

# Celebrating Dolores Huerta Day!

## Civic Engagement: Reproductive Rights

Thanks to support from:

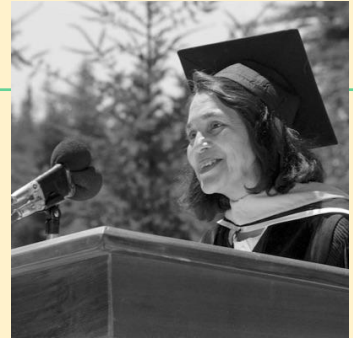


Photo courtesy Special Collections, University Library,  
University of California Santa Cruz.

**About Photos and Art in the Lesson Plans:** The photos from the lesson plans should not be used in any way for purposes unrelated to teaching these lesson plans. Permission for the photos are exclusive to the Dolores Huerta Foundation and for the sole purpose of these lesson plans. Any further use of the photos would require license use from the photographers, artists, their agents, or individual photo owners.

## 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 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

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:

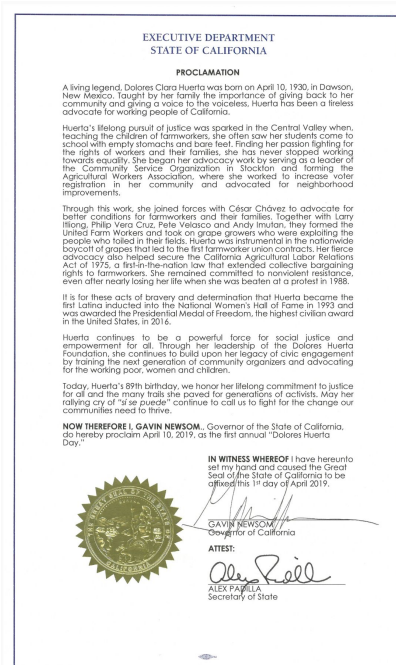
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Chicago Tonight: Latino Voices](#)

## 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).

No notes

## 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

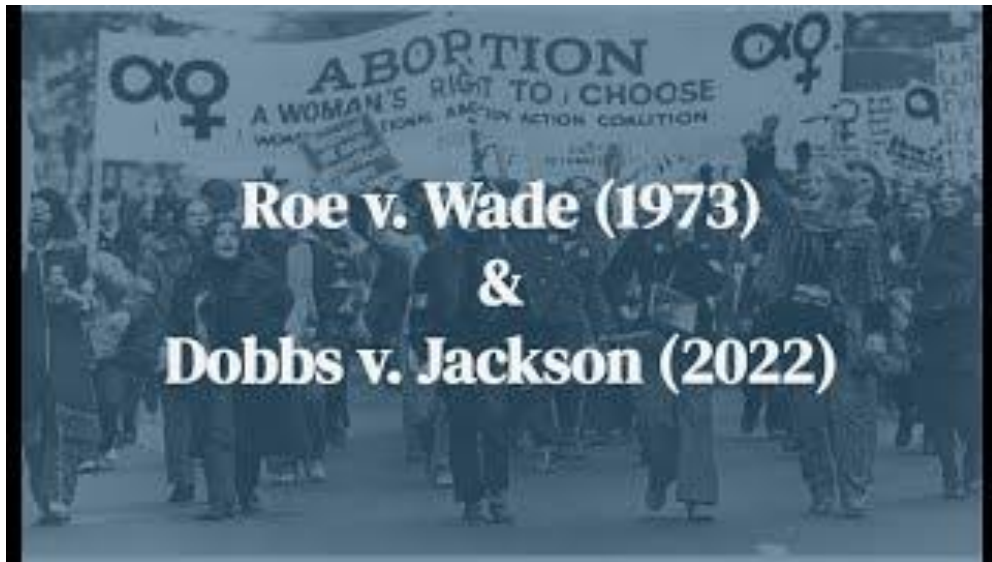


**The Equal Rights Amendment (ERA), first proposed in 1923, is an amendment to the United States Constitution that guarantees equality of rights under the law for all persons regardless of sex.**

**As of January 27, 2020, the ERA has satisfied the requirements of Article V of the Constitution for ratification (passage by two-thirds of each house of Congress and approval by three-fourths of the states).**

**Leading constitutional scholars agree that the ERA is now part of the Constitution. Because of issues raised about its unique ratification process (explained on the Frequently Asked Questions page), the Archivist of the United States has not yet taken the final ministerial step of publishing the ERA in the *Federal Register* with certification of its ratification as the 28th Amendment.**

<https://www.equalrightsamendment.org/>



## Current Status of Reproductive Rights

A major challenge to the concept of the ERA is the threat to reproductive rights...

