



WOMEN'S EMPOWERMENT

EDUCATOR GUIDE

Examine key social and political issues impacting women through curriculum and supporting video modules for the acclaimed documentaries *WAITING FOR THE REVOLUTION*, *SHADYA*, *SHAYFEEN.COM: We're Watching You* and *TAKING ROOT*. From an indigenous Bolivian leader fighting for labor rights to a young Israeli Arab karate champion with feminist ideas, from three Egyptian women working for fair elections, to a Kenyan woman leading a nationwide environmental movement, these four documentaries explore stories of women's empowerment and leadership around the world.



TABLE OF CONTENTS

| | |
|--|-----------|
| About the Films | 3 |
| How to Use This Guide | 4 |
| Overview of Activities and Video Modules | 4 |
| TAKING ROOT Activities: | |
| • ACTIVITY 1 – From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice | 7 |
| • ACTIVITY 2 – Evaluating Citizen Action and Environmental Change Strategies | 12 |
| WAITING FOR THE REVOLUTION Activities: | |
| • ACTIVITY 1 – The Right to Work | 17 |
| • ACTIVITY 2 – People Power from within the System | 22 |
| SHAYFEEN.COM: We're Watching You Activities: | |
| • ACTIVITY 1 – Illusions of Democracy: When Is It Not Free or Fair? | 26 |
| • ACTIVITY 2 – Digital Media as a Civic Engagement Tool | 31 |
| SHADYA Activities: | |
| • ACTIVITY 1 – The Israeli Arab Experience | 35 |
| • ACTIVITY 2 – Muslim Feminism | 40 |
| Recommended National Standards | 45 |
| Guide Credits | 49 |

Teacher and student handouts may be downloaded at www.itvs.org/classroom

COMMUNITY CLASSROOM is an educational resource providing new documentary video content and accompanying curricular materials, lesson plans, and homework assignments to high school and community college instructors and youth-serving community-based organizations. Video content includes approximately 15 minutes excerpted from an independently produced documentary film from ITVS International's Global Perspectives Project and the Emmy Award-winning PBS series *Independent Lens*. Content is grouped into subject specific segments that correspond to lesson plans and educational activities. All COMMUNITY CLASSROOM materials are designed with key education standards in mind, and are available, along with the video content, on DVD and online.

COMMUNITY CLASSROOM is a product of the Independent Television Service, with support from the Corporation for Public Broadcasting, and with guidance from PBS Teachers, KQED Education Network, American Association of Community Colleges, National Council for the Social Studies, National Council of Teachers of English, National Association for Multicultural Education and National State Teachers of the Year.



II. ABOUT THE FILMS

The video modules connected to this guide have been culled from a selection of ITVS International's catalog of more than 70 independently produced documentary films for their relevance to the theme of women's empowerment as well as for their compelling subjects, their diverse geographical representation, and the unique voices and perspectives of the award-winning filmmakers.



TAKING ROOT: The Vision of Wangari Maathai By Lisa Merton and Alan Dater

How does the simple act of planting trees lead to winning the Nobel Peace Prize? Ask Wangari Maathai of Kenya. In 1977, she suggested rural women plant trees to address problems stemming from a degraded environment. Under her leadership, their tree planting grew into a nationwide movement to safeguard the environment, defend human rights and promote democracy. And it brought Maathai the Nobel Peace Prize in 2004.



SHADYA By Danny Hakim, Udi Kalinsky and Roy Westler

Shadya Zoabi, a charismatic 17-year-old karate world champion, strives to succeed on her own terms within her traditional Muslim village in northern Israel. Even with her father's support, she faces the challenge of balancing her dreams with her religious commitments and other's expectations. SHADYA takes an intimate look at the evolution of a young Israeli Arab woman who has feminist ideas in a male-dominated culture.



SHAYFEEN.COM: We're Watching You By Leila Menjou and Sherief Elkatsha

After 24 years of leadership under President Hosni Mubarak's National Democratic Party, Egypt is a nation on the brink of change. However, violence and widespread allegations of fraud accompany the nation's first democratic elections, in 2005. The film follows three women activists in their quest to expose the truth about Egypt's new democracy.



WAITING FOR THE REVOLUTION By Rodrigo Vazquez

For more than 500 years, the indigenous people of the Andes have endured racism and discrimination. Now, with democracy on their side, the time has come for a change. Following two newly elected indigenous leaders from the campaign trail to their first year in office, filmmaker Rodrigo Vasquez journeys into the heart of the democratic revolution in Bolivia.



HOW TO USE THIS GUIDE

This Educator Guide may be used to support viewing of the documentaries TAKING ROOT, WAITING FOR THE REVOLUTION, SHAYFEEN.COM and SHADYA while engaging students in discussions about social change and social justice, equal rights, civic engagement, organizing strategies and the contributions of women to all of these issues. The activities can encourage students to learn and understand international struggles and take an active role in addressing local concerns.

GRADE LEVEL

9–12, College

SUBJECT AREAS

Social Studies, Global Studies, Civics, Economics, Government, Political Science, Sociology, World History, Language Arts, Geography

See individual activities for additional subject areas.

ACTIVITIES

The activities target students at the high school level, but can be scaffolded to accommodate the college classroom, as well as informal classrooms: after-school programs, clubs and youth training programs. All content aligns with national standards. Each of the activities is designed to last two traditional class periods (90-120 minutes total). All activities aim to incorporate educational content and themes that can be integrated into your existing curriculum.

VIDEO MODULES

With this Educator Guide, you can build a unit around an entire film and/or one or more of the COMMUNITY CLASSROOM video modules. The module lengths are noted, averaging about eight minutes.

Get the Video Modules on DVD:

COMMUNITY CLASSROOM video modules are available in streaming video format at <http://www.pbs.org/independentlens/classroom>. Educators can obtain free DVDs of COMMUNITY CLASSROOM video modules and activities by contacting outreach@itvs.org. DVD quantities are limited.

Get the Full-Length Films:

SHADYA
National Film Board of Canada
(800) 542-2164

SHAYFEEN.COM is available for streaming in its entirety at:
<http://www.snagfilms.com/films/title/shayfeencom/>

TAKING ROOT
New Day Films
<http://www.newday.com/films/TakingRoot.html>

TAKING ROOT ACTIVITIES

From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice

In this lesson, students will examine how Kenya's history as a colonized nation has contributed to their challenges with deforestation. Students will first identify how this environmental degradation is related to other social, political and economic problems that affect the country's marginalized citizens and then research and interview local environmental champions.

The Green Belt Movement: Evaluating Citizen Action and Environmental Change Strategies

In this lesson, students examine the community organizing/civic action steps that the Green Belt Movement took to address Kenya's deforestation and investigate the strategies that other "change makers" and organizations use to address specific issues—leading them to research two activist organizations of their choice.

TAKING ROOT VIDEO MODULES

Kenya and Wangari Maathai (7:46)

This module portrays the story of Wangari Maathai, the first environmentalist and first African woman to win the Nobel Peace Prize. Short clips examine her personal philosophy, her leadership of Kenya's Green Belt Movement and her ability to empower rural women to mobilize around Kenya's issues of dwindling natural resources, widespread poverty and oppressive government practices.

The Green Belt Movement (7:43)

This module shows how Wangari Maathai and the Green Belt movement mobilized citizens to stand up to their government and demand social and environmental justice. Short clips depict the strategies and tactics that rural women, Maathai and other activists used to protect critical public lands, fight for human rights and protest political corruption.



WAITING FOR THE REVOLUTION ACTIVITIES**The Right to Work**

In this lesson, students investigate the concepts of unemployment, unions and worker's rights as universal human rights. After listening to various voices involved in an indigenous workers' struggle in Bolivia, students research an organization and create campaign media for it.

People Power from within the System

Students will investigate the dilemma of whether community organizers should work within the system or outside of the system to bring about social change. As a culminating assignment, students will take sides and debate the issue with their classmates.

WAITING FOR THE REVOLUTION VIDEO MODULES**Bolivia's Indigenous Workers (9:06)**

This module provides background on Bolivia, teaching students about the lives and economic plight of its indigenous people. Various footage captures the rise of coca growing, failed U.S. attempts at eradication and the ascent of a poor coca grower, Evo Morales, to the Bolivian presidency in 2005. Students will also follow the campaign of Jiovana Navia, who becomes one of only a few women serving in the Bolivian Parliament. She is elected with the help of a labor organization called *PLANE*.

***PLANE's* Fight for Workers' Rights (6:49)**

Representative Navia and President Morales struggle to implement legislation to provide greater equality for indigenous peoples, the nationalization of resources, agrarian reform, and support for worker programs like *PLANE*. Violent conflicts intensify around the country as wealthy landowners stymie legislation in the Parliament and workers in *PLANE* are not paid for months. *PLANE* leader, Esther Encinas, accuses Navia of betraying the women who elected her.

SHAYFEEN.COM: We're Watching You ACTIVITIES**Illusions of Democracy: When Is It Not Free or Fair?**

In this lesson, students look at the principles that might make an election democratic as well as ways in which elections can be inefficient, manipulated or abused. They apply these lessons toward understanding the 2005 election in Egypt, and then research the electoral process of a country of their own choosing.

Digital Media as a Civic Engagement Tool

In this lesson, students will analyze how digital media tools work in less developed nations or areas where media access is limited. In addition, they will evaluate the savvy, resources, skills and support needed to develop effective media outreach. Students will also explore social networking and video as empowerment tools—and then create their own.

SHAYFEEN.COM: We're Watching You VIDEO MODULES**Egypt's 2005 Elections (6:53)**

In this module, students meet three Egyptian women who form a watchdog organization to monitor the 2005 multi-party elections; the first such elections allowed by President Mubarak in twenty-five years. They witness and report electoral fraud and voter intimidation, particularly in communities where there is support for opposition parties.

Digital Activism (7:24)

The Shayfeen.com activists support the brave judges who step forward and ask for an investigation of the election abuses. The women of Shayfeen.com develop media projects and specific messaging for the Internet to mass public support. This module examines the use of digital technology to further civic engagement in the face of repression.

SHADYA ACTIVITIES**The Israeli Arab Experience**

Students will investigate Arab citizens of Israel as a group, and how the film SHADYA draws attention to a population rarely exposed in the media. Students will then use their research skills to take a deeper look at a minority group in another country and present their findings online.

Muslim Feminism

Muslim women face many of the same struggles and challenges as women all over the world. In addition, there are specific issues these women face as Muslims within their families, communities and religion. This lesson explores the ways in which Muslim girls and women have made strides in asserting their rights. Students will study various voices and then compose a dialogue poem.

SHADYA VIDEO MODULES**An Israeli Arab's Experience (6:33)**

In this module, students meet seventeen-year-old Shadya Zoabi, an Israeli Arab karate champion who is fiercely independent despite growing up in a male-dominated, Muslim culture. At the same time, Shadya is grappling with the challenges that Muslims face as citizens of Israel. Her internal conflicts intensify when she meets the Palestinian team at a karate competition.

Shadya and Morad (9:02)

In this module, students meet Shadya's fiancé, Morad. Shadya's own opinions about her independent spirit and the future of her continued participation in karate are shown in contrast with the opinions of her family members as well as with Morad's. Her coach, Danny, attends her wedding and visits the newlyweds in their new home.



