



Dolores Huerta

Girl Scout Patch

CALIFORNIA MUSEUM ACTIVITY GUIDE

with

Dolores Huerta: Revolution in the Fields / Revolución en los Campos

Exhibit on view March 9 – July 7, 2019

Dolores Huerta: Revolution in the Fields / Revolución en los Campos is organized by the Smithsonian Institution Traveling Exhibition Service in collaboration with the National Portrait Gallery, Washington, D.C. This exhibition received federal support from the Latino Initiatives Pool, administered by the Smithsonian Latino Center.

DOLORES C. HUERTA FOUNDATION

...Building Communities

June 2009

Dear Girls,

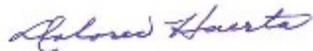
My name is Dolores Huerta. I was a Girl Scout like you when I was growing up. I was a member of Troop 8 in Stockton, California. I joined when I was eight years old and belonged for ten years until I graduated from high school.

Our leader was Miss Kathryn Kemp. In Girl Scouts, I learned how to be strong, to believe in myself, and to be open to new ideas. I learned how to work with others and made friends for life.

By earning the Dolores Huerta Girl Scout Patch, you will learn about how you can make the world a better place, especially for farmworkers, women, and immigrants. As Girl Scouts, you are the women leaders of tomorrow.

I hope you enjoy earning the Dolores Huerta Girl Scout Patch.

¡Si Se Puede!



Dolores Huerta

P.O. Box 9189 8 Bakersfield, CA 93309 8 P: (661) 322-3033 8 F: (661) 322-3171

Dolores Huerta Biography

Childhood and Family

Dolores Huerta is the President of the Dolores Huerta Foundation, and the co-founder and First Vice President Emeritus of the United Farm Workers of America, AFL-CIO (UFW). She is the mother of 11 children, 14 grandchildren and six great-grandchildren. Dolores has played a major role in the American civil rights movement.

Dolores Huerta was born on April 10, 1930 in the mining town of Dawson, in northern New Mexico, where her father, Juan Fernandez, was a miner, field worker, union activist and State Assemblyman. Her parents divorced when she was three years old. Her mother, Alicia Chavez, raised Dolores, along with her two brothers, and two sisters, in the San Joaquin valley farm worker community of Stockton, California. She was a businesswoman who owned a restaurant and a 70-room hotel. Dolores' mother was a major influence in Dolores' life. She taught Dolores to be generous and caring for others. She often put up farm workers and their families for free in her hotel. She was also a community activist, and supported Dolores and her Girl Scout troop.

Dolores' Girl Scout Experience

Dolores was a member of Girl Scout Troop 8, in Stockton, California from the age of 8 until 18. As a Girl Scout, Dolores' troop took on many community endeavors, including fundraising activities to support the USO during World War II. Dolores' troop was quite unique for its time in that it was truly representative of the international community of Stockton. It was made up of girls from diverse ethnic backgrounds, including African-American, Chinese, Filipino, Latino, and Anglo at a time when racism was prevalent. In March of 2006, Dolores said this about her Girl Scout experience, "Being a Girl Scout from the time I was eight to eighteen taught me many things. It helped build my self-confidence and taught me not to be shy about speaking in public. I learned to be proud of the things I did in earning Girl Scout badges. The Girl Scouts also taught me about moral values. I had a wonderful Girl Scout leader, Miss Kathryn Kemp, who taught us how to work as a team. Our troop was made up of girls from various ethnic groups. As Girl Scouts, many of us were given opportunities that we would not have had otherwise, such as camping. Being together, we learned about each other's cultures. These were good lessons as a life experience. We would never have learned about diversity otherwise." In her youth, Dolores also played the violin and enjoyed dancing, including performing tap, ballet, and folklorico.

