



LEARNING FROM TRAILBLAZERS

Students will research leaders in small groups and end with a hosting a Gallery Walk

OBJECTIVES

- Students will identify valuable character traits in historical leaders
- Students will examine how leadership characteristics impacted the leader's lives
- Students will share knowledge with peers

MATERIALS

- Poster paper
- Student access online
- Leader Study Resources (per small group)
 - Frederick Douglass
 - Shirley Chisholm
 - Dolores Huerta
- Gallery Walk graphic organizer (per small group)
- Leadership Qualities List (per small group)

TIME

60 min (or two 30 min sessions)

LESSON INTRO

A Gallery Walk offers students the opportunity to share information with others in a gallery setting. This protocol involves small-group collaboration, while holding individuals responsible for the learning and teaching. We have included three leader study materials; however, use this lesson as an opportunity to choose leaders that connect in different ways to your class culture and goals.

LEADERS GALLERY STEP BY STEP

1. Divide students into groups of three – five.
2. Assign (or let groups choose) a historical leader to research, and distribute prepared leader information to the groups. Allow access online if possible.

Frederick Douglass
Shirley Chisholm
Dolores Huerta

3. Allow time for group to read, discuss, and/or view the information. Using prior knowledge along with the new knowledge, have each group complete the Gallery Walk graphic organizer in preparation for their presentation.
The Leadership Qualities List can also be a helpful resource for students to think of more nuanced characteristics.
4. Students should work to extract specific evidence of leadership characteristics in their leader's lives:
 - Write the leader's name at the top of the organizer
 - Isolate three characteristics that were apparent in that leader's life
 - List (multiple) examples of when the leader exhibited the characteristic in his/her life.
5. Once students have agreed upon the information on their graphic organizer, instruct the groups to create a chart or poster with the information and key points (and an optional visual representation) from their research.
6. Be clear that each person has to understand the content on the poster in order to present the information effectively. Allow time for the group to help one another focus on key components.

If you are breaking this session into two parts, now is a natural break.

7. Hang the posters around the room or in the hallway.
8. Regroup students so each new group has at least one member from the previous work groups.
9. Explain that as the groups rotate from poster to poster, the student who helped create the poster will present the material to the rest of the group.
10. Assign each group a poster to begin their rotations.
11. Explain that groups will have 5 minutes at each poster for presentations and discussion. At the end of 5 minutes, sound the bell and direct groups which way to rotate.

VARIATIONS

If your group will be doing pre-class work, consider having students in the class review the leader material so that class time can be used for group work on the graphic organizer and posters.

Consider beginning this session with students working individually with Leader resources to fill out the graphic organizer. Students can then bring these completed materials together to find consensus and create the Gallery Walk posters.

FACILITATOR TIPS AND NOTES

If a Gallery Walk is unfamiliar. Check out these resources:

www.youtube.com/watch?v=pSt5echeRrM

www.youtube.com/watch?v=OWtr1xEMbbQ

If you will be debriefing the learning process with students, spend time observing students as they participate in the Gallery Walk. It is helpful to jot down points of discussion or any observations that you make while students are involved in this activity so you are prepared for a precise and productive debrief session:

- Watch for student leaders/facilitators.
- Notice communication methods used.
- How do students handle frustration or lack of organization?
- How do students choose to divide tasks?
- How do students listen to others' ideas?
- How are students communicating their learning?

Debriefing the process of learning may be a new idea for many students. Try not to communicate that there are right or wrong answers, rather allow students to share their experience.

Allow students the freedom to answer however they wish; however, try to limit cliché answers ("teamwork", "good communication") by probing deeper or asking for specific examples.

Debriefing the learning process allows students to be self-reflective about their participation, interactive habits, and awareness of the group.

Article: [Focus on the Process and Results Will Follow](#)

REFLECTION & WRAP UP

As students complete the Hosted Gallery Walk activity, have them return to their seats and reflect on the following questions, recording their answers in a journal, in a group discussion, or a combination of the two.

- What was your biggest "a-ha" moment during the gallery walk?
- How do you think these leaders learned to be _____ (courageous, honest, etc.)?
- What events in their lives show this learning?
- What leadership characteristic did you feel you displayed today during this session?

An optional or additional wrap up can be to reflect with students on their group learning process.

1. Say: Great job on the Gallery Walk! Now let's think about how that entire learning process went! When we understand how we are thinking, communicating, and listening, it helps us to know how we best retain information, how we can help people around us learn, and where we can grow and improve as learners ourselves.

