Experiencing the Egyptian Revolution
A four day unit for the middle or high school Social Studies or Language Arts classroom

Created by the Middle East Studies Center at Portland State University

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<thead>
<tr>
<th>Unit Title</th>
<th>Experiencing the Egyptian Revolution</th>
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</thead>
<tbody>
<tr>
<td>About the unit</td>
<td>This <strong>4 day unit</strong> aims to put a human face on the Egyptian Revolution and provide students with both a historical account of the Revolution as well as personal accounts of it. This unit was designed to be taught while students are reading <em>Rebels by Accident</em>, by Patricia Dunn. While it is not imperative to the lessons that the book be included, it provides an additional narrative of the Revolution that can be compared and contrasted with the other texts included in the unit. Guiding questions for reading <em>Rebels by Accident</em> and essay questions can be found below.</td>
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<tr>
<td>Background Information</td>
<td>Beginning in 2010, protesters and demonstrators demanded political, social, and human rights in countries throughout the Middle East and North Africa. Each uprising was different, with its own historical context, sequence of events, specific demands and results. In 2011, the Egyptian people staged a country-wide revolution which began as a day of protests on January 25th. Leading up to and during the revolution, protesters relied heavily on Facebook, Twitter and other social media to communicate and organize. The demonstrations continued for 18 days, after which President Hosni Mubarak resigned from office.</td>
</tr>
<tr>
<td>Time</td>
<td>4 class periods (200 minutes)</td>
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</tbody>
</table>
| Curriculum Framing Questions | • How and why did the Egyptian Revolution develop?  
• What happened during the Egyptian Revolution?  
• What was it like participating in the Egyptian Revolution?  
• What did protesters experience on each day of the revolution? |
| Goal | Students will understand that:  
• the Egyptian Revolution represented the people’s demand for human and political rights.  
• while the Tunisian Revolution served as an inspiration to Egyptian protesters, the revolution was part of a larger movement that was established in years prior.  
• although protesters tried to remain peaceful and optimistic through the 18 days of the Egyptian Revolution, the opposition was fierce and events quickly grew tense and violent. |
| Learning Objectives | Students will:  
• consider reasons for and methods of protest and revolution  
• read a text to understand the general timeline of the Egyptian Revolution |
Experiencing the Egyptian Revolution

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Day 1:</th>
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<tbody>
<tr>
<td><strong>Materials needed in class:</strong></td>
<td><strong>1.</strong> Ask students to think about protests and revolutions they know of in American history. What have been the purposes of those protests? What were the methods of protest? Some answers might include:</td>
</tr>
<tr>
<td><strong>Day 1:</strong></td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td>- Copies <em>What Led to the Egyptian Revolution of 2011?</em> and questions</td>
<td>-Civil rights movement—to achieve civil rights for all</td>
</tr>
<tr>
<td>- Copies of <em>Asmaa Mahfouz Call to Protest</em> handout (if desired)</td>
<td>-Protesting the war in Vietnam—to end the war in Vietnam</td>
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<tr>
<td>- Copies of <em>Experiencing the Egyptian Revolution Collage Assignment Sheet</em></td>
<td>-Occupy Wall Street—to end economic inequality</td>
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<tr>
<td><strong>Day 2:</strong></td>
<td>-Marches on Washington</td>
</tr>
<tr>
<td>- Copies of Asmaa Mahfouz video transcript (if desired)</td>
<td>2. Ask students how the American government has responded to protests and revolutions. Have students consider what these movements might look like in a country with less or no political freedoms? What might people in these countries protest?</td>
</tr>
<tr>
<td>- Copies of <em>Asmaa Mahfouz Call to Protest</em> handout (if desired)</td>
<td>3. Introduce the subject of the 2011 Egyptian Revolution and ask students what they know about it. Record on the board.</td>
</tr>
<tr>
<td>- Individual blog post for each student (to be taken from: <a href="http://globalvoicesonline.org/2011/">http://globalvoicesonline.org/2011/</a>)</td>
<td><strong>Day 2:</strong></td>
</tr>
<tr>
<td><strong>Day 2:</strong></td>
<td>1. Ask students what they remember about the factors leading up to the Egyptian Revolution. If they don’t mention it, remind them about Asmaa Mahfouz’s video which went viral on Facebook.</td>
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<tr>
<td>- Copies of Asmaa Mahfouz video transcript (if desired)</td>
<td>2. Tell students they’re going to watch Asmaa Mahfouz’s video with English transliteration. Ask them what they might expect in this video? (where might it be filmed, what might she say, what might she look like, etc.)</td>
</tr>
<tr>
<td>- Copies of <em>Asmaa Mahfouz Call to Protest</em> handout (if desired)</td>
<td>3. Show the video. You may distribute the transcript of the video</td>
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Experiencing the Egyptian Revolution

<table>
<thead>
<tr>
<th>Day 3:</th>
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<tr>
<td>1. Students will work on collage in class</td>
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**Homework:** Students will complete step 3 and 4 on the assignment sheet below.

