



Lesson Plan (45 minutes)

From the River to the Sea

Step 1: Lesson Goals

Goals: What are the goals of this lesson?

Affective – Students will appreciate the diversity of perspectives and feelings around the slogan “From the River to the Sea, Palestine will be free.”

Behavioral – Students will be able to propose ways for Israelis and Palestinians to move towards mutual understanding and coexistence.

Cognitive – Students will be able to explain the historical and current meanings behind the slogan “From the River to the Sea, Palestine will be free.”

Essential Questions/Big Ideas:

1. What are the historical and current meanings behind the slogan “From the River to the Sea, Palestine will be free”?
 2. Why is the idea of a one-state solution not broadly supported by Israelis and Palestinians?
 3. How can Israelis and Palestinians move towards mutual understanding and coexistence?
1. The slogan represents different meanings, ranging from Palestinian statehood to the elimination of Israel, depending on the perspective.
 2. Many who use the slogan are not informed on the conflict and spread the controversial phrase without being aware of its implications.
 3. The feasibility of a one-state solution is challenged by deep-rooted mistrust, but building mutual respect is key to resolving the conflict.

Step 2: Learning Plan

Hook/Trigger: (5 minutes)

Show your students a picture from a protest where the slogan “From the River to the Sea” is visible (for example, [this image](#) from a protest in Rome on Oct. 28, 2023). Ask your students to briefly share: “What are your initial thoughts or feelings when you see the slogan ‘From the River to the Sea, Palestine will be free?’”

Learning Activity: (30 minutes)

1. Unpacked [video](#) and [Kahoot](#): (15 minutes)

2. Learning activity: Exploring interpretations (10 minutes)

Divide the class into three groups and assign each group an interpretation of the slogan “From the River to the Sea Palestine Will Be Free”:

- A call for the destruction of Israel and replacement with a Palestinian state.
- A call for a two-state solution and the creation of a Palestinian state next to Israel.
- A call for more freedom for Palestinians in Gaza, the West Bank, and Israel.

Ask the groups to discuss and then present the following points:

- How do you justify this interpretation of “From the River to the Sea”?
- How might it be received by different communities (Israeli, Palestinian, international)?
- What are the potential implications of this interpretation for the future of the Israeli-Palestinian conflict?

3. Discussion: (Un)Informed opinions (5 minutes)

Watch [this video](#) of two protesters being interviewed about their use of “From the River to the Sea.” At the end of the video, they struggle to name the river and sea referenced in the slogan.

- Why is it important to know the details of the Israeli-Palestinian conflict when advocating for a side?
- What are the implications of protesters being uninformed or misinformed on fundamental facts and issues surrounding the conflict?
- What might be the consequences of rallying behind politically charged phrases without a comprehensive understanding of their implications?

Reflection: (5 minutes)

Freedom of expression or calls for violence:

- How do you balance the value of freedom of expression and the potential for political slogans to be interpreted as calls for violence or hatred?
- In your country, would this slogan be deemed hate speech? Why or why not?

Step 3: Assessment

Checking for Understanding: (5 minutes)

Personal interpretations of the slogan: Ask your students to share:

- What was your initial understanding of the slogan "From the River to the Sea, Palestine Will Be Free"?
- How did your perception change after learning about its historical and political context?
- Do you consider it hate speech against Israel or a legitimate call for Palestinian freedom and self-determination?

What to think about when lesson planning:

- Is my lesson being driven by the goals/essential questions?
- Is the UED video the hook or the learning activity?
- Do I have to adjust for the age levels of my students (excerpts, simplify the questions...)?

