

Reproductive Rights 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 LGBTQ 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: How do critical literacy skills and the power of changing one's mind influence understanding the history of reproductive rights in the United States?

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 activism work
- Students will understand policy context that led to organizing actions and the resulting laws
- Students will be introduced to history of reproductive rights and key figures (including Gloria Steinem and her relationship with Dolores Huerta)
- Students will examine methods of critical literacy and consider what is necessary to shift opinion on a topic
- Students will become aware of and engage in local community organizing

Assessment: Students will demonstrate understanding of critical literacy methods through their application while analyzing articles regarding the overturning of Roe v. Wade

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](#)
- [Dolores Huerta: 58 Sexist Comments in the United Farm Workers Meeting](#)
- [The Feminization of Power Campaign](#)
- [Equal Rights Amendment History and Current Status](#)
 - [National Archives](#)
- [Roe v Wade \(1973\) & Dobbs v Jackson \(2022\) Explained](#)
 - [Roe v. Wade and Supreme Court Abortion Cases](#)
 - [Center for Reproductive Rights](#)
- [Eleanor Smeal, NOW and Electing Women to Public Office](#)
- [Methods of critical literacy](#)

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
- [Dolores Huerta: 58 Sexist Comments in the United Farm Workers Meeting](#)
- [The Feminization of Power Campaign](#)
- [Equal Rights Amendment History and Current Status](#)
 - [National Archives](#)
- [Roe v Wade \(1973\) & Dobbs v Jackson \(2022\) Explained](#)
 - [Roe v. Wade and Supreme Court Abortion Cases](#)
 - [Center for Reproductive Rights](#)

Dolores Huerta Day

High School Lesson Plans

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

Step 3: Introduction to history of reproductive rights and key activist figures

- Use PowerPoint to review important dates and leaders in reproductive rights movement
- Describe relationship between Gloria Steinem and Dolores Huerta
- [The Feminist Movement Dolores Huerta, Gloria Steinem, and Angela Davis](#)
- [Eleanor Smeal, NOW and Electing Women to Public Office](#)
 - 1986- Led first national abortion rights march in Washington D.C.

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

Step 5: Introduction to the Development of Feminist Media

- Use PowerPoint to describe different sources of Feminist Media
 - Matrices and other lesbian feminist newsletters

- Ms. Magazine
- Kitchen Table: Women of Color Press
- Discussion questions:
 - How did the development of feminist media further activist movements?
 - How is feminist media an example of resistance to oppression?
 - What challenges do you think women of color activists faced that were different from white women activists?

Day 3

Step 6: Examine methods of critical literacy

- Use PowerPoint to introduce critical literacy and connect to Dolores Huerta changing her mind about abortion
- Have students get into partners and read two articles:
 - <https://www.foxnews.com/politics/republican-senators-pro-life-resolution-celebrating-supreme-court-abortion-case>
 - <https://www.theguardian.com/world/2022/jun/24/roe-v-wade-overturned-abortion-summary-supreme-court>
 - Discuss the following questions:
 - What is being reported on in this article?
 - What is the theme of the article?
 - What words or phrases stick out to you as you read?
 - What is the mood or takeaway that the author(s) wants us to have while reading?
- Wagon wheel activity: Have students get into two circles, one facing in and one facing out so that every student is across from someone. Ask questions from the following list. Students have 2 minutes to discuss the question and then the inner circle will rotate to the right and repeat with a new question, until they get back to their original partner.
 - Whose voice(s) is/are heard in the text? Whose voices are not heard?
 - What does the author think we already know or understand? How do you know?
 - What would this text look like if it were written from another perspective? What details would you include and why?

- What did you find challenging about this text? Why?
- What do you already know and believe about the topic of the text? How did this affect your reading of the text?
- What assumptions, beliefs and values does the author bring to the text? What is your evidence?
- What assumptions, beliefs and values does the author make about the reader? What is your evidence?
- Why has the author chosen to convey the claim or theme?
- What questions do you still have about the reading?
- What is the author's purpose? Who is the intended audience? Who is the audience?
- After the Wagon Wheel asks students to go back to their seats and spend a few minutes (3–5) debriefing about what they just did. They can write about anything, but need to know they may be asked to share with the class.
- Debrief Discussion:
 - How do you feel about the activity?
 - How did this discussion change or affect your understanding of the articles we read?
 - What does this have to do with our understanding of the history of reproductive rights?

Day 4

Step 7: Identify local reproductive community leaders and devise methods of contributing to their causes

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

Step 8: Civic engagement and support

- In the same groups/partners as Day 3, brainstorm within groups on an action that each group can take that aligns with the values identified in their critical literacy analyses 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 9: 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