Israel. Survivor accounts along with photographs and verified videos show Palestinian fighters seeking out civilians and killing them across the attack sites from the first moments that the assault began, indicating that

⁶<https://www.csis.org/analysis/hamass-october-7-attack-visualizing-data>

⁷ <https://www.hrw.org/news/2024/07/17/october-7-crimes-against-humanity-war-crimes-hamas-led-groups>

the intentional killing and hostage-taking of civilians was planned and highly coordinated.

While some attackers were wearing civilian clothing, Human Rights Watch could not determine whether they were civilians. In some cases, witnesses saw these individuals communicating with uniformed fighters, including in some instances using two-way radios that the fighters were using to receive orders. Moreover, fighters in non-state armed groups are not obligated under the laws of war to wear uniforms or other identifying insignia. As such, Human Rights Watch did not find that civilians from Gaza who opportunistically crossed into Israel were responsible for the most serious violations during the assault.

Palestinian armed groups carried out numerous attacks on civilians in their homes, in open fields, driving on roadways, or in public bomb shelters where they were subjected to gunfire from assault rifles, often at point-blank or very close-range, grenades, and shoulder-fired rockets.

Fires also destroyed a number of buildings and vehicles. Human Rights Watch documented Palestinian fighters setting fires in apparent attempts to drive civilians out of their safe rooms, either to capture or kill them. By law, all homes in Israel constructed since 1992 are required to have *mamads* or safe rooms inside them, designed to withstand rocket attacks.

In other cases, fires may have been the consequence of the use of small arms and explosives, which can cause the ignition of flammable materials, particularly when vehicles are attacked.

According to Israeli authorities and independent media outlets, Palestinian armed groups took as hostage 251 civilians and Israeli security force personnel and took them to Gaza following the October 7 assault.

Agence France-Presse cross-referenced numerous data sources to determine that 815 of 1,195 people killed on October 7 were civilians. The armed groups took as hostages 251 civilians and Israeli security force personnel and took them to Gaza. As of July, 1,116 remained in Gaza, including the bodies of at least 42 who had been killed, according to AFP. Bodies of another 35 who were killed were returned to Israel."

Matthew Levitt best summarizes Hamas's message to Israel, the Region, and the World: "The October 7, 2023 massacre demonstrated in the most visceral and brutal way that Hamas ultimately prioritized destroying Israel and creating an Islamist Palestinian state in its place over its governance project in Gaza, Palestinian national reconciliation, or the end of the Israeli-Palestinian conflict through a two-state solution."⁸

⁸ [For All That Changed, Hamas is Still Hamas - Yale University Press](#)

Who then were the perpetrators of this Jihad against Israel? We know that Hamas, the Islamic Resistance Movement, executed the massacre using its well-trained fighters and its special elite unit, known as the Nukhba soldiers. Dr. Michael Milstein has written a thorough and highly investigative article, *The Nazis had the SS, Hamas has the Nukhba: Sinwar's diabolical unit*, about Hamas's Nukhba terrorists. What follows are excerpts from this article.⁹

"The Nukhba unit, which means "Elite" in Arabic, was founded by Yahya Sinwar, who is now the leader of Hamas, after the targeted assassination of Ismail Haniyeh, by the IDF. It was Sinwar who planned the October 7 attack over the past decade. He saw this massacre, this Jihad as a divine command and his life's mission. The Nukhba unit was established in 2013, about a year after he was released from Israeli prison. One of its missions was to bring about the "Al-Aqsa Flood", the name for the October 7th massacre. Nukhba members were meant to spearhead the Jihad by carrying out special missions, including infiltration, kidnapping, and massacring Israelis. In 2018, the force was estimated at 1,500 people, and on the eve of the massacre, their number was estimated at 5,000 out of about 30,000 members of Hamas' military wing, and about 100,000 Hamas operatives in the Gaza Strip.

The Nukhba members are equipped with high-quality weapons. They undergo rigorous training, including prolonged stays in tunnels without food and water, and receive unique training such as paragliding courses (in Malaysia) or sabotage and intelligence (in Iran). This training was adeptly visible on October 7th. Nukhba fighters are meticulously selected military personnel aged between 18-20. They show high skills, religious zeal, and ideological commitment to the cause. Once integrated into the unit, the operatives face tough internal scrutiny and many of them do not know their commanders until the moment they are sent on missions.

On October 7, the Nukhba unit, Sinwar's elite, had 5,000 skilled zealots. About 1,500 of them were killed since the onset of the War. Those who were captured provided valuable information during their interviews. However, the most striking element during their interrogations was their calmness when asked about their involvement in the October 7 massacre. They described the atrocities which they committed and the instructions which they received with indifferent language and a blank stare. Occasionally, one tried to absolve himself of guilt by claiming that he was possessed, but most of them testified that they acted deliberately and not out of frenzy.

The Nukhba is a zealous force of loyalists, ready to sacrifice themselves for their leader. It is a force devoid of any moral qualms, towards both external enemies and their own people. They did not see the hunting of Israelis or mass rape as harming humans. They stole bodies or body parts as profitable assets and described kidnapped women as "noble horses." The orders given to the

⁹ <https://www.ynetnews.com/magazine/article/bk4g6u5b0>

unit members were not uniform; some were only instructed to kill, while others were also ordered to abduct.

Israel revealed a chilling recording on October 24 in the UN Security Council, of Mahmoud, a Hamas operative who spoke with his family on that horrible Saturday. Israelis who have heard the recording will probably recall it as the epitome of Israeli dehumanization.

"Hello Dad, I'm talking to you from Mefalsim (kibbutz in Israel). Open WhatsApp and see. I killed ten Jews with my own hands. Your son killed Jews! I'm talking to you from a Jewish woman's phone. I killed her and her husband, their blood on my hands... Hold your head high with pride, Dad," he said.

The terrorist's crying mother, excitedly blessed him, "May God bring you back home in peace, I wish I could join you," and the son responded, "Mom, your son is a hero," and told his brother Alaa, "I can't come back alive, mom brought me for the religion."

Mohammad Khaleeli from Gaza City, captured in Sderot, provides a religious justification in his interrogation for the massacre. "The goal was to cleanse the occupied lands and Jerusalem from the impurity of the settlers. This could be achieved through jihad with weapons and killing or through inviting them to join Islam (Dawah). But now we can't call Jews to join Islam, so only jihad remains."

The deep ideological indoctrination behind the war crimes was achieved through religious teachings provided to members of the Nukhba. Many books containing such directives were seized during the war in Gaza, illustrating the worldview Hamas imposes: hostages as spoils, especially women. They also give permission to torture and kill captives stripped of their humanity and see all Israelis as enemies.

The book "Fatwas," issued by Hamas's Shura Council in Gaza led by Ahmed Bahar, deputy head of the Palestinian parliament who was killed during the war, best explains why all Israelis are legitimate targets. The book says that "Zionists are an armed society based on land theft, desecrating holy places, and love bloodshed. The youths are conscripted into mandatory military service, so all Jews are fighters, except infants and the mentally ill, who are worthless. There is no distinction between men, women, elders, and youths, and they are all seen as targets for killing or prisoners of war when captured alive."

In this Chapter, we have seen what was done on October 7th and by whom. We have encountered truth and faced its horror. It now belongs to the Past and as such, it is time for it to enter the annals of written and spoken History and to be taught in our schools.

Chapter Two

The October 7th Jihadist Massacre in K-12 Education

This Chapter will examine the place of the October 7th Massacre in K-12 Curriculum and Classroom. It will address such questions as how and when this event got into the Curriculum; who prepared the materials; whether they are factual or revisionist; whether they teach or indoctrinate; whether they are anti-Semitic, anti-Israel, anti-America, and pro-Hamas. Finally, it will investigate the overt manifestations of the indoctrination in the classroom and beyond. I have chosen to leave "live links" for those who want more information.

An interesting article appeared in ABC News on December 21, 2023, questioning how the October 7th Massacre was being handled in K-12 Curriculum.

"ABC News interviewed several students and educators and found that the answer varies. Some states and school districts have issued guidance to their educators on this issue, with some teachers feeling supported in their efforts to tackle the sensitive matter with their students, while others fear backlash or reprisal.

As discussions about the [Israel-Hamas war](#) permeate classrooms across America, students and teachers in K-12 schools report varying degrees of opinion and support as they navigate the onerous landscape.

Several school systems have issued warnings regarding ongoing conflicts in schools regarding the war. A letter from the [New Jersey Department of Education](#) read that "reports indicating students are facing harassment at schools based on cultural or religious affiliation, including incidents involving racist and derogatory remarks, online bullying, and other harmful or threatening behaviors."

At least eight K-12 schools or school districts, including the New York City Department of Education, have been placed under [investigation for discrimination](#) involving religion, shared ancestry or ethnic characteristics -- which includes antisemitism and Islamophobia -- by the U.S. Department of Education since the beginning of the war on Oct. 7." ¹⁰

Nowhere in the article are questions raised about materials being used or about who created the materials now in the hands of

¹⁰ <https://abcnews.go.com/US/israel-hamas-war-hot-button-issue-12-schools/story?id=105777999>

teachers, students, and administrators. There are close to 120,000 K-12 public, private, including non-Jewish schools in the US,¹¹ and Jewish Day Schools.¹² With anti-Semitism continuing to rise post-October 7, we need to be alert to the presence of biased, anti-Semitic, anti-Israel, anti-America and pro-Hamas materials and programs both inside and outside the classroom. We also must be aware of who is creating the materials and of how they are distributed. This is the primary purpose of this White Paper.

The Massacre occurred on Saturday, October 7, 2023 on Shabbat and Simchat Torah, the Holy Day celebrating the giving of the Torah by Hashem to the Jewish People. On October 8th, the Israeli government passed Resolution 941, which extended the application of the Special Home Front situation initially declared by the Minister of Defense Yoav Gallant. On the same day, the Israeli Cabinet confirmed that a State of War had been in effect since 6:00 A.M. on October 7th, when the Massacre started.¹³

What is striking is that the first notice of and material on the Israel-Hamas War became available from various established organizations to teachers and administrators by Monday, October 9th and in the classroom soon after. What must be understood is that what appeared at that early date were not simple news press releases announcing the start of a war in a region in the Middle East. Instead, there was theoretically well-researched data containing information on historical background and current events. The question of how any organization was capable of producing such a magnitude of material in less than 48 hours is easily answered. Material on the Arab-Israeli Conflict has dominated textbooks, doctoral dissertations, academic journals, newspapers, power points, and lectures for decades. Many of these organizations have archived their own Arab-Israeli Conflict research over the years and inasmuch as most of it is now digital, it could be disseminated quickly and efficiently. Some organizations were Pro-Israel, others Pro-Hamas. Materials ranged from accurate to falsified; many, skewed to portray Israel as the aggressor and the Gazans as the innocent victims, were geared to indoctrination; others, designed to teach the historical truth, covered both sides to accomplish this. What follows below are selections of the materials

¹¹<https://missiongraduatenm.org/number-of-schools-in-the-us/#>

¹²<https://avichai.org/wp-content/uploads/2019/11/AVI-CHAI-Census-2018-2019-v3.pdf>

¹³<https://www.loc.gov/item/global-legal-monitor/2023-12-11/israel-government-declares-war-and-special-situation-on-home-front-following-october-7-hamas-attacks>

on the October 7th Hamas Jihadist Massacre in Israel, prepared for teachers, students, and administrators to use in K-12 schools. I will review new textbooks for this material once new links to digital texts are available.

1. San Diego County Office of Education

A. *Resources for Educators, Families to Discuss the Events in Israel and Gaza with Students*¹⁴

What is most unusual is that this document, found on the website of the San Diego County Office of Education (SDCOE), is dated October 7, 2023. Considering the 10-hour time difference between Israel and California, one wonders at what time it was written and posted. It is easily available to teachers, students, administrators, and the public across the State and that availability is in itself dangerous. It is a convenient conduit for indoctrination, local, statewide, and national. I am not surprised at the nature of the content. I have worked on the review of the CA Ethnic Studies and other CA textbooks and materials, and I am very familiar with their pro-Islam, anti-Semitic, and anti-Israel content. This material on the October 7th Jihadist Massacre and all of the resources included in it contain the same bias, slant, and false facts.

In fact, it is my belief that much of the Islamist anti-Semitic and anti-Israel bias in American education today had its start in California in the early 1970s. It is a fact that Islamist revisionism in U.S. textbooks can be traced back to Saudi money. Late in 1974, a state-of-the-art, well-financed effort was undertaken by Arab states to seize hold of American public opinion and expand their political influence on U.S. foreign policy, especially as related to the Middle East. The 1974 "Master Plan" targeted the college campus as the best venue to implement their long-term plans. Saudi Arabia was at the forefront of this effort. Then, in 1991, Shabbir Mansuri, a Muslim who moved to Fountain Valley, CA from India, founded the Council on Islamic Education (CIE), a "non-advocacy" research institute dedicated to improving coverage of world history and world religions, in particular the Middle East and Islam, in the American K-12 education system. This would be done through the

¹⁴[Resources for Educators, Families to Discuss the Events in Israel and Gaza with Students | post \(sdcoe.net\)](#)

analysis of history-social studies curricula and standards, development of supplemental materials, teacher training, and with his and the CIE's presence as Consultants in these disciplines to major publishing houses, starting with Pearson. In 2007, the organization's name was changed to the Institute on Religion and Civic Values in response to accusations that Mansuri was promoting the Islamization of the US through the Islamization of the American K-12 system.¹⁵

*****Stylistic guide:** textual material is in quotations marks; my comments are preceded by ****.

Excerpts **SDCOE:**

" October 7, 2023

To help students better understand the outbreak of war in Israel and the Gaza Strip and to place it in a broader context, SDCOE gathered history-social science, mental health, and social and emotional learning resources to support teachers and families in assisting students.

October 7, 2023

The terror attack perpetrated by Hamas against Israel and resulting declaration of war by Israel against Hamas in the Gaza Strip has led to numerous casualties and injuries on both sides. There is an ongoing hostage crisis of Israeli citizens being held in Gaza and millions of innocent civilians in harm's way. The effects can be far-reaching, with images of the war being broadcast on TV and shared on social media. Emotional and economic impacts can be felt at home by all, especially our young people and those with connections to the region. We understand schools are still wrestling with how to talk to their students about the Israel-Hamas war.

California is home to students and staff with cultural ties to **Israel** and **Palestine** and has seen a rise in **antisemitic incidents** before the war. Nationally, there has also been an increase in **Islamophobic incidents** in schools. As with all difficult topics, educators should be keenly aware of the emotional impact these events have on students. Teachers should pay close attention to students who are Jewish or Muslim, or who are **Israeli or Palestinian**, who many have family members or friends in the region, and students who may be worried about how this crisis could impact them here in the United States. Students and teachers may know people who have been killed, are missing, or have been taken hostage.

It is likely our county's students have been following these events or have overheard conversations and are curious about the cause and impacts this war may have both globally and locally. To help students better understand

¹⁵Dr. Sandra Alfonsi, *Saudi Petrol Dollars and American Education*, for PJTN, 2023.

this event and to place it in a broader context, we've gathered history-social science, mental health, and social and emotional learning resources to support teachers and families in assisting students."

**** I have bolded key vocabulary which indicate the slant of both the San Diego County Office of Education and its materials. The use of "Israel-Hamas War" and the "war in Israel and the Gaza Strip" is historically accurate. The change to the words Palestine and Palestinians is neither accurate nor impartial. There is no Palestine with which to have cultural ties. The equivalency of antisemitic incidents and Islamophobic incidents is also indicative of slant. It is important to pay heed to the spelling here and to understand the meaning and intent. "Classical" spelling was anti-Semitic and anti-Semitism. The ADL changed the spelling to antisemitism and antisemitic. However, it retained the spelling of Islamophobia and anti-Islamophobic. In my mind and in the minds of others, this capitalization of one and the decapitalization of the other has been done to create an imparity between the two: granting superiority through the capitalization and inferiority to the other. To be sure, it has in effect removed the equivalency.

"The resources below are intended solely to provide access to information. They are not meant to be exhaustive, nor is their inclusion an endorsement of a particular political viewpoint. Educators know their students and school community best and should determine whether the resource best fits the need.

Links to Learn From

- The U.S. Department of Education has a fact sheet with links to [**tools to tackle antisemitism, Islamophobia, and related forms of discrimination and bias.**](#)

****The intent here is honorable. However, a fact sheet which has tools for addressing anti-Semitism, Islamophobia, and other forms of discrimination and bias, but does not present the causes of the October 7th Massacre, including the definition of Jihad, or offer any insight into the genocidal anti-Semitic aims of the Jihadist assault on Israel, is little more than a smokescreen which covers very basic anti-Semitism.

- [**AllSides**](#) shares how media sources from different political perspectives report the news.

****There are many articles on the Israel-Hamas War, and they do represent multiple political perspectives. Which ones will be chosen and how they will be used depends on the teacher. There is an opportunity to teach how to evaluate information, identify facts from false statements, and develop critical thinking skills. There is a greater opportunity to indoctrinate. Given the fact that this is California, I am inclined to choose the latter possibility.

