

## Dolores Huerta Lesson Plan

By: Alison Stroot

Topic: Dolores Huerta & Community	Grade: 3 <sup>rd</sup>	Duration: 5 days 45-60 Min
Objective/ Essential Question: What is the problem? How can we work together to create a fair solution?		
<p style="text-align: right;">Standards:</p> <p><b>Content Standards and Framework References</b>  <b>From 2016 CA History/Social Science Framework</b>  <b>American Citizens, Symbols, and Government</b>            Third-grade students continue preparing to become active and responsible citizens of their communities, of California, and the United States. In this unit, students focus on developing and understanding citizenship, civic engagement, the basic structure of government, and the lives of famous national and local Americans who took risks to secure freedoms.</p> <p><b>California Language Arts CCSS</b>            RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.            RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.            RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.            RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).            RI.3.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.            W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.            W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.            W.3.7 Conduct short research projects that build knowledge about a topic.            W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.            SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts,</p>		

building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of 2. Paraphrase portions of a text read aloud or 2. Summarize a written text read aloud or information a text read aloud or information presented in diverse information presented in diverse media and presented in diverse media and formats, including media and formats, including visually, quantitatively, formats, including visually, quantitatively, and visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a 3. Identify the reasons and evidence a speaker 3. Summarize the points a speaker or media source speaker, offering appropriate elaboration and detail.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.

A Glance at the Week:	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:
	Overview of Dolores's Life	What is an Activist?	Make a Timeline	The Most important thing	Putting it all Together
Lessons by Day:	<p><b>Day 1: Overview of Dolores's Life</b>  Vocabulary: Farmworker, activist, equality, protect, boycott, protest, rights, politician  Read Aloud: <u><a href="#">Dolores Huerta Labor Activist</a></u> (<u><a href="#">Women Leading the Way: Blastoff! Readers, Level 2</a></u>)  (Publication in English)</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Why is Dolores Huerta famous?</li> <li>• What do you remember about Dolores Huerta's childhood? How do you think that shaped her into the person she became?</li> <li>• What kind of community did Dolores grow up and work in? How did that influence her?</li> <li>• What does an activist do? How was Dolores an activist?</li> <li>• What were some of the obstacles she faced as she did her work?</li> </ul> <p>Video: Dolores Huerta and the Farmworker Movement (NHD 2017 Junior Documentary)  <u><a href="https://www.youtube.com/watch?v=Oj1SziK-8Zg&amp;t=365s">https://www.youtube.com/watch?v=Oj1SziK-8Zg&amp;t=365s</a></u></p> <p><b>Day 2: What is an activist?</b>  Review Vocabulary from Day 1</p>				



Video: Dolores <https://www.youtube.com/watch?v=iOi0EXRdwVM&t=91s>

Question: What are some of Dolores Huerta's Character Traits? Use graphic organizer of make a chart. We will read more about her and add to our chart.

Student Text File

Activity: Add character traits to the chart.

Sketch in Learning Log: Problem/Solution What was one problem Dolores saw? What did she do about it?

Discuss: What are some issues in our community or school? How can we do something about it?

### **Day 3: Make a Timeline**

Activity: Use your notes from the videos and texts to construct a timeline of Dolores' Huerta's life.

### **Day 4: The most important thing?**

- Students collaborate on what is the most important thing about Dolores Huerta. Take all contributions and blend into a short paragraph that describes her impact.
- Begin putting timeline and "important thing" together into a book in the style of *The Important Book*

### **Day 5: Putting it all Together**

Make a class book about the life of Dolores Huerta

Final discussion:

- What problems do you see in your community? How might people work together to solve them?

Additional Resources:

- Play by Wendy Greenfield, "Como apareció el "sí" en "¡Sí se puede!" - "How the "yes" appeared in "Yes we can! Check Dolores Huerta Foundation Website

Dolores Huerta  
Student Text  
*by Alison Stroot*



## Who is Dolores Huerta?

Dolores Huerta is a person who has dedicated her life to helping others. She is best known for her work as a community organizer and activist for social justice. That means, she works to make sure people are treated fairly. When she sees an injustice, she helps bring people together to make new laws and rules. She took a stand to improve the lives of farmworkers across the country.

