



WOMEN'S EMPOWERMENT

TEACHER & STUDENT HANDOUTS

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.



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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.

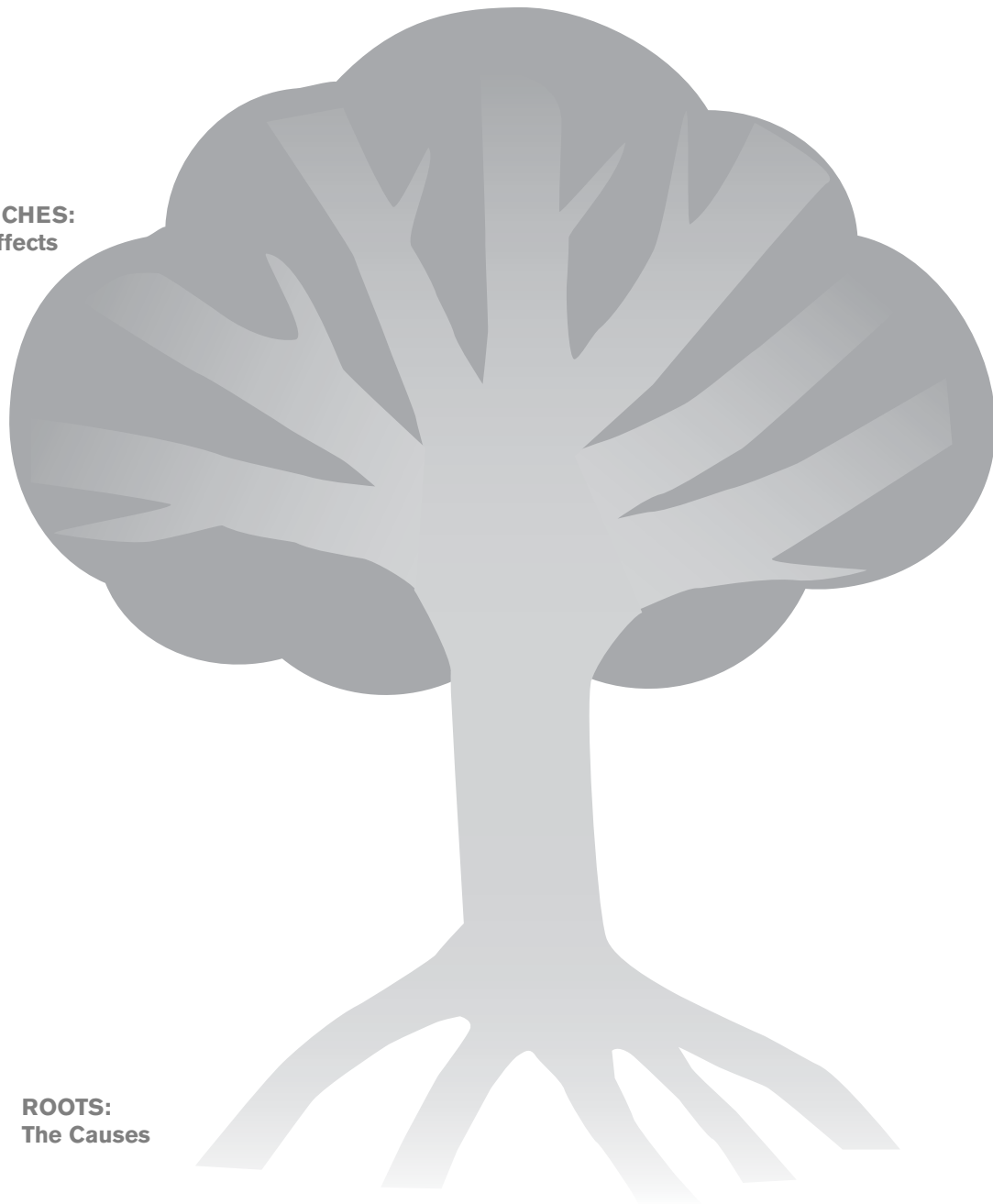
COMMUNITY CLASSROOM is a product of the Independent Television Service, with support from the Corporation for Public Broadcasting, and with guidance from PBS Teachers, KQED Education Network, American Association of Community Colleges, National Council for the Social Studies, National Council of Teachers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



Student Handout A: The Tree of Interconnectedness

Label the tree trunk with your group's issue (e.g. offshore drilling, polluted park). Record responses to the "roots" (causes) questions on each root. Record responses to the "branches" (effects) questions on each branch.

BRANCHES:
The Effects



ROOTS:
The Causes



Student Handout B: TAKING ROOT Vocabulary

colonialism: when a powerful country rules a weaker one, and establishes its own trade and society there; imperialism

deforestation: the cutting or burning down of all the trees in an area

desalination: the process of removing salt from sea water so that people can use it

disparity: a difference between two or more things, especially an unfair one

erosion (from 'erode'): to wear away by the action of water, wind, or glacial ice; "flooding eroded the hillside"

indigenous: indigenous people or things have always been in the place where they are, rather than being brought there from somewhere else; native

marginalized: to make a person or a group of people unimportant and powerless in an unfair way

neocolonialism: the economic and political policies by which a great power indirectly maintains or extends its influence over other areas or people

sustainable: to be able to continue without causing damage to the environment

*Sources: Longman English Dictionary Online
Merriam-Webster Online Dictionary*



Student Handout C: Issues, Strategies, Impact

As you view the TAKING ROOT "Kenya and Wangari Maathai" Video Module, begin to fill in the chart. You may complete the chart with your partner after the film is over. In the chart, write:

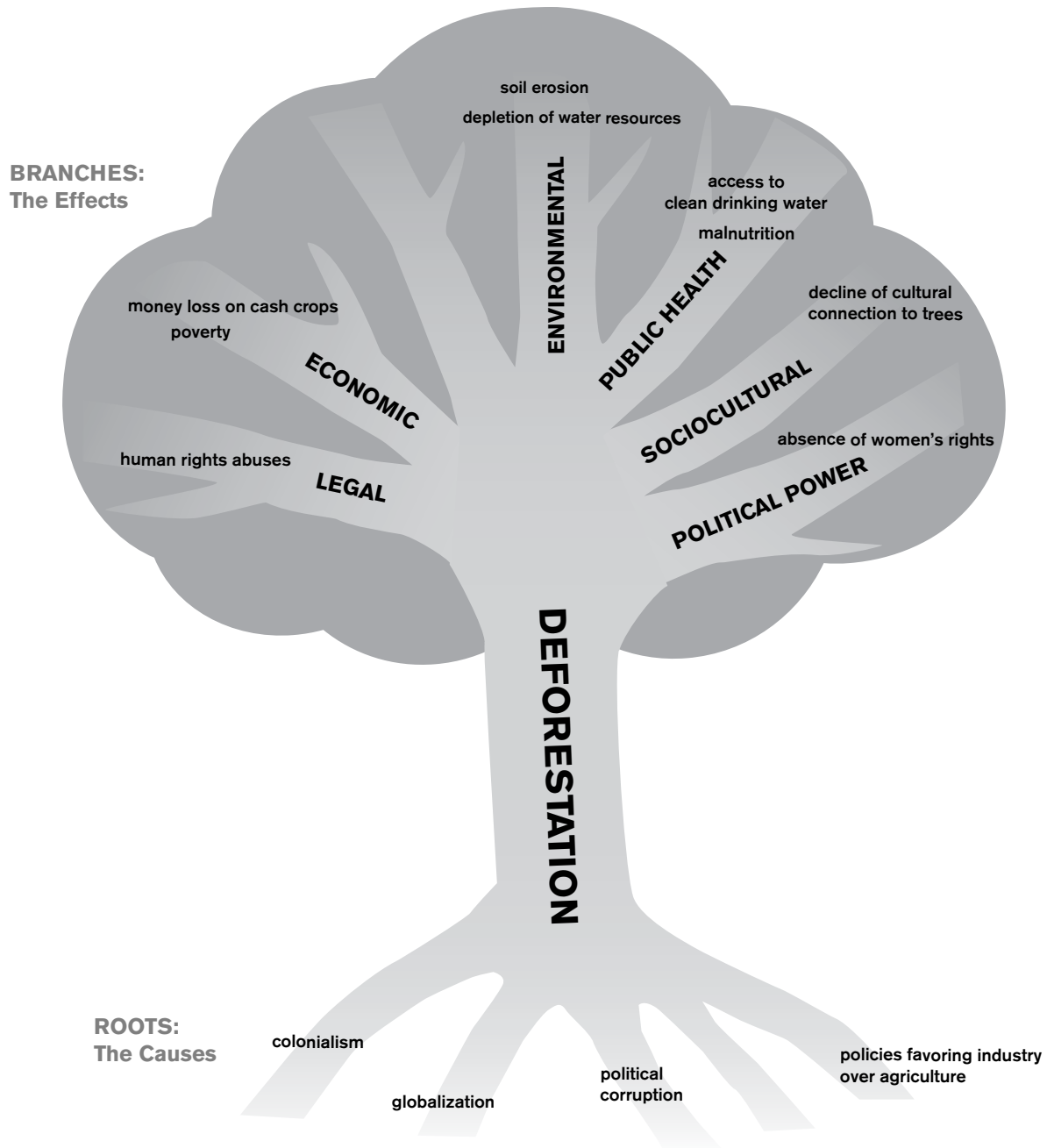
- The issues Wangari and her colleagues were addressing
- The strategies they used to address the issue
- The challenges they faced
- The impact of their citizen action strategies

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	How the issues were addressed	The challenges/obstacles the citizens faced as they put strategies in motion	The impact of the strategies on the issues addressed
<i>Example:</i> Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership



Teacher Handout A: The Tree of Interconnectedness

Use with steps 5 and 6 "Reflecting on the Film" in Activity 1. Reproduce this tree on a whiteboard or chalkboard. Brainstorm and fill in the "roots" (causes) together. Divide students into small groups based on the number of issues identified. Assign each group a "branch" (effect) to discuss and record their responses to the questions in step 6 on the index cards or Post-it® Notes.



This handout was adapted from the Education and the Environment Initiative - California's Environmental Principles and Concepts



Teacher Handout B: TAKING ROOT Quotes**Reforestation**

"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

"The movement started as a tree planting campaign but it is a little more than just the planting of trees. It's planting of ideas, it's giving them reasons why they should protect their environmental rights, and giving them reasons why they should protect their women's rights."

–Wangari Maathai

"It's a very sad saga that we have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."

–Wangari Maathai

"As long as the resources are not adequate, as long as the resources are not being managed properly, as long as the resources are not being shared more equitably, we will be threatened."

–Wangari Maathai

"Today we are faced with a challenge that calls for a shift in our thinking so that humanity stops threatening its life-support system. We are called to assist the earth to heal her wounds, and in the process heal our own."

–Wangari Maathai

"It is the people who must save the environment. It is the people who must make their leaders change. And we cannot be intimidated. So we must stand up for what we believe in."

–Wangari Maathai

Colonialism & Culture

"There was something in our people that had helped them conserve those forests. They were not looking at trees and seeing timber. They were not looking at elephants and seeing ivory. There was no such economic value of these animals so they let them be. It was in their culture to let them be."

–Wangari Maathai

"All people have their own culture. But when you remove that culture from them, then you kill them in a way. You kill them. You kill a very large part of them."

–Wangari Maathai

"I was arrested and taken to the camps. They said we were supporting a 'terrorist'. They set my house on fire and took everything. Sheep, goats, everything. Then they kicked us out of our land!"

–Naomi Kabura Mukunu

"Of course to concentrate people in the village they had to destroy the old houses and build new ones. They had to construct camps. They had to do a lot of deforestation."

–Kamoji Wachira, Environmental Activist

"Most of our environment was destroyed by the government to find the enemies because the forest was thick and the Mau Mau were hiding in the forest."

–Lilian Wanjiru Njehu, Kanyariri Mother's Union Tree Nursery



Teacher Handout B: TAKING ROOT Quotes Ctd.

"The policy of the Kenyatta and Moi governments was no different in terms of forestry or natural resources from the colonial one. It was, in fact, a bit worse. These elites can continue to exploit resources and to enrich themselves at the expense of the environment and the people. It's a matter of division of the loot – who got what. All the way up."

–Kamoji Wachira, Environmental Activist

"We wrote and we gave the example of how the environment in third world countries is destroyed with full knowledge and support of the developed countries that support dictators, who don't help us to overcome these dictators, and who do business with these dictators. And then hold the poor people to account."

–Wangari Maathai

Grassroots Organizing & Civic Education

"And we called the foresters. They came and they talked to women. They did not really see why I was trying to teach women how to plant trees. Because to plant a tree you need a diploma! I said, "Well, I don't think you need a diploma to plant a tree."

–Wangari Maathai

"You cannot enslave a mind that knows itself, that values itself, that understands itself."

–Wangari Maathai

"We always had seminars, but our seminars were mostly to teach people how to plant trees. But during that crisis, we wanted people to understand how we govern ourselves. This concern gave rise to a completely different program, which we call Civic and Environmental Education."

–Wangari Maathai

"Eventually we would come to the conclusion we need to stop the bus, and let's go out of the bus and stop the ignorance, let us educate each other, let's send our children to school and the people would eventually say, 'Now we are ready to confront the driver.'"

–Wangari Maathai

"We try to encourage ourselves because if we don't do that, our country will come to expire. Now I have courage to say anything."

–Anastasia, Sunshine Women's Group

Non-violent Protest/Civil Disobedience

"Moi tried every way to get rid of us. Because we women were driving him crazy. But we were determined we'd never leave that place until we got our children back. That made Moi back down. He ordered our children to be freed."

