



Origin of ¡Sí Se Puede! Dolores Huerta Day Lesson Plans Five-Day Unit

Lesson Context and Standards

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 unit 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>).

Content Standards:

- Historical and Social Sciences Analysis Skills: *Chronological and Spatial Thinking*
 - 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: *Historical Interpretation*
 - 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 slogans drive a political and social movement?

Outcomes:

- Students will be introduced to Dolores Huerta’s activism and Dolores Huerta Day
- Students will understand policy context that led to labor organizing actions and the resulting laws
- Students will be introduced to the United Farm Workers
- Students will examine the power of labor organizing and consider current day examples
- Students will be introduced to the slogan coined by Dolores Huerta “¡Sí Se Puede!” and consider its relationship to Obama’s Yes, We Can!
- Students will critically examine other political slogans and dissect the movements they inspired
- Students will create their own personal slogan
- Students will participate in civic engagement action



Assessment: Students will demonstrate understanding of Dolores Huerta’s activism and development of the slogan “¡Sí se puede!” by creating their own personal slogan.

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](#)
- [Labor Unions and the New Deal](#)
- [The Wagner Act of 1935 \(National Labor Relations Act\)](#)
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [Dolores Huerta: “Yes we can!”](#)
- [Si Se Puede! Interview with Dolores Huerta and Benjamin Bratt](#)
- [“Si se puede”: Dolores Huerta’s 50 years of activism](#)
- [Dolores Huerta Receives Medal of Freedom from Obama](#)

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 Policy Context

- 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 \(National Labor Relations Act\)](#)
- 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 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
- What are other examples of union and labor organizing activity?
 - 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: Origin of Sí, se puede

- Use PowerPoint to tell story of origin of Sí, se puede
- [Dolores Huerta Ted Talk: How to overcome apathy and find your power](#)
- [Dolores Huerta: “Yes we can!”](#)
- [Si Se Puede! Interview with Dolores Huerta and Benjamin Bratt](#)
- [“Si se puede”: Dolores Huerta’s 50 years of activism](#)
- Discuss how this serves as an act of resistance

Step 6: The Power of a Slogan and Finding Your Power

- Discuss the relationship to Obama’s Yes, We Can

- [Dolores Huerta Receives Medal of Freedom from Obama](#)
- Pair/share: What is different about the contexts in which this slogan was used for Huerta and Obama? What types of movements did they inspire? Do you have questions about what this slogan represents?
- Questions for discussion: What are other political slogans that we're familiar with? What types of movements did they inspire (e.g. America is a Nation of Immigrants)? What are different assumptions these slogans rely on and what do they reflect about our nation?
- Make your own slogan: Do you have a personal slogan? Is there a saying that helps you to "find your power" as Dolores Huerta identifies in her Ted Talk? Something that keeps you working towards something when you want to give up? Take time to think about your values and what inspires you.

Day 3

Step 7: Review slogans

- Have each person or group present their slogan to the class with an explanation of how/why they created it and how it reflects Dolores Huerta's idea of "finding your power"
- Identify values of each slogan and create groups based on like-minded values

Step 8: Research community organizations with values that reflect slogan

- Have each group research local community organizations that reflect the values represented in their slogans
- Each group will select 1-2 community organizations
- Research what types of actions in the community these organizations take

Day 4

Step 9: Community engagement and support

- Review Dynamics of Oppression and Resistance from Day 1



- Consider how community and civic engagement aligns with aspects of resistance against oppression
- In the same groups as Day 3, brainstorm within groups on an action that each group can take that aligns with the values of their slogan(s). 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!

Day 5

Step 10: 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