



<https://doloreshuerta.org/>

# Celebrating Dolores Huerta Day!

## Labor Organizing: Delano Grape Strike

Thanks to support from:



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## Five-Day Unit Goals

- 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

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

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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:

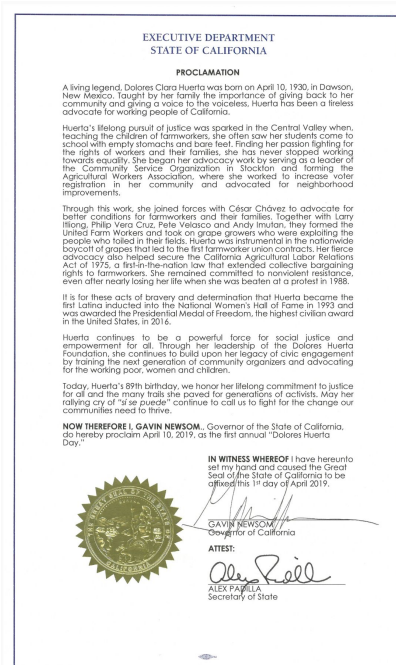
- [Hispanic Heritage: Who is Labor Activist Dolores Huerta?](#)
- [Portrait in Minute: Dolores Huerta](#)
- [Chicago Tonight: Latino Voices](#)

# 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/>



## United Farm Workers (UFW) 1962 - Present



March to Sacramento, Cesar Chavez to the right. Photo credit © George Ballis, courtesy of UC Merced Library Archives, used with permission.

Point out that the Farm Worker movement was happening at the exact same time as many other social justice movements mentioned before yet is one of the lesser known movements.

Cesar Chavez at the Delano UFW rally in Delano, California, June 1974. Credit: Joel Levine, CC BY 3.0, via Wikimedia Commons.

[https://commons.wikimedia.org/wiki/File:Cesar\\_chavez3.jpg](https://commons.wikimedia.org/wiki/File:Cesar_chavez3.jpg)

## Dolores Huerta and the UFW

Right: September 24, 1965, Dolores Huerta on the Grape Strike picket line in Delano, California. Photo by Harvey Richards (© Paul Richards, Estuary Press).



Photo Credit: Dolores Huerta Foundation, photographer Angela Torres.

*¡Si se puede!*

- Most students will say Cesar Chavez is the activist they mostly or only associate with the Farm Worker Movement.
- Use this slide to connect how and why Dolores Huerta is given less credit for the United Farm Workers movement.
- Tell students that the phrase “Si Se Puede”, came from Dolores, not Cesar Chavez.

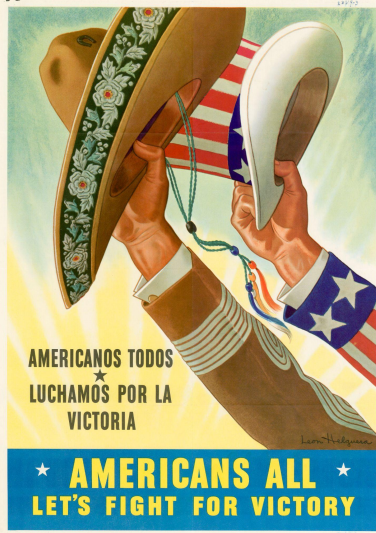
## Rise of Labor Unions

- 1930s - Tremendous labor union gains due to pro-union stance of the Roosevelt administration and from legislation enacted by Congress during the early **New Deal**
- 1933 - **The National Industrial Recovery Act** provided for collective bargaining
- 1935 - **National Labor Relations Act** (aka **the Wagner Act**) required businesses to bargain in good faith with any union supported by the majority of their employees

[Labor Unions and the New Deal](#)

[The Wagner Act of 1935 \(National Labor Relations Act\)](#)

# American Farm Labor and the Bracero Program



Credit: Helguera, Leon. Americans all, let's fight for victory: Americanos todos, luchamos por la victoria., poster, 1943; Washington D.C. Public Domain.

- Labor shortage during World War II
- Bracero Program allowed Mexicans to work temporarily on U.S. Farms
- Program officially ended in 1964

## Mexican Workers Wanted in October

Farmers and orchardists in Washington state have placed orders for approximately 6000 imported Mexican workers for the month of October, according to reports sent to

Figure 14. A description of the demand for Mexican laborers (Source: Northwest Farm News, September 9, 1943).