–Ruth Wangari Thungu, mother of a political prisoner

"People who were working, they would come there and actually see the plight of these women. And that also had to be stopped by the government. For you'd get five hundred people, a thousand people assembling there, and they're talking about democratic principles, about governance. What the government of that particular time did not want is anybody who is trying to educate the common people."

–Ngorongo Makanga, Human Rights Activist

"If we are going to shed blood because of our land, we will. We have a government in this country that is actually overseeing the destruction of forests and the grabbing of public land."

–Wangari Maathai



Teacher Handout B: TAKING ROOT Quotes Ctd.

"Who is going to question when the government, when the police, when the laws keepers, break the law?"

–Wangari Maathai

"From the day she started the Green Belt Movement in 1977, the government saw her and saw a future leader. And hence the government put a program, how to fight this person."

–Ngorongo Makanga, Human Rights Activist

"It got her into trouble not just because she was protesting but also because she was demonstrating the potential power of a civil society."

–Vertistine Mbaya, Green Belt Movement board member

"It was a turning point, but most people could not understand or imagine the courage of an individual who could stand up against this dictator. To me, in all her fights, that was the biggest fight, because that also was the turning point in this country. That no matter how small, no matter what you are, you can make a difference."

–Ngorongo Makanga, Human Rights Activist

"One thing that I deliberately did was try not to break the law. I knew that if I break the law, I will give the system a great excuse to get me out of the way."

–Wangari Maathai

Women's Empowerment

"She was disobedient at a time when disobedience was not tolerated."

–Vertistine Mbaya, Green Belt Movement board member

"When the women started, nobody was bothering them because nobody took them seriously. You know, who takes women seriously? Then, the government realized that we were organizing women, so they started interfering with our organizing and they demanded "You have to have a license. You cannot meet, you cannot do." They harassed women a lot."

–Wangari Maathai

"When the government descended on us in that moment of desperation women stripped stark naked and shook their breasts. In the African tradition if men beat women, it is like sons violating their mothers. And the mothers respond by cursing them. And they curse them by showing them their nakedness."

–Wangari Maathai

"They want to get personal. They want to debase your womanhood. So I said, "Now don't give me that. Just use the anatomy that matters right now. And that is from the neck up."

–Wangari Maathai



Teacher Handout C: Civic Strips

GRASSROOTS

CIVIC ENGAGEMENT

COMMUNITY ACTION

CIVIC ACTION

ACTIVISM

COMMUNITY ORGANIZING

CITIZEN INVOLVEMENT



Teacher Handout D: Strategies

Write this list on a sheet of flip chart paper. Add any tactics that the students identify. Post in front of the classroom.

- **Acts of protest:** These include speeches, public meetings, marches and street theater, which bring public attention to an issue
- **Non-cooperation:** This includes strikes, boycotts and civil disobedience, which are intended to halt or interfere with an industry, business or political system
- **Non-violent intervention:** This includes occupations, blockades and hunger strikes
- **Community organizing:** This includes outreach, advocacy/skill-building workshops, town halls, vigils and documentary film screenings
- **Media advocacy:** This includes focus groups, public opinion polling, cultivating relationships with journalists and paid advertising
- **Engaging the international community:** This includes letter-writing, web publicity campaigns and connecting with NGOs and politicians in other countries with an interest/stake in the issue
- **Civic education:** This includes plays, photojournalism/art shows, short films and websites organized around bringing awareness to an issue
- **Environmental education and restoration:** This provides opportunities for the public to learn about an environmental issue and participate, i.e. tree planting, vacant lot cleanup and beach conservation
- **Networking:** This includes meet & greet events and online communities
- **Capacity building:** This includes “training the trainers” and leadership seminars
- **Public health awareness and education:** This includes school presentations, health screenings and counseling



Teacher Handout E: Examples for Issues, Strategies, Impact (Student Handout A)

Note: This is not inclusive, but it offers possible answers. Students may have other findings.

ISSUES	STRATEGIES	CHALLENGES	IMPACT
What the citizens were addressing	How the issues were addressed	The challenges/obstacles the citizens faced as they put strategies in motion	The impact of the strategies on the issues addressed
Deforestation	Planting trees as a form of community organizing or mobilization	Logging and development continue; planting of trees is not culturally appropriate	Reforestation, empowered women, improved health, gains in momentum of movement and in membership
Plans to tear down Uhuru Park to build a skyscraper	Wangari writes to British government about the project	Moi debases Wangari	International community withdraws funds
Sons in prison as political prisoners	Women gather in/occupy Uhuru Park	Attacks by government troops	The women gain media and government attention, other citizens rally behind them, the sons are released from prison
Government gives away tracts of Karura Forest for development	Tree-planting mission; yearlong protest	Deforestation continues during protest	Becomes a national issue; after a year of protest, all construction in Karura Forest was stopped; Moi gives up



Teacher Handout F: Assignment Rubric, Activity 1 (From Roots to Branches: The Interconnectedness of Environment, Culture and Social Justice)

Criteria	6	5	4	3	2	1
Content	Excellent, in-depth investigation of causes and effects. Covers topic in-depth with excellent details and examples. Knowledge of subject is excellent.	Good investigation of causes and effects. Covers topic with some details and examples. Subject knowledge is good.	Investigates causes and effects. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of causes and effects. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of causes and effects. Includes some of the important information with several factual errors.	Lacks investigation into causes and effects. Content is minimal and there are several factual errors.
Presentation	Interview is well-organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Interview is well-organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Interview is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Interview is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Interview is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics and they may distract from the content. Writing is somewhat legible or is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Teacher Handout G: Assignment Rubric, Activity 2 (Evaluating Citizen Action and Environmental Change Strategies)

Criteria	6	5	4	3	2	1
Content	Excellent, well-developed investigation. Makes a sophisticated, nuanced comparison showing similarities and differences. Covers topic in-depth with excellent details and examples. Knowledge of subject is excellent.	Good, developed investigation. Makes a good comparison showing similarities and differences. Covers topic with some details and examples. Subject knowledge is good.	Sufficient, developed investigation. Makes a clear comparison showing similarities and differences. Includes essential knowledge about the topic. Subject knowledge appears to be satisfactory.	Contains some investigation of similarities and differences. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of similarities and differences. Includes some of the important information with several factual errors.	Lacks investigation into similarities and differences. Content is minimal and there are several factual errors.
Presentation	Comparative study is well-organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Comparative study is well-organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Comparative study is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Comparative study is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Comparative study is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics and they distract from the content. Writing is somewhat legible or is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Student Handout A: “Bolivia’s Indigenous Workers” Video Module Note Taking Guide

Key Players	Their perspective on how to secure work for the unemployed
PLANE women workers	
Jiovana Navia, PLANE supervisor	
Esther Encinas, union leader	
Evo Morales, presidential candidate	

Reflect using this sentence stem:

I think the most effective approach is to _____

because _____



Student Handout B: WAITING FOR THE REVOLUTION Quotes

"I understand perfectly well what Tupac Katari fought for. Why our leaders fought. Why our grandparents fought. They fought for our natural resources. Now we're closer to our final victory. We'll rewrite the constitution! We'll nationalize all our natural resources! Our mines, our forests...and especially our gas and oil industry!"

