In Defense of the Dream

Lesson Plans and Instructional Resources for Educators and Advocates of Undocumented Students
It’s no secret that the United States has long-since struggled to reconcile with its projected role as a welcoming refuge for those seeking freedom and opportunity and - beginning with the settlers to Plymouth Rock- a long track record of greeting new communities who fall outside the dominant culture with suspicion, subjugation, and often even exploitation. While the identity of those groups, the countries from which they hailed, and the geopolitical landscape surrounding their arrival to the United States may have changed over time, it is that reverberating theme of resiliency, determination, and ambition that has contributed to an enduring ethos of the American immigrant and the larger narrative of the “American Dream.”

Despite re-occurring themes around anti-immigrant policies, nativist rhetoric, and discriminatory practices, our history also points to a series of legal battles and social justice movements committed to keeping the dream alive. The movement to provide our nation’s undocumented youth with the right to study, work, and live freely without fear of deportation from a country they’ve long since called home is one such movement and the recent termination of the Deferred Action for Childhood Arrivals (DACA) program has made the need for equity-minded advocates to join this movement more urgent than ever.

If US schools are intended to function as incubators of democracy and democratic ideals, then the importance of civic education and engagement should be emphasized so as to provide the next generation with the knowledge and tools they need to confront, question, and challenge the policies and systemic practices in place that perpetuate ongoing inequity and injustice. Teachers and school leaders then must similarly be willing to act as civic brokers who connect their students to current events and contemporary issues happening outside the walls of the classroom. In this case, the issues at stake with respect to DACA and the plight of undocumented students are happening directly within your classrooms. The current political climate has generated widespread incidents of bullying, harassment, and even reluctance among some Tennessee students to attend school. While teachers and schools must continue to craft welcoming environments for undocumented students, there is an opportunity to compliment these efforts with advocacy-minded instruction that can create foundational possibilities for a more empathetic, critical, and engaged cohort of young people interested and capable of generating change in the long-term fight for a more inclusive society.

But as all teachers know, meeting larger objectives requires backwards planning and the prospect of inciting support and activism around the immigrant community and just immigration reform can understandably be viewed as a daunting endeavor. Given the timeliness of DACA’s termination and the brief window through which Congress can pass legislation to re-instate the protections recipients were previously granted, we see the DREAM Act as a natural starting point around which teachers can present facts, prompt inquiry, facilitate discussions, and engage students on issues of immigration, citizenship, and civil rights. In addition to the time-sensitive implications tied to the DREAM Act, the imperative for action is underscored by a previous track record of political victories garnered by young people and equity-minded
education advocates who harnessed the power of their personal stories to humanize the lens through which lawmakers and the general populous alike view the plight of undocumented youth.

"Citizenship to me is more than a piece of paper. Citizenship is also about character. I am an American. We're just waiting for our country to recognize it."

JOSE ANTONIO VARENAS

This toolkit is designed for educators interested in promoting access to higher education and citizenship for undocumented youth and furthering the movement within the context of the classroom. The included lesson plans and strategies referenced in this guide stem from reputable national organizations such as the Anti-Defamation League and Teaching Tolerance who all share a long and successful track record of developing standards-based resources housed under a framework conducive to dismantling bias and encouraging critical thinking. While these lessons may need only to be tweaked to accommodate the particular language needs or age of your students, this toolkit also includes a set of possible project-based learning objectives and outcomes around which you can your own lesson. Within this section you’ll find a variety of texts, infographics, videos, artwork, and songs meant to expand your toolbox of artifacts and diversify the range of perspectives through which your students can approach issues surrounding the DREAM Act and issues pertaining to immigration reform, justice, and equity.

