



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

Lesson One (Spanish): 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.

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: 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 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 Handout** to each student. Invite students to brainstorm the meaning of the term **movimiento social**, starting generally with words that they would associate with the term such as: protesta, manifestación, meta política/social, cambio social. 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 **movimiento social**. 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.

Movimiento social- Una agrupación de individuos u organizaciones que busca producir un cambio social o político en su sociedad.

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:

- *¿Quiénes participan en los movimientos sociales?*
- *¿Cuáles son sus motivaciones para participar?*
- *¿Cuáles son los elementos sociales o políticos que quieren cambiar en dicha sociedad?*
- *¿Cuáles son las estrategias que se usan en los diferentes movimientos sociales?*

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 movements that students bring up: 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).

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

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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'. This activity 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:

- *¿Cuándo fue la dictadura militar en Argentina? (¿Qué es una dictadura militar?)*
- *¿Qué significa el término 'los desaparecidos'?*
- *Por ahora, ¿qué sabemos sobre las 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.

Video #1- "Argentina: Madres de Plaza de Mayo cumplen 36 años de lucha." Telesur TV. 2013 <https://www.youtube.com/watch?v=S3me2woqxNc>

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. 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 courses, such as: los derechos humanos, los movimientos sociales como respuesta a los abusos de los derechos humanos, los roles de género, los derechos civiles, la violencia política.

→ **Extension activity:** If your class schedule allows, students might be interested in viewing the following websites and video clips, which you can project as the conversation develops.



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- Images of Madres walking: <https://www.youtube.com/watch?v=ASPWjg1nySQ>
- Two major NGOs that continue the work of the original movement:
 - Asociación Madres de Plaza de Mayo website: <http://madres.org/>
 - Abuelas de Plaza de Mayo: <https://abuelas.org.ar/>
- Ted Talk in Spanish from a Madre de Plaza de Mayo: “La lucha de una abuela por rescatar a los desaparecidos | Estela de Carlotto.” 2016
<https://www.youtube.com/watch?v=25VLZFvhzy8>

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 niñas’ 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 devices at home, these webpages can be printed prior to class and passed out to each student.



Lesson One Activity Handout

Definición de un movimiento social:

Ejemplo de un movimiento social:

Preguntas sobre movimientos sociales:

1. ¿Quiénes participan en los movimientos sociales?
2. ¿Cuáles son sus motivaciones para participar?
3. ¿Cuáles son los elementos sociales o políticos que quieren cambiar en dicha sociedad?
4. ¿Cuáles son las estrategias que se usan en los diferentes movimientos sociales?

Mapa de América Latina



This map was reprinted with permission from:

WorldAtlas.Com

Lesson One Activity Handout

Ejemplo histórico: Las Madres de Plaza de Mayo

Entre 1976 y 1983, Argentina estuvo bajo el control de una dictadura militar. Dirigido por la junta militar (un grupo militar o político que gobierna un país después de tomar el poder por la fuerza), el general Rafael Videla, Emilio Eduardo Massera, y Orlando Ramón Agostiel, gobierno llevó a cabo muchos cambios políticos, sociales y económicos. Durante este tiempo, el gobierno creó una cultura de represión y cometió abusos contra los derechos humanos. Más de 30.000 ciudadanos argentinos fueron asesinados o secuestrados, conocidos como "los desaparecidos". A pesar de que la dictadura restringió muchas libertades civiles, un grupo de ciudadanas argentinas organizaron movimientos sociales en respuesta a los varios abusos contra los derechos humanos ([History Channel, 2019](#)).

Después de ver el video sobre las Madres, responde a las siguientes preguntas:

1. ¿Cuántas madres se reunieron la primera vez en la Plaza de Mayo en 1977?
2. ¿Por qué se unieron estas madres?
3. ¿Qué hacían las madres cada jueves en la Plaza de Mayo?
4. ¿Cómo se llama la mujer que ayudó con la organización de la primera marcha? ¿Qué pasó con esta mujer?
5. Pensando en la definición de **movimiento social**, ¿cuáles son los elementos sociales o políticos que quieren cambiar las Madres de Plaza de Mayo? ¿Cuáles son las estrategias que emplean las Madres de Plaza de Mayo?

Lesson One Homework: Derechos humanos y justicia social

Utiliza los enlaces a continuación para ingresar a Human Rights Watch según el año que te fue asignado. Al lado de 'Ver Países' elije Argentina o Mexico. A medida que exploras cada página, mira (1) la fotografía encima de la página, (2) la introducción, y (3) "Derechos de mujeres y niñas". Toma apuntes sobre lo que consideras más importante en los espacios en el diagrama. Repite estos pasos para cada año y país que te hayan asignado.

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

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

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2019		
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