

Teach Palestine Week 2025

Table of Contents:

A Note to Teachers	2
Teach Palestine Week Calendar:	2
Elementary School Suggested Activities:	3
Middle & High School Suggested Activities:	6
Resources for Educators:	8

A Note to Teachers

This week, we encourage teachers to take time out of the school day to discuss what is happening in Palestine. Dedicating this week to teaching about Palestinian history and culture is intentional. May 15th marks the commemoration of the Nakba, and while it is imperative in the context of a genocide that we dedicate time during our school day to discuss the events of the Nakba, it is crucial that we do not begin conversations about Palestinian history from a place of conflict. Doing so reinforces stereotypes of the Middle East as a region plagued by conflict. Instead, this guide begins from a place of acknowledging the rich intellectual, artistic and political culture of Palestine.

We understand that educators are faced with very different contexts. Some of us have the academic freedom to explicitly teach about the ongoing genocide, and the history of occupation; but many of us are in a position to be reprimanded or fired should we do so. The following guide does not assume you have actively been teaching about Palestinian history or culture throughout the year. Rather, we have designed a series of activities (not full lessons) that can be integrated into more autonomous moments of the school day (such an “advisory” or “elective” period). The intention is to find ways to integrate teaching of Palestinian history and culture in some form this week. You can also find full lessons for all disciplines and grade levels [HERE](#).

Finally, we understand teaching truth can be frightening. When we get scared, we remember the Lerone Bennett quote, “an educator in a system of oppression is either a revolutionary or an oppressor.” We teach in oppressive contexts; therefore, it is our obligation to make choices every day which rebuke systematic repression and dehumanization. Failing to do so only perpetuates the societal apathy and ignorance which allows the arbiters of settler-colonial imperialism to continue their bidding. Take time this week to uplift the beautiful culture and history of a people who have remained steadfast in their fight for dignity and survival. Be brave. Teach Palestine.



With love, compassion, and solidarity,

Teaching While Muslim & NYC Educators for Palestine

Teach Palestine Week Calendar:


Monday (May 12th) Culture & Roots	Tuesday (May 13th) Arts, Lit, & Expression	Wednesday (May 14th) Resistance to Oppression	Thursday (May 15th) Nakba Day	Friday (May 16th) Planting Seeds in Solidarity
<p>On this day, we can encourage teachers to explore aspects of Palestinian culture broadly (e.g. agricultural practices, foods, geography, pre-Nakba Palestinian culture).</p>	<p>Explore literature, music, and arts from Palestine!</p> <p>Take to highlight the talent of Palestinians by diving into poetry, music, and visual arts of Palestine.</p>	<p>Explore the many ways the Palestinians have resisted oppression throughout their history.</p>	<p>On this day, we provide a series of videos and discussion questions to help teachers facilitate conversations about what happened during the Nakba and ongoing struggles.</p>	<p>Now that students have had a full week of learning about Palestine, we want to give students an opportunity to apply what they have learned into the world.</p>


Elementary School Suggested Activities:

Elementary	Day 1: Culture & Roots
Time: 20-30 mins	<p>Description of Daily Activity (Option 1): Today, have students watch the award-winning short animation I Am From Palestine. Then, lead students through class discussion.</p> <p>Video:</p> <ul style="list-style-type: none">• Watch the short film I Am From Palestine Award-Winning Short Animation (full) Rifk Books <p>Post-Video Questions: Ask students the following questions to help them reflect on Saamidah’s experience about being unable to find her country on the map in school.</p> <ul style="list-style-type: none">• How does her father help her feel proud of her homeland?• What does Saamidah do at the end to bring her pride into the classroom?• Why is it important to be proud of who you are and where you come from?• Extension- have students color Palestine Map color by number
Time: 15-20 mins	<p>Description of Daily Activity (Option 2): First, students will fill out a KWL Chart. After students share out their existing knowledge and wonderings, have your students read short digital story,  Let's go to Palestine.pdf , by author Farida Mallah!</p> <p>Warmup</p> <ul style="list-style-type: none">• Have students fill out their KWL Chart.• Allow students to share out what they know, and their wonderings. <p>Close Reading</p> <ul style="list-style-type: none">• Project or pass out copies of:  Let's go to Palestine.pdf• Have students take turns reading the simple sentence. Read the caption to the students to expand their knowledge about Palestinian culture. Have students fill out the L for what they learned as they read. <p>Discussion Questions</p> <ul style="list-style-type: none">• What did you learn from reading?• What would you still like to know about Palestine? <p>**Alternate Story or Extension: Laith the Lion Goes to Palestine</p>

