

## California State Standards Grade K 4

*Highlighted standards can be used in preparation of Dolores Huerta Day*

Social Science

**Essential Question:** “How do people work together to solve problems and struggle to implement the solution?”

### Activities:

- Frayer Model for Targeted Vocabulary
- Quick writes to a prompt- daily practice
- Interactive Structures: Think-Pair-Share, Lines of Communication, etc.
- Shared Write: Circle map (brainstorming) (<https://www.thinkingmaps.com/>)
- Variation on The 3 Read Protocol for Close Reading of text (Read aloud & discuss, read silently while the teacher reads aloud then discuss, read silently and annotate)
- Jigsaw Variation: What we can do about a problem we recognize?

### Books:

- *Peaceful Fights for Equal Rights* by Rob Saunders
- *Dolores Huerta: a Hero to Migrant Workers* by Sarah Warren
- *Dolores Huerta: Advocate for Women and Workers* by Linda Barghoorn
- *Dolores Huerta* by Jennifer Blizin Gillis
- *Dolores Huerta: Getting to Know the Voice of Migrant Workers* by Robert Liu-Trujillo
- *Dolores Huerta: The Woman Who Demanded Justice* by Marlene Targ Brill

### Multimedia:

- "Si se puede": Dolores Huerta's 50 years of activism"- CBS News Clip
- "California celebrates the life and legacy of Dolores Huerta" (5:56 PM, Apr 10, 2019, Alyssa Flores, 23ABC News, Bakersfield)
- "Dolores – Young Dolores Huerta Takes on Sacramento" Film Clip
- "UFW Demonstration"-Film Clip
- "Si Se Puede! Interview with Benjamin Bratt and Dolores Huerta" film clip
- "How to Overcome Apathy and Find your Power" -TED talk
- "El Corrido de Dolores Huerta" (Song only on YouTube)
- "Latino Americans: Dolores Huerta" clip-PBS Media
- "Dolores Huerta: A Hero to Migrant Workers" book read in Spanish

### Print:

- "Civil Rights Activists: Dolores Huerta"-NewsELA -OR- "Si Se Puede! 7 Facts about Dolores Huerta"-Biography.com

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**Contributor:** Susan Seyan, 2019 - 2020



- ["Civil rights icon Huerta has advice for a new generation of activists"](#)-NewsELA/Smithsonian
- ["Women's History Month Profiles: Dolores Huerta"](#) -AFL-CIO article
- ["A Brief History of American Farm Labor"](#)-Smithsonian article
- ["Governor Newsom Issues Proclamation..."](#) regarding Dolores Huerta Day
- ["Assembly Bill Number 2644: Dolores Huerta Day"](#) [AB 2644](#)- PDF also in curriculum files

**Supplies:**

- Class sets of copies of articles
- AV capability to show video, play music
- Student notebooks/journals
- (Optional) Student access to Google Drive or Google classroom for joint work on summative project -OR- poster paper and markers, etc.

**Calendar:**

Day 1	<b>Introduce</b> Dolores Huerta as someone from our community who has worked to improve social and economic conditions for farm workers and other groups of people by organizing members of the community and using peaceful methods to solve problems-AND as the only living person to have a dedicated day in their honor!
Day 2	<b>Student Inquiry:</b> <ul style="list-style-type: none"> <li>●Why did Dolores leave her job as a teacher? (DOK analyze)</li> <li>●What were the problems she saw that led to her decision? (DOK identify)</li> </ul>
Day 3	<b>Student Inquiry:</b> <ul style="list-style-type: none"> <li>●What did Dolores choose to do in response to the problems she saw? (DOK recall)</li> <li>●How did her actions reflect her values? (DOK analyze)</li> <li>●<i>Define:</i> boycott, strike, union, <b>organize</b>, nonviolence (DOK describe)</li> </ul>

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Day 4	<b>Student Inquiry:</b> Was Dolores successful? Why or why not? <i>(DOK evaluate)</i>
Day 5	<b>Meaningful Assessment:</b> Students work in groups to choose a local/ school concern and share their idea of how Dolores would want them to address the issue. (presentation of posters, power points, or manifestos) <i>(Collaboration element)</i>
Day 6	<b>Optional Closure:</b> View Dolores' TED Talk, Gallery walk student presentations, student quick write about what learning from Dolores' life or work they will apply in their lives going forward as exit ticket. <i>(DOK synthesis, application)</i>

