



Celebrating Dolores Huerta Day!

Civic Engagement: LGBTQ+ Rights

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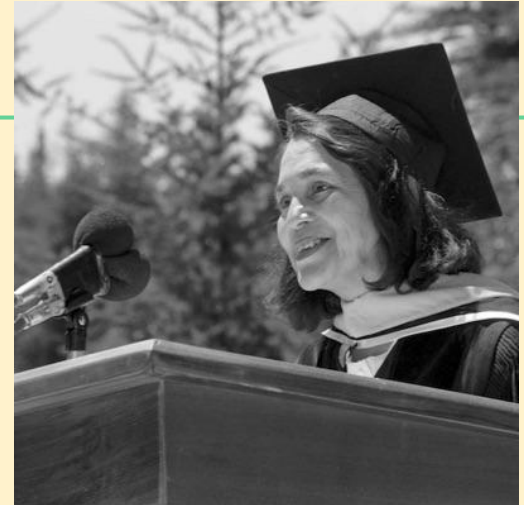


Photo courtesy Special Collections, University Library, University of California Santa Cruz.

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

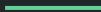
Day 1

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



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.

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.



Who is Dolores Huerta?

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.

EXECUTIVE DEPARTMENT STATE OF CALIFORNIA

PROCLAMATION

A living legend, Dolores Clara Huerta was born on April 10, 1930, in Dawson, New Mexico. Taught by her family the importance of giving back to her community and giving a voice to the voiceless, Huerta has been a tireless advocate for working people of California.

Huerta's lifelong pursuit of justice was sparked in the Central Valley when, teaching the children of farmworkers, she often saw her students come to school with empty stomachs and bare feet. Finding her passion fighting for the rights of workers and their families, she has never stopped working towards equality. She began her advocacy work by serving as a leader of the Community Service Organization in Stockton and forming the Agricultural Workers Association, where she worked to increase voter registration in her community and advocated for neighborhood improvements.

Through this work, she joined forces with César Chávez to advocate for better conditions for farmworkers and their families. Together with Larry Irlong, Philip Vera Cruz, Pete Velasco and Andy Imutan, they formed the United Farm Workers and took on grape growers who were exploiting the people who toiled in their fields. Huerta was instrumental in the nationwide boycott of grapes that led to the first farmworker union contracts. Her fierce advocacy also helped secure the California Agricultural Labor Relations Act of 1975, a first-in-the-nation law that extended collective bargaining rights to farmworkers. She remained committed to nonviolent resistance, even after nearly losing her life when she was beaten at a protest in 1988.

It is for these acts of bravery and determination that Huerta became the first Latina inducted into the National Women's Hall of Fame in 1993 and was awarded the Presidential Medal of Freedom, the highest civilian award in the United States, in 2016.

Huerta continues to be a powerful force for social justice and empowerment for all. Through her leadership of the Dolores Huerta Foundation, she continues to build upon her legacy of civic engagement by training the next generation of community organizers and advocating for the working poor, women and children.

Today, Huerta's 89th birthday, we honor her lifelong commitment to justice for all and the many trails she paved for generations of activists. May her rallying cry of "¡sí se puede!" continue to call us to fight for the change our communities need to thrive.

NOW THEREFORE I, GAVIN NEWSOM, Governor of the State of California, do hereby proclaim April 10, 2019, as the first annual "Dolores Huerta Day."

IN WITNESS WHEREOF I have hereunto set my hand and caused the Great Seal of the State of California to be affixed this 1st day of April 2019.



GAVIN NEWSOM
Governor of California

ATTEST:

ALEX PADILLA
Secretary of State

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).

A Woman's Role...



Photo courtesy © George Ballis,
used with permission.



Photo courtesy © Lori de León, used with permission.

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



Dolores Huerta's Contributions to LGBTQ activism

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

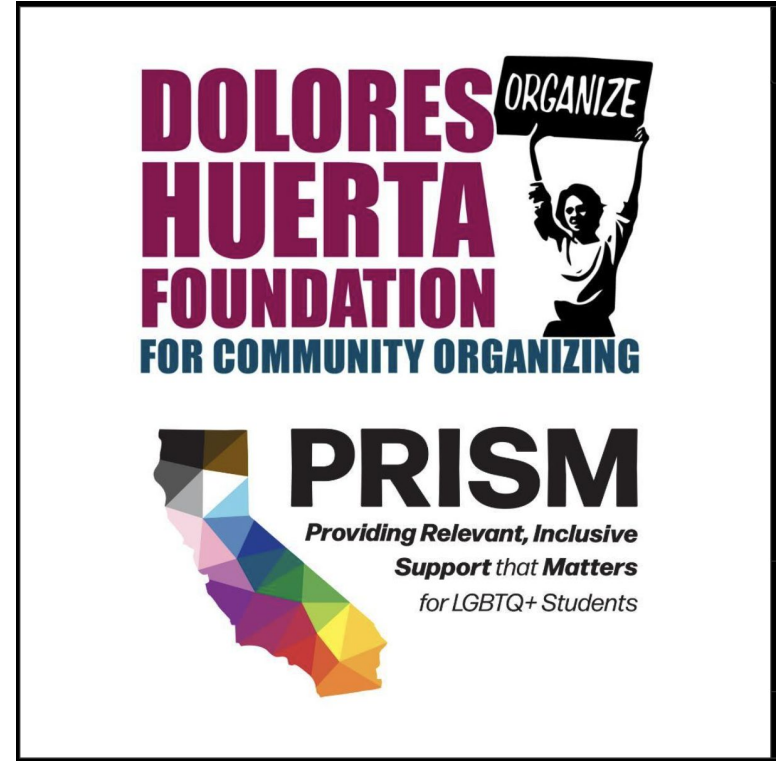
- UFW staff participated in the historic Stonewall March in New York.
- Testified on behalf of LGBT rights before a congressional committee held by congressmen Phil and John Burton.
- In UFW, organized participation of Farm Workers in Gay Rights marches in Los Angeles and San Francisco.



