

Delano Grape Strike 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 -Labor Organizing. There is an accompanying 1-day lesson plan as well as two other lesson plans/units addressing the Labor Organizing 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 does labor organizing identify a problem and gain power to address the issue?

Outcomes:

- Students will be introduced to Dolores Huerta's activism and Dolores Huerta Day
- Students will examine the power of labor organizing and consider current day examples
- Students will be introduced to the United Farm Workers and Delano Grape Strike
- Students will understand policy context that led to labor organizing actions and the resulting laws
- Students will identify institutional, interpersonal, and intrapersonal forms of oppression and resistance through considering various labor organizing contexts and actions
- Students will become aware of and engage in local community organizing

Assessment: Students will demonstrate understanding of Dolores Huerta's activism and systems of oppression and resistance through application of their understanding of these concepts on multiple labor organizing movements.

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](#)
- [Delano Grape Strike](#)
- [Dolores Huerta Speaks at Delano Grape Strike 50th Anniversary](#)
- [Library of Congress, Rosa Parks, and the Montgomery Bus Boycott](#)
- [Do Boycotts actually work?](#)

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](#)
- Discuss relationship between Dolores Huerta and Cesar Chavez
 - Consider why Dolores Huerta would be less well known than Chavez (touch on sexism and feminism at that time)
- [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 Delano Grape Strike

- Use PowerPoint to introduce United Farm Workers
 - [A Brief History of American Farm Labor](#)
 - [Labor Unions and the New Deal](#)
 - [The Wagner Act of 1935 \(National Labor Relations Act\)](#)
- Describe the Delano Grape Strike
 - [Delano Grape Strike](#)
 - [Dolores Huerta Speaks at Delano Grape Strike 50th Anniversary](#)

Dolores Huerta Day

High School Lesson Plans

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

Step 3: Introduction to Unions, Labor Organizing Activity and the Dynamics of Oppression and Resistance

- Describe Dynamics of Oppression (Institutional, Interpersonal, Intrapersonal)
 - Have students apply to the example of farmworkers (use handout in groups)
- Describe Dynamics of Resistance
 - Have students apply to example of UFW and Delano Grape Strike
- What are other examples of union and labor organizing activity?
 - Discussion questions: What does it mean to be an organizer? A labor organizer? What are examples of labor organizing in our current time? What kind of power does labor organizing have?
 - Have students research in groups
 - Some examples include Amazon strikes, Starbucks strike, LAUSD teacher strikes
 - Identify the results of these organizing efforts

Day 2

Step 4: Review Dynamics of Oppression and Resistance from Day 1

Step 5: Introduction and Comparison to Montgomery Bus Boycott

- Use PowerPoint to introduce the Montgomery Bus Boycott and Rosa Parks
 - [Library of Congress, Rosa Parks, and the Montgomery Bus Boycott](#)
- In groups, have students identify the similarities/differences of these actions
 - [Do Boycotts actually work?](#)
 - [Primary vs secondary boycotts](#)
- Have students identify the institutional, intrapersonal, interpersonal forms of oppression and forms of resistance at play
- In groups, have students identify other organizing actions of unions (strikes, letter writing, sit-ins etc.) and compare and contrast the various strengths of these actions

Day 3

Step 6: Create a boycott campaign

- In groups, have students identify a product to boycott.
 - Use the video “Do Boycotts Actually Work?” and considerations of the dynamics of oppression to pinpoint an issue that is oppressive and impacts a large community/population
 - Consider the values that underlie the reason for the boycott
- Make a plan for how to put the boycott in motion

Step 7: Present boycott ideas to the rest of the class

- Have each group present their boycott ideas to the rest of the class
- Decide as a class to put energy and action towards 1-2 boycotts

Day 4

Step 8: Civic engagement and support

- Review Dynamics of Oppression and Resistance from Day 1
- Consider how civic engagement aligns with aspects of resistance against oppression
- In the same groups as Day 3, consider how to involve the greater community in their identified boycotts
 - Research if similar boycotts have been done in the past (no need to remake the wheel!)
 - List school orgs/personnel/staff/admin that would need to be involved
 - Identify organizations/businesses that are connected to the org/business of the primary dispute
 - Identify any partner community organizations that may already be involved in labor action regarding primary dispute

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