

Dolores Huerta Lesson Plan

By: Yurii A. Camacho



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| Lesson Topic: Dolores Huerta – Labor Activist | Grades: 7-8 | Length of Lesson: 2 Day, 40-50 minutes |
| Objective: Students will read and analyze some of Dolores Huerta’s speeches, quotes and interview through different forms of media, and determine how her words helped inspire change. | | |
| Standards: <u>Reading: Informational Text</u> 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.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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 a specific word choice on meaning and tone. CCSS.ELA-LITERACY.RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. 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.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of 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.

Writing

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.7.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.8.4](#)

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Speaking & Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.7.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.7.1.A](#)

Come to discussions prepared, having read or researched material under study; 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.7.1.D](#)

Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.8.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.8.1.A](#)

Come to discussions prepared, having read or researched material under study; 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.8.2](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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.

[CCSS.ELA-LITERACY.RH.6-8.6](#)

Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Materials Needed (Teacher): laptop and projector

Materials Needed (Students): copies of graphic organizer and handouts for the lesson, poster paper (1 per group), markers, tape (to put up posters), and a pencil or pen

Key Vocabulary:

Essential Question: How can words inspire change? How can words have the power to provoke, calm or inspire others? How does the delivery of a message contribute to the power and impact of the words in the message?

Lesson:

Day 1

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

Building Background:

- Show a PowerPoint Presentation to build background on who is Dolores Huerta, her work as a Labor Leader and some of her most recent accomplishments.

Guided Instruction:

- Read Huerta's Speech: "NFWA March & Rally – April 10, 1966"
<https://awpc.cattcenter.iastate.edu/2017/03/09/nfwa-march-and-rally-april-10-1966/>
- Watch YouTube video: Dolores Huerta Ted Talks <https://www.youtube.com/watch?v=Q9cje57YDRU> or <https://www.youtube.com/watch?v=MZpIZUesyHZg>
- Read some of Huerta's most famous quotes and brief background when & where the quotes were said. Discuss what she was trying to inspire and/or what reaction she was hoping to cause by her words. (This can also be done in partners or in small groups.)
- Students use graphic organizer to take notes while reviewing each of these medias (graphic organizer attached to this lesson).
- Class discussion about ideas and evidence that was collected. Checking for understanding and that students have completed their graphic organizer.

Independent Work:

- QuickWrite: How did Dolores Huerta's words inspire change? What did you learn about the power of words by reading/listening to Huerta's speeches? How did Huerta's delivery of her message/speech contribute to the power and impact of her message/speech?
- QuickWrite can be completed as a ticket out the door or as homework.

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:

- Divide students into small groups.

- Using their notes from yesterday's lesson, students are to create posters addressing the lesson's Essential Questions to create a poster to present to the whole class.
- Encourage students to express their findings by using images rather than words to challenge students to be creative.
- Teacher will circulate the classroom to ensure that students remain on task as well as on time. Be sure to allow time for students to complete posters as well as to present their posters to the rest of the class.
- Students present group posters.

NEXT STEPS: Becoming Student Activists

- Follow up with a lesson where students take a closer look at an issue or topic that most concerns them, whether it be within their own school site, school district, and/or community.
- Then have students research on the internet who and how they should go about addressing their concerns.
- Encourage students to either write a letter or speech to be shared with those responsible for making decision regarding the issue or topic that most concerns them at this time; and deliver that message in a timely manner. Perhaps set a time where those students who went the next step can share their experiences as "student activists" with the rest of the class, and depending on the topic, can maybe lead a class discussion of possible next steps of action to resolve this issue.

Dolores Huerta: Labor Leader

EQ Class Discussion

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| Essential Questions | Your Response | Evidence from Huerta's Speech (April 1966) | Evidence from Huerta's TedTalk | Evidence from Huerta's Quote(s) |
|--|---------------|--|--------------------------------|---------------------------------|
| How can words inspire change? | | | | |
| How can words have the power to provoke, calm or inspire others? | | | | |
| How does the delivery of a message contribute to the power and impact of the words in the message? | | | | |

Dolores Huerta: Labor Leader, Famous Quotes

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

– Dolores Huerta (inspiringquotes.us)

“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.”

– Dolores Huerta (inspiringquotes.us)

“I quit 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.”

– Dolores Huerta (inspiringquotes.us)

“If people don't vote, everything stays the same. You can protest until the sky turns yellow or the moon turns blue, and it's not going to change anything if you don't vote.”

– Dolores Huerta (brainyquote.com)

“¡Si se puede!” – Dolores Huerta