



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

Lesson Two (Social Studies): Recent Movements in Mexico and Argentina

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.

Overview and Objectives: This is the second lesson in the She Stands Up unit. In this lesson, students will work collaboratively to compare Human Rights Watch reports in Mexico and Argentina, define key violence against women terms, and analyze news coverage of the emergence of women’s social movements in the two countries. At the end of this lesson, students will be able to explain the progression of human rights abuses in Mexico and Argentina and connect violence against women to the contemporary Ni Una Menos movements.

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 Two Procedure; Lesson Two Activity Handout, Lesson Two Activity Handout Key; Appendix of Terms

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 Two Procedure

1. Homework Exchange (15 minutes)

The goal of this first activity* is to get students moving around the classroom, communicating with their peers, and sharing information that they learned from the Human Rights Watch Report(s) that they read for **Lesson One Homework**. Begin by instructing students that they will have 10 minutes to fill in as much of the remaining spaces on their chart from the **Lesson One Homework** handout. To do so, students should interact with as many of their peers as they can in the given time, asking them what important information they learned in a specific country and year. As students learn new information from their peers, they should jot down key words or bullet point notes into their chart. During this activity, the instructor should circulate throughout the room, answering any questions and keeping students on task.

As the 10 minutes ends, ask students to return to their seats and take 2 minutes to review the notes that they have on both of the countries. Encourage them to think analytically about what similarities and differences there are between the challenges faced by women in both Argentina and Mexico.

*This activity can be done regardless of the homework option that was assigned for Lesson One.

2. Understanding VAWG (10 minutes)

Now that students have had a moment to analyze the evolution of the rights of women and girls in Argentina and Mexico on their own, invite them to share with the class their observations and reactions. As students reflect on what they have seen in the Human Rights Watch reports, encourage the correct use of terms related to **Violence Against Women and Girls (VAWG)**, such as **femicide**. All of these terms are included in the **Appendix of Terms** at the end of this document. Some of these terms may be new to your students, especially if Spanish is not their first language. If this is the case, please take this time to review the terms as a class.

3. Introduction Ni Una Menos (20 minutes)

After reviewing the language of VAWG and the socio-political climate of Argentina and Mexico, it is time to turn students' attention to the emergence of a social movement that responds to trends of violence against women and girls. Begin by passing out the **Lesson Two Activity Handout** to each student. To introduce the movement and what it stands for, ask students to read the following New York Times article. Depending upon how you structure reading in your class, you may choose to have students work in groups, or you may assign them to review the articles and take some notes independently. As they read the article, ask them to fill in responses to the reading comprehension questions in the **Lesson Two Activity Handout**.

She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

Article Link: "A Rape and Murder Prompts Thousands of Argentine Women to Protest." *The New York Times*. 2016.

<https://www.nytimes.com/2016/10/20/world/americas/argentina-protest-women-sexual-violence-rape-murder.html?searchResultPosition=1>

If your school does not have access to *The New York Times* or if you would like to use a shorter article for your class, here are two options. If you choose to use one of these, please be aware that the reading comprehension questions on the Lesson One Activity Handout correspond to the *NYT* article.

Article Link: "Argentine marches condemn domestic violence." *BBC News*. 2015.

<https://www.bbc.com/news/world-latin-america-33001990>

Article Link: "Argentinians Protest Violence Against Women on 'Black Friday'." *Time*. 2016.

<https://time.com/4538241/argentina-protest-lucia-perez-teenager/>

Once students have finished their individual or group work, direct them to share in an open format their findings with the class. Encourage students to think beyond the comprehension questions, seeing if they can make connections with what they read about in the human rights reports, learned about in **Lesson One** (definitions of 'social movement' or the Madres de Plaza de Mayo), or know about violence against women in the United States.

At some point during this activity it is possible that a student will ask about the meaning of the Argentine movement's name 'Ni Una Menos'. Share with students that the name Ni Una Menos, meaning 'Not One Less' is derived from a phrase that was popularized in Mexico in the late 1990s by Mexican activist/poet Susana Chavez. Chavez was a passionate advocate for the victims and the families of femicide in northern Mexico in the late 1990s and early 2000s. Chavez herself ultimately became a victim of femicide in 2011. The phrase, "Ni una muerta más, ni una mujer menos," translates to "Not one more death (of a woman), not one women less". This phrase inspired the name of the Argentine movement and is connected to the phrase 'Ni una más' which has been used in women's social movements in Mexico.