First Experiences of Racism

It was as a teenager in high school that Dolores first experienced racism. An annual national Girl Scout essay contest was held, and Dolores was one of two girls who won. She placed second throughout the nation. The second-place prize was a trip to the Hopi Indian Reservation in Gallup, New Mexico. When Dolores sought time off from school to go on this trip, she was granted permission from all of her teachers, but denied the time off from school by the Dean of Girls. Dolores felt that this was because she was a Latina. Many Anglo girls had previously been given the time off from school to take early vacations. Dolores also experienced more institutional racism when, in that same senior year of high school, she

was given a final grade of a “C” in English, after receiving numerous “A’s” on term papers, reports, and essays. When she approached her teacher in regard to her final grade, the teacher told her that she had given her the “C” because she “knew” that the essays and reports were written by someone else because Dolores could not have written them herself.

Early Community Organizing

After high school, Dolores attended Delta Community College and received a teaching certificate. She was the first of her family to receive a higher education. Her brother, John, also became a teacher under the G.I. bill after she did. Dolores taught grammar school, but decided to resign from teaching because, in her words, “I couldn’t stand seeing farm worker children come to class hungry and in need of shoes. I thought I could do more by organizing farm workers than by trying to teach their hungry children.”

In 1955, she was a founding member of the Stockton Chapter of the Community Service Organization (CSO), a grass roots organization started by Fred Ross, Sr. The CSO battled segregation and police brutality, led voter registration drives, pushed for improved public services and fought to enact new legislation. While working for the CSO, recognizing the needs of farm workers, Dolores organized and founded the Agricultural Workers Association in 1960, which later became the Agricultural Workers Organizing Committee. She became a fearless lobbyist in Sacramento, at a time when few women, not to mention women of color, dared to enter the state and national capitols to lobby predominantly white, male legislators.

Her efforts met with success in 1961, when she obtained the removal of citizenship requirements from pension and public assistance programs for legal residents of the U.S. She was also instrumental in the passage of legislation allowing citizens the right to vote in Spanish, and the right of individuals to take the driver’s license examination in their native language. In 1962, she lobbied in Washington D.C. for an end to the “captive labor” Farm Worker Bracero Program. In 1963, she was instrumental in securing Aid for Families with Dependent Children, for the unemployed and under- employed, and disability insurance for farm workers in California.

A Union for Farm Workers

It was through her work with Fred Ross, Sr. and the Community Service Organization (CSO), that Dolores met Cesar Chavez. It was Fred who recruited both Dolores and Cesar and trained them in community organizing. While Cesar and Dolores were working for the CSO, they both realized the immediate need to organize farm workers because of their terrible living and working conditions. In 1962, Cesar, who was the national director of the CSO, requested that the CSO organize farm workers. The CSO convention turned down Cesar’s request. Cesar and Dolores resigned from their jobs with the CSO to organize the farm workers union. At that time, Dolores was a divorced, single mother with seven children.

Dolores joined Cesar and his family in Delano, California. There they formed the National Farm Workers Association, the predecessor to the United Farm Workers (UFW).

By 1965, Dolores and Cesar had organized farm workers and their families throughout the San Joaquin Valley utilizing organizing techniques taught to them by Fred Ross. On September 8th of that year, Filipino members of another farm worker group, the Agricultural Workers Organizing Committee, demanded higher wages and struck Delano area grape growers. Although Dolores and Cesar had planned to organize farm workers for several more years before confronting the large corporate grape industry, they could not ignore their Filipino brothers' request. On September 16, 1965, the National Farm Workers Association voted to join in the strike. Over 5,000 grape workers walked off their jobs in what is now known as the famous "Delano Grape Strike." The two organizations merged in 1966 to form the United Farm Workers Organizing Committee, which later became the United Farm Workers (UFW). The strike would last five years.

Union Contracts, Boycotts, and Legislation

In 1966, Dolores negotiated the first contract with the Schenley Wine Company. This was the first time in the history of the United States that a negotiating committee comprised of farm workers, and led by a woman, negotiated a collective bargaining agreement with an agricultural corporation. The grape strike continued and Dolores, as the main negotiator, not only successfully negotiated more contracts for farm workers, she also set up hiring halls and farm worker ranch committees, administered contracts, and conducted over one hundred grievance and arbitration procedures on the workers behalf. These union contracts established the first health and benefit plans for farm workers.