•Day 1:

**Introducing Dolores Huerta as someone who became known for working to improve social and economic conditions for farm workers, later for continuing to advocate for the voiceless by organizing community members and using peaceful methods to solve problems.**

**Shared write/Circle Map:** Have you heard of Dolores Huerta? Share what you know.

**Video Clips:**

- [National Portrait Gallery: Portrait in a minute](#)
- [Latino Americans: Dolores Huerta](#)

**Read Aloud:**

- ***Dolores Huerta: a Hero to Migrant Workers*** by Sarah Warren  
AND/OR
- [AB 2644](#)- Assembly 2644...relating to Dolores Huerta Day

**Vocabulary Activity:** Using [powerpoint](#) and [Frayer model activity](#), choose vocabulary your class needs to support inquiry.



**Quickwrite:**

Record as many things you can about Dolores, her life, and what she believed.

**Think-Pair-Share**

**Shared write/Circle Map:** (Revisit) What did you learn about DH from the videos, and your thought partners? Can we add any other ideas?

**•Day 2:****Student Inquiry:**

- Why did Dolores leave her job as a teacher? (DOK analyze)
- What were the problems she saw? (DOK identify)

**Quickwrite:**

- What do you want to know about Dolores Huerta?
- Why do you think we are studying her life?

**Video:**

- "Si se puede": Dolores Huerta's 50 years of activism"- CBS News Clip

**Close Read with 3 Reads:**

- "Civil Rights Activist: Dolores Huerta"-NewsELA OR "Si Se Puede! 7 Facts about Dolores Huerta"-Biography.com

**Quickwrite:**

- Did you have any of your questions answered?
- What do you still want to know?

**Facilitated Discussion/exit ticket**

- Timeline or character chart
- What do students notice/think?
- Model/whole class synthesis into a generalized statement about DHs character/values and what that meant for her personal choices.

**•Day 3:****Student Inquiry:**

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- What did Dolores choose to do in response to the injustice she saw? (DOK recall)

**Quickwrite:**

Prompt: What did Dolores do in response to the problems she saw?

**Tea Party/Mingle-Mingle or Lines of Communication:**

**Read Aloud-*Peaceful Fights for Equal Rights* by Rob Saunders**

Point out the AFL logo and do a picture talk about what’s happening on the page, what it’s doing in a book on nonviolence.

**Video:**

- ["Dolores – Young Dolores Huerta Takes on Sacramento"](#) Film Clip
- ["UFW Demonstration"](#)-Film Clip

**3 Reads:**

- ["A Brief History of American Farm Labor"](#)-Smithsonian article

**Tea Party/Mingle-Mingle or Lines of Communication:**

- What are the key points about the issues Dolores addressed and how she approached solving those problems?

**•Day 4:**

**Student Inquiry:**

Was Dolores successful? Why or why not? (DOK Evaluate)

*Include in today’s discussion: Origin of Si Se Puede!, DH Foundation, Dolores Huerta Day, interviews in Cronkite news clip, awards, “Dolores” movie, support of friends and loved ones.*

**Video:**

- [Dolores Huerta’s life of Activism](#)
- [Si Se Puede! One Life: Dolores Huerta](#)
- [Cronkite News interview with Dolores Huerta](#)

**Quickwrite:**

- Was Dolores successful?
  - Why do you think so?



## Lines of communication using leveled language frames to support discussion

### Read Aloud: Teacher's Choice

**Quickwrite Closure/Homework:** What issue facing your community or the greater world would you like to work on?

### •Day 5 (extend as needed):

#### Meaningful Assessment:

Students work in groups to choose a local/ school concern and share their idea of how Dolores would want them to address the issue. (presentation of posters, power points, or manifestos) (*Collaboration element*)

#### Video:

- ["Si Se Puede! Interview with Benjamin Bratt and Dolores Huerta"](#) film clip

### 3 Read protocol-

- ["Civil rights icon Huerta has advice for a new generation of activists"](#)-NewsELA or Smithsonian articles

#### Jigsaw/Inquiry Activity:

- Using your group activity structures and routines, engage students in an inquiry project applying what they have learned of Dolores' methods and philosophy to solve a problem of concern to them.

