



Celebrating Dolores Huerta Day!

Civic Engagement: LGBTQ+ Rights

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Five-Day Unit Goals

- 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

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

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:

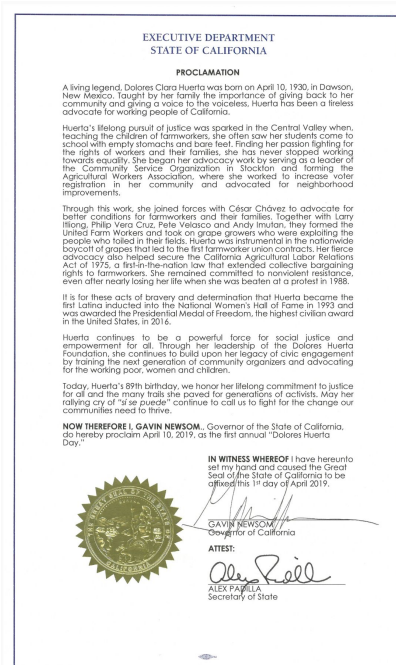
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Chicago Tonight: Latino Voices](#)

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/>

What is Civic Engagement?



[Image by Stockcake:](#)
Community Rising Together
(public domain).

Civic engagement means working to make a difference in the civic life of our **communities** and developing the combination of **knowledge, skills, values** and **motivations** to make that difference. It means promoting the **quality of life** in a community, through both **political** and **non-political processes** (Civic Responsibility in Higher Education, Ehrlich, 2000, p.vi).



Operating with unwavering **hope**, we believe in achieving the seemingly unattainable. “**Si se puede**” embodies a **collective awakening to individual and communal power**. Our civic engagement department is dedicated to equipping **grassroots leaders** with the **tools** and **knowledge** essential for guiding their **communities** toward enduring **transformative solutions**. We aim to create a Central Valley of **informed** and **engaged citizens** and **voters** ready to **advocate, educate, vote**, and use our political system to create a more **just** and **equitable** Central Valley (Dolores Huerta Foundation website).

- Consider how community engagement aligns with aspects of resistance against oppression

A Woman's Role...



Photo courtesy © George Ballis,
used with permission.



Photo courtesy © Lori de León, used with permission.

- Discuss the expectations of a woman; of the expectations placed on a woman like Dolores
- Questions to consider: What is a feminist from a critical race theory perspective? Who are other models?

Dolores Huerta: 58 Sexist Comments in the United Farm Workers Meeting



No notes

Dolores Huerta's Contributions to LGBTQ activism

Dolores Huerta's support for the LGBT rights goes back decades...

- UFW staff participated in the historic Stonewall March in New York.
- Testified on behalf of LGBT rights before a congressional committee held by congressmen Phil and John Burton.
- In UFW, organized participation of Farm Workers in Gay Rights marches in Los Angeles and San Francisco.

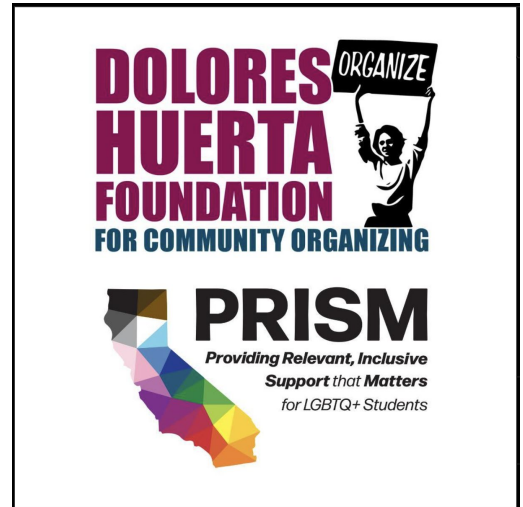


Source: Rafa213, [CC BY-SA 4.0](#) via Wikimedia Commons

No notes

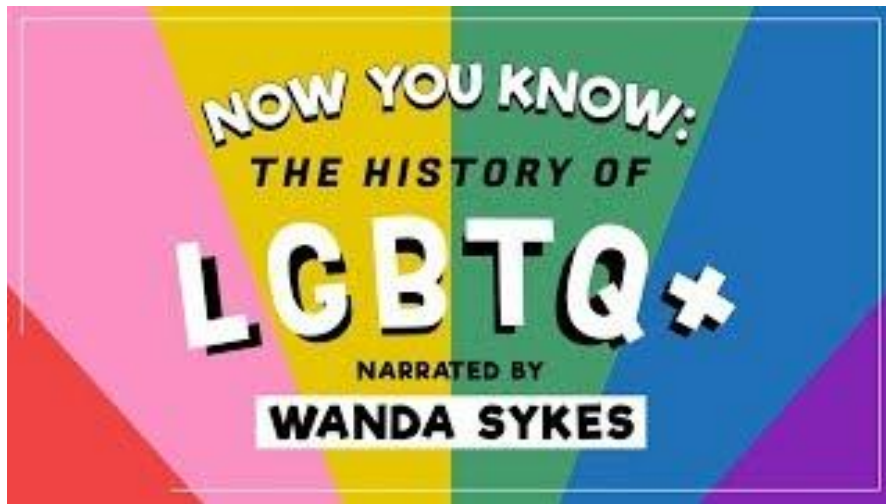
Dolores Huerta Foundation & LGBTQ activism

