

Dolores Huerta Lesson

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Lesson Topic:

Dolores Huerta – Community Engagement

Grades: 5 -6th

Length of Lesson:

5 -6 days

50 - 60 min

Objective/ Essential Question:

Essential Question: What is the problem? How can we work together to create a just/fair solution?

Standards

CCSS.ELA-LITERACY.RI.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-LITERACY.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.RI.6.9

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

CCSS.ELA-LITERACY.RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

[CCSS.ELA-LITERACY.W.6.7](#) Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [CCSS.ELA-LITERACY.W.6.8](#) Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.5.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.5.1.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.

[CCSS.ELA-LITERACY.SL.5.1.B](#)

Follow agreed-upon rules for discussions and carry out assigned roles.

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.5.4](#)

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[CCSS.ELA-LITERACY.SL.5.5](#)

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

[CCSS.ELA-LITERACY.SL.5.6](#)

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.6.4](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-LITERACY.SL.6.5](#)

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[CCSS.ELA-LITERACY.SL.6.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.5.1](#)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

[CCSS.ELA-LITERACY.W.5.1.A](#)

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

[CCSS.ELA-LITERACY.W.5.1.B](#)

Provide logically ordered reasons that are supported by facts and details.

[CCSS.ELA-LITERACY.W.5.1.C](#)

Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

[CCSS.ELA-LITERACY.W.5.1.D](#)

Provide a concluding statement or section related to the opinion presented.

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.1](#)

Write arguments to support claims with clear reasons and relevant evidence.

[CCSS.ELA-LITERACY.W.6.1.A](#)

Introduce claim(s) and organize the reasons and evidence clearly.

[CCSS.ELA-LITERACY.W.6.1.B](#)

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

[CCSS.ELA-LITERACY.W.6.1.C](#)

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

[CCSS.ELA-LITERACY.W.6.1.D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.1.E](#)

Provide a concluding statement or section that follows from the argument presented.

Lessons Day by

Day:

Day 1:

1) Do a K-W-L chart (You chart what students know and want to learn today). You will come back to the L-Learned after today and after other lessons this week.

2) Vocabulary Review-*possible PowerPoint that has been created about terms associated with Dolores Huerta and the labor movement.*

3) Preview vocabulary by either looking at the glossary at the back of the book or having students do a vocabulary journal-word, definition, sentence, example, picture

I suggest modeling how to do 1-2 words before having students do it on their own.

Selected vocabulary words from glossary: activist, amnesty, boycott, civilian, citizenship, discrimination, feminist, Hispanic, laborer, labor union, Latino, lobby, migrant worker, pesticide, stereotype, strike, welfare

4) Read Aloud- Dolores Huerta: Advocate for Women and Workers by Linda Barghoorn

Read the book stopping to discuss the vocabulary words when they come up.

You can also do a tree map and use the headings in the book as the main ideas (branches) and then write details under each after reading.

You can encourage oral language by providing sentence frames for students to share what they learned.
You can stop and discuss any inferences that can be made about her life.

5) Video Clip- [National Women's Hall of Fame: Dolores Huerta](#) 5:09

You can show the video clip after or before the book as an introduction or review of her life. The video and book can both be used to make inferences while listening or watching.

6) Graphic Organizer of Inferences (inferences on one side and evidence on the other)

7) T-chart of problems stated and possible just/fair solutions

HOMEWORK:

Read Newsela article: [Civil Rights Activists: Dolores Huerta](#)-

Please note that a subscription is required for Newsela

-They can do a tree map with facts and details, write a summary, or just answer the comprehension questions that come with the article

Day 2:

1) Correct homework questions from article together (if you did assign the article or begin by reviewing what they learned yesterday and adding to the KWL chart. Today you fill in the L

2) Review vocabulary for the read aloud: migrant, justice, march, politicians, immigration, immigrants.

You can just preview the vocabulary or have students add to the vocabulary journal

-word, definition, sentence, example, picture

3) Read Aloud- [Side by Side: The Story of Dolores Huerta and Cesar Chavez](#) by Monica Brown

They can do a Venn diagram to compare/contrast two characters (grade 5) or two books (grade 6). Today's and yesterday's book.

4) Show a video clip and have students write 2-3 facts on each.