WEB RESOURCES

TAKING ROOT

PBS Companion Site:

<http://www.pbs.org/independentlens/takingroot>

Planting Ideas Action Guide:

<http://www.pbs.org/independentlens/takingroot/more.html>

Wangari Maathai podcast:

<http://www.pbs.org/independentlens/takingroot/wangari.html>

An exclusive interview with Wangari Maathai conducted in February 2009, where she speaks passionately about her childhood and her commitment to environmental, social and economic justice.

WAITING FOR THE REVOLUTION

ITVS Companion Site:

<http://www.itvs.org/shows/atagance.php?showID=7735>

Why Democracy? Documentary Project:

<http://www.whymocracy.net/film/6>

SHAYFEEN.COM

ITVS Companion Site:

<http://www.itvs.org/shows/atagance.php?showID=7731>

Why Democracy? Documentary Project:

<http://www.whymocracy.net/film/10>

SHADYA

PBS Companion Site:

<http://www.pbs.org/independentlens/shadya>

Refer to each film's Discussion Guide for additional web resources. Discussion Guides are available at <http://www.pbs.org/independentlens/classroom/womensempowerment>

A Reminder for Teachers and Educators

Before attempting to use the websites referenced in this guide in the classroom, be sure to check the URLs to see if they are still live, if their content is appropriate for your students and classroom and if they can be accessed at your school. If your school or workplace blocks any of these URLs, access them at home and make the necessary print copies for your classroom.



TAKING ROOT

ACTIVITY 1 – From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice
(90-120 minutes + assignments)



“The more I looked into the environment, and the more I looked into the problems that people were complaining about, especially women, the more I understood that what we were complaining about were the symptoms. And that we needed to understand the causes of those symptoms.”

–Wangari Maathai



TAKING ROOT Activity 1

From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice (90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Geography, Global Studies, Sociology, Environmental Studies, Political Science, World History, Women's Studies

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

In this lesson, students will examine how Kenya's history as a colonized nation has contributed to their challenges with deforestation. Historical footage documents the extensive clearing of the land, and the displacement of the tribes and tribal life, which took place during the period of British colonialism beginning in the 1880s. They will also learn that the clearing of forested land continued when Kenya returned to self rule beginning in 1963. Students will then identify how this environmental degradation is related to other social, political and economic problems that affect the country's marginalized citizens. Students will recognize that the core of the Green Belt Movement's civic action extends beyond environmentalism.

Objectives:

Students will:

- Recognize the varied factors at play in environmental issues
- Outline the relationship between colonialism and deforestation in Kenya
- Give examples of how deforestation is an indicator of other Kenyan social, economic and political issues
- Identify the conflicts that emerge from these interconnected issues
- Describe how these issues and conflicts affect Kenya's marginalized people
- Examine the origins of The Green Belt Movement in Kenya and the group's efforts to restore natural forests

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns

Materials:

Teacher and student handouts may be downloaded at www.itvs.org/classroom

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers or chalkboard/chalk
- Large multicolored index cards, preferably with adhesive backs or, large multi colored Post-it® Notes
- **TAKING ROOT Discussion Guide**
- **Wangari Maathai Timeline**
- **Planting Ideas Action Guide**
- **TAKING ROOT "Kenya and Wangari Maathai" Video Module**
- **Teacher Handout A: The Tree of Interconnectedness**
- **Teacher Handout B: TAKING ROOT Quotes**
- **Teacher Handout F: Assignment Rubric, Activity 1**
- **Student Handout A: The Tree of Interconnectedness**
- **Student Handout B: TAKING ROOT Vocabulary**



Procedures:

Previewing Activity

1. **Identify Environmental Issues.** Using a whiteboard, chalkboard or a screen projection, label a three-column chart "Local," "State/National" and "Global." As a class, brainstorm lists of environmental issues that students have heard of or know about. For example, a local issue could be the asthma rates of residents near a factory; a national issue could be the impact of offshore oil drilling; a global issue could be climate change. After filling in a few ideas in each column, focus the class on the "Local" column and draw out some more concerns specific to the students' community, e.g. polluted water or air or loss of green space or park area.
2. **List Local Environmental Impacts.** Break the class into small groups and distribute **Student Handout A: The Tree of Interconnectedness**. Project a sample on the screen with roots and branches labeled (see **Teacher Handout B: The Tree of Interconnectedness** for ideas). Assign a local issue from the initial list to each group. Instruct the groups to write the issue on the trunk of the tree and then to discuss what they believe to be the cause(s) of the problem. Have them write each idea on the roots of the tree. Then, have the students think about what and who is connected to/affected by the issue. (For example, a polluted lake could affect people who fish and swim in it, the land around the lake, etc.) The students should then include these ideas on the branches. Some question prompts include:
 - "Roots"—The Causes
 - What are the causes of the issue?
 - What decisions caused the problem to intensify? Who made those decisions?
 - "Branches"—The Effects
 - What/whom does the issue affect and how?
 - What conflicts does the issue create?
 - What challenges will people face if they decide to tackle the issue?
3. **Provide Background Information on Kenya and Wangari Maathai.** Briefly introduce the film TAKING ROOT. Note that the **"Kenya & Wangari Maathai" Video Module** will introduce them to an environmental movement in Kenya that has had success in combating deforestation, as well as many of the related social and political challenges that country has faced. Have students read pages 2 and 3 of the **TAKING ROOT Discussion Guide**. With the students, discuss the historic and modern day events leading to the Green Belt Movement's efforts, i.e., the colonists' clearing of land and the women's troubles finding food and clean drinking water. (See **Wangari Maathai Timeline** (<http://www.pbs.org/independentlens/takingroot/timeline.html>) Also introduce quotes from the Colonialism and Culture section of **Teacher Handout B: TAKING ROOT Quotes**.

Viewing the Film

4. **View the Video Module.** Instruct students to take notes as they view the **"Kenya and Wangari Maathai" Video Module**. Have them list at least five environmental, social and cultural issues that they see in the module, and then identify one cause and one effect for each issue.

Reflecting on the Film

5. **Review events in the film by analyzing key factors.** Reproduce **Student Handout A: The Tree of Interconnectedness** on a whiteboard/chalkboard. Write "deforestation" on the trunk of the tree. Brainstorm the "root" causes and fill in together. Invite students to share the issues they discovered; write each one on a separate branch. Provide an example, if necessary.

Issues will include: colonialism, globalization, political corruption and government policies that favor industry over agriculture and so on. Only add those issues that the students have not named and that are significant in the film.



6. Divide students into small groups based on the number of issues identified. Label the branches of the tree: Legal, Economic, Sociocultural, Environmental, Public Health, Political Power. Assign a different “branch” issue to each group. Distribute several large multicolored index cards or Post-it® Notes. Instruct groups to discuss and record the following topics and place them on a corresponding “issue” branch on the tree:
- The impact of the issue on the Kenyan people
 - The impact on the environment
 - The types of conflicts that emerge as a result of these impacts

Issues will include: soil erosion, depletion of natural water sources, loss of money on cash crops, absence of women's rights, poverty, economic disparity, human rights abuse, continued ecological destruction, the impact of colonialism, decline of cultural connection to the value of the trees/land and so on.

7. Have students reflect on and analyze the “tree” by responding to the following questions (page 5 of the **TAKING ROOT Discussion Guide** has additional questions):
- Maathai introduces her philosophy on environment, causes and action in her own words (refer to the Reforestation section of **Teacher Handout B: TAKING ROOT Quotes**). How does the “tree” of issues and their impacts relate to her statements?
 - How does examining the causes of an environmental issue provide a context for understanding the symptoms that people are facing in their every day life?
 - Along with the trees, what ideas are Maathai and the Green Belt Movement planting in the hearts of women and in the country of Kenya? How are these seeds helping to address the social, cultural and historical issues that deforestation is connected to? In what ways was the Green Belt Movement also a women's rights movement?
 - Maathai explains that British colonialists introduced the concept that the resources of the land, its trees, animals and crops, could be sold for profit. This created a key cultural shift in Kenya. How does the idea of culture drive Maathai's political actions?
 - What forces would resist or oppose Maathai's approach and movement? What could these forces stand to lose if Maathai and the women are successful?
8. **Assignment:** Students should research, identify and contact local environmental champions to interview in person or by phone. Students should investigate the issue their interviewee is addressing: from its causes, to its impact, to the challenges it presents. Students should record the interview using digital video or other methods. Students should format the interview into a print or web article and then upload it online or send it to the teacher via email to share with the class via an environmental blog or wiki. Students should complete **Student Handout A: The Tree of Interconnectedness** about their local issue and the person(s) they researched.

Helpful websites to search for environmental or other service organizations:

- <http://www.idealists.org/if/as/Org/np0>
- http://www.change.org/nonprofits/browse?category_id=4
- http://www.iucn.org/about/union/secretariat/offices/usa/membership/usa_members/
- <http://www.usaservice.org/page/content/opportunities/>

Assessment:

Use **Teacher Handout F: Assignment Rubric, Activity 1** to assess students' interviews. Students should receive the rubric to guide their article writing.



Extension Activities:

1. Students should use the Planting Ideas Action Guide to develop and execute a tree-planting plan for a local project. They can develop a "Tree of Interconnectedness" for the project while mapping out a set of strategies, a timeline, potential partners and possible opponents. The United Nations Environment Program's Billion Tree campaign <http://www.unep.org/billiontreecampaign/> can be another key resource for them.
2. Students rate Kenya's progress in the Millennium Development Goals (<http://www.endpoverty2015.org>) by comparing against other African nations. Kenya Millennium Development Goals reports may be found at:
 - http://www.mdgmonitor.org/country_progress.cfm?c=KEN&cd=404;
 - http://www.mdgmonitor.org/factsheets_00.cfm?c=KEN&cd=404#;
 - http://www.mdgmonitor.org/country_reports.cfm?c=KEN&cd=404
3. Introduce the concept of the "tragedy of the commons," coined by Garret Hardin in his famous article published in Science magazine in 1968 (read more via the links below). Students can discuss whether Hardin's points hold true today, and identify examples of "tragedy of the commons" in their local community, or at the regional, national and global level:
 - <http://www.sciencemag.org/sciext/sotp/commons.dtl> (abstract, full article and other resources available at this link)
 - <http://www.garretthardinsociety.org/info/links.html>
4. Have students explore the pillars of sustainable development—environmental, economical and societal being the identified three, with cultural being argued as a critical fourth—by either examining The Green Belt Movement's place within the pillars (how each pillar is being framed out) or through other environmental movement efforts. Resources include:
 - Creative City Network of Canada
Culture: The Fourth Pillar of Sustainability
<http://www.creativecity.ca/news/special-edition-3/culture-fourth-pillar.html>
 - Sustainability-Ed
Principles of sustainability: People, planet and profits
<http://www.sustainability-ed.org/pages/what3-1.htm>



TAKING ROOT

ACTIVITY 2 – Evaluating Citizen Action and Environmental Change Strategies

(90-120 minutes + assignments)



“The little, little grassroots people—they can change this world.”