It is our intention that practitioners utilize these resources in order to engage students on these important conversations, dispel myths, and promote commonalities between different groups of Americans and their unifying experiences. Whether a one-class lesson on the DREAM Act, or as part of a project-based series on themes of the US immigrant experience, this guide is meant to encourage active advocacy through sharing of lesson outcomes or final products showcasing student work as a message for Congress to support the DREAM Act. In this digital age of communication, your students will be no stranger to tagging and hashtags but may yet to see how these features can be employed to facilitate social change. Creating spaces for advocacy on the DREAM Act can therefore not only enhance solidarity within your class as a community of learners among each other but also as a collective of peoples who have an important voice in our larger society.

As advocates of undocumented students, we must continue to offer safe spaces and connections to resources that can best support their current situation and that of their families. However, we are also positioned to empower them as change-agents in our approaches to instruction and through channels of advocacy that bridge classrooms to communities and maximizes possibilities for progress. In doing so, we send a message that undocumented students, like their documented peers are #HereToStay and deserve the same equitable pathways for pursuing their dreams.
This toolkit contains a comprehensive list of lesson plans that are specifically focused on the DREAM Act and designed to promote student engagement with this legislation and the issues surrounding it; moreover, lesson plans are included may not directly incorporate the DREAM Act but rather are centered on issues or themes that similarly correlate to the significance of the legislation and its relevance with respect to the larger immigrant ethos of this country, the manner in which citizenship is defined, and how American identity imagined. The suggested lessons are geared for students at a variety of ages and while most of them are not catered to the needs of English learners specifically, many of them include elements that reflect the best practices associated with quality EL instruction such as a vocabulary focus, grammar connections, and activating students’ background knowledge. Additionally, this toolkit contains

A Note on Advocacy

- We recognize that fear of “stirring the pot” or creating an unintended environment of anxiety or discomfort for students are understandable concerns among teachers when considering discussing a political issue in class. The dynamic of your class can guide you toward determining if you frame the lesson under direct advocacy outcomes or if your messages should be more implicitly constructed.
- Lessons with a more implicit approach to advocacy around the DREAM Act may be based around discussions around the “American Dream” or introducing it as an issue of equality for all students that shares characteristics with other events and movements among other groups throughout US history. Instructors could share student work or reflections on their own social media accounts, through a partnering agency’s social media account, or by simply displaying student work in the hallway.
- Other teacher-led forms of advocacy around these lessons include: Facebook or blog post reflecting on the lesson; op-ed that ties lesson experiences and outcomes to a call to action in support of the DREAM Act; scheduling an appointment with Senators Corker and/or Alexander sharing your class’s experiences and encouraging them to support the DREAM Act.
- Whether oriented in implicit or explicit advocacy, trepidation around polemic and sensitive content can be mitigated through strategic framing and student-centered inquiry. While it would be lovely to inspire every student throughout the state to mobilize around their undocumented peers, this is not necessarily the goal. The goal is to ask students to critically examine their shared identities as students, values pertaining to education and American identity, and how the DREAM Act reflects those responses. Presenting facts and guiding students to synthesize information and self-generated opinions is not the same as indoctrinating.
- The mechanisms through which you plan to share student work and facilitate engagement with stakeholders are important to consider prior to selecting a lesson. If you choose to engage students with these topics over the course of a unit or project-based lesson, consider creating a class social media account for the lesson for showcasing work and facilitating teacher and/or student-led communication.
- If you are an ELL instructor, there is a unique opportunity to connect issues of DACA and the DREAM Act to others surrounding the identities and backgrounds of your students. Consider crafting your lessons in such a way that can build cross-cultural connections and a shared sense of identity.
sets of materials such as accompanying texts, videos, political cartoons, and other modes of visual literacy that teachers can use to encourage students to critically reflect upon and examine the arguments part and parcel of the debate surrounding immigration reform, Dreamers, and the DREAM Act. The goal of all of these lessons is to ultimately build in opportunities for students to engage with these issues through the lens of an advocate and generate some sort of action or product that can be used for this purpose. Ultimately, it is up to you how you choose to use these lessons and how to combine elements of the referenced resources to best accommodate your teaching style and the needs of your students.

