



## Global Voices Secondary Information Sheet

### Women's Day & the Egyptian Revolution



#### Timeline of the Egyptian Revolution

- **Jan. 25, 2011 – The Day of Revolt** saw nationwide protesters against the government of Hosni Mubarak, president of Egypt for 29 years. Tens of thousands protested in Cairo calling for the end of corruption and police brutality, and a new era of civil liberties.
- **Jan. 29, 2011** – Protests continue and government forces increase military presence. They also establish a curfew.
- **Feb. 1, 2011** – After continued unrest, Mubarak addresses the country promising neither he nor his son will run in the election in September, but he would stay in office to ensure a peaceful transition of government.
- **Feb. 2, 2011** – Violence escalates as anti-government protesters and Mubarak supporters clash in the streets.
- **Feb. 2-11, 2011** – Protesters camp out in Tahrir Square, the centre for protest in the city of Cairo. Defying the curfew, they refuse to leave until Mubarak steps down.
- **Feb. 10, 2011** – Many expect Mubarak to resign as he prepares to address the nation. Surprisingly, he states that powers will be transferred to the Vice President while he will remain as head of state. Egyptians protest through the night.
- **Feb. 11, 2011** – The Vice President announces Mubarak has resigned and that the Supreme Council of Egyptian Armed Forces would take leadership.
- **Feb. 13, 2011** – Egypt's parliament is dissolved and Constitution suspended. The army declares it will hold power in Egypt for six months or until elections are held.

#### 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 Secondary 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: Themes: Egypt, The Egyptian Revolution, Women's Rights and International Women's Day.
- Course Connections: Canadian and World Studies, English and Social Sciences and Humanities.

### Materials

- Chart paper or blackboard
- Computers and internet
- 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. Women in Egypt (estimated time: 15 minutes)
  - a. Tell students 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. Hold a discussion around these statistics by asking the following suggested questions:

- i. What are the definitions of literacy rate, sexual harassment, and verbal harassment?
    - ii. What do these indicators tell us about the treatment of women in Egypt?
    - iii. What needs to happen for these statistics to change?
  - c. Following this discussion, ask students to summarize the current events that have taken place in Egypt. At the same time, ask students to list the role women have played in this revolution.

## Thinking

1. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
  - a. Pre reading steps:
    - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
  - b. Reading steps:
    - i. Read: students must read the text independently, highlighting important points throughout the column.
    - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.
    - iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
  - c. Post reading discussion:
    - i. What are the main points of the column?
    - ii. What emotions did this column evoke in you?
    - iii. What problem is identified in the column?
    - iv. What questions do you have about the column?
2. Media Literacy (estimated time: 10 minutes)
  - a. Ask each student to perform an OPVL on the Global Voices column.
    - i. Origin: what is the source of this column?
    - ii. Purpose: why was this column written?
    - iii. Value: what are the facts and statistics in this column that give it value?
    - iv. Limitations: what perspective is the column written from, does this cause limitations?
  - b. When this is complete, bring the class back together and discuss student answers.

## Communication

1. The Egyptian Revolution (estimated time: 1 hour)
  - a. Divide the class into five groups.
  - b. Assign one of the following topics to each group:
    - i. The role of social networks such as Facebook and Twitter in the Egyptian revolution.
    - ii. Hosni Mubarak's regime.
    - iii. The marginalization of women in Egypt.
    - iv. Egypt as a patriarchal society.
    - v. The point-of-view of the Egyptian people in favor of the revolution.
  - c. Ask each group to use resources found in the room to research their topic.
  - d. Each group must compile their information and create a brief presentation explaining their topic.
  - e. When research is complete, bring the class together and ask each group to present their findings.
  - f. When these presentations are complete, hold a discussion around how each of these topics relate to each other and the ways in which they all played a role in the recent revolution.

## Application

1. International Women's Day Workshop (estimated time: continuous project)
  - 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?
  - c. Explain to students that they have been assigned the task of creating an International Women's Day workshop for the other grades in the school. The purpose of this workshop is to inform other students about International Women's Day and other relevant information about women's rights.
  - d. As a class discuss any important women's issues that they would like to address in this workshop. Write these suggestions down on the board.
  - e. Narrow this list down to four or five specific topics and arrange the workshop schedule.
  - f. When this list is complete, ask students to describe the different ways these issues can be presented so as to create an interactive and informative workshop.
  - g. Divide the class into small groups and assign each group to one of the sections.
  - h. Ask each group to create a 10 minute workshop activity on their topic.
  - i. When these workshops are complete, arrange to visit other classrooms in the school to deliver this workshop.

## 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)