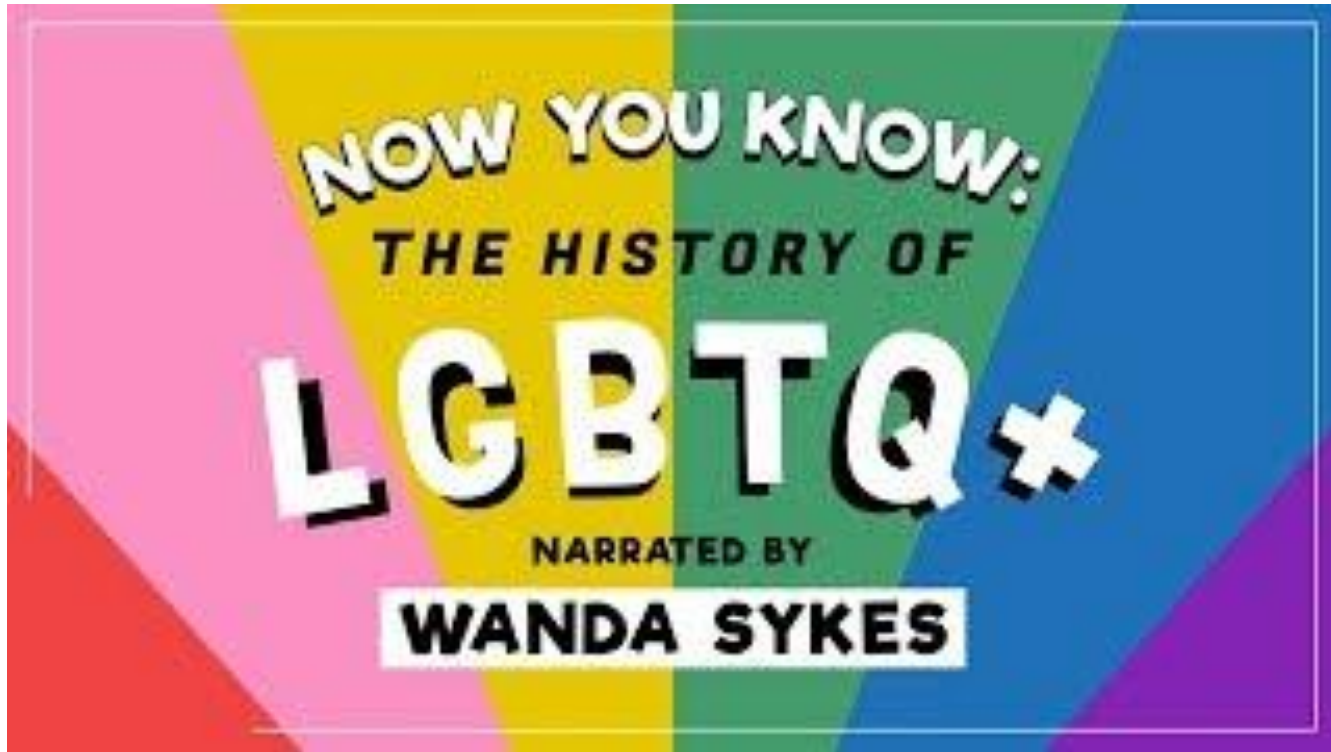
Source: Rafa213, [CC BY-SA 4.0](#) via Wikimedia Commons

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.