The possibilities for what your advocacy efforts toward defending the DREAM Act can take a number of forms ranging from letters to Senator Corker and Senator Alexander or other members of US Congress, tweets, phone calls, or Instagram posts; whether you let students engage with elected officials directly or disseminate their work in the form of a post or other channel of engagement on their behalf is up to you. This toolkit is meant to give you an array of options in order to be flexible and accommodate the resources at your disposal, as well as the comfort levels of both you and your students. However, harnessing the important role that students and teachers have play in influencing policy is undoubtedly
maximized when decision makers have the opportunity to hear their opinions and personal insight; as such, we strongly encourage you to create spaces in your lesson through which your students’ voices can be heard. Additionally, if technology, time, or affective factors among students limit your ability to share students’ work through a digital medium, we are happy to share their work on our social media accounts- simply contact a staff member at the Tennessee Educational Equity Coalition with some background on your lesson and any other guiding information on how the work is to be shared and we will gladly share it.

Lastly, we recognize this topic and any corresponding lessons necessitate a sensitive approach. If you have any students you know are undocumented, please provide advanced notice of the lesson you plan to execute and any accommodations that would make them feel more comfortable participating. Because it is possible that you may have students whose undocumented status is unknown to you, it’s recommended the whole class be given advanced notice on the intentions of the lesson while also setting parameters for how students will be expected to engage with one another on these topics in a manner that is respectful and considerate. These practices are in everyone’s best interest, no matter if the students are English Learners, of an immigrant background, or native English speakers in a general education social studies, ELA, or Spanish language classroom and will set the tone for fostering empathy for one another and spaces for drawing connections between shared identity and beliefs.

### Contacting Senator Lamar Alexander

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**Tri-Cities:**
Tri-Cities Regional Airport
2525 Highway 75, Suite 101
Blountville TN 37617
Main: 423-325-6240
Fax: 423-325-6236

[facebook.com/senatorlamaraalexander](https://facebook.com/senatorlamaraalexander)
[instagram.com/senlamaraalexander](https://instagram.com/senlamaraalexander)
[@SenAlexander](https://twitter.com/Sen Alexander)
PBS: Blogging, Civic Engagement, and the DREAM Act

Overview

Designed for grades 9 and up, this multi-task lesson evaluates the DREAM Act in the context of immigration reform and through personal experiences of undocumented immigrants as portrayed in the documentary Don’t Tell Anyone (No le digas a nadie). Following research on the DREAM Act and exposure to varying components of the arguments around why people support its passage, students will engage in dialogue via an online class blog according to questions crafted by the teacher, themselves, and responses to issues raised by their classmates. (40 minutes in class; additional out-of-class time required unless lesson is adjusted).

Ideas to Consider

• Knowing that internet access may be a barrier for some students and English learners may need additional support to meaningfully engage with the assignment, it may be in everyone’s best interest to execute all elements of this lesson exclusively during class time.
• Invite local “experts” to contribute to the blog and share their perspectives with students. This could be a representative from an organization that supports immigrant rights, service provider, or a DACA recipient who feels comfortable giving their take on the issue and can illustrate why passing the Dream Act is so crucial for them personally.
• The online platform of a blog makes it easier for more people to engage in the conversation and contribute. Consider collaborating with another class within your school or at a different school and expand the scope of the project.
• If working with adult learners, frame the issue under the larger issue of the difficulties surrounding the process of immigrating to the United States through the channels that currently exist. This creates a place for students to bond over shared experiences regardless of their status or the pathways through which they entered.
• If blogging seems too time-consuming, tweeting is a good alternative. You can make a class twitter account and give all students access to post. Additionally, this provides a greater opportunity for direct engagement with members of Congress.

Anti-Defamation League: What is the DREAM Act and Who Are the Dreamers?

