

Dolores Huerta Mini Unit for Kinder/1st Grade

By Wendy Greenfield

Essential Questions:

How do people work together to solve problems and struggle to implement the solution?

Activities:

- [Cognitive Content Dictionary](#)
- [KWL Chart](#)
- [Journaling with prompts](#)
- [Shared Writing](#)
- [Gallery Walk](#)
- [Read Alouds](#)
- [Circle Maps](#)

Books:

- *Gathering The Sun* by Alma Flor Ada
- *Dolores: A Leader for Justice (working title)* by Wendy Greenfield

•Day 1:

Cognitive Content Dictionary: (Predictions, interactive writing, clapping syllables; T gives 2-3 definition with movement to be used as signal word to get class's attention throughout the day)

Word #1: **farmworker**

Gallery Walk (Observation Charts) - two students share the pencil to write/draw comments on poster paper around pictures of:

- people working in the fields, canneries, trucks, etc.;
- pictures of people engaged in strikes and boycotts, including Dolores and Cesar

Students report back to class.

K-W-L What do students know about workers who provided food for society in the past - and now. What would they like to know?

Read "Gathering the Sun" by Alma Flor Ada, pp. Arboles, Betabel, Duraznos
- Where is this? What are the people doing? How do they feel?

Draw/Write reflections on what they've seen and learned today in their journals.
Extension: Provide scaffolds to support connecting ideas from book and photos.

•Day 2:

Cognitive Content Dictionary: Using word from previous day - **farmworker**, add sketch and word in primary language; teams come up with sentences using the word.

Read "Gathering the Sun" pp. Isla, Lechuga, Farmworker

- Where is this? What are the people doing? How do they feel? Are farmworkers treated respectfully?

Read: *Dolores: A Leader for Justice (working title)* by Wendy Greenfield

Introduce: We have seen that farmworkers work hard, are tired, are living in tents or poor housing. Now let's read about an important leader who taught farmworkers how to make changes in how they were treated.

Draw/Write thoughts about the topic in journal ([prompt with language frames if desired](#)). Examples:

- "One thing I learned is _____"
- "Today I noticed that _____"
- "So far, I have learned _____. This makes me think/feel _____"

•Day 3:

Cognitive Content Dictionary: Ask what "farmworker" means. Why do you think that?

New signal word: **"leader"** (Predictions, interactive writing, clapping syllables; T gives 2-3 definition with movement to be used as signal word to get class's attention throughout the day)

Revisit KWL Add what students have learned and if they have new questions.

Reread *Dolores: A Leader for Justice (working title)* by Wendy Greenfield, a few select pages at a time.

Activity: Class Discussion

Review farmworker conditions per student discussion Day 1. Was the Golden Rule applied to farmworkers? (1st Grade CA standard)

Exit ticket:

Preview Day 4 by having students think about a situation they were involved in that was unfair and what was done about it.

•Day 4:

Cognitive Content Dictionary: Using word from previous day, add sketch and word in primary language; teams come up with sentences

Read "Gathering the Sun" by Alma Flor Ada, p "Cesar Chavez". Explain that we'll make a page for "D"- Dolores Huerta.

Read *Dolores: A Leader for Justice (working title)* by Wendy Greenfield:

Reread other parts of Wendy's book pertaining to Dolores' activism post Union in particular.

Activity: Class Discussion

What actions did Dolores take in response to the injustice she saw? How did she struggle to bring justice to others? What does she suggest we do to solve problems together in our lives?

Whole Class Shared Circle Map of Dolores: Fill with sketches and words that describe Dolores. Children will use the descriptive words and phrases to make a poem about Dolores/to create the book page about Dolores.

•Day 5:

Cognitive Content Dictionary: Review content specific vocabulary per formative assessment.

•Students spend time working on their meaningful assessments, finishing the poems/illustrations/book page about Dolores. Refer to posted Circle Map created yesterday for support.

Gallery Walk/Author's chair. Make a class book with the "D" pages and read it together. Keep in class library!

Closure:

Revisit Essential Question, connecting it to Dolores and her body of work.

Suggested Supplemental Resources:

- *Dolores Huerta: Hero to Migrant Workers* by Sarah E. Warren
- *Side by Side/Lado a Lado* by Steven J. Molinsky and Bill Bliss
- *The Tortilla Factory* by Gary Paulsen
- "Dolores" song by Jose Luis Orozco
 - [Album on Spotify](#)
- For Teachers: [Reading Rockets' guide to supporting primary students with informational text](#)

Kindergarten Standards:

History-Social Science Standards:

"The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control. Justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civil behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.1.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the event.

CCSS>ELA-LITERACY.RI.K.4 With prompting and supporting, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

First Grade Standards

"Students in the first grade are ready to learn more about the world they live in, about the choices they make, and about their responsibilities to other people. They begin to learn how necessary it is for people and groups to work together and how to resolve problems through cooperation."

1.1 Students describe the rights and individual responsibilities of citizenship.

1.1.2 Understand the elements of fair play; respect for the rights and opinions of others including the meaning of the "Golden Rule".

1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.

1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

CCSS.ELA-Literacy.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.W.1.7

Participate in shared research and writing projects

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

[CCSS.ELA-Literacy.SL.1.4](#)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.