



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

## **Lesson One (Social Studies): Introduction to Social Movements**

**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 lesson is the first in the She Stands Up unit. The lesson serves as an introduction to contemporary women’s social movements as a response to violence in Argentina and Mexico. In this lesson, students will unpack the meaning of the term “social movement” and analyze a historic example of a social movement in Latin America. At the end of this lesson, students will be able to define the term social movement, connect it to national and international examples, and apply their newfound understanding to a historic Argentine case study.

**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 One Procedure; Lesson One Activity Handout; Lesson One Homework

**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 One Procedure**

### **1. Opening Activity/Hook** (10 minutes)

Begin the lesson by distributing the **Lesson One Activity Handout** to each student. Invite students to brainstorm the meaning of the term **social movement**, starting generally with words that they would associate with the term such as: protest, march, political goals, social change, social justice. As students brainstorm and share their ideas with the class, the instructor can take notes on the board so that all students can follow along with the conversation. As a class, work towards creating a definition of the term **social movement**. This term has been long debated in the academic community and as such there are many different variations of its definition. Below we have provided an example of a definition, which She Stands Up has chosen to work with in these lesson plans.

**Social movement-** *A loosely organized but sustained campaign in support of a social goal, typically either the implementation or the prevention of a change in society's structure or values. (Encyclopedia Britannica)*

After reviewing the definition as a class, ask students to take a few minutes to brainstorm a list of social movements that they have learned about in other classes or from current events. This activity can be done individually or in partners. As they create their lists, encourage students to consider the following questions about one of the social movements that they have identified:

- *Who participated in these movements?*
- *What were the political and social motivations to join the movement?*
- *What were some of the political, social, or economic reasons that the movements formed?*
- *What were some of the strategies the movements employed to be heard and emphasize their issue?*

Once the class has had a few minutes to brainstorm, invite a few students to share their responses. Focus on comparing and contrasting the following aspects of the social movements: the participants (age, gender, race, etc.), the motivations (gender equality, racial equality, the right to vote etc.), the duration (short vs. long), the tactics (nonviolent or violent, sit ins, hunger strikes, riots, etc.) and the outcomes (if any).

→ **Extension activity:** If your class schedule allows and they were not covered in the previous activity, this would be an interesting time to discuss the #Metoo movement, the Black Lives Matter movement, or the March for Our Lives. These are contemporary examples of social movements that will help students connect current movements in the United States to movements in Latin America.

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## 2. Regional Context (10 minutes)

In transitioning to the topic of women's movements in Argentina and Mexico, begin by giving students a brief introduction to this unit, explaining that as a class you will be examining a new wave of social movements that have emerged throughout Latin America beginning in 2015. This unit will focus specifically on the women's movements in Argentina and Mexico as they are two of the most prominent contemporary cases of women led social movements in the region.

Using the **Lesson One Activity Handout**, have students identify Mexico and Argentina on the map of Latin America. If they are unfamiliar with the geography you could project a labeled map of the region, or have students help each other identify the countries. Next, ask open-ended questions about the two countries to identify what students already know about them. Depending on the level or focus of your class, questions could range from general cultural knowledge to more specific questions related to gender roles, human rights and political participation. As students share ideas and facts, they could be written up on the board and copied onto students' handouts.

## 3. Historic example (20 minutes)

To make sure your students understand that social movements are nothing new in the world or in Latin America, for the remainder of this lesson, students will explore a historic example of a social movement led by women that emerged in Argentina during its 1976-1983 military dictatorship.

Turning students' attention to the back side of the **Lesson One Activity Handout**, ask students to read the brief introduction to the historic example of the 'Madres de Plaza de Mayo' or Mothers of Plaza de Mayo. This can be done individually, in partners, or aloud as a class. If done in partners, students can continue working with this partner for the remainder of the class period. Once students have had the chance to read the introduction, check for understanding by asking the following questions:

- *When was there a military dictatorship in Argentina? (What is a military dictatorship?)*
- *What does the term 'the disappeared' refer to?*
- *What do we know so far about the Madres de Plaza de Mayo?*

Next, ask students to review the video comprehension questions on the **Lesson One Activity Handout**. Again, this can be done individually, in partners, or aloud as a class. Once students know what they should be listening for, play **Video #1** (linked below). Depending on the level of your students, the clip could be played through multiple times, and the closed captioning could be turned on. After the class has had adequate time to listen to the video clip, give students 5-10 minutes to respond to the comprehension questions with a partner. During this time, circulate through the room, helping students to stay on task and answer any questions that they might have.