– Lillian Njehu



TAKING ROOT Activity 2

Evaluating Citizen Action and Environmental Change Strategies (90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Sociology, Environmental Studies, Political Science, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

In this lesson, students examine the community organizing/civic action steps that the Green Belt Movement (GBM) took to address Kenya's deforestation and to tackle the issues closely connected to this environmental issue, including women's rights, equitable economic development, political governance and the sustainable management of scarce resources. Students can use this investigation to help reach an overall understanding of the strategies that "change makers" and organizations use to address the issues they attempt to impact—leading them to the research of two activist organizations of their choice.

Objectives:

Students will:

- Explore the value and impact of civic engagement and citizen action
- Identify the strategies that The Green Belt Movement uses (and continues to use) to address deforestation and other issues connected to this environmental problem
- Assess the impact of citizen action in Kenya

Skills:

Analytical reading and viewing, note taking, interpreting information and drawing conclusions, critical thinking, identifying relationships and patterns, classifying, defining problems, synthesizing information

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers or chalkboard/chalk
- **TAKING ROOT Discussion Guide**
- **Planting Ideas Action Guide**
- **Wangari Maathai Timeline**
- **TAKING ROOT "Kenya and Wangari Maathai" Video Module**
- **TAKING ROOT "The Greenbelt Movement" Video Module**
- **Teacher Handout B: TAKING ROOT Quotes**
- **Teacher Handout C: Civic Strips**
- **Teacher Handout D: Strategies**
- **Teacher Handout E: Examples for Issues, Strategies, Impact**
- **Teacher Handout G: Assignment Rubric, Activity 2**
- **Student Handout B: TAKING ROOT Vocabulary**
- **Student Handout C: Issues, Strategies, Impact**



Procedures:**Previewing Activity**

1. **Think-Pair-Share:** Post the Civic Strips (see **Teacher Handout C: Civic Strips**) around the room. Instruct students to think about what the terms mean and what the words might mean to them personally. Present the students with the following questions:
 - Have you ever participated in a community action (environmental or other type)? What was the purpose of the community action and why did you do it?
 - If not, what issues are you concerned about? Is there an issue (i.e. health care, pollution, unemployment) that really interests you or moves you?
 - Do you have family or friends who are involved in community actions? What have you observed from their participation?

Have students turn to the person next to them and discuss their responses to the previous questions. Call on several student pairs and ask them to share what they've discussed aloud. Ask students to identify the value and impact of civic engagement; they should give examples, starting with civic action that is happening in their community.

2. **Provide Background Information on Kenya and Wangari Maathai:** Briefly introduce TAKING ROOT. Note that the film illustrates a real-world example of a group of Kenyan citizens who took (and continue to take) action to address environmental and social justice issues. Review the web-based timeline of events (**Wangari Maathai Timeline:** <http://www.pbs.org/independentlens/takingroot/timeline.html>), focusing on the events covered in the module. Follow up by having students read pages 2 and 3 of the **TAKING ROOT Discussion Guide** and then ask them to reflect on Maathai's commitment to change and the steps that led her there.

**Other extended, lead-in options to include if you have the time:

- a) Have students listen to the podcast interview with Maathai, covering the making of the film and the environmental movement. You can find the interview on the ITVS Beyond the Box Blog: <http://beyondthebox.org/podcast-interview-with-wangari-maathai>
- b) Have students read Maathai's biography on the Nobel Prize website: http://nobelprize.org/nobel_prizes/peace/laureates/2004/maathai-bio.html
- c) Have students read "Root Causes: An Interview with Wangari Maathai" on the Mother Jones website: <http://www.motherjones.com/politics/2005/01/root-causes-interview-wangari-maathai>
- d) Distribute quote strips cut from the Non-Violent Protest/Civil Disobedience section of **Teacher Handout B: TAKING ROOT Quotes** and have students take turns reading them out loud to the class. Have students share their initial reactions to the quotes.

Viewing the Film

3. Review **Teacher Handout D: Strategies** and post them for students to see. Have students predict which of these strategies Maathai and the Greenbelt Movement may have used to address the environmental and social justice issues of their country.
4. Distribute and explain the instructions for **Student Handout C: Issues, Strategies, Challenges, Impact**. Tell students that while they are watching a short video module about the Green Belt Movement, they can begin filling in the chart as they identify chart elements, and that they can continue to complete the chart after the film has ended. They should also use the names of the posted strategies from **Teacher Handout D: Strategies** (see procedure 3 above) to complete that column of the chart where applicable. Show **TAKING ROOT "Kenya & Wangari Maathai" Video Module** and **TAKING ROOT "The Greenbelt Movement" Video Module**.



Reflecting on the Film

5. Divide students into pairs and have them work together to complete their charts. Have students refer to the Grassroots Organizing & Civic Education, Non-Violent Protest/Civil Disobedience and Women's Empowerment sections of **Teacher Handout B: TAKING ROOT Quotes** for further insight. Once students complete the chart, distribute a second blank chart. Have two sets of student pairs discuss their findings at a timed interval; once time is up, one pair shifts to sit with another pair to discuss findings. Have them “Give 1 – Get 1” idea with the other group, and tell them to record one finding on the new blank chart that they did not have before. Continue for a few rotations, so that pairs have a chance to compare notes with other groups.
6. Discuss the students' discoveries with them. Discussion prompts include:
 - What images and words stood out for you as you watched the video?
 - What issues were highlighted?
 - What were the most successful strategies used to address the issues?
 - What tactics were available to Maathai and the Green Belt Movement uniquely as women? How did they use and/or challenge Kenyan cultural norms?
 - What has The Green Belt Movement done for marginalized Kenyan women? Why is this work particularly important?
 - What is the power and value of grassroots civic engagement/citizen action in Kenya?

7. **Assignment: Comparing Two Grassroots Organizations:** In pairs or alone, have students research other grassroots “change makers” and organizations doing work around the world. (Online resources are listed on page 16). The students can choose two change makers according to their various interests (i.e. according to geographic region or the issue being addressed) and compare those. Consider having students choose change makers who are addressing the same or similar issues, but in different countries or contexts and/or using different approaches. Ideally, students should compare a leader from a developing country and a leader from a ‘developed’ country.

Once students choose two grassroots leaders to analyze, they should compare the approaches and strategies of these change makers to each other, as well as to Wangari Maathai and the Green Belt Movement. Questions that students should consider in their comparisons are:

- What are the issues each leader is addressing? Are they unique to their region?
- What are the main challenges each leader is up against? Do they remind you of the challenges the Green Belt Movement encountered? What challenges do these change makers share (if any)?
- What are some of the strategies and tactics that each leader is using to address the issues at hand? Compare the strategies used by the two selected leaders as well as the strategies you learned from the Green Belt Movement.
- What elements of grassroots civic action are different in developing versus developed countries? Which elements/strategies are similar, regardless of the country?
- Do you think there are there any “universal” elements to grassroots activism and organizing?

Students should compile and present their research using their choice of a variety of multimedia forms: audio, video, music, photographs, PowerPoint, podcast, website, poster, collage and pamphlet/booklet.



Resources for student research on grassroots leaders:

Ashoka: <http://www.ashoka.org/fellows>

The Ashoka Fellows are leading “change makers” worldwide and they provide great case studies.

Echoing Green: <http://www.echoinggreen.org/fellows>

Echoing Green Fellows are examples of grassroots leaders who are addressing social problems in innovative ways.

The New Heroes: <http://www.pbs.org/opb/thenewheroes/>.

The New Heroes tells the stories of 14 individuals who are successfully alleviating poverty and illness, combating unemployment and violence and who are bringing education, light, opportunity and freedom to poor and marginalized people around the world.

Resources for grassroots leaders with an environmental focus:

The Goldman Prize: <http://www.goldmanprize.org/>

The Goldman Environmental Prize is the world's largest prize honoring grassroots environmentalists, recognizing environmental heroes from each of the world's six inhabited continental regions. Wangari Maathai received the Goldman Prize in 1991.

Brower Youth Awards: <http://www.broweryouthawards.org>

The Brower Youth Awards are the premier awards honoring bold, young, environmental leaders.

Assessment:

Use **Teacher Handout G: Assignment Rubric, Activity 2** to assess students' research. Students should receive the rubric to guide their article writing.

Extension Activities:

1. Have students assume the role of newspaper journalists to “interview” a person featured in the film (see list of individuals on page 3 of the **TAKING ROOT Discussion Guide**). Interviews can be about, for example, the issues in Kenya that affect them, their involvement in the Green Belt Movement, their concern about deforestation and its impact on their life, and so on. Students compile their interviews to create a “newsletter” for The Green Belt Movement or case studies for a group dealing with global deforestation.
2. Read “Activism versus Negotiation: Strategies for the Environment Movement,” (<http://homepage.mac.com/herinst/sbeder/activism.html>) an article that examines the differences between environmental activism and negotiation. The article poses the question whether the two might coexist. Students can research organizations that combine the two to identify strategies and impact.
3. Use the **Planting Ideas Action Guide** to develop and execute a tree-planting plan for a local project. The United Nations Environment Program's Billion Tree campaign (<http://www.unep.org/billiontreecampaign/>) can be another key resource.



WAITING FOR THE REVOLUTION

ACTIVITY 1 – The Right to Work
(90-120 minutes + assignments)



*“The women of PLANE are very humble and poor people.
They need a lot of support.”*

– Jiovana Navia, PLANE Supervisor and candidate for Parliament



WAITING FOR THE REVOLUTION Activity 1

The Right to Work

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Global Studies, Sociology, Economics, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

In this lesson, students investigate the concept of unemployment and learn how it is currently reported in the U.S. Students are presented with the fact that the right to work is a universal human right according to the United Nations; they can then apply this knowledge to better understand working conditions for indigenous women in Bolivia. After listening to various voices involved in the conversation, including the Bolivian president, union organizers, political advocates and the workers themselves, students research a political organization and create a media campaign.

Objectives:

Students will:

- Understand the concepts of unemployment and unemployment rates
- Examine and discuss the U.N.'s Universal Declaration of Human Rights and how it relates to employment issues and women workers' rights
- Investigate the voices involved in the women workers' rights movement in Bolivia
- Create media publicity materials and prepare a class presentation

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns; creating various forms of media; oral presentation

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **WAITING FOR THE REVOLUTION Discussion Guide**
- **WAITING FOR THE REVOLUTION “Bolivia’s Indigenous Workers” Video Module**
- **Teacher Handout A: Organizing Strategies**
- **Teacher Handout B: Assignment Rubric**
- **Student Handout A: “Bolivia’s Indigenous Workers” Video Module Note Taking Guide**
- **Student Handout B: WAITING FOR THE REVOLUTION Quotes**



Procedures:**Previewing Activity**

1. **Introducing Unemployment:** Have students copy and respond to this quick True or False survey:

- The unemployment rate is currently higher than it was during the Great Depression
- According to the United Nations, all people have the right to work
- I know someone who is a member of a union
- I know someone who is currently unemployed

Call on students to share out responses and discuss opinions, activating their prior knowledge about unemployment and worker's rights.

