



*Lesson plans about women  
standing up and speaking out  
in the face of violence.*

## **Lesson Four (Social Studies): Women's Movements Today**

**Welcome** to the She Stands Up lesson plan series. The lesson plans are designed to serve as suggestions for how to bring the topic of contemporary women's social movements into today's classrooms and can be modified based on your teaching style and interests. Suggestions for virtual adaptations of this and all She Stands Up lessons are available, along with additional information about the unit and topic at [www.shestandsup.org](http://www.shestandsup.org).

**Overview and Objectives:** This is the fourth and final lesson in the She Stands Up unit. In this lesson students will work collaboratively to analyze the progress and evolution of the Ni Una Menos movements in the last five years by engaging with news coverage. At the end of this lesson, students will be able to articulate the challenges that the contemporary women's social movements have encountered in both Mexico and Argentina and the unique ways in which the movements have progressed. In addition, time is provided in this lesson for students to demonstrate the knowledge that they have gained during this unit.

**Applicable courses:** Social Studies, World Studies, Gender Studies, Sociology, Current Issues

**Grades:** 11-12

**Length:** 50 minutes (although discussion may extend longer depending on class size and interest in the topic)

**Materials included:** Lesson Four Procedure; Lesson Four Activity Handout; Lesson Four Exit Ticket; Lesson Four Exit Ticket Answer Key

**Materials needed:** Projector and computer with internet and playback capabilities

**Disclaimer:** Please review all material to ensure it is appropriate for *your* classroom. Some of the material could be triggering for students as the movements and protests are directly responding to certain forms of violence such as sexual harassment, rape, and murder.



## Lesson Four Procedure

### 1. Opening activity (5 minutes)

Depending on the homework assignment that you selected for your students after **Lesson Three**, the following options would help students warm up for this final lesson:

Option 1 homework-- *Turn and talk*: In partners or groups of three, invite students to review their findings from the previous night's homework. Ask them to share which hashtags they looked up, what kind of information they could discover (even without knowing the language used in the social media they looked at), and what they think about where the Ni Una Menos movement stands today.

Option 2 homework-- *Turn and talk*: In partners or groups of three, invite students to review their findings from the previous night's homework. Ask them to share what takeaways they had regarding the state of VAWG and protest in the region, and what they could infer about where the Ni Una Menos movement stands today.

No homework assigned-- *Stop and jot*: Using the following prompts, have students write their reflections silently for 2 minutes before sharing some of their thoughts back to the whole class.

**Prompts:** Based on what you have learned about the women-led social movements throughout the week, where do you think they stand today? What have these mobilizations been able to accomplish politically, socially and legally in the past 5 years?

### 2. Guided inquiry (30 minutes)

In this next activity, students will work in partners or in small groups (depending on the size of your class) to read one of six recently published news articles\* related to women's activism in Argentina and Mexico. These articles will help to give students an idea of where the movements stand several years after the initial waves. Begin by passing out the **Lesson Four Activity Handout** and dividing the articles among the class. Instruct students to begin by reading their assigned article individually, and then work collectively with other students who have been assigned the same article to identify the main points.

Once students have had enough time to read and collaborate with their partners/group to prepare a list of the main points of their article, invite each group to present their findings to the full class. As each group shares back to the class, students can fill in the table on their handout to track the accomplishments and challenges of the movements in Argentina and Mexico. It could be helpful to write the findings on the board as each group presents, so that all students can follow along.

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Once each group has presented their ideas, if there is time, the class could think together to compare where the two countries stand today in terms of the activism of the women in the country and reality of violence against women and girls.

\*Please be sure to preview these materials before using them in your classroom as the articles address issues such as rape, sexual harassment and murder

#### Mexico:

1. **‘Mexico City issues gender alert over alarming femicide and gender violence numbers’** November 2019 <https://www.eluniversal.com.mx/english/mexico-city-issues-gender-alert-over-alarming-femicide-and-gender-violence-numbers>
2. **“Shooting death of young woman activist returns spotlight to femicides in Juarez and Mexico”** January 2020 <https://www.nbcnews.com/news/latino/shooting-death-young-woman-activist-returns-spotlight-femicides-juarez-mexico-n1120811>
3. **‘Women in Mexico are urged to disappear for a day in protest’** February 2020 <https://www.nytimes.com/2020/02/26/world/americas/mexico-un-dia-sin-nosotras.html>

#### Argentina

1. **“Today we have anger.’ Argentina’s Women protest acquittal after teenage girls’ murder”** December 2018 <https://time.com/5472053/argentina-protest-lucia-perez-ni-una-menos/>
2. **“Argentina Ni Una Menos turns focus to economic crisis, abortion”** June 2019 <https://www.aljazeera.com/news/2019/06/argentina-ni-una-menos-turns-focus-economic-crisis-abortion-190603203634026.html>
3. **“Can Argentina’s feminists change government?”** February 2020 <https://www.americasquarterly.org/content/can-argentinas-feminists-change-government>

### 3. Assessment (15 minutes)

As this lesson is the last in the She Stands Up (Spanish) unit, we recommend concluding with either a formative or a summative assessment. Depending on your preferences, we have provided three options below. The *Exit Ticket* option could be completed in this lesson, and the *Writing Assignment* and *Research Option* could be introduced in this lesson and then assigned a due date.

#### *Option 1: Exit Ticket*

A sample **Exit Ticket** can be found below on the page following the **Lesson Four Activity Handout**. Depending on the conversations that your class has had over the course of this unit, you may want to use the sample exit ticket or create your own exit ticket that more accurately reflects your class discussions from this unit.

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#### *Option 2: Writing Assignment*

Prompt: Over the course of this unit, you have learned about social movements that have emerged in response to violence against women and girls in Argentina and Mexico. Imagine you are a leader in one of these two countries, what could you do to support the efforts of the movement.

#### *Option 3: Research assignment*

This assessment option should be determined by the educator, based on the ability, needs, and requirements of their classroom. Some suggestions for topics of the research assignment are included. A first possible research opportunity would allow students to draw connections between the movements in Argentina and Mexico with other women-led social movements around the world. Another option would be a research prompt asking students to research a song or piece of art related to an anti-violence movement in the region. Alternatively, the research question could focus more broadly on human rights or women’s agency in the region. This assignment could be completed as a writing assignment or students could be asked to present their findings in class.

## **Lesson Four Activity Handout**

### **Argentina:**

Main Points-

Challenges-

Accomplishments-

### **México:**

Main Points-

Challenges-

Accomplishments-

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### Lesson Four Exit Ticket

Respond to each of the following questions in a complete sentence.

1. Why is Ni Una Menos considered a social movement?

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2. What problem does Ni Una Menos respond to?

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3. What ways does the movement spread their message? Please name at least two.

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4. *Optional*- What else would you be interested in learning about this movement?

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#### **Lesson Four Exit Ticket Answer Key:**

1. This response could include: Ni Una Menos is considered a social movement because it is an organized and sustained group of women advocating for social change.
2. This response could include: Violence against Women and Girls, Machista Violence, Femicide, or Impunity
3. This response could include any of the following: social media, news media, songs, protests, websites, posters, art, symbols, or interviews
4. Student's responses to this question may inform future teaching of this unit.