



# LOCKED OUT!

**ROOTS OF THE ARAB SPRING**



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Video Page



# ***Locked Out!***

## **Teacher's Guide**

*This Teacher's Guide includes the following:*

- Suggested Lesson Plan
- Preview Questions
- Key Terms
- Viewing Guide
- Comprehension Questions
- Discussion Questions
- Activity: Who Chooses
- Quiz
- Enrichment Activities
- Maps
- Answer Key

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### **Suggested Lesson Plan**

*These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:*

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- As a class, answer the Comprehension Questions.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz.
- Administer and grade the Quiz using Answer Key as a guide.
- Optional: Assign one or more Enrichment Activities as homework.

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## **Preview Questions**

*(These are meant to be read aloud by the teacher.)*

1. What was the Arab Spring?
2. What do you think caused the Arab Spring?
3. What do you know about Tunisia? Locate Tunisia on a map.
4. What are some countries in the Middle East and North Africa that have been in the news lately?  
Locate these countries on a map.
5. What are rights? What are some important rights that all people have?

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## **Key Terms**

Autocratic – of or relating to a ruler who has absolute power

Status quo – the existing state of affairs; the way things presently are

Secular – not religious; maintaining separation of church and state

Corruption – improper and usually unlawful conduct intended to secure a benefit for oneself or another (as by taking or giving bribes); lack of integrity or honesty; use of a position of trust for dishonest gain

Repressive – inhibiting or restraining the freedom of a person or group of people

Free market capitalism – an economic system in which individuals and businesses make their own plans and decisions based on the signals and information provided by markets and prices; the basic economic questions of consumption, production, and distribution are answered through these decentralized decisions.

Property rights – the rights of ownership: the rights to use, control, dispose of and obtain the benefits from a good or service

Extralegal – outside the law; not permitted or governed by law

Entrepreneur – a decision maker who assumes the risk of trying innovative approaches and products and pursuing projects in the expectation of realizing profits

Expropriation – the taking away of a person's property by the government

Dictator – a ruler who does not rule through democratic means; an absolute ruler; tyrant

Rule of law – the principle that every member of a society, even a ruler, must follow the law; a legal system in which rules, are clear, well-understood, and fairly enforced, including property rights and enforcement of contracts; the doctrine that all people are equal before the law, and that the government is subject to the law; the absence of arbitrary executive power

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## ***Locked Out!*** **Viewing Guide, page1**

1. It all began when a desperate young \_\_\_\_\_ named Tariq Mohamed Bouazizi was ejected from the marketplace.
2. The ongoing events of the Arab Spring are driven by...the basic \_\_\_\_\_ of all people...to earn a living free of government corruption and repressive regulations.
3. In that golden age of \_\_\_\_\_, the Arab empire was organized under a ... system of innovative business law.
4. Hernando de Soto's concern for the excluded \_\_\_\_\_ has brought him to ground zero of the Arab Spring.
5. Tunisia gained independence in 1956 and until the present day was ruled by one-party \_\_\_\_\_.
6. Prevented from getting official \_\_\_\_\_ ... he ... was forced to work outside the law.
7. Every day Bouazizi took his cart of fruits and vegetables to the \_\_\_\_\_ in the center of Sidi Bouzid.
8. The police demanded a \_\_\_\_\_ of three dinars ... for the regular use of this spot.
9. To get his business legally registered in Sidi Bouzid ... would have cost ... more than he earned in \_\_\_\_\_.

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## ***Locked Out!*** **Viewing Guide, page2**

10. Bouazizi had a dream, which was to buy a \_\_\_\_\_.
11. What was taken from him was what he had on his \_\_\_\_\_ that day.
12. He had worked his entire life to establish this single small place in the local market  
\_\_\_\_\_.
13. All he wanted was a simple permit for a \_\_\_\_\_ stand at the  
market.
14. We asked if he had been \_\_\_\_\_ motivated because ...  
what he did has had tremendous political consequences.
15. His death has led to monumental strife and \_\_\_\_\_.
16. Bouazizi's death has resonated with \_\_\_\_\_ across the  
region who felt excluded from the system.
17. People have rights and among those rights are \_\_\_\_\_  
rights.