- President Evo Morales

"The women of PLANE are very humble and poor people. They need a lot of support. I've identified with them because I've suffered too. I've been abandoned myself so I won't abandon these women."

- Jiovana Navia

"Jiovanna Navia is humble and has humanitarian principles. She is a single mother, so she is also like a father to her children. She comes from within the workers, she's one of us. We can't support traditional politicians who are opportunistic and betray us. They won't cheat us anymore."

- Esther Encinas

"Our government will guarantee the ownership of productive land. But unproductive land that's not contributing to our economy will be given to those who do not have land."

- President Evo Morales

"Evo Morales' government plan will be impossible to apply because it means going back to the Inca Empire. It'd be difficult to ditch our way of life, to have it replaced. We won't go back to perished political models and ideas. Ideas taken from history's dustbin."

- Jose Cespedes, President of the Land Owners Association

"I'm shedding tears of happiness. We promised we'd deliver more than 50% of the vote, and we did. The world knows Bolivians want change. We couldn't stand hunger and misery any more. I'm proud as a union leader to have quashed neo-liberalism, a system that starved us for so long."

- Esther Encinas

"The indigenous people make up most of Bolivia's population. We've been historically marginalized, humiliated, hated, despised and condemned to extinction. This is our history, our past."

- President Evo Morales

"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

"These are radical groups that have a different vision for our country. They want Bolivia to become Cuba."

- Senator Walter Guiterias

"During his campaign, the president said that we would be represented at the Constitutional Assembly. We had an agreement with him to participate as Assembly Members, but the time has come and we don't have anything. It looks like the President's words were blown away by the wind. He didn't fulfill his promise."

- PLANE member

"I feel like crying! We've been betrayed by those who don't know the meaning of hunger! Those who only know how to manipulate people and buy their consciences! They use the poor to climb the ladder, yet they're incapable of fighting for the unemployed! Is lady Jiovanna doing something for PLANE in Parliament? Now she has power, money and consultants. I may be humble and poor but I won't let her crush our dignity!"

- Esther Encinas



Student Handout C: “PLANE’s Fight for Workers’ Rights” Video Module Note Taking Guide

Note which organizing approach applies; in some cases it may be both:

Key Players	Organizing Strategies Used	Within the System	Outside of the System
PLANE women workers			
Jiovana Navia, PLANE supervisor			
Esther Encinas, PLANE union leader			
Evo Morales, presidential candidate			



Student Handout D: Debate Roles & Format**I. Roles**

Position: Pro / Con

Step 1 – Decide who is going to take on which role:

Round	Role	Name
1	Opening Statement	
2	Point 1 + respond to counterarguments	
3	Point 2 + respond to counterarguments	
4	Point 3 + respond to counterarguments	
5	Final Rebuttal	
6	Closing Statement	
2,3,4	Designated "counter-arguer"	

II. Format

4-6 Pro Students vs. 4-6 Con Students
6 rounds
Flip a coin to see which group goes first.

Round 1	Pro Opening Statement (1 minute)	Con Opening Statement (1 minute)
Round 2	Pro 1st Point (3 minutes)	Con Rebuttal (3 minutes)
Round 3	Pro 2nd Point (3 minutes)	Con Rebuttal (3 minutes)
Round 4	Con 1st Point (3 minutes)	Pro Rebuttal (3 minutes)
Round 5	Con 2nd Point (3 minutes)	Pro Rebuttal (3 minutes)
Round 6	Pro Closing Statement (1 minute)	Con Closing Statement (1 minute)



Student Handout E: Debate Notes

My team is: Pro / Con

Opening Statement

This presenter will gather the main arguments into an introductory statement (a thesis statement). It does not give specific information; for example, it only states, "The death penalty should be kept as a form of punishment because of A and B (state your two arguments)."

Argument #1

This presenter will say the first argument for the team. Give specific **details and evidence** based on your research that **proves** your group's position (pro or con).

Here is an example:

Reason	<i>Milkshakes are unhealthy because they contain a lot of sodium.</i>
Evidence	<i>According to the nutritional fact sheet of In-N-Out Burger, a vanilla shake contains 390mg of sodium compared to a large fries which contains 245mg.</i>
Interpretation	<i>High sodium in one's diet has been linked to having high blood pressure, heart attacks, strokes and other health problems later on in life.</i>

Reason	
Evidence	
Interpretation	



Student Handout E: Debate Notes Ctd.**Argument #2**

This presenter will say the second argument for the team. Give specific **details and evidence** based on your research that **proves** your group's position (pro or con).

Reason	
Evidence	
Interpretation	



Student Handout E: Debate Notes Ctd.

Possible Rebuttals

These two presenters will respond to the other team's arguments. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using **specific and detailed** information to **disprove** them. You do not know which arguments they will use, so prepare several possible rebuttals to be ready.

Possible Argument from Other Team	Rebuttal



Student Handout F: Debate Peer Evaluation Rubric

*Observe and score both teams. You must write evidence in the square of the score you give them for why you think they deserve it.

Team: **PRO**

Criteria (how well did they do the following:)	1 – Developing	2 – Proficient	3 – Commendable
1) Clarity of communication -understandable -clear -volume			
2) Validity of argument -strength of their argument -thoughtful, logical -evidence, interpretation			
3) Professional presentation -dressed well -eye contact -organized & prepared			
4) Opening / Closing -covered scope & context -summarize & inform			
5) Counterargument -refute evidence -strong challenges and counter-reasons			

Total Points for PRO team: _____



Student Handout F: Debate Peer Evaluation Rubric Ctd.

*Observe and score both teams. You must write evidence in the square of the score you give them for why you think they deserve it.

Team: **CON**

Criteria (how well did they do the following:)	1 – Developing	2 – Proficient	3 – Commendable
1) Clarity of communication -understandable -clear -volume			
2) Validity of argument -strength of their argument -thoughtful, logical -evidence, interpretation			
3) Professional presentation -dressed well -eye contact -organized & prepared			
4) Opening / Closing -covered scope & context -summarize & inform			
5) Counterargument -refute evidence -strong challenges and counter-reasons			

Total Points for CON team: _____



Teacher Handout A: Organizing Strategies

Instructions: Post this list on the board or projector. Add any additional tactics that students identify.