Dolores spoke out early and often against toxic pesticides that threaten farm workers, consumers, and the environment. The early agreements required growers to stop using such dangerous pesticides as DDT and Parathion. They also provided the first toilets in the fields, cold drinking water and individual drinking cups, and rest periods for farm workers. Dolores continued to lobby in Sacramento, CA. and Washington D.C., organized field strikes, directed UFW boycotts, and led farm workers campaigns for political candidates. As a legislative advocate, Dolores became one of the UFW's most visible spokespersons. Robert F. Kennedy acknowledged her help in winning the 1968 California Democratic Presidential Primary moments before he was assassinated in Los Angeles.

Dolores directed the UFW's national grape boycott, which lasted from 1965 to 1970. This historic boycott resulted in the entire California table grape industry signing a three-year collective bargaining agreement with the United Farm Workers in 1970. The UFW continued to organize not only the grape workers, but the workers in the vegetable industry as well. In 1973, the grape contracts expired and the grape growers, instead of renegotiating contracts with the UFW, signed sweetheart contracts with the Teamsters Union without the farm workers' consent. Dolores organized picket lines until violence erupted and two farm workers were killed. Once again, the UFW turned to the non-violent consumer boycott. Dolores directed the east coast boycott of grapes, lettuce, and Gallo wines. The boycott resulted in the enactment of the Agricultural Labor Relations Act of 1975, the first law of its kind in the United States, which granted farm workers the right to collectively organize and bargain for better wages and working conditions. As part of her on-going lobbying efforts, Dolores lobbied against federal guest worker programs, and spearheaded legislation granting amnesty for farm workers that had lived, worked, and paid taxes in the United States

for many years, but were unable to enjoy the privileges of citizenship. This resulted in the Immigration Act of 1985 in which 1,400,000 farm workers received amnesty.

Recognitions and the Dolores Huerta Foundation

For more than thirty years Dolores Huerta remained Cesar Chavez' most loyal and trusted advisor until his death in 1993. Together they founded the Robert Kennedy Medical Plan, the Juan De La Cruz Farm Workers Pension Fund, and the Farm Workers Credit Union, which were the first medical plan, pension plan, and credit union for farm workers. They also formed the National Farm Workers Communications organization with five Spanish radio station. As an advocate for farm workers' rights, Dolores has been arrested twenty-four times for non-violent peaceful union activities. Among her many awards, in 1984, the California State Senate bestowed upon her the Outstanding Labor Leader Award. In 1998, Dolores received the United States' Eleanor D. Roosevelt Human Rights Award from President Clinton. In 1993, Dolores was inducted into the National Women's Hall of Fame. That same year she received the American Civil Liberties Union (ACLU) Roger Baldwin Medal of Liberty Award, the Eugene V. Debs Foundation Outstanding American Award, and the Ellis Island Medal of Freedom Award. She is also the recipient of the Consumers' Union Trumpeter's Award. In 1998, she was one of the three *Ms. Magazine's* "Women of the Year", and the *Ladies Home Journal's* "100 Most Important Women of the 20th Century." Dolores has also received the OHTli Award from the Mexican government. On December 8, 2002 she received the Nation/Puffin Award for Creative Citizenship. In 2012, Dolores was presented with the Presidential Medal of Freedom by President Barack Obama.

Dolores has received nine honorary doctorate degrees from universities throughout the United States, the latest one from Princeton University, and two recognition awards from Harvard University. There are five elementary schools and one high school named in her honor, including the Dolores Huerta Elementary School in Stockton, CA. At 79, Dolores Huerta still works long hours. Many days find her in cities across North America promoting "La Causa," the farm workers cause, and educating the public on public policy issues affecting immigrants, women, and youth. Dolores is a board member for the Fund for the Feminist Majority that advocates for political and equal rights for women. She is President of the Dolores Huerta Foundation whose mission is to establish Communities In Action by focusing on community organizing and leadership development in low-income and under-represented communities.