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# Comprehension Questions

1. What was the Arab Spring?
2. What event triggered the Arab Spring?
3. What conflict do most observers see as the underlying cause of the Arab Spring?
4. Who is Hernando de Soto? What does he do?
5. What does Hernando de Soto see as the root cause of the Arab Spring?
6. When was the golden age of Islam?
7. What does the modern nation of Turkey show about Islam and capitalism?
8. Where is Tunisia?
9. What happened that led to Tunisia becoming a French colony in 1881?
10. After gaining independence in 1956, what kind of government did Tunisia have?
11. What happened in the poor Tunisian town of Sidi Bouzid in December of 2010?
12. Who was Tariq Mohamed Bouazizi? What was his livelihood?
13. What were Bouazizi's plans for getting ahead?
14. What were Tariq Mohamed Bouazizi's political views?
15. What happened to Bouazizi as a result of an altercation with a policewoman?
16. What steps did he take after his goods were confiscated? How did local officials respond?
17. What happened in Tunisia as a result of Bouazizi's death?

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## **Discussion Questions**

1. Why didn't Tariq Mohamed Bouazizi have a permit to do business? How did this lack of a permit affect him?
2. Why do the majority of businesspeople in the Middle East and North Africa operate outside the law?
3. How does the exclusion of millions of people from the legal economy make it hard for countries to prosper?
4. Why did Bouazizi feel such profound anger and frustration?
5. How did events in Tunisia affect other countries in the region?
6. Why do you think people in the Middle East and North Africa responded the way they did to Bouazizi's death?
7. Review and discuss the definitions of corruption and the rule of law on the Key Terms page of this guide.
8. How does corruption violate the rule of law?
9. What are rights? What rights are protected in the U.S. Constitution and Bill of Rights?
10. "People have rights and among those rights are economic rights." Explain.
11. How does the rule of law protect the rights of individuals against the power of the government?
12. How does the rule of law protect the rights of individuals against the power of majorities?
13. Corruption is illegal everywhere. Why is it much more prevalent in some countries than in others? Why is the rule of law stronger in some countries than in others?
14. Is respect for the law the same as respect for those with power over you? Explain.
15. Prior to the Arab Spring, did countries like Tunisia and Egypt have the rule of law? Explain.
16. What is civil disobedience? When is it justified?



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**Activity:**  
**Who chooses? Who benefits? Who pays? What's fair?**

[These four questions can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking.]

As a class, or in small groups, discuss the following:

*(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)*

- How does government corruption and excessive regulation affect people's choices?
- What choices did Bouazizi and other merchants in Tunisia have?
- How do these choices compare with the choices faced by business people in countries that operate under the rule of law?
- Who benefits from the rule of law?
- Who benefits from official corruption?
- Who pays for corruption?
- What kind of system is fair?

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## ***Locked Out!*** **Quiz, page 1**

1. Tariq Mohamed Bouazizi lived in \_\_\_\_\_.
  - A) Egypt
  - B) Libya
  - C) Tunisia
  - D) Syria
  
2. Bouazizi was a \_\_\_\_\_.
  - A) political activist
  - B) businessman
  - C) corrupt official
  - D) scholar
  
3. In 1956, Tunisia became \_\_\_\_\_.
  - A) a French colony
  - B) part of the Ottoman Empire
  - C) part of the European Union
  - D) independent
  
4. Ground zero of the Arab Spring was the city of \_\_\_\_\_.
  - A) Tunis
  - B) Cairo
  - C) Sidi Bouzid
  - D) Tripoli
  
