

Marriage Equality in California

Dolores Huerta Day Lesson Plan

One-Day Lesson

Lesson Context and Standards

Context: A one-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 5-day lesson plan unit as well as two other lesson plans/units addressing the Civic Engagement theme. These lesson plans and units can be accessed through the teacher’s guide on the Dolores Huerta Foundation website (<https://doloreshuerta.org>).

Content Standards:

- Historical and Social Sciences Analysis Skills: *Chronological and Spatial Thinking*
 - 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: *Historical Interpretation*
 - 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](#)

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](#)
 - [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

Step 4: Exploring intersectionality

Dolores Huerta Day

High School Lesson Plans

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

- [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 workshop 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?

Step 5: 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