



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

## **Lesson Three A (Spanish): The Role of Music 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:** Advanced Spanish, Latin American Studies (in Spanish)

**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

**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 Three A Procedure

**Class Preparation:** The resources used in this lesson are included as links due to copyright education. In this lesson, students will analyze a song titled “Ni Una Menos” by Guatemalan rapper Rebeca Lane. In preparation for class, search and print the lyrics to the song for students to refer to during the activity.

### 1. Opening Activity (10 minutes)

To begin class, organize students into groups of 3-4 to review their homework from the previous lesson. Encourage each group to first allow each member to describe the post they selected. Once each group member has had a chance to speak, ask students to discuss the questions below to further explore the role of social media in the Ni Una Menos movement. As some of the posts may be more challenging for students to understand, we suggest moving throughout the room, answering questions that pop up, or helping direct students to look things up on their own.

*Discussion questions:* We suggest either writing these on the board or projecting them so that students can refer back throughout their discussions.

- ¿Qué tienen en común las publicaciones?
- ¿Hay alguna palabra o frase que no entiendes?
- ¿Qué emoción expresa la publicación? ¿Enfado? ¿Esperanza?
- ¿Quién es la audiencia de la publicación? ¿El escritor está hablando con un grupo específico?
- ¿Cómo crees que las redes sociales pueden afectar los movimientos sociales?

### 2. Música de protesta (40 minutes)

*Think- pair-share (10 minutes):* To make the transition to the topic of this lesson, protest music in the Ni Una Menos movement, ask your students to consider the following questions, first with the person next to them, and then as a whole class. The **Lesson Three Activity Handout** has space provided for them to jot down ideas as they discuss the three questions with their partner.

- ¿Cómo un movimiento social se expresa y recluta miembros? (i.e. leaders define objectives, choose protest dates/places, create slogans, gain political support etc.)
- ¿Cómo se puede incorporar la música en un movimiento social? (i.e. in protests, shares on social media, musicians as advocates etc.)
- ¿Qué es la música de protesta? (Songs that express the objectives of a social movement and realities of the issue)

*Music Video (15 minutes):* Explain to your students that the following activity will challenge them to think about the potential that music has in spreading the message of the

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Ni Una Menos movement. Using the projector, go to the website of Guatemalan artist Rebeca Lane <https://www.rebecalane.com/about> and have students read her biography, either as a class or individually.

Next, have your students refer to the “Análisis de la canción “Ni Una Menos” de Rebeca Lane” section of their **Lesson Three Activity Handout**. Explain to students that in this activity they will engage with the music video for this song in three different rounds. In each of the rounds students should jot down their observations in the corresponding column.

*Rounds:*

1. In the first round, students will listen to the song (no visual), reading along with the lyrics that are found on the pages following the **Lesson Three Activity Handout**. Depending on the technology of your classroom, this can be done by simply playing the video on YouTube and then opening a new tab so that students can not see the video.
2. In the second round, students will watch the music video on mute (no audio), taking in the various visual elements.
3. And finally, in the third round, students will watch the video with the music (both audio and visual).

**Video link:** [https://www.youtube.com/watch?v=VbQ\\_y0lzWTs](https://www.youtube.com/watch?v=VbQ_y0lzWTs)

*Analysis (15 minutes):* Invite students to share their observations based on the three different rounds. Depending on your teaching preferences, this analysis can be done individually, in partners or groups, or as a class as a whole. The timing of this analysis is also dependent on your teaching preferences, as it can be done after each of the three rounds or at the end of each round. With groups of students who struggle to synthesize multiple concepts at once, it might be helpful to allow students to share their thoughts and questions after each of the rounds, while more advanced students could take notes independently in between each of the rounds and then discuss as a whole class at the end. If there are vocabulary words in the lyrics that your students will not be familiar with, after the first round of the activity pause to review any new words before moving on to the second round.

After students have shared their observations, challenge them to think about how this protest song connects to the social movements that respond to VAWG in Argentina and Mexico that they have been introduced to in the previous two lessons. Given that Rebeca Lane is from Guatemala and this song was released in 2017, what does this say about the transnationality of the movements? What role do they think technology has played in the spread of the movements’ message?

**Homework:** Ask students to identify and compare a protest song from another part of the world to the Rebeca Lane song that they analyzed in class today. If students need help, see “Protest Song” Wikipedia page for a list of famous protest music from around the world [https://en.wikipedia.org/wiki/Protest\\_song](https://en.wikipedia.org/wiki/Protest_song). Their comparisons could focus on the lyrics,



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the style of music, the visual component (if there is a music video), or all of these elements. This assignment could be a short reflection paragraph, or it could be turned into a larger writing assignment or project.



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**Lesson Three A Activity Handout**

Lluvia de ideas-

¿Cómo un movimiento social se expresa y recluta miembros?

¿Cómo se puede incorporar la música en un movimiento social?

¿Qué es la música de protesta?

Apuntes sobre Rebeca Lane-



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### Análisis de la canción "Ni Una Menos" de Rebeca Lane

Estreno: Enero 2017

Letra e interpretación: Rebeca Eunice Vargas Tamayac / Rebeca Lane

Instrumental: Jeff Tucker

Mezcla y masterización: Pablo Flores Navarro / Jestein Ritmos

Ronda 1: Letra y música	Ronda 2: Video	Ronda 3: Todo

### Vocabulario Importante

Rabia- fury	Violar- rape	Golpes- hits/strikes
Asesinadas- murdered	Pinzas- tweezers	Hospicio- orphanage
Curandera- female healer	Hartas -fed up	Pezón- nipple
Indefensas- helpless	Aborto- abortion	Clero- clergy