Overview

Created for the high school classroom, this lesson asks students to reflect on their own goals and dreams for the future and collaboratively draw connections between their own dreams, each others dreams, and the sentiment behind the DREAM ACT and its significance. Students are presented with informational
texts outlining elements of the DREAM Act and it’s relevance with respect to larger patterns of immigration to the United States in the past several decades, followed by engagement with texts and videos that provide insight to varying experiences and perspectives on the DREAM Act. This project-based lesson culminates with students writing an essay in the style of an “op-ed” declaring their position on the DREAM Act corroborated by supporting evidence according to examples from the texts, personal stories, and other informational materials on the DREAM Act used in the lesson. Includes pre-teaching vocabulary list for English Learner students, aligned Common Core standards.

Ideas to Consider

• Diversifying the modalities of information that is presented re: the DREAM Act, Dreamers, or any arguments/issues typically raised in the larger conversation on pro/anti-immigration policies.
• In conjunction or independently of the suggestion above, the collaborative nature of this lesson gives you leeway to implement a variety of different grouping strategies. As such, this lesson is likely the best choice to pursue if you’re interested in exploring the option of partnering with other classes, or even classes from other schools within your district.
• Publishing students’ op-eds by selecting one (or combining elements of several) to be featured in a local or statewide newspaper. Alternatively, their letters can be sent directly to the offices of Senators Corker and Alexander.

Glencoe Literature: Reading with Purpose

Unit 8: The American Dream

Overview

Designed for middle school students, this unit from a larger literature curriculum published by McGraw Hill, engages students with the task of examining the “American Dream” through literature evocative of this theme, historical based documents, and personal anecdotes of American immigrants. Each lesson precedes with activities that introduce vocabulary, provide background context, and give students an opportunity to collaboratively reflect on their personal experiences to connect with the reading that is to follow. Additionally, each lesson within this unit contains a key literary element and skill that guide its larger academic objectives. Lessons additionally contain post-reading activities asking students to again reflect on the guiding question they were presented with prior to the reading, produce written responses that engage with the text and respective skill associated with the lesson’s objectives, and make connections to specific grammar structures featured in the text. (Multi-day lesson).

While all of the lessons contained within the unit encapsulate perspectives on the “American Dream”, the following three sets of lessons most directly reflects the issues and themes tied to the DREAM Act, Dreamers, and the current debate on immigration reform.
1. *Volar*, p. 1066

2. *I Chose Schooling*, p. 1106

3. *I, Too*, p. 1136

4. *Coming to America* (both texts), p. 1155

**Ideas to Consider**

- While the texts may need to be adjusted to accommodate the age or language proficiency of your students, the framework surrounding it is adaptable enough for teachers to make relatively easy adjustments while accounting for the changes to vocabulary, grammar connections, etc.
- The number of lessons and interconnected theme that runs between them allow for the opportunity to extend teacher advocacy efforts beyond incorporating a one or two-day lesson in the classroom. Consider capitalizing off of this extension to deepen both learning outcomes and student impact by tying in additional literature with this same theme (recommended reading list found at the end of the Glencoe unit) or building student portfolios containing artifacts produced throughout a larger project-based unit centered on unpacking the “American Dream.”
- *I Chose Schooling* offers teachers with the opportunity to help students bridge connections across educational equity, immigrant justice, and the Dream Act. This text can be located alongside another text or set of materials that focus on schooling, education, and civil rights from the perspective of African Americans, English learners, immigrant students, American Indian students, and other groups of students historically underserved in the United States.
- The personal narratives depicted in the final texts entitled, *Coming to America*, can be supplemented with personal stories from Dreamers and other undocumented immigrants. This will not only enable students to engage with the particular issues surrounding the plight of DACA recipients but will also further reinforce the lesson’s central objective of drawing comparisons across texts and analyzing their differences.

