

Lesson Slides Guide for Cultural Resilience: Reframing Civil Rights as Community Action - Dolores Huerta (High School)

Estimated time needed for lesson	Activity	Suggested arrangement of students	Student Materials	Educator Materials	Supplemental Slides	Notes	
Lesson 1 - Establishing Safe Space Using Conocimiento							
Objective: Students will recognize that everyone has differing lenses/perspectives							
20 minutes	"Who Are You?"	start at individual seats; students will then form two circles, one inner-circle facing an outer-circle	"Who Are You handout"	"Who Are You Facilitator Guide"	4	Research the First Peoples of the land on which you are standing at the time you are working with youth on this unit. Give acknowledgement that we are on stolen land while recognizing the name of the nation or tribe of that land and their accomplishments. Refrain from sharing their removal from their land as there will be an opportunity in the next lesson that supports	
					5	Explain to students the importance of establishing safe space in the classroom or other learning environment. Explain the importance in recognizing that everyone comes from different narratives and experiences that then shape our differing opinions. To do this, we will first take a deeper look into our own individual perspective.	
					6	Describe how the image of this tree represents ourselves. Our roots represent our ancestral knowledge, our bloodline, historical trauma, etc. We often spend our whole lives trying to discover these roots. This part of us is not only unseen by others but is often unseen by ourselves as well. The trunk represents our known self, where we can "count the rings" to see how old we are, where our roots and environment can help determine how strong we stand. The branches represent all of the extended parts of ourselves, friends, family, careers, hobbies, anywhere we place our energies. The stronger the branch, the stronger and healthier the relationship is with that friend, that community, that career, that hobby, etc. The leaves then represents our experiences in each of those extensions of ourselves.	
					7	"Who Are You?" Activity Refer to facilitator guide for instructions	
25 minutes	Cultural Self-Identity/ 15 Social Constructs	individual seat	"Social Identity Wheel"	"Social Identity Wheel Facilitator Guide"	8	"Cultural Identity" Activity Have a volunteer read the definition of Cultural Identity. Define each category of the wheel. Give each student a copy of the Social Identity Wheel handout and give them time to fill in the wheel only. Support as needed. You may want to add Geography/Location (where you live) and Family Status (single parent/two-parent household, documented/undocumented) Tell students to not answer the questions in the center just yet (those will be covered in bit).	
					9	"Cultural Identity" Activity continued These are the social constructs as identified by E3: Education, Excellence & Equity. There are 15 of them. Students will work with this chart more in the Drawbridge Activity in Lesson 2 but it is a good time for students to be familiar with it.	
					10	"Cultural Identity" Activity continued Using the question numbers from the center of the wheel, have students place a number 1, 2, 3, 4, or 5 in each of their identities to tell how they think about these identities.	
					11	Ask two students to read each of these quotes Ask students, "What do these quotes from Malcolm X and Marcus Garvey make you think about?" Have students volunteer to share their thoughts	
					12	Connect the image of the Tree which represents all of who we are to the "Who Are You?" and "Cultural Identity" activity as well as to the Malcolm X and Marcus Garvey quotes	
Lesson 2 - Multiple Perspectives & Dynamics of Oppression and Resistance							
Objective: Students will recognize the ways in which Oppression and Resistance can show up							
45 minutes	Oppression & Dynamics of Oppression	individual seat			14	Start your lesson with reminding students of the land acknowledgment at the beginning of the unit. Ask students, "When we acknowledged the First People, did you wonder what happened to this community of people?" Discuss strategies used to remove First Nations from the land and into places such as missions and/or boarding schools and/or death (depending on the people and location). Discuss the attempt, and in most cases, the success of language and culture suppression. End discussion with stories of resistance or reclaiming of culture and language by Indigenous Peoples specific to the land on which you are standing.	
					15	Use these quotes to transition from Native People being removed from their land to talking about the intersectionality of land, resources, race and class. Talk about how there are differing views in history. Whose story gets told? Encourage students to pay attention to where their textbooks are written and by whom. Dominant and often false narratives are possible through systems like Oppression. The way we all recognized our varying lenses in the Cultural Identity activity, we need to remember that history is experienced through different lenses as well. Some historians or storytellers need to reveal the truth, reveal the other perspectives. Make the connection that often, those in power will do anything to stay in power, including removing whole populations of people to control the land and its resources.	