@2009 Dolores Huerta Foundation

Dolores Huerta Girl Scout Patch at the California Museum

The original Dolores Huerta Girl Scout Patch is a partnership between Girl Scouts Heart of Central California and the Dolores Huerta Foundation and can be found at (<https://www.girlscoutshcc.org/en/about-girl-scouts/badges-and-patches/council-patches.html>)

The activities in this guide were developed by the California Museum in cooperation with the Girl Scouts Heart of Central California. The following activities can be completed at the California Museum and meet the requirements for the Dolores Huerta Patch.

Requirements for girls in Grades K-5

Who is Dolores Huerta?

Dolores Huerta is the co-founder of the United Farm Workers (UFW), the first successful union of agricultural workers in the history of the United States. She used the slogan ¡Si Se Puede! (Yes, it can be done!) to inspire thousands of people to work for social justice for farm workers, women, and immigrants.

Farm workers are among the poorest workers in the United States. They work long hours in fields where temperatures can top 100 degrees, yet they may not always have clean water, toilets, and a shaded area for breaks. Although farm workers provide us with food for our tables, they often do not earn enough to feed their own children. Many farm workers are immigrants, which makes them especially vulnerable to abuses in the workplace. And many farm workers are women and children, whose voices have often gone unheard. This is not unlike our United States Congress. In the United States, where women make up 51% of the population, only 20.6% of the Senators and Representatives that make up the 2018 U. S. Congress are women.

Dolores has devoted her life to addressing these and other social injustices. In recognition of her work, Dolores was the first Latina inducted into the National Women's Hall of Fame and received the United States Presidential Eleanor D. Roosevelt Human Rights Award from President Clinton. In 2012, Dolores was awarded the Presidential Medal of Freedom by President Barack Obama. And Dolores is a Girl Scout! She was a Girl Scout from the age of 8 until she was 18. "Now that I look back at everything I've done in my life, I can say it started when I was a shy 8-year-old in Stockton and I became a Girl Scout," said Huerta at a 2007 Girl Scout fundraising luncheon in Bakersfield, California. What can your girls learn from the work and legacy of Dolores that will help them make the world a better place?

You've Got Leadership Skills

The Dolores Huerta Girl Scout Patch focuses on the life of Dolores Huerta and three issues that form the core of her legacy: the human and civil rights of farm workers, women, and immigrants. Activities are designed so girls can:

- Discover the challenges facing farm workers, women, and immigrants.
- Connect with others to increase community awareness of these challenges.
- Take Action to help!

Yes, it can be done! By you and the girls!

The Dolores Huerta Girl Scout Patch is dedicated to Dolores and all the people for whom she provides a voice.

First - Who is Dolores Huerta?

1. The first step is for girls to learn about Dolores Huerta. In addition to the activities in the original Dolores Huerta Girl Scout Patch guide, Girl Scouts can complete the following activities at the California Museum to meet the requirements of learning about Dolores Huerta.

- Visit the *Dolores Huerta: Revolution in the Fields / Revolución en los Campos* exhibit (between March 9 – July 7, 2019). This exhibit highlights the significant role of the iconic Latina leader in California's farm worker movement, whose activism established legal protections and better standards of living for laborers, yet whose contributions remain largely overlooked in U.S. history. The exhibit also chronicles Dolores's legacy as a pioneering champion of civil rights and equality for women, Latinos, Filipinos and African Americans for more than six decades.
- Visit the *California's Remarkable Women* exhibit, which chronicles the achievements of over 200 of the state's remarkable women including information on the work that Dolores did for farm workers.
- Visit the *Unity Center*, which celebrates the state's diverse people, customs and cultures. The Center's interactive multimedia exhibits highlight leaders in the state's rich civil rights history such as Dolores Huerta and encourage visitors to find common ground while embracing their own individuality.

2. After the girls have learned about Dolores, have a conversation with them about the Girl Scout mission, "Girl Scouts builds girls of courage, confidence, and character who make the world a better place" and about how Dolores lives it. How has Dolores demonstrated Courage? Confidence? Character? How has Dolores helped to Make the World a Better Place? Ask girls to reflect on their own experiences. How have they shown Courage? Confidence? Character? How have they helped to Make the World a Better Place or how would they like to do that? Another option would be to discuss how Dolores lives the Promise and/or the Law.