<table>
<thead>
<tr>
<th>Day 4:</th>
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<tbody>
<tr>
<td>1. Tape or clothes pins to display collages around the room</td>
</tr>
<tr>
<td>2. 11x17 sheets of paper</td>
</tr>
</tbody>
</table>

4. Discuss as a class or have students write answers to these questions on the sheet below:
   - What did you see in the video? How did it compare to what you expected?
   - What surprised you?
   - What sort of tone does Asmaa convey? How might it have made you feel if you were an Egyptian listening to that video at the time?

   *You may ask students to complete this piece of the lesson for homework the previous night and begin the lesson by reviewing their answers.*

5. Explain to students that the dissemination and effect of this video is one example of how social media (including Facebook, Twitter, and blogs) played an important role in the Revolution.

6. Distribute the Global Voices blog post from January 23 (or a piece of it) and ask students to read it to themselves. Put the questions from step 1 of the Assignment Sheet (below) on the board. Ask students to answer them together as a class.

7. Explain that each student will look at a different day of the revolution and learn about the experience of that day. Hand out the assignment sheet below and give each student a different Global Voices blog post, one from each day of the Revolution. If you have more than 18 students, give students different posts from single days (see below for summary of each blog posting).

8. Review assignment with the students.

**Homework:** Students will complete step 2, conducting research to put the events of their assigned day in context.
Day 4:

1. Collect essays and ask students to display their collages and index cards chronologically around the room. Teacher may want to set up a clothes line to pin the materials on. Let them figure out the order of the days on their own.

2. As a class, walk through the chronology of events. Have each student present the events and emotions that their collage represents and, as a class, ask students to put together a narrative of the 18 days, with the teacher’s guidance when necessary. Teacher can add some concrete dates and events (listed below) as the class goes through the collages.

3. Distribute an 11x17 piece of paper to each student. Instruct students to use the information from the collages and descriptions to create a timeline of the Revolution. They may choose what date to start the timeline (January 25, 2011, April 6, 2008, etc.) and when to end it.

**Homework:** Students place events from *Rebels by Accident* on the timeline.

| Assessment & Evaluation of Student Learning | Students correctly answer the questions about What Led to the Egyptian Revolution?  
Students engage in discussion about protest and revolution  
Students turn in collages and supporting essays that demonstrate the proper events and emotions of the day. Essays include correct grammar and spelling and explain the event of that day.  
Students demonstrate through their timeline their ability to synthesize information from various sources. Timelines should be neatly drawn, accurately spaced, and clearly show the key events of the Revolution in the correct places on the timeline. Students should accurately |
|---|---|
| Curriculum Standards | **Oregon Social Studies State Standards:**  
7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States  
7.24. Analyze current and historical sources for accuracy and point of view while forming questions.  
8.24: Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.  
8.26: Examine a controversial event, issue or problem from more than one perspective. |
8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem

HS.2. Analyze the complexity and investigate causes and effects of significant events in the world, US, and Oregon history

HS.10. Evaluate an historical source for point of view and historical context

HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

**Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects:**

RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text

RH.3. Analyze in detail a series of events described in text; determine whether earlier events caused later ones or simply preceded them.

RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources

WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**Common Core State Standards for English Language Arts:**

RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.1. Initiative and participate effectively in a range of collaborative discussions with diverse partners on grade appropriate topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning
Experiencing the Egyptian Revolution

and the organization, development, substance and style are appropriate to purpose, audience, and task.

*If using Rebels by Accident:*

**RL.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RL.3.** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
What Led to the Egyptian Revolution of 2011?

In March 2008, young Egyptian activists formed the April 6 movement, a movement initiated to support a textile workers’ strike in the town of Mahalla al-Kubra protesting unfair wages. One day after the creation of the April 6 Facebook page, the group had 3000 followers. By January 2009, it had over 70,000 members engaging in discussion and debate about freedom of speech, corruption in the Egyptian government and the poor economy.

