

## DOLORES HUERTA GIRL SCOUT PATCH FOR GIRLS 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 farmworkers, women, and immigrants. Farmworkers are among the poorest workers in the United States. They work long hours in fields where temperatures can reach 100 degrees, yet they do not always have clean water, toilets, and a shaded area for breaks. Although farmworkers provide us with food for our tables, they often do not earn enough to feed their own children. Many farmworkers are immigrants, which make them especially vulnerable to abuses in the workplace. And many farmworkers are women and children, whose voices have often gone unheard. In the United States, although women make up 51% of the population, only 17% of the Senators and Representatives in the U. S. Congress are women.

Dolores Huerta 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. And Dolores Huerta 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 (CA.) and I became a Girl Scout,” said Huerta at a 2007 Girl Scout fundraising luncheon in Bakersfield, CA. What can *your girls* learn from the work and legacy of Dolores Huerta that will help *them* make the world a better place?

### **HERstory**

The Dolores Huerta Girl Scout Patch is a partnership between Girl Scouts Heart of Central California and the Dolores Huerta Foundation.

### **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 Dolores Huerta’s legacy: the human and civil rights of farmworkers, women, and immigrants. Activities are designed so girls can:

- Discover the challenges facing farmworkers, 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 Huerta and all the people for whom she provides a voice.*

## Important!

**To earn the Dolores Huerta Girl Scout Patch, girls need to be registered as a Girl Scout. Annual membership is \$12. Financial assistance is available.** Girls in grades K-12 can earn the patch. There is a companion curriculum for girls in grades 6-12. Both curriculums are available in English and in Spanish at [www.girlscoutshcc.org](http://www.girlscoutshcc.org). **The grade 6-12 curriculum contains web-sites and other information that may be helpful for leaders working with girls using this grade K-5 curriculum.**

### What girls need to do to earn this patch:

- Do the one REQUIRED activity.
- Select one topic area (Farmworkers, Women, or Immigrants) and do ONE activity of their choice from each of the THREE categories (DISCOVER, CONNECT, TAKE ACTION).
- Participate in a short REFLECTION after they have completed the activities.

### Notes on planning the Project:

Help girls make connections between the Discover, Connect, and Take Action “steps” when girls are selecting which activities they will do. The activities are designed so girls can choose a topic and follow through with the three steps. Leaders can adjust activities as needed to fit the grade level of the girls. A sheet for girls to track their progress is included at the end of this document.

## Dolores Huerta Girl Scout Patch

### Required

- The first step is for girls to learn about Dolores Huerta. At this time, there are no children’s books about Dolores. There are two brief on-line biographies that leaders can read. Visit the Girl Scouts Heart of Central California web-site at [www.girlscoutshcc.org](http://www.girlscoutshcc.org) and read the “*Dolores Huerta Biography*” in the section about the Dolores Huerta Girl Scout Patch. Then visit the Dolores Huerta Foundation web-site at [www.doloreshuerta.org](http://www.doloreshuerta.org). Review the web-site, and read the biography of Dolores Huerta posted there.
- As you are reading, consider questions such as: Who was a major influence in Dolores’ life as she was growing up? Why? What was Dolores’ Girl Scout troop like? What did Dolores learn as a Girl Scout? How did Dolores first experience racism? Why did Dolores decide to organize farmworkers? What are some examples of social injustice? How did Dolores fight for social justice? What did Dolores accomplish through her efforts at lobbying legislators on behalf of farmworkers and immigrants? How did Dolores and Cesar Chavez begin working together? Why did they decide to form a union for farmworkers? What is a union? What rights and benefits did United Farm Workers (UFW) union contracts

- guarantee for farmworkers working at companies where there were contracts? What roles did Dolores play in the United Farm Workers (UFW)? How did Dolores begin fighting for women's rights? How has Dolores been recognized for her role in working for social justice for farmworkers, women, and immigrants? What work is Dolores doing through the Dolores Huerta Foundation?
- Leaders can then teach the girls about Dolores Huerta through a short presentation based on the biographies, and any other information they may be aware of. Leaders can determine the best way to present the story of Dolores Huerta to girls based on their grade level. Another option is to partner with an older girl troop (grades 6-12) that is working on the patch, and have them present the story of Dolores to your girls.
  - After the presentation, have a conversation with the girls about the Girl Scout mission, ***“Girl Scouts builds girls of courage, confidence, and character who make the world a better place”*** and 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 have a discussion about how Dolores lives the Promise and/or the Law.
  - 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 are: An oral presentation; a poem, story, dance, skit or song; or a drawing, painting, clay sculpture, or mural.

## Topic Areas

***Farmworkers*** - Please note: Choices under #1 can be done by **any** girl no matter where she lives whether or not she has direct contact with farmworkers. Choices under #2 can be done by girls from farmworker families or by girls who live in areas with farmworker communities.

### Discover

1. Select a book about farmworkers and read to, or with the girls, depending on their age. Ideas for books: 1) *Gathering in the Sun: An Alphabet in Spanish and English* by Alma Flor Ada, illustrated by Simon Silva. This is a beautiful bi-lingual book of paintings and poems that capture the life of migrant workers with each letter of the alphabet. Although listed for children grades K-4, this book can be appreciated by girls (and adults) of any age. 2) *La Mariposa (The Butterfly)* by Francisco Jiménez, tells the story of a son of migrant farmworkers who struggles to start school without

- understanding English. The book is in English, flavored with Spanish, and with a glossary of the Spanish words. This book could be read to girls in grades K-4, and would also be appropriate for the section on immigrants.
2. If girls have family members or family friends who have worked as farmworkers, girls could ask if they can interview them. Some sample questions are: "What is your name? When did you begin working in the fields? Where did/do you work? Did you migrate to find work? What crops did/do you work in? What were/are your jobs? What were/are the working conditions like? Did you ever work at a ranch with a union contract? Were conditions different? If so, how? What was/is the most difficult part of doing farmwork? What was/is the most satisfying part of doing farmwork? Is there anything else you would like to add?" Encourage the girls to add other questions that they are interested in.

