

Marriage Equality in California

Dolores Huerta Day Lesson Plan

Five-Day Unit

Lesson Context and Standards
<p>Context: A five-day lesson plan in celebration of Dolores Huerta Day (April 10th). This lesson plan falls under the theme of a key part of Dolores Huerta’s legacy -Civic Engagement. There is an accompanying 1-day lesson plan unit as well as two other lesson plans/units addressing the Civic Engagement theme (on Women of Color Activism and Reproductive Rights). 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: What particular strengths do LGBTQ activists bring to civic engagement? What specific challenges do they face?

Outcomes:

- Students will be introduced to Dolores Huerta's activism and Dolores Huerta Day
- Students will examine the power of civic engagement through Dolores Huerta's LGBTQ activism work
- Students will understand policy context that led to organizing actions and the resulting laws
- Students be introduced to the concept of intersectionality
- Students will identify LGBTQ activists and their contributions throughout civil rights history
- Students will identify local LGBTQ organizations and consider methods of contributing to their causes

Assessment:

Students will apply understanding of intersectionality to their own identities through cultural identity activity and demonstrate through discussion their awareness of the relationship between identity and power hierarchies.

Materials:

- PDF of PowerPoint Slides
- PDF of Instructor slide notes
- [United Farm Workers Website](#)
- [Cesar Chavez Foundation Website](#)
- [Social Identity Wheel Handout](#)
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Chicago Tonight: Latino Voices](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Declaration of Dolores Huerta Day](#)
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [History of LGBTQ rights](#)
- [The urgency of intersectionality - Kimberlé Crenshaw TED Talk](#)
- [Implicit Bias Worksheet](#)

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](#)
 - [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [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 the Power of Civic Engagement and Dolores Huerta's feminist activism towards policy change

- Use PowerPoint to introduce civic engagement efforts by Dolores Huerta
- [History of LGBTQ rights](#)
- Current status of LGBTQ rights and the Trump administration

Step 3: Introduction to history of LGBTQ rights and key activists

- Use PowerPoint to LGBTQ activists
 - Harvey Milk
 - Marsha P Johnson and Sylvia Rivera
 - Audre Lorde

Dolores Huerta Day

High School Lesson Plans

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

Day 2

Step 4: Exploring intersectionality

- [Show Kimberlé Crenshaw TED talk](#)
- Who am I? Activity
 - Pass out note cards to students
 - On one side, have students write down words that they would use to describe themselves
 - On the other side, have students write down words that others might use to describe them
 - Reflect on the differences between these two sides and what is lost when you only use words that others would use
 - Discuss as a class
- Social identity wheel activity
 - Pass out social identity handout
 - Have students fill in the wheel and then write answers to each question
 - Pair/share and then with the whole class as comfortable
- Examine implicit bias and stereotyping
 - Define terms
 - Complete the [Implicit Bias worksheet](#)
 - Students will pair up and discuss the following:
 - What feelings or reactions did you have after completing the Implicit bias worksheet?
 - Reflect on your life experiences that may have influenced your results. Consider your childhood and family upbringing; the neighborhoods in which you've lived; elements of your educational path; media messages; your family and peer networks; etc. How might these experiences have shaped your biases, with or without your conscious awareness?
 - How can implicit bias be harmful?

- How might knowing your worksheet results and reflecting on your biases affect your future actions and decisions?
- What can you do to interrupt biases we hold? Can we change unconscious bias?

Day 3

Step 5: Introduction to the Dynamics of Oppression and Resistance

- Describe Dynamics of Oppression (Institutional, Interpersonal, Intrapersonal)
 - Have students apply to the example of LGBTQ people (use handout in groups)
- Describe Dynamics of Resistance
 - Have students apply to actions of LGBTQ activists

Step 6: Identify local LGBTQ organizations and consider methods of contributing to their causes

- Have students in groups/pairs identify LGBTQ organizations and community leaders
- Brainstorm methods of contributing to their causes

Day 4

Step 7: Community engagement and support

- Review Dynamics of Oppression and Resistance from Day 1
- Consider how community engagement aligns with aspects of resistance against oppression
- In the same groups as Day 3, brainstorm within groups on an action that each group can take that aligns with the values identified in their presentations from Day 3. These actions can correspond to the community organizations that they researched prior, but they don't have to. Some examples can include:
 - Writing letters to/calling local legislators, encouraging them to support the proposed values/actions
 - Creating a campaign within the school (working with student government etc.)
 - Signing up to volunteer time at local organization

- Or something else!

Day 5

Step 8: 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 work in groups on their civic engagement action
- Present their action to the rest of the class and discuss outcomes and future steps