The leaders of the April 6 movement, including Ahmed Maher, Mohamed Adel and Asmaa Mahfouz, continued to lead protests around the country and study methods of nonviolent protest. In 2009, Mohammed Adel traveled to Serbia to receive training from the Srdja Popovic, the young activist who led the grassroots nonviolent resistance group Otpor! that ousted Slobodan Milošević in 1997. In Tunisia in 2010, 26 year old Mohammed Bouazizi lit himself after he was humiliated by Tunisian police and his livelihood was threatened. This event sparked protest throughout the country and resulted in the resignation of President Zine el Abidine Ben Ali, who ruled for 23 years, on January 11, 2011.

Inspired by the revolution in Tunisia, the April 6 movement prepared for its annual protest on national Police Day, January 25. Asmaa Mahfouz posted a video to Facebook in which she invites the Egyptian people to join her in Tahrir Square on January 25. The video quickly went viral. In it, she says: “Don’t be afraid of the government. Fear none but God…Come down with us and demand your rights, my rights, your family’s rights. I am going down on January 25th, and I will say no to corruption, no to this regime.”

On January 25, tens of thousands of Egyptians gathered in Tahrir Square in Cairo to protest the regime of Egyptian President Hosni Mubarak, while simultaneous demonstrations took place in other Egyptian cities including Alexandria, Ismailia, and Suez. As demonstrations continued, the government shut down cellular and internet service to restrict communication. The police used rubber bullets, teargas, and arbitrary arrests to attempt to end the revolution; however, the people continued to protest. Through the revolution, Mubarak supporters continued to clash with the opposition, resulting in multiple injuries and approximately 900 fatalities. After 18 days of protests, Hosni Mubarak stepped down as president.

Bibliography:
Egypt Elections: Key Events Timeline In Egyptian Uprising And Transition. Huffington Post.  
http://www.huffingtonpost.com/2012/06/24/egypt-uprising-election-timeline_n_1622773.html?ref=topbar


Frontline: Revolution in Cairo. PBS.  
What Led to the Egyptian Revolution of 2011?

Questions

Please answer the following questions based on your reading of the text, What Led to the Egyptian Revolution of 2011?

1. What is the April 6 movement?

2. How was the April 6 movement founded?

3. What was the role of the April 6 movement in the Egyptian Revolution of 2011?

4. How did the Tunisian Revolution inspire Egypt?

5. What was the role of Facebook in the Egyptian Revolution?

6. Why do you think it was important to the April 6 movement for the Egyptian Revolution to be a nonviolent movement?

7. What do you think it was like being a part of the Egyptian Revolution?
What Led to the Egyptian Revolution of 2011?
Questions and Answers
A Teacher’s Copy

Please answer the following questions based on your reading of the text, What Led to the Egyptian Revolution of 2011?

1. What is the April 6 movement?
The April 6 movement is a group of activists in Egypt formed in 2008 who were instrumental in leading the Egyptian Revolution of 2011.

2. How was the April 6 movement founded?
The April 6 movement was founded in support of a textile workers’ strike in 2008. The movement gained momentum through followers on Facebook.

3. What was the role of the April 6 movement in the Egyptian Revolution of 2011?
The April 6 movement organized the Egyptian Revolution of 2011 using principles of nonviolent resistance.

4. How did the Tunisian Revolution inspire Egypt? (this question is open to the interpretation of the student)
The events of the Tunisian Revolution—and the resulting resignation of President Ben Ali—showed the Egyptian people that change is possible.

5. What was the role of Facebook in the Egyptian Revolution? (this question is open to the interpretation of the student)
Facebook was used as a tool of communication between the April 6 movement and the people of Egypt.

6. Why do you think it was important to the April 6 movement for the Egyptian Revolution to be a nonviolent movement?
Answers to this question will vary.

7. What do you think it was like being a part of the Egyptian Revolution?
Answers to this question will vary.
Asmaa Mahfouz’s Call to Protest

Please answer the following questions based on Asmaa Mahfouz’s video, which can be viewed here: http://asmamahfouz.com/ (the video labeled “Meet Asmaa Mahfouz, and the vlog that Helped Spark the Revolution)

Before watching the video make some predictions:

- What do you think the video be like?

- What do you think Asmaa Mahfouz will say?

- If you were going to make such a video calling people to protest, what would you say?

After watching the video:

- What did you see in the video?

- How did the video compare to your predictions?

- What surprised you?

- What sort of tone does Asmaa Mahfouz convey? How does she convey this tone?

- How might it have made you feel if you were an Egyptian watching the video?
Asmaa Mahfouz Calls the People to Protest

This vlog was recorded on January 18th by Asmaa Mahfouz. Translated by Iyad El-Baghdadi, subbed by Ammara Alavi.  
http://www.youtube.com/watch?feature=player_embedded&v=SgjIgMdsFwk

ASMAA MAHFOUZ: [translated] Four Egyptians have set themselves on fire to protest humiliation and hunger and poverty and degradation they had to live with for 30 years. Four Egyptians have set themselves on fire thinking maybe we can have a revolution like Tunisia, maybe we can have freedom, justice, honor and human dignity. Today, one of these four has died, and I saw people commenting and saying, "May God forgive him. He committed a sin and killed himself for nothing."