					16	Dynamics of Oppression Before displaying the definition of Oppression, have students share out what they think Oppression means. Have a volunteer read the definition of oppression. To answer "What does oppression look like?", use the chart on the next slide	
					17	The main idea here is for students to understand the difference between <i>Institutional</i> Oppression, systems and/or structures in society oppression a group or an individual <i>Interpersonal</i> Oppression, oppression between two groups or two individuals or between a group and an individual <i>Intrapersonal</i> Oppression, oppression against our own self.	
	Drawbridge Activity	first at own seat, then in groups		Pgs 3-6 of Drawbridge Packet: Drawbridge Story and Ranking Handout (Part One), Drawbridge Story Part 2 and handout	pages 1 and 2 of Drawbridge Activity packet	18	"Drawbridge Activity" Refer to facilitation guide
						19	Have students discuss where the Dynamics of Oppression showed up in the Drawbridge Story. This can be done in groups or as whole-class discussion.
	Resistance & Dynamics of Resistance	may remain in groups or may return to seat				20	Describe the "-isms" of oppression Example: Race → Racism Non-target are usually folks who are "White" Border are usually folks that can pass for White or a person of color Target are usually folks of color, therefore, targeted means excluded and Racism is experienced
						21	Use this quote to transition from Oppression to Resistance
						22	Dynamics of Resistance Before displaying the definition of Resistance, have students share out what they think Resistance means Have a volunteer read the definition of resistance To answer "What does resistance look like?", use the chart on the next slide
	Reflection	in pairs				23	Have students discuss where the Dynamics of Resistance showed up in the Drawbridge Story. This can be done in groups or as whole-class discussion.
24						Use the Listening Dyad Strategy. Each partner will have a set amount of time to speak uninterrupted (30 - 60 seconds). If they finish early, they are to sit silently with their partner. When the time resets, the other partner will speak uninterrupted.	

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Lesson 3 - Critical Consciousness						
Objective: Students will learn about a tool to support their critical analysis of a situation						
45 min	EET Critical Consciousness Tool	individual seat			26	Introduce students to the Equity Empowerment Tool (EET) from the organization, E3 (Education, Excellence and Equity) inspired by Paulo Freire. Only focus on the first three steps: Intellectual, Naming & Framing (Head) Emotional, Personal Interpretation (Heart) Analysis, Critical Reflection (Lenses).
					27	This is a simpler graphic of the Equity Empowerment Tool (EET) and will be used throughout the rest of the unit. Review the first 3 steps on the wheel: Head, Heart, Critical Reflection (lenses). Give an example of a situation, then use the first 3 steps to support thinking critically about the situation. In Dyads, have students practice using the EET
					28	Leave this image up for about 1 minute Allow students to process Steps 1 through 3 of the EET to respond Ask volunteers share out their process via the EET
					29	Educators can choose to leave this image up while students are sharing out their thought process regarding the previous image. (image for activity)
5 min	KWL: What do you know about Civil Rights Movements?	at own seats	large post-it notes	poster for notes to be placed	30	
Lesson 4 - Defining Civil Rights/Activist/Movements						
Objective: Students will recognize that many Civil Rights Movements happened all over California						
5 minutes	KWL: What would you like to know about Civil Rights Movements in California?	at own seats	large post-it notes	poster for notes to be placed	32	(image for activity)
45 minutes	Defining Civil Rights, Civil Rights Activist, Civil Rights Movements	at own seats			33	Have a volunteer read the definition Discuss as needed Consider best way to connect Civil Rights to HUMAN RIGHTS: a right that is believed to belong justifiably to every person.
