

Dolores Huerta Lesson Plan

By: Yurii A. Camacho



Lesson Topic: Life of Dolores Huerta	Grades: 7-8	Length of Lesson: 2 Day, 40-50 minutes
Objective: Students will analyze the life of Dolores Huerta through different forms of media and text; and determine what key factors help shape Dolores Huerta's values and beliefs.		
Standards: <p style="text-align: center;"><u>Reading: Informational Text</u></p> Key Ideas and Details: CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Craft and Structure: CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. Range of Reading and Level of Text Complexity: CCSS.ELA-LITERACY.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Key Ideas and Details: CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).		

Craft and Structure:[CCSS.ELA-LITERACY.RI.8.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Ideas:[CCSS.ELA-LITERACY.RI.8.7](#)

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Range of Reading and Level of Text Complexity:[CCSS.ELA-LITERACY.RI.8.10](#)

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Writing

Text Types and Purposes:[CCSS.ELA-LITERACY.W.7.1.D](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.7.1.E](#)

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

[CCSS.ELA-LITERACY.W.7.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.7.2.C](#)

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.8.2.C](#)

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

History/Social Studies

Key Ideas and Details:

[CCSS.ELA-LITERACY.RH.6-8.1](#)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](#)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure:

[CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Materials Needed (Teacher): laptop, projector and camera to take photos of students

Materials Needed (Students): copies of graphic organizers that will be used in the lesson, white drawing paper and a pencil

Essential Question: What factors shape our values and beliefs? How do values and beliefs change over time? When is it appropriate to challenge the beliefs or values of society?

Lesson:

Before the lesson:

- Highly recommended that the following video is watched prior to beginning the lesson so that the teacher has a better idea of what to expect as an “end product” when completing the micrography self-portrait part of this lesson.
 - <https://youtu.be/YGKeCOW94kY>
- Take a photo of each student and make it into a coloring page; print each student self-portrait prior to beginning Day 1 of the lesson.
- Please note the following:
 - There are now a number of apps (such as Colorfy, Colorscape, etc.) that will turn a photo into a coloring page making it easier for students to trace their image onto a blank sheet of paper.
 - In the video above, a light box is used to trace the image – the same results can be completed by holding up the image up against a window.
 - Regarding the “writing” portion of this project, use teacher discretion. It can be filled in using key words and/or writing phrases or sentences.

Day 1

Begin lesson by sharing the essential question and the lesson’s objective.

Building Background:

- Show a short PowerPoint presentation about Dolores Huerta

Guided Instruction:

- Read a brief biography about Dolores Huerta <https://www.womenshistory.org/education-resources/biographies/dolores-huerta>

- Annotate key evidence that helped shape Huerta's values and beliefs throughout her life.
- Take notes of evidence that helps support Huerta's values and beliefs as she was growing up. Use a graphic organizer to organize ideas and supporting evidence (attached to lesson).
- Watch YouTube video: "Still an Activist at 82, Dolores Huerta Calls Herself 'a Born-Again Feminist'" <https://www.youtube.com/watch?v=ZR7OV6m6Po0>
- Take notes of evidence that help shape Huerta's values and beliefs; note differences between Huerta's perspective then and now. Use same graphic organizer to continue to record ideas and supporting evidence.
- Watch YouTube video: "Labor of Love: Activist Dolores Huerta still fighting for change" <https://www.youtube.com/watch?v=vT-C68OucQo>
- Take notes of evidence that help shape Huerta's values and beliefs; note differences between Huerta's perspective then and now. Use same graphic organizer to continue to record ideas and supporting evidence.
- Class discussion about ideas and evidence that was collected. Checking for understanding and that students have completed their graphic organizer.

Independent Work: Can be done individually or in partners.

- QuickWrite: What factors help shape Dolores Huerta's values and beliefs? Did her beliefs change over time? According to Huerta, when was it appropriate to challenge the beliefs and values of society?
- Note: depending on time allowed, students can either complete QuickWrite as a ticket out the door, as homework, or to be finished in class at beginning of Day 2 of the lesson.

Homework:

- Students outline their self-portraits

- Note: students will need a copy of their self-portraits in the form of coloring page, a blank white sheet of paper, and a pencil. Also, be sure to remind students to trace their self-portraits as lightly as possible.

Day 2

Review the lesson's essential question, objective and key take-aways from yesterday's lesson by using notes collected onto the graphic organizer

Guided Instruction:

- Whole class discussion on Essential Questions (this section of the lesson can also be done in partners or small group, and then brought back to a whole discuss to review).
- Prior to beginning whole class discussion, allow for students to self-reflect on their own and to jot down their own thoughts. Asked students, what are their values and belief? What factors in their lives up to now has helped shaped those values? Have they experienced any changes of their values and beliefs up this point? If so, what factors caused those changes? Are those values and beliefs aligned with the majority in today's society (in their opinion)? This would be the first column of the graphic organizer that was provided.
- After students have been given time to self-reflect on their own values and beliefs; have students share response in a whole class discussion while addressing the Essential Questions for the lesson.
- Students take notes throughout this discuss to complete the next two columns of their graphic organizer.
- Then have students complete the final column of their graphic organizer using their notes from yesterday's lesson.

Independent Practice:

- Go over the steps in completing a micrography self-portrait.

- Student will fill in their own micrography self-portraits using words and key phrases from their notes from the class discussion as well their notes from what they learned about Dolores Huerta. (micrography self-portraits can also be completed as homework if limited in time). Remind students that the smaller they write the better it will turn out.
- Teacher circulates the classroom to help student that may need further assistance.

NEXT STEPS: Becoming Student Activists

- Follow up with a lesson where students take a closer look at their values and beliefs. Have them develop 2-3 statements of what matters to them to most that is aligned with their values and beliefs.
- Then have students research on the internet organizations that are aligned with their core values and beliefs.
- Encourage students to get involve in order to further develop their values and beliefs; perhaps set a time where those students who went the next step can share their experiences as “student activists” on a regular basis (like once a month, quarter, etc.).

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Resource	Evidence 1	Evidence 2	Evidence 3	Beliefs/Values Inferred
Article: Brief biography about Dolores Huerta				
YouTube video: "Still an Activist at 82, Dolores Huerta Calls Herself 'a Born-Again Feminist'"				
YouTube video: "Labor of Love: Activist Dolores Huerta still fighting for change"				

Life of Dolores Huerta – EQ Class Discussion

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Essential Questions	Your Response: Provide an example to support your answer.	Class Discussion: Give 2 other examples that were shared within the class discussion.		Examples from Dolores Huerta's Life.
What factors shape our values and beliefs?				
How do values and beliefs change over time?				
When is it appropriate to challenge the beliefs or values of society?				