People, have some shame.

I posted that I, a girl, am going down to Tahrir Square, and I will stand alone. And I'll hold up a banner. Perhaps people will show some honor. I even wrote my number so maybe people will come down with me. No one came except three guys—three guys and three armored cars of riot police. And tens of hired thugs and officers came to terrorize us. They shoved us roughly away from the people. But as soon as we were alone with them, they started to talk to us. They said, "Enough! These guys who burned themselves were psychopaths." Of course, on all national media, whoever dies in protest is a psychopath. If they were psychopaths, why did they burn themselves at the parliament building?

I’m making this video to give you one simple message: we want to go down to Tahrir Square on January 25th. If we still have honor and want to live in dignity on this land, we have to go down on January 25th. We’ll go down and demand our rights, our fundamental human rights. I won’t even talk about any political rights. We just want our human rights and nothing else.

This entire government is corrupt—a corrupt president and a corrupt security force. These self-immolaters were not afraid of death but were afraid of security forces. Can you imagine that? Are you also like that? Are you going to kill yourselves, too, or are you completely clueless? I’m going down on January 25th, and from now 'til then I’m going to distribute flyers in the streets every day. I will not set myself on fire. If the security forces want to set me on fire, let them come and do it.

If you think yourself a man, come with me on January 25th. Whoever says women shouldn’t go to protests because they will get beaten, let him have some honor and manhood and come with me on January 25th. Whoever says it is not worth it because there will only be a handful of people, I want to tell him, "You are
the reason behind this, and you are a traitor, just like the president or any security cop who beats us in the streets." Your presence with us will make a difference, a big difference. Talk to your neighbors, your colleagues, friends and family, and tell them to come. They don’t have to come to Tahrir Square. Just go down anywhere and say it, that we are free human beings. Sitting at home and just following us on news or Facebook leads to our humiliation, leads to my own humiliation. If you have honor and dignity as a man, come. Come and protect me and other girls in the protest. If you stay at home, then you deserve all that is being done, and you will be guilty before your nation and your people. And you’ll be responsible for what happens to us on the streets while you sit at home.

Go down to the street. Send SMSes. Post it on the net. Make people aware. You know your own social circle, your building, your family, your friends. Tell them to come with us. Bring five people or 10 people. If each one of us manages to bring five or 10 to Tahrir Square and talk to people and tell them, "This is enough. Instead of setting ourselves on fire, let us do something positive," it will make a difference, a big difference.

Never say there’s no hope. Hope disappears only when you say there’s no hope. So long as you come down with us, there will be hope. Don’t be afraid of the government. Fear none but God. God says “He will not change the condition of a people until they change what is in themselves” (Quran 13:11). Don’t think you can be safe anymore. None of us are. Come down with us and demand your rights, my rights, your family’s rights. I am going down on January 25th, and I will say no to corruption, no to this regime.
Experiencing the Egyptian Revolution Collage Assignment Sheet

In this assignment, each student will create a visual representation of one day of the Egyptian Revolution based on a blog posting from Global Visions.

**Step 1:** Read your assigned blog post and answer the following questions on a separate sheet of paper. Show this to your teacher before moving on to step 2.

1. What day of the revolution do you have? What is the date?
2. What is happening in Egypt on your assigned day?
3. What are Egyptians saying in social media about the day’s events?
4. Based on the blog and the tweets, how do you think people are feeling?
5. Choose one or two tweets that speak to you and write them out:
   a. Why do they speak to you?
   b. What emotions are expressed in those tweets?

**Step 2:** Conduct research on the events and activities of your assigned day. Consult at least three sources.

**Step 3:** Create a collage that visually represents your blog post and expresses the thoughts and feelings of Egyptian protestors on that day. You may make a collage using images and words from magazines, markers, crayons, paints, and so forth.

**Step 4:** Write a 2 page essay that describes the events of your assigned day, citing the assigned blog post as well as additional sources (which you identified in step 2). Your essay should synthesize information from the various sources and provide the reader with an understanding of the day’s context as well as the emotions and experience you are expressing in your collage.

Summarize your essay in a single paragraph written on an index card. This will be displayed with your collage in the classroom.

**Step 5:** As a class, display all collages and accompanying descriptions in chronological order. Each student will explain their collage and what happened on that day of the revolution.