					34	Educators should consider an extended activity for a more in depth lesson where students learn the full process of legislation at all levels of government (Fed vs. State vs. Municipal) This is meant to be an overview for students who may already know this information
					35	Have a volunteer read the definition. Discuss as needed.
					36	Talk about the intersection of Civil Rights and an Activist.
					37 - 49	Tell Students they will be shown different images. Students will show a thumbs up if they think they can name the CA Civil Rights Movement being displayed and a thumbs down if they do not recognize the movement. Educators should be familiar with the positive impacts of each movement to support students in making connections to how these movements might have impacted their lives. After each movement is revealed, ask students to shout out an Activist who they have heard being most associated with each movement Reveal the Activist(s) being spotlighted. Ask students to keep in mind the years in which each movement was/is happening
50	Most students will say Cesar Chavez is the activist they mostly or only associate with the Farm Worker Movement. Use this slide to connect how and why Dolores Huerta is given less credit for the United Farm Workers movement. Tell students that the phrase "Si Se Puede", came from Dolores, not Cesar Chavez.					

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Lesson 5A - Dolores Huerta						
Objective: Students will learn about Dolores Huerta and her impact on labor rights						
<i>* If time allows, have students watch entire documentary before discussing slides below. If time does not allow, have students watch clips as specified in each slide, then hold discussions per slide.</i>						
50 minutes	Learn about Dolores and her role in gaining benefits for farm workers	free choice	consider having copies of social constructs so students can mark how they show up throughout Dolores' story	TV or projector, Dolores documentary.	52	Suggested points of discussion Bracero program The language used in this newspaper clip, "...have placed orders..." imagine an order being placed for you as if you were an object and not human
					53 - 54	These are some of the main impacts the UFW movement had on farmworkers. Highlight the conditions farm workers were in that would necessitate these requirements in bargaining agreements and contracts. Point out that the UFW organized for equity, efficiency, health, financial lit, sustainability, etc. Make sure to remind that we are fighting FOR something more than AGAINST it.
					55	The image is an article highlighting the credit union established by the National Farm Workers Association later to be called United Farm Workers, a first for farm workers The list is of supports offered by NFWA to farmworkers
					56	
					57	Make sure to point out "What She Saw" is in red to represent examples of oppression and "What She Did" is in green to represent examples of resistance.
					58	Point out that the NFWA landed a huge victory within the first year of its foundation.
					59	Name it: this is one main example of Resistance against Agribusiness Make connection that AWOC came out of AWA which was formed by Dolores prior to co-founding the NFWA
					60	Point out the ways in which the UFW and the public resisted.
					61	Talk about the importance of the infamous 25-day, 340-mile march to Sacramento, but while that was happening, Dolores was still working behind the scenes with a major grower in California.
					62	Emphasize that while a major march was taking place, Dolores landed the first contract with a major grower, Schenley Vineyards.
					63	Highlights from article out of El Malcriado, the unofficial newspaper of the UFW and another form of resistance.
64	This is the official article in the June 1966 issue of El Malcriado. Notice Dolores and Cesar are at the table, but are hard to see in the picture.					
Lesson 5B - Dolores Huerta						
30 minutes	continue learning about Dolores	free choice	consider having copies of social constructs so students can mark how they show up throughout Dolores' story	Dolores documentary	67	Talk about the intersection of pesticide use and environmental justice link.
					68	
					69	Discuss the expectations s of a woman, of the expectations placed on a woman like Dolores. Questions to consider: What is a feminist from a critical race theory perspective? Who are other models?
					70	Victory! Again, point out the language necessary to be into law as it also indicates the conditions labor workers were for decades forced to endure. How does this connect to other major U.S. federal civil and/or labor rights laws? Talk about why this still matters today.
					71	The work of social justice is not a race but a marathon. Talk about how Dolores continued "the work" after 1975.
					72	A clip to excite students. Connect Resistance to Cultural Resilience.
20 - 30 minutes	use EET in Groups	in groups depending on time left and number per group			73	These have not been updated since April of 2019. Point out that the Puffin Foundation's award is highlighted because it was with that monetary award that Dolores founded the Dolores Huerta Foundation in 2002 where she continues to fight for civil and human rights.
					74	These are some of the ways the Dolores Huerta Foundation impacts communities and youth population
					74-75	Students will use the Equity Empowerment tool to critically think about one item that stood out to them in the Dolores presentation

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Lesson 6 - Educational Strengths Assessment Tool						
Objective: Students will learn how their life experiences build their brilliance						
<i>* optional lesson, the ESAT will brilliantly enhance your students' experiences within this unit and will support/supplement Lesson 7</i>						
30 - 45 min	ESAT	free choice	assessment		78	Connect Cultural Resilience to the importance of an assessment like the ESAT and how it supports students in learning about what makes them brilliant.