2. **The Role of Unions:** Have students read the "What Is" (<http://www.unitehere.org/about/>) and "History" (<http://www.unitehere.org/about/history.php>) pages on the website of UNITE HERE!, a union representing a large and diverse membership of mostly women workers in various manufacturing and service jobs. Start a discussion using the following questions as a guide:

- What kinds of occupations does UNITE HERE! organize workers for? Why would these workers need union protection?
- What are the benefits of making traditionally low-wage jobs more sustainable for the workers? For the employers? For society?
- What demands has UNITE HERE! made on employers? What strategies has the union used to apply pressure? (post and refer to **Teacher Handout A: Organizing Strategies**)
- What gains has it achieved?
- Overall, what has made this union so successful?
- How can unions have a positive impact on unemployment?

3. **The Universal Declaration of Human Rights:** Ask students to break into partners and then have them read the Introduction, Preamble and Articles 22-26 of the Universal Declaration of Human Rights adopted by the United Nations in 1948 (<http://www.un.org/Overview/rights.html>). Direct pairs to list the rights in a short version and/or in their own words from the Articles they read (e.g. Right to work; Right to equal pay; Right to education). Have them compare notes with other student pairs and then add to their list or adjust their wording. Discuss the following questions with the class:

- Which rights are most important to you?
- Which rights can governments most directly address and impact?
- How might a government ensure these rights?

4. **Background Information on Bolivia and WAITING FOR THE REVOLUTION:** Briefly introduce the film WAITING FOR THE REVOLUTION. Note how the film module will cover *PLANE*, a women workers' rights program in Bolivia that hoped to benefit from the election of the first indigenous president. Have students read **WAITING FOR THE REVOLUTION Discussion Guide** pages 2-5 particularly about *PLANE* and Evo Morales.

Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on **Student Handout A: "Bolivia's Indigenous Workers" Video Module Note Taking Guide** as they view the **"Bolivia's Indigenous Workers" Video Module**. They should focus on recording their perspectives on how to secure work for the unemployed from the various subjects they will meet in the film: *PLANE* workers, *PLANE* supervisor Jiovana Navia, union leader Esther Encinas and presidential candidate Evo Morales. What ideas and approaches do they offer?



Reflecting on the Film

6. **Review and Discuss:** Debrief the module and notes by discussing them together as a class. Have students review the **Student Handout B: WAITING FOR THE REVOLUTION Quotes** before the discussion. Use the following guide questions:
- What is the situation like for indigenous women workers in Bolivia?
 - What are the strategies of *PLANE* for fighting poverty? (post and refer to **Teacher Handout A: Organizing Strategies**)
 - What difficulties do the organizers of *PLANE* face?
 - What difficulties does the indigenous population (including the coca farmers) face?
 - Who are their allies? How do these allies support their struggle?
7. **Another Perspective:** Have students read "Spotlight Interview with Rosa Calle," an interview with the Bolivian trade union activist (<http://survey07.ituc-csi.org/getspotlight.php?IDLang=EN&ID=10>)
- What issues are Calle and COMUANDE currently working to address?
 - What are Calle's and COMUANDE's strategies for fighting for indigenous women workers' rights?
 - How is COMUANDE different from *PLANE*?
 - What is her critique of *PLANE*? How would Jiovana, Ester and Evo respond to her critique?
8. **Assignment: Media Campaign:** In small groups, have students research an organization (e.g. an NGO or union) that advocates for youth access to work, worker's rights issues or women workers. Have them compile media that the group uses to promote their cause: platform, logos, slogans, posters, banners, t-shirt designs, buttons, videos, music and so on. Then, ask them to create a web page displaying these images and materials.

Instruct groups to evaluate the organization's media for clarity of message, interest, visual appeal and effectiveness. Finally, have students develop a new media campaign for the organization, designing new visuals and revising the language to affect a greater impact on the public. Have the groups create a second web page to post their "makeover" of the organization's media image. Students could also contact the organization directly to share the link for their media campaign and get feedback.

Assessment:

Use **Teacher Handout B: Assignment Rubric** to assess groups' media campaigns. Students should receive the rubric to guide their work.

Extension Activities:

Students can:

1. Research the current state of *PLANE* and the indigenous and women worker's rights movement in Bolivia.
2. Research the rights of women workers in the U.S. Find out about current laws regarding maternity leave, child care, women's health and other related issues.
3. Locate and interview a representative from a local union. Find out what their current "hot-button" issues are and the strategies they are using to address these issues.
4. Relate this issue of the "right to work" to the Millennium Development Goals.



Extension Activities (ctd):

5. Have students view and read Wallstats.com's "Guide to the Unemployment Rate" poster from January 2009 (<http://www.mint.com/blog/finance-core/a-visual-guide-to-the-financial-crisis-unemployment-rates/>). Discuss information that stands out, as well as any other reflections on the poster. Research monthly-updated unemployment statistics on the U.S. Department of Labor's Bureau of Labor Statistics website (<http://www.bls.gov/>).
6. Research labor/work/unemployment conditions locally in the US (example groups include immigrants, farm workers, day laborers, domestic laborers, and so on). As an alternative, students could also research the employment and working conditions of different Native American groups. Find out what kinds of labor organizing is happening and any organizations that may already exist to advocate for these workers.
7. Analyze the skills needed to be an effective advocate. Find an example of a woman who advocated effectively for her cause in history and explore what made her voice powerful. Profiles of women who have made contributions to labor movements may be found at <http://www.aft.org/tools4teachers/women/labor.htm>.



WAITING FOR THE REVOLUTION

ACTIVITY 2 – People Power from within the System
(90-120 minutes + assignments)



“We are talking about having the political power. We are saying that the absolute owners of this noble land—the Aymaras, the Quechuas, the Chiquitanos—we want the political power.”

– President Evo Morales



WAITING FOR THE REVOLUTION Activity 2

People Power from within the System

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Geography, Global Studies, Sociology, Political Science, Language Arts, Economics, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

Feminist theorist and activist Audre Lorde wrote, “The master’s tools will never dismantle the master’s house.” This metaphor characterizes a dilemma that students will investigate in this lesson: whether or not community organizers should work within the system or outside of the system to bring about social change. Students will hear from people on both sides of this question, and then view how these ideas play out with individuals in the women worker’s movement and in the landmark presidential election in Bolivia. As a culminating assignment, students will take sides and debate the issue with their classmates.

Objectives:

Students will:

- Consider policies on their school campus and what it would take to change or impact those policies
- Examine views and voices on the issue of working within the system versus outside of the system
- Investigate the players involved in the women workers’ rights movement who hoped to benefit from the presidential election in Bolivia in 2005
- Prepare and present a debate with their classmates

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns; creating various forms of media

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **WAITING FOR THE REVOLUTION Discussion Guide**
- **WAITING FOR THE REVOLUTION “PLANE’s Fight for Workers’ Rights” Video Module**
- **Teacher Handout A: Organizing Strategies**
- **Student Handout B: WAITING FOR THE REVOLUTION Quotes**
- **Student Handout C: “PLANE’s Fight for Workers’ Rights” Video Module Note Taking Guide**
- **Student Handout D: Debate Roles & Format**
- **Student Handout E: Debate Notes**
- **Student Handout F: Debate Peer Evaluation Rubric**



Procedures:**Previewing Activity**

1. **Influencing Policy:** Have students brainstorm a list of school administrative policies that they feel strongly about. On the board, record the ideas into three categories of policies they feel should be:
 - A) introduced
 - B) changed
 - C) abolished

Vote by a show of hands to choose one policy in each category to look into more deeply. For each of those policies, discuss:

- Who is/would be responsible for setting this policy?
 - When/where/how could students organize to voice mass concerns over the policy?
 - Are there structures already within the system that could give students a voice regarding that policy (e.g. faculty/admin advocates or student government)? Who might be the people representing the students' concern to the administration?
2. **On Working Within the System:** Have students read “Working Within the System vs. Revolutionary Change” from the PoliZeros.com website providing commentary on the words and ideas of community organizing pioneer Saul Alinsky (<http://polizeros.com/2008/01/04/working-within-the-system-vs-revolutionary-change/>). Note that Alinsky discusses the role of working within the system, despite the fact that he is most commonly associated with working outside of it. He also explores the fact that the two approaches are not mutually exclusive, as well as the pitfalls and tendencies of revolutionary forces to become engaged in a “process of corruption.” Discuss this article with the class:
 - Why is Alinsky in favor of working within the system?
 - What strategies does he favor for creating mass change?
 - Do you agree or disagree with his view of history: that every revolution eventually becomes compromised by becoming part of the establishment structure?
 - Do you agree or disagree with his statement (paraphrasing Dostoevsky) that, “taking a new step is what people fear most?”
 3. **On Working Outside the System:** Introduce Dolores Huerta, a pioneering union organizer for farm workers (a short biography is located here at <http://www.aft.org/tools4teachers/women/labor.htm#Dolores>). Have students read “A Lifetime Fighting For Farmworkers’ Rights: An Interview with Dolores Huerta” from Bioneers.org (<http://www.bioneers.org/node/3105>). Discuss with the class:
 - What is basic grassroots organizing to Huerta?
 - What strategies does she favor for creating mass change?
 - She stated that “knocking on city hall’s door” is like “asking our enemies for help.” Do you agree or disagree with her view?
 - In what ways does Huerta work outside of the system?
 - How are Alinsky and Huerta’s views similar? How are they different?
 - Which activist do you tend to agree with more? Why?
 4. **Provide Background Information on Bolivia and WAITING FOR THE REVOLUTION:** Briefly introduce the film WAITING FOR THE REVOLUTION. Note that the film module will cover *PLANE*, a women workers’ rights program in Bolivia that hoped to benefit from the election of the first indigenous president. The module will look at ways in which the politicians, union leaders and workers further their cause, and how Jiovana Navia made the transition from working as a *PLANE* supervisor to becoming one of the few women members of the Bolivian parliament. Have students read **WAITING FOR THE REVOLUTION Discussion Guide** pages 2-5, particularly regarding the individuals featured in the film and the background and timeline of Evo Morales.

Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on “*PLANE*’s Fight for Workers’ Rights” Video Module Note Taking Guide as they view the WAITING FOR THE REVOLUTION “*PLANE*’s Fight for Workers’ Rights” Video Module. Students should observe each individual/player handle the issues of mass social change



and worker's rights and noting the strategies that these players use to further their cause (post and refer to **Teacher Handout A: Strategies**). After watching, give students time to note whether each of the players targets their efforts within the system, outside of the system, or both.

Reflecting on the Film

6. **Review and Discuss:** Debrief the module and notes by discussing them together as a class. Have students review the **Student Handout B: WAITING FOR THE REVOLUTION Quotes** before the discussion. Use the following guide questions:
 - Who is working within the system and who is working outside of the system in Bolivia? What are their strategies (post and refer to **Teacher Handout A: Strategies**)?
 - How do Evo Morales and Jiovana Navia transition from working as outside organizers to entering the halls of government? How do their politics change? How do their strategies change?
 - What struggles/limitations does Morales face? How does he work to overcome those struggles? Who are his opponents? Who are his allies?
 - What struggles/limitations does Navia face? How does she work to overcome those struggles? Who are her opponents? Who are her allies?
 - What are the limitations of *PLANE*, Esther Encinas and the union organizers?
7. **Debate Preparation:** Revisit the first activity, in which the class chose a school policy to introduce, change or abolish. Review what that policy is and explain that groups will debate whether the best approach for bringing about change is to focus on working within the system or working outside of the system. Organize students into groups of 4-6, with groups being either "PRO," (working within the system) or "CON" (working as an outside organizer). Distribute and review **Student Handout D: Debate Roles & Format** and have groups decide each member's role(s). Then direct groups to prepare their arguments and statements using **Student Handout E: Debate Notes**. They should use examples and quotes from the players in the film module as well as in the Saul Alinsky and Dolores Huerta articles.
8. **Assignment: Debate:** Arrange the classroom into a debate-audience format, with two sides facing each other in front of the rest of the class. Review the expectations with the criteria outlined on **Student Handout F: Debate Peer Evaluation Rubric**. Moderate the debate by following the debate format. Debrief by discussing the persuasiveness of the arguments and whether or not the two approaches to social change are mutually exclusive.