**Scholastic: Immigration to the United States**

**Overview**

Created for grades 3-5, this lesson plan guides students toward developing a more nuanced and holistic perspective on historical patterns of immigration to the United States and from varying perspectives of people who have personally migrated to the United States. After engaging with information on this topic through a variety of interactive sources including data, historical texts, and videos, students then supplement their knowledge on U.S. immigration by conducting personal interviews with someone who has immigrated to the United States.

**Consideration Points**

- For the interview portion, consider collaborating with a nonprofit organization that supports immigrants and invite them to the class to participate as interviewees. It is likely that there is an adult ESL class nearby whose teacher would view this endeavor as a rich opportunity for students to utilize their English language skills while connecting to their local community. Alternatively, this activity can be proposed as a joint-effort between general education instructors and any newcomer classes within your school or at a neighboring school in your district.

9
Instructional Toolkit for Building Student Engagement Around the DREAM Act

• If technology limits opportunities to work with the interactive timeline and other digital-based resources, they can easily be substituted for another artifact that is print-based.

The Dream is Now: Educators’ Facilitator Guide to Documentary, “The Dream is Now”

Overview

This lesson plan was created by the nonprofit, The Dream is Now, and is designed to facilitate student engagement around a 30-minute documentary similarly entitled, The Dream is Now. The film is a one-stop-shop for presenting students with key information surrounding the debate on immigration reform and the DREAM Act. Told through the perspective of four undocumented Americans, the film juxtaposes anti-immigrant rhetoric and misconceptions of the undocumented community with stories highlighting the accomplishments and aspirations of these young people. Additionally, the film provides insight into the collective movement of organized undocumented youth and how their persistent activism and engagement with elected officials both before and after the defeat of the 2010 DREAM Act, ultimately helped spur the creation of the DACA program in 2012. The lesson plan corresponding to the film includes a discussion guide with questions for prompting student engagement and additional materials such as a graphic organizer for student note-taking throughout the film and a timeline outlining important events along the road to immigration reform between 1986 and 2013. The culminating activity asks students to react to the film through the creation of a visual, digital, or written response to a series of questions that help students draw connections between their personal immigration story, the stories of undocumented immigrants, and the relevancy of the DREAM Act. This lesson is appropriate for middle and high school students and includes tips for how English, history, math, and science teachers can more seamlessly incorporate the film into their larger curriculum.

Consideration Points

• Some of the young people featured in the film describe accounts of family members being deported and the devastating role an undocumented status plays in the prospect of family separation. All students, no matter their country of origin or immigration status, can benefit from advanced notice that these scenes will present themselves at some point in the film and accommodations can be made to ease possible student anxieties.

• The “Road to Immigration Reform” timeline featured in this lesson is a great resource for building more contextual knowledge around this debate, demographics of immigrants and factors prompting migration the implications of Congress’ inability to pass a bill, etc. It is a welcome addition to any lesson and can be built upon by students later as a task to follow discussion/reading on DAPA/DAPA overturned, Donald Trump elected & campaign promises re: immigration reform, Executive orders on immigration, border wall funding, DREAM Act 2017, Bridge/RAISE/RAC/HOPE filed, DACA overturned, March 5th deadline.

• Several of the questions on the student graphic organizers make great platforms for framing responses as tools for direct advocacy. For example, in response to the second-to-last question on page 9, “Why was it so bold for young undocumented Dreamers to declare their status and identify publicly in support of the act?” students can tweet responses using relevant hashtags and tag their senators; alternatively, students could locate a picture that conveys the sentiment behind their response and post their image on a class Instagram page for the lesson.

• The story prompts for the final activity nicely synthesizes key themes and facts surrounding the debate on immigration reform and the role of Dreamers. While a video recording has a nice touch, responses could also be visually produced as part of a class Instagram page, sent out as a tweet, or take the form of a longer, written reflection to be posted on a class Facebook page.
Additional Resources For Lesson Plans that Connect to the DREAM Act...