5. Tariq Mohamed Bouazizi dreamed of getting ahead by \_\_\_\_\_.
  - A) buying a pickup truck
  - B) moving to the city of Tunis
  - C) opening a bricks-and-mortar retail shop of his own
  - D) overthrowing the government of Tunisia
  
6. The majority of businesspeople in the Middle East and North Africa are \_\_\_\_\_.
  - A) dishonest
  - B) licensed by the government
  - C) operating outside the law
  - D) well-to-do

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## ***Locked Out!*** **Quiz, page 2**

7. The ongoing events of the Arab Spring are driven by...the basic right of all people...to earn a living free of \_\_\_\_\_.
- A) government corruption and repressive regulations
  - B) food insecurity and worries about money
  - C) long hours and hard work
  - D) Sharia law
8. What was taken from Tariq Mohamed Bouazizi after his altercation with a policewoman?
- A) Everything on his cart
  - B) His home
  - C) His business license
  - D) His credit card machine
9. How did local officials make life difficult for Tariq Mohamed Bouazizi?
- A) They made getting a business permit prohibitively expensive in terms of both time and money.
  - B) They required him to pay bribes and often took some of his fruit as a "tax."
  - C) They ignored his pleas for help after his goods were confiscated.
  - D) All of the above
10. Hernando de Soto is concerned about the millions of people who are \_\_\_\_\_.
- A) included in the legal economy
  - B) excluded from the legal economy
  - C) ignorant about the legal economy
  - D) entering the legal economy

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### **Enrichment Activities, page 1**

- I. **Map:** Print copies of the blank map on pages 13 of this guide and hand out to students. Have students label the countries of the Middle East and North Africa. Use the map provided on page 14 of this guide as a key. Have students color the map to highlight all of the countries that experienced significant Arab Spring protests/demonstrations. Tell students to study their completed maps as there will be a map quiz the following day. On day 2, pass out blank copies of the map and ask students to label the countries from memory, without looking at their completed maps. For bonus points, have them color the countries that were involved in the Arab Spring.
  
- II. **Timeline:** Working in small groups, create a timeline of the Arab Spring, showing what happened in each country (e.g. government overthrown, protests put down, ongoing civil war, reforms), and when protests/uprisings began and ended in each country. Be sure to note countries such as Syria where turmoil is still ongoing.
  
- III. **Research:** Select one country that experienced Arab Spring unrest and create a detailed report on that country. Be sure to include information about the geography, demographics, form of government, religion and economy. What was life like there prior to the Arab Spring, and what happened--did the government fall, were there reforms, what is the current situation?
  
- IV. **Essay:** Is democracy a good thing even if it leads to repressive government? In your essay, consider the following: For Middle Eastern and North African countries that have had a long history of autocratic rule, how has majority rule affected freedom and human rights? How has this process played out in Egypt thus far?

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### **Enrichment Activities, page 2**

