



The image of the Algerian in the Palestinian curriculum

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Abstract:

This study takes part in influence and impact peoples' revolts and their reflection on literature: poetry and prose, and the polemics of influence and impact between nations and cultures are regenerating ancient, Literature is not a moment's worth, but an extension of long episodes tucked into the roots of history. Each subsequent nation adds, interprets or is influenced by its predecessor, which is an interconnected and simultaneous relationship between an ancestor and a successor, The Palestinian curriculum is full of mention of the Algerian revolution and is keen to stand there as an important historical event in the lives of peoples seeking liberation and independence. and the aim of the drafters of the Palestinian curriculum to familiarize the young people with the revolution of the Algerian people, perhaps also referring to the outcomes of the Algerian revolution, its history, the slogans and literature in various contents and trends in the curriculum of Palestinian universities. students ", modern literary course teachers and lecturers are keen to draw lessons from the revolution and instill them in the mind of university students, through two dimensions: Historical framework through the course of modern history and literary framework with prose and poetry through the course of modern literature

Keywords: Palestinian curriculum, Algerian Revolution, texts.

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Introduction :

The Algerian revolution differs from the Arab revolutions against the occupation in terms of: horizontal expansion, time expansion and extension, women's entry into resistance and national unity .

The Algerian revolution cast its shadow on the texts of Palestinian literature, fueling the spirit of rebellion and rejection among the Palestinian people,¹ and the Palestinian curriculum was full of the Algerian revolution and its scientists, and characterized part of the relationship between reality and literature, and studies related to the Palestinian issue in Algerian literature as well, which leads us to the need to identify the other viewpoint related to the Algerian revolution in Palestinian literature, and the need for Palestinian youth to be inspired by the Algerian revolution in their resistance to the occupation

The researcher hopes that the research will achieve objectives, including: Identifying the Palestinian curriculum, the dialectic of influence on the Algerian revolution, investigating the terms in the Palestinian curriculum with expressive connotations of Algeria and its revolution, the influence of the authors of the Palestinian curriculum on the Algerian revolution, and responding to the claims of those who claim that the Palestinian curriculum is devoid of vocabulary with connotations of the Algerian revolution, the study will proceed according to the modern scientific method, starting with the descriptive method, by tracing the influence of the Palestinian curriculum on the Algerian revolution, and containing many of the

¹ Darwasha, Hussein, and Al-Sharaa, Abdul Karim, The Algerian Revolution and its Significance in Palestinian Poetry Texts, p. 183

vocabulary of Palestinian literature with connotations related to Algeria in terms of: Algerian scientists , places, Algerian poets, Algerian literature, Algerian resistant women, and French colonization of Algeria.

Then the interpretation of these linguistic phenomena and their connotations, then the statement that writers were influenced by the Algerian revolution and its reflection on Palestinian literature, and that the Palestinian curriculum contains vocabulary related to the Algerian revolution, then the weighting, interpretation and statement of influence and impact after listing, analyzing and discussing the opinions, the research was divided according to the following vision:

- Semantics of the Algerian Revolution in the Arabic language curriculum.
- Semantics of the Algerian Revolution in the history curriculum.

TOPIC ONE

Semantics of the Algerian Revolution in the Arabic Language Curriculum

Perhaps the Palestinian curriculum takes the Algerian revolution as a role model for all revolutions in the world, as the Algerian revolution that the Algerian people fought against the French occupation is very similar to the current Palestinian revolution in its stages, depth and length of the conflict, as the Palestinian people's revolution against the Israeli occupation has been decades old, which leads us to the fact that we must return to the Algerian revolution to recognize its style and pattern in fighting the occupier, and the Palestinian curriculum is abundant in talking about the Algerian revolution, and the Palestinian people may have been moved and responded to the struggle of people and their liberation revolutions, he cherished the tournaments played by peoples against their executioners, the Palestinian people came to cheer Algeria's resistance, the record of resilience and heroics of Algerian fighters who rose up in defense of Algeria's honor and dignity cannot be denied. and its victory was a major achievement that restored the dignity of the Algerian people,² and Algeria's revolution is present in Palestinian society and has a clear momentum Even Palestinian detainees in prisoners' condition cheered the Algerian revolution and the flags of the revolution, Rashid Hussein, an ally of oppressed and revolutionary peoples, said his poem "Revolutionaries Cheer;

We will understand the rock if people do not understand

that if people rise up, they will triumph.

No matter what you make of the fire, we extinguish it.

