

# Celebrating Dolores Huerta Day!

## Arts and Healing: How Art and Music Further a Political Movement

Thanks to support from:



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## Five-Day Unit Goals

- 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

No notes

# Day 1

No notes

# Introduction to Dolores Huerta

And Dolores Huerta Day  
on April 10th

Are you familiar with Dolores Huerta?

Write down anything and everything that you know about Dolores Huerta

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No notes



# Who is Dolores Huerta?

## Brief Background:

- Born in April 10, 1930 in Dawson, New Mexico
- Active in numerous school clubs
- Was a majorette
- Dedicated member of the Girl Scouts until the age of 18.
- Continued her education at the University of Pacific's Delta College in Stockton earning a provisional teaching credential.
- While teaching she could no longer bear to see her students come to school with empty stomachs and bare feet, and thus began her lifelong journey of working to correct economic injustice.
- Dolores left for delano from stockton in 1962
- Mother of 11



Photo credit: Kathy Murphy, used with permission.

No notes

# Who is Dolores Huerta?

## What She Saw

- Segregation
- Discrimination
- Poor Social conditions of Farmworkers
- Poor economic conditions of farm workers

## What She Did

- Quit teaching to fight farmworker oppression
- 1955 stockton chapter of Community Service Organization (CSO) with Fred Ross
- 1960 Started Agricultural Workers of America (AWA)
- Voter registration Drives
- Lobbied politicians to allow non-US citizens to receive public assistance, pensions, and Spanish ballots, Spanish driving tests



Photo Credit: Dolores Huerta Foundation, photographer Angela Torres.

notes Photo Credit Angela Torres



Who is Dolores Huerta?

Choose 1-2 videos to share:

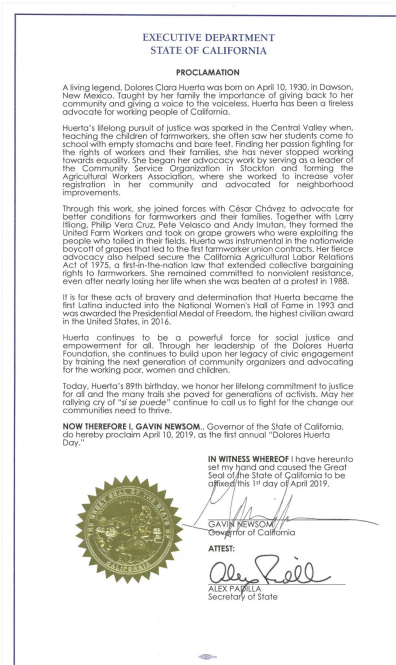
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Chicago Tonight: Latino Voices](#)

## Celebrating Dolores Huerta Day!

- April 10th (Dolores Huerta's birthday)
- Established in 2019 in California
- Recognition of lifelong pursuit of justice



About image: used by the State of California to recognize the day. Graphic designer unknown.



Read proclamation: <https://www.gov.ca.gov/2019/04/10/dolores-huerta-day/>

## United Farm Workers (UFW) 1962 - Present



March to Sacramento, Cesar Chavez to the right. Photo credit © George Ballis, courtesy of UC Merced Library Archives, used with permission.

Point out that the Farm Worker movement was happening at the exact same time as many other social justice movements mentioned before yet is one of the lesser known movements.

Cesar Chavez at the Delano UFW rally in Delano, California, June 1974. Credit: Joel Levine, CC BY 3.0, via Wikimedia Commons.

[https://commons.wikimedia.org/wiki/File:Cesar\\_chavez3.jpg](https://commons.wikimedia.org/wiki/File:Cesar_chavez3.jpg)

## Dolores Huerta and the UFW



Right: September 24, 1965, Dolores Huerta on the Grape Strike picket line in Delano, California. Photo by Harvey Richards (© Paul Richards, Estuary Press).



Photo Credit: Dolores Huerta Foundation, photographer Angela Torres.

*¡Si se puede!*

- Most students will say Cesar Chavez is the activist they mostly or only associate with the Farm Worker Movement.
- Use this slide to connect how and why Dolores Huerta is given less credit for the United Farm Workers movement.
- Tell students that the phrase “Si Se Puede”, came from Dolores, not Cesar Chavez.