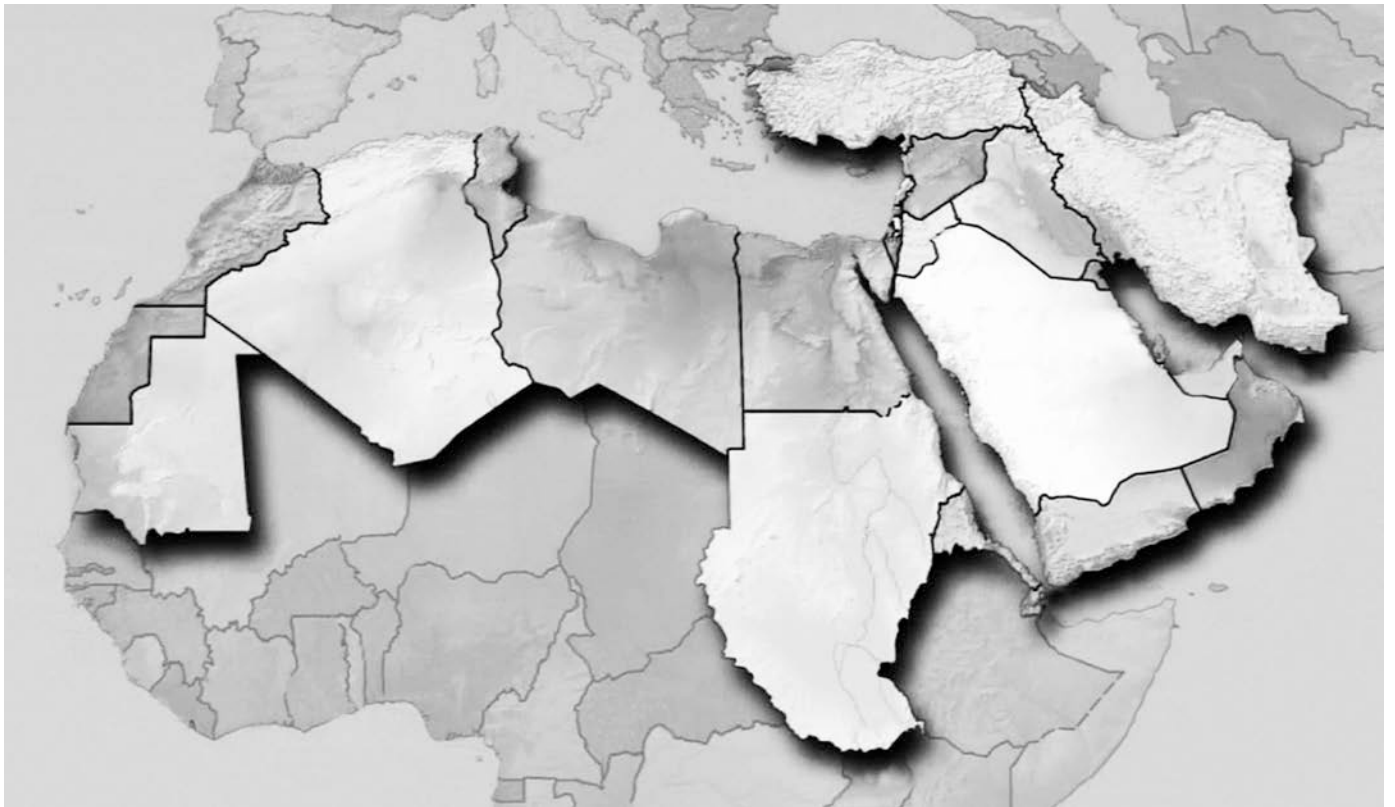
- V. Research: What has been U.S. foreign policy with respect to the Arab Spring? Compare the U.S. response to events in Egypt, Libya, and Syria. Present your findings as an oral or written report.
  
- VI. Research: What is the history of Islamist political parties/movements in Middle East and North Africa? What have their goals been? When, where, and to what extent have they been successful in achieving their goals?
  
- VII. Essay: Are economic rights and property rights as important as other human rights? Explain your reasoning.
  
- VIII. Research: Create a report covering the history, geography and culture of the Ottoman Empire.
  
- IX. Research: Create a report covering the history, geography and culture of Tunisia.