- C-Span Classroom article: [**Conflict in the Middle East Following a Surprise Attack by Hamas Fighters on Israel**](#)

****C-Span has removed the video, and I was unable to view it.

- Institute for Curriculum Services has a [**series of short, animated videos**](#) on the history of the Arab-Israeli conflict and peace process

****There are 5 excellent short videos which give an accurate presentation of Jewish History, from Biblical to Present, using animation. These became available to all teachers and schools on October 11, 2023.¹⁶

- Council on Foreign Relations article: [**What Is U.S. Policy on the Israeli-Palestinian Conflict?**](#)

****The article presented for students to read now, during the October 7th Hamas-Israel War, was published July 12, **2023**. It treats the U.S. Policy on the Israeli-Palestinian Conflict. The Israel-Hamas War has vanished into pages of anti-Israel revisionist history of the Israel-Palestinian Conflict.¹⁷ What started out in textbooks as the Arab-Israeli Conflict has become the Israel-Palestine Conflict and is explained as an on-going war over land, claimed by two peoples. Palestine is presented as predominantly Arab, and the entire Biblical history of Israel and the Jewish People is invisible. The article goes back into the pre-State era, always maintaining the Palestinians as indigenous, indulging in revisionist facts

¹⁶ <https://icsresources.org/curriculum/videos/>

¹⁷ [What Is U.S. Policy on the Israeli-Palestinian Conflict? | Council on Foreign Relations \(cfr.org\)](#)

which have created the Palestinian Narrative. It is pro-Palestinian, anti-Israel indoctrination and especially dangerous during this Hamas-Israel War. It presents a Two State Solution with Israel returned to its pre-1967 boundaries. The following two paragraphs best summarize the message which the San Diego County Office of Education has been providing for years to its students and teachers. This is just a sampling of the anti-Israel revisionist history which has created the Palestinian Narrative, which the CA Ethnic Studies supports and uses to facilitate its indoctrination of CA students. That it appears in materials provided to "educate" students, administrators, educators, and the public on the horrific October 7th Jihadist Massacre reveals not only the depths of the Leftist Pro-Hamas infiltration of the San Diego County Office of Education but also helps to explain how the revisionist infiltration of the entire California education system has been orchestrated.

"For their part, Palestinian Arabs say Jews have usurped their ancestral homeland with help from Western powers, including the United States and the United Kingdom. They refer to Israel's establishment and its defeat of allied Arab armies in the 1948 war as the *Nakba*, or catastrophe, which the United Nations estimated uprooted more than seven hundred thousand Palestinians.

The notion of having two separate states, one Israeli and the other Palestinian, commonly referred to as the two-state solution, has had significant international support for decades. It would establish a Palestinian state that includes most of the West Bank—with land swaps to compensate it for Israel's absorption of some Jewish settlements there—and Gaza, which Israel unilaterally withdrew from in 2005. Most international diplomacy promoting a two-state solution favors Israel's reverting to a version of its pre-1967 borders, but there is no consensus on how doing so could account for Palestinians within those borders and Jewish Israelis living beyond them.

Mutual recognition Each side seeks recognition of its state by the other, as well as the international community. Most Israeli Jews want to see Israel recognized as a Jewish state, while Palestinians want Israel to acknowledge their forced displacement under the *Nakba*.

End of conflict. Both sides seek a peace agreement that would end their conflict and honor the claims of each side, and lead to peace and normalization of Israel's relations with all Arab states, as provided for in the Arab League's [Arab Peace Initiative](#)."

****I want to explain here what it means to include "live links" such as the "Arab Peace Initiative", which is part of the San Diego County Office of Education document. Live links, especially those of "historical documents" are used to give veracity to material. The document is included as a citable resource. In this case, it is used to present as truth dangerous revisionism. The article is more than 22 years old. It contains the full text of an agreement reached at the Arab League Summit in Beirut in 1966.¹⁸ It is an agreement which purports to offer the resolution to the Arab-Israeli Conflict, in effect by dismantling much of the State of Israel and demanding Israel's acceptance of the terms.

"The Arab Peace Initiative

The Council of the League of Arab States at the Summit Level, at its 14th Ordinary Session,

- Reaffirms the resolution taken in June 1996 at the Cairo extraordinary Arab summit that a just and comprehensive peace in the Middle East is the strategic option of the Arab countries, to be achieved in accordance with international legality, and which would require a comparable commitment on the part of the Israeli government.

- Having listened to the statement made by his royal highness Prince Abdullah Bin Abdullaziz, the crown prince of the Kingdom of Saudi Arabia in which his highness presented his initiative, calling for full Israeli withdrawal from all the Arab territories occupied since June 1967, in implementation of Security Council Resolutions 242 and 338, reaffirmed by the Madrid Conference of 1991 and the land for peace principle, and Israel's acceptance of an independent Palestinian state, with East Jerusalem as its capital, in return for the establishment of normal relations in the context of a comprehensive peace with Israel.

Emanating from the conviction of the Arab countries that a military solution to the conflict will not achieve peace or provide security for the parties, the council:

1. Requests Israel to reconsider its policies and declare that a just peace is its strategic option as well.
2. Further calls upon Israel to affirm:

¹⁸ [Arab peace initiative: full text | Israel | The Guardian](#)

a. Full Israeli withdrawal from all the territories occupied since 1967, including the Syrian Golan Heights to the lines of June 4, 1967 as well as the remaining occupied Lebanese territories in the south of Lebanon.

b. Achievement of a just solution to the Palestinian refugee problem to be agreed upon in accordance with U.N. General Assembly Resolution 194.

c. The acceptance of the establishment of a Sovereign Independent Palestinian State on the Palestinian territories occupied since the 4th of June 1967 in the West Bank and Gaza strip, with east Jerusalem as its capital.

3. Consequently, the Arab countries affirm the following:

a. Consider the Arab-Israeli conflict ended, and enter into a peace agreement with Israel, and provide security for all the states of the region.

b. Establish normal relations with Israel in the context of this comprehensive peace.

4. Assures the rejection of all forms of Palestinian patriation which conflict with the special circumstances of the Arab host countries.

5. Calls upon the government of Israel and all Israelis to accept this initiative in order to safeguard the prospects for peace and stop the further shedding of blood, enabling the Arab Countries and Israel to live in peace and good neighborliness and provide future generations with security, stability, and prosperity.

****This is a "peace agreement" which was never instituted, and it should not be held up as an example to people who want Israel to withdraw from Gaza and suffer terrible, existential danger. It is a document filled with demands on Israel and none on the Arabs. It is a document created by an Organization – the Arab League which was constituted in 1945 and took upon itself the military mission to destroy the Jewish state when the Partition Plan was agreed upon in the United Nations in 1947. The Arab League led the 7-nation (Egypt, Iraq, Jordan, Lebanon, Saudi Arabia, Syria, and Yemen) attack on the newly declared State of Israel in 1948. No where in any of the supplementary materials supplied by the San Diego County Office of Education is there any information on the Khartoum Resolution of September 1, 1967, known as *The Three Noes of Khartoum*, issued at the conclusion of the Arab League Summit, following the end of the Six Day War. There is also no information about Israel's many offers to return "land for peace", all of which were rejected by the Arab Nations. Nowhere in their material distributed to "educate" the students, administrators, and the public do we find the history of Gaza and Egypt, the

history of Gaza and Lebanon, the history of Gaza and Israel, or the history of the Gazans who are not welcome in other Arab countries. This document and all of the other material available to all of California and to the United States is for indoctrination, not education.

- PBS Kids offers [historical coverage](#) of Israeli-Palestinian conflict" ¹⁹

****I was not surprised to find PBS as one of the resources for the San Diego County Office of Education. It is well-known for its anti-Israel and anti-Semitic programs, which are easily accessible because they are video-format and therefore easy to utilize in the classroom. This was the first time that I had the opportunity to see PBS Kids and I was justifiably concerned. There are 6 videos, 2 of which contain skewed current news reports. The others are 2 years old, disseminate the standard propaganda, and reflect the Palestinian Narrative. Because they are videos of carefully selected news reports, they are visually compelling and reinforce the Palestinian Narrative. I would like to add that it becomes apparent from the outset that the "historical coverage" of the Hamas-Israel War is not the crux of this PBS Kids material. The Pro-Palestinian, anti-Israel stand is at the center. The Palestinians are the Oppressed and the Israelis are the Oppressors. The United States is presented as the "only hope" against Israel's oppression.

The following written material accompanies the videos. One of the strengths of the PBS methodology is its combining of the spoken and the written word. Both can be repeated and that enables the successful indoctrination of the revisionist history, bias and slant.

"Video #1 War grips Israel, Gaza after surprise Hamas attack, (available Oct.9)

[War grips Israel, Gaza after surprise Hamas attack | PBS NewsHour Classroom](#)

Summary

In an unprecedented surprise attack on Saturday (Oct. 7), thousands of militants from Gaza crossed security barriers into Israel by land, sea and air, killing scores of Israeli citizens and soldiers. **More than a thousand Israelis and Palestinians are reported dead between the attack and Israel's retaliatory airstrikes on Gaza cities.** Hamas, the political organization that controls Gaza, took credit for the attack.

¹⁹[israeli-palestinian-conflict | PBS NewsHour Classroom](#)

The terrorist tactics used by Hamas included killing hundreds of outdoor concert goers, families in their homes and taking civilian hostages.

Israeli Prime Minister Benjamin Netanyahu has vowed to destroy the ability of Hamas to govern and carry out attacks, an effort he warns will be long and difficult as the death toll continues to climb in Gaza. **Israel cut off food, water and power to Gaza on Monday, which threatens the lives of two million people live in Gaza, the third most densely populated area of the world (half of them children).**

****I have bolded and underlined the revisionist material in the Summary. The PBS figures are incorrect. The accusation against Israel cutting off all supplies is also incorrect.²⁰

- Hamas killed at least 2,000 Civilian and Military Israelis on Saturday Oct. 7th.
- Israel did not cut off food, water, and power to Gaza. Israel's military campaign against Hamas in Gaza, following the terror group's October 7 massacres, included extremely tight restrictions on the entry of food, fuel, water and other humanitarian supplies to the coastal enclave.
- It was and remains impossible to know the exact situation of water and electricity supply in Gaza, since Hamas governs the territory and controls information on such issues. That is also the reason that we have underreported casualty numbers for Israelis and over exaggerated ones for the Gazans, reported as "Palestinians".

"Warm up questions"

****Portions of these questions are designed to enable teachers to lead the students' thought-processes, by asking questions on material not included in the video.

- **What** events occurred on Sat. (Oct. 7) in Israel and Gaza? What else do you know about any of the events that led up to the attacks?
- **Who** were the key groups involved in the attacks?
- **Where** and **when** did the attacks take place?
- **Why** did Hamas kill innocent Israeli civilians and take others hostage as the central part of their strategy?
- **How** has the Israeli government reacted? What has Israeli Prime Minister Benjamin Netanyahu said in response to the attacks?

Focus questions

²⁰ [Amid concern for humanitarian situation, how much water and power does Gaza have? | The Times of Israel](#)

1. How has *not* solving the Israeli-Palestinian conflict for so many years contributed to the atrocious acts that began over the weekend and the many other examples of violence leading up to these events? What do you think will happen in the days and weeks to come? How do you feel thinking about and seeing this level of violence?

If you are not sure about the decades-long history of the Israel-Palestinian conflict, you are by no means the exception. Do some basic research on your own or as a class to find out how past events led up to this current situation.

Start with [this timeline](#). [A Historical Timeline of the Israeli-Palestinian Conflict - The New York Times \(nytimes.com\)](#)

****** This is a highly dangerous document, prepared by the New York Times. The subject matter is shifted from that of the Hamas Massacre to the Israeli-Palestinian Conflict replete with the New York Times slanted, revisionist facts and information.**

2. For years, the U.S. has discussed a "two-state solution" for Israel and Palestine with no success. Netanyahu, a right-wing hardliner, has not shown any move in this direction and the international community has made little to no progress in helping to solve the Israeli-Palestinian conflict. **What should the roles of the U.S. and international organizations (i.e. the United Nations) be in bringing peace to the region?**

Media literacy activity:

What key questions do you have after watching the NewsHour piece?

It's imperative to view a number of sources to understand the background and current state of affairs in Israel as much as possible. Take a look at the sources below in the **For More** section to get started.

For More

What students can do: Be sure to understand the basic events of what took place over the weekend in Israel. Where is Israel? Where is Gaza ([see map](#))? Make sure your sources come from a variety of news outlets. Based on time, you may want to read one or two articles and complete a *See, Think, Wonder* line of questioning:

See, Think, Wonder: What did you notice? What did the story make you think? What would you like to find out more about? Where would you go to learn more?

********The following resources provided are from sources which report news from an anti-Israel and at times anti-Semitic perspective. They are meant to indoctrinate and are, in my estimation, quite successful.

[Israel vows complete siege on Gaza as it strikes the Palestinian territory after incursion by Hamas](#) (AP News)

[Israeli attack survivor describes moment Hamas militants kidnapped her husband](#) (NewsHour)

[Israel is going to war with Hamas. Here's what to know about the group and its strategy](#) (CNN)

[Israel-Hamas war live news: Israel pummels Gaza with intense air attacks](#) (Aljazeera)

[Why did it take Israel so long to deal with Hamas's attack from Gaza?](#) (BBC article)

(BBC video)

[MSNBC's Velshi, guest say no one's speaking to Israel's 'inhumane treatment' of Palestine after Hamas attack](#) (Fox News)

[WATCH: Biden delivers remarks after condemning 'appalling' Hamas incursion in Israel](#)(AP News via PBS NewsHour)

["Do You Hear the Bombing?": Gazan Human Rights Lawyer Raji Sourani Describes Israeli Siege of Gaza City](#) (Democracy Now!)

['FINISH THEM:' Nikki Haley Calls FOR WAR With Iran](#) (Breaking Points)

[The Global Context of the Hamas-Israel War](#) (New York Times)

[HISTORY: Hamas Rise To Power Previews Gaza Fight| Breaking Points](#) (Breaking Points)

What does it really take in a person to bring peace?

If your students ask you how conflicts that have taken place for decades and involve killing on both sides so much so that there is a retaliatory seemingly unbreakable cycle, you may want to take a look at this short video featuring Ofer Cassif, member of the Israeli Knesset's (name of Israel's government) left-wing Hadash-Ta'al coalition, in the following story by Democracy Now!:

[Hamas Killed His Friend, But Knesset Member Cassif Says End the Occupation Now, All "Pay the Price" | Democracy Now!](#)

After listening to Cassif's story at the start of the interview, discuss what values he holds to make it possible for him to have this level of forgiveness? Is this what it will take to bring about peace? If so, what do you think it takes to hold such values? How do you think more people could learn to forgive in this way?

[Israeli anti-militant operation in West Bank leaves Palestinian refugee camp in shambles | PBS News](#)

After days of intense combat, Palestinians found the Jenin refugee camp in the northern occupied West Bank in shambles. Israel's military operation, which it says targeted militants, laid waste to vast swaths of the camp. Twelve Palestinians were killed, including nine that militant groups claimed as their fighters, and one Israeli soldier died. Special correspondent Leila Molana-Allen reports.

****I would like to emphasize that all of this material was available to teachers, administrators, students and the public by October 9th, 2023, on the website of the San Diego Office of Education. How was that accomplished? Very easily, if the only "new" material needed were information about the October 7th Massacre...limited material carefully chosen, presented in language and by videos for indoctrination and not for factual education. The bulk of the material included had already been developed by anti-Israel, anti-Semitic organizations and media and was therefore available at all times. If we add to this the deliberate change from the Hamas-Israel War to the Israeli-Palestinian Conflict, we have before us the Leftist anti-Israel Agenda conceived in California in the later 1970s and now prevalent throughout the US K-12 education system. How do we advance an agenda country-wide? Very simply, if an indoctrinated State Board or Office of Education provides the agenda and the tools to other SBOEs. The San Diego Office of Education is an excellent example of such a conduit.

2. The San Diego County Office of Education (another presentation found on their website)

****The following material epitomizes the depth not only of the indoctrination but also of the anti-Israelism and anti-Semitism which dominates the State of CA, our Country, and in effect the World. It illustrates, without a doubt, how Islam and Islamism have taken hold of the American education system and are becoming a force in the American legal system.

It is replete with concepts and vocabulary housed in CRT and DEI and more importantly in CA Ethnic Studies. It uses and thereby reinforces the incorrect information and figures provided by Hamas

and its various Agencies in Gaza. Hate of Israel and Israelis reverberates throughout the article, as does the author's barely veiled dislike of America's support and/or aid for Israel. Even more alarming in this article are the author's recommended resources for research by teachers, students and the public. Included here are Al Jazeera, Vox News, Rashid Khalidi, and the Zinn Education Project, The Choices Program at Brown. Topics of research resources include the history of Palestine, the expulsion of the Palestinians in 1948, the misuse of the US Constitution against the Palestinians, World War I and World War II and the Arab World, Civil Rights Movements — Past and Present.

[Educator Voice: Teachers know how to teach hard history about Palestine | PBS NewsHour Classroom](#)²¹ by Sarah DeBolt Badawi, teacher

"Teachers know how to teach hard history. And we know why it's important to teach it.

Educators in the United States have faced threats, firing and state legal restrictions for teaching ugly chapters from history, for centering the voices of marginalized peoples and for challenging dominant narratives. We have responded by teaching hard history anyway, joining with other educators under banners like #TeachHardHistory and #TeachTruth.

We must do the same for the history of Palestine and Israel. We owe it to our students to help them navigate the past, the present and the future that we will all share.

Since the October 7 Hamas attack in Israel that killed around 1,200 people and took over 200 hostages, Israeli forces, using weapons and other support from the U.S. government, have killed [more than 11,000 people](#) in the Gaza Strip, including [at least 4,600 children](#). They have also carried out a lethal military crackdown and supported deadly [rampages](#) by Israeli settlers on Palestinians in the West Bank.

...we have a responsibility to help our students learn the history that brought Israel, Palestine and the world to this moment.

Against a barrage of [mis- and disinformation](#) on social media, we have a responsibility to help our students learn the history that brought Israel, Palestine and the world to this moment.

²¹ [Educator Voice: Teachers know how to teach hard history about Palestine | PBS NewsHour Classroom](#)

As a teacher, I understand hesitations to discuss the crisis in Israel-Palestine out of fear of complicated questions, raw emotions as well as the fear of being accused of antisemitism. Antisemitism, prejudice and dehumanization of any kind have no place in our schools or our classrooms.

Here are four places in the middle and high school curriculum where we can naturally teach the history of Palestine and Israel — with links to resources that will allow us and our students to provide context, interrupt distortions and hear voices that may have been missing.

World War I and World War II

The “Great War” had massive ramifications for the Middle East that reverberate today.

For an accessible but deep dive into this history, I recommend Al Jazeera’s documentary, [World War One Through Arab Eyes](#). Episode three addresses the Sykes-Picot Agreement of 1916, in which Britain and France decided how they would divvy up the territories of the former Ottoman Empire, and the Balfour Declaration, a letter to a prominent British Zionist pledging government support for “the establishment in Palestine of a national home for the Jewish people.”