					79	Connect Cultural Resilience to the importance of an assessment like the ESAT and how it supports students in learning about what makes them brilliant. The Educational Strengths Assessment Tool (ESAT) is an assessment offered by E3. It is a qualitative assessment that determines a student's extra-academic strengths based on their life-skills and helps translate those skills into success in the classroom and the future workplace. It is designed for all students to identify and validate the skills they already bring into the classroom (Innovation, Adaptability, Critical Thinking, Cross-cultural Communication, & Teamwork). For more information on including the ESAT into this Unit, please contact maria.romero@e3ed.org or visit E3's site.
10 minutes	Short reflection on ESAT scores	in circle or at own seats	ESAT scores		80	After students have taken the assessment and received their scores, discuss these three questions in small groups or whole-group
Lesson 7 - Collective Knowledge						
Objective: Students will recognize the collective strength a group has when you honor all of the life experiences that have supported valuable competency skills						
30 minutes	Collective Strength activity	at own seats	5 pre-cut leaves for each student, pens/markers, tape		82	refer to Collective Strength "Tree" Activity Facilitator's Guide
					83 - 92	Use these slides to show Life and Academic examples of experiences that would support strengthening each of the 5 competencies: Innovation and Imagination, Adaptability and Agility, Critical Analysis, Cross-Cultural Communication, Teamwork. After each competency, have students fill out an example of their own for each competency area.
15 minutes	Show E3 Vids	free choice		TV or projector, internet, computer	93 - 95	Videos are embedded in each slide. Videos help to connect the 5 competencies to life.
10 minutes	Post Leaves; Tree Walk and Reflection		leaves with written examples	tree trunks, tape	96 - 97	Have students post their leaves on the respective tree trunks representing each competency. If what they have written is too personal, tell students they can tape it face down. If there are time restraints, you can start next lesson with the tree walk as well.
Lesson 8 - Project Based Learning						
Objective: Through collaboration, students will create a community-action plan to target issues of concern in a community of their choice						
will vary	Define Community				99	Facilitate a conversation to support students in defining what Community means to them (school community, neighborhood community, sports community, social-identity communities, etc.). Now that students have learned about a brilliant civil rights leader, a civil rights movement and about their own individual strengths gathered from life experiences, they will now think about how, with their collective strengths, can make a difference in their communities.
	Assign PBL project		posters, markers		100	Explain to students that they will now work with the final step of the EET, the Hand, What Can You Do? How far groups are expected to go on the action piece will vary per educator and will vary depending on how much time the group will have (hours, days, weeks, etc)
				101	To remind youth how brilliant they are, show some examples of youth around the world making a difference for their communities: Malala, Marley Dias, Greta Thunberg, Little Miss Flint, Desmond	
				102	Point out that youth successfully work in numbers as well: March For Our Lives, Sunrise Movement	
	Break into Affinity Groups			103 - 104	Describe what affinity groups are. Support students into forming appropriate affinity groups. Explain to students they will be forming groups to work on an a community action project. Support students with guidance questions, such as those on this slide, when they are deciding which community concern they will focus on for their project	
				105	Keep this slide available for the groups as they define all four steps with respect to the community concern they have chosen.	
		106 113		If students are not already familiar with PBL design elements, cover those with students. Slides that follow will support that.		
Lesson 9 - Presentations						
Objective: Students will use the Equity Empowerment Tool and the PBL Gold Standard tool to describe the project and reasoning for the project						
will vary	Presentations		student created materials		115	Presentation: Use the EET to describe all 4 steps Use the PBL graphic to describe 4th step (hand/action) as much as possible
	KWL: What Did You Learn?		large post-it notes	poster for the notes	116 - 117	First answer any questions from the "W" of KWL (What would you like to know about Civil Rights Movements in California?) Second, have everyone circle up with their "L" note of KWL. Everyone will share what they wrote.
	closing	circle - up				Consider keeping circle-space for students to share out what this unit meant for them. Thank each other for creating safe space together and for sharing one another's experiences, then have students post their notes on a poster for your end of unit reflection.