Assessment:

Direct students in the audience to assess their classmates in the debate groups using **Student Handout F: Debate Peer Evaluation Rubric**. You can also use the same rubric to do a teacher evaluation of the debate groups.

Extension Activities:

Students can:

1. Compare and contrast the presidential campaigns of Evo Morales and Barack Obama. Have students read "Interview with key architect of Obama's ground strategy" from the Social Capital Blog (<http://socialcapital.wordpress.com/2008/11/12/interview-with-key-architect-of-obamas-ground-strategy/>). Note that Valerie Jarrett, a close friend to Obama, outlines Saul Alinsky's influence on him. At the same time, note Latin American revolutionaries Che Guevara, Tupac Amaru, et. al. and their influence on Morales.
2. Write a postscript of the players in the film, researching what each of them is doing now and what their issues and strategies are. Also evaluate the status of the women worker's rights movement in Bolivia.
3. Interview local politicians and grassroots organizers about the most effective ways to make change.



SHAYFEEN.COM: We're Watching You

ACTIVITY 1 – Illusions of Democracy: When Is It Not Free or Fair?
(90-120 minutes + assignments)



“I saw a judge change the results. And I walked to the judge and said ‘What you’re doing is wrong,’ and he said ‘You go out or I’ll throw you in jail.’”

– Engi Haddad



SHAYFEEN.COM: We're Watching You Activity 1

Illusions of Democracy: When Is It Not Free or Fair?

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Geography, Global Studies, Sociology, Political Science, Language Arts, Economics, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

In this lesson, students look at the “free, fair and regular” principles that might make an election democratic. Conversely, they investigate ways in which elections can be inefficient, manipulated or abused. They apply these lessons toward understanding the 2005 election in Egypt, and then research the electoral process of a country of their own choosing.

Objectives:

Students will:

- Understand the criteria for democratic elections
- Investigate stymied or failed elections
- Examine and discuss the 2005 election in Egypt
- Role play different constituencies and voices in the election process in Egypt
- Research the electoral process in other countries, especially the abuses in countries that are not democratic, and the safeguards in the countries that are democratic

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns

Materials:

- Computers with an Internet access and/or with DVD capability
- LCD projector or DVD player
- Flip chart (adhesive backed)/markers, whiteboard/markers or chalkboard/chalk
- **SHAYFEEN.COM Discussion Guide**
- **SHAYFEEN.COM “Egypt’s 2005 Elections” Video Module**
- **Teacher Handout A: Vocabulary**
- **Teacher Handout B: Assignment Rubric**
- **Student Handout A: “Egypt’s 2005 Elections” Video Module Note Taking Guide**
- **Student Handout B: SHAYFEEN.COM Quotes**
- **Student Handout C: Panel Note Taking Guide**



Procedures:**Previewing Activity**

1. **Introducing Democratic Elections:** Have students read and copy down this quote from the whiteboard or projector:

"Everyone has the right to take part in the government of his country, directly or through freely chosen representatives... The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures."

-Article 21, Universal Declaration of Human Rights, 1948

Direct students to circle or highlight the key words in the quote that describe what qualities would make for a truly democratic election. After they have indicated a few, allow students to "shout out" words as you list them to the side of the quote (i.e. periodic, genuine, universal, equal suffrage, secret vote, free voting). Have them discuss in their own words what these terms mean and add additional words to the list (e.g. fair, true, regular)

2. **What is Electoral Abuse?:** Pre-teach the vocabulary for the article "Free, Fair, & Regular Elections: Essential Principles" from the Democracy website (<http://www.democracyweb.org/elections/principles.php>) using **Teacher Handout A: Vocabulary**. You can then guide students in reading the article or have them break into pairs to read.

Direct them to use the reading to create a list of scenarios and situations in which elections are abused, inefficient, failed or otherwise not meeting the essential principles for a democratic election. Discuss together as a class, using the following guiding questions:

- Are elections free, fair and regular in the United States? Explain.
- In what ways are elections abused?
- Why would a dictatorship or a country that is not necessarily democratic hold elections?
- What is the impact of electoral abuse on the public? On the government?
- What can the public do to expose and/or prevent electoral abuse by the government? What can politicians do? Why should they want genuine elections?
- How does freedom of the press help promote free, fair and regular elections?

3. **Provide Background Information on Egypt and SHAYFEEN.COM:** Briefly introduce the film SHAYFEEN.COM. Note that the film module will cover a movement in Egypt that was organized after the country's first multican-didate presidential election in 2005 was marred by various electoral abuses. Have students read pages 2-4 of the SHAYFEEN.COM Discussion Guide particularly The Film, which provides an overview of the 2005 election and the controversy surrounding the issue of an independent judiciary. You can also have students read the article "Egypt's Ugly Election," from the Washington Post (<http://www.washingtonpost.com/wp-dyn/content/article/2005/12/09/AR2005120901837.html>) as another source of background information.

Viewing the Film

4. **Viewing the Video Module:** Instruct students to take notes on **Student Handout A: "Egypt's 2005 Elections" Video Module Note Taking Guide** as they view the **"Egypt's 2005 Elections" Video Module**, and examine the fairness of Egypt's elections as they're doing so.



Reflecting on the Film

5. **Review and Discuss:** Debrief the module and notes by discussing together as a class, using the following guide questions:

- What factors can increase or decrease voter turnout in an election?
- Should the responsibility for insuring free, fair and regular elections fall on the government (including an independent judiciary), the political parties, the media or the citizens? Explain.
- What are effective ways for citizens to safeguard the election process?
- How effective do you think protests and demonstrations are in impacting the election process? (Compare the U.S. and Egypt.)
- What are the major differences between elections in the U.S. and the 2005 election in Egypt?

6. **Panel Discussion:** Moderate a panel in which you select several students to take on roles from the module (i.e. the women of SHAYFEEN.COM, judges, demonstrators, bystanders, police, parliamentary candidates). Allow students time to prepare by reviewing the quotes in **Student Handout B**.

Have the student panelists respond to these questions by expressing views from the perspective of their roles in the 2005 election:

- What do you know about the election process in Egypt?
- Is changing the election process something you feel is necessary or desirable? What changes to the government do you support that would impact the election process?
- How do you feel about the election this year? How fair and free are the elections in Egypt?
- What questions or statements do you have for other members of the panel?

While watching, have students in the audience take notes on **Student Handout C: Panel Note Taking Guide**. Open up the questions to the rest of the class as audience members. Debrief by having audience members share the panel member they agreed with the most and why.

8. **Assignment: Research Project:** Students should identify a country to research and evaluate its electoral process. They can select a country using the Map of Freedom on the Democracy website (<http://www.democracyweb.org/newmap/>). While most students would select a country in the Not Free or Partly Free categories, it would also be interesting for some students to select Free countries to see what their electoral processes look like and how they safeguard their elections. Students can use the "Country Profiles" on the BBC News website (http://news.bbc.co.uk/2/hi/country_profiles/default.stm) as an additional resource site. They should present their research using visual elements, along with factual information and analysis. They should consider using PowerPoint slides, a blog or other Web 2.0 tools, a display board or a pamphlet. Information to include:

- Type of government
- Description of election process
- Level of freedom of the press, especially in reporting on elections and the government
- Safeguards and monitoring for elections
- Participation level in elections from the electorate
- Comparison with the U.S. electoral system

Assessment:

Use **Teacher Handout B: Assignment Rubric** to assess students' projects. Students should receive the rubric to guide them in their article writing.



Extension Activities:

Students can:

1. Investigate the 2000 U.S. presidential election. What were the elements and causes of a breakdown in the electoral process? How was the controversy resolved and what was the role of the Supreme Court?
2. Research the 1876 U.S. presidential election. How was the president chosen? What impact did this election have on Southerners, both Black and white? This election was essentially a backroom deal that allowed the Republicans to win the election—provided they ended Reconstruction in the South after the Civil War.
3. Research the history of Egypt's judicial system and the political role of judges.
4. Examine Egyptian women's roles in politics and civics. Research other notable women or organizations in which women play a vital role in Egypt and other countries.



SHAYFEEN.COM: We're Watching You

ACTIVITY 2 –Digital Media as a Civic Engagement Tool
(90-120 minutes + assignments)



“We can use modern technology—the internet, web cams, plasma screens, cameras—to build a bridge between the people and the judiciary.”

– Engi Haddad



SHAYFEEN.COM: We're Watching You Activity 2

Digital Media as a Civic Engagement Tool

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Global Studies, Political Science, Language Arts, World History, Media Studies

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

Shayfeen.com relies heavily on media to deliver its messages and get citizens involved. This presents an interesting opportunity to explore the role of modern media in political/social justice activism. Students examine the overall strategies of Shayfeen.com, with an emphasis on media and the Internet. They will analyze how these tools work in less developed nations or in areas where media access is limited. In addition, they will evaluate the savvy, resources, skills and support needed to develop effective media outreach. Students will also explore social networking and video as empowerment tools.

Objectives:

Students will:

- Examine their own digital media usage, including web, video podcasts, etc.
- Investigate uses and resources for digital advocacy online around the world
- Analyze use of the Internet as an organizing tool by Shayfeen.com, and evaluate its impact on the election process in Egypt
- Design their own web templates and web uses for digital activism

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Flip chart (adhesive backed)/markers, whiteboard/markers or chalkboard/chalk
- **SHAYFEEN.COM Discussion Guide**
- **SHAYFEEN.COM “Digital Activism” Video Module**
- **SHAYFEEN.COM Quotes**
- **Teacher Handout B: Assignment Rubric**
- **Teacher Handout C: Organizing Strategies**
- **Student Handout D: Digital Technology Survey**
- **Student Handout E: “Digital Activism” Video Module Note Taking Guide**

(Note: Above resources are available at <http://www.pbs.org/independentlens/takingroot/classroom.html>)



Procedures:**Previewing Activity****1. Thinking about the Internet:**

Have students read this quote from the whiteboard or projector:

"The Internet is tailor-made for a populist, insurgent movement. The Internet...is a forward-thinking and forward-moving medium, embracing change and pushing the envelope of technology and communication"

- Joe Trippi, 2004 presidential candidate Howard Dean's campaign manager
(from his campaign memoir, *The Revolution Will Not Be Televised*)

Direct students to write quick responses to these sentence stems:

- I think Trippi means...
- I agree/disagree with him because...
- One example of how the Internet is forward-thinking/moving is...

Call on students to share their responses.