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**Video Link- "Mothers of Plaza De Mayo: Argentine protesters celebrate 40th anniversary."** TRT World. 2017 <https://www.youtube.com/watch?v=c5-uRpP4JV4>

Once students have completed the listening comprehension questions with their partners, review their responses as a class. Encourage students to think beyond the comprehension questions, seeing if they can make connections with other topics they have learned about in your course or in other classes such as: human rights, social movements as a response to human rights abuses, gender roles, civil rights, political violence, etc.

#### 4. Emerging social movements (10 minutes)

To finish the first lesson of this unit, explain to students that over the course of the next three lessons they will be examining contemporary women's social movements that share some common attributes with the movement of the Madres de Plaza de Mayo, but also have many important differences. The class will be studying the 'Ni Una Menos' movement, which originated in Argentina in 2015, and has since spread to other countries such as Perú, Bolivia, Guatemala, Colombia, and Mexico. In addition, the unit will discuss the movement in Mexico that has fought to protect women and girls from violence since the 1990s. Like the Madres de Plaza de Mayo, these social movements emerged in response to persistent violations of human rights and impunity for violence. Use these last few minutes to show the class the 'Human Rights Watch' website, and explain how they will navigate it to complete their homework.

**Homework:** In preparation for Lesson Two of the She Stands Up series which introduces students to the emergence of the contemporary women's social movements in Mexico and Argentina, students will engage with the Human Rights Watch yearly reports to track the rights of women and girls in these two countries. Depending on how much homework you are accustomed to assigning, below are three different options for how to divide the activity among your students. Using the links provided on the **Lesson One Homework** handout, each student will look at the Human Rights Watch report for their assigned year(s)/country(ies). After examining the photograph at the top of the page, reading the introduction paragraph and reading the section 'Derechos de mujeres y niños' they should take notes on the information they deem to be most important in the space provided on the **Lesson One Homework** handout. Depending on the size of the class and teaching style, please see the homework options below:

*Light ~15 minutes:* Assign each student one year and one country.

*Medium ~25 minutes:* Assign each student one year and both countries

*Heavy ~40 minutes:* Assign each student all three years and one country.

\* If students do not have access to electronic devices at home, these webpages can be printed prior to class and passed out to each student.



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**Lesson One Activity Handout**

**Definition of a social movement:**

**Example of a social movement:**

**Questions about social movement:**

1. Who participated in these movements?
2. What were the political and social motivations to join the movement?
3. What were some of the political, social, or economic reasons that the movements formed?
4. What were some of the strategies of the movements to be heard and emphasize their issue?

**Map of Latin America**



This map was reprinted with permission from: [WorldAtlas.Com](http://WorldAtlas.Com)



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## Lesson One Activity Handout

### Historic Example: The Mothers of Plaza de Mayo

From 1976 to 1983, Argentina was under the control of a military dictatorship. Led by a *junta* (a military or political group that rules a country after taking power by force) that originally included Lieutenant General Jorge Rafael Videla, Admiral Emilio Eduardo Massera, and Brigadier-General Orlando Ramón Agosti, the government carried out many political, social and economic changes. During this time, the government engaged in repression and human rights abuses. More than 30,000 Argentine citizens were killed or kidnaped. The people who were taken by the government became known as "desaparecidos" or "the disappeared". The dictatorship banned many civil liberties and kept secrets from Argentine citizens. Argentine women, known as Madres de Plaza de Mayo, led peaceful protests and marches in an effort to force the government to answer for the disappearances, murders, and kidnapping of children ([History Channel](#), 2019).

### Video Comprehension Questions:

1. When, where, why did the Mothers of the Plaza de Mayo start protesting?
2. What year did Argentina return to democracy?
3. How many people were detained and disappeared by the military, according to Mirta de Baravalle?
4. What strategies did the Mothers use to effect change?

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### Lesson One Homework: Tracing Human Rights

Using the links below, read the Human Rights Watch: World Report for the year(s) and/or country that you have been assigned. While you explore each page, look at (1) the pictures at the top of the report, (2) the introduction paragraph, and (3) the section titled "Women's and Girls' Rights". Take notes about the topics and events that you find most interesting in the chart below. Repeat this for every year and country that you were assigned.

Human Rights Watch: World Report Events of 2015 ([Argentina](#))([Mexico](#))

Human Rights Watch: World Report Events of 2017 ([Argentina](#))([Mexico](#))

Human Rights Watch: World Report Events of 2019 ([Argentina](#))([Mexico](#))

	Argentina	México
2015	(1)  (2)  (3)	
2017		



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<b>2019</b>		
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