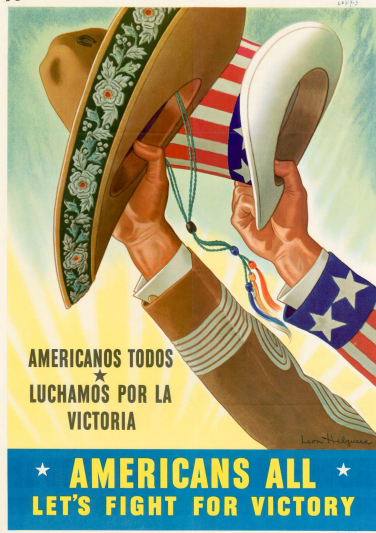
## Rise of Labor Unions

- 1930s - Tremendous labor union gains due to pro-union stance of the Roosevelt administration and from legislation enacted by Congress during the early **New Deal**
- 1933 - **The National Industrial Recovery Act** provided for collective bargaining
- 1935 - **National Labor Relations Act** (aka **the Wagner Act**) required businesses to bargain in good faith with any union supported by the majority of their employees

[Labor Unions and the New Deal](#)

[The Wagner Act of 1935 \(National Labor Relations Act\)](#)

# American Farm Labor and the Bracero Program



Credit: Helguera, Leon. Americans all, let's fight for victory: Americanos todos, luchamos por la victoria., poster, 1943; Washington D.C. Public Domain.

- Labor shortage during World War II
- Bracero Program allowed Mexicans to work temporarily on U.S. Farms
- Program officially ended in 1964

## Mexican Workers Wanted in October

Farmers and orchardists in Washington state have placed orders for approximately 6000 imported Mexican workers for the month of October, according to reports sent to

Figure 14. A description of the demand for Mexican laborers (Source: Northwest Farm News, September 9, 1943).



Right: The first Braceros arriving in Los Angeles, CA by train in 1942. Credit: Dorothea Lange, working for the US Government., Public domain, via Wikimedia Commons.

## A Brief History of American Farm labor

California became a major agricultural center after the Civil War. There, farm labor was mostly imported from Asia. By the 1930s, the immigrant labor force had begun to shift to Mexico, and during the World War II labor shortage the Bracero Program was initiated, which allowed Mexicans to work temporarily on U.S. farms. The program was ended in 1964, although Latin American immigrants—legal and illegal—continue to make up the vast majority of the U.S. agricultural workforce.

Poster credit: Helguera, Leon. Americans all, let's fight for victory : Americanos todos, luchamos por la victoria., poster, 1943; Washington D.C..

(<https://digital.library.unt.edu/ark:/67531/metadc426/>; accessed April 15, 2025), University of North Texas Libraries, UNT Digital Library, <https://digital.library.unt.edu/>; crediting UNT Libraries Government Documents Department. <https://digital.library.unt.edu/ark:/67531/metadc426/>

Photo credit: Dorothea Lange, working for the US Government., Public domain, via Wikimedia Commons

<https://commons.wikimedia.org/wiki/File:BraceroProgram.jpg>



## United Farm Workers Union

- First genuine collective bargaining agreement between farm workers and growers in the history of the continental United States (1966 Schenley vineyards).
- The first union contracts requiring rest periods, toilets in the fields, clean drinking water, hand washing facilities, protective clothing against pesticide exposure, banning pesticide spraying while workers are in the fields, outlawing DDT and other dangerous pesticides, lengthening pesticide re-entry periods beyond state and federal standards, and requiring the testing of farm workers on a regular basis to monitor for pesticide exposure.

No notes

## United Farm Workers Union

- The first union contracts regulating safety and sanitary conditions in farm labor camps, banning discrimination in employment and sexual harassment of women workers.
- The first union contracts providing for profit sharing and parental leave.
- Abolishing the infamous short-handled hoe that crippled generations of farm workers and extending to farm workers state coverage under unemployment, disability and workers' compensation, as well as amnesty rights for immigrants and public assistance for farm workers.
- The first union contracts eliminating farm labor contractors and guaranteeing farm workers seniority rights and job security.