- **Acts of protest:** Speeches, public meetings, marches and street theater; anything bringing public attention to an issue
- **Non-cooperation:** Strikes, boycotts and civil disobedience designed to halt or interfere with an industry, business or political system
- **Non-violent intervention:** Occupations, blockades and hunger strikes
- **Community organizing:** Outreach, advocacy/skill-building workshops, town halls, vigils, documentary film screenings
- **Media advocacy:** Focus groups, public opinion polling, cultivating relationships with journalists, paid advertising
- **Engaging the international community:** Letter-writing, web publicity campaigns, connecting with NGOs and politicians in other countries with interest/stake in the issue
- **Civic education:** Plays, photojournalism/art shows, short films, websites organized around bringing awareness to an issue
- **Environmental education and restoration:** This provides opportunities for the public to learn about an environmental issue and then participate (e.g. tree planting, vacant lot cleanup, beach conservation)
- **Networking:** Includes meet and greet events, online communities
- **Capacity building:** Includes "training the trainers," leadership seminars
- **Public health awareness and education:** School presentations, health screenings, counseling



Teacher Handout B: Assignment Rubric, Activity 1 (The Right to Work)

Criteria	6	5	4	3	2	1
Content	Excellent, in-depth investigation of organization's media. Covers topic thoroughly, with excellent details and examples. Knowledge of subject is excellent.	Good investigation of organization's media. Covers topic with some details and examples. Subject knowledge is good.	Investigates organization's media. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of organization's media. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of organization's media. Includes some of the important information with several factual errors.	Lacks investigation into organization's media. Content is minimal and there are several factual errors.
Presentation	Web page is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Web page is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Web page is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Web page is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Web page is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics AND they distract from the content. Writing is somewhat legible OR is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Student Handout A: "Egypt's 2005 Elections" Video Module Note Taking Guide

Examples that show Egypt holds free and fair elections	Examples that show Egypt DOES NOT hold free and fair elections



Student Handout B: SHAYFEEN.COM: We're Watching You Quotes**Democracy**

"Change will only come from Egyptians themselves, once they're rid of the fear they've had so long."
- Bosayna Kamel

"Democracy is not just a free and fair election. Democracy starts with the people wanting to live together in peace. Agreeing on a social contract that becomes a constitution. Then placing the institutions that will safeguard that social contract. Institutions like the independent judiciary. Institutions like the parliament. Free and fair elections give you Hamas in Palestine. It gave you Ahmadinejad in Iran – is that democracy?"
- Engi Haddad

"I don't consider myself politicized. I'm just very concerned. And the indicators that something really bad might happen are increasing! And I'm not going to sit back and wait for that to happen. I have to do something about it."
- Ghada Shahbandar

"As Egyptians, we've always been brought up to think that the pyramid is being built for the Pharaoh. The individual is not important. The problem with democracy is: the individual is the only important thing in creating a democracy. Individuals make a difference."
- Engi Haddad

Monitoring Elections

"Our main concern was: what's happening with over seventy percent of registered voters – why are they not going to the ballot box? Simply? Because they have lost faith. Because they don't believe that their voice will count - and nothing will change."
- Ghada Shahbandar

"We started monitoring the Parliamentary elections with two hundred trained monitors traveling between the different Egyptian governorates, and ten task forces – equipped with cameras, filming what was happening at polling stations."
- Ghada Shahbandar

"The task forces, who were equipped with cameras, would go to what we would call "trouble spots." They'd go with computers and direct connection cards so that we could transfer information directly to our headquarters."
- Ghada Shahbandar

"By phase three, it was very clear. The government was not going to allow any nominee from any other political party or an independent nominee to get a seat in the Parliament."
- Ghada Shahbandar

"When you see the blockades happening, this means one thing, it means the police are trying to separate the people from going to the election point, because the minute they set foot inside the school, it's under the jurisdiction of the judge."
- Engi Haddad

"They think people can be easily misled. And would then vote for the Islamists. So by putting all these blockades, they think they're trying to protect Egypt from a worse destiny. And this gives them the right to throw smoke guns, live ammunition... kill. Because the country's going to go to hell!"
- Engi Haddad



Student Handout B: SHAYFEEN.COM Quotes Ctd.**The Judiciary**

"I saw a judge change the results. And I walked to the judge and I said, "What you're doing is wrong," and he said, "You go out, or I'll throw you in jail." And all these poor other people – of course. They need not even tell them that, they only look at them and they're scared. So I got scared."

- Engi Haddad

"What happened there, after, was a shock. The judges who said, 'let's investigate the fraudulent behavior of some members of the judiciary' were investigated themselves."

- Ghada Shahbandar

"If an Egyptian has spoken the truth, everyone should stand with him."

- Protester

"When justice is humiliated, shouldn't all Egyptians pay attention? This is a message to all citizens. You say you have freedom of speech? Here it is! A boot in your face!"

- Judge Mahmoud Hamza

"I think the first batch of arrests were around thirty-seven, the second batch was three hundred and twenty, the third batch was a thousand something, it ended up by a total of three thousand five hundred people being arrested during the three weeks of the judiciary."

- Engi Haddad

"The country can't bear this any longer. If our legal system was fair, we would be on the same level as more developed countries that respect their citizens."

- Judge

Media Advocacy

"And there the idea came about – we can use modern technology – uh, internet, web cams, plasma screens, cameras, and the internet, to build a bridge between the people and the judiciary. And make sure that the police are not going to break the tie."

- Engi Haddad

"I've received three warnings. One of them was: 'Do not deal with Shayfeen.com.' "

- Judge Mahmoud Hamza

Civic Education

"Each time we ask people on the street to take action, we realize there's a real desire to participate, and to be active in society. But we are living in a police state. Just thinking of making a move is courageous enough. But I feel there are more and more courageous people."

- Bosayna Kamel



Student Handout B: SHAYFEEN.COM Quotes Ctd.**Engaging the International Community**

"Every single time American visitors come to Egypt they meet with the Brotherhood. They meet with the NDP and they meet with the Brotherhood. But we represent a whole segment of a silent majority in Egypt that nobody talks to."

- Engi Haddad

"Ok? What can the Americans do – one, befriend the people do not befriend the regimes. Regimes come and go. The regime will come and go, the people will stay there, you don't want them radicalized, you don't want them to go in a direction that will ultimately be serving against American interests."

- Ghada Shahbandar

"When I sit with friends, they say "Engi, what you've done is great. But don't you think you're giving the country now to the Brotherhood?" You're asking the same question in your minds, so let me put it on the table yanni. The answer is very simple: no. It's you who, not doing anything, is giving it to the Brotherhood."

- Engi Haddad

"I am trying to create an environment that will give me an alternative to the Brotherhood. And think of it this way: In your system, in your system there's a base of religious fundamentalists. A certain one. Why don't you freak out? Why doesn't it scare you? Because there are alternatives. I don't want to end up with one choice. I have four children. I want them to have a choice! And the environment we have today will not allow for that to happen."

- Ghada Shahbandar

"I keep asking all of you – where are your Middle East consultants, that know something about this culture! I am not a lost cause yet. I am not Iran, I am not Iraq, I'm not done for. There is still hope – and a lot of hope – for me. So you need to do something."

