People Power and Pedagogies of Protest

A Resource Packet with Five-Lesson Unit & Media Reference List for Educators of High School- and College-Level Students on Understanding Recent Events unfolding in the Middle East & North Africa

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FIVE-LESSON LEARNING UNIT “TEACHING REVOLUTION”
Grade Level: High School

LESSON 1: HISTORY & STRUCTURES OF POWER

Time: 45 Minutes to one hour
Materials:
Chart Paper and/or White Board and/or Chalk Board
Markers and/or White Board Markers and/or Chalk
Signs for Human Barometer (“Agree” and “Disagree”)

Opening
1. Pose to the students: What do you think are the main causes given for the uprisings?
2. On chart paper, whiteboard, or chalkboard, record a list of what the students say.
3. After making a list, have the students look at that list and ask them what they think are the historical roots of these.
4. Introduce the lesson, to study the history and structures of power that exist that have played a role in the recent uprisings/protests in the Middle East and North Africa.
5. Introduce the Human Barometer activity as a way to start discussing these problems in class (instructions below).

Activity
Step 1
1. Ask students if they know what a barometer is (an instrument used to measure atmospheric pressure).
2. Explain that this activity will survey students’ attitudes and opinions on the topics of civilian protest and violence.
3. Explain that participants will be a “human barometer” of opinion. Designate one corner at the front of the room to be the ‘Agree’ point and the opposite to be the ‘Disagree’ point. (You will have put the signs on the corresponding wall.) Designate the exact middle between these two points to be the ‘Not Sure’ point.
4. Explain that Agree indicates that the participant completely agrees and Disagree indicates that the participant complete disagrees. Stronger and weaker opinions are along the spectrum between these two poles.
5. Explain to participants that when you read statements about certain opinions and beliefs, everyone should take a position around the room according to whether they agree, disagree or are not sure about the statement. Students should not speak during this process.
Step 2
1. Read the first statement
   - The revolution in Egypt was purely homegrown with no foreign intervention.
2. Allow time for students to find their position and then ask several students to explain why they chose this position.
3. Explain that students may change their position on the statement if they wish.
4. Invite a few students that move to explain why they moved.
5. Repeat the same process for the rest of the statements.
   - The subsequent uprisings throughout the Middle East were copy cat incidents of the Tunisian one.
   - Poverty and lack of education were the main reasons for the people’s revolutions.
   - None of these protests would have taken place if it were not for social media.
   - Such protests have transcended racial, class, and gender lines and truly united the people.
   - Since the protests started with a man setting himself on fire, these protests cannot be called nonviolent.
   - Nonviolence only works if the media is watching.
6. If students start to debate each other over their position or explanations, remind them that this activity is an opportunity for each person to share his or her opinion.

Step 3
After you have finished reading the statements, ask the participants to return to their seats for post-activity discussion. This can take the form of a whole-class discussion or a 'turn & talk' where students turn and talk to the person sitting next to them.

Pose:
1. Were there any statements that were challenging for you?
2. Are there experiences in your life that have influenced your positions on these statements? Explain.

Step 4
Wrap up this lesson by reflecting on the history and structures of power in light of the recent events in the Middle East and North Africa.

Time depending, pose the following discussion questions:
- What do you think is the role of foreign policy and aid in the uprisings?
- How do foreign interests influence power and leadership in the region?
- Whose decision should it be in dictating the new regime in Egypt?
- How do social movements make sure everyone’s voices are heard?
LESSON 2: TECHNOLOGICAL SOLIDARITY & COMMUNICATION STRATEGIES FOR MOBILIZATION

Time: 45 minutes

Materials:
- Graffiti document with pictures of a variety of graffiti and political cartoons (see Appendix A).
- Overhead projector to project images
- These two articles photocopied and ready for distribution:
  - A Tunisian-Egyptian Link That Shook Arab History, David D. Kirkpatrick and David E. Sanger  
    [Link](http://www.nytimes.com/2011/02/14/world/middleeast/14egypt-tunisia-protests.html?emc=eta1)
  - Google and Twitter launch service enabling Egyptians to tweet by phone, Charles Arthur, The Guardian  
    [Link](http://www.guardian.co.uk/technology/2011/feb/01/google-twitter-egypt)

Opening
1. Show the students the images from the Graffiti/Political Cartoon document. You can project them on an overhead, off a computer, or give them out in colored handouts.
2. Ask them to discuss with a partner what they think of these images.
3. If they were to design graffiti or a political cartoon on an issue that is important to them, what would they draw/create and why? (Time permitting, students can make their own graffiti art and/or political cartoon.)

Activity
1. Have the students read the two articles. First the Egypt-Tunisia link and then the article on Twitter and Google.
2. Have the students reflect on their own use of social media. What are the ways they use Twitter and/or Facebook?