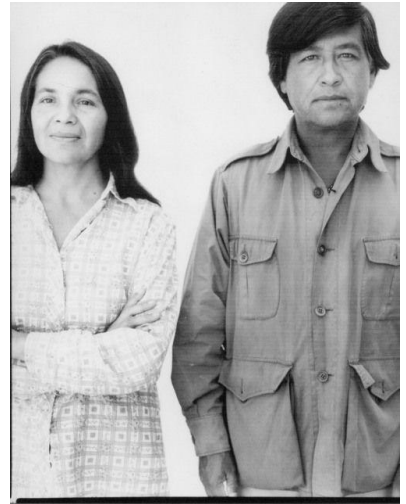


Photo credit: Richard Avedon; courtesy of Dolores Huerta Foundation, used with permission.

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## Farmworker supports provided by UFW

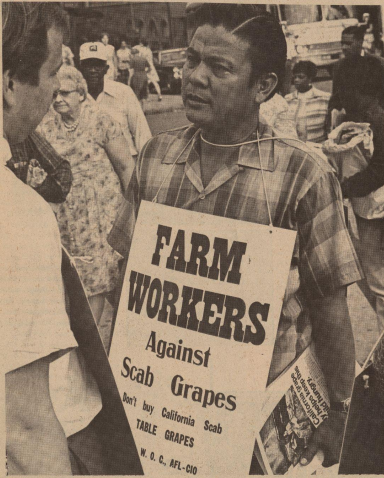
- Health Benefits (RFK Medical Plan)
- Pension Plans (Juan De La Cruz)
- Life insurance
- 1st credit union of farmworkers
- Cooperative stores
- Immigration Paperwork
- Income Taxes



Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

- The image is an article highlighting the credit union established by the United Farm Workers, a first for farm workers
- The list is of supports offered by UFW to farmworkers

# The Delano Grape Strike and Boycott



In September, 1965, over 4,000 grape pickers in the vineyards around Delano, California went on strike, when their employers refused to pay a living wage, sign a written contract, or recognize the workers' union. Since then, over 10,000 workers have joined in that strike. For four long years, these farm workers, led by Cesar Chavez and the United Farm Workers Organizing Committee, have struggled nonviolently for social and economic justice. Here is our story:

## 1965 grape boycott



Left: "The Delano Grape Strike and Boycott" 1970

This pamphlet published by the United Farm Workers (UFW) union publicized and sought support for a boycott of non-union table grapes. The pamphlet asks consumers to look for the iconic UFW union label before buying grapes.

Source: National Archives, Records of the U.S. House of Representatives

- Name it: this is one main example of Resistance against Agribusiness
- Make connection that AWOC came out of AWA which was formed by Dolores prior to co-founding the NFWA
- [Delano Grape Strike](#)
- [Dolores Huerta Speaks at Delano Grape Strike 50th Anniversary](#)

## 1965 grape boycott

- 5 year strike
  - Boycotts
  - Rallies
  - Marches
  - Non-violent resistance
  - Women and children more than ever on picket lines after seeing Dolores and Helen Chavez out there
  - 17 million people stopped eating grapes
  - Support from Europe and Canada

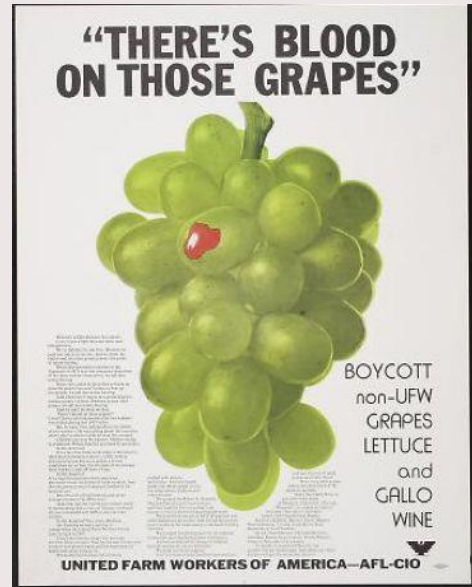
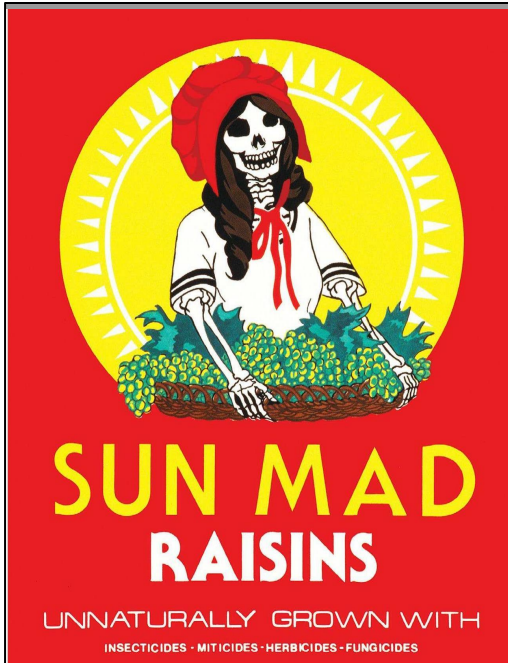


Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

- Point out the ways in which the UFW and the public resisted.



