



## Global Voices Elementary Information Sheet

### Women's Day & the Egyptian Revolution



#### Women's Rights in Egypt

- In the last few decades, attitudes towards women have been changing in Egypt. More women are going to school and entering the workforce. It was also among the first Middle Eastern nations to allow women to run for elected office.
- But, there are still a number of inequalities that persist.
- Before the revolution, only four women held office in the elected parliament.
- Also, after years of living under a system where girls usually didn't go to school, there is a large gender gap in literacy rates. The literacy rate among females is 59.7 per cent compared to 83.3 per cent in men.
- As well, even though the practice was banned in 1996, a study from 2008 found that 91 per cent of women between 15 and 49 experience some form of genital mutilation.
- Finally, a survey by the United Nations Development Programme found 50 per cent of women between ages 15 and 29 had been subject to sexual harassment while 99 per cent experienced verbal harassment.

#### Key Terms

- **democracy** - a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.
- **marginalize** – to make seem unimportant.
- **oppression** - the exercise of authority or power in a burdensome, cruel, or unjust manner.
- **patriarchy** – a society in which authority is vested in males, through whom descent and inheritance are traced.
- **revolution** - an overthrow or repudiation and the thorough replacement of an established government or political system by the people governed.

## Global Voices Elementary Educator Resources

### Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

### Themes and Course Connections

- Themes: Egypt, The Egyptian Revolution, Women's Rights and International Women's Day.
- Course Connections: The Arts, Language, Mathematics and Social Studies.

### Materials

- Chart paper or blackboard
- Parchment paper
- Materials for the mural (e.g.: markers, paint magazines, glue etc.)
- Global Voices column

### Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

### Knowledge and Understanding

1. K-W-L Chart: Egyptian Revolution (estimated time: 15 minutes)
  - a. Create a large chart with three columns on chart paper in front of the class. Label the columns: K, W and L for Know, Want to know, Learned. Once this is complete, you have created a K-W-L chart.
  - b. Ask students, popcorn style, to call out things they know about Egypt and the recent revolution. List these suggestions in the "K" column.
  - c. When this is complete, ask students to list any questions or things they want to know about Egypt and the current revolution. Write these suggestions in the "W" column.

- d. Explain to students that they will fill in the “L” column with information they have learned about the Egyptian revolution at the conclusion of the lesson.

## Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
  - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
  - b. Pre-reading steps:
    - i. Make predictions: ask students to read the title of the column. After doing so, ask them to make predictions as to what the column is going to be about.
    - ii. Introduce vocabulary: democracy, regime, protesters, patriarchy, Egypt, women’s rights, liberal, marginalized, revolution, literacy rate, gender bias, solidarity and International Women’s Day.
    - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
  - c. Reading steps:
    - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
    - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
  - d. Post reading steps:
    - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
    - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
  - a. Ask students to practice their media literacy skills by identifying the following:
    - i. Title: include the full title of the article (also called the headline).
    - ii. Author: give the author’s full name; if there is no author given, indicate if the article is an editorial or from a foreign news source.
    - iii. Newspaper: the full name of the newspaper from which the article is taken.
    - iv. Date: the day the article appeared in the newspaper.
    - v. Subject: the overall topic that the article is describing.
    - vi. Event: what event led to the writing of the article?
    - vii. Main idea: identify what the article is proving or arguing about the issue. Is it trying to convince readers to take a side? If so, what opinion is it encouraging?
    - viii. Evidence: list several facts/arguments that support the main idea and help to convince the reader or inform them of the issue. Does the author provide enough factual material to support his/her ideas?
    - ix. Significance: explain why this issue is important and whom it may affect.
    - x. Point of view: is the article, in your opinion, balanced or biased? Are different viewpoints presented? Which ones are left out?
  - b. When this is complete, bring the class back together and discuss student answers.

## Communication

1. Women in Egypt (estimated time: 30 minutes)
  - a. Retell the following three statistics from the Global Voices column about women in Egypt:
    - i. Literacy rate among women is 59.7 per cent.

- ii. 50 per cent of women between the ages of 15 and 29 have been sexually harassed.
    - iii. 91 per cent of women between 15 and 49 have experienced some form of genital mutilation.
  - b. Provide any clarification necessary about the meaning of each of these statistics.
  - c. Ask students to get into groups of four.
  - d. They must first transfer these values into a bar graph using different colours and a legend to visually display how many women in the population these statistics apply to.
  - e. When this is complete, ask the groups to discuss these three statistics. Based on the information they learned from the Global Voices column as well as information they have heard in the media, ask students to list the reasons why these statistics are so high.
  - f. When the groups have completed their work, bring the class back together and discuss these statistics. Begin by asking each group to present their thoughts and feelings before hosting a whole class discussion.
2. K-W-L Chart: Egypt Revolution continued (estimated time: 10 minutes)
  - a. Revisit the K-W-L chart from earlier in the lesson.
  - b. Ask students to list things they have learned about Egypt during the course of the lesson. Write down all suggestions in the “L” column.
  - c. Keep the chart displayed in the room and allow students to add more information to it over the course of the week.

## Application

1. International Women’s Day Mural (estimated time: 2 hours)
  - a. Explain to students that 2011 marks the 100<sup>th</sup> year of International Women’s Day.
  - b. Ask students the following suggested questions about this topic:
    - i. What is International Women’s Day?
    - ii. Why is this day important?
    - iii. Are there any women in particular you would like recognized on this day?
    - iv. How can we celebrate this day in Canada?
    - v. How can we celebrate this day as a class?
  - c. Explain to students that they will be creating a class mural to be displayed in the school for International Women’s Day.
  - d. Based on the purpose of International Women’s Day and the current state of women’s rights, ask students to brainstorm different things they would like to see on their class mural.
  - e. When this brainstorm is complete, set up a large piece of parchment paper in the class and allow the students to use any resources found around the room (e.g.: paint, magazines, glue, markers etc.) to begin the mural.
  - f. During this process ensure that students are working cooperatively and communicating amongst themselves.
  - g. Display the finished product in the school.

## Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children – [www.freethechildren.com](http://www.freethechildren.com)

International Women’s Day - <http://www.internationalwomensday.com/>

Egypt Revolution 2011: The Huffington Post - [http://www.huffingtonpost.com/2011/01/30/egypt-revolution-2011\\_n\\_816026.html](http://www.huffingtonpost.com/2011/01/30/egypt-revolution-2011_n_816026.html)