

How Art and Music Further a Political Movement

Dolores Huerta Day Lesson Plan

Five-Day Unit

Lesson Context and Standards
<p>Context: A five-day lesson plan unit in celebration of Dolores Huerta Day (April 10th). This unit falls under the theme of an important part of Dolores Huerta’s activist efforts - The Arts. There is an accompanying one-day lesson plan unit as well as other lesson plans/units addressing Labor Organizing and Civic Engagement. These lesson plans and units can be accessed through the teacher’s guide on the Dolores Huerta Foundation website (https://doloreshuerta.org).</p>
<p>Content Standards:</p> <ul style="list-style-type: none"> ● Historical and Social Sciences Analysis Skills: <i>Chronological and Spatial Thinking</i> <ul style="list-style-type: none"> ○ 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. ○ 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. ● Historical and Social Sciences Analysis Skills: <i>Historical Interpretation</i> <ul style="list-style-type: none"> ○ 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. ○ 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. ○ 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

- 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 11.10 Students analyze the development of federal civil rights and voting rights
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

Lesson Plan Elements

Essential Question: How does art and music drive a political and social movement?

Outcomes:

- Students will be introduced to Dolores Huerta's activism and Dolores Huerta Day
- Students will be introduced to the United Farm Workers and examine the power of labor organizing and consider current day examples
- Students will understand policy context that led to labor organizing actions and the resulting laws
- Students will be introduced to the slogan coined by Dolores Huerta "¡Sí Se Puede!"
- Students will analyze political posters and protest songs
- Students will create their own song and/or zine

Assessment: Students will use critical literacy skills to analyze protest songs and political art.

Materials:

- PDF of PowerPoint Slides
- PDF of Instructor slide notes
- [United Farm Workers Website](#)
- [Cesar Chavez Foundation Website](#)
- [Huelga en General Lyrics](#)
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Chicago Tonight: Latino Voices](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Declaration of Dolores Huerta Day](#)
- [A Brief History of American Farm Labor](#)
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [Dolores Huerta: “Yes we can!”](#)
- [Si Se Puede! Interview with Dolores Huerta and Benjamin Bratt](#)
- [“Si se puede”: Dolores Huerta’s 60 years of activism](#)
- [Dolores Huerta Receives Medal of Freedom from Obama](#)
- [The Art of Protest: UFW and the Delano Grape Strike](#)
- [Chicano Royal Airforce](#)
- [Center for the Study of Political Graphics](#)
- [Self-Help Graphics and Arts](#)
- [How Murals have Served as Mirrors of Political Change](#)
- [Murals: Redefining Culture and Reclaiming Identity](#)
- [Zine activism](#)
- [A History of We Shall Overcome](#)
- [Huelga en General](#)

Unit Steps:

Day 1

Step 1: Introduction to Dolores Huerta and Dolores Huerta Day

- Quick write: Ask students if they know who Dolores Huerta is and to take a moment to write anything/everything they know.
- Share out with class
- Provide introduction to Dolores Huerta in PowerPoint
 - [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
 - [Portrait in Minute: Dolores Huerta](#)
 - [Chicago Tonight: Latino Voices](#)
- Discuss relationship between Dolores Huerta and Cesar Chavez
 - Consider why Dolores Huerta would be less well known than Chavez (touch on sexism and feminism at that time)
- [Declaration of Dolores Huerta Day](#)
 - Have students read declaration
 - Discuss the importance of naming a day after someone and its purpose

Step 2: Introduction to United Farm Workers and Delano Grape Strike

- Use PowerPoint to introduce United Farm Workers
 - [A Brief History of American Farm Labor](#)
 - [Labor Unions and the New Deal](#)
 - [The Wagner Act of 1935 \(National Labor Relations Act\)](#)
- Describe the Delano Grape Strike
 - [Delano Grape Strike](#)
 - [Dolores Huerta Speaks at Delano Grape Strike 50th Anniversary](#)