A Brief History of LGBTQ Rights



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



Audre Lorde (left)

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

Discussion Questions

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

Day 2

The Urgency of Intersectionality: Kimberlé Crenshaw

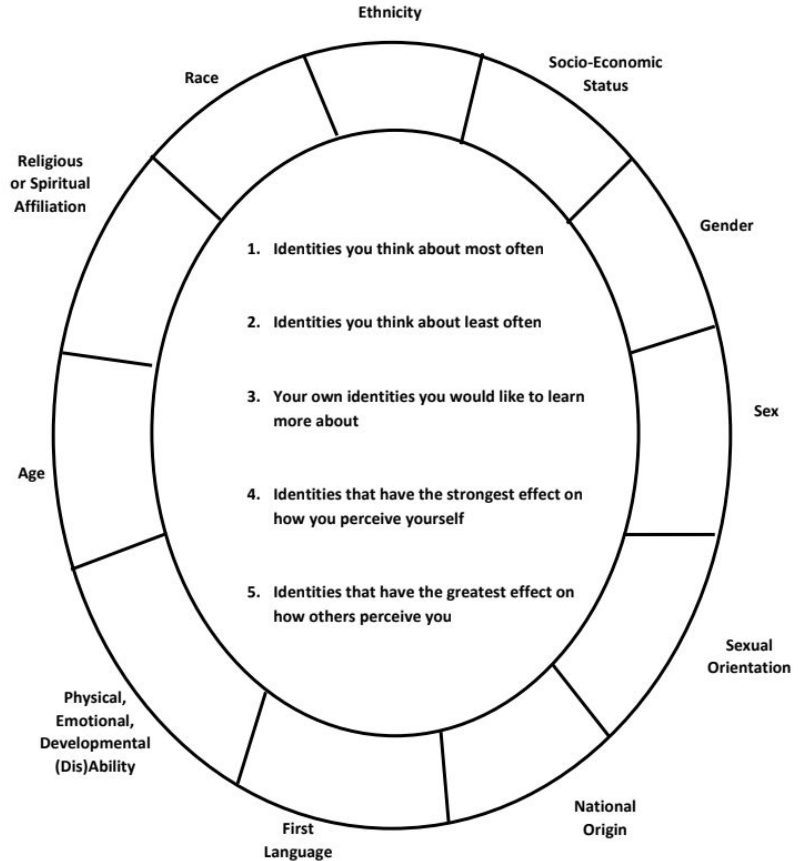


Who am I? Activity

- 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

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



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.

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?

Discussion Questions

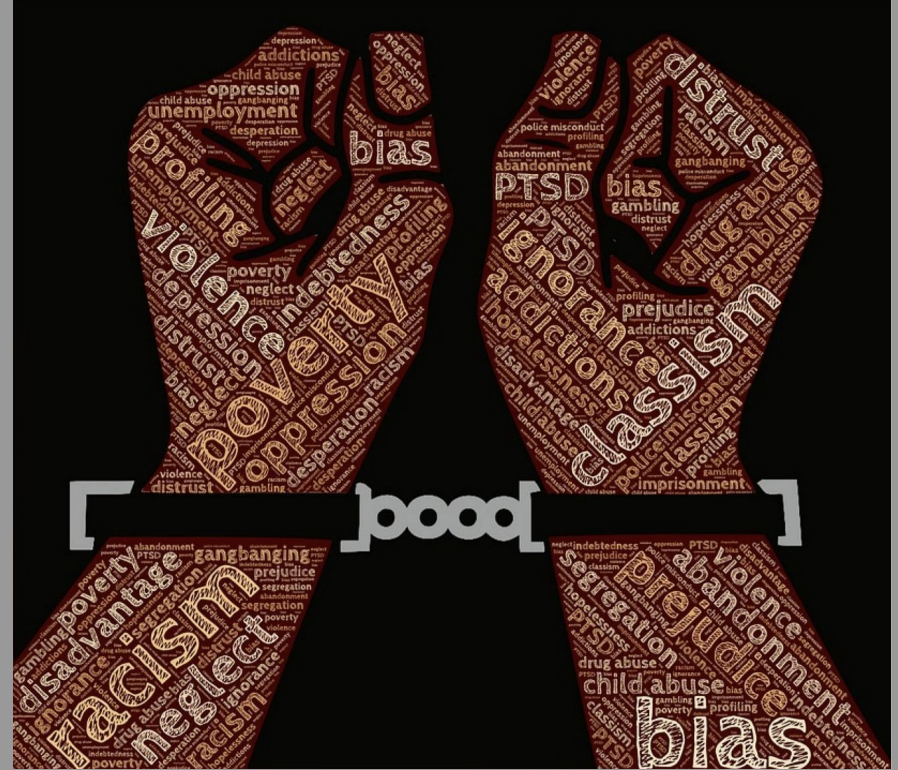
- How does understanding our own identities help us to take action in our communities?
 - How does understanding our implicit biases help us to take action in our communities?
-

Day 3

Oppression and Resistance

DEFINE OPPRESSION:

WHAT DOES OPPRESSION LOOK LIKE?



Source: Pixabay free image

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>		

DYNAMICS OF OPPRESSION IN AMERICAN FARM LABOR

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



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

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

**Martin Luther
King, Jr.**

(Letter from a Birmingham Jail)

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 BY UFW AND FARMWORKERS

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

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



Source: Pixabay free image

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

Day 4

Review Dynamics of Oppression & Resistance from Day 3



Source: Pixabay free image

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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!

Day 5



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

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- Signing up to volunteer time at local organization
- Or something else!

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



Photo Credit: Victor Aleman, used with permission