Right: The first Braceros arriving in Los Angeles, CA by train in 1942. Credit: Dorothea Lange, working for the US Government., Public domain, via Wikimedia Commons.

## A Brief History of American Farm labor

California became a major agricultural center after the Civil War. There, farm labor was mostly imported from Asia. By the 1930s, the immigrant labor force had begun to shift to Mexico, and during the World War II labor shortage the Bracero Program was initiated, which allowed Mexicans to work temporarily on U.S. farms. The program was ended in 1964, although Latin American immigrants—legal and illegal—continue to make up the vast majority of the U.S. agricultural workforce.

Poster credit: Helguera, Leon. Americans all, let's fight for victory : Americanos todos, luchamos por la victoria., poster, 1943; Washington D.C..

(<https://digital.library.unt.edu/ark:/67531/metadc426/>; accessed April 15, 2025), University of North Texas Libraries, UNT Digital Library, <https://digital.library.unt.edu/>; crediting UNT Libraries Government Documents Department. <https://digital.library.unt.edu/ark:/67531/metadc426/>

Photo credit: Dorothea Lange, working for the US Government., Public domain, via Wikimedia Commons

<https://commons.wikimedia.org/wiki/File:BraceroProgram.jpg>

# United Farm Workers



Photo credit: Victor Aleman, used with permission.

- 1962: Dolores Huerta founded NFWA with Cesar Chavez later to be renamed to UFW in 1965.
- 1963: First lobbying and negotiating victory by adding Farmworkers to the Aid to Families with Dependent Children ("AFDC") program, for the unemployed and underemployed, and disability insurance for farm workers in the State of California.

- Point out that the NFWA landed a huge victory within the first year of its foundation.

## United Farm Workers Union

- First genuine collective bargaining agreement between farm workers and growers in the history of the continental United States (1966 Schenley vineyards).
- The first union contracts requiring rest periods, toilets in the fields, clean drinking water, hand washing facilities, protective clothing against pesticide exposure, banning pesticide spraying while workers are in the fields, outlawing DDT and other dangerous pesticides, lengthening pesticide re-entry periods beyond state and federal standards, and requiring the testing of farm workers on a regular basis to monitor for pesticide exposure.

No notes

## United Farm Workers Union

- The first union contracts regulating safety and sanitary conditions in farm labor camps, banning discrimination in employment and sexual harassment of women workers.
- The first union contracts providing for profit sharing and parental leave.
- Abolishing the infamous short-handled hoe that crippled generations of farm workers and extending to farm workers state coverage under unemployment, disability and workers' compensation, as well as amnesty rights for immigrants and public assistance for farm workers.
- The first union contracts eliminating farm labor contractors and guaranteeing farm workers seniority rights and job security.

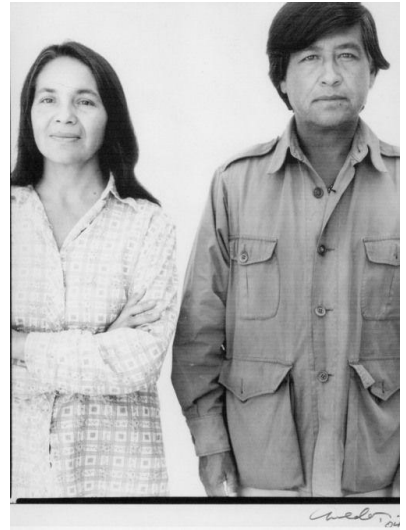


Photo credit: Richard Avedon; courtesy of Dolores Huerta Foundation, used with permission.

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## Farmworker supports provided by UFW

- Health Benefits (RFK Medical Plan)
- Pension Plans (Juan De La Cruz)
- Life insurance
- 1st credit union of farmworkers
- Cooperative stores
- Immigration Paperwork
- Income Taxes



Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

- The image is an article highlighting the credit union established by the United Farm Workers, a first for farm workers
- The list is of supports offered by UFW to farmworkers

