

Reproductive Rights Dolores Huerta Day Lesson Plan One-Day Lesson

Lesson Context and Standards
<p>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 as a feminist of color dedicated to reproductive rights. 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).</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](#)

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
- [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](#)

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

Dolores Huerta Day

High School Lesson Plans

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

- 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.

Step 4: [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 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?