

How Art and Music Further a Political Movement

Dolores Huerta Day Lesson Plan

One-Day Lesson

Lesson Context and Standards
<p>Context: A one-day lesson plan in celebration of Dolores Huerta Day (April 10th). This lesson plan falls under the theme of an important part of Dolores Huerta’s activist efforts -Arts and Healing. There is an accompanying 5-day lesson plan unit as well as one other lesson plan/unit addressing the Arts and Healing theme. 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 examine the power of labor organizing and consider current day examples
- Students will be introduced to the slogan coined by Dolores Huerta "Sí, Se Puede!"
- Students will analyze political posters and protest songs

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](#)
- [Huelga en General](#)

Lesson Steps:

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](#)
- [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 Policy Context

- 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 \(National Labor Relations Act\)](#)
- Discussion questions: What does it mean to be an organizer? A labor organizer? What are examples of labor organizing in our current time? (Amazon strikes, teacher strikes etc.) What kind of power does labor organizing have? (For an expansion on this topic, refer to the lesson plan/unit on Labor Organizing: A Consideration of Class)

Step 3: 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!”](#)

Dolores Huerta Day

High School Lesson Plans

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

- [Si Se Puede! Interview with Dolores Huerta and Benjamin Bratt](#)
- [“Si se puede”: Dolores Huerta’s 50 years of activism](#)

Step 4: The Power of a Political Art and Music

- Use PowerPoint to illustrate different political posters used by UFW (and more)
 - [The Art of Protest: UFW and the Delano Grape Strike](#)
- 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?