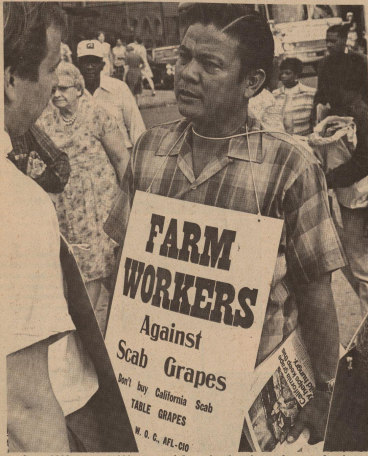


# Discussion Questions

- 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?
- 

No notes

## The Delano Grape Strike and Boycott



*In September, 1965, over 4,000 grape pickers in the vineyards around Delano, California went on strike, when their employers refused to pay a living wage, sign a union contract, or recognize the workers' union. Since then, over 100,000 workers have joined in that strike. For four long years, these farm workers, led by Cesar Chavez and the United Farm Workers Organizing Committee, have struggled nonviolently for social and economic justice. Here is our story.*

## 1965 grape boycott



Left: "The Delano Grape Strike and Boycott" 1970

This pamphlet published by the United Farm Workers (UFW) union publicized and sought support for a boycott of non-union table grapes. The pamphlet asks consumers to look for the iconic UFW union label before buying grapes.

Source: National Archives, Records of the U.S. House of Representatives

- Name it: this is one main example of Resistance against Agribusiness
- Make connection that AWOC came out of AWA which was formed by Dolores prior to co-founding the NFWA
- [Delano Grape Strike](#)
- [Dolores Huerta Speaks at Delano Grape Strike 50th Anniversary](#)

## 1965 grape boycott

- 5 year strike
  - Boycotts
  - Rallies
  - Marches
  - Non-violent resistance
  - Women and children more than ever on picket lines after seeing Dolores and Helen Chavez out there
  - 17 million people stopped eating grapes
  - Support from Europe and Canada

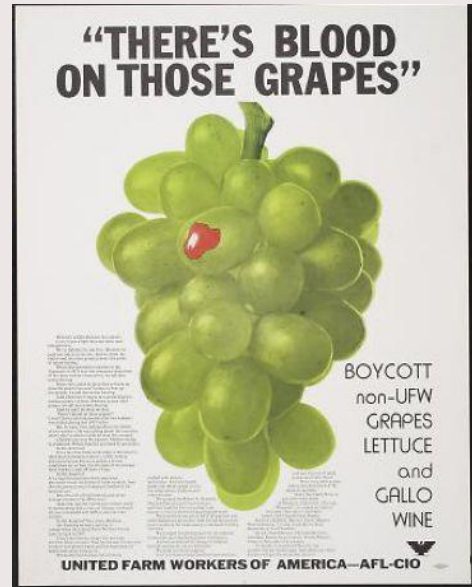


Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

- Point out the ways in which the UFW and the public resisted.