**Teaching Tolerance**

Operating under an anti-bias, social justice-oriented framework, Teaching Tolerance offers a variety of lesson plans, supplementary curricular resources, and instructional strategies to equip teachers with the tools for engaging students of all ages and reading levels with issues and themes pertinent to current conversations on Dreamers and immigration reform.

Like all of the resources referenced on this page, there are ample opportunities for students to draw connections between the Dreamer movement to other movements and moments in the larger trajectory of civil rights struggles in the United States.

Visit the "immigration" section for corresponding lesson plans and the "teaching strategies" section for inspiration on tasks that align with common core standards and feature adaptions for ELLs.

**Global Oneness Project**

Project committed to fostering positive global relationships through the power of stories. Global Oneness Project, LLC offers a free multimedia resource guide through which educators can use to either supplement their lesson plans or as apart of the accompanying Global Oneness Project curriculum.

The aim of this organization is to utilize an interdisciplinary approach to education to connect the "local human experience" to "global meta-level issues" including- but certainly not limited to- the issue of immigration and patterns of global migration. Through their inclusion of photo essays, films, and texts, the objectives of the curriculum and associated materials housed by the Global Oneness Project seek to "examine universal themes that emphasize our common humanity."

The lesson, "The Power to Persevere" is a great starting point.

**Zinn Education Project**

In the spirit of academic and activist, Howard Zinn, and his book, and author of *A People's History of the United States*, the Zinn Education Project is a collaborative effort aimed at reclaiming the role of collective movements and civic engagement in US history.

Zinn Ed features a variety of different types of resources and materials across issues, time periods, and at learners of all ages. By including voices of those often absent in traditional textbooks, students "learn that history is made not by a few heroic individuals, but instead by people's choices and actions, thereby also learning that their own choices and actions matter."

The textbook list within the "immigration" topic section is quality; recommend lessons include: "Discovering Columbus", "Role Play on Origins of Modern High School", "Activity on Irish Potato Famine", and "Reflections on the Chicano School Blowouts".

**PBS**

PBS offers two different channels for acquiring lessons and resources that can help students draw background knowledge on current events while additionally generating critical reflections and discussions on how we define "American" and approach the topic of immigration in our nation's identity.

The first set of lessons are based off themes captured in the PBS documentary series entitled, "The New Americans." However, watching the series is not necessary in order to meaningfully get use out of the accompanying lesson guides so long as teachers compensate with stories of US immigrants or Dreamers from another source.

The second is a resource library from PBS Learning Media, where teachers can access a multitude of resources by type, subject area, grade level, and by searching for specific topics. KQED's "The Lowdown" page features ready-made lesson plans.
-Creating Your Own Lesson Plan-

Example Learning Objectives:

1. Compare historical patterns of immigration to the United States with contemporary trends and associated policies.
2. Correlate elements of their own dreams and aspirations to the dreams of DACAmented and undocumented students while comparing and contrasting the prerequisites for achieving those dreams and pathways for attaining them.
3. Examine the concept of the “American Dream” from multiple perspectives, analyze issues surrounding its accessibility, and propose recommendations for making it more universally attainable.
4. Define what it means to be “American” and compare this definition to the role of Dreamers in American society and the policies that differentiate opportunities for civic, educational, and economic participation from other Americans.
5. Locate the role of schools and educational equity in larger movements advancing the rights of Black Americans, English Learners, and undocumented immigrants; draw connections each of these movements and the associated Supreme Court decisions and policies respective to each of these movements: (Brown v. Board, Title IV of the 1964 Civil Rights Act, Lao v. Nichols, Nashville’s 2009 English Only Referendum, Plyler v. Doe, DACA, and the DREAM Act, etc.)
6. Analyze the role of collective activism and civic engagement as a catalyst for positive change in the social movements referenced above (or other selected by the instructor); identify actions they can take to further the goals of those movements today.
7. Evaluate the current process and available pathways for becoming a naturalized US citizen, assess its fairness, and develop solutions for modifying these policies.

