

## Quotations from the PA Textbooks

Translated by Dr. Arnon Groiss and Ido Mizrahi  
for [www.impact-se.org](http://www.impact-se.org)

By your life! How come that snakes invade us  
And we [still] observe a protection covenant [*dhimma*],  
which respects commitments?

*Arabic Language—Linguistic Sciences, Grade 12 (2009), p. 61*



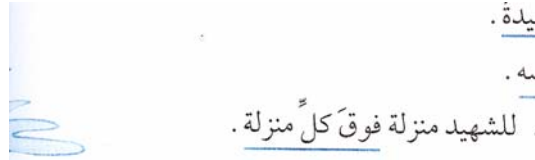
"...The Prophet was asked: "Which of [all] deeds is best?" He said: "Belief in God and His Messenger." He was then asked: "Then, which one?" He said: "Jihad in the cause of God..."

*Islamic Education, Grade 9, Part 1 (2009), p. 62*

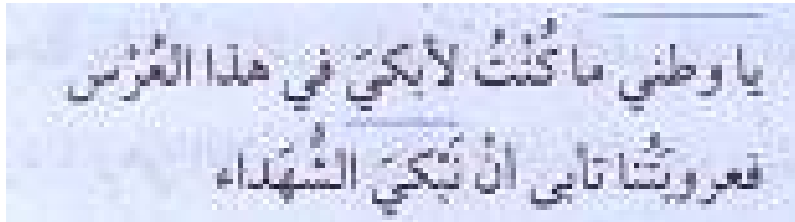
فَعَنْ أَبِي هُرَيْرَةَ (رَضِيَ اللَّهُ عَنْهُ) قَالَ: سُئِلَ النَّبِيُّ (ﷺ)، أَيُّ الْأَعْمَالِ  
أَفْضَلُ؟ قَالَ: «إِيمَانٌ بِاللَّهِ وَرَسُولِهِ». قِيلَ: ثُمَّ مَاذَا؟  
قَالَ: «جِهَادٌ فِي سَبِيلِ اللَّهِ». قِيلَ: ثُمَّ مَاذَا؟ قَالَ: «حَجٌّ

"The martyr's rank is above all ranks."

*. Linguistic Sciences, Grade 10 (2008), p. 146*



O my homeland, I would not cry in this wedding party  
For our Arabness refuses that we cry over the martyrs  
*Arabic Language—Linguistic Sciences, Grade 12 (2009), p. 8*



Palestine is the blessed land... Its soil has been watered by  
the blood of the heroic martyrs who died in battles for its  
liberation and defense since the [days of the Prophet's]  
Companions to our own days.

فلسطينُ هي الأرضُ المباركة، صرَّحت بذلك آياتُ القرآن الكريم، وأحاديثُ الرسول (ﷺ)، فيها المسجد الأقصى، مسرى رسول الله (ﷺ)، وقد ارتوى ترابُها بدماء الشهداء الأبطال، الذين قُضوا نحبهم، في معارك جريها والدفاع عنها، منذ الصحابة الكرام إلى يومنا هذا.

Hearing [weapons] clash is pleasant to my ear  
And the flow of blood gladdens my soul  
As well as a body thrown upon the ground  
Skirmished over by the desert predators  
*Our Beautiful Language, Grade 7, Part 1 (2008), p. 81*

يَلِدُّ لِأُذُنِي سَمَاعُ الصَّلِيلِ  
وَيُبْهِجُ نَفْسِي مَسِيلُ الدِّمَا  
وَجَسْمٌ تَجَدَّلَ فِي الصَّحَّاحَانِ  
تَنَاوَشُهُ جَارِحَاتُ الْفَلَا

Good morning, O my homeland ...  
A morning of glory and red liberty, watered by the martyrs' blood ...  
*Reading and Texts, Grade 9, Part 1 (2008), pp. 20-21*

صَبَاحُ الْخَيْرِ . . يا وِطْنِي  
صَبَاحُ الْفَلِّ وَالنَّسْرِينِ وَالْأَنْدَاءِ  
صَبَاحُ الْمَجْدِ وَالْحَرِيَّةِ الْحَمْرَاءِ . . يَرُويهَا دَمُ الشَّهْدَاءِ  
"A morning of glory and red liberty, watered by the martyrs' blood ..."—  
the hope for the liberation of Palestine.  
*Reading and Texts, Grade 9, Part 1 (2008), p. 24*

صَبَاحُ الْمَجْدِ وَالْحَرِيَّةِ الْحَمْرَاءِ يَرُويهَا دَمُ الشَّهْدَاءِ  
صَبَاحُكَ أَنْتِ يَا وِطْنِي بِشَمْسِكَ نَقْهَرُ الظُّلْمَاءِ.

التفاؤل بتحرير فلسطين.

“O brother, the oppressors have exceeded all bounds and *Jihad* and sacrifice [*fida'*] are necessary.  
Shall we let them rob Arabdom of our forefathers' glory and dominion?  
As but with the swords' clatter they answer our voice  
...O brother, we have a sister in Jerusalem for whom the slaughterers have prepared the[ir]  
knives”  
O brother, get up to the focus of prayer of the East and West, let us defend  
the Church and the Mosque  
O brother, get up to her; let us break through hazard in deep-red blood and a  
shaking blaze.”  
“O brother, if upon her soil my blood would flow, and I would close my hand upon her pebbles  
... Kiss upon her ground a martyr, who called to God in her name and fell as a martyr”  
“*Palestine*”, *Reading and Texts, Grade 8, Part 1 (2009) p.66*

أخي جاوز الظالمون المدى فحقَّ الجهادُ وحقَّ الفِدا  
أنتركهم يغصبون العروبَ مَجْدَ الأبوَّةِ والسُّؤْدَا  
وليسوا بغيرِ صليلِ السُّيوفِ يُجيبونَ صوتاً لنا أو صدَى

...

أخي، إنَّ في القدس أختاً لنا أعدَّ لها الذابحونَ المدى  
أخي قُمْ إلى قِبلةِ المشرقينِ لِنَحْمِي الكنيسةَ والمسجدا  
أخي، قُمْ إليها نَشَقُّ الغِمارَ دماً قانياً، ولظى مُرعدا  
أخي، إنَّ جرى في ثراها دمي وأطبقتُ فوقَ حصاها اليدَا

...

وقبِّلْ شهيداً على أرضِها دعا باسمِها اللهَ واستشهدَا

*Fida'i, Fida'i, Fida'i*

O my land, the ancestors' land

*Fida'i, Fida'i, Fida'i*

O my people, the people of eternity

I shall live as a *Fida'i* and continue as a *Fida'i*

And shall die as a *Fida'i* until it [i.e., the land] returns ...

To the teacher: The teacher will repeat with the students  
this national song several times.

فدائي ..... فدائي ..... فدائي  
فدائي ..... فدائي ..... فدائي  
يا أرضي ... يا أرض ... الجدود  
يا شعبي ... يا شعب الخلود  
xxxxxxxxxxxx  
بحق القسم تحت ظل العلم  
سأحيا فدائي وأمضي فدائي  
بإصرار شعبي بنار الألم  
وأقضي فدائي ... إلى أن تعود

للمعلم : يردد المعلم مع التلاميذ النشيد الوطني عدة مرات.