2. Digital Technology as a Medium for Social Change: In pairs, have students brainstorm a list of their favorite/frequently used websites. Have them complete **Student Handout A: Digital Technology Survey**. First, direct them to brainstorm and complete the first three columns of the chart with their partner. Next introduce the Digital Activism Survey 2009 from the DigiActive.org website (<http://www.digiactive.org/2009/02/17/survey/>), especially the section "How do you use digital technology in your advocacy work?" Then have them complete the fourth column using ideas and language from the DigiActive survey as well as their own. Discuss as a class using the following guiding questions:

- Which digital technology tools do you use/visit the most? Describe.
- What makes a digital technology tool appealing, engaging and interesting?
- Which digital technology tools have the most potential for activism/advocacy work?
- When/where have you seen activism/advocacy topics: communities, information, and so on, in digital technology tools?

3. Provide Background Information on Egypt and SHAYFEEN.COM: Briefly introduce the film SHAYFEEN.COM. Note that the film module will cover a movement in Egypt that was organized after the country's first multi-candidate presidential election in 2005 was marred by various electoral abuses. Emphasize that their movement relied heavily on digital media and digital technology tools (especially video), to organize and promote their cause and disseminate information. Have students read these three sources for additional background information:

- "Egypt's Ugly Election" from the Washington Post
(<http://www.washingtonpost.com/wp-dyn/content/article/2005/12/09/AR2005120901837.html>)
- "Egypt We Are Watching You" from the International Museum of Women
(<http://www.imow.org/wpp/stories/viewStory?storyid=1696>)
- "10 Worst Countries to be a Blogger" from the Committee to Protect Journalists
(<http://cpj.org/reports/2009/04/10-worst-countries-to-be-a-blogger.php>).

Viewing the Film

4. Viewing the Video Module: Instruct students to take notes on **Student Handout B: "Digital Activism" Video Module Note Taking Guide** as they view the SHAYFEEN.COM "Digital Activism" Video Module, listing any strategies they see the women of Shayfeen.com using. They should use the names of strategies from **Teacher Handout C: Organizing Strategies** as well as language from the "Digital Activism Survey 2009" from the DigiActive.org website (<http://www.digiactive.org/>).



Reflecting on the Film

5. Review and Discuss: Debrief the students on the module and notes by discussing together as a class, using the following guiding questions:
- What strategies were most effective? Why?
 - How does Shayfeen.com use video and the Internet? Who do they reach?
 - What impact does Shayfeen.com have on the issue of “free, fair and regular elections” in Egypt?
 - Do you think the fact that Shayfeen.com is organized by women influences their strategies? Or influences the impact they have as activists? Are there advantages/disadvantages to their team being led by women?
6. Checking Out Activism on the Internet: Divide the class in half by counting them off, alternating between ones and twos. Have all the students in group one read the post “Roma rights, social networks, molotov cocktails” (http://www.internetartizans.co.uk/roma_rights) from Internet.Artizans, a blog by U.K.-based digital activist Dr. Dan McQuillan. Ask them to investigate the links he gives in the article as well.

Have students in group two explore the DigiActive.org website, especially the Regions links on the right sidebar, which will allow them to look at grassroots movements in other countries. Ask them:

- What types of websites and digital tools are being used to promote digital advocacy around the world?
- How are activists in various countries using the Internet to further their cause?
- To what extent are these activists effectively able to use digital technologies to build the “populist, insurgent movement,” that Joe Trippi spoke about in the opening quote of this lesson?

7. **Assignment: Group Digital Technology Project:** In small groups of 3-4, have students select one (or a few) uses of digital technology for advocacy work (either from the DigiActive survey or using their own ideas), and then design a website, blog, podcast, video or other tool to accomplish that purpose. The student groups should research and make posts linking to websites, videos and other online content they find showing activism using web tools from around the world. It can focus on a particular issue (e.g. homelessness) or a particular region. They can also engage in digital activism by developing plug-ins or auxiliary pages for existing websites (such as YouTube or Twitter) or by linking to existing sites. Additional web resources for ideas and links include Youth Noise (<http://youthnoise.com>), Youth Media Exchange (<http://ymex.org>), CarrotMob (<http://www.carrotmob.org>) and Kiva (<http://www.kiva.org>). Students can submit final creations to the first two sites, engage with other students around the world and get feedback on their work.

Assessment:

Use **Teacher Handout B: Assignment Rubric** to assess students' digital technology templates. Students should receive the rubric to guide their design.

Extension Activities:

Students can:

1. Take a critical look at the use of the Internet for activism. For example, what are the limits and challenges? What are the pros and cons of using the Internet versus more traditional methods of grassroots organizing? How does the “digital divide” play a role?
2. Research the Obama campaign's unprecedented use of digital technology and evaluate the effectiveness, possibilities and limitations of this tool.
3. Research the Egyptian election process now and evaluate the impact that Shayfeen.com has had since they began in 2005.
4. Compare and contrast the way activists and/or the government in different countries have used the Internet to generate civic engagement. Look closely at how issues such as access to Internet and technology affects their efforts.



SHADYA

ACTIVITY 1 – The Israeli Arab Experience (90-120 minutes + assignments)



*“You have never felt what an Israeli Arab girl feels
and you can’t understand.”*

– Shadya Zoabi



SHADYA Activity 1

The Israeli Arab Experience

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Civics, Government, Geography, Global Studies, Sociology, Political Science, Language Arts, Economics, World History

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

Palestinian-Arab citizens of Israel comprise 1.3 million people, or around 20 percent of the population. As a group, they face a unique status and particular struggles. Students will investigate this group and how the film SHADYA draws attention to a population rarely exposed in the media. Students will then use their research skills to take a deeper look at a minority group in another country and present their findings and recommendations online.

Objectives:

Students will:

- Consider findings regarding discrimination faced by Arab citizens of Israel
- Examine the experiences of Israeli Arabs through a very personalized view of a young female athlete
- Prepare and present a research project on another minority group

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns.

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **SHADYA Discussion Guide**
- **SHADYA “An Israeli Arab’s Experience” Video Module**
- **Student Handout A: “An Israeli Arab’s Experience” Video Module Note Taking Guide**
- **Student Handout B: SHADYA Quotes**
- **Student Handout C: Research Project Rubric**



Procedures:**Previewing Activity**

Note to teacher: This lesson should be preceded by other lessons or embedded within a unit about the Israeli-Palestinian conflict; students should first have an understanding of the geography, history and context in which the film takes place. This lesson and video module should be presented as another perspective on the conflict, and Israeli Arabs should be identified as a group with a unique and seldom-documented position in the conflict.

1. **Introduction to Israeli Arabs:** Read this background information from page 2 of the **SHADYA Discussion Guide** aloud with the class:

Israeli Arabs

When the state of Israel was founded in 1948, some Palestinians were forced to leave, others fled, and still others stayed. This latter group was granted citizenship, and they are now referred to as "Israeli Arabs." They constitute 15 percent to 20 percent of Israel's population. Of the 1.3 million Israeli Arabs, approximately 80 percent are Muslim. Others are Christian or Druze. Many Israeli Arab families have Palestinian relatives living in the disputed territories of the West Bank and Gaza.

Israeli Arabs have the right to vote and have elected representatives in Israel's parliament. However, they also experience significant discrimination. Some of the discrimination is institutional, a result of the fact that Israel is legally defined as a Jewish state; some of it results from ethnic and religious tensions between Israel's Arab Muslims and Jewish citizens.

Have students write quick responses to these sentence stems:

- I did not know...
- I want to know more about...
- The situation of Israeli Arabs reminds me of...

2. **The Struggles Israeli Arabs Face:** Have students read "Advancing Coexistence and Equality Among Jews and Arabs In Israel: A Platform for Action" from The Abraham Fund website (<http://www.abrahamfund.org/main/siteNew/?page=97>) and the main findings of the Mossawa Center's Racism Report 2009 from their website (<http://www.same.as.on.PDF>) which document social, economic and educational disparities and incidents of violence faced by Arab citizens in Israel. Discuss the following questions with the class:

- What data was provided documenting disparities faced by Israeli Arabs? What does it tell us about what life is like for Israeli Arabs in terms of social, economic, legal and political status?
- How are the struggles of Israeli Arabs similar and different to Palestinian Arabs in the West Bank, Gaza Strip, Golan Heights and neighboring countries?
- How are Israeli Arabs and Jews impacted by violence or threats of violence in Israel? Examine similarities and differences.
- What institutional barriers are there which prevent 'peaceful coexistence'?
- The Abraham Fund website poses this question: "how can Israel best maintain its identity as a Jewish nation-state, and simultaneously honor its commitment—enshrined in its Declaration of Independence—to uphold the principle of equality for all its citizens, Jews and Arabs alike?"
- The Abraham Fund and the Mossawa Center work to increase dialogue and create programs and strategies to fight anti-Arab racism in Israel. What organizing strategies do they use? (Refer to Teacher Handout A: Organizing Strategies).

3. **Discussion on Advocacy for Israeli Arabs:** The Mossawa Center is the Advocacy Center for Arab Citizens in Israel, a nonprofit, nongovernmental organization that works to promote equality for the Arab-Palestinian citizens of Israel. Post the Mossawa Center's mission statement for the students to read:



The Mossawa Center seeks to improve the social, economic, legal and political status of the Palestinian Arab citizens in Israel. The Center believes in the recognition of the Arab community in Israel as a national minority without sacrificing cultural rights as Palestinians. The Mossawa Center works to build a democratic society lacking racism and fighting all kinds of discrimination based on national, religious, ethnic, status, gender, physical and mental disability. (<http://www.mossawacenter.org/default.php?lng=3&pg=2&dp=1&fl=27>)

Have students write quick responses to these questions:

- What does it mean to be a national minority?
- What groups in the U.S. might face similar struggles as a national minority?
- What are some organizations in the U.S. that advocate for Arab citizens or other minority groups using a similar approach and philosophy as the Mossawa Center? (One example might be the NAACP)

Call on students to share their views.

4. **Provide Background Information on Israel and SHADYA:** Briefly introduce the film SHADYA. Note how the video module will examine Arab Israelis as a national minority group, and look at the lives of Shadya, a young Israeli Arab world karate champion and her family. Have students read the **SHADYA Discussion Guide** page 1 regarding the filmmakers' intent, especially their intent to capture the diverse population of Israel that includes Israeli Arabs, the fact that Arab Muslims are accepted by many Israelis and the difficult choices Shadya has to make as a young Arab woman representing and living in Israel. Also have students read **SHADYA Discussion Guide** page 2 for more background information on the film.

Viewing the Film

5. **Viewing the Video Module:** Instruct students to take notes on **Student Handout A: "An Israeli Arab's Experience" Video Module Note Taking Guide** as they view the **"An Israeli Arab's Experience" Video Module**. Students should look at the varying acceptance and discrimination Shadya and her family experience as Palestinian-Arab citizens of Israel, vis-à-vis relationships with her Israeli teammates and coach, politicians, Jewish citizens and other Palestinians.