*While this was  
happening...*

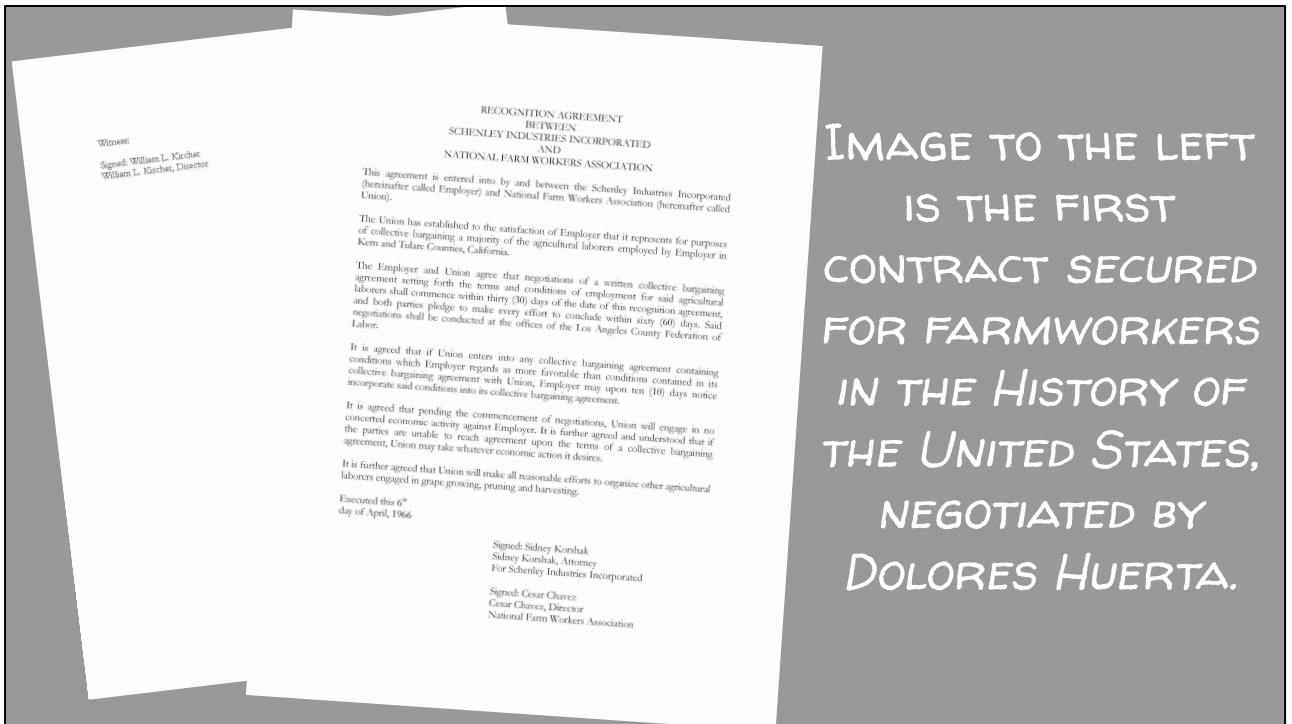
## **March on Sacramento 1966**

(still part of 1965 - 1970  
grape boycott)

Source: Harvey Richards, [CC BY-SA 4.0](#),  
via Wikimedia Commons



- Talk about the importance of the infamous 25-day, 340-mile march to Sacramento, but while that was happening, Dolores was still working behind the scenes with a major grower in California.
- <https://www.nps.gov/articles/000/marching-for-justice-in-the-fields.htm>



- Emphasize that while a major march was taking place, Dolores landed the first contract with a major grower, Schenley Vineyards.

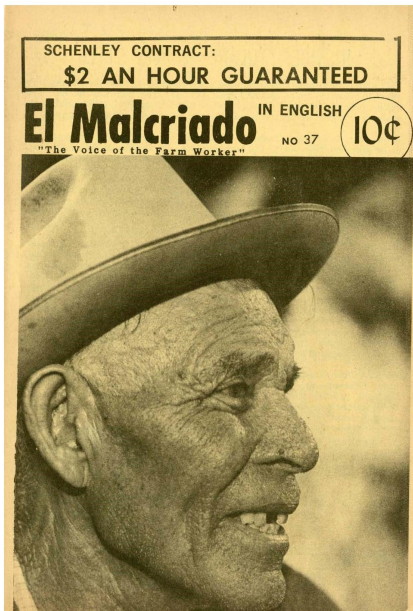


Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

At a time when minimum wage was \$1.25 an hour nationally, the contract guaranteed:

- ❖ Between \$2.00 - \$3.50 depending on position
- ❖ Workers voted and decided on \$8-\$12 per ton of wine grapes depending on the field
- ❖ That Schenley would fire all contractors who cheat workers
- ❖ 6 paid holidays
  - Time and half if did work on holiday
  - 50% more working 48 hours in a week
- ❖ 3 days for funerals and sick days
- ❖ Schenley would pay for tools, equipment and clothing for sprayers
- ❖ A health and Welfare plan

- Highlights from article out of El Malcriado, the unofficial newspaper of the UFW and another form of resistance.
- More info on El Malcriado [here](#).





## THE SCHENLEY CONTRACT!

Wages are only a part of the story. Schenley will fire all its contractors (including Frank Herrera) and promise not to use any more contractors who cheat the workers. Instead, the union will set up a hiring hall. Schenley will call up the union and say, "We need 3 crews, 50 workers this week" and the union will send over the workers needed. Everyone who works at Schenley's will be protected by the union.

The workers will get six paid vacations. They get the day off but they still get paid the same wage as if they had worked. The vacations are Mexican Independence Day (Sept. 16), Labor Day, Thanksgiving, Christmas, New Year, and Fourth of July. If they do work on these days, they get their wage plus a 50% bonus. They also get 50% extra wages for all the time they work over 48 hours per week.