**Step 6:** On an 11x17 sheet of paper, create a timeline of the Revolution that highlights both key events and experiences. It is up to you to determine what events to include and where it will start and finish.

**Step 7:** Choose 5 events from Rebels by Accident and place them on your timeline. On a separate sheet of paper, write five short paragraphs (one for each event) explaining why you selected those events.
Experiencing the Egyptian Revolution Collage Grading Sheet

Name: ________________________________________________________________

Step 1: Reading the blog and answering questions (10 points)
- All questions are answered clearly and thoughtfully ______/10

Step 3: Collage (20 points)
- Collage represents the emotions and experience of the day, as indicated in the blog posting ______/15
- Collage is neat and visually appealing ______/5

Step 3: Short Essay (35 points)
- Writing assignment clearly explains the events of the day, as explained in the blog and outside sources ______/10
- Writing assignment clearly explains the visual representation of the day and the emotions and experience of the Revolution ______/10
- Writing assignment uses proper grammar and spelling ______/10
- Assignment includes three additional sources, listed with proper citation ______/5

Step 5: Timeline (20 points)
- Timeline includes key events of the Revolution ______/10
- Timeline is well organized and easy to understand ______/10

Step 6: Adding Rebels by Accident to your timeline (20 points)
- Events are placed appropriately on the timeline ______/5
- The five paragraphs clearly explain the importance of the events selected ______/5
- Writing assignment uses proper grammar and spelling ______/5

Total: ______/100

Comments:
# Summary of Blog Postings

Below is a list of recommended blog postings from global voices online to use in the assignment, listed in order of priority.

<table>
<thead>
<tr>
<th>Day One: January 25, 2011</th>
<th></th>
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</table>
- Enthusiasm and excitement  
- Police repression begins (protesters being arrested and beaten) |
- Censorship sparked anger among protesters |

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<thead>
<tr>
<th>Day Two: January 26, 2011</th>
<th></th>
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</table>
- Lack of freedom of speech  
- Requests for help from international community |

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<tr>
<th>Day Three: January 27, 2011</th>
<th></th>
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</table>
- Suez under siege  
- Fear and violence |

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<tr>
<th>Day Four: January 28, 2011</th>
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</table>
- People cheering for the army |
- People chanting “The people will bring down the regime”  
- Police brutality continues |