Other questions to consider include: How did Dolores first experience racism? Why did Dolores decide to organize farm workers? What are examples of social injustice? How did Dolores fight for social justice? What did Dolores accomplish through her efforts at lobbying legislators on behalf of farm workers and immigrants? How did Dolores and Cesar Chavez begin working together?

3. After the discussion, have the girls create a response based on what they have learned about Dolores Huerta and her life's work. The response can take whatever form fits best for the girls. Girls can work individually or with others. After they have prepared the response, have the girls share with others in their troop, with a different troop, or with another group in your local community. Some possible choices include: an oral presentation; a poem, story, dance, skit or song; or a drawing, painting, clay sculpture, or mural.

Second - Select one topic area (FARM WORKERS, WOMEN, or IMMIGRANTS) and do one activity of their choice from each of the three categories (DISCOVER, CONNECT, TAKE ACTION).

FARM WORKERS

Discover

1. Have the girls visit the *Dolores Huerta: Revolution in the Fields / Revolución en los Campos* exhibit (March 9 - July 7, 2019). Girls should examine the photos, watch the videos and read the exhibit text. Have the girls consider these questions as they view the exhibit. Who is Dolores Huerta? What work did the immigrant farm workers do? What were the working conditions like? Why did Dolores work to form a farm workers union? What are the conditions like today for immigrant farm workers? Who co-founded the United Farm Workers union with her? What was their motto? What changes did she help make for farm workers?

2. In the *Unity Center*

- Read the short-handed hoe story in the *Legislate* exhibit.
- Watch and listen to the Cesar Chavez speech in the *Organize* exhibit.
- Watch and listen to Latin American immigrant Jorge's story in the *Facing Assumptions* exhibit.
- Watch and listen to Odilia Chavez's stories "Crossing the Border" and/or "I Feel American" in the *We Are All Californians* exhibit.
- Read about Dolores in the *California's Remarkable Women* exhibit.

Consider the following questions that relate to the exhibit and stories you viewed and listened to. Why was the short-handled hoe bad for the farm workers? What action was taken to eliminate the use of the short-handled hoe? What message does Cesar Chavez have for farm workers? What work did the immigrant farm workers do? What assumptions did the farm worker face? What were the working conditions like? Why did Odilia Chavez come to the United States? Why is Dolores Huerta important and in the “California’s Remarkable Women” exhibit?

Connect

1. Discuss the exhibit stories and videos with the girls as a group. If you are helping a Juliette Girl Scout, discuss with her. You may want to use the questions from the Discover section to help get the discussion started.
2. Have the girls share what they learned from the exhibit stories and videos with the members of their troop.

Take Action

1. Have the girls write an essay, poem, or story; or have them draw or paint a picture about what they learned about migrant farm workers, or what they think it would be like to be the child of a migrant farm worker. Have them share within their troop or with another troop.

WOMEN: ELECTED OFFICIALS AND ACTIVISTS

Discover

1. In the *California’s Remarkable Women* exhibit, find the section that features elected officials. Have the girls read about women who have held elected positions in California. Have them write down which is their favorite and why.
2. Have the girls view the *California’s Remarkable Women* and the *California Hall of Fame* exhibits. Have the girls pick three women who they find to be the most remarkable. Have the girls write down their names and why they picked them.

The girls can consider the following questions in picking their three remarkable women. What did they accomplish? What barriers did they have to overcome to be successful? How did their accomplishments and work change the world for the better?

Connect

1. Engage the girls in a discussion related to the women they picked. Have the girls share what they would like to do to make the world a better place and why.

Take Action

1. Have the girls write an essay, poem, or story; or have them draw or paint a picture about what they learned, or about their ideas of what it would be like to be a woman elected official or activist. Have them share within their troop or with another troop.