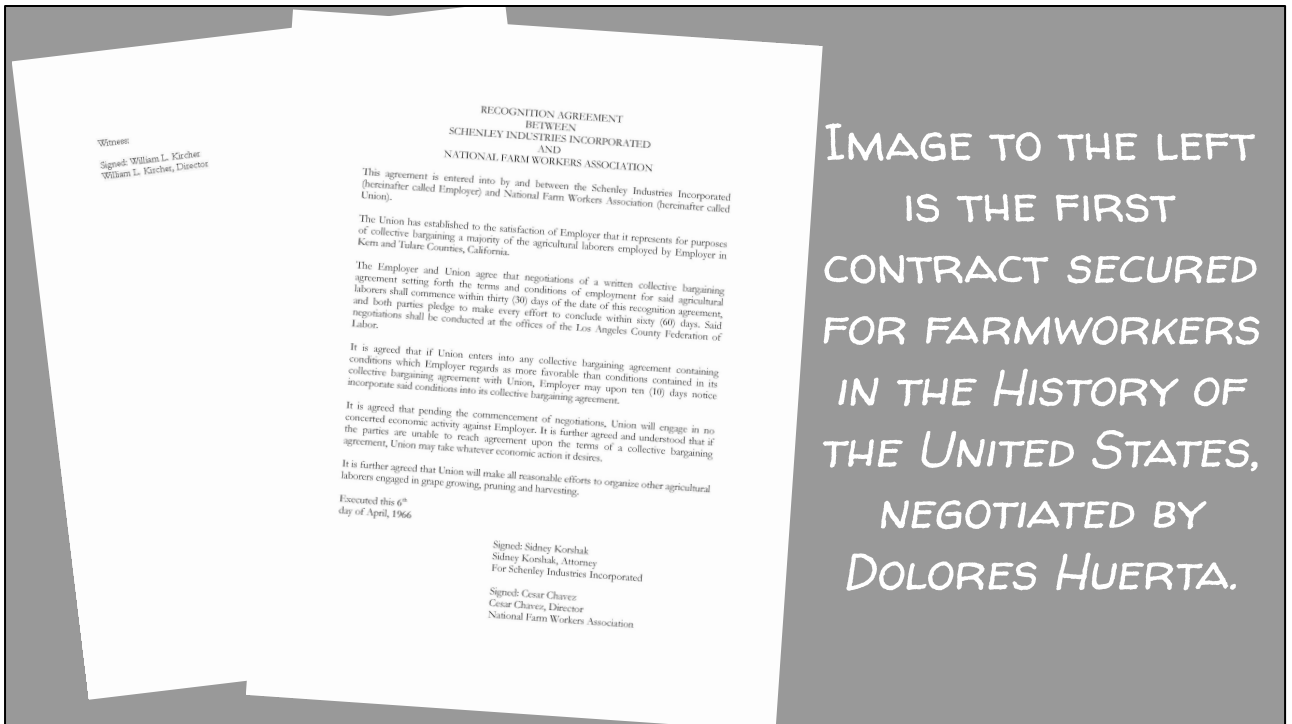
Credit: © Ester Hernandez, used with permission.

## Pesticides and Environmental Justice



Source: Library of Congress, Grape Strike and Boycott March, 18, 1970, bumper sticker

No notes



- Emphasize that while a major march was taking place, Dolores landed the first contract with a major grower, Schenley Vineyards.