If debriefing the learning process with students is new to you, find tips and suggestions in the Facilitator Tips guide.

2. Use the discussion questions to reflect on student interaction and learning. Several group discussion formats can be effective. Rather than just call and response questions and answers (where often only a few students are interacting with the information), try some of these formats:
 - Journal response
 - Cold calls
 - Pair share
 - Answer on notecards, then choose # out of a hat to read
 - Go Around Question (everybody answers)
 - Group Dialogue (one student responds, another student responds to that student, etc.)
 - Concentric Circles
 3. Learning Process Debrief Questions:
 - Who would you point to as an initiator during this activity? Why? Can you provide specific examples?
 - What did you notice about the group work, communication, and participation during the process?
 - Think about a moment when you were frustrated. How did you respond? What should you do the same or differently next time?
 - What were some positive examples of communication during this activity? Negative examples?
 - Did we waste time or energy anywhere? Where? Why?
 - Next time we do a group learning activity, how can we make it better?
 - Go-Around Question: Which leadership characteristic from our list did you feel YOU displayed today?
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LEADER STUDY RESOURCES

Frederick Douglass Bio

NPS Frederick Douglass Biography

www.nps.gov/frdo/learn/historyculture/frederickdouglass.htm

Video: PBS Learning: The African Americans

(5:19) <https://mpt.pbslearningmedia.org/resource/mr13.socst.us.douglass/frederick-douglass/>

Shirley Chisholm

Document (Shirley Chisholm Biography doc)

Online Biography – National Woman’s History Museum

www.womenshistory.org/education-resources/biographies/shirley-chisholm

Video

(3:49) www.pbs.org/video/to-the-contrary-black-history-month-special-shirley-chisholm/