This resource covers the time before the Mandate for Palestine, which gave Britain administrative control over Palestine between 1923 and 1947. Here are [viewing guides](#) for episodes one and three that I have used with my students.

The “Great War” had massive ramifications for the Middle East that reverberate today.

I also recommend [The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017](#), by Palestinian historian Rashid Khalidi of Columbia University. In [this podcast](#), Khalidi distills key lessons from the book about the many factors that converged in this period with devastating consequences. These include the rise of the Nazis and the horrors of the Holocaust, as well as racist immigration policies in the United States and Great Britain and subsequent postwar guilt and political wrangling among the Allies.

The Choices Program at Brown University has an excellent lesson on the creation of Israel in 1948 based on a compelling mix of primary sources featured [here](#).

[This video](#) from Vox tells the story of the violence against and forced displacement of 750,000 Palestinians that occurred at that time, an episode which is known in Arabic as the “Nakba” (catastrophe). The video includes first-hand testimony from a survivor of the 1948 massacre in the village of Deir

Yassin, where about 110 Palestinian civilians were killed by Zionist paramilitary forces.

A Palestinian woman, who was injured in an Israeli strike and was staying at Al Shifa hospital, moves southward after fleeing north Gaza as Israeli tanks roll deeper into the enclave, amid the ongoing conflict between Israel and Hamas, in the central Gaza Strip November 10, 2023. REUTERS/Ibraheem Abu Mustafa TPX IMAGES OF THE DAY

Civil Rights Movements — Past and Present

There is a rich history of solidarity between Palestinian and African American civil rights activists based on shared experiences of oppression. In [this](#) recent Washington Post piece, Karen Attiah illustrates historic moments when prominent Black Americans, including Muhammad Ali, Malcolm X and James Baldwin spoke out for Palestinians.

The Zinn Education Project features [two documents](#) produced by the Student Nonviolent Coordinating Committee (SNCC) in 1967 after Israel occupied the West Bank and Gaza.

For another paired-text activity, consider [this side-by-side reading](#) of “The New Jim Crow” author Michelle Alexander’s 2019 op-ed “Time to Break the Silence on Palestine” with the 1967 Dr. Martin Luther King, Jr. speech that inspired it, “Beyond Vietnam: A Time to Break Silence.”

The First Amendment

We can also include teaching about Israel, Palestine and U.S. policy in lessons on the First Amendment.

Thirty-eight states in the U.S. have passed legislation restricting Americans’ right to boycott Israel. The documentary film “Boycott,” produced by Just Vision, tells the story of three “accidental plaintiffs” who ran afoul of such laws in Arizona, Arkansas and Texas and challenged them in court, with varying results.

In this [lesson based on primary and secondary sources](#), students examine the right to boycott as constitutionally-protected free speech in the United States, how it was used against apartheid South Africa, and how it’s been used and challenged in campaigns for Palestinian rights.

In sum, we can and must teach the hard history of Israel and Palestine, including our own country’s role in it. This moment demands nothing less of us.”

****Once again, the San Diego County Office of Education has chosen to include a biased, slanted, and historically erroneous

PBS video, dated November 13, 2023, on its website. In this case, it provides indoctrination through slant and revisionism against Jewish citizens who live legally in Judea and Samaria, and not in the West Bank as PBS calls it. It supports illegal Arab settlements, but the Jews are the illegal "settlers". It portrays the Bedouins, whom it refers to as Palestinians, as the oppressed indigenous inhabitants, and the Israelis as the illegitimate settler oppressors.²²

[West Bank Palestinians try to save their homes from Israeli settlers | PBS NewsHour Classroom](#)

****Included here are some of the written materials provided by PBS for teachers, students, administrators, and the public. Needless to say, these materials are filled with false truths, slant, and biased statements. The video has horrific visual incitement to hate Israelis. The link is provided for anyone strong enough to view it.

Teacher's note: This story contains some graphic images. Be sure to review all materials and check in with students as to how they are feeling. Let them know you, school counselors and administrators are there for them and are available to talk.

SUMMARY

As the war rages between Hamas and Israel in Gaza, some Palestinians in the West Bank are trying to save their homes. Some of the most extreme Israeli settlers there have been clashing violently with their neighbors, forcing them to flee. Leila Molana-Allen reports from near the city of Hebron in the southern part of the West Bank.

Historical context: According to VOX News, "Since Israel's occupation of the West Bank began in 1967, Israelis have been traveling there in groups to live in settlements." To learn more, read the article, "[What are settlements, and why are they such a big deal?](#)"

Suggested time markers:

Start of video to 2:55 - Palestinian voices: Sana'a Makharza

2:57 - 5:40 - Israeli government's response; Israelis who support Palestinians

5:42 to end - Palestinian voices: Mohammad Khudayrat

For a transcript of this story, [click here](#).

²²[West Bank Palestinians try to save their homes from Israeli settlers | PBS NewsHour Classroom](#)

News wrap alternative: Check out [recent segments](#) from the NewsHour, and choose the story you're most interested in watching. You can [make a Google doc copy of discussion questions](#) that work for any of the stories here.

WARM UP QUESTIONS:

1. **Who** are Sana'a Makharza and Mohammad Khudayrat? What about Kobi Snitz and Sarit Michaeli?
2. **What** is [displacement](#)? What is the issue being discussed in this story as it pertains to Israeli settlements and Palestinians being displaced?
3. **Where** is the West Bank?
4. **When** did Israeli settlers start to push into the herding village featured in this story? How long have Palestinian villagers lived in this area?
5. **How** is settler violence driving Palestinian farmers from their land?

Suggested time markers:

Start of video to 2:55 - Palestinian voices: Sana'a Makharza

2:57 - 5:40 - Israeli government's response; Israelis who support Palestinians

5:42 to end - Palestinian voices: Mohammad Khudayrat

For a transcript of this story, [click here](#).

News wrap alternative: Check out [recent segments](#) from the NewsHour, and choose the story you're most interested in watching. You can [make a Google doc copy of discussion questions](#) that work for any of the stories here.

For more on the Israel-Hamas War, see NewsHour Classroom resources [here](#). You may wish to read [Student Reporting Labs'](#) Encouraging Empathy and Curiosity in Class Discussion or watch [NewsHour's](#) A child psychologist's advice for talking with kids about the Israel-Hamas war."

****I wanted to know about the author of this article. I knew from the article that she is a teacher in the San Diego County School System and that her last name is of Bedouin origin. I was taken by the quality of the writing and scope of the research and found it above the K-12 level. Here is the biographical information provided by the San Diego County office of Education in this same article:

"Sarah DeBolt Badawi is a member of PBS NewsHour Classroom's National Teacher Advisory Board. She has been an educator for 21 years. Sarah became a teacher because she wanted her students to have a chance to learn the history she hadn't. She has taught history and social studies at the middle and high school levels, including AP and IB, at schools in the United States, Colombia, and Jordan. She has also been a school administrator and

special education teacher. She is the author, for the Fellowship of Reconciliation, of two of the lessons included in this piece, [Continuing to Break the Silence: Learning and Reflection on Vietnam, Palestine, and Beyond](#) and [Boycotts: Goals, Methods, and Challenges from the U.S. to South Africa to Israel-Palestine](#)."

****What I found alarmed me and at the same time explained how the San Diego County Office of Education has made such a volume material available in such a short time and how it, in effect, dominates K-12 education in California. It also explains why it uses PBS as a primary resource as well as her materials written for the influential Fellowship of Reconciliation, a highly anti-Israel organization.²³

"In 2017 the non-profit The Israel Group submitted complaints to the [Los Angeles Unified School District \(LAUSD\)](#) and the [Orange County](#) Department of Education regarding a workshop, "Learning About Islam and the Arab World", that the Greater L.A. chapter of the FORUSA presented in the school districts. FOR has also been an active promoter of the [Boycott, Divestment, and Sanctions \(BDS\) movement](#) a perspective which informs its efforts to influence educators about the Middle East. One attendee of the workshop told the [Jewish Journal](#), "We are being told that the Palestinians are the victims and the Jews are the oppressors, categorically and totally... And we are being told that [Hamas](#) is not a terrorist group; Hamas is a noble entity defending the rights of Palestinians." In a news release from the [Simon Wiesenthal Center](#), the human rights organization further noted that "FORUS is closely aligned with [CAIR](#), a US-based organization that has been linked to Hamas terrorist group."

Greater public awareness followed the workshop, with groups such as the [Anti-Defamation League \(ADL\)](#) speaking out, saying the workshop materials featured "substantial misrepresentations and distortions of established historical facts, omissions of relevant facts, and inflammatory language". [Democratic Congressman Brad Sherman](#) contacted LAUSD. After reviewing the workshop's handouts, Sherman wrote, "[The Workshop] material is not just false, but is [anti-Semitic](#) and should have raised immediate red flags with LAUSD... I am concerned that LAUSD would promote an education program on the Middle East established by the Fellowship of Reconciliation (FORUSA), an organization who openly supports Boycott, Divestment, and Sanctions (BDS), a highly polarizing movement that singles out Israel, the only democracy in the Middle East, and has led to anti-Semitic hostility. The BDS movement is adverse to the foreign policy of the United States."

²³ [https://en.wikipedia.org/wiki/Fellowship_of_Reconciliation_\(United_States\)](https://en.wikipedia.org/wiki/Fellowship_of_Reconciliation_(United_States))

3. Education Week (EduWeek)

****Education Week was the first organization to which I turned when I started this White Paper. I am familiar with the scope and the quality of their distribution of materials. I had a feeling that they would do their best to supply teachers, administrators, and educational policymakers with material on the October 7th Hamas Massacre and that they would be among the first organizations to reach teachers and their classrooms. I was correct in my assumption.

About Education Week: <https://www.edweek.org/about/our-organization>

"As a leading authority in education, we are the comprehensive cornerstone for educators, policymakers, and business leaders alike. Our goal? To provide high-quality content about the issues that matter—from all angles, for all audiences. It's why we work everywhere, from classrooms to capitol buildings. It's why we serve everybody, from veteran administrators to first-year teachers. And it's why we tackle everything, from local challenges to national victories. But breadth alone is not enough. We deliver depth, too. By bringing together exceptional journalism and high-impact research, we give you the knowledge you need to expertly and confidently navigate a complex field. Whether it's through our independent reporting, original studies, detailed analysis, or the diverse perspectives and voices we elevate, our thoughtful approach offers trusted insights that keep you in the know—and that you can put into action."

****EduWeek's material was sent to teachers and administrators as well as made available to the public on October 9, 2023. It was further updated on October 13, November 29, December 8, 2023 and May 6, 2024 to reflect recent developments in Israel and Gaza. What follows are examples of what was distributed and some of my comments.

"Soon after the surprise Hamas attack on Israel earlier this month, the San Diego County Office of Education released a [memo with a list of resources](#) that educators and parents can use to help young children and adolescents think and talk about this international crisis. The Associated Press reported that the violence had caused at least 2,800 deaths on both sides as of Oct. 13 and unleashed some of the greatest violence the region has seen in years.

“California is home to students and staff with cultural ties to Israel and Palestine, and has seen a [rise in antisemitic](#) and [Islamophobic incidents](#) even before the outbreak of war,” according to [the Oct. 7 memo](#). “

As educators, we must make sure we provide a safe space for all members of our community to learn about current events and process their emotions.”

****As can be seen here, EduWeek has shown, by using their materials, that it was the San Diego County Office of Education which led in the nation-wide distribution of instructional materials. The SDCOE thereby set the path for the nationwide indoctrination of our teachers and students, with erroneous and/or skewed numbers, their message of equivalency found in "the rise in antisemitic and Islamophobic incidents", and in their statement that “California is home to students and staff with cultural ties to Israel and Palestine”, whereby a non-existent entity named "Palestine" is presented as a nation-state equal to Israel. EduWeek presented these materials replete with anti-Israel indoctrination to their own extensive cadre of subscribers.

"Other school district leaders are taking similar steps to help their communities process the Hamas attack and the ensuing Israeli response. It is heartbreaking to see the devastating impact of terrorism on innocent civilians, especially our most vulnerable—children,” [tweeted New York City schools’ Chancellor David C. Banks](#). He added that his district will be “providing resources to our schools to facilitate discussions about the conflict and supporting our students in being compassionate global citizens.” Fred Rundle, the superintendent of Mercer Island school district in Washington state, sent out [an Oct.9 memo](#) providing resources for educators and parents to use to discuss the crisis with their students and children. “Our hearts are with our students, staff, and families impacted by the horrific events in Israel and Gaza,” Rundle wrote. “This is a scary and emotional time, especially for our Mercer Island community who is so connected to this part of the world.”

On Oct. 7, Hamas, a Palestinian militant group which has governed more than 2 million Palestinians in the Gaza Strip since 2006, launched its [largest surprise attack ever on Israel](#), prompting Israeli Prime Minister Benjamin Netanyahu to declare war. While Hamas has governed the territory since 2006, dozens of countries label it a terrorist organization, and it receives substantial support from Iran, according to the Council of Foreign Relations, a nonpartisan think tank.

Israel responded with airstrikes on cities in the Palestinian territory, and Hamas has continued to fire rockets into Israel.

Israel has blocked deliveries of food, water, and fuel, and shut down electricity to the Gaza Strip. On Oct. 13, Israel’s military ordered more than a million civilians living in northern Gaza to evacuate, a possible precursor to a ground invasion. Israel has been massing troops along the Gaza border since the

Hamas' attack, and on Oct. 13, they entered the border to battle militants, according to reporting from the Associated Press.

The Israeli-Palestinian conflict is rooted in a millennia-old territorial dispute over the Holy Land, a region in the Middle East with religious and historical significance to Jews, Muslims, and Christians. Israel and Hamas have exchanged attacks for decades. For instance, in May 2021, an Israeli police raid on the al-Aqsa mosque in Jerusalem set off an 11-day war between the two. This weekend's attack took place on the 50th anniversary of the Yom Kippur War, when a coalition of Arab states attacked Israel, and just before the Jewish holiday of Simchat Torah."

****The above-cited paragraph provided by EduWeek illustrates some of their misinformation, revisionism, and bias. It is the Israeli-Arab Conflict and not the Israeli-Palestinian conflict. There was no Palestine a "millennia-ago", just as there is no Palestine today. The "conflict" is not a territorial dispute. It is about Islam's Koranic mandate to eliminate Judaism and the Jews, which in easier terms is the genocide of the People and therefore of the Religion. Furthermore, their pro-Islam slant is evident in their revision of the historical religious chronological order in the sentence "the Holy Land, a region in the Middle East with religious and historical significance to Jews, Muslims, and Christians." In addition, EduWeek overlooked something critical when it wrote "in May 2021, an Israeli police raid on the al-Aqsa mosque in Jerusalem set off an 11-day war between the two." Omitted was the fact that on 7 May, according to Israel's Channel 12, Palestinians threw stones at Israeli police forces, who then stormed the Al-Aqsa Mosque compound using tear gas, rubber bullets, and stun grenades.²⁴

"To help educators explain the conflict and guide students in how to talk about emotionally charged, violent events like this in measured, respectful ways, Education Week has collected several resources. Those resources are intended to help students understand historical context, process current events, and use media literacy skills to analyze news coverage and social media responses and misinformation about the conflict.

- [Making a Difference in the Midst of the Israeli-Palestinian Conflict | Wide Angle: Lesson Plan](#): This high-school-level lesson plan from PBS explores the history and complexity of the Palestinian-Israeli conflict

²⁴ ["TV: Palestinians stocked rocks for Temple Mount riots, police caught unawares."](#)

The Times of Israel. 8 May 2021

through videos, websites, and interactive activities that provide more insight into the conflict.

- [Fears of bigger war grow as Israel-Hamas fighting continues](#): PBS has also created “Daily News Lessons” to guide discussions with students about the Israel-Hamas war using PBS News Hour’s reporting.
- [What Is U.S. Policy on the Israeli-Palestinian Conflict?](#): This guide from the Council on Foreign Relations provides background information behind the conflict and explains what the United States has done to negotiate a resolution to the conflict.
- [Conflict in Israel and Palestine](#): Crash Course, an educational YouTube channel, explains the origins of the long-standing conflict in under 13 minutes.
- [How do I talk to my kids about violence in the news?](#) and [Explaining the News to Our Kids](#): These two guides from Common Sense Media, a nonprofit that examines the impact of technology on children, provide age-appropriate tips on how to talk to kids about what’s happening in the news, especially when it involves violence.
- [How to talk to your children about conflict and war](#): This guide from UNICEF provides 8 tips on how to support and comfort children when war dominates headlines.
- [Handle With Care: Supporting Young People During Crises](#): Learning for Justice, a social justice and activism program for schools, provides ideas to support “meaningful” discussions about emotionally charged topics, such as the Hamas attack on Israel, with young people and potential follow-up steps and responses.
- [Fostering Civil Discourse: How Do We Talk About Issues That Matter?](#): This guide from nonprofit Facing History and Ourselves gives educators ideas for how to prepare students to engage in reflective conversations on controversial topics.
- [Teaching Controversial Issues: A Framework for Reflective Practice](#): This guide from Judy Pace, a teacher educator at the University of San Francisco, provides a research-based framework for teaching controversial issues.
- [In brief: Misinformation](#): This infographic from the News Literacy Project provides an overview of the pervasive use of misinformation and how people can be more critical readers of news and other information.
- [Israel-Hamas War Media Literacy](#): The News Literacy Project has also started collecting misinformation about the war to help readers separate fact from fiction.
- [The Israel-Gaza War: A Forum for Young People to React](#): The New York Times’ The Learning Network has provided a space for students to react to the news and share their thoughts. They provide discussion questions that teachers can use when talking about this conflict with their students."

****While the intent of EduWeek is honorable, their resources, including PBS, the Council on Foreign Relations, and the NYT, are not. They are revisionist, skewed, incomplete in content, anti-Semitic in their portrayal of the indigenous Jews in Palestine and of those who arrived there in the early 20th century. These resources are often proponents of the Palestinian Narrative and identifiably anti-Israel. What makes them even more dangerous are their simplistic visual and audio presentations.

