



# Dolores Huerta

## Girl Scout Patch

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# 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 drivers 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 the State of 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 stations.

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

# 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 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. In 2012, Dolores was awarded the Presidential Medal of Freedom by President Barack Obama. 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 \$25. Financial assistance is available. Girls in grades K-12 can earn the patch.

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. An excellent resource is the new bilingual children’s book, *Side by Side/Lado a Lado: The Story of Dolores Huerta and Cesar Chavez* by Moncia Brown. The book includes a wonderful drawing of Dolores selling Girl Scout cookies to raise money to help soldiers during World War II. In addition, there is a brief biography on-line that adult leaders can read. It includes the impact Girl Scouts had on Dolores’s life. 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.
- 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?

- Leaders can use the children’s book, the on-line biography, and other information they may be aware of to teach the girls about Dolores Huerta. 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 girls have learned about Dolores, 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 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 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

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

# Requirements for Girls in Grades 6–12

## Who is Dolores Huerta?

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- The Girl Scout mission is: “Girl Scouts builds girls of courage, confidence, and character who make the world a better place”. How has Dolores demonstrated Courage? Confidence? Character? How has Dolores helped to Make the World a Better Place? Reflect on your own experiences. How have you shown Courage? Confidence? Character? How have you helped to Make the World a Better Place or how would you like to do that? Another option would be to have a discussion about how Dolores lives the Promise and/or the Law.



- Create a response based on what you have learned about Dolores Huerta and her life's work. The response can take whatever form fits best for you and is reviewed by your leader. You can work individually or with others. After you have prepared your response, share with others in your troop, with a different troop, or with another group of youth or adults in your local community. You may want to present to a group of younger girls who are working on the patch.

Some choices for creating a response include: An oral presentation; a PowerPoint or video presentation; an essay or article; 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. Learn about the history of farmworkers in the United States, and issues past and present, such as working conditions and child labor. Organizations that work to improve the lives of farmworkers include the National Farm Worker Ministry, the United Farm Workers of America, and California Rural Legal Assistance. Relevant books include: 1) *Voices from the Fields: Children of Migrant Farmworkers* by Beth Atkin. This book includes stories, poems, and photos by migrant farmworker children. 2) *The Grapes of Wrath* by John Steinbeck. This classic story set in the 1930's of a family who loses their farm during the depression, and migrates to California to find work continues to be relevant today.
2. If you have family members or family friends who have worked as farmworkers, ask them if you can interview them. If they are comfortable, you could video tape your interview. Be sure not to share a video taped interview with others without the permission of the person you interviewed. Some sample questions are: "What is your name? When did you begin working in the fields? Where did you work? Did you migrate to find work? What crops did you work in? What were your jobs? What were the working conditions like?

Did you ever work at a ranch with a union contract? Were conditions different? If so, how? What was the most difficult part of doing farm work? What was the most satisfying part of doing farm work? Is there anything else you would like to add?" Add other questions you are interested in. If the person you are interviewing currently works as a farmworker, ask him or her what concerns they have about their work.

## Connect

1. Create your own oral presentation, PowerPoint, video, essay, or skit about what you have learned about farmworker history and conditions. Share the presentation with one to three groups. Consider Girl Scout groups, school or church youth groups, or adult groups. You might want to include information about your Take Action step in your presentation, and ask for help.

2. Create a presentation, poem, story, drawing, painting or some other response about what you learned from your interview. Share with your troop and one other group of girls or adults. You might want to include information about your Take Action step in your presentation, and ask for help. Write a thank you letter to the person you interviewed.

## **Take Action**

1. Identify an issue currently affecting farmworkers and take action. Ideas for action could include lobbying elected officials through an e-mail campaign, for example, to ask for enforcement of health and safety laws for farmworkers, or visiting your elected officials to advocate for legislation that will benefit farmworker families.
2. There are farmworkers working in many parts of the United States. Find out what is happening in the area where you live. The National Farm Worker Ministry may be able to help you identify local issues facing farmworkers and local groups. If you live in a farmworker community, ask your family and neighbors who work in the fields what their concerns are. Look for groups already working to help farmworkers, such as church groups, unions, community centers, or student clubs. Work on a project with a local group, or start a project of your own. This project could range from a food or clothing drive to a petition drive to improve local farmworker housing.

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

### **Discover**

1. Many organizations exist to advance women's rights and increase their influence in political activity. Did you know that women could not vote in the United States until 1920? The Suffragette Movement changed that. And that in the U.S. Congress, only 17% of the elected officials are women? The good news? Of these women in Congress, 66% are former Girl Scouts. Learn more about the current imbalance of women elected officials in the United States, and what is being done to change that. Or learn more about issues that women struggle with, such as unequal pay and higher rates of poverty. Many organizations have information on these issues including the following: the White House Project, the Center for American Women and Politics, the League of Women Voters, the National Organization of Women, Women in Congress, Kids in the House, the Ms. Magazine Foundation, Latinas United for Political Empowerment, and the American Association of University Women. Or you might want to read *Nine and Counting: The Women of the Senate* by Senator Barbara Boxer, Senator Dianne Feinstein, and Girl Scouts of the USA.
2. Interview at least one woman who is a current or past elected official to learn what their experience was like. If possible, interview a Hispanic/Latina woman. Consider women who have been school board members, city councilwomen, mayors, or representatives of other elected bodies. Some sample questions are: "Why did you choose to run for office? What inspires you? What do you hope to (or did you) accomplish? What did you have to do to run for elected office? What were the challenges and opportunities of campaigning for office? What are the challenges and satisfactions of serving as an elected official? What would you say to young women about running for an elected office?" Or you could choose to interview a local woman activist, if possible a Hispanic/Latina woman. Some sample questions are: "Why did you begin your work as an activist?" "What issues are the main focus of your work?" "What kind of strategies have you used?" "Have you involved others in your

advocacy efforts?" "If so, how?" "What do you hope to (or did you) accomplish?" "What inspires you and keeps you going?" "What advice would you give to girls and young women about being an advocate?"