Elementary	Day 2: Arts, Lit, & Expression
Time: 20 mins	<p>Description of Daily Activity (Option 1): Have students read one of the short story options listed below. Then, have students answer a series of discussion questions.</p> <p>Read Aloud:</p> <ul style="list-style-type: none"> • Teta's Thoub By Fatin Badran • We Are Palestinians by Reem Kassis • Tunjur! Tunjur! Tunjur! A Palestinian folktale Margaret Read MacDonald • Ghaddar the ghoul : and other Palestinian stories <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What did you like about this story? • What stood out to you? • What did you learn about Palestine listening to this story?
Time: 20-30 mins	<p>Description of Daily Activity: Review THIS SLIDE DECK created by the organization Teaching While Muslim with your class, using the resources (e.g. videos) embedded throughout:</p> <p>Class Discussion Identify the slides you want to focus on for your class. Categories in this slide deck include:</p> <ul style="list-style-type: none"> • Dabke • Music • Tatreez • Keffiyeh • Cuisine • Agriculture • Kite Flying • Use the last slides to facilitate a discussion or follow up with a writing task/drawing.

Elementary	Day 3: Resistance to Oppression
Time: 20 mins	<p>Explore lesson plan below to celebrate Palestinian culture and resistance throughout history and in the present, with a focus on Palestinian children's resistance.</p> <p>https://docs.google.com/document/d/e/2PACX-1vTGX9wjjqX4S2Au0c8gFe5ir18Ex6Tw73pcez5VOxj5hph0MIVHeQh-VqtQ6PCPa1QtQg2Woxe0_ue/pub</p>

Elementary	Day 4: Nakba Day
Time: 20-30 mins	<p>Description of Daily Activity: Utilize the slide deck to present the information on Nakba.</p> <p> Teaching Nakba Elementary Edition (5).pdf</p> <p>-Extension: Have students write a written reflection on what they have learned about the Nakba.</p>
	<p>Homeland By Hannah Moushabeck Interview with the Author</p>

Elementary	Day 5: Planting Seeds in Solidarity
(20-30 min)	<p>Utilize the  Letter Template to Palestinian Students.pdf and guiding questions: Have students reflect on everything they have learned about Palestine over the last week.</p> <ul style="list-style-type: none"> • Brainstorm: If they could talk to a Palestinian student, what would they want to say and ask? • Model writing a letter to a Palestinian student. • Have students independently write their letters and draw pictures to Palestinian students.

Middle & High School Suggested Activities:

Middle & High	Day 1: Culture & Roots
Time: 20-30 mins	<p>Description of Daily Activity: Around the classroom, post various pictures of Palestinian life prior to Zionist colonization. PDF of photos to print can be found HERE. If you are interested in adding additional photographs to your students' gallery walk, here are some additional photo archives to help you build out your version of this activity:</p> <ul style="list-style-type: none"> • Project 48 • Al-Jazeera • Middle East Eye <p>The number of photos posted can be dependent on time, space, and number of students.</p> <ol style="list-style-type: none"> 1. Post the pictures around the room for students to walk around and examine. 2. Give each picture a number and have students explore the "gallery". 3. As students explore, have them respond to the following prompts:

	<p>a. OBSERVATIONS: What do you see?</p> <p>b. QUESTIONS:What questions do you have looking at this image?</p> <p>c. REACTIONS:What are you thinking or feeling looking at this image?</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • From the photos, what symbols, themes, or reoccurring images stood out to you? • Did the images change the way you thought about Palestinian culture? • Why is it important to understand the history of a community before their displacement?
--	---

Middle & High	Day 2: Arts, Lit, & Expression
Time: 20-60 mins	<p>Review the following slide deck: Palestine Culture, Identity and Resilience</p> <ul style="list-style-type: none"> • Identify the slides you want to focus on for your class. <p>Categories in this slide deck include:</p> <ul style="list-style-type: none"> • Dabke • Music • Tatreez • Keffiyeh • Cuisine • Agriculture • Kite Flying • Architecture/ Landmarks • Did you know? • Resilience Poems <ul style="list-style-type: none"> • Use the last slides to facilitate a discussion or follow up with a writing task.

