

My concern is teaching about the Israeli/Palestinian conflict. The topic is very complicated and polarized. To provide student with the Arab perspective is very unfair to the Israeli (Jewish) perspective.

Areas of concern include:

- The identification of the country of Israel as “Israel-Palestine” and then as “Palestine/Israel.” (Line 5033 on page 237 and Line 5141 on page 241)
- The definition of Nakba as the dispossession and dispersal of many Palestinian Arabs from the new state of Israel in the 1948 Palestine War (Line 5162 on page 242).
- The lyrics of rapper Busta Rhyme’s song “Arab Money,” Arab rapper Narcy’s song in response “The Real Arab Money”, and the subsequent resolution, apology and reconciliation between the two singers.
- Lesson Plan: Hip Hop as Resistance (Line 5407 on page 253 to Line 5479 on page 256)
- Busta Rhyme’s song “Arab Money”
- Narcy’s song “The Real Arab Money” (Line 5614 on page 261 to 5693 on page 264)
- Busta Apologizes for Releasing Arab Money (Line 5580 on page 260 to 5612 on page 261)

The assigning of the following sample topics for student reports, which include:

- Direct Action Front for Palestine and Black Lives Matter
- Call to Boycott, Divest, and Sanction Israel
- Comparative Border Studies: Palestine and Mexico (Lines 4956 – 4958 on page 234)
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Simon Wiesenthal Center’s Rabbi Abraham Cooper: If this curriculum is approved it would “be a disaster for all Jews in California.”

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