IMMIGRANTS

Discover

1. Have the girls view the *We Are All Californians* exhibit in the *Unity Center*. Have them pick one immigrant's story to listen to. Have them consider the following questions. What is the name of the person who immigrated to California? What country did they come from? Why did they immigrate to California? How did their life change when they came to California? What difficulties or challenges did they have once they moved to California? What did they do to overcome the difficulties or challenges? What do you share in common with this person and what differences do you have with this person? If you were going to create a positive message about this person for others to see on a sign, poster or t-shirt, what would your message say?

Connect

1. After the girls have viewed an immigrant's story, have them discuss their experiences in your troop meeting. If you are working with a Juliette, discuss with her. Ask the girls to consider what their life might be like today if their ancestors had not come to the United States. Ask them to imagine what it might be like for a girl coming to the United States today from another country. If any of the girls are recent immigrants, you may want to invite them to talk about what challenges they face.

Take Action

1. Have the girls write an essay, poem, or story; or have them draw or paint a picture that reflects the immigrant's experience, or how their own life might be different if their ancestors had not immigrated to America. If a girl is a recent immigrant herself, she could focus on her own experiences.

2. Have the girls share what they create within their troop, or with another troop.

Your Progress List

Step 1. Learn about Dolores Huerta

Step 2. Create a response based on what you learned and share it with others

Step 3. Decide on your topic area: farm workers, women, or immigrants

Step 4. Do the Discover step for your topic

Step 5. Do the Connect step for your topic

Step 6. Do the Take Action step for your topic

Step 7. Reflect on your experience earning the Dolores Huerta Girl Scout Patch

Requirements for Girls in Grades 6 – 12

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FARM WORKERS

Discover

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2. In the *Unity Center*

- Read the short-handled hoe story in the *Legislate* exhibit.
- Watch and listen to the Cesar Chavez speech in the *Organize* exhibit.
- Watch and listen to Latin American immigrant Jorge story in the *Facing Assumptions* exhibit.
- Watch and listen to Odilia Chavez's stories "Crossing the Border" and/or "I Feel American" in the *We Are All Californians* exhibit.
- Read about Dolores in the *California's Remarkable Women* exhibit.

Consider the following questions that relate to the exhibit and story you viewed and listened to. Why was the short-handled hoe bad for the farm workers? What action was taken to eliminate the use of the

short-handled hoe? What message does Cesar Chavez have for farm workers? What work did the immigrant farm workers do? What assumptions did the farm worker face? What were the working conditions like? Why did Odilia Chavez come to the United States? Why is Dolores important and in the “California’s Remarkable Women” exhibit?

Connect

1. Discuss the exhibit stories and videos with the girls as a group. If you are helping a Juliette Girl Scout, discuss with her. You may want to use the questions from the Discover section to help get the discussion started.
2. Have the girls share what they learned from the exhibit stories and videos with the members of their troop. They can create an oral presentation, PowerPoint, video, essay or skit about what they have learned about farm worker history and conditions. Have them share within their troop or with another troop.

Take Action

1. Identify a farm worker issue presented in the exhibits and research it to see whether the issue is still a concern for farm workers or whether it has been resolved. If the issue is still a concern, plan how you could take action to help resolve the issue. Ideas for action could include lobbying elected officials through an e-mail campaign to ask for enforcement of health and safety laws for farm workers, or visiting your elected officials to advocate for legislation that will benefit farm worker families.

WOMEN: ELECTED OFFICIALS AND ACTIVISTS

Discover

1. In the *California’s Remarkable Women* exhibit, find the section that features elected officials. Have the girls read about women who have held elected positions in California. Have them write down which is their favorite and why.
2. Find the Women’s Suffrage Movement section of the *California’s Remarkable Women* exhibit. Read the text and consider the following questions. Why didn’t men want women to vote? What action did women take to fight for their right to vote? Who were the early women leaders and what did they do to help make the suffrage movement successful? How long did women have to fight before getting the right to vote? Have them share what they learned within their troop or with another troop.

3. Have the girls view the *California's Remarkable Women* and the *California Hall of Fame* exhibits. Have the girls pick three women that they find to be the most remarkable and write down why.

