



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

## **Lesson Three A (Social Studies): The Role of Art and Technology in Protest**

**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 document provides an option for the third lesson in the She Stands Up unit. In this lesson, students will analyze the different aspects of the Ni Una Menos movement, especially the ways in which the movement seeks to express itself and gain followers. Specifically, they will examine its online presence through the use of social media, and its musical presence by analyzing a music video for a song titled ‘Ni Una Menos’ by Guatemalan rapper Rebeca Lane. At the end of this lesson, students will be able to discuss the intersection of social movements and artistic expression. To access the alternative option for the third lesson in the unit, please view **Lesson Three B** at the She Stands Up website.

**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 Three A Procedure; Lesson Three A Activity Handout; Teacher Resources Page (includes links to images)

**Materials needed:** Tape (to hang printed images for Gallery Walk)

**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 Three A Procedure

**Class Preparation:** The resources used in this lesson are included as links due to copyright regulation. This lesson includes a *gallery walk* activity (see below for instructions) in which students will engage with images connected to the Ni Una Menos movement in Argentina and Mexico. Prior to the lesson, browse and select the images (linked below on the **Teacher Resources** page) that you would like to include in your class's *gallery walk*. Images should be printed, along with the captions that we have provided, prior to class. Before class begins, or as students take the first 5 minutes to complete the **Opening Activity**, hang the images on the walls around your classroom.

## 1. Opening activity (5 minutes)

*Stop-and-jot:* Begin by asking students to brainstorm a list of ideas about what it takes to organize, energize and sustain a social movement, like Ni Una Menos, in the 21st century. Once students have had a few minutes to jot down ideas, invite them to share their thoughts back to the class. As students share their ideas, list their responses on the board.

Possible responses could include: Leadership from individuals or organizations, protests and/or marches, inclusion of celebrities to promote the message, use of symbols (women's movement- pink hats), hashtags, songs/chants, visual art etc.

## 2. Hashtag activism (15 minutes)

One of the ideas that students may bring up in the **Opening Activity** is the use of social media to spread the message of and sustain a social movement. Explain to students that the Ni Una Menos movement in Argentina began with a hashtag similar to #MeToo. In this next video clip students will learn more about how social media influenced the start of the movement.

Video clip (18:24- 21:55)

**Video link: "#NiUnaMenos: Tackling femicide in Latin America." Al Jazeera. 2015.**

<https://www.youtube.com/watch?v=h4xFShsSK3U&t=296s>

Hosts: Femi Oka and Malika Bilal

Guests: Elena Suarez (Communications organizer for Codiana Mujer, Montevideo, Uruguay), Mariana Rodriguez-Pareja (Civil Rights Attorney, Buenos Aires, Argentina) Andalusia Knoll (Independent journalist, Mexico City)

Through discussion, either as a whole class or in smaller groups, challenge your students to tease out new information that they learned about the movement from this clip. Ask students to consider things such as how social media has been leveraged to spread the message, or what progress the commentators feel has been made and what is left to do (the video is from 2015). Below you will find the tweet that is mentioned in the video and is said to have been a call to action for the organization of the first Ni Una Menos protest and the

## She Stands Up

### Lesson Three A: The Role of Art and Technology in Protest

creation of the Ni Una Menos collective that serves as the organizing body. A rough translation of the tweet has been provided.



Actresses, female politicians, female artists, female business owners, members of civil society... women, all of us, bah... aren't we going to raise our voices? WE ARE BEING KILLED/THEY ARE KILLING US

Yes. NOT ONE (woman) LESS.

Link to tweet: <https://twitter.com/Marcelitaojeda/status/597799471368564736>

### 3. Gallery Walk (30 minutes)

*Introduction:* Circling back to the ideas that students generated in the **Opening Activity**, ask students if they think that social media alone is enough to sustain a social movement. Which of the other elements that they have brainstormed could be key to helping sustain a movement over a longer period of time to achieve their goals? One way that the Ni Una Menos movement has been able to do this over the last five years is by organizing marches on days such as the International Day of the Elimination of Violence Against Women (November 25) and International Women's Day (March 8). At these events, participants can be seen carrying banners with slogans or wearing clothing related to the movement. In between these large scale events, participants continue to engage with the movement by sharing news, art and information on social media.