Lesson Closure
Wrap up this lesson by asking the following discussion questions:
- What does the language of the signs say about mobilization efforts and goals? What does it say about the intended target audience? Why are the signs in English?
- How was social media used to share information in countries? And across countries?
- Would have these events looked differently without the presence of social media?
LESSON 3: NONVIOLENCE & PEACEFUL RESISTANCE

Time: 45 minutes
Materials:
- Overhead projector to project pictures from slideshow:
  http://www.life.com/image/first/in-gallery/55081/cairos-fiery-protest-signs#index/0
- Poster board & markers
- Capacity to show a short clip (choose: 00-08:08, 00-16:11, or the full clip 25:13) from a video online:
  http://english.aljazeera.net/programmes/peopleandpower/2011/02/201128145549829916.html
- Set up at the video at the appropriate start time & make sure the volume works.

Optional
Make copies of this article:
- Revolution U, What Egypt Learned from the Students who Overthrew Milosevic,
  Tina Rosenberg, Foreign Policy

Opening
1. Look through the signs used in the protests.
2. What materials were used to make the protest signs? What does that say about access to and participation in the protests?
3. If you were participating in these protests, what would your sign say/look like? (If time permits allow students to make signs.)

Activity
1. Watch the section that you chose from Al Jazeera’s People & Power: Seeds of Change video:
  http://english.aljazeera.net/programmes/peopleandpower/2011/02/201128145549829916.html

Optional
Read the Revolution U article detailing the role of non-violence and peaceful organizing in the various revolutions across the Middle East

2. After watching the video, ask the students: What was the role of youth in mobilizing and organizing?

Lesson Closure
Wrap up this lesson by asking the following discussion questions:
- What makes non-violent protests so effective?
- What factors led to the use of nonviolent rather than violent protest?
- How have the methods of protest influence international opinion(s) about the validity of the cause?
LESSON 4: WOMEN’S ROLE

Time: 45 minutes

Materials:
Overhead projector and access to the Internet to show:

Student copies of the article:
http://english.aljazeera.net/indepth/features/2011/02/2011217134411934738.html

Opening
2. Ask the students:
   - What are some immediate things that strike you?
   - What are some things from those images that go against stereotypical portrayal of females in the Middle East?

Activity
1. Break your class into 3 groups.
2. Distribute copies of the article:
   http://english.aljazeera.net/indepth/features/2011/02/2011217134411934738.html
3. There are 3 women showcased in this article. Assign one woman portrayed in this article to each of the 3 groups.
4. Tell each group to discuss some of the main traits of their assigned woman.
5. Have one student from each group sit down together in groups of 3.
6. In these groups of 3, each student should present their ‘character’ and all 3 students should discuss similarities and differences across the 3 women.
7. Ask the students to discuss:
   - What women are not represented in this article? Why do you think that is?
   - What does the age of these women say about the revolution?

Lesson Closure
Wrap up this lesson by asking the following discussion questions:
   - How have women been instrumental in these movements?
   - How do the images portrayed defy stereotypes of women in the Middle East?
   - Does the participation of women, and specifically young women, increase the chances of greater gender equality in the future?
LESSON 5: MEDIA COVERAGE

Time: 45 minutes
Materials:
Overhead projector and access to the Internet to show these 2 clips:
http://www.youtube.com/watch?v=55zw5oOmpF0
http://www.youtube.com/watch?v=cGMIXApxSLI
(Both clips are from January 28th 2011)

Opening
1. Pose: Do you think what you see on CNN is different than what you see on Fox or on MSNBC? [You can insert any channels that students would be most familiar with.]
2. Allow students time to discuss.

Activity
1. Show the class the two news clips from January 28th, 2011.
2. Tell the students to think about the violent occurrences that are portrayed in both of these clips.
3. Assign your students different stakeholders as the ‘recipients’ of the news:
   - Egyptian mother of 4 living in Alexandria
   - American college student that knows nothing of Egypt other than about Ancient Egypt
   - An academic in the Political Science department
   - An advisor to President Obama
   - An advisor to President Mubarak
   - Egyptian 18 year old male
   - Western reporter
   - Arab reporter
4. Have the students discuss:
   - How each of ‘characters’ would perceive each of the news clips;
   - How each of these characters is portrayed in the news clips.

Lesson Closure
Wrap up this lesson by asking the following discussion questions:
- How is knowledge produced, reproduced, and disseminated in various contexts?
- How has media coverage of the various uprisings influenced people’s understanding of the region?
- Are there differences in local media versus international or Western news outlets?
McREL’s National Standards

These lessons are correlated to McREL’s National Standards (4th edition standards & benchmarks) and can also be aligned to the new Common Core State Standards.