### **Connect**

1. Discuss the book the girls read as a group. If you are helping a Juliette Girl Scout, discuss with her. You may want to create some questions to get started. Include "What do you think your life would be like if you were the child of a migrant farmworker?"
2. Have the girls share their interview 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 farmworkers, or what they think it would be like to be the child of a migrant farmworker. Have them share within their troop or with another troop.
2. Have the girls write an essay, poem, or story; or have them draw or paint a picture about what they learned from their interview. Have them share within their troop, or with another troop. Ask them to write or draw a thank you letter to the person that they interviewed.

## ***Women: Elected Officials and Activists***

### **Discover**

Read to, or with, the girls about either an elected woman official, or a woman activist. A resource for elected officials is [Madam President: The Extraordinary, True, and Evolving Story of Women in Politics](#) by Catherine Thimmesh. A young cartoon girl who aspires to be president learns about women leaders from various parts of the world. A resource for women activists is [Amelia to Zora: Twenty-six Women Who Changed the World](#) by Cynthia Chin-Lee. (D is for Dolores). The audience for both books is girls in grades 4-7. Perhaps Junior Girl Scouts could read one of the books, and then tell younger girls about their favorite woman as a way to use these materials for girls in grades K-3. Another option would be to invite a local woman elected official, or woman activist to attend a troop meeting and tell her story.

## **Connect**

Engage the girls in a discussion related to one of the books, or to a visit by an activist woman to your troop. Consider such questions as: “What do you think it would be like to be elected to office, or to be an advocate?” “What would you like to do to make the world a better place?”

## **Take Action**

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 advocate. Have them share within their troop or with another troop.

## ***Immigrants***

### **Discover**

Have girls talk to a member(s) of their family. Questions could include: “What country (ies) did our ancestors come from?” “Why did they immigrate to the United States?” If a girl’s ancestry includes Native-Americans, have them ask how the immigration of others affected them. If a girl’s family includes African-Americans or others who came as slaves or indentured servants, have them ask how that impacted their family. Girls who are adopted could explore the ancestry of their adopted parents to get a sense of the immigrant experience. Whatever a girl’s family background, have them ask what challenges their ancestors faced and what contributions they made.

### **Connect**

After girls have talked to their family members, 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. For background, adults could view a movie about a girl who is a recent immigrant or daughter of recent immigrants. Some possible movies are “Real Women Have Curves”, and “Bend it like Beckham.” Another good resource is the book, [Voices from the Fields: Children of Migrant Farmworkers](#) by Beth Atkin. This book includes stories, poems, and photos by migrant farmworker children.

### **Take Action**

Have the girls write an essay, poem, or story; or have them draw or paint a picture that reflects their ancestors’ 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. Have the girls share what they create within their troop, or with another troop. Ask them to write or draw a thank you letter to the person(s) they interviewed.

## Reflection

### Girl Scout Promise and Law

The Girl Scout Promise and Law are shared by every member of Girl Scouting. The Girl Scout Promise is the way Girl Scouts agree to act every day toward one another and other people, and the Law outlines a way to act towards one another and the world.

#### ***The Girl Scout Promise***

*On my honor, I will try:  
To serve God\* and my country,  
To help people at all times,  
And to live by the Girl Scout Law.*

#### ***The Girl Scout Law***

*I will do my best to be  
honest and fair,  
friendly and helpful,  
considerate and caring,  
courageous and strong, and  
responsible for what I say and do,  
And to  
respect myself and others,  
respect authority,  
use resources wisely,  
make the world a better place, and  
be a sister to every Girl Scout.*

*\*The word "God" can be interpreted in a number of ways, depending on one's spiritual beliefs. When reciting the Girl Scout Promise, it is okay to replace the word "God" with whatever word your spiritual beliefs dictate.*

#### **Ask the girls**

Ask the girls to review the Promise and Law, and think about "What part of the Promise and Law relates to what you did to earn the Dolores Huerta Girl Scout Patch?" Have the girls share their reflections with you as part of a troop meeting.

#### **Girls might also like**

If the girls in your troop enjoyed earning the Dolores Huerta Girl Scout Patch, they might also enjoy the Girl Scout Junior Journey book, [Agent of Change](#), published by Girl Scouts of the USA, 2008.

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## Sample Worksheet for Farmworkers/Discover Step

**If you have family members or family friends who have worked as farmworkers, ask them if you can interview them. Some sample questions are:**

1. What is your name?
2. When did you begin working in the fields?
3. Where did you work?
4. Did you migrate to find work?
5. What crops did you work in?
6. What were your jobs?
7. What were the working conditions like?
8. Did you ever work at a ranch with a union contract?
9. Were conditions different?
10. If so, how?
11. What is the most difficult part of doing farm work?
12. What is the most satisfying part of doing farm work?
13. Add other questions you are interested in.

## Progress Sheet for Girls

- 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: farmworkers, 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