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<tr>
<th>Day Five: January 29, 2011</th>
<th></th>
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</table>
- People frustrated and angry with Mubarak |
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<tr>
<th>Day Six: January 30, 2011</th>
<th>People begin questioning America’s support for the Egyptian Regime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Thugs Involved in Looting, Lawlessness</td>
<td>Looting and lawlessness conducted by government thugs</td>
</tr>
<tr>
<td>We are No Longer Afraid</td>
<td>People are no longer afraid of the government</td>
</tr>
<tr>
<td><a href="http://globalvoicesonline.org/2011/01/30/egypt-we-are-no-longer-afraid/">http://globalvoicesonline.org/2011/01/30/egypt-we-are-no-longer-afraid/</a></td>
<td>People are taking care of each other</td>
</tr>
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<thead>
<tr>
<th>Day Seven: January 31, 2011</th>
<th>Last internet provider is cut off</th>
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</thead>
<tbody>
<tr>
<td>Last ISP Goes Offline: Fears of Losing Mobile Networks</td>
<td></td>
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<thead>
<tr>
<th>Day Eight: February 1, 2011</th>
<th>Women take a role in the revolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protesting Women Celebrated Online</td>
<td>Pride, equality</td>
</tr>
<tr>
<td><a href="http://globalvoicesonline.org/2011/02/01/protesting-women-celebrated-online/">http://globalvoicesonline.org/2011/02/01/protesting-women-celebrated-online/</a></td>
<td></td>
</tr>
<tr>
<td>Egyptologist Blogger Surveys Museum Damage</td>
<td>Looters raided the Egyptian Museum on January 28</td>
</tr>
<tr>
<td><a href="http://globalvoicesonline.org/2011/02/01/egypt-egyptologist-blogger-surveys-museum-damage/">http://globalvoicesonline.org/2011/02/01/egypt-egyptologist-blogger-surveys-museum-damage/</a></td>
<td>People coming together to protect the museum and other archaeological sites</td>
</tr>
<tr>
<td>A Voice in the Blackout, Thanks to Google and Twitter</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>Day Nine: February 2, 2011</th>
<th>Clashes between protesters and pro-Mubarak thugs continue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clashes in Tahrir Square in the Words of Bloggers</td>
<td>Mubarak makes speech—people torn on accepting it or not</td>
</tr>
<tr>
<td><a href="http://globalvoicesonline.org/2011/02/02/egypt_tahrir_clashes/">http://globalvoicesonline.org/2011/02/02/egypt_tahrir_clashes/</a></td>
<td></td>
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<thead>
<tr>
<th>Day Ten: February 3, 2011</th>
<th>Tahrir Square has become a battlefield</th>
</tr>
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<tbody>
<tr>
<td>Five Killed in Tahrir Square as Egyptians Day 10 Protests Begin</td>
<td></td>
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<td><a href="http://globalvoicesonline.org/2011/02/03/egypt-five-killed-in-tahrir-square-as-egyptians-day-10-protests-begin/">http://globalvoicesonline.org/2011/02/03/egypt-five-killed-in-tahrir-square-as-egyptians-day-10-protests-begin/</a></td>
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<thead>
<tr>
<th>Day Eleven: February 4, 2011</th>
<th>Crowds expected Mubarak to step down</th>
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<tbody>
<tr>
<td>The Day of (Almost) Departure</td>
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<td>Day 12: February 5, 2011</td>
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<td>Did Mubarak Resign as Head of the Ruling NDP?</td>
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<td>They were disappointed when he didn’t</td>
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<td>Confusion</td>
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<td>Did Mubarak resign as head of the party or not?</td>
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<tr>
<th>Day 13: February 6, 2011</th>
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<tbody>
<tr>
<td>'Tahrir Square Calm Once Again'</td>
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<tr>
<td>A sense of calm spreading throughout Tahrir</td>
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<tr>
<th>Day 14: February 7, 2011</th>
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<tbody>
<tr>
<td>Remembering Egypt's Martyrs</td>
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<tr>
<td>People remember those who died for the Revolution</td>
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<th>Day 15: February 8, 2011</th>
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<tr>
<td>Welcoming A New Country</td>
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<td>People feeling hopeful</td>
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<th>Day 16: February 9, 2011</th>
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<tbody>
<tr>
<td>Massive Protests Continue on Day 15</td>
</tr>
<tr>
<td>Largest protests to date</td>
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<tr>
<th>Day 17: February 10, 2011</th>
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<tbody>
<tr>
<td>Away from the Press Netizens Report a Massacre in Kharga</td>
</tr>
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<td>Reports of a massacre</td>
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<tr>
<td>Frustration</td>
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<th>Day 18: February 11, 2011</th>
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<tbody>
<tr>
<td>Tweeps Will Only Rejoice When They Bring the Regime Down</td>
</tr>
<tr>
<td>Protestors anticipate the fall of the regime</td>
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<th>Day 18: February 11, 2011</th>
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<tbody>
<tr>
<td>The World Rejoices as Mubarak Resigns</td>
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<tr>
<td>Mubarak resigns</td>
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Narrative of Events—Helpful Dates for the Teacher

March, 2008: Young Egyptian activists form the April 6 movement.

December 27, 2010: Mohammad Bouazizi sets himself on fire in Tunisia.


January 25, 2011—Day of Protest: This was the first day of what would become the Egyptian Revolution. Thousands of people demonstrated peacefully in Tahrir Square and around the country. The government blocked access to Twitter and Facebook. Police used tear gas and rubber bullets against demonstrators and begin arrests, but the protests remain mostly anti-violent.

January 28, 2011—Day of Rage: After the noontime Friday prayer, hundreds of thousands of Egyptians protested in the streets all around the country. The government shut down cell phone service and called the military in to help control the protesters.

Mubarak made his first TV appearance after the start of the protests. He blamed his cabinet for the unrest and fired them all and expressed his commitment to democracy and the country of Egypt. He declared that he would not step down, further angering protesters.

January 29, 2011: The government implemented a national curfew which demonstrators ignored as they protested throughout the night. The military announced that they will not use force against protesters.

February 1, 2011—March of Millions: Protesters called for a million people to march in protest. While actual numbers are unclear, news agencies reported it was the largest number of protesters in Cairo since the start of the revolution. A million man march was also planned in Alexandria.

That evening, Mubarak announced on television that he would stay in power but not run for reelection in the upcoming September election.

February 2, 2011—Day of the Camel: Supporters of Mubarak rode into Tahrir Square on horses and camels, carrying knives, swords, and sticks, and used force to try to stop protesters. Mubarak government sent in hired thugs to crush the protesters. Tahrir Square turned into a battlefield.

February 4, 2011—Day of Departure: Protesters declared February 4 as the Day of Departure, demanding that Mubarak step down immediately.