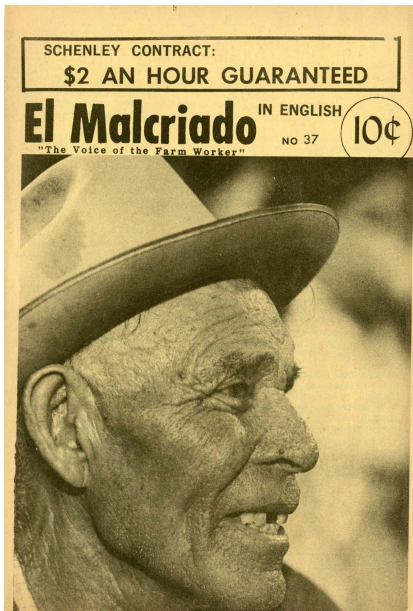


Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

At a time when minimum wage was \$1.25 an hour nationally, the contract guaranteed:

- ❖ Between \$2.00 - \$3.50 depending on position
- ❖ Workers voted and decided on \$8-\$12 per ton of wine grapes depending on the field
- ❖ That Schenley would fire all contractors who cheat workers
- ❖ 6 paid holidays
  - Time and half if did work on holiday
  - 50% more working 48 hours in a week
- ❖ 3 days for funerals and sick days
- ❖ Schenley would pay for tools, equipment and clothing for sprayers
- ❖ A health and Welfare plan

- Highlights from article out of El Malcriado, the unofficial newspaper of the UFW and another form of resistance.
- More info on El Malcriado [here](#).





## THE SCHENLEY CONTRACT!

Wages are only a part of the story. Schenley will fire all its contractors (including Frank Herrera) and promise not to use any more contractors who cheat the workers. Instead, the union will set up a hiring hall. Schenley will call up the union and say, "We need 3 crews, 50 workers this week" and the union will send over the workers needed. Everyone who works at Schenley's will be protected by the union.

The workers will get six paid vacations. They get the day off but they still get paid the same wage as if they had worked. The vacations are Mexican Independence Day (Sept. 16), Labor Day, Thanksgiving, Christmas, New Year, and Fourth of July. If they do work on these days, they get their wage plus a 50% bonus. They also get 50% extra wages for all the time they work over 48 hours per week.

Workers will be allowed 3 days off (with pay) for funerals of members of their families, and days off (with pay) when they are sick.

Schenley will pay for all tools and equipment used by the workers, and will also pay for special clothing for sprayers.

Still to be worked out is the special "Health and Welfare Plan" to provide medical insurance and pensions for the workers.

But wages, vacations, and pensions are still only part of the story. For at last the worker, protected by the union, can work with dignity and pride. No boss, contractor, or crew leader can treat these workers like animals, insult them or look down on them. The boss can't fire the worker just because the boss doesn't like him. And the bosses know that if they are unfair to any worker, or try to shove anybody around, they will have the whole union to deal with.

5



**HOW TO END A STRIKE:** Schenley officials sat down at this table with leaders of the Farm Workers Association and workers from Schenley's Ranch to work out a contract. Left to right are: Gil Padilla, Dolores Huerta, Alex Hoffmann (lawyer) and Cesar Chavez, leaders of the FWA; Bill Bussett and Bill Kircher of the AFL-CIO; Sidney Korschack, high official of Schenley Industries; and five members of the Farm Workers Association who are now workers at Schenley Ranch near Delano, Srs. Alvise, Ariola, Garza, Sanchez, and Jordan.

**EL MALCRIADO SAYS:** VIVA SCHENLEY INDUSTRIES, which have the good sense to recognize the Farm Workers Association and sign a fair contract. And VIVA CESAR CHAVEZ, and the ASSOCIATION, and the STRIKERS, who won this great victory. The 250 years of feudal agriculture and grower tyranny in California are ending, and the campesino is winning his long struggle for justice.

*Schenley Industries Inc.*

Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

- This is the official article in the June 1966 issue of El Malcriado.
- Notice Dolores and Cesar are at the table, but are hard to see in the picture.