Workers will be allowed 3 days off (with pay) for funerals of members of their families, and days off (with pay) when they are sick.

Schenley will pay for all tools and equipment used by the workers, and will also pay for special clothing for sprayers.

Still to be worked out is the special "Health and Welfare Plan" to provide medical insurance and pensions for the workers.

But wages, vacations, and pensions are still only part of the story. For at last the worker, protected by the union, can work with dignity and pride. No boss, contractor, or crew leader can treat these workers like animals, insult them or look down on them. The boss can't fire the worker just because the boss doesn't like him. And the bosses know that if they are unfair to any worker, or try to shove anybody around, they will have the whole union to deal with.

5



**HOW TO END A STRIKE:** Schenley officials sat down at this table with leaders of the Farm Workers Association and workers from Schenley's Ranch to work out a contract. Left to right are: Gil Padilla, Dolores Huerta, Alex Hoffmann (lawyer) and Cesar Chavez, leaders of the FWA; Bill Bussett and Bill Kircher of the AFL-CIO; Sidney Korschack, high official of Schenley Industries; and five members of the Farm Workers Association who are now workers at Schenley Ranch near Delano, Srs. Alvise, Ariola, Garza, Sanchez, and Jordan.

**EL MALCRIADO SAYS:** VIVA SCHENLEY INDUSTRIES, which have the good sense to recognize the Farm Workers Association and sign a fair contract. And VIVA CESAR CHAVEZ, and the ASSOCIATION, and the STRIKERS, who won this great victory. The 250 years of feudal agriculture and grower tyranny in California are ending, and the campesino is winning his long struggle for justice.

*Schenley Industries Inc.*

Image Credit: El Malcriado, © United Farm Workers of America, AFL-CIO, used with permission.

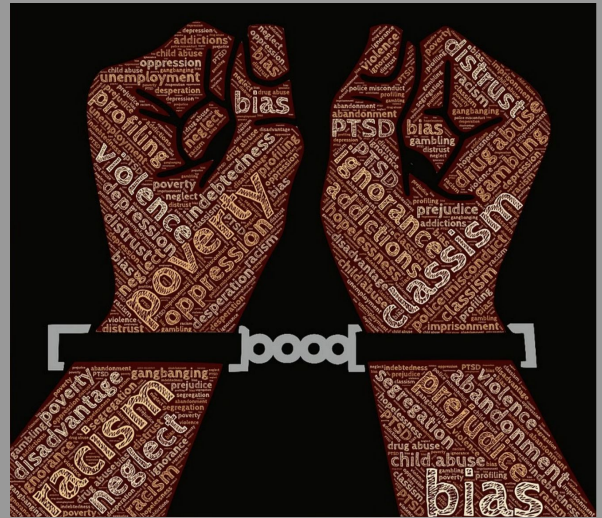
- This is the official article in the June 1966 issue of El Malcriado.
- Notice Dolores and Cesar are at the table, but are hard to see in the picture.

# Oppression and Resistance

### DEFINE OPPRESSION:

THE EXERCISE OF AUTHORITY OR POWER  
IN A CRUEL OR UNJUST MANNER

# WHAT DOES OPPRESSION LOOK LIKE?



Source: Pixabay free image

- Dynamics of Oppression
- Before displaying the definition of Oppression, have students share out what they think Oppression means.
- Have a volunteer read the definition of oppression.
- To answer “What does oppression look like?”, use the chart on the next slide



# DYNAMICS OF OPPRESSION

the exercise of authority or power in a cruel or unjust manner

	<b>INSTITUTIONAL (Systemic – Society)</b>	<b>INTERPERSONAL (Group)</b>	<b>INTRAPERSONAL (Individual)</b>
Thoughts	Institutionalized stereotype <i>(acknowledges stereotype exists* even through denial)</i>	Group stereotype <i>(thought of stereotype is commonly understood)</i>	STEREOTYPE <i>(Spanish or Southern accent is bad)</i>
Feelings / Beliefs	Institutionalized prejudice <i>(institution accepts stereotype as factual)</i>	Group prejudice <i>(stereotype is believed to be true)</i>	PREJUDICE <i>(Spanish or Southern accent is bad)</i>
Behaviors / Actions	Institutionalized discrimination <i>(institution justifies discrimination)</i>	Discrimination <i>(Spanish or Southern accent are made fun of)</i>	Self-inflicted discrimination <i>Is internalized (I change my accent to avoid discrimination)</i>
Policies, Practices, Structures, Laws, Culture, Norms	OPPRESSION / ISM <i>(Structural Inequality of hiring practice based on accent)</i>		

- The main idea here is for students to understand the difference between
  - Institutional Oppression, systems and/or structures in society oppression a group or an individual
  - Interpersonal Oppression, oppression between two groups or two individuals or between a group and an individual
  - Intrapersonal Oppression, oppression against our own self.

