

Lesson Overview

How many days are needed to teach this lesson?	3 days
Grade Level(s)	Grades 9-12
Subject(s)	US History and Economics
Lesson Summary	Students study the social, political and health changes in Argentina and their effect on women, and then compare human development data between Argentina, the United States and Native American communities to plan for an advocacy initiative focused on women's health.
Standards	Arizona History and Social Studies Standards Economics • HS.E3.3 Evaluate the role of the government in regulating market places. • HS.E1.1 Evaluate how and why people make choices to improve their economic well-being. History • HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes. • HS.H4.1 Examine how historically marginalized groups have affected change on political and social institutions.
Focus Pulitzer Center news story/stories	“Women's Rights in Argentina in the Era of Javier Milei” by Anita Pouchard Serra and Natalie Alcoba “Under Milei, Rural Feminists Fight for Rights and Resources in Argentina” by Natalie Alcoba and Anita Pouchard Serra
Content Advisory	This lesson contains references to abortion, maternal and neo-natal mortality.
Notes on Context	My students are members of White Mountain Apache Tribe in North Eastern Rural Arizona.

Lesson Plan

Lesson Objective(s) or Essential Question(s)
At the end of the lesson the students will be able to: 1. Identify the changes that happened to the social, political and health rights of women in Argentina after the election of President Javier Milei. 2. Compare and contrast health data from the United States, Argentina, and Native American communities. 3. Plan an advocacy campaign to promote women's health in their community.
Focus Pulitzer Center News Story/Stories
"Under Milei, Rural Feminists Fight for Rights and Resources in Argentina" by Natalie Alcoba and Anita Pouchard Serra "Women's Rights in Argentina in the Era of Javier Milei" by Anita Pouchard Serra and Natalie Alcoba
Lesson Steps
In this lesson, the students will analyze the changes in rural Argentina, especially to women's organizations in the era after president Javier Milei was elected to power, using the article "Women's Rights in Argentina in the Era of Javier Milei" by Anita Pouchard Serra and Natalie Alcoba. Considering the international and local perspectives in the article by making a graphic organizer, learners will deepen their understanding of the social movements, community organizing, and problem-solving initiatives of Indigenous women in Rural Argentina to address economic, political, social and cultural challenges. Socio-economic and health statistics between the United States and Argentina will be compared by students to give context to the reporting. With the help of the World Health Organization website and online sources about Native American communities, students will analyze data by comparing Population, Current Health Expenditure, Life Expectancy at Birth, Maternal Mortality, Neonatal Mortality, Family Planning and Births Attended by skilled health personnel. After comparing the data from the three different groups, students will answer the following questions: • Which of the three groups has the highest Life Expectancy? Why do you think this is the case? • Why is it important to have an adequate budget for health? • How do you think a woman's health affects the entire country when it comes to the economy and productivity? Task for students:

- Imagine you are a reporter for this story and you need to conclude your report by giving three concrete, realistic actions to strengthen the health of Native American Women. List your recommendations.

This topic is aligned to Arizona Social Studies State Standards for students to evaluate how interdependence impacts individuals, institutions, and societies; assess the impact of social, political, economic decisions that have caused conflict or promoted cooperation throughout time; and examine how historically marginalized groups have affected change on political and social institutions. The article “[Women’s Rights in Argentina in the Era of Javier Milei](#)” by Anita Pouchard Serra and Natalie Alcoba will be evaluated by the students (focusing on the radio station, political participation, agricultural practices, and shifts in power structures and policies towards women, Indigenous groups and rural areas in Argentina and here in the United States).

Finally, students will initiate a concept paper of their own about social/women’s organizations to address the same or unique problems in their community, inspired by the stories of Indigenous women leaders in rural Argentina.

Helpful Resources:

[WHO website](#)

[Information about Native American Communities. Populations](#)

[Current Indian Health Expenditure](#)

[CDC Life Expectancy at Birth Data](#)

[QASH Maternal Mortality](#)

[Neonatal Mortality](#)

Video: [Argentina election fight brews over women's rights](#)

Video: [Human rights organizations face mass layoffs in Argentina](#)

Video: [Javier Milei, self-described "anarcho-capitalist," wins Argentina's presidential election](#)

Performance Task(s)

The culminating activity is making a poster:
Step 1. Using the Hexagonal Thinking strategy. Students will connect and reason how the government affects women’s rights, health expenditure, and life expectancy.

Step 2. Students will write concrete plans on how to use human capital and political resources to address the global health inequalities women suffer after comparing data from the United States, Argentina, and Native American Communities. Their plans will be posted in a commitment wall for them to elaborate and specify in TPPS (Think-Pair-Post-Share).

Assessment

1. [Data Deep Dive worksheet](#) using World Economic Forum (Global Gender Gap Report) and World Health Organization
2. [Pulitzer report reading comprehension worksheet](#) with guided questions