# 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?
- 

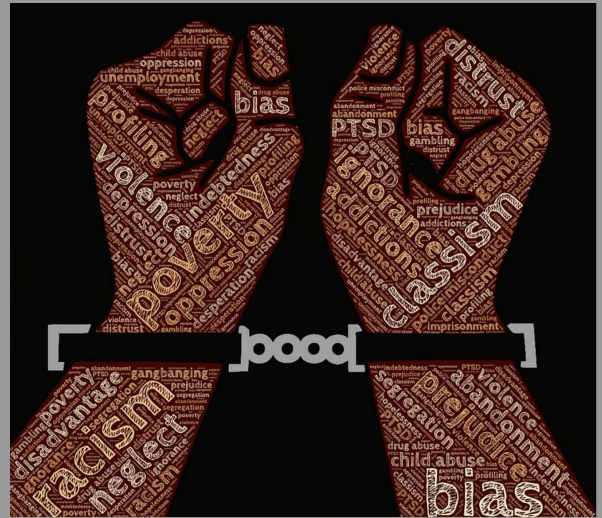
No notes

# Oppression and Resistance

### DEFINE OPPRESSION:

THE EXERCISE OF AUTHORITY OR POWER  
IN A CRUEL OR UNJUST MANNER

# WHAT DOES OPPRESSION LOOK LIKE?



Source: Pixabay free image

- Dynamics of Oppression
- Before displaying the definition of Oppression, have students share out what they think Oppression means.
- Have a volunteer read the definition of oppression.
- To answer “What does oppression look like?”, use the chart on the next slide

# DYNAMICS OF OPPRESSION

the exercise of authority or power in a cruel or unjust manner

	<b>INSTITUTIONAL (Systemic – Society)</b>	<b>INTERPERSONAL (Group)</b>	<b>INTRAPERSONAL (Individual)</b>
Thoughts	Institutionalized stereotype <i>(acknowledges stereotype exists* even through denial)</i>	Group stereotype <i>(thought of stereotype is commonly understood)</i>	STEREOTYPE <i>(Spanish or Southern accent is bad)</i>
Feelings / Beliefs	Institutionalized prejudice <i>(institution accepts stereotype as factual)</i>	Group prejudice <i>(stereotype is believed to be true)</i>	PREJUDICE <i>(Spanish or Southern accent is bad)</i>
Behaviors / Actions	Institutionalized discrimination <i>(institution justifies discrimination)</i>	Discrimination <i>(Spanish or Southern accent are made fun of)</i>	Self-inflicted discrimination <i>Is internalized (I change my accent to avoid discrimination)</i>
Policies, Practices, Structures, Laws, Culture, Norms	OPPRESSION / ISM <i>(Structural Inequality of hiring practice based on accent)</i>		

- The main idea here is for students to understand the difference between
  - Institutional Oppression, systems and/or structures in society oppression a group or an individual
  - Interpersonal Oppression, oppression between two groups or two individuals or between a group and an individual
  - Intrapersonal Oppression, oppression against our own self.

## DYNAMICS OF OPPRESSION IN AMERICAN FARM LABOR

INSTITUTIONAL (SYSTEMIC – SOCIETY)	INTERPERSONAL (GROUP)	INTRAPERSONAL (INDIVIDUAL)

- Have students discuss where the Dynamics of Oppression showed up in the Drawbridge Story.
- This can be done in groups or as whole-class discussion.



Image: Nobel Foundation, Public domain, via Wikimedia Commons.

**Martin Luther  
King, Jr.**

**“ We know through painful  
experience that freedom is  
never voluntarily given  
by the oppressor; it  
must be demanded  
by the oppressed. ”**

**(Letter from a Birmingham Jail)**

- Use this quote to transition from Oppression to Resistance

# Oppression and Resistance



Photo by [Jon Tyson](#) on [Unsplash](#)

## DEFINE RESISTANCE:

THE REFUSAL TO ACCEPT OR COMPLY  
WITH SOMETHING; THE ATTEMPT TO  
PREVENT SOMETHING BY ACTION OR  
ARGUMENT.

## WHAT DOES RESISTANCE LOOK LIKE?

- Dynamics of Resistance
- Before displaying the definition of Resistance, have students share out what they think Resistance means
- Have a volunteer read the definition of resistance
- To answer “What does resistance look like?”, use the chart on the next slide

## DYNAMICS OF RESISTANCE BY UFW AND FARMWORKERS

INSTITUTIONAL (SYSTEMIC – SOCIETY)	INTERPERSONAL (GROUP)	INTRAPERSONAL (INDIVIDUAL)

28

- Have students discuss where the Dynamics of Resistance showed up in the Drawbridge Story.
- This can be done in groups or as whole-class discussion.