Do you not see that we are from its flames darken ?

If you had eliminated all the revolutionaries,

the old man, the crutch and the stone would have rebelled.

The blood of Algeria is the breast of the dawn its Kabaa³

The poet's interaction with and responsiveness to the Algerian revolution, and his influence on political events and Arab peoples' issues, its struggle, Algeria has a major role to play in Palestinian struggle poetry, the poet expresses his pride in the heroics and epics of the Algerian people and their revolt, the first elite to lead the revolution against the legions of colonialism, and Algeria's liberation struggle has become a symbol of revolution, freedom and the bearer of the flame of independence and national sovereignty. and the blood of its liberties has not and will not go to waste, and other poets have been affected by resistance and struggle of Algeria

² Ibrir, Hamoudi, The Palestinians and the Algerian Revolution, p. 306.

³ - Hussein, Rashid, Sawareekh , p. 54.

From the poets Habib Qahouji and the prince of the Palestinian poem Mahmoud Darwish felt that Algeria was his home and her people is his people and Palestinian Nasrawi poet Jamal Qawar, Hanna Abu Hanna, who recorded his firm stance on the practices of French colonial powers and its support for the Algerian people in their struggle, resistance and revolt, and the revolutionary anger-charged voice of Samih al-Qasim comes to ask France and affirm that Algerian land is Arab land. Algeria has therefore formed an important subject of poetry among Palestinian poets in this sacred homeland and has become a symbol of resistance, revolution and a point of our admiration and national pride.⁴

The following lines show the ability of the Algerian revolution to polarize the Palestinian curriculum, contribute to the enrichment of this curriculum, and leave traces in the consciousness of Palestinian youth and young people, leaving manifestations and impressions that are not limited to a time or place, including the following examples:

* **Nizar Qabbani's poem**, titled: Jamila, and its title: The name Jamila Bouhired, which is in the seventh grade basic curriculum for the second semester of the Arabic language ⁵, and the name of Jamila was repeated in the battle for liberation and independence, and this name became a symbol of sacrifice, struggle and steadfastness, so the Palestinian curriculum was to highlight this name as an example of the Palestinian fighter and the Palestinian prisoner, and perhaps the Palestinian curriculum wants to say: Jamila will remain in hearts despite the distances and borders, the casualty being one, the occupation being one, this poem was the poem of Nizar Qabbani shows the admiration of the authors of the

Palestinian curriculum for the actions and sacrifices of Jamila Bouhired and her defense of the dignity of her people and their freedom, and if the critics refer to commitment in literature, why not say commitment in the curriculum, since commitment is the creator's participation in the social and political concerns of the people. Why don't we consider the Palestinian curriculum committed to showing the concerns of the Algerian people through the statement of their past revolution against the occupation, as the woman's poet Nizar Qabbani excelled in the poem "Jamila Bouhaird", and modern poets followed his example, including the poet Sakhar Abu Nizar in his poem Jamila:

I went on like a storm of doom, thundering like a volcano spewing lava.

You walked like a light that makes the way to glory, seeking the glory of the nations. ⁶

Jamila was the icon of the Algerian revolution, as she is like a storm and a volcano in her revolution against the occupying tyrants, and she is a light that illuminates the way for the revolutionary generation ⁷, and therefore the Palestinian curriculum and its authors tried to show the image of the Algerian woman, so this poem showed the image of the young and beautiful woman whose youth and beauty did not prevent her from the revolution, and the expressive image of the poem was to show the images of torture that Algerian women suffered for their just issue, so Jamila smiled despite the blackening of the sky, and was patient despite dull nights ⁸, this is evident from the selection of the poem introduction "Age Twenty-Two, eyes as a temple Qandil, and black Arabic poetry" and the religious nature of Algerian women had to be demonstrated. "and hand on the Quran", this poem linked the Palestinian student to the memory of the place, such as Oran, Morocco and Mount Atlas. It explains to the student some vocabulary associated with resistance, such as cell, prison, war, sorrow, guillotine and executioner, the curriculum

⁴ Hassan, Shaker, The Algerian Revolution in the Palestinian Poem, https://www.aladabia.net/article-4567-1_1

⁵ P: 44.

⁶ Abu Nizar, Sakhr, Selected Poems, p: 33

⁷ Darawsha, Hussein, and Al-Sharaa, Abdul Karim, The Algerian Revolution, p: 184.