→ **Extension activity:** If your class schedule allows, the following activity can be used to help students draw connections between the Ni Una Menos movement and the Madres de Plaza de Mayo. On the board, create a (very large) Venn diagram with one circle representing the Madres de Plaza de Mayo and the second circle representing the Ni Una Menos movement in Argentina. (Think about how big you want the overlap to be, and what message the size you make it sends to the students!) Ask students to come to the board and add in similarities and differences between the movements.

4. The Spread of Ni Una Menos (5 minutes)

Building upon what they have just learned from the *New York Times* article, explain that while the movement began in Argentina in 2015, it has since spread throughout Latin



She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

America, with other notable Ni Una Menos movements in Chile, Peru, Brazil, Colombia, and Mexico, as well as other countries outside of the region. The focus of the next two lessons will be on Argentina and Mexico, two countries where the movements have continued to grow over the last five years. To help illustrate this, use the following video clip to show students an example of the news coverage of women-led mobilizations in Mexico.

Video Link: “#NiUnaMenos: Tackling femicide in Latin America.” Aljazeera. 2015.

<http://stream.aljazeera.com/story/201507301930-0024922> (watch from 1:22-5:00)

End class by asking students to consider why they think the message of Ni Una Menos has stuck with so many people in so many different countries. Given what they learned about violence against women and girls in Mexico in the Human Rights Watch activity, ask students to think about how and why the movement has taken off in Mexico.

Homework: In Lesson Three students will have the opportunity to learn about the intersection between the physical aspects of a social movement, including the protesters and art associated with the movements and the virtual aspects of a social movement, such as the use of hashtags used on Instagram, Facebook and Twitter. To prepare, ask students to read over the following article and think of a time in their life when art impacted either their emotions or their actions. <https://medium.com/@alyakhemji/why-art-has-the-power-to-change-the-world-c57def373d05>

Lesson Two Activity Handout

Reading Comprehension: "A Rape and Murder Prompts Thousands of Argentine Women to Protest" by Charles Newbery: After reading the article, answer the following questions.

1. What sparked the first protests in Argentina? When and where did they occur?
2. Who is involved in the Ni Una Menos movement?
3. Besides ending violence against women, what are some of the other goals of the Ni Una Menos movement?
4. What strategies do the participants use to demand these changes?
5. What possible solutions did the Argentine government offer in 2016?

Key words: Throughout Lesson One fill in the definitions of the following key terms.

Social movement-

'Ni Una Menos'-

'Ni una muerta más, ni una mujer menos'-

Violence against women and girls (VAWG)-

Femicide/Feminicide-

Machismo-

She Stands Up

Lesson Two: Recent Movements in Mexico and Argentina

Lesson Two Activity Handout- Key

While responses may vary, here is a guide with some general answers for the questions on the Lesson One Activity Handout:

1. The highly publicized and brutal murders of young women, including Melina Romero, Chiara Paez and Lucía Pérez. The first major Ni Una Menos protest took place on June 3rd, 2015. Previous protests took place on the Argentine coast in Mar de Plata, but the largest mobilization filled the streets of Buenos Aires.
2. The movement was started by activists, artists, and journalists, but the movement now includes all types of women from all walks of life. Also, male allies!
3. Equal pay, access to abortion, LGBT+ rights.
4. Songs, signs, lobbying, strikes, and mass protests.
5. Laws, free legal advice, National femicide registry, supporting research.



Appendix of Terms:

Gender-based Violence (GBV) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental rights to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. GBV is an umbrella term that includes violence against women and girls, sexual assault, human trafficking, etc. (Council of Europe, 2012)

Violence against women and girls (VAWG) is any violence directed against a woman or girl on the basis of gender that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats or such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (UN General Assembly, 1993)

Intimate partner violence (IPV) refers to behavior by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviors. (World Health Organization [WHO] 2013)

Sexual violence/sexual assault is any sexual act, attempt to obtain a sexual act, or other act directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body parts, or object. (WHO, 2012)

Femicide/Feminicide is a crime involving the violent and deliberate killing of a woman because of her gender (UN Women, 2013) - Both are widely used in Latin America. Internationally, femicide is the term most often used to describe the targeted murder of women.

Machismo is a strong sense of masculine pride, exaggerated masculinity (Merriam-Webster Dictionary). This term is often used to explain and describe harmful male attitudes and actions regarding gender norms in Latin America.