*Gallery walk (15 minutes):* In this next activity, students will engage with images that are connected to the Ni Una Menos movement. Some of the images come from visual artists while others come from photographers that have captured moments of women's activism. In your instructions to students, indicate if you would like them to walk freely from image to image or rotate to each image after a set amount of time. At each image they should read the caption and then take notes on the **Lesson Two Activity Handout**. Encourage students to think analytically about the following questions at each image: What is going on in the image? What/who is the subject? Why was this image created? How does this image make you feel? What colors, symbols, emotions are visible? Is there a different impact in seeing this piece in person versus on social media? Is there benefit to putting the piece on social media; if so, what is it?

If you are unfamiliar with this activity, here are a few resources that may help:

<https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk>

<http://www.theteachertoolkit.com/index.php/tool/gallery-walk>



## She Stands Up

### Lesson Three A: The Role of Art and Technology in Protest

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*Individual reflection (10 minutes):* Following the *gallery walk*, allow students to reflect on the experience and the art itself by responding to the following prompt in a journal-style reflection.

**Prompt:** Which of the images from today's gallery walk stands out to you the most? What about it makes it powerful or moving for you -- or does it stand out for some other reason? How does it help you to understand the Ni Una Menos movement better?

*Share-back (5 minutes):* In the remaining 5 minutes of class, invite students to share their takeaways from this class on art and technology. This can be done in partners or as a whole class.

#### **Suggested homework:**

**Option 1-** In preparation for the fourth and final lesson of this unit, ask students to look up the hashtags used by the Ni Una Menos movement on social media (Instagram or Twitter). Even if the posts/tweets are in Spanish, ask students to look at the date and other forms of media included. Are there images, statistics, or phrases that they see repeated? Does it seem like the movement has accelerated or slowed or even stopped? Given that the problem the movement seeks to address clearly endures, why might the movement be slowing, if it is?

#niunamenos

#vivasnosqueremos

#niunamas

**Option 2-** In preparation for the fourth and final lesson of this unit, ask students to read the following sections from this Amnesty International [Report on the Americas](#):

- Introduction paragraphs
- 1. Protests, Repression and Militarization
- 2. Access to Justice and the Fight to End Impunity
- 3. Rights of Women and Girls

Link: <https://www.amnesty.org/en/countries/americas/report-americas/>



## She Stands Up

### Lesson Three A: The Role of Art and Technology in Protest

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## Lesson Three A Activity Handout

As you move from station to station, use the space below to take notes at each of the images that you visit. In the notes section consider questions such as: What is going on in the image? What/who is the subject? Why was this image created? How does this image make you feel? What colors, symbols, emotions are visible? Is there a different impact in seeing this piece in person versus on social media? Is there benefit to putting the piece on social media; if so, what is it?

Name of work (if applicable):

Name of artist:

Notes:

Name of work (if applicable):

Name of artist:

Notes:

Name of work (if applicable):

Name of artist:

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Name of work (if applicable):

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Notes:



## She Stands Up

### Lesson Three A: The Role of Art and Technology in Protest

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**Teacher Resources:** The following pages include the links to images with short captions that can be used in the *gallery walk*. We suggest printing the image along with the short caption we have provided for this activity. Some of the links contain multiple images for you to choose from. Please note that these images are suggestions and you should feel free to include any works of art that you feel will best spark conversation in your class.