Name: \_\_\_\_\_

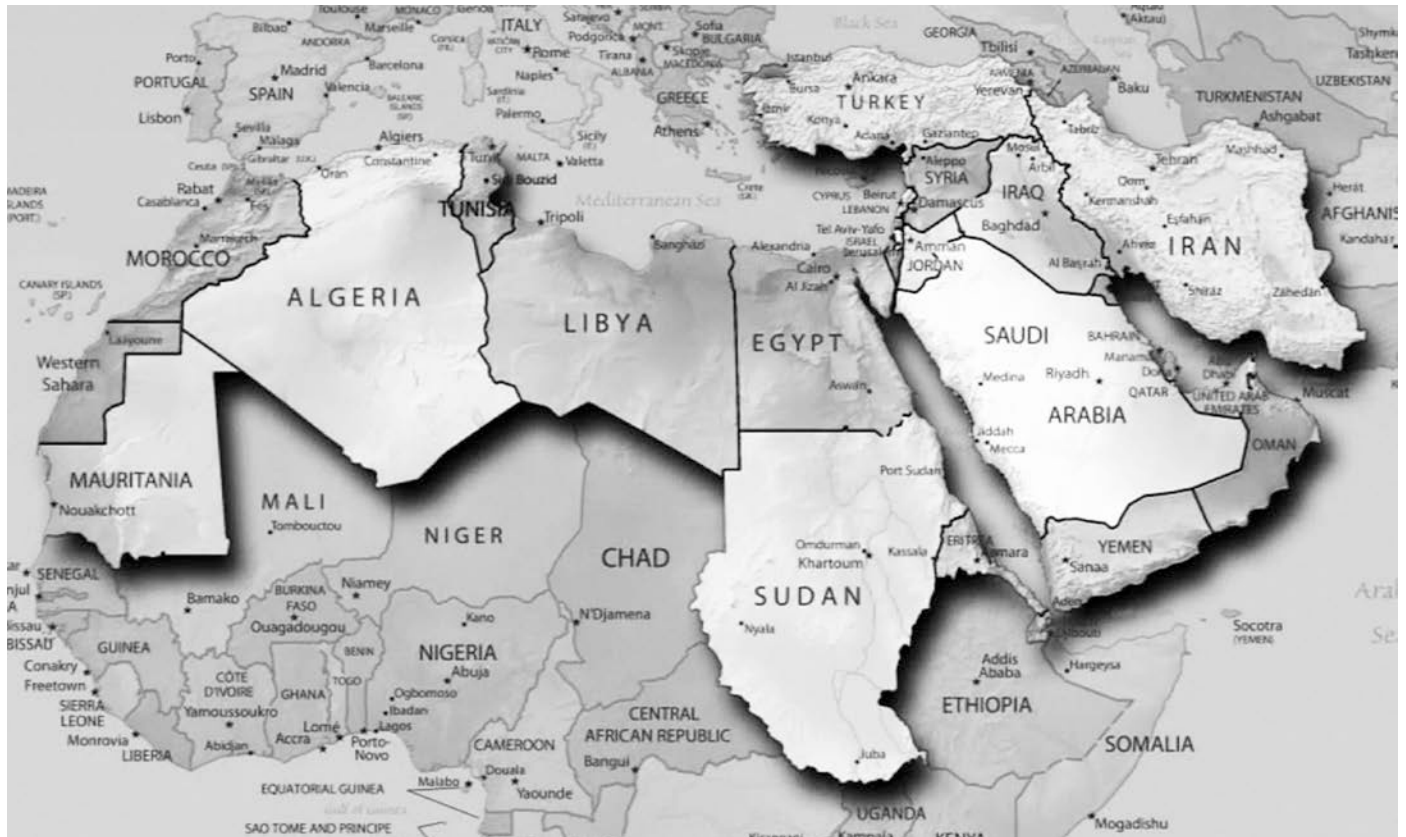
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## ***Locked Out!*** **Map Activity**

Use resources in your classroom, the library or the internet to label the countries of the Middle East and North Africa.



# *Locked Out!* Map Activity Answer Key



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### **Viewing Guide Answer Key**

1. businessman
2. right
3. Islam
4. poor
5. autocrats
6. permits
7. main square
8. bribe
9. a year
10. truck
11. cart
12. economy
13. permanent
14. politically
15. change
16. millions
17. economic

### **Quiz Answer Key**

1. C) Tunisia
2. B) businessman
3. D) independent
4. C) Sidi Bouzid
5. A) buying a pickup truck
6. C) operating outside the law
7. A) government corruption and repressive regulations
8. A) Everything on his cart
9. D) All of the above
10. B) excluded from the legal economy



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