- Organized LGBT support groups in local High Schools
- Opposed and campaigned against state propositions against the LGBT community.
- Held educational meetings with our membership in our chapters with movies and discussions to educate them to the LGBTQ community.
- Have yearly educational sessions for staff on LGBTQ conduct.
- Supported and campaigned for Prop 3 putting same sex marriage in our constitution in California.
- President Dolores Huerta includes support for LGBTQ rights in all her many presentations in schools, organizations, etc.
- She was on the Board of Equality California for many years and is now an honorary board member..
- She was also a board member of the Human Rights Campaign in its early years.



No notes

A Brief History of LGBTQ Rights



<https://www.pbs.org/wgbh/americanexperience/features/stonewall-milestones-american-gay-rights-movement/>

Key LGBTQ Activists



Harvey Milk (above)

Source: Daniel Nicoletta (March, 7 1978) [CC 3.0](#) via Wikimedia Commons

Marsha P. Johnson (right)

Source: Hank O'Neal, Public Domain via Wikimedia Commons



Sylvia Rivera (left)

Source: Roseleechs, [CC 4.0](#) via Wikimedia Commons



Audre Lorde (left)

Source: Elsa Dorfman, [CC 2.5](#) via Wikimedia Commons

For 5-day unit- can spend longer on each activist

Harvey Milk (May 22, 1930 – November 27, 1978) was an American politician and the first openly gay man to be elected to public office in California, as a member of the San Francisco Board of Supervisors.

Photo credit: Daniel Nicoletta (March, 7 1978) CC 3.0 via Wikimedia Commons
https://commons.wikimedia.org/wiki/File:Harvey_Milk_at_Moscone_desk_cropped_300.jpg

Marsha P. Johnson (August 24, 1945 – July 3, 1992) was an American gay liberation activist and self-identified drag queen. Known as an outspoken advocate for gay rights, she was one of the prominent figures in the Stonewall uprising of 1969

Photo credit: Hank O'Neal, Public Domain via Wikimedia Commons
[https://commons.wikimedia.org/wiki/File:Marsha_P._Johnson_1970s_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Marsha_P._Johnson_1970s_(cropped).jpg)

Sylvia Rivera (July 2, 1951 – February 19, 2002) was an American gay liberation and transgender rights activist[3][4][5] who was also a noted community worker in New York. Rivera, who identified as a drag queen for most of her life[6][7][8][9] and later as a transgender person,[10][11][12] participated in demonstrations with the Gay Liberation Front.

Photo credit: Roseleechs, CC 4.0 via Wikimedia Commons,
[https://commons.wikimedia.org/wiki/File:STAR_Rally_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:STAR_Rally_(cropped).jpg)

Audre Lorde (February 18, 1934–November 17, 1992) was an American writer, professor, philosopher, intersectional feminist, poet and civil rights activist. She was a self-described "Black, lesbian, feminist, socialist, mother, warrior, poet" who dedicated her life and talents to confronting different forms of injustice, as she believed there could be "no hierarchy of oppressions" among "those who share the goals of liberation and a workable future for our children"

Photo credit: Elsa Dorfman, CC 2.5 via Wikimedia Commons,
https://commons.wikimedia.org/wiki/File:Audre_lorde.jpg

Discussion Questions

- How were the experiences of queer people and queer people of color different from men or white women in activist movements?
-

No notes

Day 2

No notes

The Urgency of Intersectionality: Kimberlé Crenshaw



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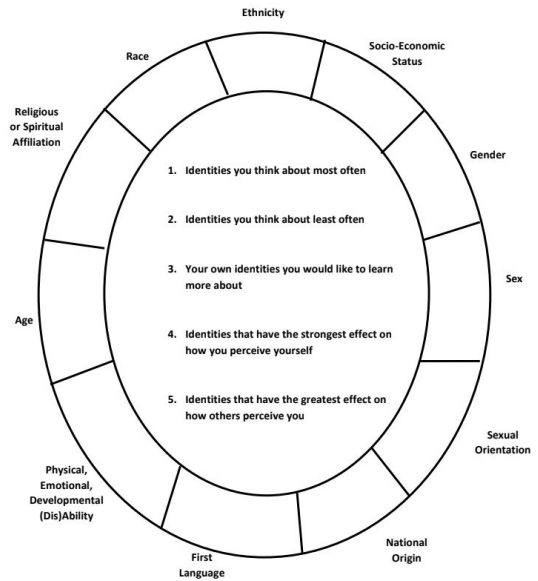
Who am I? Activity