## DYNAMICS OF OPPRESSION IN AMERICAN FARM LABOR

INSTITUTIONAL (SYSTEMIC – SOCIETY)	INTERPERSONAL (GROUP)	INTRAPERSONAL (INDIVIDUAL)

- Have students discuss where the Dynamics of Oppression showed up in the Drawbridge Story.
- This can be done in groups or as whole-class discussion.



Image: Nobel Foundation, Public domain, via Wikimedia Commons.

**Martin Luther  
King, Jr.**

**“ We know through painful  
experience that freedom is  
never voluntarily given  
by the oppressor; it  
must be demanded  
by the oppressed. ”**

**(Letter from a Birmingham Jail)**

- Use this quote to transition from Oppression to Resistance

Photo: [https://commons.wikimedia.org/wiki/File:Martin\\_Luther\\_King,\\_Jr..jpg](https://commons.wikimedia.org/wiki/File:Martin_Luther_King,_Jr..jpg)  
Nobel Foundation, Public domain, via Wikimedia Commons

# Oppression and Resistance



Photo by [Jon Tyson](#) on [Unsplash](#)

## DEFINE RESISTANCE:

THE REFUSAL TO ACCEPT OR COMPLY  
WITH SOMETHING; THE ATTEMPT TO  
PREVENT SOMETHING BY ACTION OR  
ARGUMENT.

## WHAT DOES RESISTANCE LOOK LIKE?

- Dynamics of Resistance
- Before displaying the definition of Resistance, have students share out what they think Resistance means
- Have a volunteer read the definition of resistance
- To answer “What does resistance look like?”, use the chart on the next slide

## DYNAMICS OF RESISTANCE BY UFW AND FARMWORKERS

INSTITUTIONAL (SYSTEMIC – SOCIETY)	INTERPERSONAL (GROUP)	INTRAPERSONAL (INDIVIDUAL)

29

- Have students discuss where the Dynamics of Resistance showed up in the Drawbridge Story.
- This can be done in groups or as whole-class discussion.

*In dyads, discuss the following:  
Share a personal or historical example of  
oppression and resistance.*



Source: Pixabay free image

30

- Use the Listening Dyad Strategy. Each partner will have a set amount of time to speak uninterrupted (30 - 60 seconds). If they finish early, they are to sit silently with their partner. When the time resets, the other partner will speak uninterrupted.

# Discussion Questions

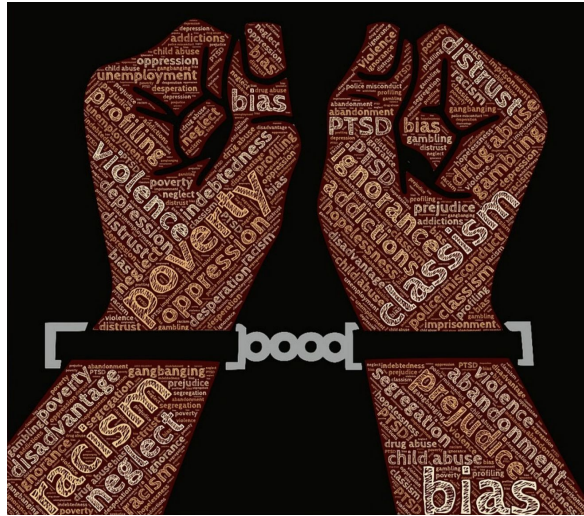
- What are other examples of labor organizing in our current time?
  - What are the results of these organizing efforts?
- 