Speech: Shirley Chisholm Campaigns for Nomination

(3:23) www.history.com/speeches/shirley-chisholm-campaigns-for-nomination

Dolores Huerta

Online Biography – National Woman’s History Museum

www.womenshistory.org/education-resources/biographies/dolores-huerta

Online Biography – Britannica

www.britannica.com/biography/Dolores-Huerta

Video: “Si Se Puede” Dolores Huerta’s 50 years of activism

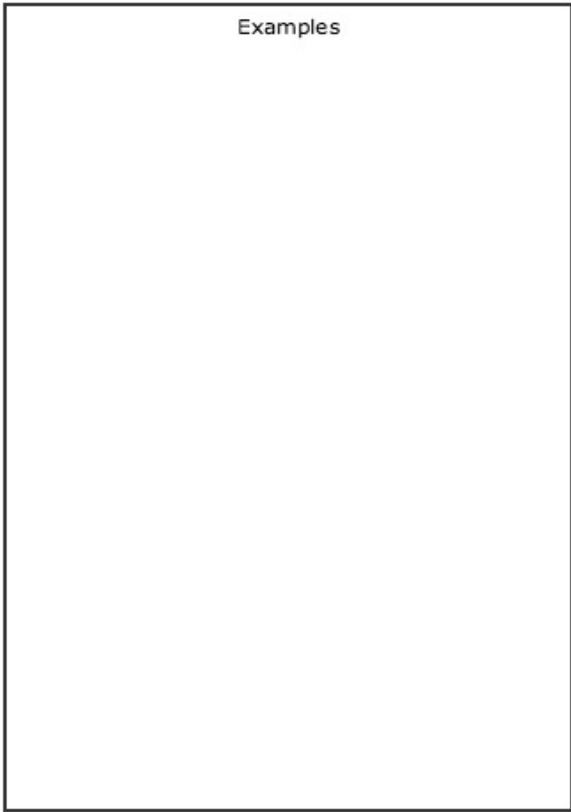
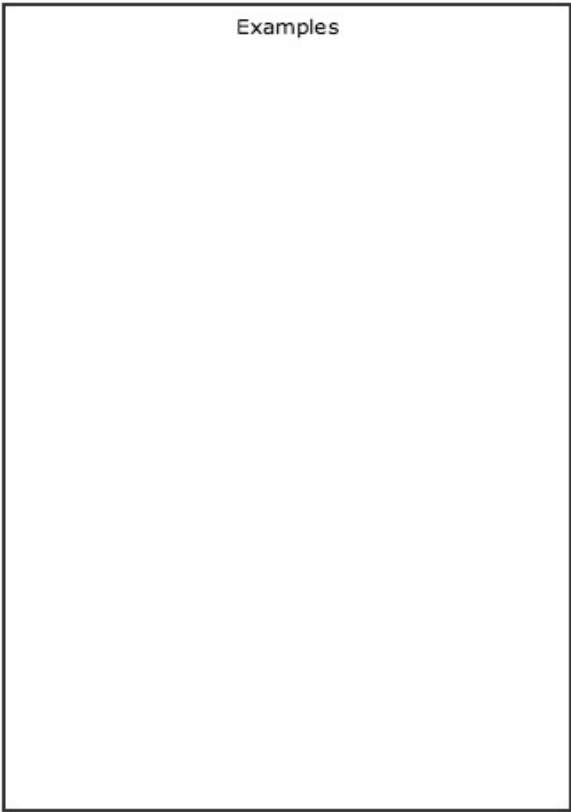
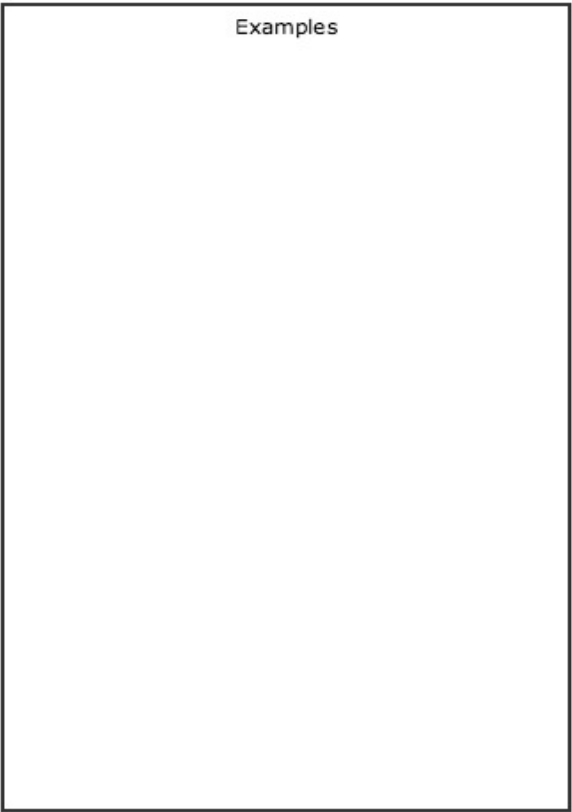
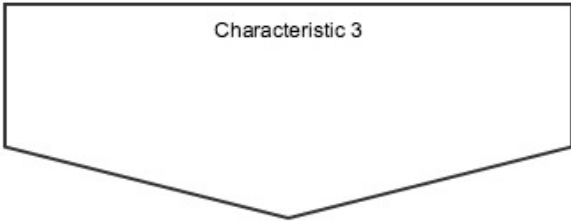
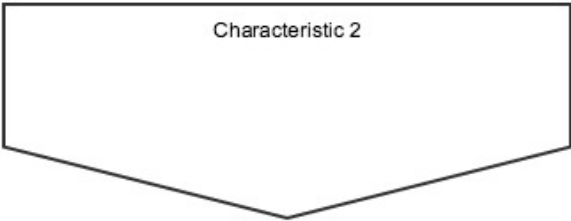
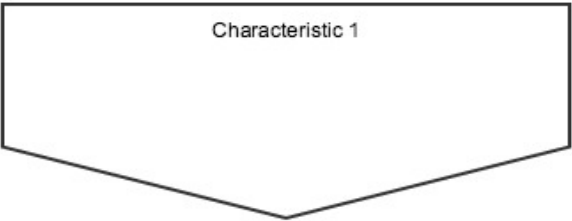
(5:20) www.cbsnews.com/news/dolores-huertas-50-years-of-civil-rights-activism/

Video: Presidential Medal of Freedom Recipient

(2:18) <https://www.youtube.com/watch?v=pDtKc4BDQFY>

NOTES

Educational Standards: CASEL: Relationship Skills, CASEL: Responsible Decision-Making, P21: Critical Thinking and Problem Solving, P21: Communication and Collaboration, P21: Leadership and Responsibility, CCRS:SL2 Integrate and Evaluate Information, CCRS:SL3 Evaluate Perspective and Evidence, CCRS:SL4 Present Information





Dolores Huerta Biography

Co-founder of the United Farm Workers Association, Dolores Clara Fernandez Huerta is one of the most influential labor activists of the 20th century and a leader of the Chicano civil rights movement.