*In dyads, discuss the following:  
Share a personal or historical example of  
oppression and resistance.*



Source: Pixabay free image

29

- Use the Listening Dyad Strategy. Each partner will have a set amount of time to speak uninterrupted (30 - 60 seconds). If they finish early, they are to sit silently with their partner. When the time resets, the other partner will speak uninterrupted.

# Day 2

No notes

## Review Dynamics of Oppression and Resistance from Day 1



Source: Pixabay free image

No notes

# Origin of ¡Sí Se Puede!

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No notes



¡Sí Se Puede! - Interview with Dolores Huerta and Benjamin Bratt

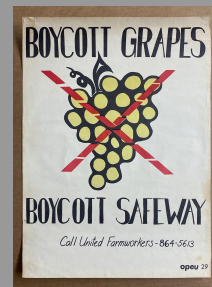
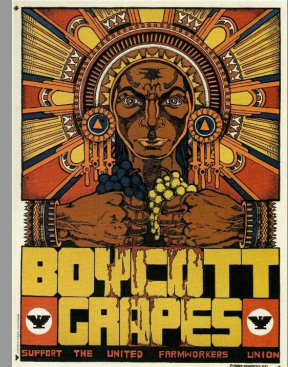
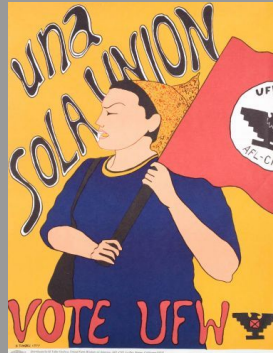
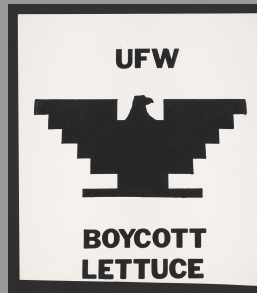
Use one of these videos:

- [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](#)

## UFW Political Posters



Images Credit: United Farm Workers of America, AFL-CIO, used with permission.



No notes

## The Art of Protest: UFW and the Delano Grape Strike



No notes

## Explore political posters

- Take some time to look at these websites
- Pick 2-3 posters/murals/zines that stand out to you
- Be sure you can answer these questions:
  - What do you notice about the posters/murals/zines?
  - What appeals to you?
  - What do they remind you of?
  - Is there anything jarring about them?

<https://smarthistory.org/rcaf/>

<https://www.politicalgraphics.org/>

<https://www.selfhelpgraphics.com/>

<https://tinyurl.com/3svhwhmz>

<https://tinyurl.com/scsx2hsb>

<https://tinyurl.com/23jpxs6w>

- [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

- How does political art promote a social movement?
  - What is the relationship between political graphics or murals and political slogans?
- 

No notes

# Day 3

No notes

## The Power of Political Music



Woody Guthrie

Credit: Library of Congress, New York World-Telegram and the Sun staff photographer: Al Aumuller, Public domain, via Wikimedia Commons

Pete Seeger

Credit: Josef SCHWARZ [CC BY-SA 3.0](#), via Wikimedia Commons



Sly and the Family Stone

Credit: Distributed by Epic Records, Daedalus Management, and William Morris Agency, Inc. Photographer uncredited and unknown., Public domain, via Wikimedia Commons



Marvin Gaye

Credit: Los Angeles Times, CC BY 4.0, via Wikimedia Commons

Take the time to go into any of these artists that make the most sense for the context of your classroom and local area

## We Shall Overcome - Anthem of the Civil Rights Movement



No notes

## Huelga en General: Protest song of the UFW



Pass out lyrics as handout

# The Power of Music

Critically analyzing lyrics

- 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 singer(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?
  - How does political music promote a social movement?
-

Create your own political art or music!

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No notes

## How would you contribute to a movement?

**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 or student

### [How to create a zine](#)

*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

No notes



**How to Overcome Apathy and Find Your Power -Dolores Huerta Ted Talk**

Could start at 6:10-8:15 (or more) to focus on “finding your power”

## Identify underlying values of your project

### **After choosing a project, identify the specific values underlying your 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

No notes

# Time to work in groups!

- Make a plan for completing the project
  - Give each group member a role
  - Include a plan for dissemination of art/music/video
- 

No notes

# Day 5

No notes



“¡Sí Se Puede!”: Dolores Huerta’s 50 Years of Activism

No notes

Present your project to the class  
and discuss goals and future steps



Photo Credit: Victor Aleman, used with permission