## **Connect**

Create an oral presentation, PowerPoint, video, essay, skit, or work of art based on what you learned about the role of women in politics, as voters, advocates, and/or elected officials. Use what you learned from your interview, if you were able to do one, and your research. Share your presentation with one to three groups of teen girls. Possible groups include Girl Scout troops, government classes at school, or community youth groups. You might want to include information about your Take Action step in your presentation, and ask for help.

Complete one of the following options, or another approved by your Leader.

- Elected officials participate in the creation of policies, ordinances, and laws. Kids in the House, a program of the U. S. House of Representatives, has a program called "Build a Bill" that guides you through the steps of making a law. Create a proposal for a law, on your own, or with other members of your troop. Share your new law and why you think it is necessary with at least one youth or adult group.
- Serve as an officer in a school, church, or other youth organization. This will give you a chance to practice the leadership skills you are learning in Girl Scouts, and, maybe one day you will run for President!
- Select an issue that you are interested in that affects girls and/or women, perhaps one you learned about while doing your interview and research. Look for groups already working on this issue, and learn what they are doing, and what help they need. Work on a project with a local group, or start a project of your own. This project could range from collecting clothing and toys for women and children who live in a battered woman's shelter, to lobbying for legislation to guarantee equal pay for women.

## **Immigrants**

### **Discover**

Talk to a member(s) of your family. Ask questions such as: "What country (ies) did our ancestors come from?" "Why did they immigrate to the United States?" If your ancestry includes Native-Americans, ask how the immigration of others affected them. If your family includes African-Americans or others who came as slaves or indentured servants, ask how that has impacted your family. If you are adopted, you could explore the ancestry of your adopted parents to get a sense of the immigrant experience. Whatever your family background, ask what challenges your ancestors faced and what contributions they made. After you have talked to family members, consider what your life might be like today if your ancestors had not come to the United States. Create a piece of art (story, poem, drawing, collage, etc.) that reflects your ancestors' experience or how your life would be different.

## Connect

Watch a movie or read a book 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.” Some book ideas are:

1. New Kids in Town: Oral Histories of Immigrant Teens by Janet Bode;
2. Journey of Hope: Memoir of a Mexican American Girl; and 3) Voices from the Field by Beth Atkins. If you are a recent immigrant, discuss the similarities and differences in your experience with the experience of the girl(s) in the movie or book. If you are not a recent immigrant, discuss what you learned about the challenges facing girls who are recent immigrants.

## Take Action

Consider what you could do at your school, church, or Girl Scout troop to welcome girls and their families who are recent immigrants. Examples could range from inviting recently immigrated students to eat lunch with you at school, asking new girls about their culture, or organizing a “Cultural Diversity Day”. 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. Draw upon what you learned from your interview with a family member, what you learned from the movie or book you explored, and what you know from your own experience. Share the presentation with one to three groups.

Consider Girl Scout groups, school or church youth groups, or adult groups. Ask members of the groups to join you in your efforts to welcome new immigrants.

## Reflection

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.

### **Your thoughts**

What part of the Promise and Law relates to what you did to earn this Dolores Huerta Girl Scout Patch? Write a brief reflection on how what you did relates to a part of the Promise and Law. Share your reflection with your leader or your troop.

### **You might also like:**

If you enjoyed earning the Dolores Huerta Girl Scout Patch, you might also enjoy the Girl Scout Ambassador Journey book, *Your Voice, Your World: The Power of Advocacy*, published by Girl Scouts of the USA, 2008.

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## **Your Progress Sheet**

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

## Requirements for Multi-Level Troops

### To earn the Dolores Huerta Girl Scout Patch do the activities below:

Read the letter from Dolores Huerta above.

Read the biography of Dolores Huerta. Pay special attention to the section about Dolores's experience as a Girl Scout. Ask an adult or older girl for help if you need it. Read the bi-lingual children's book about Dolores Huerta. The title is Side by Side/Lado a Lado by Monica Brown. Discuss with your troop how Dolores lives the Girl Scout Promise and Law. Discuss with your troop how Dolores helps make the world a better place.

Create a poem, skit, drawing, other artwork, or a presentation about Dolores. Share what you created with your troop, family, or other group.

### Farmworkers

Interview a family member, or friend who is a farmworker. Here are some sample questions:

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

Read Gathering the Sun, a bilingual book about farm work by Alma Flor Ada.

Discuss the interviews, and the book as a group. What did you learn about farmworkers? Do you think farm work is important work? Why or why not?

If you interviewed someone, write that person a thank you letter.

Create a story, drawing, other artwork, or a presentation about farmworkers. Include something you learned about the working conditions of farmworkers in the past and in the present.

Share what you created with your troop, family, or other group.

### Reflection

What did you learn by working on this patch?

Would you recommend it to other girls? Why or why not?

## 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 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 farmworkers’ union asked consumers to join together to not buy grapes until grape growers improved working conditions for farmworkers. 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 union contract  
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

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

**grass roots organization:** an organization established by ordinary people, especially as contrasted with one formed by established leadership

**grievance:** a complaint that a worker or an employer 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, fungal, 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