4. The New York Times and The Learning Network

Teaching About the Israel-Hamas War 10/13 2023 ²⁵

Presented By The Learning Network

Published Oct. 13, 2023 Updated Jan. 27, 2024

"A collection of resources to help students learn about Hamas's recent attack on Israel, the dire situation in Gaza, the conflict's roots, media literacy and more.

In this teaching resource, we use Times reporting, Opinion essays, podcasts and photographs to help teachers and students better understand the events of this week, the complex history of the region, and the myriad issues related to this war. We organize these resources into seven sections that include media literacy, background on the conflict, and first-person accounts of the violence, each with critical thinking questions. Because this is breaking news, we encourage classes to follow live updates. And we invite students to join a conversation with other teenagers at our related student forum.

****Before reading the Times materials, I needed some background information on The Learning Network. What I found made me understand the power and influence of The New York Times in disseminating hardline anti-Semitism, not only in the press and media but also in US Education.

Before reviewing some of their materials now in use in K-12 classrooms, I must assert unequivocally that the New York Times is beyond a doubt the non-pareil source of anti-Semitic and anti-Israel propaganda and indoctrination. My judgment is in total alignment with that of James Sinkinson, president of Facts and

²⁵ [Israel-Hamas Lesson Plan - The New York Times \(nytimes.com\)](https://www.nytimes.com/2023/10/13/learning-network/teaching-about-the-israel-hamas-war-10-13-2023)

Logic About the Middle East (FLAME), which publishes educational messages to correct lies and misperceptions about Israel and its relationship to the United States. ²⁶

"At best, the *Times*' coverage of Jews and Israel reeks of misinformation and half-truths. At worst, it is openly biased and hateful.

A recent study confirms blatant anti-Israel bias on the part of the paper. It shows the *Times* consistently omits or minimizes critical details about the threats Israel faces. The *Times* also contains disproportionately negative content about the Jewish state and dramatically understates crimes committed by Palestinian terrorist groups against Jews and Israel. This research was conducted by veteran Israeli journalist Lilac Sigan, in collaboration with International Communication and Public Diplomacy expert professor Eytan Gilboa of Bar-Ilan University in Ramat Gan. The study's findings shouldn't surprise anyone, given the *Times*' decades-long record of anti-Jewish bias, underreporting the events of the Holocaust and most recently singling out the New York Hassidic community for criticism of education in its yeshivas. The *Times*' obsessively cynical tradition of attacking and misrepresenting the Jewish people and their state certainly fits the IHRA definition of antisemitism. It demonizes and works to delegitimize Israel while applying double standards to the Jewish state it holds no other people to—certainly not Palestinians murdering innocent Israeli civilians."

Now for some K-12 NYT and The Learning Network content on the October 7th Massacre.

"On Oct. 7, hundreds of Hamas fighters from Gaza rampaged through border towns in a surprise attack that killed at least 1,300 Israelis. Hamas terrorists killed men, women and children, at home, strolling on the street or dancing at an outdoor festival, and they took more than **150 hostages**. Now the region is bracing for further conflict.

****150 hostages. The correct figure is 251 civilians and Israeli security force personnel

In response to the shocking incursion, one of the broadest into Israeli territory in 50 years, Israel has been pummeling the Gaza Strip with airstrikes that have wiped out entire neighborhoods and brought the medical system to the brink of collapse. The Palestinian Health Ministry has said that as of Oct. 13 at least 1,700 Palestinians have been killed.

26 <https://www.jns.org/the-new-york-times-blatant-antisemitism/>

****All reports by the Palestinian Health Ministry and the Hamas-Controlled Ministry of Health are inflated and, in many cases, outright lies.²⁷

"Heated debates over the Palestinian death toll in the Hamas-Israel war tend to focus on the fact that widely cited fatality numbers make no distinction between combatants and noncombatants. While this is true, it misses a more fundamental problem—the numbers themselves have lost any claim to validity.

In the first month of the war, the Hamas-controlled Ministry of Health (MOH) in Gaza relied on its existing collection system, made up primarily of hospitals and morgues, to certify each death. Starting in early November, however, hospitals in northern Gaza began to shut down or evacuate during the Israeli ground invasion, spurring the MOH to introduce a new, undefined methodology for counting fatalities: media reports. This methodology, which the MOH has rarely acknowledged publicly, accounts for the majority of fatalities reported over the past four months, surpassing the traditional collection system.

A comparison of the two methodologies, using MOH reports and claims published by the Hamas-controlled Government Media Office (GMO), yields wildly different and irreconcilable results, indicating that the media reports methodology is dramatically understating fatalities among adult males, the demographic most likely to be combatants. This undercuts the persistent claim that 72 percent of those killed in Gaza are women and children—a problem that has worsened since it was first noted by a Washington Institute report in January.

The result is that MOH statistics do not appear to offer a reliable guide to the actual Palestinian death toll even by the “foggy” standards of normal wartime reporting.”²⁸

"Israel has mobilized 360,000 reservists and troops are now massing at the border, leading to speculation that Israel will soon launch a ground offensive. And in a region with a long history of conflict, Israel has also reported shelling along its borders with Lebanon and Syria, exacerbating fears of a wider conflict."

****The reserve force was fully mobilized as early as the morning of October 7. The Israeli government approved the call-up of 360,000 soldiers, and in practice about 220,000 of them were called up – in all of the forces.²⁹

²⁷ [Questionable Counting - Andrew Fox's Substack](#)

²⁸ <https://www.washingtoninstitute.org/policy-analysis/gaza-fatality-data-has-become-completely-unreliable#:~>.

²⁹ [The Reserve Forces in the Gaza War: Challenges for the Continuation of the Fighting | INSS](#)

<https://www.nytimes.com/2024/01/25/learning/lesson-plans/new-resources-for-teaching-about-the-israel-amas-war.html>

"Here is an updated collection of New York Times articles, essays, podcasts and videos to help students learn about the war, media literacy, dueling historical narratives and more.

****Dated January 25, 2024, the NYT has taken almost 4 months to update materials and information provided almost immediately after the October 7th Massacre. What caught my eye was the inclusion of "dueling historical narratives". The NYT has contributed much to the development and expansion of the Palestinian Narrative and the revisionism of Israel's biblical and modern history.

"On Oct. 7, Hamas, the Islamic group that controls the Gaza Strip, mounted a highly coordinated [invasion of Israel](#), with terrorists attacking towns and killing people in their homes and on the streets. More than 1,200 Israelis died, including more than **100 young revelers** who were [dancing at an outdoor rave](#). Over **240** Israelis were [taken hostage](#) by Hamas. It was the deadliest attack on Israel since its founding. Israeli authorities have said [they are investigating reports](#) that the attackers committed widespread sexual violence.

****364 young people were murdered at the Nova concert.³⁰ 251 Israelis were taken hostage and brought to Gaza.³¹

The statement about Israeli authorities investigating reports of sexual violence follows in the steps of the NYT refusal to publish testimony of sexual violence. Let us put the truth here. Perhaps it will reach teachers, students, and the public.³²

"Hamas's attack on October 7 included brutal sexual assaults, carried out systematically and deliberately towards Israeli civilians. Numerous testimonies and pieces of disclosed and classified information present a clear picture of identical patterns of action repeated in each of the attack zones – the Nova Festival, private homes in the Gaza envelope kibbutzim, and IDF bases. With the abduction of 254 individuals to the Gaza Strip areas, sexual assaults continued to occur also in this arena. Therefore, there is a high likelihood that

³⁰ <https://www.npr.org/2023/12/01/1216135606/israel-rave-music-memorial-hamas-attack>

³¹ <https://www.thejc.com/news/israel/six-thousand-infiltrated-israel-from-gaza-on-october-7-gh8ie5kv>

³² https://www.gov.il/BlobFolder/news/arcci-report-october-7/ru/Russian_ARCCI%20report%20.pdf

the kidnapped women and men in Hamas captivity are still at risk of sexual abuse at any given moment."

In response, Israel launched in Gaza one of the most intense military campaigns in modern history. So far, Israel's forces have killed more than 25,000 Palestinians, a majority of them women and children, according to Gaza health officials, and displaced more than 80 percent of the enclave's surviving population, according to the United Nations. The U.N. has also warned that half the population of about 2.2 million is at risk of starvation.

**** About the casualties: we must pay close attention to the figures which the NYT provides its readers and our students. The following quote from Honest Reporting best encapsulates the danger of the figures of casualties used in the condemnation of Israel as the perpetrator of genocide in Gaza.³³

"A further statistical anomaly that has been observed in all studies of Gazan casualties is the discrepancy between the different casualty counts released by the Hamas government organs.

For example, in a study for [Fathom Journal](#), the authors noted that between December 1 and December 8, 2023, the total number of adult male casualties since the beginning of the war had dropped from 4,850 to 3,499. As the authors put it, this "was the statistical equivalent of the resurrection of over a thousand men!"

Similarly, in his analysis for the Washington Institute, [Gabriel Epstein](#) observed an identical trend, with the number of total men killed in northern Gaza decreasing by 22 over five days in March 2024.

While it is possible that these discrepancies are due to misattributions or recording errors, [Abraham Wyner](#) noted that in conjunction with this decrease in male casualties, there was an anomalous jump in the number of female casualties. In October 2023, the three days that had close to zero male adult casualties also had the highest number of female casualties for that period.

According to Wyner, this suggests that a "process unconnected or loosely connected to reality was used to report the numbers." In layman's terms, these statistical anomalies suggest a manipulation of the numbers by Hamas."

In late November, Israel and Hamas agreed to a temporary cease-fire, in a deal that allowed for the release of more than 100 hostages by Hamas and more than 200 Palestinians held in Israeli jails. It also allowed for the delivery of more aid to Gaza's civilians. However, after several days the truce collapsed and fighting quickly resumed.

³³ [Skewed Statistics: A Look at the Numbers Behind Gaza's Civilian Casualties | HonestReporting](#)

For a visual of the ongoing fighting ...

- Look at a map of the Middle East (zoom in to see where Israel and Gaza are).

**** The Learning Network provides a map of the Middle East which excludes Israel but mentions the Middle East as home to Judaism, Christianity, and Islam. Looking closely, I found that its source is Wikipedia, a notoriously anti-Israel encyclopedia.³⁴

"The **Middle East** (term originally coined in English [see § Terminology]^[note 1]) is a geopolitical region encompassing the Arabian Peninsula, the Levant, Turkey, Egypt, Iran, and Iraq. The term came into widespread usage as a replacement of the term Near East (as opposed to the Far East) beginning in the early 20th century. The term "Middle East" has led to some confusion over its changing definitions,^[2] and being seen as too Eurocentric.^[3] The region includes the vast majority of the territories included in the closely associated definition of West Asia, but without the South Caucasus, and additionally includes all of Egypt (not just the Sinai) and all of Turkey (not just the part barring East Thrace).

Most Middle Eastern countries (13 out of 18) are part of the Arab world. The most populous countries in the region are Egypt, Turkey, and Iran, while Saudi Arabia is the largest Middle Eastern country by area. The history of the Middle East dates back to ancient times, with the geopolitical importance of the region being recognized for millennia.^{[4][5][6]} Several major religions have their origins in the Middle East, including Judaism, Christianity, and Islam.^[7] Arabs constitute the main ethnic group in the region,^[8] followed by Turks, Persians, Kurds, Azeris, Copts, Jews, Assyrians, Iraqi Turkmen, Yazidis, and Greek Cypriots."

- View [maps tracking the attacks](#) in Israel and Gaza.

**** Knowing that the material was created by the NYT told me that there would be issues. I was correct but the issues were beyond my capabilities and so, I felt that I needed to consult an expert colleague.³⁵ Roger Froikin explained it as follows:

"It is interesting that ignorance of how military works, combined with antisemitic bigotry, can paint such a picture.

³⁴[Middle East - Wikipedia](#)

³⁵ Roger Froikin rlfream@yahoo.com

A. Every one of those military positions that the NYT points out, is temporary and a staging area, and these are used for resupply of fuel and allowing some rest for soldiers. None last more than a few hours - a day at most, but the Times makes it appear as if there are massive efforts to station an army.

B. Bringing in bulldozers and clearing areas is a necessity to clear away demolished buildings that clog roads - from a military perspective as clearing facilitates the need to move quickly and for civilian purposes because when this is over, all that damage will have to be cleared. The NYT seems only to look at the military purpose because they see violence in general as pejorative in itself.

C. Of course, the NYT ignores the fact that Israel needs to do none of this. Any other army in history would simply have attacked by air, demolished the cities, and left the rubble. That's what the British did in Dresden, and the US did in most of WWII, and what Clinton did in Serbia, destroying the infrastructure of Belgrade, killing between 25,000 and 30,000 people or what Obama did in Libya when 1000's were killed and parts of Tripoli left in ruins, though in neither case was any war affecting the USA.

D. It needs to be mentioned that every major military tactical expert worldwide has stated that Israel has made enormous sacrifices, financially and in terms of personnel, to minimize the loss of life in Gaza, more so than any time in history -- but facts have little effect against the efforts by the NYT to libel Israel.

E. The NYT could be said to be ignorant of military tactics (though they claim to have experts), but how they interpret these maps shows malice, not good journalism.

F. When they take a series of satellite pictures and make assumptions that make no sense, trying hard to attack Israel rather than to know what really happens, they are doing just the same thing they did when they ignored news of the Nazi camps in the early 1940's."

- Scroll through [photos of the war](#) (*this gallery contains graphic images*).

Conflict in Israel and Gaza, in Photos

"A surprise attack by Hamas put Israel and the group that controlled Gaza at war. Here are images from the assault and what has followed."

****The NYT Gallery of Photos is a perfect example of weaponized journalism, implemented through words and photographs, carefully selected to demonize Israel. Both misrepresent and even lie about critical facts and together they teach our students to hate Israel and the Jewish People.

"Under intense international pressure, Israel has begun [letting more aid](#) into Gaza. But humanitarian groups say more is urgently needed, with severe hunger gripping the territory and experts warning of famine.

Nearly seven months into the war, which was set off by the Hamas-led Oct. 7 attack on Israel, the humanitarian crisis has not abated. More than a million Gazans have crowded into shelters and tents in the southern city of Rafah, which Israel seems poised to invade. [Mass graves](#) found at a hospital in southern Gaza underscored the war's toll on the population and the Gazan medical system, which is [near collapse](#)."

****First, Israel never cut off aid to the Gazans. Israel was pressured by the US, the UN, and the EU into letting more aid into Gaza and was accused of a creating humanitarian crisis The accusation against Israel cutting off all supplies is incorrect.³⁶

- Israel did not cut off food, water, and power to Gaza. Israel's military campaign against Hamas in Gaza following the terror group's October 7 massacres included extremely tight restrictions on the entry of food, fuel, water and other humanitarian supplies to the coastal enclave.
- It was and remains impossible to know the exact situation of water and electricity supply in Gaza, since Hamas governs the territory and controls information on such issues. That is also the reason that we have underreported casualty numbers for Israelis and over exaggerated ones for the Gazans, reported as "Palestinians.

****What is never taught to the teachers and the students is that from the beginning of this War, Hamas has attacked the Humanitarian Aid workers, stolen and then sold the food.

"This weekend, the Biden administration got what it wanted when it announced the construction of a U.S.-taxpayer-funded pier in the Gaza Strip — happy headlines about the U.S. military starting to deliver aid to the Palestinians, many of whom really are desperate. And in what probably counts as a small miracle, Hamas hasn't attempted to bomb or otherwise attack the pier yet. But there's a little catch, in that the food aid is getting stolen before it can reach the World Food Program warehouse . . . just eight miles away. Once the food aid leaves the pier, the United Nations, international partners, and the "humanitarian community" oversee getting

³⁶ [Amid concern for humanitarian situation, how much water and power does Gaza have? | The Times of Israel](#)

the aid to those who need it most. And they're getting robbed, hijacked, and mugged."³⁷

****As to the accusation against Israel of causing starvation in Gaza, a new study just came out on this which completely destroys the accusation of starvation.³⁸

"A group of highly respected academics and public health officials who authored a working paper on the amount of food entering the Gaza Strip during the war have concluded that the supply from January through April is sufficient for the population's daily energy and protein needs. Analyzing data from the Coordinator of Government Activities in the Territories (COGAT) agency of the Defense Ministry, which includes the weight of consignments of specific food commodities and standardized food parcels delivered to Gaza, the authors found that the mean energy availability across four months was 3,163 kcal per person, per day. This significantly exceeds the widely accepted standard of 2,100 kcals per person, per day established by the Sphere humanitarian organization, for the minimum amount of food aid required in response to a crisis. The new study comes following a bombshell announcement by International Criminal Court Prosecutor Karim Khan on Monday that he is seeking to charge Prime Minister Benjamin Netanyahu and Defense Minister Yoav Gallant with crimes against humanity and war crimes for allegedly using deliberate starvation as a method of war against Palestinians in Gaza.

This in-depth analysis highlights the fact that the amount of food delivered per capita should be sufficient for the entire Gazan food aid delivery to conflict-affected populations, during the period examined," the new study found."

****The final issue which I want to address here is that of the accusation of Mass Graves. Hamas authorities and spokesmen as well as an official from the Palestinian Civil Defense continue to claim that a mass grave, which was discovered at Nasser Hospital in Khan Yunis in Gaza, was filled with people killed by the Israeli military in recent operations there.³⁹ The IDF has categorically denied this accusation. The IDF said that the grave in question was dug by Gazans a few months ago, explaining that this fact was corroborated by social media posts uploaded by Gazans at the time of the burial. Interestingly, an article by

³⁷<https://www.nationalreview.com/the-morning-jolt/food-aid-to-gaza-is-getting-stolen-as-fast-as-it-can-be-delivered/>

³⁷ [New study finds food supply to Gaza more than sufficient for population's needs | The Times of Israel](#)

³⁹ [Gaza mass grave: Almost 400 bodies have been found, says Palestinian Civil Defense | CNN](#)

CNN confirmed the IDF's assertion: "The Gaza Civil Defense acknowledged that around 100 bodies were buried in graves at the Nasser hospital before the IDF operation there."⁴⁰ What the IDF has done in Gaza, following explicit intelligence leads provided by captured Hamas terrorist, is to open graves where it was suspected that bodies of Israeli hostages were buried.⁴¹

While doing this research, I found an interesting quote on X by someone named Abu Baklava who describes himself as a Druze and Arab Israeli.⁴²

"In Gaza, they bury the corpses of Hamas terrorists in mass graves. Do you know why? So that they can later claim that Israel committed massacres and that mass graves were found. This is the deception they are now practicing. Sick death cult."