- Engi Haddad



Student Handout C: Panel Note Taking Guide

Record your impressions as the panelists speak:

Panelists	Facts about the Egyptian electoral process	How should the Egyptian government change to make the elections better?	Opinion on whether or not Egyptian elections are fair and free
Shayfeen.Com			
Judge			
Demonstrators			
Bystanders			
Police			
Parliamentary Candidates			



Student Handout C: Panel Note Taking Guide Ctd.

List questions you have for the panel as a whole or for individual panelists:

1. _____

2. _____

3. _____

4. _____

Reflect using this sentence stem after the panel concludes:

The panelist I agreed the most with is _____ because



Student Handout D: Digital Technology Survey

Instructions

- Brainstorm and complete the first three columns of the chart with your partner.
- Review and discuss the "Digital Activism Survey 2009" (<http://www.digiactive.org/2009/02/17/survey/>) found on the DigiActive.org website, especially the section "How do you use digital technology in your advocacy work?"
- Complete the fourth column using ideas and language from the DigiActive survey as well as your own.

Digital Technology	What We Use It For...	Frequency of Visits	Potential Organizing Uses
Example: Facebook	- Keeping in touch with friends/family - Sharing pictures, videos and music	Several times daily	- Create GROUPS so supporters can interact with one another - FUNDRAISE



Teacher Handout A: Vocabulary

Citizenry: all the citizens in a particular place

Consensus: an opinion that everyone in a group will agree with or accept

Electoral: relating to elections and voting

Electorate: all the people who are allowed to vote in an election

Fabrication: a piece of information or a story that someone has invented in order to deceive people

Fraudulent: intended to deceive people in an illegal way, in order to gain money, power, etc.

Gerrymandering: the action of changing the borders of an area before an election so that one person, group or party has an unfair advantage

Legitimacy: correct; allowable; operating according to the law

Oversight: the situation of being in charge of a piece of work and checking that it is satisfactory

Parliament: the group of people in some countries who are elected to make the country's laws and discuss important national affairs

Reprisal: an act of violence or other strong reaction, to punish your enemies or opponents for something they haven't done

Sine qua non: an indispensable condition, element, or factor; something essential

Suffrage: the right to vote in national elections

Source: Longman Advanced English Dictionary



Teacher Handout B: Assignment Rubric
Activity 1 (Illusions of Democracy: When is it not Free or Fair?)
Activity 2 (Digital Media as a Civic Engagement Tool)

Criteria	6	5	4	3	2	1
Content	Excellent, in-depth investigation of the electoral process. Covers topic thoroughly, with excellent details and examples. Knowledge of subject is excellent.	Good investigation of electoral process. Covers topic with some details and examples. Subject knowledge is good.	Investigates electoral process. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of electoral process. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of electoral process. Includes some of the important information with several factual errors.	Lacks investigation into electoral process. Content is minimal and there are several factual errors.
Presentation	Project is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Project is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Project is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Project is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Project is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.	Lacks organization, and sections are not labeled or are labeled incorrectly. Uses little or no color and graphics AND they distract from the content. Writing is somewhat illegible OR is in pencil.

Scoring Guide:

- 6 Exemplary**
Complete, correct, comprehensive
- 5 Accomplished**
Complete, correct, comprehensive
- 4 Satisfactory**
Complete, correct
- 3 Developing**
Complete, incorrect
- 2 Unsatisfactory**
Incomplete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Teacher Handout C: Organizing Strategies

Instructions: Post this list on the board or projector. Add any additional tactics students may identify.

- **Acts of protest:** speeches, public meetings, marches and street theater, all of which bring public attention to an issue
- **Non-cooperation:** strikes, boycotts and civil disobedience, which are intended to halt or interfere with an industry, business or political system
- **Non-violent intervention:** occupations, blockades, hunger strikes
- **Community organizing:** outreach, advocacy/skill-building workshops, town halls, vigils, documentary film screenings
- **Media advocacy:** focus groups, public opinion polling, cultivating relationships with journalists, paid advertising
- **Engaging the international community:** letter writing, web publicity campaigns, connecting with NGOs and politicians in other countries with interest/stake in the issue
- **Civic education:** plays, photojournalism/art shows, short films, websites organized around bringing awareness to an issue.
- **Environmental education and restoration:** providing opportunities for the public to learn about an environmental issue and participate (e.g. tree planting, vacant lot cleanup, beach conservation)
- **Networking:** meet and greet events, online communities
- **Capacity building:** "training the trainers," leadership seminars
- **Public health awareness and education:** school presentations, health screenings, counseling



Student Handout A: "An Israeli Arab's Experience" Video Module Note Taking Guide

Topic	Record notes, observations, details and questions
Shadya's relationship with her teammates and coach	
Shadya's Arab identity and her dilemma	
Mazen's (Shadya's father) Arab identity	
The Palestinian karate team	
Sports and politics	



Student Handout B: SHADYA Quotes

"I'm a Palestinian that became an Israeli-Arab in '48. I'm an Israeli now. I have an Israeli ID, an Israeli passport. We live together with the Jews. We were here before the country was established. My grandfather, my father, we all live here, in peace, nobody harasses us."

- Mazen Zouabi, Shadya's father

"There'll come a day and what they're doing to the Palestinian Arabs will happen here... to the Israeli-Arabs. When I go for a driving lesson, I travel by bus, when they hear me speaking in Arabic, they look at me differently...some might want to kill me, some are angry at me, as if I did something to them..."

- Shadya Zouabi

"I try and learn from my own experience, not from the experience of my friends or my parents. But the bottom line is I'm an Arab Muslim, right?"

- Shadya Zouabi

"This is not for me. Shadya was not born in order to sit at home and do this and this and this and arrange things around the house. Mom wants to teach me to cook. How boring... Everyone at home knows that if Shadya doesn't want something, she won't do it. And I dislike all these ancient ways of the Arabs. Those times are over and gone with."

- Shadya Zouabi

"Karate in our society it is forbidden for girls. We don't want people looking at her striking poses. This is a crying shame! In the face of men to do these movements! Our Arab customs don't permit this. Soon she will be married, right? She'll have 3-4 kids, what will she do? In our society the house and the kids come first."

- Shadi Zouabi, Shadya's eldest brother

"The most important thing is that she continues with the karate. She mustn't be stopped. Since she was eight years old, I have been behind her. This is her future."

- Mazen Zouabi, Shadya's father

"I want her to continue and she'll get every help from me. And I'll tell her "good luck" and if she's with me, she'll go on. I'll support her. She will leave the house for a competition empty handed, and return with full hands. What is full? Winning the championship...Yes, I wish her the best."

- Morad, Shadya's fiancé

"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 Zouabi

"The truth is that deep inside I was sorry that I married her off. She's still young, only eighteen. I should have waited till she is at least twenty. The problem is with her brothers. I married her off because her brothers and her mom don't get along with her. They don't like her and I think the reason they don't like her, why they can't stand her, is because she holds her ground."