- Pass out notecards
- On one side, write down words that they would use to describe themselves
- On the other side, 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

No notes

Social Identity Wheel

- Review social identity handout
- Fill in the wheel and then write answers to each question
- Pair/share and then with the whole class as comfortable



Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).

No notes

Defining Implicit Bias and Stereotyping

Implicit bias, also known as implicit prejudice or implicit attitude, is a negative attitude, of which one is not consciously aware, against a specific social group.

Implicit bias is thought to be shaped by experience and based on learned associations between particular qualities and social categories, including race and/or gender. Individuals' perceptions and behaviors can be influenced by the implicit biases they hold, even if they are unaware they hold such biases.

Stereotyping is the act of making assumptions or generalizations about what a particular type of person is like based on perceived characteristics, such as race, gender, or age. These assumptions may be oversimplified or inaccurate, leading to unfair or biased treatment of individuals.

No notes

Examine Implicit Bias and Stereotyping

- Complete the **Implicit Bias** worksheet
- Get into pairs 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?

Complete the [Implicit Bias worksheet](#)

Discussion Questions

- How does understanding our own identities help us to take action in our communities?
 - How does understanding our implicit biases help us to take action in our communities?
-

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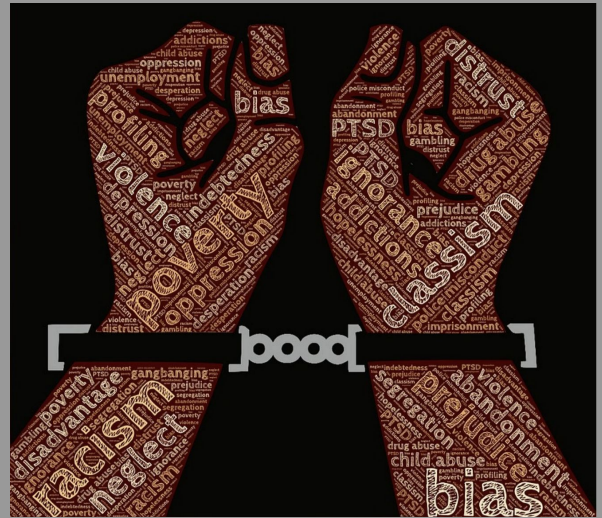
Day 3

No notes

Oppression and Resistance

DEFINE OPPRESSION:

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

	INSTITUTIONAL (Systemic – Society)	INTERPERSONAL (Group)	INTRAPERSONAL (Individual)
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)

30

- 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

31

- 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.

Identify local LGBTQ+ community leaders and devise methods of contributing to their causes

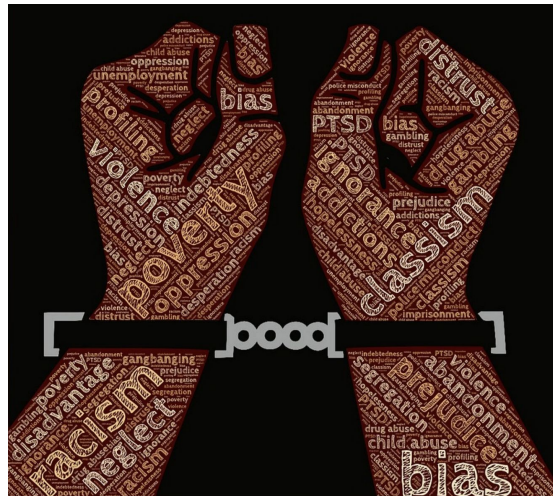
- In groups/pairs identify local women of color community leaders
- Brainstorm methods of contributing to their causes

No notes

Day 4

No notes

Review Dynamics of Oppression & Resistance from Day 3



Source: Pixabay free image

No notes

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[Image by Stockcake:](#)
Community Rising Together
(public domain).

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Civic engagement and support

In the same groups as Day 3, brainstorm an action that each group can take that aligns with the causes spearheaded by local LGBTQ activists. These actions can correspond to community organizations as well.

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!

No notes

Day 5

No notes



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

No notes

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No notes

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



Photo Credit: Víctor Aleman, used with permission