#### To play while students work:

- ["El Corrido de Dolores Huerta"](#) (Song on YouTube)
  - [Album on Spotify](#)

### •Optional Day 6:

View Dolores' TED Talk, Gallery walk student presentations, student Quickwrite about what learning from Dolores' life or work they will apply in their lives going forward as exit ticket. (*DOK synthesis, application*)

#### Video:

["How to overcome apathy and find your power"](#) -Dolores Huerta TED Talk

### Read Aloud: Teacher's Choice



## Standards

### California Social Studies Standards

#### Grade 4 - California, A Changing State

The history of California is rich with ethnic, social, and cultural diversity; economic energy; geographic variety; and growing civic community. The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens...Students will also learn to make claims (through writing and speaking) about sources and how to use textual evidence to support a claim...

...Through their studies, students understand the importance of people in supporting and driving this extensive growth and how the state became a magnet for migrants of all types. Teachers may want to introduce the concept of contingency (the idea that events in the past were not inevitable or preordained) to students: Did California's growth have to happen the way it did? What conditions fostered the state's rapid expansion? Students learn about the role of immigrants, including Latino and Filipino Americans, in the farm labor movement...In addition, students learn about the role of labor in agriculture and industry through studying teamsters and other labor unions...

...Students learn about other important developments in the push-and-pull of California's civil rights history during this period. During the economic collapse of the Great Depression, government officials and some private groups launched massive efforts to get rid of Mexicans and Filipinos in California, citing federal immigration law, the need to save jobs for "real Americans," and a desire to reduce welfare costs. The resulting repatriation drives violated individual civil rights. Scholars estimate at least one million Mexican nationals and Mexican Americans were deported from the United States to Mexico; approximately 400,000 of these were from California. Many who were illegally "repatriated" returned home during World War II, joining the armed services and working in the defense industry...

...New residents flooded California seeking work during and after World War II, establishing an increasingly heterogeneous population and laying the groundwork for important civil rights activism in the state. For instance, in agricultural labor, students can learn how Larry Itliong, Filipino farmworker labor leader, initiated the Delano Grape Strike. Students can also study how Cesar Chavez, Dolores Huerta, and the United Farm Workers, through nonviolent tactics, educated the general public about the working conditions in agriculture and led the movement to improve the lives of farmworkers.



## 4th Grade Reading Standards

### Nonfiction

#### **Key Ideas and Details**

3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

#### **Integration of Knowledge and Ideas**

9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## 4th Grade Listening and Speaking Standards

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

## 4th Grade Writing Standards

#### **Research to Build and Present Knowledge**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Resources

### Activities

- “Frayer Model” video and description on The Teacher Toolkit website, accessed January 24, 2020 <http://www.theteachertoolkit.com/index.php/tool/frayer-model>
- “Defining in Context- The Circle Map” Thinking Maps website accessed January 24, 2020 <https://www.thinkingmaps.com/why-thinking-maps-2/>
- “The 3 Read Protocol” SF Unified Mathematics Department accessed January 24, 2020 <http://www.sfusdmath.org/3-read-protocol.html>
- “4 things You Didn’t Know About the Jigsaw Method” Cult of Pedagogy.com April 15, 2015 <https://www.cultofpedagogy.com/jigsaw-teaching-strategy/>