Dolores Huerta Day

High School Lesson Plans

Dolores Huerta Foundation (<https://doloreshuerta.org/>)

Step 3: Introduction to Unions, Labor Organizing Activity and the Dynamics of Oppression and Resistance

- Describe Dynamics of Oppression (Institutional, Interpersonal, Intrapersonal)
 - Have students apply to the example of farmworkers (use handout in groups)
- Describe Dynamics of Resistance
 - Have students apply to example of UFW and Delano Grape Strike
- What are other examples of union and labor organizing activity?
 - Discussion questions: What does it mean to be an organizer? A labor organizer? What are examples of labor organizing in our current time? What kind of power does labor organizing have?
 - Have students research in groups
 - Some examples include Amazon strikes, Starbucks strike, LAUSD teacher strikes
 - Identify the results of these organizing efforts

Day 2

Step 4: Review Dynamics of Oppression and Resistance from Day 1

Step 5: Origin of ¡Sí se puede!

- Use PowerPoint to tell story of origin of Sí, se puede
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [Dolores Huerta: “Yes we can!”](#)
- [Si Se Puede! Interview with Dolores Huerta and Benjamin Bratt](#)
- [“Si se puede”: Dolores Huerta’s 50 years of activism](#)
- Discuss how this serves as an act of resistance

Step 6: The Power of Political Art

- Use PowerPoint to illustrate different political posters used by UFW (and more)
 - [The Art of Protest: UFW and the Delano Grape Strike](#)
 - [Chicano Royal Airforce](#)
 - [Center for the Study of Political Graphics](#)
 - [Self-Help Graphics and Arts](#)
 - [How Murals have Served as Mirrors of Political Change](#)
 - [Murals: Redefining Culture and Reclaiming Identity](#)
 - [Zine activism](#)
- Discussion questions:
 - How does political art promote a social movement? What is the relationship between political graphics or murals and political slogans?

Day 3

Step 7: The Power of Political Music

- Use PowerPoint to illustrate different political songs and musicians
 - Woody Guthrie, Pete Seeger, Sly and the Family Stone, Sam Cooke, Marvin Gay
 - We Shall Overcome
 - Read the lyrics and then listen to a protest song of the UFW movement “[Huelga en General](#)”
 - Use [critical literacy skills](#) to analyze the song
 - What is the theme of the song?
 - What words or phrases stick out to you as you listen/read?
 - What is the mood or takeaway that the author(s) wants us to have while listening/reading?
 - Was the meaning of the song different when you read the lyrics vs. listening to it? How so? What gave it a different meaning?

- Discussion questions:
 - How does political music promote a social movement? What is the relationship between protest songs and political slogans? Is the meaning of the song different when you read the lyrics vs. listening to it? How so? What gives it a different meaning?

Step 8: Choose arts project for the week

- Have students get into groups based on interest in working on the following types of projects:
 - [Creating a political zine](#)
 - Creating a song to be recorded (maybe for YouTube or as a TikTok?)
 - Other art project aimed at the expertise level of specific teacher
 - *Alternatively... If there is a prominent local mural or musical group in the area, this could be an opportunity to arrange for a field trip or a visit and engage more directly with issues of the local community. Days 3-5 could be used to educate on specific group/mural as well as the visit itself*

Day 4

Step 9: Identify underlying values of project

- After choosing type of project, have students identify the specific values underlying their project
 - Pick a specific issue for the zine or song to focus on
 - Identify values that underpin this issue, what do you want people to take away from this experience?
 - Consider dynamics of oppression and resistance
 - Consider Dolores Huerta's idea of overcoming apathy and finding your power (from TED talk)

Step 10: Work in Groups!

- Give students time to work in their groups on their projects
- Create a graphic organizer to help structure and stay accountable to completing project

- Include a plan for dissemination of art/music/video

Day 5

Step 11: Putting it into action! Sí, se puede!

- Watch video(s) of Dolores Huerta putting her words into action (choose from resources listed above)
- Have students present their work to the rest of the class and discuss outcomes and future steps