⁸ Ibid., p: 185.

then attempts to entrench the idea of resistance and its continued eradication in Palestinian society. through the end of lesson questions, which are as follows:

- I describe Jamila Bouhired's life in prison, as shown in the poem?
- The poem shows that Jamila is from the Maghreb Al Arabi . Where did that hint?
- From the Jamila character it is the most beautiful song mentioned in the poem?
- Jamila has become a history told by Arab countries and preserved by their children. Make that clear?
- The photograph explained in his statement: Eyes of Kandili Temple, and black Arab poetry as summer as sorrows waterfall?

***Significance of the poem in students' lives**

Perhaps fate brought the Algerian and Palestinian peoples together in the long suffering from the impact of colonization and occupation and the longtime of resistance, "and because the Algerian and Palestinian peoples experienced revolutions and civil wars that made concern and sadness a common denominator between novelists and intellectuals, as the two peoples were similar in their grief and revolutions, so their novels were similar."⁹ From that, too, the Palestinian novelist "Sahar Khalifa" was influenced by the Algerian novelist "Tahar Wattar"¹⁰.

*** Life of Abdulkader of Algeria**, for basic fifth grade ¹¹, this Algerian scholar

was chosen to inform the Palestinian youth about this resistant scholar , which arose at a time when Algeria was plagued by French colonization with the aim of exploiting its material and human resources for the benefit of the occupier, and perhaps the most important ideas of this text and the educational objectives to be achieved are:

- A historical goal related to the period in which Algeria was colonized.
 - An educational objective related to the life of Prince Abdulkader of Algeria, focusing on the year and place of his birth, his youth, his enrollment in scientific circles, his memorization of the Holy Quran, his study of Arabic, history, geography, philosophy, and some medical sciences, which made him an integrated knowledge personality, and then his leadership of the army founded by his father, Prince Muhieddin, his victories and inflicting great defeats and heavy losses on the French forces, and his planning of military plans based on the element of surprise and confusing the enemy, until he became a role model in resistance and his ideas and military personality followed by generations after him.
 - Resistance goal is related to the mention of connotations that are clearly understood as resistance, including: gear, wresting independence, heavy losses, occupation, revolution, resistance, homeland, etc.
 - A religious goal represented by the importance of the Holy Qur'an, memorizing it and making it a light and a beacon for the resistor, as seen in the figure of Abdulkader of Algeria.
 - An emotional goal, which is to develop the spirit of resistance in young people through the liberation of the country, which can only be achieved through resistance.
 - A cognitive goal, which is represented by the student's ability to answer the following questions;
- A. Why did the colonialist countries occupy Arab countries?
- B. How did the Arab nation react to the occupation?

⁹ <http://www.diwanalarab.com/spip.php?article3358>

¹⁰ Al-Usta, Adel, Negative Phenomena in Mahmoud Darwish's Poetic Career, p. 35.

¹¹ - p. 38, Chapter Two.

- C. What sciences did Algerian Emir Abdulkader study?
- D. When did the French occupy Algeria?
- E. What helped Amir Abdulkader to defeat the French forces?
- F. What did Amir Abdulkader's military plans depend on?
- G. What was the Algerian prince's brilliant plan for the Battle of El-Ghorouf?
- H. Explain how Prince Abdulkader's ideas continued to inspire the Algerian people?
- I. When did Algeria achieve independence?

Perhaps one of the goals of the curriculum is to reach other cognitive issues, such as differentiating meaning between different connotations:

- Algeria is famous for exporting oil and natural gas.
- Indonesian Algeria is over four thousand islands.
- Prince Abdulkader of Algeria is a hero of the liberation of Algeria.
- If water is present, Tayammum is invalid.

The concept of "sources and derivatives" has been exploited through words that carry the character of liberation and independence, such as: exploit: Exploit, Independence : Independence, and occupy: occupation .

***Algerian Independence Poem for basic fifth grade**, by the poet Mohamed Al-Eid Al Khalifa ¹², which is labeled in Diwan as: Inspired by Revolution and Independence, It is a lengthy poem in which he recorded the events of the Algerian revolution and some of the events of the era of independence, and it is an archived poem for the fifth grade, and it talks about revolution and liberation, and carries connotations that refer to the occupation and its resistance, and what is redemption, sacrifice, longing, longing, wealth, congestion, struggle, usurper, occupier, occupation, liberation, prostitution, and other vocabulary. It is good evidence for our saying , perhaps the main idea of the poem ¹³refers to love and pride in the homeland and the character of the citizen who is loyal to his homeland, as the homeland returns to its people no matter how long they are alienated from it, and there is no place for evil people in the homeland, and the poem gathered emotions that aim to instill them in the Palestinian youth, including: Love and pride in the homeland, hatred and hatred of the occupier, pride in belonging to the homeland, and then refers to the following questions:

- Who occupied Algeria and how was it liberated?
- How does the poet describe the situation of the occupier in the second stanza?
- What is the goal of the Algerians?
- What is the main idea in this poem?
- How do Algerians see Independence Day?
- With the expulsion of the occupier, the owner of the land becomes its master. cite the verse that demonstrates this meaning.