I would like to present here an interesting perspective on the accusation that the IDF filled two mass graves with the bodies of Gazans whom they killed. It comes from The Jerusalem Post, a newspaper with "Left-Leaning" tendencies but open enough to seek the truth. It is for this reason that I find their article substantive and important to include here.⁴³

"In Gaza, there are clear Palestinian reports that the Palestinians themselves initially dug the graves in question. The problem it seems is that too many bodies were later found in the mass graves after Israeli operations or sometimes specific bodies said to have been buried alone next to a specific tree were later reburied in mass graves. But it would be debatable, so a very clear procedure should have been set down in writing containing a legal opinion for someone to examine if questions about the procedure subsequently arose. Best of all a third party observer should have been involved who could testify afterward about how humane Israel was. Instead, the IDF issued laconic standard written statements commending its own humanity with no backup. Not that the Post has evidence that the IDF was not generally humane, and it probably was, but the IDF left no real paper trail to defend itself from skeptical critics.

⁴⁰IBID.

⁴¹[Israeli Military Refutes Claims of Mass Grave at Gaza Hospital | The Jewish Press - JewishPress.com | TPS / Tazpit News Agency | 17 Nisan 5784 – Thursday, April 25, 2024 | JewishPress.com](https://www.jewishpress.com/news/israeli-military-refutes-claims-of-mass-grave-at-gaza-hospital/2024/04/25/)

⁴² IBID.

⁴³ <https://www.jpost.com/israel-hamas-war/article-799430>

It just seems that, overwhelmed by a variety of fateful war decisions, top IDF and non-military officials agreed that exhuming bodies in such circumstances was legal, moral, and necessary to get back hostage remains.

It seems some general orders were issued about exhuming bodies humanely and about avoiding offense to the dignity of Palestinian dead, but not much more than that.

It seems that no top official was supervising the procedure in the field and ensuring that bodies were reburied in the same grave from which they were exhumed, as long as it was in the same general area."

****What we have here is not proof or even accusation of mass killing or mass burial of victims by the IDF, after they opened already existing graves to search for bodies of our hostages. What we do have here is a perfectly viable conclusion of the Jerusalem Post that if the top IDF and also non-military officials had done their jobs and insisted that a third-party observer accompany our IDF troops when they were instructed to open graves, there would be proof of what was done and what was not done...and by whom.

To conclude my comments on this particular section titled ***Conflict in Israel and Gaza, in Photos***, I want to remind everyone that what you just read was my commentary on the NYT narrative presented to lead our students on how to interpret or understand the photos which follow. Now, I wish to address the photos chosen by the NYT to teach the Conflict to our students. The live link to these photos is included here: [Conflict in Israel and Gaza, in Photos - The New York Times \(nytimes.com\)](https://www.nytimes.com/2023/10/07/middleeast/israel-gaza-photos.html).

You will see photos used to indoctrinate. You will see photos with captions which reinforce lies and false accusations. You will see photos with no proof that they were taken in Gaza and not in Iraq or Syria. You will see photos which portray suffering, grief, hunger, devastation of homes and destruction of infrastructure supposedly of Gaza. These are theoretically photos of Gaza and Gazans, all with carefully constructed captions.

There are no photos of any of the atrocities perpetrated by Hamas on the Israeli People on October 7, 2023 or the days which followed. There are no photos of the damage wrought on the Israeli kibbutzim or cities by rockets and fire. The only photos of Israeli faces constricted with grief are those of families burying their IDF family members killed in Gaza. The few photos of Israel

included in this Gallery are not of kibbutzim and houses wrecked by the Hamas terrorists or buildings destroyed by Hamas rockets. But rather, they are those of demonstrations in Tel Aviv held to bring down the legally elected Government of Israel or photos of several funerals of IDF soldiers who were killed in Gaza...photos which may at best raise some sadness in the students but will more likely make them happy, in the same way that Arab children are made happy with candies given out to celebrate the deaths of Israeli soldiers.

5. Zinn Education Project

Teaching About Palestine-Israel and the Unfolding Genocide in Gaza,

March 1, 2014

[Teaching About Palestine-Israel and the Unfolding Genocide in Gaza - Zinn Education Project](#)

**** I have been reading and reviewing the revisionist, anti-Israel and anti-Semitic material and content of the Zinn Education Project and its partner Rethinking Schools for many years. When I saw that they had come out with teaching materials on the October 7th Massacre and ensuing war,⁴⁴ I thought that I was prepared for what I would find. I was very wrong. The title alone put the revisionism, bias, anti-Israel false information, and Israel-hatred in the forefront. The very opening of this article stunned me, and I wondered what effect it would have on our naïve, poorly educated, impressionable, and easily indoctrinated youngsters. Even more important to me is the fact that Rethinking Schools and Teaching for Change are reiterating the false facts promulgated by the Hamas Ministry of Health, and using the highly inflammatory and fallacious words of the U.N. Secretary-General António Guterres who is, in fact, the mouthpiece of the virulently anti-Israel United Nations, which is the one of the foremost provocateurs of Jew-Hatred today. Then, I asked myself the question which frightened me more than everything. What would the Rethinking Schools

⁴⁴[Teaching About Palestine-Israel and the Unfolding Genocide in Gaza - Zinn Education Project](#)

indoctrinated teachers do with this material? Or better, what wouldn't they do with it?

I think that anyone reading this White Paper, who is truly concerned with what is being presented as viable scholarship to be used by teachers and educators in K-12 and beyond, must take the time to examine this entire curriculum carefully. It is anti-Israel, anti-Semitic, anti-American, biased, inflammatory, supportive of CRT, Critical Ethnic Studies, Critical Zionism Studies, and the fallacious Palestinian Narrative.

" At Rethinking Schools and Teaching for Change we are outraged by the ongoing slaughter in Gaza, and the rising death toll in the West Bank. Israel has turned Gaza into a “graveyard for children,” in the [words of U.N. Secretary-General António Guterres](#) — and the United States has supplied Israel with weapons and diplomatic cover for their atrocities. No doubt, there is a long history of violence in the region — including the Oct. 7, 2023, Hamas attacks — but the unfolding genocide, including the destruction of Gaza’s public health infrastructure and the intentional creation of famine, must be condemned. We add our voice to the call for an immediate, lasting cease-fire in Gaza.

****The above-bolded sentences incorporate the dangers inherent in using their teaching materials. First, the use of such a verb as "outraged" is inappropriate for the creators and purveyors of educational materials. It indicates self-righteous indignation and acceptance and distribution of subjective biases based on false facts and slanderous assertions. It is a subliminal signal to educators that they may and should teach the accusations, false history, and Jew-Hatred contained within the material.

The accusation of an unfolding genocide is aimed at Israel as are the accusations of the destruction of Gaza's public health system and the intentional starvation of Gaza's population. The passing mention of "a long history of violence" in no way provides teachers or students with information of the years of Arab terrorism against Israel and there is no accusation of crimes committed by them against thousands of people whose only guilt is being Jewish. The horrors of the Hamas Jihadist Massacre of October 7, 2023 are dismissed as "Hamas attacks". For Rethinking Schools and Teaching for Change to call for a lasting cease-fire in Gaza is overt proof of support of Hamas, a recognized terrorist organization. Equally dangerous is the accusation against the United States of facilitating the "atrocities" carried forth by Israel. This is

unconscionable anti-Israel and anti-American indoctrination of both teachers and students. Their instructions to the teachers continue with explicit quotes from the creator of the Zinn Educational Project.

"As Howard Zinn said,

"We need to decide that we will not go to war, whatever reason is conjured up by the politicians or the media, because war in our time is always indiscriminate, a war against innocents, a war against children.

****This is a standard accusation against Israel: that the IDF is not targeting the "enemy" but rather killing innocents and children.

One cannot understand this tragedy without acknowledging its history. While many education groups provide resources for teaching about the crisis as a "conflict" rooted in antisemitism and Islamophobia, that sole emphasis is misleading. Students need to examine how the current crisis is shaped in large part by settler colonial history, and the role played by world powers. As educators, we must help our students make historical explanations for today's violence.

****The above-bolded material is highly problematic. It dismisses the issues of anti-Semitism and Islamophobia without any explanation of their relationship to what Rethinking Schools calls "a conflict". Even more dangerous is the reference to "settler colonial history" which is taught as the role of Israel in "Palestine" and "the role played by world powers" which leads to the Partition of Palestine by the UN and the theft of land from the Arabs.

Too often the school curriculum in the United States has told young people — explicitly and implicitly — that some lives matter more than others. We see this hierarchy of human worth playing out now in Gaza and the West Bank, as Israeli government ministers call Palestinians "human animals." This dehumanization fuels violence and oppression. Lessons at the Zinn Education Project are filled with examples of how ideas of social inequality justified horrific injustice — the theft of land from Native Americans, the enslavement of Africans, the genocide of Jews, the incarceration of Japanese Americans, and so much more. Our curriculum must put empathy at the center, inviting our students to critique policies and practices that begin from the premise that some people's lives are worth more than others'."

****This conclusion to Howard Zinn's message to teachers and their students embodies the essence of the Zinn Education Project: anti-Israel, anti-American. Interesting is his reference to "the genocide of the Jews", thereby removing the specificity of the

Holocaust, making it just one of many genocides. The lack of footnotes verifying the supposed language of Israeli Government ministers is endemic to the materials created by Zinn Education and Rethinking Schools. The Zinn Education and Rethinking Schools Project offers many articles, videos, books for educators to use. I have chosen this particular article ⁴⁵ because it exemplifies the Leftist scourge which permeates Academia and illustrates how these professors also indoctrinate K-12 (primarily 6-12) students, preparing them for university indoctrination.

The article was written by Dr. Raz Segal, a Leftist Israeli scholar and Associate Professor of Holocaust and Genocide Studies at Stockton University and the Endowed Professor in the study of modern genocide. Most important is the fact that his article was published on October 13, 2023, 6 days after the October 7th Hamas Jihadist Massacre. Most damning is the fact that it is the work of an Israeli. This is the material which Prof. Raz Segal, via the Zinn Education Project and Rethinking Schools, has provided teachers to use while Israel is fighting for her very existence. "*Textbook Case of Genocide?*" Indeed, but not in Gaza by the IDF. In Israel by Hamas. This article reeks of the fallacious history expounded in the invented Palestinian Narrative, of anti-Israel false narrative, of anti-Americanism, and of a deliberate elimination of all of the facts of the Hamas Jihadist Massacre, thereby presenting the Hamas-Israel War, not as the result of the Hamas attempted Genocide of the Israelis living in the kibbutzim in the South, but rather of Israel's deliberate genocidal attack on Gaza. Finally, what makes this article even more dangerous are all of the live links to other equally anti-Israel articles and videos which "teach" revisionist history.

A Textbook Case of Genocide

Israel has been explicit about what it's carrying out in Gaza.

Why isn't the world listening?

[Raz Segal](#)

October 13, 2023

ON FRIDAY, Israel ordered the besieged population in the northern half of the Gaza Strip to evacuate to the south, warning that it would soon intensify its attack on the Strip's upper half. The order has left more than

⁴⁵ <https://jewishcurrents.org/a-textbook-case-of-genocide>

a million people, half of whom are children, frantically attempting to flee amid [continuing](#) airstrikes, in a walled enclave where no destination is safe.

**** There is no mention of the Hamas Jihadist attack on the South of Israel. There is no mention of the participation of Gazan citizens in the assault. There is no mention of the continuous ongoing rocket attacks from Gaza against Southern Israel. There is no explanation of how the IAF has dropped leaflets over Gaza which warn civilians in Arabic to “avoid being present in the vicinity of Hamas operatives.” There is no explanation of the IAF procedure called “Roof knocking”, when the IAF targets a building with a loud but non-lethal bomb or with bullets which do no damage but cause noise, both of which warn civilians that they are in the vicinity of a weapons cache or other target. This method is used to allow all residents to leave the area before the IDF targets the site with live ammunition.⁴⁶

As Palestinian journalist Ruwaida Kamal Amer [wrote](#) today from Gaza, “refugees from the north are already arriving in Khan Younis, where the missiles never stop and we’re running out of food, water, and power.” The UN has [warned](#) that the flight of people from the northern part of Gaza to the south will create “devastating humanitarian consequences” and will “transform what is already a tragedy into a calamitous situation.” Over the past week, Israel’s violence against Gaza has killed more than 1,800 Palestinians, injured thousands, and displaced more than 400,000 within the strip. And yet Israeli Prime Minister Benjamin Netanyahu [promised](#) today that what we have seen is “only the beginning.”

****This article quoted here says nothing about the many missiles, fired by Hamas at Southern Israel from Khan Younis, which brought about the IDF's response. The article says nothing about Israel creating a safe zone for those fleeing the North after being warned by Israel to do so or about the IDF placing their tanks between the Hamas terrorists and the refugees to open a corridor for them. It says nothing about all of the tents and humanitarian aid provided by Israel.⁴⁷ The journalist continues to use the inflated numbers issued by the Gaza Ministry of Health, controlled by Hamas.⁴⁸ Finally, this particular Palestinian journalist, and therefore the author of this article, Raz Segal, who quoted her,

⁴⁶<https://www.idf.il/en/mini-sites/wars-and-operations/operation-pillar-of-defence/how-does-the-idf-minimize-harm-to-palestinian-civilians>

⁴⁷<https://www.jpost.com/breaking-news/article-7722>

⁴⁸ <https://www.jns.org/hamas-fakes-casualty-figures-the-numbers-are-not-real>

have edited out much of the content of PM Netanyahu's remarks, quoted below, and changed them to intimate the genocide of Gazan civilians:

"We'll never forget the atrocities that our enemies carried out," he says, "and we'll never forgive. And we'll never let the world, or anyone, forget these atrocities, [of a kind] that were not done to the Jewish people in many decades. We're hitting "our enemies with unprecedented force," he says, but "I stress: It's only the beginning. Our enemies have only just begun to pay the price. I won't detail what will come next. But I'm telling you, it's only the beginning." ⁴⁹

Raz Segal continues his scurrilous assault on Israel, which is meant to be taught to students as part of the history leading up to and explaining the Hamas Jihadist attack of October 7th. The following paragraph contains some of his most scandalous assertions.

Israel's campaign to displace Gazans—and potentially [expel them altogether](#) into Egypt—is yet another chapter in the Nakba, in which an estimated 750,000 Palestinians were driven from their homes during the 1948 war that led to the creation of the State of Israel. But the assault on Gaza can also be understood in other terms: as a textbook case of genocide unfolding in front of our eyes. I say this as a scholar of genocide, who has spent many years writing about Israeli mass violence against Palestinians.

****I have spent endless hours trying to find the proof of these accusations by Raz Segal against Israel. What I have found instead is the proof of the shameful lies and revisionist history propounded by a treasonous Leftist Israeli professor.

First, his statement that the Hamas Jihad slaughter of Israelis is a continuation of the Nakba has no legitimacy. By making this linkage and utilizing the term Nakba, Raz Segal has categorically dismissed Israel's legal and biblical right to exist. To illustrate his historical intentions in this verbiage, we need only to read the definition and origin of the word Nakba: "Nakba is an Arabic word meaning "catastrophe" and refers to Israel's ethnic cleansing of Palestine, its exiling of Palestinians and making them into

⁴⁹ [Netanyahu: We've hit Hamas hard, but 'it's only the beginning' | The Times of Israel](#)

refugees, its dispossession of Palestinian property, its destruction of Palestinian cities, towns, and villages, and its attempt to erase the existence of the Palestinian people from its homeland in 1948."⁵⁰

Second, as for Raz Segal's assertion that an estimated 750,000 Palestinians were driven from their homes during the 1948 War, which led to the creation of the State of Israel, it too is fallacious and part of the historical revisionism propounded by Israel's New Historians and reiterated by Raz Segal who appears to be one of their most ardent proteges. There are two problematic statements in that one sentence. The first is the incorrect figure which he gives for the number of Palestinian refugees and the second is his assertion that they "were driven from their homes during the 1948 war:

"The Palestinians left their homes in 1947-49 for a variety of reasons. Thousands of wealthy Arabs left in anticipation of a war, thousands more responded to Arab leaders' calls to get out of the way of the advancing armies, a handful were expelled, but most simply fled to avoid being caught in the crossfire of a battle. Many Arabs claim that 800,000 to 1,000,000 Palestinians became refugees in 1947-49. The last census was taken by the British in 1945. It found approximately 1.2 million permanent Arab residents in *all* of Palestine. A 1949 Government of Israel census counted 160,000 Arabs living in the country after the war. In 1947, a total of 809,100 Arabs lived in the same area. This meant no more than 650,000 Palestinian Arabs could have become refugees. A report by the UN Mediator on Palestine arrived at an even lower figure 472,000, and calculated that only about 360,000 Arab refugees required aid."⁵¹

Finally, Israel does not have and has not had a "campaign to displace Gazans-and potentially expel them altogether into Egypt." Israel and the IDF have moved Gazan populations from active, retaliatory combat zones to specified humanitarian zones – warning the population in advance to evacuate their homes, providing cover for them from Hamas fighters who threatened them if they tried to evacuate and who used them as human shields in the North.⁵²

⁵⁰ <https://imeu.org/article/the-nakba-and-palestine-refugees-imeu-questions-and-answers>

⁵¹ <https://imeu.org/article/the-nakba-and-palestine-refugees-imeu-questions-and-answers>.

⁵² <https://www.idf.il/en/tags/civilian-evacuations-from-combat-zone/>

The following chart from the IDF website illustrates just one fraction of its efforts to evacuate Gazan civilians.⁵³



****I must admit that both the content and the intent of the material which follows are beyond outrageous academically, factually, ethically, and culturally. Yet, despite this, I must respond to his accusations because the thought of this material in the hands of teachers, administrators, students, and the public at large is far more deleterious. Just to remind my readers, each underlining is a live link to additional revisionist history, erroneous facts, and deliberately biased and skewed interpretations.

