

# Dolores Huerta Unit

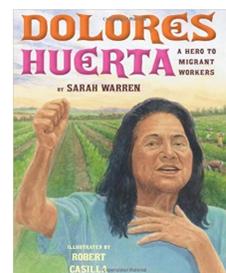
## Kindergarten

By Alison Stroot

Essential Question: How do people work together to solve problems and struggle to implement a solution?

Day 1: What does an upstander do?

- Have a whole-class discussion on what an upstander does? Are you an upstander?
- What famous people have you heard of who have been upstanders for others? (Perhaps you have just studied Cesar Chavez or Dr. Martin Luther King Jr.) What did they do?
- [Read Aloud: Dolores Huerta: A Hero to Migrant Workers.](#)
- How is Dolores an upstander?



Day 2: The life and work of Dolores Huerta

- KWL chart
- Read Aloud: Reread book from Day 1 or read another suggested text.
- Add to the “Learned” section of the chart.
- You may decide to make a circle map or other graphic organizer to describe Dolores.

Day 3: Problem Solvers part 1

- Class discussion: How is Dolores Huerta a problem solver? Do you think the work she does is easy? Why or why not? Do you think the work she does is important? Why or why not?
- How might Dolores Huerta inspire us to be problem solvers or upstanders? Identify a problem at school and think of solutions for how to solve it. Make a plan as a class.

Day 4: Problem Solvers part 2

- Take action to work on the problem identified on Day 3. Perhaps make signs to post around the school. Maybe make a video describing the problem to show to other classes. Write a letter to the principal, school, or PTA.

Day 5: Reflection

- Just like Dolores, you worked on identifying a problem and taking action to solve it. How does that make you feel? Have students draw and write either about their experience or about Dolores Huerta. You may decide to make a class book or presentation for the office or media center at your school.

**Created by:** Dolores Huerta Foundation Curriculum Committee

**Contributor:** Alison Stroot

**Sources:** CDE



## 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 support, 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.

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