WORLD HISTORY
Standard 44. Understands the search for community, stability and peace in an interdependent world

GEOGRAPHY
Standard 6. Understands that culture and experience influence people’s perceptions of places and regions
Standard 10. Understands the nature and complexity of Earth’s cultural mosaics
Standard 13. Understands the forces of cooperation and conflict that shape the divisions of Earth’s surface

BEHAVIORAL STUDIES
Standard 4. Understands conflict, cooperation, and interdependence among individuals, groups, and institutions.

CIVICS
Standard 22. Understands how the world is organized politically into nation-states, how nation-states interact with one another, and issues surrounding US foreign policy
Standard 23. Understands the impact of significant political and nonpolitical developments on the United States and other nations

LANGUAGE ARTS
Standard 1. Demonstrates competence in the general skills and strategies of the writing process
Standard 4. Gathers and uses information for research purposes
Standard 7. Uses skills and strategies to read a variety of informational texts.
Standard 10. Understands the characteristics and components of the media.
MEDIA RESOURCE LIST

These articles, videos, podcasts, and interactive features provide educators with a variety of perspectives on current events in the Middle East and North Africa. The sections are divided by the themes highlighted in the five lessons of this Educators’ Resource Packet, and a section on further curricular resources is also provided.

History & Structures of Power

- **Mapping the Arab world**
  The Economist online, A statistical hub containing key data from all the countries of the Arab League

- **How Egyptian Labor and Social Movements Laid the Foundation for Revolution**
  Video of Prof. Mona El-Ghobashy on DemocracyNow.org
  [http://www.democracynow.org/2011/2/14/there_is_a_pre_history_to](http://www.democracynow.org/2011/2/14/there_is_a_pre_history_to)

- **In Peril: The Arab Status Quo**
  Anthony Shadid, New York Times

- **On International Intervention and the Dire Situation in Libya**
  Asli Bali and Ziad Abu-Rish, Jadaliyya.com

- **PBS Frontline Article and Video on Egypt’s April 6 movement & Uprisings**

- **In search of an African revolution: International media is following protests across the ‘Arab world’ but ignoring those in Africa.**
  Azad Essa, Al Jazeera

- **Region in turmoil: Tunisia, Egypt, Libya, Bahrain: A roundup of the popular protests that have swept the region over the last two months.**
  Al Jazeera

- **This is not an Islamic revolution**
  Olivier Roy, The New Statesman

- **Young Arabs who can’t wait to throw off shackles of tradition**
  Interactive map and article, The Guardian

- **Why Egypt erupted**
  Kelli Arena, CNN Online
History & Structures of Power (continued)

- The latest on crackdowns in the Mideast and U.S. responses
  Marian Wang, ProPublica
  As protests and crackdowns ripple throughout the Arab world, a look at the various U.S. reactions to each country

- The Bang That Ends Qaddafi’s Revolution?: The Libyan Labyrinth
  Vijay Prashad, Counterpunch.org
  http://www.counterpunch.org/prashad02222011.html

- The Arab Revolts: Ten Tentative Observations
  Mouin Rabbani, Jadaliyya.com
  http://www.jadaliyya.com/pages/index/710/the-arab-revolts_ten-tentative-observations

- Bahrain Then and Now: Reflections on the Future of the Arab Monarchies
  Michael Hudson, Jadaliyya.com

- Bringing the Revolution Home
  Leil-Zahra Mortada, Sawt al Niswa

- The Poverty of Dictatorship
  Dani Rodrik, Al Jazeera
  http://english.aljazeera.net/indepth/opinion/2011/02/201129195429821534.html

- Libya fractured: A look at the liberated city of Benghazi
  The seaside town stands in stark contrast to the battle-torn Tripoli as victorious protesters look to rebuild
  By Peter Finocchiaro

- Reflections on the revolutions in Tunisia and Egypt
  Rashid Khalidi, Foreign Policy
  http://mideast.foreignpolicy.com/posts/2011/02/24/reflections_on_the_revolutions_in_tunisia_and_egypt

- After Iraq’s Day of Rage, a Crackdown on Intellectuals
  Stephanie McCrummen, The Washington Post
  http://www.washingtonpost.com/wp-dyn/content/article/2011/02/26/AR2011022604018.html

Technological Solidarity, Communication Strategies for Mobilization & Media

- A Tunisian-Egyptian Link That Shook Arab History
  David D. Kirkpatrick and David E. Sanger
  http://www.nytimes.com/2011/02/14/world/middleeast/14egypt-tunisia-protests.html?emc=eta1

- Cellphones Become the World’s Eyes and Ears on Protests
  Jennifer Preston and Brian Stelter, New York Times
Technological Solidarity, Communication Strategies for Mobilization & Media (continued)