## Her Early Life

Dolores was born on April 10, 1930 in New Mexico. When she was young, her parents divorced and she moved to Stockton, California with her mother. As a child, Dolores enjoyed music lessons, dance, and joined the Girl Scouts. Stockton was a farming community and many people there worked on farms. Her mother, however, owned a hotel and often let poor people stay there for free or very low cost. Dolores saw how hard her mother worked and she admired her.

After graduating from high school, Dolores went to college and became a teacher in Stockton. Since it was a farming community, many of her students were the children of farmers. She noticed they came to school dirty and sometimes without shoes. When Dolores visited them at home, she saw that the farmworkers lived in very poor houses, sometimes with only dirt for a floor. The farm owners paid the workers very little and their lives were a struggle. The workers often had no money for clothes, shoes, or visits to the doctor. She knew that someone needed to **take a stand** for these people to make things right.

## Her work as a Community Organizer

Dolores noticed that the farmworkers in her community worked for very low **wages**, had no fresh drinking water or bathrooms, and were breathing in harmful chemicals in the fields. She knew something had to be done. Dolores left her teaching job to join the Community Services Organization (CFO). The CFO helped improve the lives of farmworkers in California. As a **community organizer** she also helped register Latino voters and improved the **living conditions** in the communities where farmworkers lived. Soon after that, she began working with a man named Cesar Chavez and together they created another organization that helped farmworkers

called the National Farmworkers Association. Cesar and Dolores led boycotts, strikes, and protests to improve the lives of farmworkers. She even worked in the fields alongside the farmworkers to raise money for their **union** and to know exactly what it felt like to be a farmworker. Dolores and Cesar organized and led a grape-picker **strike** which lasted for five years. In 1965, strikers walked for 300 miles holding signs to bring awareness to the **mistreatment** of the grape-pickers. Although the strike was non-violent, many strikers were attacked by police, including Dolores Huerta. Fortunately, she recovered and was able to help lead a major grape **boycott**. Dolores asked people not to buy table grape from California until the grape pickers were treated fairly. People across the United States joined the cause to help the workers. Finally, in 1970, the farmers agreed on fair treatment and pay for the grape pickers.

Because of her and Cesar Chavez's work, farmworkers were able to have toilets and fresh drinking water in the fields. She also helped get many immigrant farmworkers become American Citizens, helped get them drivers licenses, and registered farmworkers to vote. She helped pass many laws that benefited farmworkers and **immigrants**.

## Other Accomplishments

Dolores Huerta not only **advocates** for farmworkers but also for women. She travels the country speaking about equality for women and encouraging Latina women to run for political office. In May 2012 President Barack Obama awarded Dolores Huerta with the highest honor in the nation, the Presidential Medal of Freedom for all of her hard work fighting for fair treatment and equality for farmworkers and others.

Today, April 10 is recognized in the state of California as "Dolores Huerta Day." It is a time to celebrate the accomplishments of this brave, hardworking woman who stands up for others and helps make things right. She believes that people have power and you don't have to be rich or even speak English. Anyone can be an **activist**!

## Vocabulary

**took a stand:** expressed a firm opinion.

**wages:** money that is paid or received for work or services

**community organizer:** a person whose job is to coordinate cooperative efforts and campaigning carried out by local residents to promote the interests of their community.

**living conditions:** the circumstances of a person's **life**—shelter, food, clothing, safety, access to clean water, and such

**union:** a number of persons, states, etc., joined or associated together for some common purpose.

**strike:** stopping of work or services, as to convince an employer to give in to demands or in protest against terms or conditions imposed by an employer.

**mistreatment:** abusing or treating wrongfully.

**boycott:** to stop buying or using the goods or services of a certain company or country as a protest; the noun **boycott** is the protest itself.

**immigrants:** a person who moves from another country

**advocate:** to support or argue for (a cause, policy, etc.)

**activist:** a person who works to bring about political or social change

Source: <https://www.youtube.com/watch?v=Oj1SziK-8Zg&t=365s>