Born on April 10, 1930 in Dawson, New Mexico, Huerta was the second of three children of Alicia and Juan Fernandez, a farm worker and miner who became a state legislator in 1938. Her parents divorced when Huerta was three years old, and her mother moved to Stockton, California with her children. Huerta's grandfather helped raise Huerta and her two brothers while her mother juggled jobs as a waitress and cannery worker until she could buy a small hotel and restaurant. Alicia's community activism and compassionate treatment of workers greatly influenced her daughter.

Discrimination also helped shape Huerta. A schoolteacher, prejudiced against Hispanics, accused Huerta of cheating because her papers were too well-written. In 1945 at the end of World War II, white men brutally beat her brother for wearing a Zoot-Suit, a popular Latino fashion. Huerta received an associate teaching degree from the University of the Pacific's Delta College. She married Ralph Head while a student and had two daughters, though the couple soon divorced. She subsequently married fellow activist Ventura Huerta with whom she had five children, though that marriage also did not last. Huerta briefly taught school in the 1950s, but seeing so many hungry farm children coming to school, she thought she could do more to help them by organizing farmers and farm workers.

In 1955 Huerta began her career as an activist when she co-founded the Stockton chapter of the Community Service Organization (CSO), which led voter registration drives and fought for economic improvements for Hispanics. She also founded the Agricultural Workers Association. Through a CSO associate, Huerta met activist César Chávez, with whom she shared an interest in organizing farm workers. In 1962, Huerta and Chávez founded the National Farm Workers Association (NFWA), the predecessor of the United Farm Workers' Union (UFW), which formed three years later. Huerta served as UFW vice president until 1999.

Despite ethnic and gender bias, Huerta helped organize the 1965 Delano strike of 5,000 grape workers and was the lead negotiator in the workers' contract that followed. Throughout her work with the UFW, Huerta organized workers, negotiated contracts, advocated for safer working conditions including the elimination of harmful pesticides. She also fought for unemployment and healthcare benefits for agricultural workers. Huerta was the driving force behind the nationwide table grape boycotts in the late 1960s that led to a successful union contract by 1970.

In 1973, Huerta led another consumer boycott of grapes that resulted in the ground-breaking California Agricultural Labor Relations Act of 1975, which allowed farm workers to form unions and bargain for better wages and conditions. Throughout the 1970s and '80s, Huerta worked as a lobbyist to improve workers' legislative representation. During the 1990s and 2000s, she worked to elect more Latinos and women to political office and has championed women's issues.



The recipient of many honors, Huerta received the Eleanor Roosevelt Human Rights Award in 1998 and the Presidential Medal of Freedom in 2012. As of 2015, she was a board member of the Feminist Majority Foundation, the Secretary-Treasurer Emeritus of the United Farm Workers of America, and the President of the Dolores Huerta Foundation.

Source: Edited by Debra Michals, PhD | 2015

<https://www.womenshistory.org/education-resources/biographies/dolores-huerta>

Dolores Huerta

Online Biography – National Woman's History Museum

www.womenshistory.org/education-resources/biographies/dolores-huerta

Online Biography – Britannica

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Video: "Si Se Puede" Dolores Huerta's 50 years of activism

(5:20) www.cbsnews.com/news/dolores-huertas-50-years-of-civil-rights-activism/

Video: Presidential Medal of Freedom Recipient

(2:18) www.youtu.be/pDtKc4BDQFY



Frederick Douglass Biography

Frederick Douglass has been called the father of the civil rights movement. He rose through determination, brilliance, and eloquence to shape the American nation. He was an abolitionist, human rights and women's rights activist, orator, author, journalist, publisher, and social reformer.

Committed to freedom, Douglass dedicated his life to achieving justice for all Americans, in particular African-Americans, women, and minority groups. He envisioned America as an inclusive nation strengthened by diversity and free of discrimination.

Douglass served as advisor to presidents. Abraham Lincoln referred to him as the most meritorious man of the nineteenth century. In his later years Douglass was appointed to several offices. He served as U.S. Marshal of the District of Columbia during Rutherford B. Hayes' administration and President James Garfield appointed him the District of Columbia Recorder of Deeds. In 1889 President Benjamin Harrison appointed him to be the US minister to Haiti. He was later appointed by President Grant to serve as secretary of the commission of Santo Domingo. Douglass had hoped that his appointments would open doors for other African-Americans, but it was many years before they would follow in his footsteps.