February 6, 2011: The April 6 movement issued formal demands that include: (1) Mubarak's immediate resignation; (2) The dissolution of the national assembly and senate; (3) the formation of a transitional government that includes public and political personalities, intellectuals, constitutional experts, and representatives from the youth groups who initiate the demonstrations; (4) a new constitution; (5) prosecution of those responsible for killing protesters in Tahrir square; (6) immediate release of detainees.

February 11, 2011: Mubarak Resigns
Rebels by Accident, by Patricia Dunn

About the Book:

Patricia Dunn’s debut novel Rebels By Accident tells a story of revolution. “Not just the huge ones that happen on the streets with thousands marching,” Dunn said. “The kind that happens inside us all as we grow and change and figure out who we are in this world.”

Rebels By Accident features an Egyptian-American teen in our post 9-11 world so disconnected from her culture, she secretly believes she comes from a backward country where people still travel by camel and women walk six steps behind the men. After her first high school party ends in jail, she is sent to live with her grandmother in Cairo. While there, she witnesses a political revolution led by young men and women who use Facebook to organize protests to overthrow their corrupt government. In Tahrir Square, surrounded by thousands of protestors, Mariam finally embraces what it means to be American and Egyptian.

http://www.champagnesundaysmagazine.com/Rebels-by-Accident.html#UJ3tny5sr5w.tumblr
Rebels by Accident: Assignment Overview

This outline of Rebels by Accident, by Patricia Dunn, provides brief summaries of each chapter and offers suggested way to break up the reading of the book, if desired.

Ch 1: Deanna and Mariam are in jail
Ch 2: Deanna and Mariam are released from jail
Ch 3: Deanna and Mariam get sent to Cairo, Egypt
Ch 4: The plane ride to Cairo, Egypt
Ch 5: In the airport
Ch 6: Deanna and Mariam meet Ahmed

Ch 7: Sittu picks up the girls from the airport
Ch 8: Deanna and Mariam arrive at Sittu’s apartment
Ch 9: Deanna and Mariam meet Hassan
Ch 10: A True Mirror

Ch 11: Mariam learns about Islamic feminism
Ch 12: Deanna and Mariam go to the Pyramids
Ch 13: Deanna and Mariam climb in the Pyramids
Ch 14: Deanna and Mariam ride camels
Ch 15: Deanna and Mariam bump into Ahmed
Ch 16: Maryam and Sittu bond

Ch 17: January 25--Deanna and Mariam aren’t allowed to go to Tahrir Square
Ch 18: January 25--Deanna and Mariam go to the mall; Sittu has coffee with Ahmed
Ch 19: January 25--Deanna and Mariam go ice skating
Ch 20: January 25--Mariam meets Muhammad; Deanna goes to Tahrir Square

Ch 21: Sittu in the hospital
Ch 22: Maryam and Muhammed look for Deanna
Ch 23: Deanna arrives at the hospital and shares her story

Ch 24: Deanna and Hassan kiss
Ch 25: Baba agrees to come to Cairo
Ch 26: Maryam prays
Ch 27: The gang celebrates Mariam’s birthday
Ch 28: Hassan and Muhammad are part of the April 6 group; Muhammad is missing

Ch 29: Baba tells Mariam the truth
Ch 30: Muhammed arrives at the hospital
Ch 31: Sittu dies
Ch 32: Maryam prepares the body
Ch 33: Maryam and Deanna go home
Ch 34: Maryam and Deanna at home

Ch 1-6: p.1-44 (44 pages)
Ch 7-11: p.45-77 (33 pages)
Ch 12-16: p.78-119 (41 pages)
Ch 17-20: p.120-166 (46 pages)
Ch 21-23: p.167-198 (31 pages)
Ch 24-28: p.199-233 (35 pages)
Ch 29-34: p.234-263 (30 pages)
Rebels by Accident: Questions for Discussion

These questions can be used as guiding questions for the teacher to lead a discussion or can be distributed to students to answer as homework. Most questions require critical thinking and analysis.

Chapters 1-6

1. While Mariam and Deanna are both teased by their peers, they have very different reactions to the bullying. Why might that be?
2. What does Mariam think of her Egyptian and Muslim heritage? Provide examples from the book to support your claim.
3. How did Deanna and Mariam each prepare for their travel to Egypt? If you were taking an international trip, how would you prepare for it?
4. In chapter 5, Mariam and Deanna meet a fully covered woman in the bathroom and Mariam recalls her father’s opinion on “the cockroach suit.” In chapter 6, we see the same woman come to the defense of another woman, in defiance of the police officer. How do the woman’s actions challenge Baba’s opinion?
5. How does Ahmed explain to Mariam and Deanna about the arrest they witness in the airport? What does he think about the Egyptian government?