No notes

Day 2



## Review Dynamics of Oppression and Resistance from Day 1



Source: Pixabay free image

No notes

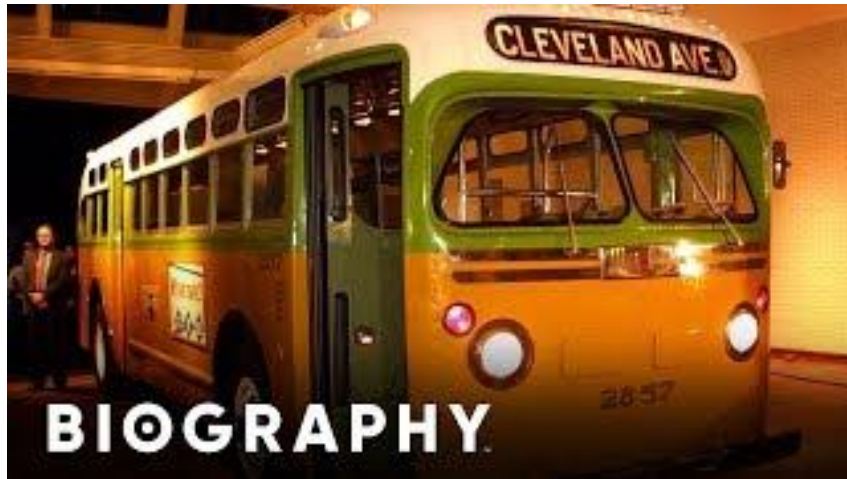
## Introduction and comparison to Montgomery Bus Boycott

- The **Montgomery Bus Boycott** was a civil rights protest during which African Americans refused to ride city buses in Montgomery, Alabama, to protest segregated seating.
- The boycott took place from **December 5, 1955, to December 20, 1956**, and is regarded as the first large-scale U.S. demonstration against segregation.
- Four days before the boycott began, **Rosa Parks**, an African American woman, was arrested and fined for refusing to yield her bus seat to a white man.
- The **U.S. Supreme Court ultimately ordered Montgomery to integrate its bus system**
- One of the leaders of the boycott, a young pastor named **Martin Luther King Jr.**, emerged as a prominent leader of the **American civil rights movement**.

<https://www.history.com/topics/black-history/montgomery-bus-boycott>

- [Library of Congress, Rosa Parks, and the Montgomery Bus Boycott](#)
- [Awakenings: Montgomery Bus Boycott](#)
- [The Bus Boycott: Women and Allyship](#)

## Montgomery Bus Boycott



No notes

# Discussion Questions

- What are similarities and differences between the Delano Grape Boycott and Montgomery Bus Boycott?
  - Identify the institutional, intrapersonal, interpersonal forms of oppression and forms of resistance at play
  - Identify other organizing actions of unions (strikes, letter writing, sit-ins etc.) and compare and contrast the various strengths of these actions
- 

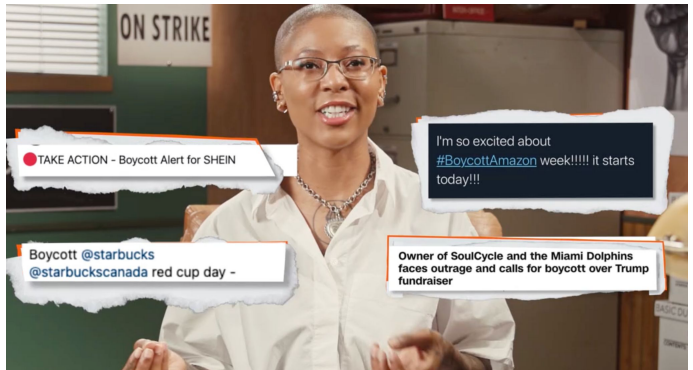
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# Day 3

No notes

## Create a Boycott Campaign!

- 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



Video: <https://www.pbs.org/video/do-boycotts-actually-work-1w8b06/>

<https://www.pbs.org/video/do-boycotts-actually-work-1w8b06/>

# Present boycott ideas to the class

- Describe the need for the boycott
  - Discuss the underlying values of the slogan
  - As a class to put energy and action towards 1-2 boycotts
- 

No notes

# Day 4

No notes



## Review Dynamics of Oppression and Resistance from Day 1



Source: Pixabay free image

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).

- Consider how community engagement aligns with aspects of resistance against oppression

## Civic engagement and support

**In the same groups as Day 3, consider how to involve the greater community in your 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

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 as Day 3, consider how to involve the greater community in your 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

No notes

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



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