### Multimedia URLs

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- “Portrait in a Minute: Dolores Huerta”
  - [https://youtu.be/cxX89\\_ZpP2w](https://youtu.be/cxX89_ZpP2w)
- “Dolores Huerta’s 50 Years of Civil Rights Activism”
  - <https://www.cbsnews.com/news/dolores-huertas-50-years-of-civil-rights-activism/>
- “California celebrates the life and legacy of Dolores Huerta” (5:56 PM, Apr 10, 2019, Alyssa Flores, 23ABC News, Bakersfield)
  - <https://www.turnto23.com/news/local-news/california-celebrates-the-life-and-legacy-of-dolores-huerta>
- “Independent Lens. Dolores-Young Dolores Huerta takes on Sacramento: Clip”
  - <http://www.pbs.org/independentlens/videos/dolores-young-dolores-huerta-takes-sacramento-clip/>
- “UFW Demonstration at SF City Hall” originally aired on KQED 10/5/1979
  - <https://diva.sfsu.edu/collections/sfbatv/bundles/189789>
- “Si Se Puede! Interview with DOLORES HUERTA & BENJAMIN BRATT” posted by “we are mitu” March 29, 2018
  - <https://youtu.be/MLUyRujQJ8M>
- “How to Overcome Apathy and Find Your Power” Dolores Huerta/TEDTalks, November 2018
  - [https://www.ted.com/talks/dolores\\_huerta\\_how\\_to\\_overcome\\_apathy\\_and\\_find\\_your\\_power](https://www.ted.com/talks/dolores_huerta_how_to_overcome_apathy_and_find_your_power)
- “Dolores Huerta”, song by Jose Luis Orozco. From Corridos Mexicanos Y Chicanos Con José-Luis Orozco, Volumen 10, © 1978 Arcoiris Records, Inc. Posted by José-Luis Orozco - Topic
  - <https://youtu.be/MMaiUcplXfQ>
- PBS’ “Latino-Americans: Dolores Huerta” (clip) aired 9/30/13
  - <https://www.pbs.org/video/latino-americans-dolores-huerta/>
- “Dolores Huerta: A Hero to Migrant Workers”-Spanish Version of book read aloud. Posted Mar 17, 2013 by Sarah Warren.
  - <https://youtu.be/uPbYH5iGHhs>

#### Links to Articles

- “Civil Rights Leader Dolores Huerta” NewsELA; accessed May 2019
  - <https://newsela.com/read/bio-civil-rights-dolores-huerta/id/19931/>
  - Alternate article: “Si Se Puede! 7 Facts about Dolores Huerta”, June 17, 2019; accessed January 24, 2020
  - <https://www.biography.com/news/dolores-huerta-biography-facts>
- “Civil Rights icon Huerta’s Advice to Young Activists”; accessed May 2019



- <https://newsela.com/read/dolores-huerta-advice/id/34449/>
- Alternate article: “Civil Rights Icon Dolores Huerta Offers Advice to a New Generation of Activists” Smithsonian Magazine online August 25, 2017; accessed January 24, 2020
- <https://www.smithsonianmag.com/smithsonian-institution/civil-rights-icon-dolores-huerta-offers-advice-new-generation-activists-180964630/>
- “Women’s History Month Profile: Dolores Huerta”  
<https://aflcio.org/2019/3/21/womens-history-month-profiles-dolores-huerta>
- “Assembly Bill Number 2644: Dolores Huerta Day”  
[https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB2644](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2644)
- “A Brief History of American Farm Labor”\_-Smithsonian Magazine online, September 4, 2009; accessed January 24, 2020
  - <https://www.smithsonianmag.com/arts-culture/a-brief-history-of-american-farm-labor-67460786/>

## Books

- ***Peaceful Fights for Equal Rights*** by Rob Saunders. (2018) Simon & Schuster Books for Young Readers
- ***Dolores Huerta: a Hero to Migrant Workers*** by Sarah Warren (2012) Amazon Publishing
- ***Dolores Huerta: Advocate for Women and Workers*** by Linda Barghoorn (2017) Crabtree Publishing Company
- ***Dolores Huerta*** by Jennifer Blizin Gillis (2005) Heinemann-Raintree
- ***Dolores Huerta: Getting to Know the Voice of Migrant Workers*** by Robert Liu-Trujillo (2019) Capstone
- ***Dolores Huerta: The Woman Who Demanded Justice*** by Marlene Targ Brill (2018) Ohio University Press

## Websites

- Dolores Huerta Foundation: <https://doloreshuerta.org/>
- “Dolores” feature-length film links and information on PBS.org’s “Independent Lens” page, accessed January 24, 2020
  - <http://www.pbs.org/independentlens/films/dolores-huerta/>
- Tolerance.org’s lesson “Allies for Justice: A Lesson from Viva La Causa”
  - <https://www.tolerance.org/classroom-resources/tolerance-lessons/allies-for-justice-a-lesson-from-viva-la-causa>
- TED: Ideas Worth Spreading, “Dolores Huerta”
  - [https://www.ted.com/speakers/dolores\\_huerta](https://www.ted.com/speakers/dolores_huerta)
- Common Core State Standards Initiative
  - <http://www.corestandards.org/>



- California History and Social Studies Framework
  - <https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>
- Edutopia article on Webb's Depth of Knowledge, accessed January 24, 2020
  - <https://www.edutopia.org/blog/webbs-depth-knowledge-increase-rigor-gerald-aungst>