### [Roe v Wade \(1973\) & Dobbs v Jackson \(2022\) Explained](#)

- [Roe v. Wade and Supreme Court Abortion Cases](#)
- [Center for Reproductive Rights](#)

## Reproductive Rights Activists



Emma Goldman

Source: Bain, Public Domain via Wikimedia Commons



Margaret Sanger

Source: Underwood & Underwood, Public Domain via Wikimedia Commons



Gloria Steinem

Source: Warren K. Leffler, Public Domain via Wikimedia Commons



Eleanor Smeal

Source: Jim Wallace (Smithsonian Institution), [CC 2.0](#), via Wikimedia Commons

**Emma Goldman** was an orator and radical political activist who was born on June 27, 1869, in what is now Lithuania. She immigrated to the United States at the age of 16 because her father didn't support education for girls. As an adult, she trained in midwifery and became a vocal proponent of contraception. Teensy problem: it was illegal to publish materials about preventing pregnancy back then! (Bedsider would've been in so much trouble...) So in 1916, after giving lessons to the public on contraceptive use, she was arrested for violating the [Comstock Law](#). Goldman was also an early mentor of Margaret Sanger, the woman who coined the term "birth control" and founded Planned Parenthood. Emma Goldman died May 14, 1940, after a full, colorful life of activism.

Photo credit: Bain, Public Domain via Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Emma\\_Goldman\\_circa\\_1915-1916\\_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Emma_Goldman_circa_1915-1916_(cropped).jpg)

**Margaret Sanger** (September 14, 1879 – September 6, 1966) was an American [birth control](#) activist, [sex educator](#), writer, and nurse. She opened the first birth control clinic in the United States, founded [Planned Parenthood](#), and collaborated in the development of the first [birth control pill](#). Sanger is

regarded as a founder and leader of the [birth control movement](#).

Photo credit: Underwood & Underwood, Public Domain via Wikimedia Commons,

<https://commons.wikimedia.org/wiki/File:MargaretSanger-Underwood.LOC.jpg>

**Gloria Steinem** Beyond co-founding the NWPC, Gloria fought for women's right to choose by co-founding Choice USA (now URGE) and Voters for Choice (which later merged with the Planned Parenthood Action Fund). Both groups continue to advocate nationally for reproductive rights and women's bodily autonomy. Their leadership resulted in major successes and events like URGE's annual Abortion Positive Tour, which provides young people the opportunity to discuss abortion openly.

Photo credit: Warren K. Leffler, Public Domain via Wikimedia Commons,

[https://commons.wikimedia.org/wiki/File:Gloria\\_Steinem\\_at\\_news\\_conference.\\_Women%27s\\_Action\\_Alliance,\\_January\\_12,\\_1972.jpg](https://commons.wikimedia.org/wiki/File:Gloria_Steinem_at_news_conference._Women%27s_Action_Alliance,_January_12,_1972.jpg)

**Eleanor Smeal** As Co-Founder and President of the Feminist Majority and former President of the National Organization for Women (NOW), Eleanor Smeal has led efforts for the economic, political, and social equality and empowerment of women worldwide for over three decades. She has played a leading role in both national and state campaigns to win women's rights legislation and in a number of landmark state and federal court cases for women's rights. As President of the National Organization for Women, Eleanor Smeal led the drive to ratify the Equal Rights Amendment (ERA), the largest nationwide grassroots and lobbying campaign in the history of the modern women's movement. The ERA campaign reshaped the contours of women's political participation in the U.S. and demonstrated the strength and breadth of public support for women's rights. Ultimately, the ERA's defeat exposed the entrenched interests opposed to women's equality.

She called for the women's movement, despite much controversy in both the media and the movement itself, to return to the streets in the mid-1980s to dramatize popular support for abortion rights. When many said it could not be done, she led the first national abortion rights march in 1986, drawing more than 100,000 participants to Washington, D.C. She has been in the leadership of every major reproductive rights march ever since, including the 2004 March for Women's Lives, the largest march in our nation's history. Over 1.1 million

Photo credit: Jim Wallace (Smithsonian Institution), CC 2.0, via Wikimedia Commons, [https://commons.wikimedia.org/wiki/File:Eleanor\\_Smeal.jpg](https://commons.wikimedia.org/wiki/File:Eleanor_Smeal.jpg)



## Dolores Huerta and Gloria Steinem



Dolores Huerta credits Gloria Steinem And Eleanor Smeal with shifting her opinion on abortion and being pro-choice (changing her mind from previously considering herself pro-life).