The girls can consider the following questions in picking their three remarkable women. What did they accomplish? What barriers did they have to overcome to be successful? How did their accomplishment and work change the world for the better?

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IMMIGRANTS

Discover

1. Have the girls view the *We Are All Californians* exhibit in the *Unity Center*. Have them pick one immigrant's story to listen to. Have them consider the following questions. What is the name of the person who immigrated to California? What country did they come from? Why did they immigrate to California? How did their life change when they came to California? What difficulties or challenges did they have once they moved to California? What did they do to overcome the difficulties or challenges? What do you share in common with this person and what differences do you have with this person? If you were going to create a positive message about his person for others to see on a sign, poster or t-shirt, what would your message say?

Connect

1. After the girls have viewed an immigrant's story, have them discuss what they learned in your troop meeting. If you are working with a Juliette, discuss with her. Ask the girls to consider what their life might be like today if their ancestors had not come to the United States. Ask them to imagine what it might be like for a girl coming to the United States today from another country. If any of the girls are recent immigrants, you may want to invite them to talk about what challenges they face.

Take Action

1. Have the girls create an oral presentation, PowerPoint, video, essay, skit, or visual art about the challenges immigrants face when they come to the United States, and the contributions they make. Girls can also discuss in a group how their own lives might be different if their ancestors had not immigrated to America. If a girl is a recent immigrant herself, she could focus on her own experiences.

2. Have the girls share what they create within their troop, or with another troop.

Your Progress List

Step 1. Learn about Dolores Huerta

Step 2. Create a response based on what you learned and share it with others

Step 3. Decide on your topic area: farm workers, women, or immigrants

Step 4. Do the Discover step for your topic

Step 5. Do the Connect step for your topic

Step 6. Do the Take Action step for your topic

Step 7. Reflect on your experience earning the Dolores Huerta Girl Scout Patch

Glossary

activism: the practice of active involvement as a way to reach political or other goals

advocacy: the act of supporting a cause or recommending a course of action

advocate: verb - to support or urge by argument, such as, "to advocate for better schools" noun - a person who speaks or writes in support of a cause or person, such as, "an advocate for the right of women to vote."

arbitration: a method of settling a disagreement between a union or an employee and an employer over a job problem or grievance

benefit plans: plans to help employees provided by an employer, such as a medical or pension plan

boycott: a tactic used by a union to win a union contract or other benefit from an employer, for example, the farm workers' union asked consumers to join together to not buy grapes until grape growers improved working conditions for farm workers. Boycotts were also used by Gandhi in India to win India's independence from British rule, and by Martin Luther King to win increased civil rights for African-Americans.

civil rights: rights to personal liberty, especially as established by the U. S. Constitution

collective bargaining: negotiations between labor unions and employers regarding wages, benefits, and other working conditions that usually result in a collective bargaining agreement or union contract: an agreement reached between a labor union and an employer that both parties agree to follow

community organizing: the practice of bringing people together and forming a community, usually to effect social or political change

farm workers: people hired to work on a farm, especially large corporate farms

grassroots organization: an organization established by ordinary people, especially as contrasted with one formed by established leadership

grievance: a complaint that a worker or an employee has concerning a violation of a work practice or union contract

human rights: basic rights, especially those believed to belong to an individual and in which a government may not interfere, as the rights to speak, associate, and work

immigrant: a person who migrates to another country, usually for permanent residence

labor union: an organization of employees created for mutual aid and dealing as a group with employers

legislation: a law or group of laws adopted by a branch of government having the power to make laws

lobbyist: a person who tries to influence legislation on behalf of a certain group

negotiate: to bargain with others through discussion, as in preparing a treaty or contract

non-violent action: the policy or practice of refraining from the use of violence, as when protesting injustice

pesticides: a chemical preparation for destroying plant or animal pests

racism: hatred or intolerance of another race, or other races

social justice: when dealings among people in a society are guided by reason and fairness

strike: when employees stop working to win job improvements from their employer, such as a wage increase or a better medical plan