1. "No es suficiente sobrevivir", Mujeres Grabando Resistencia, Mexico  
<https://www.electrismachete.com/collections/mujeres-grabando-resistencia-martires68/products/mujeres-print-19>

This poster was created by an artist collective (group of artists that create together) in Mexico City called *Mujeres Grabando Resistencias*, which translates to *Women Engraving Resistance*, and was posted throughout Mexico City in the days leading up to protests. This collective uses "graphic art as a tool in [their] search to build [their] own memory and capture the strength of [their] struggles and protests, as well as those of other women who rebel and organize themselves." The text on the piece states:

No es suficiente	It is not sufficient to just
Sobrevivir	survive
La vida de las mujeres	The lives of women
Importa	are important
#vivasnosqueremos	#wewantusalive

2. "#NiUnaMenos," Ricardo Liniers Siri, Argentina  
<https://marcelolongobardi.cienradios.com/liniers-revelo-la-historia-detras-enriqueta-simbolo-del-una-menos/>

This cartoon was created by Argentine cartoonist, Ricardo Liniers Siri, known for "Macanudo", an Argentine daily comic strip. In this emblematic cartoon, "Macundo" character Enriqueta, is holding her bear to contrast the violence women experience, with a character who symbolizes kindness, innocence, and childhood.

3. "Porque grita", Gabi Strucchi, Mujeres en Lucha Series, Argentina  
[https://sites.google.com/view/seriemuestraenlucha/p%C3%A1gina-principal#h.p\\_0ZrimPogvsRs](https://sites.google.com/view/seriemuestraenlucha/p%C3%A1gina-principal#h.p_0ZrimPogvsRs)

"Porque grita" (Why Scream) is one of a series called "Mujeres en Lucha" (Women in Fight), which is a compilation of works that attempt to reflect the struggles of women in all areas of life, from the private and intimate world, to the roles she plays in society. The art represents the violence she suffers, the gender inequalities that are a consequence of discrimination, both in law and in practice. Choosing the collage technique with torn pieces of magazine paper involves physically building, a departure from the destruction of violence. A politician who transforms into a battered woman, a model who transforms into a fist that fights.



## She Stands Up

### Lesson Three A: The Role of Art and Technology in Protest

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4. "Un violador en tu camino", Cortesía, Victor Cruz

<https://www.elsoldetampico.com.mx/local/convocan-a-mujeres-portenas-a-la-intervencion-un-violador-en-tu-camino-4517746.html>

"Un violador en tu camino", which translates to "A rapist in your path", is a viral song that started in Chile and has gone viral. Here, women in Tampico gather to sing phrases like "and it was not my fault, nor where I was, nor how I dressed" (as seen on the picture itself), "the patriarchy is a judge who condemns us from birth", and "It is the police, the judges, the State, the President" while covering their eyes with black ribbons.

5. "Los Zapatos Rojos", Elina Chauvet, Zocalo square in Mexico City

<https://www.pbs.org/newshour/arts/this-artists-red-shoes-stand-in-for-all-the-women-lost-to-violence>

"Los Zapatos Rojos" or The Red Shoes, is an art installation that has been displayed around the world. The artist paints 300 shoes red and lays them out in pairs in open, public places. Some of the pairs of shoes once belonged to women who had been victims of femicide. To mark their death, the mothers of the victims personally painted and placed their daughters' shoes inside the plaza.

6. Women Raising Hands, Imelda Medina, Puebla Mexico

<https://atlanticcouncil.org/blogs/new-atlanticist/women-protest-for-their-lives-fighting-femicide-in-latin-america/>

On February 9, 2020—only days before Valentine's Day—twenty-five-year-old Ingrid Escamilla was murdered by her partner in Mexico. Graphic photos of her body were splattered on newspapers across the country. Days later, seven-year-old Fatima Aldriguett Antón was tortured and killed, further sparking outrage. Thousands of Mexicans protested outside Mexico's presidential palace, protestors called for concrete government action against the country's femicide epidemic. They spoke out by throwing red paint onto the building and spray-painting the names of femicide victims on its walls. This image shows women raising their hands as they protest against gender violence and femicide in Puebla, Mexico.