Frederick Douglass rose from slavery to become the leading African-American voice of the nineteenth century. At an early age, he realized that his ability to read was the key to freedom. All of his efforts from then on focused on achieving freedom. As a young man, he came into contact with black preachers and taught in the Sabbath School in Baltimore. Here he refined his reading, writing, and speaking skills. At age twenty, Douglass escaped north to freedom. He settled in New Bedford, Massachusetts with his wife Anna Murray Douglass and joined the abolitionist movement.

Frederick Douglass was a compelling force in the anti-slavery movement. A man of moral authority, Douglass developed into a charismatic public speaker. Prominent abolitionist *William Lloyd Garrison* recognized his oratory skill and hired him as a speaker for the Massachusetts Anti-Slavery Society.

Douglass worked with many notable abolitionists of the nineteenth century including *Wendell Phillips* and *Abby Kelley*. Douglass also had a close relationship with John Brown and his family but disagreed with Brown's violent tactics, dramatically displayed in Brown's raid on Harper's Ferry in 1859. With the abolishment of slavery at the close of the Civil War, Douglass then turned his attention to the full integration of the African-American into political and economic life of the United States.

Douglass established his own weekly abolitionist newspaper, *the North Star*, that became a major voice of African-American opinion. Later, through his periodical titled the Douglass Monthly, he recruited black Union soldiers for the African-American Fifty-Fourth Massachusetts Volunteers. His sons Lewis and Charles both served in this regiment and saw combat.



Douglass worked to retain the hard-won advances of African-Americans. However, the progress made during Reconstruction soon eroded as the twentieth century approached. Douglass spent his last years opposing lynching and supporting the rights of women.

The antislavery crusade of the early nineteenth century served as a training ground for the women's suffrage movement. Douglass actively supported the women's rights movement, yet he believed black men should receive suffrage first. Demonstrating his support for women's rights, Douglass participated in the first feminist convention at Seneca Falls in July of 1848 where he was largely responsible for passage of the motion to support female suffrage.

Together with abolitionist and feminist Elizabeth Cady Stanton, Douglass signed the Declaration of Sentiments that became the movement's manifesto. His masthead of his newspaper, the North Star, once read "Right is of no Sex - Truth is of no Color." A women's rights activist to the end, Douglass died in February 1895, having just attended a Woman's Council meeting.

Source: http://www.digitalhistory.uh.edu/exhibits/douglass_exhibit/douglass.html

Frederick Douglass

Document (Frederick Douglass Biography doc) available

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Shirley Chisholm Biography

Shirley Anita St. Hill Chisholm was a woman who was known for her moral character and her relentless ability to stand up for her community and what she believed. A child to immigrant parents, she learned from an early age the importance of an education and the value of hard work, both of which she applied to her political career and her accomplishments while serving as a Congresswoman.

Chisholm attended Brooklyn College where a blind political science professor, Louis Warsoff, encouraged Chisholm to consider politics based on her “quick mind and debating skills.” She reminded him that she had a “double handicap” when it came to politics—she was black and a woman. Chisholm joined the debate team and after African-American students were denied admittance to a social club at the college, she started her own club called Ipothia—In Pursuit of the Highest In All.

Shirley graduated with honors in 1946 and worked as a nursery school aide and teacher while she attended evening classes at Columbia University’s Teachers College. She received her Masters degree in early childhood education in 1951, and eventually became a consultant to the New York City Division of Day Care in 1960.

Chisholm joined a local Democratic club who worked to get rid of the white Democratic machine that held the power in her Bedford-Stuyvesant neighborhood. The group challenged the white leaders on why the black neighborhoods were being ignored. The leaders tried to quiet Chisholm by placing her on the board of directors and when she continued to speak out, they removed her from the post. This was an early lesson for Chisholm that people in political power did not like to be questioned!

The group managed to elect a black man, Thomas R. Jones, to state assembly in 1962 and, when in 1964 he decided to run for a judgeship, the community replaced him with Chisholm. She served in the state legislature until 1968 when she decided to run for a seat in the U.S. Congress. The 12th Congressional District was created after the Westberry v. Sanders decision stated that election districts must be roughly equal in population. Chisholm won the seat with the use of her “independent spirit” and her campaign slogan, “Unbought and Unbossed.” Chisholm’s win made her the 1st African American woman in Congress.