I have written about **settler colonialism** and **Jewish supremacy in Israel**, **the distortion of the Holocaust to boost the Israeli arms industry**, **the weaponization of antisemitism accusations to justify Israeli violence against Palestinians**, and **the racist regime of Israeli apartheid**. Now, following Hamas's attack on Saturday and the mass murder of more than 1,000 Israeli civilians, the worst of the worst is happening.

Segal has accused Israel of being a "settler colonial state", defined thus: "a concept that historians use to describe the system of replacing an existing population with a new one through land theft

⁵³ <https://www.idf.il/en/mini-sites/israel-at-war/war-on-hamas-2023-resources/the-idf-s-efforts-to-evacuate-civilians/>

and exploitation, which is enabled by occupation, apartheid, forced assimilation, or genocide."⁵⁴ He in fact asserts that Israel occupied and displaced the Arabs from their land. His support of this results his claim in his article that even though many people believe that Jews today are linked to the ancient Judeans, no evidence supports this assertion. He further asserts that "The City of David is an organization that was founded to act on that belief: not only to create a narrative about continued Jewish presence in Jerusalem's ancient past and today, but also to claim ownership of the area and dispossess the Palestinians who have been living there for generations."⁵⁵

It took me some time to read his article on the distortion of the Holocaust to boost the Israeli arms industry and to discern where it was taking me. The article seemed a well-intentioned, scathing attack on the Elbit Systems, Ltd. for underwriting a book on how Bulgaria protected its Jews during the Shoah. Knowing Raz Segal's work as I do, I questioned the actual motivation for this article and the truth behind his accusation that Elbit distorted the Holocaust for financial gains. Like the refutation of many of the Leftist lies and distortions, the answer to this one was found after considerable researching, using a variety of "key words", and hours of reading. I discovered an obscure but fascinating article with reviews of two books published at almost the same time, dealing this subject of the distortion of the history of Bulgaria's participation in the Shoah. In one review, I read about Elbit and its support of a book with questionable and even erroneous facts about Bulgaria's support of its Jewish population during the Shoah. A retired Bulgarian military man, Dr. Dimitar Nedialkov, in his book *The Bulgarian Army and the Rescue of Bulgaria's Jews, 1941-1944* (Sofia: Professor Marin Drinov Publishing House of the Bulgarian Academy of Sciences, 2021) offered his self-described "iconoclastic" solution to the highly publicized question of Bulgaria's scandalous treatment of its Jewish population during the Shoah. Nedialkov was fixated upon the early positive history of Bulgaria and its Jews.⁵⁶

⁵³ <https://www.vox.com/world-politics/24128715/israel-palestine-conflict-settler-colonialism-zionism-history-debate>

⁵⁵ [The People Who Claim Eternal Ownership of Jerusalem | The Regional Thinking Forum](#)

⁵⁶ <https://www.sephardichorizons.org/Volume14/Issue1/Sage.html>

"For Nedialkov, the record of Jews as arms-bearing soldiers in the Bulgarian Army during the Serbian War (1885), the Balkan Wars (1912-1913), and World War I comprises a body of supposedly germane material to preface what followed during the Shoah years. The colonel indulges in rousing battle pieces, memorializing Jewish fighting men who died in battle for Bulgaria. He recounts at length the deeds of Jewish heroes and the military medals they earned."

Admittedly, it was a time long gone, one replaced by a history of discrimination, persecution, and deportation and extermination. And yet, Nedialkov returns to this time in Bulgaria and this Jewish reality. Why? It seems that Nedialkov truly believed that the history of past Jewish heroism in Bulgaria would eventually insure the inclusion and assimilation of Bulgarian Jews in their society, but he was very wrong. Yet that fundamental belief never vanished despite the fate of Bulgarian Jews during the Shoah. The author of this review, Dr. Steven F. Sage, is excellent in his analysis, research, and conclusions. He raises the question of falsified history, answers the question of whether it was falsified, and then deals with why Nedialkov and also Elbit Ltd. provided funds for a book with dubious Holocaust history.

Dr. Sage writes about Elbit and then about Nedialkov:

"The firm is valued at over US\$9 billion, so whatever costs they put up amounted to pocket change, probably disbursed from a well-funded public relations budget. Elbit maintains a business agenda. Holocaust rescue tales have traditionally sweetened Israel-Bulgaria deals. In Nedialkov, Elbit executives found a published author, tech-savvy former air force flier who could talk the talk on the firm's same wavelength, each side good (really good) at their respective martial specialties. But the Elbit guys are not Holocaust historians. Nor prior to this book was Colonel Dimitar Nedialkov.

It would be unfair, though, to assume the colonel's motives were simply pecuniary. He is a respected authority in his niche, not some struggling hack writer. Why then this book project? A ready short answer is, to salvage something from the flotsam of the moribund Rescue hoax. (i.e., that Bulgarian soldiers rescued Jewish prisoners from labor camps and therefore from deportation and extermination). The book's very premise that the army rescued the Jews carries an implicit concession that the monarch, the Bulgarian Church, Dimitŭr Peshev, and "civil society," et al. did not accomplish that alleged rescue. Adding yet another, tardily arriving champion to the posse does nothing, logically, to boost the credibility of the tattered rescue notion. If anything, it detracts.

But a rescue there must be. It's an imperative since that frayed notion, tracing back to the period of Communist rule and intoned thereafter as mantra, has

become a pillar of Bulgarian national identity. The colonel, as a patriot and pilot, rose to the occasion. And took off into the clear blue."

Now back to Raz Segal and his article on Holocaust distortion to benefit Israeli arms dealers. At this point, I needed to know about Elbit and I needed to understand why Segal singled them out. A sentence in Prof. Sage's article answered my question: "The Israel-based (Matam, Haifa) Elbit Systems, Ltd. is an international defense electronics firm with a world-wide clientele. They produce military drones, surveillance technology, and commercial aviation systems, also various munitions."⁵⁷ A quick reread of Raz Segal's article made his intent crystal clear. Defender of the Holocaust against Revisionism? In no way and in no sense. Purveyor of anti-Israelism and anti-Zionism –indeed, this who Raz Segal was, is, and will remain.⁵⁸

"In the past 20 years, the company has built a considerable market for its surveillance devices and weapons for use on and around border walls and fences, and more broadly against refugees.

Elbit has, for instance, installed armed semiautonomous robots on the separation wall in **Israel/Palestine**, which an advisory opinion of the show that whatever attacks the legality of Israel and enforces the narrative of a nation named Palestine is Segal's ultimate agenda. In this case, his use of the accusation of Holocaust Revisionism to undermine an Israeli arms manufacturer whose armaments are designed to protect Israel from the terrorism perpetrated by Palestinian Arabs is immoral, anti-Israel, and anti-Semitic."

I found an interesting article which articulates to perfection Segal's Leftist anti-Israel, pro-Palestine agenda and illustrates its easy to identify language.⁵⁹

"Elbit Systems specializes in military electronics, surveillance systems, Unmanned Air Vehicles or "drones" and security systems. In Palestine is provides Israel with equipment for its apartheid Wall in the West Bank and other weapons, particularly killer drones, used for war crimes in the attacks on Gaza and Lebanon.

Elbit sells its experience in ghettoizing and killing Palestinians as 'field tested' technology to repress other people. From the US-Mexico Wall and the militarization in Mexico to the repression of the Kashmiri people.

⁵⁷ IBID.

⁵⁸ IBID

⁵⁹ [Stop Elbit Systems -](#)

The campaign against Elbit Systems has been launched in 2007 by the Stop the Wall Campaign as part of the Palestinian BDS National Committee (BNC). In 2009, with the divestment of the Norwegian National Pension Fund from Elbit Systems, the campaign started to gain momentum.

Because Elbit Systems participates in and aids Israeli war crimes and Israeli apartheid and settler-colonialism, investors in and partners of the company are, by extension, accessories to Israel's many violations of international law and human rights. Grassroots movements have campaigned for years to stop any ties with Elbit and several pension funds and financial institutions have pulled their investments from Elbit and some of Elbit's deals have already collapsed."

****Finally, we have to consider very carefully Raz Segal's accusation of Genocide against Israel. It must be truthfully and precisely refuted. The effect of his accusation of Genocide is deadly because it was written by an "Israeli Jew" and "therefore" its fallacious, slanderous content must be the truth. Prof. Raz Segal has endeavored to destroy the legitimacy of the State of Israel and to justify Israel's condemnation by the International Criminal Court (ICC). Remember that this material is in the hands of teachers, students, and the public. Remember also that this virulently anti-Zionist, anti-Israel, and pro-Hamas Leftist professor has deliberately omitted all facts about and descriptions of what was done to the inhabitants of the kibbutzim and the young people at the music festivals. Omitted as well is the information about the perpetrators of the barbaric massacres – what they did, how they did it, and how they filmed and recorded the Islamist, genocidal Jihad against the Jews.

In addition to such agenda-based omissions mentioned above, which can be found in Chapter 1 of this White Paper, we have two severe issues: quotes taken out of context or with no explanation of their intent or on what they are based; false accusations based on false facts.

"Under international law, the crime of genocide is defined by "the intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such," as [noted](#) in the December 1948 UN Convention on the Prevention and Punishment of the Crime of Genocide. **In its murderous attack on Gaza, Israel has loudly proclaimed this intent. Israeli Minister of Defense Yoav Gallant [declared](#) it in no uncertain terms on October 9th: "We are imposing a complete siege on Gaza. No electricity, no food, no water, no fuel. Everything is closed. We are fighting human animals, and we will act accordingly."** Leaders in the West reinforced this racist rhetoric by

describing Hamas's mass murder of Israeli civilians—a war crime under international law that rightly provoked horror and shock in Israel and around the world—as “[an act of sheer evil](#),” in the words of US President Joe Biden, or as a move that reflected an “[ancient evil](#),” in the terminology of President of the European Commission Ursula von der Leyen. This dehumanizing language is clearly calculated to justify the wide scale destruction of Palestinian lives; the assertion of “evil,” in its absolutism, elides distinctions between Hamas militants and Gazan civilians, and occludes the broader context of colonization and occupation.

****Raz Segal initiates his accusation of Genocide against Israel by citing the official definition of genocide found in the December 1948 UN Convention on the Prevention and Punishment of the Crime of Genocide: “the intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such”. By positioning it as the introduction, Segal in fact tells both teachers and students that this is exactly what Israel is guilty of doing in Gaza. His assertion that **"in its murderous attack on Gaza, Israel has loudly proclaimed this intent,"** is a continuation of his false accusations and omissions of facts. Israel did not engage in a "murderous attack" on Gaza. After the Hamas massacre of Israelis in Southern Israel and the abduction of hundreds of Israeli hostages, Prime Minister Netanyahu announced that Israel was at war. This was done prior to the IDF entering Gaza and while Hamas was continuing its massive rocket barrage.

Israeli Minister of Defense Yoav Gallant [declared](#) it in no uncertain terms on October 9th: “We are imposing a complete siege on Gaza. No electricity, no food, no water, no fuel. Everything is closed. We are fighting human animals, and we will act accordingly.”

**** Yes, Defense Minister Gallant did say these words. However, he did NOT declare or announce Israel's intent to commit genocide in Gaza. His use of the expression "to impose a complete siege in Gaza" does not mean or even insinuate genocide. Segal did not misunderstand the meaning of Gallant's words. As is his preferred modus operandi, he gave it the false meaning and intent of "genocide" and further indoctrinated students, teachers, and the public in anti-Israel hatred. This is the correct definition of the word siege as used by Gallant:

"Siege: an operation in which a police or other force surround a building and cut off supplies, with the aim of forcing an armed person

to surrender." ⁶⁰ As for Gallant's use of the words "human animals", Segal never described what the Hamas Nukhba terrorists did to the Israelis whom they massacred and to the hostages whom they kidnapped and brought to Gaza. Human animals are 2-legged predators who hunt humans as prey and kill them as savagely as 4-legged predators kill theirs. The analogy may be unpleasant but it is applicable.

"The UN Genocide Convention lists [five acts](#) that fall under its definition. Israel is currently perpetrating three of these in Gaza: "1. Killing members of the group. 2. Causing serious bodily or mental harm to members of the group. 3. Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part." The Israeli Air Force, by its [own account](#), has so far dropped more than 6,000 bombs on Gaza, which is one of the most densely populated areas in the world—almost as many bombs as the US [dropped on all of Afghanistan](#) during record-breaking years of its war **there**. Human Rights Watch has confirmed that the weapons used included [phosphorous bombs](#), which set fire to bodies and buildings, creating flames that aren't extinguished on contact with water. This demonstrates clearly what Gallant means by "act accordingly": not targeting individual Hamas militants, as Israel claims, but unleashing deadly violence against Palestinians in Gaza "as such," in the language of the UN Genocide Convention. Israel has also intensified its 16-year siege of Gaza—the [longest](#) in modern history, in [clear violation of international humanitarian law](#)—to a "complete siege," in Gallant's words. This turn of phrase that explicitly indexes a plan to bring the siege to its final destination of systematic destruction of Palestinians and Palestinian society in Gaza, by killing them, starving them, cutting off their water supplies, and [bombing their hospitals](#). It's not only Israel's leaders who are using such language. An interviewee on the [pro-Netanyahu Channel 14](#) called for Israel to "turn Gaza to Dresden." Channel 12, Israel's most-watched news station, published [a report](#) about left-leaning Israelis calling to "dance on what used to be Gaza." Meanwhile, genocidal verbs—calls to "[erase](#)" and "[flatten](#)" Gaza—have become omnipresent on [Israeli social media](#). In Tel Aviv, a banner reading "[Zero Gazans](#)" was seen hanging from a bridge.

Indeed, Israel's genocidal assault on Gaza is quite explicit, open, and unashamed. Perpetrators of genocide usually do not express their intentions so clearly, though there are exceptions. In the early 20th century, for example, German colonial occupiers perpetrated a genocide in response to an uprising by the Indigenous Herero and Nama populations in southwest Africa. In 1904, General Lothar von Trotha, the German military commander, issued an "extermination order," justified by the rationale of a "race war." By 1908, the German authorities had murdered 10,000 Nama, and had achieved their stated goal of "destroying the Herero," killing 65,000 Herero, 80% of the population. Gallant's orders on October 9th were no less explicit. Israel's goal

⁶⁰ Oxford Languages Copyright © 2024 Oxford University Press. All rights reserved.

is to destroy the Palestinians of Gaza. And those of us watching around the world are derelict in our responsibility to prevent them from doing so."

****The lengthy article summation above contains erroneous material, skewed material incorporated for indoctrination and supporting his anti-Israel and pro-Hamas agenda.

- Prof. Segal omits the facts that IDF bombs were used in Gaza to destroy tunnels, rocket launchers, and ammunition storage locations. As he has done elsewhere, he further omits the fact that the IDF not only warned the civilian population when buildings were to be bombed but also helped them get to safe zones which the IDF created. Once again, there are no facts about how many rockets and missiles Hamas has rained down on Southern Israel.
- The allegations of use of phosphorous bombs against the civilian population by the IDF have been leveled at Israel by, among other anti-Israel media outlets, Human Rights Watch, Al Jazeera, Amnesty International, the Guardian, and the Washington Post. The IDF has answered these accusations truthfully and with ample information:

"The main smoke shells used by the IDF do not contain white phosphorus. Similar to many Western armies, the IDF also has smoke shells that contain white phosphorus, which are legal according to international law, and the choice to use them is influenced by operational considerations and availability compared to alternatives," the IDF says. These shells are intended for smokescreens, and not for an attack or ignition, and they are not legally defined as incendiary weapons," it continues. The IDF says that under its existing procedures, white phosphorus shells are not to be used in urban areas, "except in certain exceptional cases."⁶¹

- Quotations cited here are often taken out of context. Furthermore, their meaning can hardly be understood when the author of this article has consistently omitted both the history behind and the facts of the Massacre. Also missing is any mention of or information about the Leftist demonstrations, posters, media reports, including posters

⁶¹[Army in response to white phosphorus report: IDF only uses legal weaponry | The Times of Israel](#)

and spontaneous interviews calling for the assassination of PM Netanyahu and other government officials.

- Finally, Segal quotes the 1948 Article 2, UN Convention on the Prevention and Punishment of the Crime of Genocide as the base for his accusation of Genocide against Israel. I have done considerable research on the meaning and substance of this accusation and I will conclude with this explanation. Excerpts from my article on this subject are cited below.

1. Legal Definition of Genocide

These two definitions neither define nor describe Israel's just military response against Hamas, following the terrorist organization's barbaric jihadi assault on Israel on October 7th, 2023. Israel's military response followed Hamas's invasion of her territory, the destruction of homes and property, the murder, horrific rape, sexual and psychological torture, mutilation, and kidnapping of her population. Hamas, its leadership, its jihadis, its weapons, its tunnels, and its collaborators were targeted carefully and with precise intelligence.

2. Actual Facts vs Revisionist Facts

The media, the anti-Israel and anti-Semitic academics, and the leaders and followers of the Democrat Party have introduced the accusation, vocabulary, and mantra of genocide into the public domain. The actual facts and figures of the war waged by Israel against the Hamas leadership, terrorist fighters, and civilian adherents have been eliminated, denied, and/or falsified. The figures of those killed are constructed and/or manufactured by the Hamas-controlled Gazan Department of Health.

If Israel wanted to commit genocide against the "Palestinians" in Gaza, she has had many such opportunities since she first found herself inside Gaza after "winning" the defensive Six Day War of 1967 and again the 1973 Yom Kippur War. Both times Israel tried to return Gaza to Egypt in return for peace and safe borders. Both times Egypt refused to take Gaza back.