Video Clip- [Young Dolores Huerta Takes on Sacramento: 1:18](#)

Video Clip- [Still an Activist at 82, Dolores Huerta Calls Herself a 'Born Again Feminist' 7:43](#)

-You can have them do a t-chart of problems stated and possible just/fair solutions

HOMEWORK:

Newsela article: [Civil Rights icon Huerta has advice for a new generation of activists](#)- *Please note that a subscription is required for Newsela*

-They can do a tree map with facts and details, write a summary, or just answer the comprehension questions that come with the article

Day 3:

1) Students will work in teams of 3 or 4 to look at the *timeline* of Dolores Huerta and choose 3-4 events of her life to look up and find out more about. Try to find important events related to organizing and empowering others to organize

2) Create a slide or poster for each event to present to the class. Make sure you provide your source of information. *You can have students act out their event instead of just present it*

Day 4:

1) Student teams present their google slides or posters on the 3-4 important events from Dolores Huerta's life

2) 3) After presentations ask students to help you make a list of the events that were presented where organizing was involved. Trying to help them have a visual of the types of events.

3) Do a gallery walk of Dolores Huerta quotes (included at the bottom). Students write what they think it means. After they walk around you discuss each with the class.

HOMEWORK

have students select their favorite quote to make a poster that illustrates what the quote means (you can use this to put on bulletin board displaying their writing after)

Days 5/ 6:

1) Do a line of communication or tea party where students will share their HW (illustrated quote)

- You decide how many people to share with

2) Students will look at notes, articles and research from the week to do an organizer for opinion writing (5th) or argumentative writing (6th) on ONE of the following topics:

1) Dolores Huerta is a shero because she has worked to find a fair/just solution to problems.

2) I can use my voice to make a difference in my community like Dolores Huerta did by_____.

a) State your opinion about the organizing activity you can do and include evidence

- provide organizer and rubric that you use in your school district
- you can do a line of communication or pair shares to share reasons and evidence that students have in mind (helps them get started)
- give enough time to do the organizer
- you can do another pair share or line of communication after they have had more time to help those that might be struggling
- you will need another class period for them to complete the essay
- use rubric to score

QUOTE
RESOURCES:

Dolores Huerta Quotes source: <https://www.inspiringquotes.us/author/6880-dolores-huerta>

“Every moment is an organizing opportunity, every person a potential activist, every minute a chance to change the world.”

“Organized labor is the only way to have fair distribution of wealth.”

“We as women should shine light on our accomplishments and not feel egotistical when we do. It's a way to let the world know that we as women can accomplish great things!”

“We must use our lives to make the world a better place to live, not just to acquire things. That is what we are put on the earth for.”

“Giving kids clothes and food is one thing, but it's much more important to teach them that other people besides themselves are important and that the best thing they can do with their lives is to use them in the service of other people.”

“When you have a conflict, that means that there are truths that have to be addressed on each side of the conflict. And when you have a conflict, then it's an educational process to try to resolve the conflict. And to resolve that, you have to get people on both sides of the conflict involved so that they can dialogue.”

“The great social justice changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today. The civil rights movement, the labor movement, the women's movement, and the equality movement for our LGBT brothers and sisters are all manifestations of these rights.”

“That's the history of the world. His story is told, hers isn't.”

“We can't let people drive wedges between us... because there's only one human race.”

“Every minute is a chance to change the world...”

“Why is it that farmworkers feed the nation but they can't get food stamps?”

“Every single day we sit down to eat, breakfast, lunch, and dinner, and at our table we have food that was planted, picked, or harvested by a farm worker. Why is it that the people who do the most sacred work in our nation are the most oppressed, the most exploited?”

“We criticize and separate ourselves from the process. We've got to jump right in there with both feet.”

“If we don't have workers organized into labor unions, we're in great peril of losing our democracy.”

“My mother was a dominant force in our family. And that was great for me as a young woman, because I never saw that women had to be dominated by men.”

“I think we brought to the world, the United States anyway, the whole idea of boycotting as a nonviolent tactic. I think we showed the world that nonviolence can work to make social change.”

“I quit teaching because I can’t stand seeing kids come to class hungry and needing shoes. I thought I could do more by organizing farm workers than by trying to teach their hungry children.”