TOPIC TWO

¹² P. 42

¹³ He was born in the city of Ain Beida in Algeria in the year (1904), then he traveled to Tunisia. He is considered one of the pioneers of modern Arabic poetry, and he died in the year (1979).

Significance of the Algerian Revolution in the History Curriculum

The Palestinian history curriculum included talk about the Algerian revolution as an important historical event in the modern era of revolutions in the Arab world, due to the strength of the will of the sons of the Algerian revolution to confront and defeat French colonization, and its revival of Arab glory again, and considering it the revolution of all peoples, as its victory is their victory, as Abdul Rahman Qayyush states ¹⁴, through two courses, namely:

- Speaking about the French colonization of Algeria within the history curriculum ¹⁵, the topic dealt with the Algerian revolution under the title: the stage of liberation and construction in African countries, considering Egypt, Libya and Algeria as a model for this stage, and the researcher may stand at the most important ideas of the topic, including:

1- France declared martial law and a state of emergency at the outbreak of World War II and arrested national leaders.

2- The leaders of the national movement met in Algeria in February 1943 and published a statement in which they emphasized that the way out of the crisis is to declare the independent Algerian Republic, declare a constitution to achieve freedom and equality, abolish exceptional laws, recognize Arabic as an official language, and guarantee freedom of the press.

3- Algerians went out in a demonstration in 1945 demanding independence, freedom and the release of political prisoners, and the French confronted them, which led to the martyrdom of 45,000 Algerians, and the destruction of many cities.

4- The outbreak of the Algerian revolution in 1954, led by Mustafa Belaid, and its achievement of great victories due to its reliance on the unification of armed forces in the Algerian National Liberation Army, the increase in international support for it, the joining of many Algerians who fled from the French army to the revolution, and the United Nations call to find a peaceful and just solution to the Algerian issue.

5-How did the involvement of deserters from the French army affect the Algerian revolution?

De Gaulle came to power in France in 1957 AD, and decided to conduct negotiations with the Algerian provisional government headed by Farhat Abbas, which was established in 1958 AD, based in Cairo, and ended with the signing of the "Evian" agreement in Switzerland in 1962 AD, which stipulates: The ceasefire, the independence of Algeria, the unity of Algeria's land and people, the establishment of an interim government to administer Algeria until elections are held, the evacuation of French forces from Algeria, France provides financial aid to Algeria, and manages oil facilities, and a popular referendum was held in which the Algerian people declared independence on 5/7/1962 AD, and Ahmed Ben Bella was chosen as president of Algeria, and the history curriculum directed to young people tries to introduce students to the Algerian revolution through several themes, including: Independence, the circumstances of the eruption of the Algerian revolution and its causes, the foundations on which the revolution relied, the political and military leaders of the revolution, the hundreds of thousands of martyrs who died because of the Algerian revolution, the impact of the revolution of peoples in the establishment of states and the achievement of their freedom and independence, and the importance of unity in achieving victory, among others.

- His talk about the national movement in Africa, including Algeria, for the subject of history for the second semester of the ninth basic grade ¹⁶, where this topic specialized in talking about the reasons for

¹⁴ <http://mraymanthabet.yoo7.com/t108-topic>

¹⁵ <http://manifest.univ-ouargla.dz/index.php/seminaires/> -

¹⁶ p. 67

the colonization of the Arab world that led to the revolutions, and perhaps the most important reasons that led to the occupation of the Arab world is the geographical and strategic location of the Arab world, Europe's need for raw materials for its factories and markets to sell its products, the religious status of the Arab world as the cradle of the prophets and divine religions, and Europe's fear of a unified Arab state that stands in the way of European colonial ambitions ¹⁷, This curriculum was devoted to the French

occupation of Algeria in 1830, and made inform the youth that Algeria under Ottoman control before this period and increased French aspirations in Algeria. So she seek for the opportunities to achieve its goals to seize the country, This is when Al-Dai Hussein demanded Algeria's debt owed by France for the wheat it had purchased from the Government of Algeria. Its military occupation ended, reference was made to the Algerian people's rejection of the French occupation. It was dealt with in successive revolutions, including: Abdulkader Al-Jazairy Revolution and the Hajj Mohammed Al-Meqrani Revolution in 1871. The curriculum included a photograph of Prince Abdulkader Al-Jazairy.¹⁸ Students were discussed through questions from the end of the study through a series of questions, including: Number of countries under French occupation, connecting the French-occupied States with the year of occupation, and what are the motives for the European colonization of the Arab country? We write a report on Algeria's colonial policy.¹⁹