In 2005, Israel was forced to withdraw from Gaza. Since that time, Hamas has bombarded Israel with rockets, missiles, and incendiary balloons, killing her People and destroying much property. Israel's military response was fast and forceful and when she came close to defeating Hamas, ceasefires were forced on her and "Israel ceased and Hamas fired." Israel could have carpet-bombed Gaza and leveled it completely. Instead, she followed international laws and accepted the cease-fires. Israel was still under such a cease-fire on October 6th, when Hamas broke it on October 7th and committed the horrific massacre and abductions. Every effort was taken militarily to hit only Hamas and to destroy it. Finding "innocent" civilians is a non-sequitur. Hamas was and is supported by the Gazans and the so-called Palestinians. Genocide? Then, please explain how more than one million "Palestinians" were accompanied to protection by Israeli soldiers and shielded by Israeli tanks as they crossed the land. The IDF is now committed to removing 1.4 million "Palestinians" from Rafah to safety, setting up tent cities for them, arranging food and medications, etc. It is important to acknowledge the fact that the Jewish State must do this because every neighboring Muslim state refuses to accept the Gazans/Palestinians. In addition, Israel drops fliers and makes phone calls to alert "innocent" citizens so that they can leave. None of this was done by any other country in any other war. These are not the actions of countries executing genocide.⁶²

I have found some exceptional materials created by reputable Jewish organizations and destined predominantly for Jewish Day Schools. These materials are available to teachers, parents, and administrators who sign up for them on the websites of the organizations. I believe that the materials created by these organizations should be provided not only to Jewish Day Schools but also to the K-12 Public and Private School systems. Teacher organizations should be informed that accurate materials are available by signing up for "free membership" on their websites.

⁶² [The Accusation of Genocide against Israel | Sandra Alfonsi | The Blogs](#)

6. Unpacked for Educators

All of their materials are excellent articles and videos. I recommend these because of their relevance.

[Using Israel Music to Navigate the Aftermath of October 7: A Guide for Jewish Educators](#)

[Israel Education in a Post-October 7th World](#)

[The Hostages: Bring Them Home • Unpacked for Educators](#)

[Israeli Resilience • Unpacked for Educators](#)

[Hamas-Israel War Has Changed Everything • Unpacked for Educators](#)

[Why Israel Must Destroy Hamas • Unpacked for Educators](#)

7. The American Jewish Committee

The AJC provides high caliber materials which are easy for teachers and for 7-12th-grade students to read and comprehend. Important is the fact that the AJC understands that without correct knowledge about the history of the Region and of the Arab-Israeli Conflict, teachers, students, and administrators cannot understand the October 7th Hamas Jihadist Massacre in Israel. These are examples of their excellent materials.

[Timeline: Key Events in the Israel-Arab and Israeli-Palestinian Conflict | AJC](#)

[Israel-Hamas War: What You Need To Know | AJC](#)

[Hamas is Lying. Don't Trust Terrorists. | AJC](#)

[What is Hamas? | AJC](#)

[One Year Later, Why Can't the UN Lay Blame for October 7 Where it Belongs? | AJC](#)

8. The Anti-Defamation League (ADL)

I find the materials prepared and offered by the ADL to be excellent at times and highly problematic at others. It is their unending insistence on the equivalency between Antisemitism and Islamophobia which, in my view, compromises their stand on fighting Antisemitism and weakens their "reputation" in the field of education materials.

Several excellent pieces by the ADL:

[ADL Debunk: Myths and False Narratives About the Israel-Hamas War | Center on Extremism](#) 10.15.2023 Updated: 11.10.2023

[October 7 Hamas Attack on Israel | ADL](#) Published: 10.10.2023

[Hamas | ADL](#) Published: 10.10.2023

[Questions, Complexities and Context: Insights into Israel and the Israeli-Palestinian Conflict | ADL](#)

CONCLUSION

I want to address questions about what has developed in our schools and across our Nation since the Hamas Jihadist Massacre of October 7, 2023. Based on the teaching materials which we have seen in Chapter Two, we can be certain that, in the hands of Leftist teachers and administrators, they have had and continue to have a negative impact. Have they directly impacted the spread of Antisemitism and in what ways? One year after the barbaric slaughter of Israelis in Southern Israel and the barbaric abduction of Israeli hostages into Gaza and the horrors which have befallen them there, has the dangerously charged atmosphere in America become less threatening? Has the virulent Jew-Hatred dissipated or increased? Have the calls for the destruction of Israel lessened or escalated? Has American society learned the true meaning of "From the River to the Sea, Palestine Will Be Free" or has Pro-Hamas radicalism taken hold of America?

Based on my research, I must answer that the October 7, 2023 Hamas Islamist Massacre of Israelis has intensified the spread of Antisemitism, not only in the US but worldwide and continues to do so. Virulent Jew-Hatred continues to manifest itself in every arena of American society. K-12 campuses and campuses of Higher Education have been infiltrated and taken over by clearly pro-Islamist forces, who continue to indoctrinate our students, Jewish and Christian alike, both ignorant of accurate history, in Revisionist, Wokist anti-Israel, anti-America, and anti-West dogma. Jew-Hatred has become a driving force in American society. Christianity is now coming under attack in America. Islamism, fortified by the anti-religion stance of Socialism, is rapidly encroaching on the Rule of the Republic, as designed by our Founding Fathers.

As concerns the presentation of the October 7, 2023 Hamas Jihadist Massacre in our textbooks, we will investigate it as soon as links to the new digital textbooks come available. However, we have ample reading material on its impact on students, on parents, in schools, in school board meetings, in the filing of lawsuits, and in newspaper articles. This White Paper closes with some salient examples.

I. [Jewish teacher hides in Queens high school as students riot \(nypost.com\)](https://www.nypost.com)

Pro-Israel teacher hides in Queens high school as ‘radicalized’ students riot: ‘They want her fired’.

Susan Edelman and Georgia Worrell

Published Nov. 25, 2023

"Hundreds of “radicalized” kids rampaged through the halls of a Queens high school this week for nearly two hours after they discovered a teacher had attended a pro-Israel rally — forcing the terrified educator to hide in a locked office as the teen mob tried to push its way into her classroom, The Post has learned.

The mayhem at Hillcrest High School in Jamaica unfolded shortly after 11 a.m. Monday in what students called a pre-planned protest over the teacher’s Facebook profile photo showing her at a pro-Israel rally on Queens Oct. 9 holding a poster saying, “I stand with Israel.”

“The teacher was seen holding a sign of Israel, like supporting it,” a senior told The Post this week.

“A bunch of kids decided to make a group chat, expose her, talk about it, and then talk about starting a riot.”

Hundreds of kids flooded into hallways and ran amok, chanting, jumping, shouting, and waving Palestinian flags or banners.

Many tried to barge into the teacher’s classroom despite school staffers blocking their entry.

“Everyone was yelling ‘Free Palestine!’” a senior said.

“Everyone was screaming ‘(The teacher) needs to go!’” a ninth-grader said.

School administrators and the NYPD, which responded to the school at about 11:20 am, got wind of their plans just in time to rush the teacher into an office and lock the door, another educator said.

Students recorded the commotion, posting multiple videos, some set to pulsing Arabian music, [on TikTok](#).

“When a protest brakes (sic) out because a teacher stands with Israel,” a caption on one says.

Another reads, “Hillcrest high school had a riot because a Health teacher was supporting Israel.”

Most comments posted on the videos applauded the kids and jeered the teacher, one calling her a “cracker ass bitch.”

Clips showed a water fountain ripped out in the hallway and shattered tiles in the second-floor boys’ bathroom, which students admitted they vandalized.

The NYPD not only sent a couple dozen cops to restore order but tapped its counterterrorism bureau to investigate a possible threat against the school, according to City Councilman James Gennaro (D-Queens), citing officials.

“Whether it was one student or multiple students who did or said something, whatever the trigger was, something happened. And I know from my many years on the City Council that the counterterrorism task force is not engaged unless they believe it is potentially a serious situation,” Gennaro said.

The teacher gave a statement to The Post, which is withholding her name for her own safety.

“I have been a teacher for 23 years in the New York City public school system — for the last seven at Hillcrest High School. I have worked hard to be supportive of our entire student body and an advocate for our community, and was shaken to my core by the calls to violence against me that occurred online and outside my classroom last week.”

“No one should ever feel unsafe at school — students and teachers alike,” she added.

Students said kids followed and spit on her, but another teacher said that did not happen.

The hostility went further, students told The Post.

“They found where she lives — her address, her phone number, her family and everything — her personal information,” a senior said.

“I heard that some people already called her on her private phone and said some bad things.” Sources could not confirm that.

The chaos and lockdown, which sources said lasted roughly two hours, was one of the most frightening incidents of antisemitism in New York schools and colleges since [the Hamas massacre in Israel Oct. 7](#) sparked the Jewish state’s [war with Gaza](#).

It follows a massive, pro-Palestinian citywide walkout on Nov. 9 by [some 700 NYC high school students](#) calling for a ceasefire.”

II. <https://www.ajc.org/news/guidance-for-k-12-school-administrators-handling-student-protests-and-walkouts>

"Context

- **Community Impact:** Members of the Jewish community are deeply affected by the ongoing conflict, experiencing trauma due to the violence, including the killing, rape, and taking of hostages, and the physical destruction of entire towns and neighborhoods in Israel. This has heightened feelings of insecurity among Jewish students, who report increased bullying, harassment, and antisemitism both in-person and online. After Hamas attacked Israel on October 7, 2023, the **FBI reported** a 60% increase in hate crime cases targeting Jews in the US.
- **Nature of Protests:** While student-led walkouts may claim to be raising awareness around humanitarian issues halfway around the world, many protests propagate antisemitic rhetoric, which isolates and threatens Jewish students right here and does nothing to help alleviate the suffering of those impacted by the current war. Such activities disrupt learning (at best) and exacerbate tensions within the school community and between groups of students.

Legal Considerations

- **School Attendance:** Students do not have the legal right to walk out of school. Unexcused absences, including walkouts, are subject to the same consequences as other truancies. If there is a walkout, the school is required to continue all classes as planned.
- **Free Expression:** Students may express their views so long as they are not discriminatory or overtly antisemitic and do not substantially disrupt school operations. Students participating in

walkouts should have clear consequences if their actions violate school codes of conduct.

- **Political Neutrality:** Public school facilities cannot serve as public forums for political expression. Students should learn in a politically neutral environment. Employees should refrain from advancing their own personal political views while in the classroom, on school grounds, or when conducting official school business. Schools and employees should avoid the impression of endorsing any particular political perspective or point of view.
- **Title VI:** Title VI ensures that students in educational institutions that receive federal funding are not subjected to discrimination based on their religion or national origin. This federal law promotes an inclusive academic environment by safeguarding the rights of all students to access educational opportunities without bias.

Administrative Actions

- **Review and Communicate Policies for Students:** Review your school's policies to ensure they are current, clearly communicated to students, staff, and parents, and universally applied to all students and student groups. Everyone must understand what is allowed and the consequences of participating in a walkout.
- **Clarify and Communicate Policies for Staff:** Educators, administrators, and staff should not use their positions to influence, organize, endorse, or facilitate political protests or walkouts. In many public school systems, such activity is forbidden.
- **Proactively Communicate with Parents and the Wider Community:** It is critical to share information and maintain open lines of communication about your policies and how they will be enforced. Explain the school's approach, the measures being taken to ensure safety for all students, and the continuity of education.
- **Safety Planning:** Ensure the safety of all students, whether they choose to participate in the walkout or not. If necessary, coordinate with local law enforcement to manage traffic and public safety concerns.
- **Bullying and Inclusion:** Schools should maintain and enforce a zero-tolerance policy towards bullying, harassment, antisemitism, Islamophobia, and other forms of hate. Implement appropriate security measures to safeguard all students, particularly those who might be targeted due to their identity. Ensure that all students feel a sense of belonging, regardless of ethnicity, national origin, religion, or political views.

Education and Dialogue

- **Educate** the school community about the impact of certain slogans and chants used during protests that affect the perceived

safety and inclusion of Jewish students. Administrators should proactively inform students about language that is considered antisemitic, biased, or unacceptable during protests.

Use [AJC's *Translate Hate*](#) glossary, which shows how antisemitic tropes, words, and symbols are often concealed in everyday language.

Encourage dialogue among students to foster understanding and respect for differing opinions. Consider organizing forums where students can express their views - and listen to the views of others - in a structured and moderated environment."

[III. MCEA Cease-Fire Resolution Deemed Out of Order - Washington Jewish Week](#)

"The resolution calling for a "Ceasefire in Israel and Palestine" by members of the Montgomery County Education Association was ruled out of order at a March 6 meeting and was therefore not voted upon.

The resolution did receive a second. However, it was declared out of order as the teachers union's stated purpose and mission does not lend itself to taking a stand on foreign affairs, explained a member of Montgomery County Jewish Educators Alliance who attended the meeting.

During the meeting, which was closed to the press, the union's parliamentarian read a letter from the union's counsel, explaining that the union does not have standing to vote on it.

One member stormed out of the meeting. But once MCEA moved on to other business, "there was applause in the room," MCJEA noted.

The proposed resolution was part of the U.S. labor movement's call for a cease-fire in Gaza and for President Joe Biden to immediately call for a cease-fire.

According to a statement from the Jewish Community Relations Council of Greater Washington, the resolution includes “no condemnation of Hamas for its horrific terrorist attack that killed 1,200 Israelis on October 7; no mention of Hamas raping and sexually mutilating more than 200 girls and young women; and no call for Hamas to surrender.

Under its terms, Hamas would be free to remain in power and carry out additional attacks on innocent civilians.”

Following the vote, the JCRC issued another statement praising the union for not adopting the resolution.

“MCEA did the right thing by standing down on a resolution that would have clearly violated the standards of its own constitution. If passed, this resolution would have done nothing to educate students or support teachers but would have caused real harm to Jewish families and educators already battling a sharp increase in antisemitism attacks in our community. It should never have even been considered, but we are pleased that it ultimately received the fate it deserved.”

As teachers and other union members walked into the March 6 meeting, JCRC and MCJEA members rallied in front of MCEA’s headquarters in Rockville, calling on them to concentrate on education and their students rather than foreign affairs.”

IV. <https://www.jpost.com/diaspora/antisemitism/article-800858>

Sixty-five percent of the incidents involved bullying and vandalism by students, and the remaining incidents involved anti-Israel class materials, statements, or discrimination.

By MICHAEL STARR MAY 12, 2024

"The Israeli American Council received a **690%** increase in complaints about antisemitic and anti-Israel incidents at American Kindergarten to Grade 12 schools in the three months after

the [October 7 Hamas rampage](#), the organizations announced on Thursday.

Through the IAC School Watch program, which allows students and parents to alert to [antisemitic incidents](#) in the **25 states** that the organization maintains chapters, **324 antisemitic and anti-Israel acts by students and teachers** were documented between October and January. In the same time period during the previous year there were only 41 incidents recorded by IAC, and 116 complaints during the entire school year.

Sixty-five percent of the incidents involved bullying and vandalism by students, and the remaining incidents involved [anti-Israel](#) class materials, statements or discrimination by school administrators and teachers.

Giving examples of some of the incidents, the IAC said that at a Las Vegas area school, a student allegedly saluted a Jewish teacher with the Roman salute. Jewish and Israel-American students were reportedly told that “Israel made up the October 7 attack,” at a Fairlawn, NJ, middle school. One report claimed that a student said that she supported the October 7 massacre and the beheading of Israeli children.

“Hitler should have killed all of the Jews,” one student reportedly told an American-Israeli child.

IAC CEO Elan Carr said that “These cases are deeply disturbing and totally unacceptable, and they reflect the increasing discrimination and violence that the Jewish and Israeli-American community is experiencing across the country since October 7.”

The wave of antisemitism comes after years of neglect of the problem, said IAC Vice President of Civic Engagement and Fighting Antisemitism Karen Bar-Or."

V. [Parent and teacher groups promoted pro-Palestinian walkout Thursday \(nypost.com\)](#)

NYC parent, teacher groups promoted pro-Palestinian student walkout: Kids yelled ‘F–k the Jews!’

By

Deirdre Bardolf and Susan Edelman

Published Nov. 11, 2023, 12:31 p.m. ET

"A Brooklyn parent advisory board promoted and organized a student walkout for Palestinians this week — a clear violation of state regulations, outraged critics told The Post.

The Community Education Council for District 14, which covers ultra-liberal Williamsburg and Greenpoint, used its platform to encourage the 700-student protest involving 100 schools — and even shared resources including antisemitic signs proclaiming, "From the river to the sea, Palestine will be free."

Recommended chants included, "Resistance is justified when people are occupied" and "Say it loud, say it clear, we don't want Zionists here!"

Students protesting on Thursday near Franklin Delano Roosevelt High School in Bensonhurst, Brooklyn, were [captured on video yelling](#), "F—k the Jews!"

Jewish students were horrified.

One Fort Hamilton High School mom said her daughter didn't go to school Friday out of fear.

When the mom called the school, an administrator told her it's "complicated."

****What else do we need to read in order to comprehend how the Hamas Jihadist Massacre of October 7, 2023 is being taught and what the consequences are and will continue to be? Students were taken out of class and out of school, some without parental permission, some accompanied by them, to attend pro-Hamas Rallies. What did they hear and what did they see? Well, in this article I found an answer. Below are two of the posters found in classrooms and at rallies. They are subliminal messages to support the destruction of Israel.