Reflecting on the Film

6. **Review and Discuss:** Debrief the module and notes by discussing together as a class. Have students review **Student Handout B: SHADYA Quotes** before the discussion. Use the following questions as a guide for class discussion:
- Describe Shadya's relationship with her teammates and coach. How and when does her Arab identity become an issue?
 - How does Shadya react when she encounters the Palestinian team? What is her dilemma?
 - How does her sport both enter into and transcend politics?
7. **Preparation for Research Project:** Discuss possible differences between the treatment of Arabs in Israel and the treatment of Arabs in the U.S. Divide students into several small groups and have each group read one titled section of "100 Questions and Answers about Arab Americans: A Journalist's Guide" from the Detroit Free Press (<http://www.freep.com/legacy/jobspage/arabs/index.htm>). Have groups report back describing:
- What information is most crucial to understanding the group? What information is the most misunderstood? Which answers are surprising or less publicized?
 - How does dispelling stereotypes and providing accurate information help combat racism and discrimination against minority groups?
 - Who else can information like this benefit (besides journalists)?



Have students also review and compare the descriptions of Arabs (<http://www.cidcm.umd.edu/mar/assessment.asp?groupId=66601>) and Palestinians (<http://www.cidcm.umd.edu/mar/assessment.asp?groupId=66603>) as “minorities at risk” in Israel from the Minorities at Risk Project website and find out:

- What rights do Israeli Arabs enjoy as full citizens of Israel? What limitations do they face socially, culturally and politically?
- What demands are Israeli Arabs fighting for from their government? Why is anti-Arab discrimination worsening?
- What are the differences between Israeli Arabs and Palestinians in terms of their rights and the discrimination they face?

8. **Assignment: Research Project:** Using the “Hot Spots” page of the Minorities at Risk Project from the University of Maryland, (<http://www.cidcm.umd.edu/mar/hotspots.asp>) have students select a minority group in another country to research. They should compile a list of questions about this group (similar to the Detroit Free Press list; they can use the same topic headings), and then find the answers, narrowing the list to 20 pertinent questions and answers. Then they should compose a list of 5-10 recommendations or steps that should be taken to improve the conditions of the group politically, socially, culturally and/or economically. As a final step, they should post their report on a blog or other Web 2.0 tool. Students can also submit final creations to Youth Noise (<http://youthnoise.com>) or Youth Media Exchange (<http://ymex.org>) to engage with other students around the world and get feedback.

Assessment:

Have students visit the blog pages to assess their classmates using **Student Handout C: Research Project Rubric**. You can also use the same rubric to do a teacher evaluation of the projects.

Extension Activities:

Students can:

1. Research peace organizations in Israel. Focus on organizations that offer an agenda that unites Arab and Palestinian citizens with Israeli citizens in seeking a solution to the conflict in the country.
2. Research notable individuals, leaders, civic organizations and activist groups who are representing and advocating for Arab citizens of Israel.
3. Examine the role of sports in the politics of the minority group. Students could look at the Olympics and/or other international competitions for case studies describing the ways that sports can be used politically. They can also investigate how sports can transcend minority group and national politics.
4. Explore the dual identity issue by conducting interviews with people from various immigrant groups of differing generations about the extent to which they feel accepted in the U.S. and their home country. Students can also interview people of mixed ethnic heritage about the extent to which they feel accepted by both ethnic groups of which they are a part.
5. Investigate how Israeli Arabs view Palestinians, and vice versa.



SHADYA

ACTIVITY 2 – Muslim Feminism (90-120 minutes + assignments)



“Nobody will be able to lock Shadya up! They put me in this dress, but will not lock me at home. No one can take away Shadya’s freedom.”

– Shadya Zoabi



SHADYA Activity 2

Muslim Feminism

(90-120 minutes + assignments)

Grade Level: 9–12, College

Subject Areas: Social Studies, Geography, Global Studies, Women's Studies, Sociology, Political Science

Standards: Recommended National Standards are on page 45

Purpose of the Lesson:

Muslim women face many of the same struggles and challenges as women all over the world. In addition, there are specific issues these women face as Muslims within their families, communities and religion. This lesson explores the ways in which Muslim girls and women have made strides in asserting their rights.

Objectives:

Students will:

- Think about stereotypes and how they affect Muslims, women and Muslim women
- Learn about Muslim feminism and explore the ways that Muslim women are fighting for gender equality
- Listen to the specific voices and experiences of Muslim women in different arenas such as sports, politics, education and business
- Write and present an opinion piece responding to the voices they have heard

Skills:

Stating and supporting opinions in class discussions and in writing; analytical reading and viewing; note taking; interpreting information and drawing conclusions; critical thinking; identifying cause and effect; identifying relationships and patterns; creating various forms of media.

Materials:

- Computers with Internet access and/or with DVD capability
- LCD projector or DVD player
- Whiteboard/markers, or chalkboard/chalk
- **SHADYA Discussion Guide**
- **SHADYA “Shadya and Morad” Video Module**
- **Teacher Handout A: Vocabulary**
- **Teacher Handout B: Muslim Women’s Voices**
- **Teacher Handout C: “Two Young Women” by Deidre Barry – A Dialogue Poem**
- **Student Handout B: SHADYA Quotes**
- **Student Handout D: “Shadya and Morad” Video Module Note Taking Guide**
- **Student Handout E: Dialogue Poem Rubric**



Procedures:

Previewing Activity

1. **Defining Feminism:** Have students copy and complete this sentence:

Feminism is a belief that...

As students share their responses, use the whiteboard, overhead projector or screen to record their ideas via a web or brainstorm list. Have students clarify the meanings of their ideas and explain where they came from. Post the following definition and read with the class:

Feminism is social theory or political movement supporting the equality of both sexes in all aspects of public and private life; specifically, a theory or movement that argues that legal and social restrictions on females must be removed in order to bring about such equality

Discuss and clarify the meaning of this definition and explain that this will be the working definition for the class whenever anyone refers to feminism as a concept. Then record a second brainstorming session as students come up with examples using this definition (e.g. women should be allowed to work in traditionally male occupations, women should have the right to vote, and so on).

2. **Stereotypes of Women/Muslim Women:** Reproduce this chart on the overhead projector or screen:

| Stereotypes of Women | Stereotypes of Muslims | Stereotypes of Muslim Women |
|----------------------|------------------------|-----------------------------|
| | | |

Have students brainstorm ideas and record them on the chart as they come up with them. Discuss using the following questions as a guide:

- Where/who do you see and hear these stereotypes from?
- How do these stereotypes affect women?
- How do general stereotypes of Muslims affect Muslim women?
- How are stereotypes of Muslim women both similar to and different from general stereotypes of women? Do you think Muslim women face greater challenges?
- What are some ways in which women cope with and address gender oppression, both individually and collectively?



3. **Introduction to Muslim Feminism:** Pre-teach the vocabulary for the “Muslim Feminism” page (<http://www.pbs.org/independentlens/shadya/muslimfeminism.html>) of the SHADYA *Independent Lens* website regarding “Muslim Women’s Movements,” “Islamic Feminism” and “A Global Movement,” using the first list on **Teacher Handout A: Vocabulary**. Next, guide students in reading the article or have them break into pairs to read it. Discuss the following questions with the class:
- What is the difference between Muslim women’s movements and Islamic feminism?
 - How have Muslim women adapted feminism within Islam?
 - How have issues specific to Muslim women—such as wearing hijab (veiling) —manifested in their feminist struggles?
 - Why is it important for Muslim women to define how they adapt feminism themselves, rather than allowing outsiders or Western feminists to define it for them?
4. **Muslim Women Speak:** Read to the class “My Body Is My Own Business” by Naheed Mustafa (<http://www.jannah.org/sisters/naheed.html>). Discuss the following questions with the class:
- What are Mustafa’s views on the inequality of Muslims as a religious and cultural group?
 - How does her perspective on the hijab contradict Western feminist notions of dress?
 - How does Mustafa claim wearing the hijab as a feminist act?
 - To what extent do you agree or disagree with her views on Western ideas of beauty?

Pre-teach vocabulary again from the second list on **Teacher Handout A: Vocabulary**. Distribute cards from **Teacher Handout B: Muslim Women’s Voices**, as referenced from the article “Fighting for Muslim Women’s Rights” from the AWID website ([http://awid-org.sitepreview.ca/eng/Issues-and-Analysis/Library/Fighting-for-Muslim-women-s-rights/\(language\)/eng-GB](http://awid-org.sitepreview.ca/eng/Issues-and-Analysis/Library/Fighting-for-Muslim-women-s-rights/(language)/eng-GB)).

Have each student silently read one woman’s perspective, then join with a group of five to share out and compare the diverse voices represented. As each classmate reads, group members should record a list of struggles that Muslim women face in different countries (two to three struggles for each speaker). They should also note the ways the speaker suggests to overcome these struggles. Finally, groups should hold a discussion using the following guide questions:

- How are the struggles of Muslim women in various countries similar? How are they different?
 - What are the strategies they suggest to overcome these struggles (post and refer to **Teacher Handout B: Muslim Women’s Voices**). What other strategies would you suggest?
 - What is the role of religion in the struggles of women in this country?
5. **Provide Background Information on Israel and SHADYA:** Briefly introduce the film SHADYA. Note how the film module will cover Shadya, an Israeli Arab Muslim teenage girl who challenges traditional expectations of Muslim women as a karate world champion. Have students read **SHADYA Discussion Guide** pages 2-3, particularly the questions about “Islam and Traditional Family Values.”

Viewing the Film

6. **Viewing the Film Module:** Instruct students to take notes on **Student Handout A: “Shadya and Morad” Video Module Note Taking Guide** as they view the **“Shadya and Morad” Video Module**, observing Shadya’s views as well as the views of her parents, brothers and sister, fiancé and coach.

Reflecting on the Film

7. **Review and Discuss:** Debrief the module and notes by discussing them together as a class. Have students review the **Student Handout B: Quotes** before the discussion. Use the following guide questions:
- Which person do you agree with most? Who do you disagree with the most? Explain.
 - How does Shadya challenge traditional male patriarchy in Islam?



- How does Shadya reinforce traditional patriarchy in Islam?
- How is it possible for her to do both?
- How do Shadya and her sister differ in the way they create a place for themselves in their family?
- How does their brother reinforce traditional male patriarchy? What is Morad's (Shadya's husband) view of Shadya's challenges to patriarchy?
- Was Shadya's spirit broken after she was forced to quit karate and focus on the household duties of a wife?

8. **Another Perspective:** Have students view clips from Chahinaz, a documentary film which follows a young Algerian female college student as she explores what life is like for Muslim women around the world. Break students into pairs to view the clips (<http://www.madmundotv/en/investigations/chahinaz-what-rights-for-women>). Include notes capturing voices from these clips on **Student Handout D: "Shadya and Morad" Video Module Note Taking Guide** as well.
9. **Assignment: Dialogue Poem:** Post and read with the class "Two Young Women" by Deidre Barry. This is a model for a poem that compares and contrasts two points of view in a dialogue. Explain that this poem is a format that allows students to explore varieties of inequality – how people who are connected to the same events, processes, or products experience those connections very differently. Instruct students to choose figures from SHADYA, the Muslim Women's Voices cards, or Chahinaz to write a dialogue poem (e.g. between Shadya's brother and her dad, between Shadya and her sister). They could also choose a different voice to speak with one of these figures (e.g. between an American teenager and a Muslim woman in another country, between a Muslim feminist and a secular one). The poem should highlight differences in views on karate, women's place in society, family etc. Students can publish their poems on a blog or other Web 2.0 tool, or to Youth Noise (<http://youthnoise.com>), Youth Media Exchange (<http://ymex.org>) or another website to engage with other students around the world and get feedback.

