

## Climate Justice: Environmental Racism

### Dolores Huerta Day Lesson Plan

### One-Day Lesson

Lesson Context and Standards
<p><b>Context:</b> A one-day lesson plan in celebration of Dolores Huerta Day (April 10th). This lesson plan falls under the theme of an important part of Dolores Huerta’s activist efforts -Climate Justice and addressing environmental racism. There is an accompanying 5-day lesson plan unit as well as one other lesson plan/unit addressing the Climate Justice theme. These lesson plans and units can be accessed through the teacher’s guide on the Dolores Huerta Foundation website (<a href="https://doloreshuerta.org">https://doloreshuerta.org</a>).</p>
<p><b>Content Standards:</b></p> <ul style="list-style-type: none"> <li>● Historical and Social Sciences Analysis Skills: <i>Chronological and Spatial Thinking</i> <ul style="list-style-type: none"> <li>○ 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>○ 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.</li> </ul> </li> <li>● Historical and Social Sciences Analysis Skills: <i>Historical Interpretation</i> <ul style="list-style-type: none"> <li>○ 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>○ 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.</li> <li>○ 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.</li> </ul> </li> </ul>

- 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 does environmental racism impact marginalized communities?

Outcomes:

- Students will be introduced to Dolores Huerta's activism and Dolores Huerta Day
- Students will be introduced to the United Farm Workers and use of poisonous pesticides
- Students will understand policy context that led to labor organizing actions and the resulting laws
- Students will be introduced to concept of environmental racism
- Students will become aware of and engage in local community organizing on climate justice

Assessment: Students will demonstrate understanding of environmental racism through analysis of current climate justice issues in their community.

Materials:

- PDF of PowerPoint Slides
- PDF of Instructor slide notes
- [United Farm Workers Website](#)
- [Cesar Chavez Foundation Website](#)
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Chicago Tonight: Latino Voices](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Declaration of Dolores Huerta Day](#)
- [A Brief History of American Farm Labor](#)
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [Dolores Huerta - Organizing for Justice \(Bioneers\)](#)
- [Farm workers and pesticide exposure](#) (video)
- [Farm worker Voices Ep.3 Pesticides: Adela's Story](#) (tiktok)

## **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](#)
- [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 United Farm Workers and use of poisonous pesticides**

- Use PowerPoint to introduce United Farm Workers
- [A Brief History of American Farm Labor](#)
- Discussion questions: What does it mean to be an organizer? A labor organizer? What are examples of labor organizing in our current time? (Amazon strikes, teacher strikes etc.) What kind of power does labor organizing have? (For an expansion on this topic, refer to the lesson plan/unit on Labor Organizing: A Consideration of Class)
- [Dolores Huerta - Organizing for Justice \(Bioneers\)](#) (video)
- [Farm workers and pesticide exposure](#) (video)
- [Farm worker Voices Ep.3 Pesticides: Adela's Story](#) (tiktok)

### **Step 3: [Introduction to and exploration of examples of environmental racism](#)**

- Use PowerPoint to define environmental racism

Dolores Huerta Day

High School Lesson Plans

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

- Identify how the use of poisonous pesticides qualifies as an example of environmental racism
- Have students split into groups and assign each group an environmental justice issue: e.g. [asthma rates](#), [extreme heat](#), [air pollution](#), and [urban tree cover](#). Have students research to identify counties in their state with highest/lowest rates of these issues and then compare to the population demographics of those counties as well as potential causes of the high/low rates of the issue.
- Discuss ramifications of environmental racism in each case

**Step 4: Identify local environmental issues and current actions associated with them**

- In the same groups, have students explore local environmental issues, either in the categories previously assigned or reported on in local news sources
- Brainstorm and identify methods of supporting environmental justice efforts locally