



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

## **Lesson Four (Spanish): 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:** 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 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 (10 minutes)

To begin, show the video clip (linked below) from 0:00-4:07. The video discusses the viral performance of 'El violador en tu camino', a song and dance created by Chilean artist collective Las Tesis. This clip is fast paced and covers a lot in its commentary, which makes it a great jumping-off point for conversation about where women's activism and violence against women stand in 2020 five years after the start of the Ni Una Menos movement.

**Video link: "Y la culpa no era mía: La historia tras el himno de protesta que dio la vuelta al mundo."** TVN. 2019. [https://www.youtube.com/watch?v=Ue\\_21AoMjXw](https://www.youtube.com/watch?v=Ue_21AoMjXw) (0:00-4:07)

After watching the video through at least twice, ask students to share their reactions. A few discussion prompts are:

- *¿Sobre qué están cantando las mujeres?*
- *¿Qué llevan puesto las mujeres? ¿Por qué?*
- *¿En qué ciudades han hecho el grito de protesta?*
- *¿Por qué se hizo viral?*

→ **Extension activity:** If your class schedule allows, the following video includes the complete performance of 'El violador en tu camino' with subtitles to the lyrics. After reviewing the video from the **Opening Activity**, this video could be used to further explore the message of the performers.

**Video link: "El violador eres tú- LETRA COMPLETA del HIMNO FEMINISTA un violador en tu camino."** La Nación Costa Rica. 2019.  
<https://www.youtube.com/watch?v=tB1cWh27rml&t=13s>

### 2. Guided inquiry (30 minutes)

In this next activity, students will work in two large groups. Each group will read one of two news stories related to women's activism in Argentina and Mexico. The articles were recently published and will help to give students an idea of where Ni Una Menos stands today for each country. Begin by passing out **Lesson Four Activity Handout** and dividing the class into the two groups. Assign each of the two groups one of the articles below. Instruct students to begin by reading their assigned article individually, and then work in their groups to identify the main points of the article, including the challenges that the movements have faced and their accomplishments. Students should use the **Lesson Four Activity Handout** to take notes as their group discusses the article.

Once both groups have had enough time to read and prepare a list of the main points of their articles, invite both groups to present their findings to the class, beginning with Argentina. As each group shares back to the class, it could be helpful to write the accomplishments of women's activism in these two countries, as well as the challenges that the movements

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have faced on the board. Given the different trajectories of the movements in Argentina and Mexico this activity could lend itself to comparing 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.

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

**Mexico:** [https://elpais.com/sociedad/2019/08/24/actualidad/1566676851\\_265446.html](https://elpais.com/sociedad/2019/08/24/actualidad/1566676851_265446.html)

**Argentina:** [https://elpais.com/sociedad/2019/06/03/actualidad/1559590094\\_787207.html](https://elpais.com/sociedad/2019/06/03/actualidad/1559590094_787207.html)

### 3. Assessment (10 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.

#### *Option 2: Writing Assignment*

Prompt: A través de este módulo has aprendido sobre los movimientos sociales que han surgido como respuesta a la violencia contra las mujeres y las niñas en Argentina y en México. Imagina que eres un líder en uno de estos dos países, ¿qué podrías hacer para apoyar los esfuerzos del movimiento?

#### *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:**

Puntos principales-

Desafíos-

Logros-

### **México:**

Puntos principales-

Desafíos-

Logros-

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### Lesson Four Exit Ticket

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

1. ¿Por qué 'Ni Una Menos' es considerado un movimiento social?

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2. ¿A qué problema responde el movimiento "Ni Una Menos"?

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3. ¿A través de qué medios el movimiento difunde su mensaje? (Nombra por lo menos dos)

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4. *Opcional*- ¿Qué más te gustaría aprender sobre este movimiento?

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#### Lesson Four Exit Ticket Answer Key:

1. This response could include: Se considera que "Ni Una Menos" es un movimiento social porque es una agrupación de mujeres quienes buscan eliminar la violencia contra las mujeres/crear una sociedad con mayor igualdad de género.
2. This response could include: Violencia contra mujeres y niña, violencia machista, femicidio, feminicidio, impunidad, violencia de género
3. This response could include any of the following: redes sociales, noticias, canciones, protestas, sitios web, póster, arte, símbolos, entrevistas, etc.
4. Student's responses to this question may inform future teaching of this unit.