- Mazen Zouabi, Shadya's father

"Now karate is impossible. It's over. Now she is only allowed to coach. I told her now, karate is not like it was at your dad's house. Now you have a house and a husband. Now you have responsibilities. First your husband, then home and children, and only then work. If a wife doesn't look after her husband, after a month he'll tell her that she's not for him"

- Morad, Shadya's fiancé and husband



Student Handout C: Research Project Rubric

Criteria	5	4	3	2	1
Content	Excellent, in-depth investigation of minority group with thoughtful, logical and detailed recommendations. Covers topic thoroughly with excellent details and examples. Knowledge of subject is excellent.	Good investigation of minority group with clear recommendations. Covers topic with some details and examples. Subject knowledge is good.	Investigates minority group and provides sufficient recommendations. Includes essential knowledge about the topic. Subject knowledge appears to be good.	Contains some investigation of minority group with incomplete recommendations. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of minority group lacking recommendations. Includes some important information with several factual errors.
Presentation	Project is well organized with clearly labeled sections. Layout is dynamic, making excellent use of color and graphics. Shows original thought and creativity.	Project is well organized with clearly labeled sections. Makes good use of color and graphics. Shows some original thought and creativity.	Project is organized and labeled. Makes use of color and graphics. Shows some original thought and creativity.	Project is organized and some sections are labeled. Uses some color and graphics. May show some creativity and original thought.	Project is not clearly organized, and sections may or may not be labeled. Uses limited color and graphics. Shows limited creativity.

Scoring Guide:

- 5 Exemplary**
Complete, correct, comprehensive
- 4 Accomplished**
Complete, correct, somewhat comprehensive
- 3 Satisfactory**
Complete, correct
- 2 Developing**
Complete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Student Handout D: "Shadya and Morad" Video Module Note Taking Guide

Person	Their views on women, gender roles, sports, etc.
Shadya	
Waeb (sister)	
Mazen (father)	
Shadi (eldest brother)	
Danny Hakim (coach)	
Morad (fiancé)	



Student Handout E: Dialogue Poem Rubric

Criteria	5	4	3	2	1
Content	Excellent, well-developed dialogue. Makes a sophisticated, nuanced comparison between the voices and views. Covers topic thoroughly with excellent details and examples.	Good, developed dialogue. Makes a good comparison between the voices and views. Covers topic with some details and examples.	Sufficient, developed dialogue. Makes a clear comparison between the voices and views. Includes essential knowledge about the topic.	Contains some investigation of similarities and differences. Includes the most important information about the topic with one or two factual errors.	Insufficient investigation of similarities and differences. Includes some of the important information with several factual errors.

Scoring Guide:

- 5 Exemplary**
Complete, correct, comprehensive
- 4 Accomplished**
Complete, correct, somewhat comprehensive
- 3 Satisfactory**
Complete, correct
- 2 Developing**
Complete, incorrect
- 1 Unsatisfactory**
Incomplete, incorrect



Teacher Handout A: Vocabulary

Vocabulary from the "Muslim Feminism" page of the SHADYA Independent Lens website, <http://www.pbs.org/independentlens/shadya/muslimfeminism.html> (Activity 2, lesson step 3):

Anathema: A term used to express someone's strong dislike or disapproval of something

Binary: Something made of or based on two things or parts

Construct: A product of ideology, history or social circumstances

Diaspora: The movement, migration or scattering of a people away from an established or ancestral homeland

Feminism: The belief that women should have the same rights and opportunities as men

Gender: The behavioral, cultural or psychological traits of being male or female

Hijab: The traditional covering for the hair and neck that is worn by Muslim women

Paradigm: A particular way of doing something or thinking about something, which is generally accepted or copied

Patriarchal: A patriarchal family, social system, way of thinking etc. in which men control things and have all the power

Revivalism: An organized attempt to make a religion more popular

Secular: Not relating to or controlled by a church or other religious authority

Vocabulary from Teacher Handout B: Muslim Women's Voices (from "Fighting for Muslim Women's Rights" from the AWID website (Activity 2, lesson step 4):

Detractors: Someone who says bad things about someone or something in order to make them seem worse than they really are

Holistic: Based on the principle that a person or thing needs to be dealt with as a whole, because they are more than just their many small parts added together

Misogynistic: Something that shows a hatred towards women

Monolithic: Constituting a massive undifferentiated and often rigid whole

Patriarchy: A social system in which the men have all the power

Sharia law: The body of Islamic religious law; it is the legal framework within which many public and private aspects of life are regulated, including politics, economics, banking, business, contracts and so on

Sources: Longman Advanced English Dictionary and Merriam-Webster Online Dictionary



Teacher Handout B: Muslim Women's Voices

From *"Fighting for Muslim Women's Rights," Association for Women's Rights in Development (AWID)*

Cut out and distribute one card to each student. Have them read the perspective offered by this Muslim woman, and then group with classmates to share and compare with the other voices.

CARD A

ASMA BARLAS
Author, Pakistan

Religions always come into cultures, they don't come into abstract and pure spaces. Islam came into a very patriarchal, tribal and misogynistic culture. One of the deepest damages to Islam has been its reduction to "Arabisation".

I'm not going to say that the Arabs are particularly misogynistic in a way that nobody else is, but I do think there are very particular traits and attitudes towards women that have crept into Islam.

I have a friend who has been studying the interface between what he calls the Persian models and the Arabist models of Islam in the subcontinent and surprise, surprise: the Arabist models are misogynistic, authoritarian, unitarian and the Persian models are much more plural and tolerant.

This is a fight on two fronts - on the one hand we are struggling against the kinds of oppression dominant in Muslim patriarch societies and, on the other, Western perceptions of Islam as necessarily monolithic, and confusing the ideals of Islam with the reality of Muslim lives.

If we read the Koran as a totality rather than pulling out random verses or half a line, that opens all kinds of possibilities for sexual equality.

CARD B

RAFIAH AL-TALEI
Journalist, Oman

Oman is relatively liberal, women are free to choose what to wear, and can choose their jobs and education. And the law does not require us to wear any particular form of clothing. But there are strong social and cultural factors - coming from the fact that we are in Arabia - that limit women.

As a journalist, it has not been hard for me to work among men, but it has been hard for some of my colleagues whose families told them this was not "appropriate" work for them.

The biggest difficulties are the social and cultural factors, and some aspects of law. For example, women who marry a foreigner cannot pass on their nationality to their children, whereas men in that situation can.

Religion is not an issue in our struggle, although there are problems with family law about divorce and marriage status. Omani laws are based on sharia law. Sharia is fair, but it is the wrong interpretations that are the problem. Male judges often don't understand the principal goals of sharia. We feel the law is fair, but ends up being unfair for women because of how judges interpret it.

Cultural and social factors often get mixed up with religion. Educated women can be more empowered and separate the two, but many don't dare challenge the conventions.



