

# Dolores Huerta Lessons for Grade 3

By Alison Stroot

Essential Question: What is the problem? How can we work together to create a fair solution?

## Day 1: Overview of Dolores's Life

Vocabulary: Farmworker, activist, equality, protect, boycott, protest, rights, politician

Read Aloud: Dolores Huerta Labor Activist (Women Leading the Way: Blastoff! Readers, Level 2)  
(Publication in English)



Questions:

- Why is Dolores Huerta famous?
- What do you remember about Dolores Huerta's childhood? How do you think that shaped her into the person she became?
- What kind of community did Dolores grow up and work in? How did that influence her?
- What does an activist do? How was Dolores an activist?
- What were some of the obstacles she faced as she did her work?

Video: Dolores Huerta and the Farmworker Movement (NHD 2017 Junior Documentary)

<https://www.youtube.com/watch?v=Oj1SziK-8Zg&t=365s>

## Day 2: What is an activist?

Review Vocabulary from Day 1

Video: Dolores <https://www.youtube.com/watch?v=jOiOEXRdwVM&t=91s>

Question: What are some of Dolores Huerta's Character Traits? Use graphic organizer of make a chart. We will read more about her and add to our chart.

Student Text: Student Handout from TPT (see if the author will give permission to use)

Activity: Add character traits to the chart.

Sketch in Learning Log: Problem/Solution What was one problem Dolores saw? What did she do about it?

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*Source: CDE*



Discuss: What are some issues in our community or school? How can we do something about it?

### **Day 3: Make a Timeline**

Activity: Use your notes from the videos and texts to construct a timeline of Dolores' Huerta's life.

### **Day 4: The most important thing?**

- Students collaborate on what is the most important thing about Dolores Huerta. Take all contributions and blend into a short paragraph that describes her impact.
- Begin putting timeline and "important thing" together into a book in the style of *The Important Book*

### **Day 5: Putting it all Together**

Make a class book about the life of Dolores Huerta

Final discussion:

- What problems do you see in your community? How might people work together to solve them?

Additional Resources:

- Play by Wendy Greenfield, "Como apareció el "sí" en "¡Sí se puede!" - "How the "yes" appeared in "Yes we can! Check Dolores Huerta Foundation Website

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## Content Standards and Framework References

### From 2016 CA History/Social Science Framework

#### American Citizens, Symbols, and Government

Third-grade students continue preparing to become active and responsible citizens of their communities, of California, and the United States. In this unit, students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms.

#### California Language Arts CCSS

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions,

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and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of 2. Paraphrase portions of a text read aloud or 2. Summarize a written text read aloud or information a text read aloud or information presented in diverse information presented in diverse media and presented in diverse media and formats, including media and formats, including visually, quantitatively, formats, including visually, quantitatively, and visually, quantitatively, and orally. and orally.

SL.3.3 Ask and answer questions about information from a 3. Identify the reasons and evidence a speaker 3. Summarize the points a speaker or media source speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

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