Chapters 7-11

1. In chapter 8, Sittu says: “It seems like Americans don’t think about Egypt much, except for pyramids, Nile cruises, and our relations with Israel” (p. 56). Based on the book so far, what else do you know about Egypt?
2. Question about cultural customs in Egypt
3. In chapter 10, Mariam and Deanna discover Sittu’s true mirror. Why do you think the author included this mirror in the story? What theme or main idea does it support?
4. In chapter 11, Mariam, Deanna and Sittu have a conversation about women in Islam. What message do you think the author is trying to send? How does she do so?

Chapters 12-16

1. Egyptian characters in the book (Sittu, Salam, and Hassan) continue to make remarks about the upcoming demonstrations. Choose one character and write a paragraph describing what they might be thinking and feeling.
2. In this section, the use of technology begins to emerge as a recurring theme.
   - What are some of the different ways the characters use technology?
   - What do you think the author is trying to tell us?
3. Why do you think Sittu is not telling Mariam and Deanna about the protests planned for January 25th?
4. Sittu quotes Obama’s speech made in Cairo on June 4, 2009. “I’ve come here to Cairo to seek a new beginning between the United States and Muslims around the world, one based
on mutual interest and mutual respect; and one based upon the truth that America and Islam are not exclusive and need not be in competition…Instead, they overlap and share common principles—principles of justice and progress, tolerance and the dignity of all human beings” (p. 112-113). This speech, called “A New Beginning” was an important speech for the Obama administration. What do you think Obama meant by ‘a new beginning’ and what do you think his administration might have done to carry that out?

5. In chapter 16 Sittu reveals to Mariam that she’s been blogging a little bit about the Egyptian political situation. Write your own version of Sittu’s January 24 blog post, based on her conversation with Mariam in chapter 16 and what you know about Egypt.

Chapters 17-20

1. Why does Deanna want to go to the protest on January 25th? Why doesn’t Mariam? If you were there on January 25th, how would you feel about the protests?

2. In chapter 18, Deanna considers buying a turquoise hijab and Mariam doesn’t understand.
   - Why do you think Deanna wants to buy one, what does Sittu tell her, and why doesn’t she buy it in the end?
   - What do you think of Deanna buying and wearing a hijab?

3. In chapter 18, Sittu says to Mariam that “it must be very hard to be ashamed of who you are.” Mariam responds in the narration by saying “There’s nothing I can say to Sittu that could convince her I’m okay with being Muslim and Egyptian, because the truth is I’m not okay with it. It would be so much easier if I were Christian or Jewish or even an atheist.”
   - What makes Sittu think that Mariam is ashamed of who she is? Use the text to support your answer.
   - Why do you think Mariam is not “okay with being Muslim and Egyptian?”
   - If you were Mariam’s friend, what would you tell her?

4. In chapter 20, Mariam meets several young Egyptians heading to Tahrir Square. What are their attitudes towards the protests? Use the text to support your claim.

Chapters 21-23

1. Based on Mariam and Deanna’s experiences in Tahrir Square, describe what the Square was like on January 25th. Use the text to support your claim.

2. In chapter 22, Mariam shouts that she’s Egyptian and says that “for the first time in my life, I don’t feel shame. I feel awesome.” Why do you think that is? What changed?

3. Sittu says to Deanna and Mariam that she is “angry you both disobeyed me, but I’m proud you followed your hearts.” Which do you think is more important? How can teenagers reconcile the need to obey authority with the desire to follow your heart?
Chapters 24-28

1. Based on chapter 24, how do Hassan and Ahmed feel about the demonstrations? Use the text to support your claim.
2. Why do you think Mariam decides to engage in Muslim ritual and pray, even though she had previously “stopped being Muslim”?

Chapters 29-34

1. In chapter 29, Mariam finally speaks with Baba on the phone. How has their relationship changed? Why do you think that is?
2. Why didn’t Muhammed tell Mariam he had been arrested? What would you have done in his situation?
3. Why do you think the author had Sittu die at the end of the book? Is it important for the message of the story?
4. Why do you think the book is called Rebels by Accident?

Final Essay Questions:

1. Select two themes or central ideas in Rebels by Accident. Discuss the development of these main ideas and how they interact with each other throughout the book.
2. Rebels by Accident is narrated by Mariam. Select a section of the book and write it from a different character’s perspective.
3. How does Mariam’s character change throughout the book?
4. Based on the Egyptian women you have seen in the book (starting with the women in the airport), what do you think it is like being female in Egypt? Does this surprise you? Why/not?