Teacher Handout B: Muslim Women's Voices Ctd.

CARD C

NORANI OTHMAN
Scholar-activist, Malaysia

I don't think it is any more difficult to be an Islamic feminist than a non-Muslim, or secular feminist. Feminists in general have to face up to political and cultural obstacles, to achieve our objectives of women's rights. Even Western feminists have had a similar history - having to engage with certain religious beliefs not conducive to gender equality.

Perhaps the only distinctive difference peculiar to Muslim feminists is that we are caught in the cross-currents of modernisation and a changing society, due to a modern economy on the one hand and the global resurgence of political Islam on the other.

Political Islam wants to impose a world view about the gender order that is not consistent with the realities and the lived experiences of Muslim men and women in contemporary society.

There is a difference between South East Asian Muslim countries and the ones in the Middle East - culturally we are less patriarchal, we can always respond to our detractors by pointing out we don't have the cultural practices that they do.

Our detractors would hurl empty accusations at us - calling us Western, secular or anti-Islamic. Our arguments are rooted within Islam - we want renewal and transformation within the Islamic framework. They don't like that.

We have a holistic approach, seeking gender equality within the Islamic framework, supported by constitutional guarantees. We see that these are not inconsistent with the message of the Koran, particularly during its formative stages. We have to understand the history and cultural context and extract the principle that will be applicable in modern times.



Teacher Handout B: Muslim Women's Voices Ctd.

CARD D

SITI MUSDAH MULIA
Academic, Indonesia

In my experience, I find that it is very difficult to make Indonesian Muslim women aware that politics is their right.

In Indonesian society, politics is always conceived as cruel and dirty, so not many women want to get involved, they think it is just for men.

We try to make women understand that politics is one of our duties and rights and they can become involved without losing their femininity.

Personally, I'm non-partisan, I'm not linked to one political party because, in Indonesia, the political parties often discriminate against women.

I struggle from outside the political sphere to make it women-friendly, to reform political parties and the political system.

One day, I hope to be involved more directly, if the system becomes more women-friendly. We have passed a law about affirmative action and achieving 30% female representation, but we won't see if it is implemented until after 2009 elections. We are waiting.

In Indonesia, some groups support us, but some radical groups oppose what we are trying to achieve. They accuse me, accuse feminist Muslims, of being infidels, of wanting to damage Islamic affairs.

According to their Islamic understanding, women should be confined to the home, and the domestic sphere alone.



Teacher Handout B: Muslim Women's Voices Ctd.**CARD E**

AMINA WADUD
Academic, United States

There are many more conversations going on today between different interpretations of Islam. Some interpretations are very narrow, some are more broad, principled, ethically-based.

Unless we have sufficient knowledge about Islam, we cannot bring about reform of Islam. I am not talking about re-interpretation, I am talking more about gender-inclusive interpretation.

We have a lot of information about men's interpretations of Islam, and of what it means to be a woman in Islam. We don't have equal amounts of information about what women say it means to be a good woman in Islam. Now it's time for men to be active listeners, and after listening, to be active participants in bringing about reform.

There is a tendency to say that it is Islam that prohibits women from driving a car, for example, when women drive cars all over the world except in one country. So then you know it is not Islam. Islam has much more flexibility, but patriarchy tends to have the same objective, and that is to limit our ability to understand ourselves as Muslims.

I have always defined myself as pro-faith and pro-feminism.

I do not wish to sacrifice my faith for anybody's conception of feminism, nor do I sacrifice the struggle and actions for full equality of women, Muslim and non-Muslim women, for any religion. Islamic feminism is not an either/or, you can be Muslim and feminist and strive for women's rights and not call yourself a feminist.

CARD F

FATIMA KHAFIJI
Consultant, Egypt

In Egypt, Islamic feminism is a way for women activists to reach a large number of ordinary women in the villages and in urban low-income areas, using a framework of Islam. So there would be a reference to Islam when talking about women's rights. Experience has shown that that is an easy way to get women to accept what you're saying.

Not many women get information about women's rights easily, so you have to counter what has been fed to them, to both men and women, from the strict, conventional, religious people who have more access to women.

They have their own idea of women's rights in Islam - that is, patriarchal, still limiting opportunities for women. But women have been receiving this concept for ages, through the radio, TV, mosques, so the challenge is how to give them another view, of enlightened Islam, that talks about changing gender roles. It's not an easy job.

Historically, in Egypt in the feminist movement, there have been both Muslim and Christian women. It has never been a problem. Unfortunately nowadays, it has become a problem. Religious discrimination has been dividing people very much. We have to think carefully about how to supersede the differences.

With family law, we're aiming to change the philosophy of the law itself. Traditional family law puts women down. I can see this whole notion of "women do not have control over their bodies" in so many laws, in the penal code and family law. For example, sexual harassment is happening because men think the control of women's bodies is a matter for them. Even the decision whether to have children is the decision of men. This whole notion has to be changed in a dramatic way if we are really going to talk about women's rights in Egypt.



Teacher Handout C: “Two Young Women” by Deidre Barry – A Dialogue Poem**I'm 18, and years older than that.**

I'm 18, and I can't believe I'm that old.

I get up before sunrise, because I have to be at work.

I get up at 6, because I need time to do my hair and makeup before school.

I walk two miles to work, the blisters on my feet open from wear.

I drive to school, and walk carefully, because I need to keep my shoes clean.

I spend my day inside a factory, with hundreds of other girls, unable to take breaks, and unable to leave.

I spend my day in classes, wanting only to get out.

I would give anything to get to school, to learn, to be able to get somewhere in life.

I would give anything to be done with school. Who cares anyway?

I would quit, but I can't. I have parents, brothers and sisters to support, and jobs are hard to find.

I'd drop out, but then my parents would be pissed.

At 4:00, we get a five minute break for water, and then it's back for more work.

At 3:30, we get out, and I head for basketball practice.

I sew the Swoosh on, time after time, hour after hour, until my fingers bleed, and my knuckles ache.

I lace up my Nikes, my new ones.

I earn barely enough to live, and not even near enough to help my family.**I get paid per pair, and I can only make so many.**

These cost me \$130, and everyone has a pair.

My lungs burn with every breath, and I cough up dust every night when I get home.

My lungs sear as I run up and down the court, but I know it only makes me stronger.

I sew pair after pair, trying to earn enough to buy food and clothes.

These shoes hurt my feet. I think I'll buy a new pair.

I go home, and cry. I want out, but it's such a vicious cycle. I work to get out, but I always need to work a little more before I have enough.

I go home, and lie on my water bed. I can't wait till college. I can get out.

Deidre Barry was an 11th grade student at Franklin High School in Portland, Oregon when she wrote this.

Source: Ed. Bigelow, Bill and Bob Peterson. *Rethinking Globalization: Teaching for Justice in an Unjust World*. Milwaukee: Rethinking Schools Press. 2002.