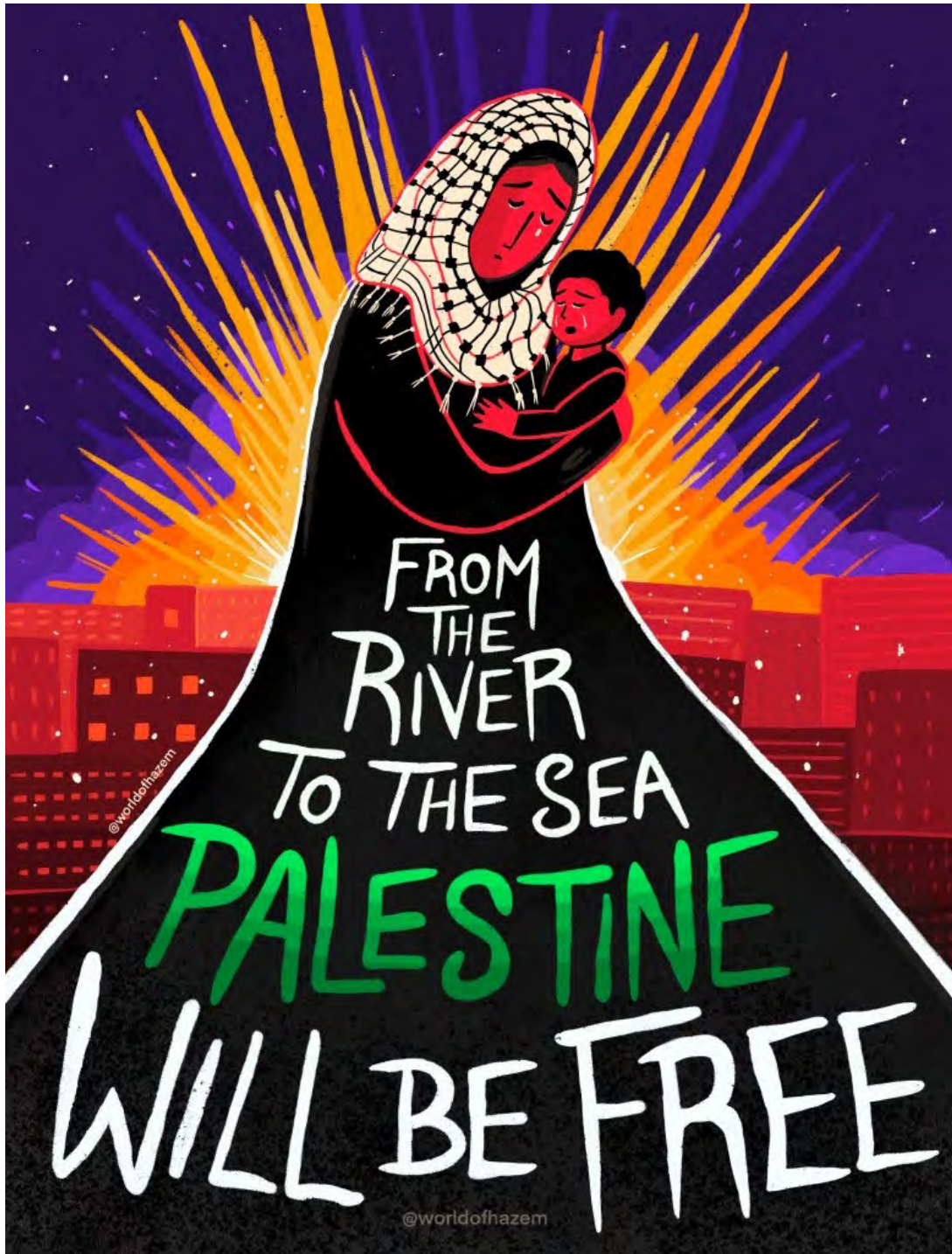
DECOLONIZE



PALESTINE!

#SAVESHEIKHJARRAH #GAZAUNDERATTACK #BOYCOTTISRAELIAPARTHEID

A toolkit created by parents, teachers, and activist groups provided protest signs with graphics supporting Palestinians. Toolkit



VI. [Antisemitism Is a Feature, Not a Bug, of K-12 Education \(townhall.com\)](#) [Rhyen Staley](#) | Feb 16, 2024

Rhyen Staley is a researcher for Parents Defending Education. He holds a master's degree in elementary education and has over a decade of classroom experience in both public and private schools.

I am including his article in its entirety with the live links as well.

"In November, a [Queens high school teacher](#) was forced to barricade herself in a locked office as a mob of students rioted through the hallways for two hours. Her crime? Attending a pro-Israel rally.

This incident is just one among many examples of the escalating antisemitism seeping into our nation's K-12 schools, and the evidence should be taken as a warning.

This surge of antisemitism in schools stems from a decade-long politicization of the education system, infiltrating every aspect from educational philosophy to curriculum and classroom discussions. If we want to get serious about addressing antisemitism, we must understand its driving force: the new leftist dogma.

At its core is "[critical pedagogy](#)," an educational philosophy that fuels resentment, victimhood, and collectivism, while promoting hatred towards certain groups. It indoctrinates students to view the world through a lens of power dynamics and oppression. Cloaked in euphemisms such as "inclusivity" and "social justice," this ideology – like all aspects of woke education – contains a destructive mind virus.

One way this infiltrates K-12 classrooms is through "ethnic studies," which appears harmless but insidiously teaches students to perceive oppression and racism everywhere in society. Through the adoption of ethnic studies, radicals holding antisemitic views have risen to positions of influence and control.

For example, Tracy Castro-Gill, an ethnic studies activist and the executive director of Washington Ethnic Studies Now (WAESN), wields significant influence over Washington's curriculum at both state and district levels. According to her [emails](#) from 2019, she aims to analyze "how white Jewish people benefit from systems of

oppression that disenfranchise all people of color,” and believes “Jewish Americans benefit from current systems of power and, for the most part, have access to and control of systemic power.”

Instead of facing criticism for her false and hateful rhetoric, she took on a co-hosting role for a "[BLM and Palestine Solidarity Teach-in](#)" last week, in anticipation of Black Lives Matter at School Week. It's crucial to highlight that BLM at School commended the October 7th massacre of Jews, labeling it a triumph of "[decolonization](#)." Nonetheless, this event occurred in K-12 schools nationwide the week of February 5th.

[Seattle Caucus of Rank-and-file Educators on X: "Black liberation and Palestinian liberation is intertwined. Preluding Seattle's @BLMATSchool Week of Action, join us for a teach-in on February 1st at 6pm via Zoom: <https://t.co/cAGwr3Omdz> Learn more about our amazing panelists: <https://t.co/dl99359Br2> <https://t.co/MPuoZhFU0M>" / X \(twitter.com\)](#)

Moreover, ethnic studies consultants recently released a [media toolkit](#) featuring a model lesson titled "[Who are Arab Americans?: An Introduction](#)." In the toolkit, students are required to perform a “land acknowledgement,” which implies Jews stole Israel from Palestinians. The Middle East map in the presentation also wholly omits Israel, only intensifying the obsessive delegitimization of the Jewish state.

Meanwhile, school administrators are losing control over their own staff as teachers take it upon themselves to bring pro-Hamas, anti-Israel lessons into their classrooms. Last December, members of the teachers union group OEA for Palestine initiated an “unauthorized” pro-Hamas [teach-in](#). Despite public outcry and opposition from the superintendent, teachers across Oakland Unified School District proceeded to teach controversial materials such as [BLM at Schools’ Teaching Palestine](#) and the [Teach Palestine Project](#).

These activists aggressively demonize Israel while asserting their own authority, daring anyone to challenge them.

Another vital component in critical pedagogy is student activism. Called “Youth Participatory Action Research” (YPAR), its objective is to normalize street activism for far-left causes among young students, and it has been successful in doing so. Within a week of

the October 7th Hamas attack, students at several San Francisco Bay Area schools coordinated [protests and walkouts](#), where students marched through hallways chanting, "From the river to the sea, Palestine will be free." The event was orchestrated by the school's Arab Youth Organizing club and its parent organization Arab Resource and Organizing Center (AROC), which has a formal [Memorandum of Understanding](#) with the San Francisco Unified School District to radicalize students and staff.

This eagerness for controversy is a cornerstone of the leftist agenda, aimed not only at taking control of our schools but also at grooming our children into political foot soldiers who further an antisemitic narrative propagated by adult activists.

It's obvious to anyone paying attention that the November riot at Queens high school was a result of students triggered into aggression after having been taught for years that thuggery is an appropriate response to perceived injustice. They were conditioned to view their pro-Israel teacher as a symbol of oppression.

But antisemitism is not the end point. It is merely the beginning. Eventually, other groups will feel the wrath too.

The roots of this destructive ideology must be dealt with if we want to preserve our society – one that is truly inclusive and tolerant. And it starts with recognizing the slogans and euphemisms of education activists for what they truly are: tools that divide us along ethnic, religious, and economic lines."

VII. [Students at NYC high school terrorized antisemitic teens blame social media \(nypost.com\)](#)

Students at NYC high school terrorized by antisemitic teens blame social media for 'horrible' behavior

By Georgia Worrell, Deirdre Bardolf, Susan Edelman, and Matthew Sedacca

Published March 9, 2024, 8:19 a.m. ET

"Brooklyn high schoolers [who spewed antisemitic, Hitler-loving hate](#) toward Jewish teachers and classmates are being radicalized

by disturbing social media content and their own families, students at the school told *The Post*.

Their observations come a week after *The Post* revealed horrifying antisemitism at Origin High School in Sheepshead Bay, where students told a Jewish teacher they wished she was killed, and video captured a teen wearing a Hitler mustache while making a Nazi salute.

“It definitely comes from social media ... it’s just one-sided perspectives,” said an Origins freshman.

Racist rhetoric is common in the hallways and all over teens’ social media feeds, with students pushing hate anonymously on burner accounts, according to two sophomores at a charter school co-located in the building.

“There was a video on Instagram that was going viral — it was a group of Jewish boys in a park and [another] group of boys were doing Nazi things while the [Jewish] kids were trying to play basketball,” said one of the sophomores. “It’s horrible.”

Origins students — 40 percent are Muslim and many come from Middle Eastern families — may also be channeling antisemitism or anti-Israel sentiment fostered in their homes, classmates suggested.

“At Origins, we’re a melting pot of kids from all different backgrounds and religions, so I think a lot of those biases and things start in the home when we’re younger — they’re like inherent biases,” said a 17-year-old Muslim senior.

[The city’s Department of Education](#) has allowed antisemitism to persist — and metastasize — by not combating the “Jew-hating narratives” teens are absorbing, said Michelle Ahdoot, director of programming and strategy for the advocacy group End Jew Hatred. “The principal [at Origins] is not at all acting in accordance with what should be done,” Ahdoot said. It’s sad, it’s disheartening.

The Origins administration has repeatedly downplayed the severity of students’ hateful actions, records show.

The *Post* reviewed four school incident reports — including one on the teen who posed as Hitler, and two describing harassment of

Jewish teachers; with kids telling one “they don’t like Jewish people” and another that “they love Hitler.”

All the incidents were initially classified as harassment based on “race, color, creed, religion,” etc. but the reports state “No” as to whether they were “Bias Related.”

SEE ALSO

[VIII. Antisemitic teens terrorizing Jewish teacher with Hitler jabs, death threats as NYC school refuses to discipline them: ‘I live in fear’: lawsuit](#)

"If categorized as bias-motivated, the superintendent and NYPD would be notified, and the students could have received an out-of-school suspension. Instead, they received a slap on the wrist with just their parents being called.

Acting principal Dara Kammerman said in an email to Jewish teacher Danielle Kaminsky that two students she reported as praising Hitler claimed “they were having a history-related conversation.”

The students were “willing to have a restorative conversation” to resolve the matter, Kammerman wrote.

Days before The Post’s front-page exposé, Kammerman allowed students to speak at an assembly to promote a rally at Brooklyn College to “honor the martyrs” of Palestine, and to share flyers for the event.

One flyer landed on Kaminsky’s desk with a scribbled note: “Fuck Israel [sic] n—a.”

That incident was also deemed not bias-related, an internal report shows. The DOE said the matter is under investigation.

DOE spokesman Nathaniel Styer defended Kammerman, saying, “Our principals are listening, and the principal at Origins High School has a record of addressing complaints head-on with both education and appropriate consequences – including suspensions.”

The DOE would not explain why the reported incidents of harassment of Jewish teachers were marked not bias-related. Even

though there was video of the teen posing as Hitler, the DOE cited “lack of evidence.

The closest mosque to the school, Muslim American Society Sheepshead Bay Community Center, is located 11 blocks away.

The center’s imam, Muhammad Abdulhay, blamed social media for the teens’ antisemitism. “We don’t teach it,” he said.”

[IX. US public schools took a stance on Israel-Hamas. The backlash was swift | Education | The Guardian](#)

The politicization of education has resulted in schools becoming culture-war battlegrounds, often leading to more division than solidarity

[Robin Buller](#) *in Oakland*

Thu 7 Dec 2023 13.00 GMT

"On 7 October, the day Hamas attacked Israel and the country began bombarding Gaza, the superintendent of the Los Angeles unified school district [posted](#) on social media: “We stand with Israel.”

Weeks later, the teachers’ union in Oakland, California, issued a [statement](#). “The Israeli government created an apartheid state,” it read. “We unequivocally condemn the 75 year long illegal military occupation of Palestine.”

[X. Complaint: Berkeley School District “Knowingly Allowed” Antisemitic Bullying \(jewishjournal.com\)](#)

"A [complaint](#) was filed against Berkeley Unified School District (BUSD) on Wednesday alleging that the district “knowingly allowed” a hostile climate against Jewish and Israelis to fester at their schools.

The complaint was filed by the Louis Brandeis Center for Human Rights Under Law and the Anti-Defamation League (ADL) to the Department of Education’s Office of Civil Rights (OCR). The complaint lists the names of various teachers that have engaged in anti-Israel indoctrination that made Jewish and Israeli students feel “unsafe.” One example in the complaint is an art teacher at

Berkeley High School (BHS) who has “spent significant class time imposing his antisemitic views on students by showing them violent pro-Hamas videos, projecting anti-Israel and antisemitic images during class.” These include “a projection of an image of a fist holding a Palestinian flag and punching through a Star of David” and “a picture on the outside of his door showing a young person with a keffiyeh around his neck, throwing a rock, under the words ‘WE GONNA FIGHT AGAINST APARTHEID!’”

The complaint goes on to list three students who were so distressed by this art teacher’s anti-Israel propaganda they asked to be moved out of the class; in the class where all three were transferred, the teacher wore a “Free Palestine” patch, pins, and stickers on her clothing during class.

Another alleged anti-Israel teacher at BHS is a history teacher who “recently required her students to respond to the following prompt in class: ‘To what extent should Israel be considered an Apartheid State?’” and showed “a one-sided anti-Israel video.” The teacher “could not find a video defending the Israeli side of the debate and that articles that opposed the apartheid narrative were ‘laughable,’” per the complaint. This teacher wrote a column for The Flipside, which [describes itself](#) as “an independent, non-profit publication dedicated to providing a forum for the unheard voices of our community,” that called “for ‘accountability’ of parents who complain about her teaching” and defended speaking “out against Zionist oppression”; further, she contended that BUSD should be standing by her rather than “trying to appease the Jewish families who object to her biased message,” according to the complaint.

BHS is not the only school in BUSD with alleged anti-Israel teachers. A history teacher at Willard Middle School allegedly gave “a hostile response” to a student’s presentation about her father being raised on an Israeli kibbutz. A second-grade teacher at Malcolm X Elementary School is accused of hanging a Palestinian flag outside the window of her classroom following the Oct. 7 attacks and required students to hang sticky notes stating “Stop Bombing Babies”; the teacher then placed the sticky notes “outside of the classroom of the only Jewish teacher in the school,” per the complaint.

A Jewish parent complained to the school about the teacher, prompting the teacher to confront the parent at a school event, where she allegedly said, “I know who you are, I know who your f—ing wife is and I know where you live.”

The complaint also documents alleged instances of Jewish and Israeli students being bullied by other students, including a Jewish student at Martin Luther King, Jr. Middle School being told “you have a big nose because you are a stupid Jew” and “I don’t like your people.” A student at a BUSD school remarked, “Of course it was the Jews” after a science teacher mentioned that two girls, both of whom were Jewish, had erred during an experiment. And a Jewish student who gave a presentation to his ethnic studies class about his Jewish ancestry received a note on his desk with the name of his project written on it, except that the word “Jewish” was scribbled out and replaced with “free, free Palestine.” The complaint also alleges that BUSD teachers and administrators supported pro-Palestinian walkouts and protests on campus during regular school hours.

Despite receiving multiple complaints from parents, BUSD has yet to take any “meaningful” action to ameliorate the hostile climate against Jewish and Israeli students on campus, the complaint alleges. The complaint calls for a series of remedies to address the matter, including BUSD issuing a statement condemning antisemitism and acknowledging the importance of Zionism to the Jewish identity; enforcing the district’s ban against hanging antisemitic material on campus; and having an independent investigator determine the extent of the antisemitic climate at BUSD schools.

“It is beyond deplorable that in a moment of rising anti-Semitism both here in the U.S. and abroad that teachers and administrators at BUSD are falling down in their obligation to protect Jewish students,” ADL CEO Jonathan Greenblatt said in a statement. “There is no more solemn or basic obligation than protecting our children from the moment when they walk into the doors of their schools, and to fail so monumentally that children feel forced to hide their Jewish identity for fear of reprisal is downright shocking. We must demand more from our educational leaders.”

BUSD Superintendent Enikia Ford Morthel said in a statement to the Journal, “Berkeley Unified stands against all forms of hate. This is a message we share widely and frequently in our school community. We acknowledge the difficult moment we are in and the pain some members of our community are experiencing due to the ongoing crisis in Israel and Gaza. We believe that classrooms are spaces where all students need to feel safe, seen, felt, and heard. We work to make these spaces responsive and humanizing for our diverse students, today and every day.” “The district continuously encourages students and families to report any incidents of bullying or hate-motivated behavior and vigorously investigates each and every report,” Morthel continued. “We stay in communication and work in collaboration with various members of our diverse community and have recently had focused conversations on these specific concerns. While we have not received official notification of the recent federal complaint, the district will work with the Office of Civil Rights in support of a thorough investigation. We remain committed to engaging with our community to ensure that BUSD is a district that lives up to its values of excellence, engagement, equity, and enrichment.”

Brandeis Center Chairman Kenneth Marcus similarly said in a statement, “The eruption of antisemitism in Berkeley’s elementary and high schools is like nothing I’ve ever seen before. It is dangerous enough to see faculty fanning the flames of antisemitism on college campuses, but to see teachers inciting hate in the youngest of grades while Berkeley administrators sit idly by as it continues to escalate by the day is reprehensible. Where is the accountability? Where are the people who are supposed to protect and educate students?”

I consider this piece the most important document which I have, even more so because it was given to me to use in this White Paper... It must be read carefully and thoroughly. It answers all of the questions and it raises many more. With it, I close this White Paper – for now. As it is said in Israel: "October 7th – the day which never ends".