Middle & High	Day 3: Resistance to Oppression
Time: 20 mins	<p>Read Mahmoud Darwish's poem "Passport".</p> <p>After:</p> <p>Discuss how Darwish suggests Palestinian identity remains strong and steadfast even when "official documentation" is not present.</p> <p>Have students reflect on the ways in which "documentation" and the threat of losing documentation silences dissent and attempts to create hierarchies between people in America today. How does Darwish's rejection of someone else defining his connection to his homeland inspire our student's own beliefs about the power of self-definition and community?</p>

--	--

Middle & High	Day 4: Nakba Day
Time: 20-30 mins	<p>Description of Daily Activity: Take 20 mins anywhere in your day to discuss the history of the Nakba. Use the following questions and resources to facilitate this discussion:</p> <p>Pre-Video Questions:</p> <ul style="list-style-type: none"> • What do you already believe or “know” about how what many people call “Israel” today became a state? • Some people believe that the area many now call Israel, like the United States and Canada, is an example of colonization. What is “colonization”? What is “settler colonialism”? <p>Video</p> <ul style="list-style-type: none"> • Option 1: The Nakba Explained (from The Nation) • Option 2: AJ+ How Israel Was Created <p>Post-Video Conversation</p> <ul style="list-style-type: none"> • How many people have heard something to the effect of “Israel became a state as reparations for the Holocaust so Jewish people could have somewhere safe to go?” Based on this video, how true is this statement? • How does this video make you feel? What are you thinking?

Middle & High	Day 4: Ongoing Struggles
Time: 20-30 mins	<p>Description of Daily Activity: Take 20 mins in your day to discuss the unfolding scholasticide in Gaza. Use the following questions and resources to facilitate this discussion:</p> <p>Pre-Video Questions:</p> <p><i>Have students reflect on the following questions privately, in a journal or on an index card.</i></p> <ul style="list-style-type: none"> • What would you do all day if you couldn’t go to school? • Really think about it. What if you couldn’t go to school anymore? How would you feel? • What would happen to a community if all the children in that community no longer had access to school? <p>Video:</p> <ul style="list-style-type: none"> • Option 1: Scholasticide’: How Israel is systematically destroying Palestinian education in Gaza **Please note, the above video contains distressing images. <p>Post-Video Questions:</p> <ul style="list-style-type: none"> • [INSERT INFOGRAPHIC] • How do you feel about what you just saw? • What are some facts that are really striking to you?

	<ul style="list-style-type: none"> • Why do you think schools are being destroyed specifically? • What reactions or questions do you have?
--	--

Middle & High	Day 5: Planting Seeds in Solidarity
	<ul style="list-style-type: none"> • Coming Soon!

Resources for Educators:

Monday (May 12th)	Tuesday (May 13th)	Wednesday (May 14th)	Thursday (May 15th)	Friday (May 16th)
Culture & Roots	Arts, Lit, & Expression	Resistance to Oppression	Nakba Day	Planting Seeds in Solidarity
<ul style="list-style-type: none"> • Palestine 101 - Makan • Project 48 • Al-Jazeera • Middle East Eye • Article: PALESTINIAN RELATIONSHIPS WITH & ROOTEDNESS TO THE LAND • Article about Dabke • Dabke, the Story of Palestine 	<ul style="list-style-type: none"> • Books for Students Teach Palestine • Videos Teach Palestine 	<ul style="list-style-type: none"> • Art and Action for Palestine • "Passport" by Mahmoud Darwish 	<ul style="list-style-type: none"> • Webpage: Historical Overview - Makan • Article: Quick Facts: The Palestinian Nakba ("Catastrophe") IMEU • Webpage: Project 48 • Webpage: Interactive Encyclopedia of the Palestine Question (from Palquest) • Video: The Nakba Explained (from The Nation) 	<ul style="list-style-type: none"> • Letter to Palestinian students