Assessment:

Direct students to view the completed media and assess their classmates using **Student Handout E: Dialogue Poem Rubric**. You can also use the same rubric to do a teacher evaluation of the dialogue poem.

Extension Activities:

Students can:

1. Analyze Shadya as a character who goes through changes, faces conflicts and makes decisions. Write a character analysis essay describing these explorations.
2. Research other Muslim women in the sports arena. Investigate how they and their families deal with traditional male patriarchy in Islam and in society.
3. Explore organizations that combat the oppression of women in Muslim societies. Create media (posters, flyers, brochures etc.) to support their campaigns.
4. Compare and contrast the rights women have and the laws enforcing gender equality in the U. S. with those in Muslim countries like Indonesia, Iran, Jordan, Oman, Saudi Arabia, Iraq. The World Savvy Monitor, Global Status of Women issue examines the root causes, the symptoms, and the nuances behind the statistics relating to women's representation in the world today: <http://worldsavvy.org/monitor> (click on "archived editions")
5. Interview a diverse group of people, especially older and younger women, about women's rights. Combine the research into a multimedia collage representing the varied views and voices.



RECOMMENDED NATIONAL STANDARDS

Mid-continent Research for Education and Learning (McRel)

Behavioral Sciences

- Standard 1. Understands that group and cultural influences contribute to human development, identity, and behavior
- Standard 2. Understands various meanings of social group, general implications of group membership, and different ways that groups function
- Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

Agricultural Education

- Standard 1. Understands the connections between agriculture and society
- Standard 2. Understands trends, issues, and events that have influenced agricultural practices throughout history

Civics

- Standard 1. Understands ideas about civic life, politics, and government
- Standard 3. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good
- Standard 25. Understands issues regarding personal, political, and economic rights
- Standard 26. Understands issues regarding the proper scope and limits of rights and the relationships among personal, political, and economic rights
- Standard 28. Understands how participation in civic and political life can help citizens attain individual and public goals

Economics

- Standard 5. Understands unemployment, income, and income distribution in a market economy
- Standard 10. Understands basic concepts about international economics

Language Arts

- Standard 4. Gathers and uses information for research purposes
- Standard 9. Uses viewing skills and strategies to understand and interpret visual media
- Standard 10. Understands the characteristics and components of the media

Geography

- Standard 4. Understands the physical and human characteristics of place
- Standard 5. Understands the concept of regions
- Standard 6. Understands that culture and experience influence people's perceptions of places and regions
- Standard 11. Understands the patterns and networks of economic interdependence on earth's surface
- Standard 12. Understands the patterns of human settlement and their causes
- Standard 14. Understands how human actions modify the physical environment
- Standard 15. Understands how physical systems affect human systems
- Standard 16. Understands the changes that occur in the meaning, use, distribution and importance of resources
- Standard 17. Understands how geography is used to interpret the past
- Standard 18. Understands global development and environmental issues

Thinking and Reasoning

- Standard 1. Understands and applies the basic principles of presenting an argument
- Standard 2. Understands and applies basic principles of logic and reasoning
- Standard 6. Applies decision-making techniques

World History

- Standard 36. Understands patterns of global change in the era of Western military and economic dominance from 1800 to 1914
- Standard 38. Understands reform, revolution, and social change in the world economy of the early 20th century
- Standard 40. Understands the search for peace and stability throughout the world in the 1920s and 1930s
- Standard 42. Understands major global trends from 1900 to the end of World War II
- Standard 43. Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up



Center for Civic Education

NSS-C.9-12.1 Civic Life, Politics and Government

What are Civic Life, Politics, and Government?

- What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?

NSS-C.9-12.3 Principles of Democracy

How Does the Government Established by the Constitution Embod the Purposes, Values, and Principles of American Democracy?

- How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?
- How does the American political system provide for choice and opportunities for participation?

NSS-C.9-12.5 Roles of the Citizen

What are the Roles of the Citizen in American Democracy?

- What is citizenship?
- What are the rights of citizens?
- What are the responsibilities of citizens?
- How can citizens take part in civic life?

National Council on Economic Education

NSS-EC.9-12.19 Unemployment and Inflation

- The unemployment rate is the percentage of the labor force that is willing and able to work, does not currently have a job, and is actively looking for work.
- The unemployment rate is an imperfect measure of unemployment because it does not: (1) include workers whose job prospects are so poor that they are discouraged from seeking jobs, (2) reflect part-time workers who are looking for full-time work.
- Unemployment rates differ for people of different ages, races, and sexes. This reflects differences in work experience, education, training, and skills, as well as discrimination.

National Council for the Social Studies

I. Culture

- I.a. Analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- I.d. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change;
- I.f. Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross - cultural understanding;

III. People, Places, and Environments

- III.h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;
- III.j. Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;

IV. Individual development and identity

- IV.b. Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- IV.c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self.
- IV.e. Examine the interactions of ethnic, national or cultural influences in specific situations or events.
- IV.g. Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;

V. Individuals, Groups, & Institutions

- V.a. Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society;
- V.b. Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- V.d. Identify and analyze examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- V.e. Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- V.f. Evaluate the role of institutions in furthering both continuity and change;
- V.g. Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;



National Council for the Social Studies Ctd.

VI. Power, authority, and Governance

- VI.a. Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.
- VI.c. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society;
- VI.e. Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings;
- VI.f. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;

VII. Production, Distribution, and Consumption

- VII.g. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;

IX. Global Connections

- IX.b. Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- IX.e. Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- IX.f. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- IX.h. Illustrate how individual behaviors and decisions connect with global systems.

X. Civic Ideals & Practices

- X.a. Eey ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- X.b. Identify, analyze, interpret, and evaluate sources and examples of citizen's rights and responsibilities;
- X.c. Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues - identifying, describing, and evaluation multiple points of view;
- X.e. Analyze and evaluate the influence of various forms of citizen action on public policy;
- X.f. Analyze a variety of public policies and issues from the perspective of formal and informal political actors;

- X.g. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision - making;
- X.h. Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- X.i. Construct a policy statement and an action plan to achieve one or more goals related to an issue of public concern;

National Center for History in the Schools

**National Standards in United States and World History
World History**

Standard 2: The search for community, stability, and peace in an inter-dependent world.

Standard 2a: The student understands how population explosion and environmental change have altered conditions of life around the world.

- Analyze how population growth, urbanization, industrialization, warfare, and the global market economy have contributed to environmental alterations.
- Assess the effectiveness of efforts by governments and citizens' movements to protect the global natural environment

Standard 2b: The student understands how increasing economic interdependence has transformed human society.

- Analyze why economic disparities between industrialized and developing countries have persisted or increased and how both neo-colonialism and authoritarian political leadership have affected development in african and asian countries.

Standard 3: Major global trends since World War I

Standard 3a: The student understands major global trends since World War II.

- Assess the degree to which both human rights and democratic ideals and practices have been advanced in the world during the 20th century. [Formulate historical questions]
- Analyze causes of economic imbalances and social inequalities among the world's peoples and assess efforts made to close these gaps.



National Geographic

National Geography Standards

- Standard 4: The physical and human characteristics of places
- Standard 6: How culture and experience influence people's perceptions of places and regions
- Standard 14: How human actions modify the physical environment
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources
- Standard 18: How to apply geography to interpret the present and plan for the future

National Council for Teachers of English/International Reading Association

Standards for Language Arts

- Standard 1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Standard 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) together and synthesize information and to create and communicate knowledge.

North American Association for Environmental Education Learner Guidelines K-12

- Strand 2: Knowledge of environmental processes and Systems
- Strand 2.3—Humans and Their Societies
- Individuals and groups—Learners understand the influence of individual and group actions on the environment, and how groups can work to promote and balance interests.
 - Culture—Learners understand cultural perspectives and dynamics and apply their understanding in context.
 - political and economic systems—Learners understand how different political and economic systems account for, manage, and affect natural resources and environmental quality.
 - Global connections—Learners are able to analyze global social, cultural, political, economic, and environmental linkages.
 - Change and conflict—Learners understand the functioning of public processes for promoting and managing change and conflict, and can analyze their effects on the environment.
- Strand 2.4—Environment and Society
- Human/environment interactions—Learners understand that humans are able to alter the physical environment to meet their needs and that there are limits to the ability of the environment to absorb impacts or meet human needs.
 - Places—Learners understand “place” as humans endowing a particular part of the earth with meaning through their interactions with that environment.
- Strand 3— Skills for Understanding and Addressing Environmental Issues
- Strand 3.1—Skills for Analyzing and Investigating Environmental Issues
- Identifying and investigating issues—Learners apply their research and analytical skills to investigate environmental issues ranging from local issues to those that are regional or global in scope.
 - Sorting out the consequences of issues—Learners are able to evaluate the consequences of specific environmental changes, conditions, and issues for human and ecological systems.
- Strand 3.2—Decision-Making and Citizenship Skills
- Evaluating the need for citizen action—Learners are able to decide whether action is needed in particular situations and whether they should be involved.
 - planning and taking action—Learners know how to plan for action based on their research and analysis of an environmental issue. If appropriate, they take actions that are within the scope of their rights and consistent with their abilities and responsibilities as citizens.
 - Evaluating the results of actions—Learners are able to evaluate the effects of their own actions and actions taken by other individuals and groups.



GUIDE CREDITS

CURRICULA WRITER

David Maduli

David Maduli is an independent educational consultant who has contributed many curriculum guides and conducted various workshops for PBS programs. He has a master's in teaching and curriculum from Harvard Graduate School of Education and continues to work as a veteran Bay Area public school language arts and social studies teacher

ITVS STAFF

Duong-Chi Do

Associate Director of Communications

Susan Latton

Community Classroom Content Manager

Kirstin Henninger

International Outreach Coordinator

COMMUNITY CLASSROOM NATIONAL ADVISORS

Carole Lester: American Association of Community Colleges

Maxine Einhorn: KQED Education Network

Wendell Bourne & Michael Yell: National Council for the Social Studies

Joseph Fatheree: National State Teachers of the Year

Donelle Blubaugh & Jenny Bradbury: PBS Teachers

Kelly Korenak: World Savvy

SPECIAL THANKS TO:

Michele Israel who provided the groundwork for the TAKING ROOT activities, Celeste Royer, Director of the California Regional Environmental Education Community (CREEC) who reviewed TAKING ROOT activities and Lisa Whitmer for editorial review of the Women's Empowerment Educator Guide.

About ITVS International:

ITVS International is a division of the Independent Television Service that promotes an international exchange of documentary films made by independent producers, bringing international voices to U.S. audiences, and American stories to audiences abroad.

Through a unique public-private partnership called the Global Perspectives Project, ITVS International administers the International Media Development Fund (IMDF) and True Stories: Life in the USA. The IMDF funds international producers and supports the American broadcast of their programs. True Stories: Life in the USA promotes a series of American independent films to audiences around the world.

About *Independent Lens*:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. Independent Lens features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites, and national publicity and community engagement campaigns. Further information about the series is available at pbs.org/independentlens. Independent Lens is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS' premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.