Like Margaret Chase Smith, who had served in the Congress almost 30 years before her, Chisholm learned the politics of committees. She had asked to be on the Education and Labor Committee, a natural selection for someone with a strong teaching background. She not only did not get placed on this committee, but did not get placed on any of the committees that she had requested. Instead they placed her on the Agriculture Committee, which was a rather odd choice for a city woman. Chisholm did not sit back and be quiet about it; instead, this strong-willed woman stated her case to the Democratic caucus. This eventually worked and they removed her from the Agriculture Committee and placed her on Veterans’ Affairs. While this had not been one



of her original choices, she responded by saying, "There are a lot more veterans in my district than trees."

It was during her 2nd term in the House that Chisholm ran for the US Presidency. She became the 1st black woman to run for president, but this is not what she wanted people to focus on during her campaign. The fact that her campaign was seen primarily as "symbolic" by many really hurt her. She did not run on the mere base of being a "first," but because she wanted to be seen as "a real, viable candidate."

Her bid for the presidency was referred to as the "Chisholm Trail," and she won a lot of support from students, women and minority groups. She entered 11 primaries and campaigned in several states, particularly Florida, but with little money she was challenged. Her campaign was "under-organized, under-financed and unprepared." It was calculated that she raised and spent only \$300,000 between July 1971 when she first thought of running, and July of 1972.

Overall, people in 14 states voted for Shirley Chisholm for president, in some fashion or the other. After six months of campaigning, she had 28 delegates committed to vote for her at the Democratic Convention. The 1972 Democratic Convention was in July in Miami, and it was the first major convention in which an African American woman was considered for the presidential nomination. Although she did not win the nomination, she received 151 of the delegates' votes.

Chisholm served a total of 14 years in the Congress and made numerous contributions before she made the decision to retire in 1982. During her time in office she was one of the four founders of the National Women's Political Caucus in 1971, was appointed to the "powerful" House Rules Committee in 1977 and introduced more than 50 pieces of legislation. President William J. Clinton nominated Chisholm to be the U.S. Ambassador to Jamaica, but she declined due to ill health.

Chisholm went on to teach college and co-founded the National Political Congress of Black Women, which represented black women's concerns. When asked how she wanted to be remembered, Chisholm said, "When I die, I want to be remembered as a woman who lived in the 20th century and who dared to be a catalyst of change. I don't want to be remembered as the first black woman who went to Congress. And I don't even want to be remembered as the first woman who happened to be black to make the bid for the presidency. I want to be remembered as a woman who fought for change in the 20th century. That's what I want."

Source: <https://www.nwhm.org/education-resources/biography/biographies/shirley-anita-chisholm/#>



Shirley Chisholm

Document (Shirley Chisholm Biography doc)

Online Biography – National Woman's History Museum

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Video

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Speech: Shirley Chisholm Campaigns for Nomination

(3:23) www.history.com/speeches/shirley-chisholm-campaigns-for-nomination

LEADERSHIP QUALITIES

able	dark	honest	reliable
active	decisive	hopeful	religious
adventurous	demanding	hopeless	respectful
affectionate	dependable	humorous	responsible
afraid	depressed	ignorant	rough
alert	determined	imaginative	rude
ambitious	discouraged	impatient	sad
angry	dishonest	impolite	safe
annoyed	disrespectful	inconsiderate	satisfied
anxious	doubtful	independent	secretive
apologetic	dutiful	industrious	selfish
arrogant	eager	initiative	serious
artistic	easygoing	innocent	shy
assertive	efficient	integrity	skillful
athletic	encouraging	intelligent	smart
attentive	endurance	jealous	sneaky
bad	energetic	judgment	sorry
beautiful	enthusiasm	justice	spoiled
bold	exciting	kind	stingy
bored	expert	knowledge	strange
bossy	fair	lazy	strict
brainy	faithful	lively	stubborn
brave	fearful	lonely	sweet
bright	fearless	loving	tact
brilliant	fierce	loyal	talented
busy	foolish	lucky	terrified
calm	friendly	mature	thankful
careful	frustrated	mean	thoughtful
careless	fun	messy	thoughtless
cautious	generous	miserable	tired
charming	gentle	nervous	tolerant
cheerful	giving	nice	trusting
clever	gloomy	obedient	trustworthy
coarse	good	obnoxious	unfriendly
concerned	graceful	peaceful	unhappy
confident	grateful	picky	unselfish
confused	greedy	pleasant	useful
considerate	grouchy	polite	warm
cooperative	grumpy	popular	weak
courageous	guilty	positive	wild
cowardly	happy	precise	wise
cruel	harsh	pretty	worried
curious	hateful	proud	young
dangerous	healthy	quiet	
daring	helpful	rational	