- **Google and Twitter launch service enabling Egyptians to tweet by phone**
  - ‘Voice-to-tweet software allows citizens to send news from Egypt despite internet blackout’
  - Charles Arthur, The Guardian
  - [http://www.guardian.co.uk/technology/2011/feb/01/google-twitter-egypt](http://www.guardian.co.uk/technology/2011/feb/01/google-twitter-egypt)

- **Protests in Morocco: Just Don’t Call it a Revolution**
  - Lisa Abend, Time Magazine Online
  - [http://www.time.com/time/world/article/0,8599,2052901,00.html](http://www.time.com/time/world/article/0,8599,2052901,00.html)

- **Women make their power felt in Egypt’s revolution**
  - Cassie Biggs, The National

- **Libya’s ‘Love Revolution’: Muslim Dating Site Seeds Protest**
  - Coded Love Letters Help Opposition Members Organize Protest
  - Jeffrey Kofman and Ki Mae Heussner

- **Saudi intellectuals call for sweeping changes**
  - USA Today

**Nonviolence**

- **Revolution U**
  - What Egypt Learned from the Students who Overthrew Milosevic
  - Tina Rosenberg, Foreign Policy

- **People & Power: Egypt, Seeds of Change**
  - Al Jazeera short video documentary on nonviolence (from February 9, 2011)
  - [http://www.youtube.com/watch?v=QrNz0dZgqN8&feature=player_embedded#at=14](http://www.youtube.com/watch?v=QrNz0dZgqN8&feature=player_embedded#at=14)

- **NPR Interview with Egypt’s April 6 movement founder Ahmed Maher**
  - [http://www.npr.org/2011/02/14/133756340/Founder-Of-Egypts-April-6-Movement-Weighs-In](http://www.npr.org/2011/02/14/133756340/Founder-Of-Egypts-April-6-Movement-Weighs-In)

- **Shy U.S. Intellectual Created Playbook Used in a Revolution**
  - Sheryl Gay Stolberg, New York Times

- **The Power of Nonviolent Resistance**
  - Lee Smithey, The Atlantic

- **Give Credit to the Egyptians**
  - Stephen Zunes, TruthOut

- **Lessons and Signs of Hope Amidst the Carnage in Libya**
  - Stephen Zunes, Yes Magazine
Women

- **Gigi’s Revolution**
  Video segment on PBS Frontline

- **Asmaa Mahfouz and the video that Helped Spark the Revolution**
  Video Segment on the post that spread to encourage women to protest in Egypt
  [http://www.youtube.com/watch?v=SgjljgMdsEuk](http://www.youtube.com/watch?v=SgjljgMdsEuk)

- **Women of the Revolution**
  Fatma Naib, Al Jazeera

- **Women’s Rights a Strong Point in Tunisia**
  Katrin Bennhold, New York Times

- **Thousands of Men and No Groping!**
  Egypt’s protests were a safe space for women. Until things turned violent.
  Sarah A. Topol, Slate.Com

- **Revolution signals new dawn for Egypt’s women**
  Catriona Davies, CNN
Other Online Resources for Teaching about Current Events in the Arab World

- Lesson plans and resources from the Choices Program, History and Current Issues for the Classroom, Brown University
  http://www.choices.edu/resources/twn_egypt.php

- Pre-Recorded Webinar on “Egypt as a Teachable Moment”, Harvard University, Center for Middle Eastern Studies
  http://cmes.hmdc.harvard.edu/node/2380

- PBS Newshour Educational Resources: Lesson linking Egypt’s uprising to past revolutions
  http://www.pbs.org/newshour/extra/features/world/jan-june11/revolutions_02-04.html

- PBS Newshour Resources: Youth Reporter from Alexandria reports on the protests
  http://www.pbs.org/newshour/extra/speakout/world/jan-june11/egypt_02-02.html

- Thinkfinity, Verizon Foundation
  Maps and other educator resources for teaching about the Middle East
  http://thinkfinity.org/egyptian-uprising

- Lessons from the New York Times Learning Network
  By Sarah Kavanagh and Holly Epstein Ojalvo
  1. Ways to Teach about the Unrest in Egypt
  2. The Basics: Understanding the Upheaval in the Middle East

- Scholastic – a series of youth-oriented articles and photos about the unrest in the Middle East
  http://www2.scholastic.com/browse/article.jsp?id=3755645

- Teaching About Events in the Middle East: Lesson Plan
  Alan Singer, Social studies educator, Hofstra University
  Published in the Huffington Post
  http://www.huffingtonpost.com/alan-singer/teaching-about-events-in-_b_816082.html

- Compilation of resources for Educators teaching about current events in the Middle East and North Africa
Appendix A: Graffiti/Political Cartoons

http://unnuage.tumblr.com/


http://www.jadaliyya.com/pages/index/710/the-arab-revolts_ten-tentative-observations