

Unit Guide for Cultural Resilience: Reframing Civil Rights as Community Action - Dolores Huerta (high school)

Unit Overview	
Unit Title	Reframing Civil Rights as Community Action: Dolores Huerta Unit
Unit Summary	This unit is intended to supplement the <i>Dolores</i> Documentary (2017). The lessons in this unit take students on a journey to understanding the dynamics of oppression and resistance and how those in power use strategies of oppression to tell one-sided or false stories of history; support students in understanding the lenses through which they understand their world as well as build compassion for those with differing lenses/perspectives; expose students to Civil Rights Movements right here in California; highlights a brilliant activist, Dolores Huerta; guides students into reframing their lived experiences as skills and strengths and using those strengths collectively to create and carry out a community-action project.
Grade Level	11th, 12th, Higher Education
Subject Area	US History, Government
Approximate Time Needed	minimum of nine 45-60 minute class periods; additional time for PBL portion will vary among all educators

Unit Foundation	
Target Curriculum Specifications and Standards	<p><i>In eleventh grade, students examine major developments and turning points in U.S. history from the late nineteenth century to the present</i></p> <p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>11.10.2 Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209.</p> <p>11.10.4 Examine the roles of civil rights advocates</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p><i>In the twelfth-grade Principles of American Democracy one-semester course, students pursue a deeper understanding of American government.</i></p> <p>12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.</p> <p>12.3.1 Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.</p> <p>12.3.2 Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.</p> <p>12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.</p> <p>12.6.4 Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office).</p>
Student Objectives/ Learning Outcomes	<p>(1) Students will acknowledge multiple perspectives through social constructs that support an analysis of oppression and civil rights</p> <p>(2) Students will identify leadership qualities of those who address Civil Rights</p> <p>(3) Students will connect to their own cultural resilience</p> <p>(4) Students will participate in a civil rights community action (PBL)</p>
Essential Question	What power do you harness to make change in your community?

Unit Details	
Prerequisite Skills/Prior Knowledge	For Educators: oppression, resistance, community organizing, Project Based Learning
	For Students: some knowledge of civil rights movements in the south, some knowledge in how laws are passed
Technology	DVD Player if using DVD version of Documentary, also available for purchase to stream online, Internet Connection, Projection System/Television
Printed Materials	For Educators: "Who Are You?" Facilitators Guide, Social Identity Wheel Facilitators Guide, Pg 1-2 of Drawbridge Activity pkt, Tree Trunks from Cultural Resilience/Tree Activity,
	For Students: "Who Are You?" handout, Social Identity Wheel handout, pgs 3-6 of Drawbridge Activity, pre-cut fall leaves
Supplies	poster/butcher paper, scissors, pencils, markers, tape, large post-it notes

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Unit Lessons	
<i>* refer to Lessons Guide and Slide Notes for details</i>	<i>estimated time for each lesson</i>
Lesson 1: Establishing Safe Space Using Conocimiento	45 minutes
Lesson 2: Multiple Perspectives & Dynamics of Oppression and Resistance	45 minutes
Lesson 3: Critical Consciousness	50 minutes
Lesson 4: Defining Civil Rights, Civil Rights Activists, Civil Rights Movements	40 minutes
Lesson 5A: Dolores Huerta	50 minutes
Lesson 5B: Dolores Huerta (continued)	60 minutes
Lesson 6: Educational Strengths Assessment Tool (ESAT)	40 - 55 minutes
Lesson 7: Collective Knowledge	55 minutes
Lesson 8: Project Based Learning	will vary
Lesson 9: Presentations	will vary