The Palestinian curriculum also addressed the Algerian revolution by talking about the national movement in Africa and considering the Algerian revolution as a model for that, and the researcher may stop at the literal text of the Palestinian curriculum, using what it presents for this revolution with the aim of introducing the Palestinian youth ²⁰, as follows:

The Algerian national movement continued its struggle, and many revolutions broke out during which Algeria presented more than one and a half million martyrs, the last of which was the Great Algerian Revolution that broke out in 1954 AD, organized by the Algerian National Liberation Front under the leadership of Mustafa Belaid, and the Algerians rallied around the revolution that spread throughout the country, and was able to establish an Algerian authority in the liberated lands, and the provisional Algerian government was announced in 1958 AD, headed by Abbas Farhat, and received recognition from Arab countries and a number of countries of the world." The questions of the book prescribed for it are as follows: Linking the country to the year of its liberation, and tracing the role of the national movement in Algeria from 1954 until independence in 1962.²¹

- The modern edition of the historical studies course contained the Algerian Revolution from 1945-1962, for the twelfth grade class, to link the Palestinian youth to the ancient past, by achieving a set of goals ²², namely:

- 1- Determining the location of Algeria on the map of the Arab world.
- 2- Clarifying the circumstances that helped the outbreak of the revolution.
- 3- Deducing the goals of the Algerian Revolution.
- 4- Describe the methods of the Algerian revolution.

¹⁷ P.32

¹⁸ P. 33

¹⁹ P. 34

²⁰ P. 38

²¹ P. 48-49

²² P.52

- Explaining the results of the Algerian Revolution.

The lesson included a seven-page motivational primer on the Algerian view that it is inevitable for Algerians to regain the Algerian national rights stolen from them since the French occupation of the country starting in 1830, and the French government's claim that the land of Algeria is part of France, and then connecting students with an emotional and cognitive goal: What do you think of this claim and how do you respond to it?

The lesson then moves on to talk about political associations and parties before the revolution, their founders and goals, and anticipating the reality of the revolution after its outbreak in light of the multiparty system in Algeria, and the circumstances that contributed to the ignition of the Algerian revolution, including:

1- The depth of the Algerian people's national consciousness and their sense of uniqueness from the French personality, which tried to assimilate Algerians into French nationalism by deliberately neglecting the Arabic language.

2- False French promises to Algeria of the right to self-determination and independence, which led to the outbreak of revolts against them.

3- French repression of the revolutionaries, the martyrdom of thousands and the destruction of Algerian villages.

4- Poor economic conditions in Algeria, which also contributed to the outbreak of revolutions.

5- The success of Arab revolutions against colonialism, including: The Free Officers Revolution in Egypt in 1952.

Results of the study

1- The Palestinian curriculum was influenced by the Algerian revolution, and this can be seen in the Arabic language and Arabic history courses.

2- Palestinian poets often mention the word Algeria in their poetry, as Algeria's past represents the poets' present and realities.

3- The Algerian Revolution is considered a model for peoples' revolutions against colonization, as it lasted more than 132 years.

4- Colonialism's treatment of the countries it colonizes is similar in ancient and modern times, and this is shown through killing and trying to end the real owners of the land.

5- The Palestinian curriculum affects students emotionally; this is shown by the predominance of emotion in the poetic texts.

6- Many contemporary Arab poets were concerned with the Algerian revolution and linked it to the Palestinian reality.

7- The depth of the Algerian people's national consciousness and their sense of uniqueness was reflected in the Palestinian people.

Second: Explanations:

1- Palestinian curriculum developers should continue to draw inspiration from the revolutions of peoples as a model against occupation.

2- University curricula, especially the faculties of Arabic language and history, can contain clear imprints of Algeria, through the use of Algerian poems and literature.

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[1] This study is an extrapolation of the Palestinian curriculum that the researcher worked on

<https://reviewofconphil.com>

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