# Discussion Questions

- Why are reproductive rights linked to women's rights?
  - Are reproductive rights just a women's issue?
  - Why do you think Dolores Huerta changed her mind about her stance on abortion?
- 

No notes

# Day 2

No notes

## The Urgency of Intersectionality: Kimberlé Crenshaw



No notes

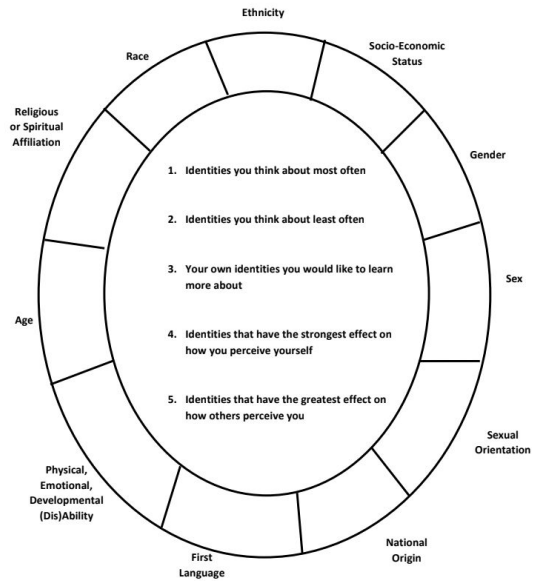
## Who am I? Activity

- 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

## Introduction to the Development of Feminist Media

- Women's Liberation and Women in Print Movement spurred development of feminist media in early 1970s
- Newsletters such as *Matrices*, *The Lesbian/Gay History Researchers Network Newsletter*, and the *Lesbian Herstory Archives* functioned as a network for sharing information and resources and facilitated collaboration across space, with people who were otherwise difficult to know about, let alone reach.

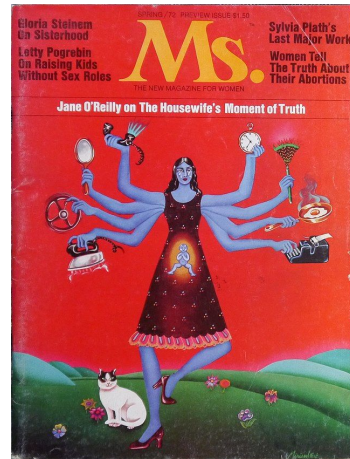
Use <https://journals.sagepub.com/doi/10.1177/1464700115604135> to describe importance of feminist media in community engagement for women of color activists

the publication functioned explicitly as a *network* designed for sharing information and resources amongst anyone doing research related to lesbian feminism. Using various media – photocopiers and mimeograph, telephones, letter mail, and the newsletter itself – the *Matrices* network facilitated collaboration *across space*, with people who were otherwise difficult to know about, let alone reach.

Distributed primarily by letter mail, issues of these newsletters acted as communication infrastructures, publishing requests for information and resources, updates on the activities of others, surveys, phone-trees, listings of archival holdings and primary source materials at community and institutional archives, mailing lists, and bibliographies.

## Introduction to the Development of Feminist Media

- **Ms. Magazine** was created in 1971 by journalist, political and social activist Gloria Steinem
- Several landmark stories on topics including abortion, overseas sweatshops, sex trafficking, the wage gap, the glass ceiling, date rape, and domestic violence.
- Bought by The Feminist Majority (Dolores Huerta is a board member) in 2001



Ms. Magazine Cover (Spring 1972)

Source: Liberty Media for Women LLC, [CC BY-SA 4.0](https://commons.wikimedia.org/wiki/File:Ms._magazine_Cover_-_Spring_1972.jpg) via Wikimedia Commons

Photo credit: Liberty Media for Women LLC, CC BY-SA 4.0 via Wikimedia Commons  
[https://commons.wikimedia.org/wiki/File:Ms.\\_magazine\\_Cover\\_-\\_Spring\\_1972.jpg](https://commons.wikimedia.org/wiki/File:Ms._magazine_Cover_-_Spring_1972.jpg)



# Introduction to the Development of Feminist Media

## **Kitchen Table: Women of Color Press**

- Started in 1980 by Barbara Smith, Beverly Smith, Cherríe Moraga, and poet Audre Lorde
- A press run by and for women of color - other arenas of publishing were white-dominated
- Reaction to racism within women's movement in late 1970's
- Some of Kitchen Table's most popular titles include: 1984 anthology by Cherríe Moraga and Gloria Anzaldúa titled *This Bridge Called My Back: Writings by Radical Women of Color* and Barbara Smith's *Home Girls: A Black Feminist Anthology*, first published in 1984 and Audre Lorde's *I Am Your Sister: Black Women Organizing Across Sexualities*.

No notes

# 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?
- 

No notes

# Day 3

No notes

# The Power of Changing Your Mind

---

No notes

## Developing Critical Literacy Skills

- In pairs, read two articles.
- 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?

- 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>

## Wagon Wheel Activity

- Get into two circles, one facing in and one facing out so that every student is across from someone
- Listen for questions read aloud
- 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
- Debrief: Spend 3-5 minutes writing your reflection on the questions below. Be prepared to share with the class.
  - How did 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?
  - How does it connect to our understanding of feminist media?

### Questions for activity:

- 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?

# Day 4

No notes

## Identify local women of color 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



# 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).

No notes

## 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!

No notes

# Day 5

No notes



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

No notes

## 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!

No notes

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



Photo Credit: Víctor Aleman, used with permission.