

## **Occupied on Mayan Time III**

**Levels:** 11-12

**Subjects:** Social science

See <http://vimeo.com/26024198> for the video for this lesson.

**Objectives:** By the end of this lesson, learners will have an understanding of modern protest movements and the influence of Zapatismo on these.

Learners will be able to answer the following questions:

- a) What is the Occupy Movement and where did it begin?
- b) What is the point of peaceful protest?
- c) What are the most outstanding examples of peaceful protest from history?
- d) How are modern protest movements organized?
- e) What influence has Zapatismo had on these movements?

## 15m and Occupy: The Circle is Complete

This is based around an hour-long documentary that was made during the summer of 2011 when the 15M Movement began in Madrid, Spain. The result of the 15M has been the Occupy Movement that spread from Spain throughout Europe and to the United States; Occupy Frankfurt, Occupy London, Occupy Dublin, Occupy Wall St., etc.

Pre-video discussion:

- Where is Madrid? - A geographic look at the city and in particular the Puerta del Sol where 15M began.
- What is the Occupy movement and where did it begin? (most students will answer Wall St., one of the objectives of this lesson being to show them the origins of the Occupy Movement in 15M, Madrid, 2011.)
- What is the point of peaceful protest?
- Do you know of any example in history of peaceful protest working to change anything? (Ghandi, MLK, etc.)

Post-video activities:

These will focus on group project work where the students will research how the 15M/Occupy movements actually function. (Teachers may choose to lead students in this.)

Research will show students that these movements, (15M & Occupy) have borrowed directly from both Zapatismo and Maya society in their use of

- non-violent protest
- citizen assemblies
- a ban on alcohol
- horizontal forms of organization
- the decision-making process
- direct democracy
- citizen involvement
- leaderless convocation groups
- no political party affiliation etc.

Online and print material is widely available using any or all of the above terms for searches. Students should be encouraged to debate the functionality of the use of these democratic tools as opposed to how their own system is currently set up.

Further discussion/research should be carried out on the functioning of the *caracoles* in Chiapas.

- What are the similarities between all these groups?
- Where did these ideas spring from?