Consideration Points

- Utilizing memes, tweets, snaps, or other forms of digital literacy as tools for engaging students or as final products in which your lessons around the DREAM Act can culminate.
- The amount of background knowledge students will need on content related to US government, the legislative process, executive orders and separation of powers, etc. For younger grades and other students who lack much of the institutional knowledge on US government, connecting the DREAM Act to the premise of the "American Dream", immigrant experience, and general principles of equity will provide teachers with an easier framework for lesson planning.
8. Examine the current plight of DACAmented students and debate the pros and cons of current legislation addressing immigration reform: (DREAM Act, HOPE Act, RAC Act, BRIDGE Act, RAISE Act.)

Example Task and Project-Based Learning Outcomes:

1. Design a political poster that visually conveys a position on the DREAM Act.
2. Write a letter to Sen. Corker or Alexander in support of the student’s position on the DREAM Act according to evidence provided in class. This could additionally take the form of postcards designed by the class or using our “I Stand for Educational Equity because...” postcards included at the end of the guide.
3. Create memes/political cartoons using metaphor, satire, hyperbole, irony, or other literary devices to make a political statement regarding the debate around immigration reform, decision to end DACA, or DREAM Act.
4. Develop fact sheets or infographics outlining the benefits of passing the DREAM Act with respect to the economy, higher education, civic participation, and/or military enrollment to share digitally or throughout the school.
5. Role-play Congress and the legislative process with a debate on the DREAM Act, culminating in a final vote.
6. Research key moments and events within the Dreamer movement and other movements pertaining to educational equity; assemble them chronologically as a class on a large-scale timeline to be displayed in the hallway.
7. Research the story behind the first person in students’ families to immigrate to the United States and write a diary entry/letter from that person’s perspective describing their experiences, fears, and dreams for their new life in America.
8. Create policy proposals that students’ schools and/or cities can implement to support Dreamers and their families.
9. Produce a class podcast series. Students work in groups to create a topical episode part and parcel of a larger theme (immigrant experience, Dreamer movement, immigration reform debate, impact of DACA’s termination on local students, etc.)
10. Assemble a student-curated “soundtrack” to the Dreamer movement whereby students select songs that connect to themes of identity, equality, or resistance and write a rationale for their selection to be printed alongside their chosen track as part of the album’s cover insert/booklet.
11. Produce a set of print ads as part of a larger PSA Campaign that:
   - Raises awareness to Dreamers and undocumented youth by placing movement alongside movement for desegregated schools, women and enrollment in higher education, access to differentiated instruction for ELL children, etc. “All kids deserve a shot at their dreams”
   - Draws attention to common values, beliefs, and unifying characteristics that connect new Americans to receiving communities despite other differences.
   - Dispels stereotypes or misinformation pertaining to undocumented students
   - Highlights similarities between Dreamers and stories of other immigrants of different backgrounds and ages under larger theme related to American Dream, America and Immigrant Legacy Through Generations
Texts on the DREAM Act and Dreamers

News Articles and Op-Eds
1. “Dreams become nightmares” - The NYTimes in Plain English
2. “Trump ends DACA immigrant program but gives Congress a window to save it” - Newsela
4. “Supporting Dreamers is our moral and civic duty” - The Hill
5. “The Truth About the DREAM Act” - Fox News
6. “After 16 futile years, Congress will again try to legalize ‘Dreamers’” - New York Times
7. “Here are 4 options Congress could take on DACA” - NPR
8. “Undocumented students walk the ‘Trail of Dreams’” - National Education Association

Stories and Reactions from Dreamers
1. “Living the American Dream: Profiles of DACA Recipients” - National Council of La Raza
2. My Undocumented Life
3. American Dreamers - New York Times
4. “Undocumented youth tell their stories on Instagram” - KQED News
5. “Tennessee DACA recipients face deportation” - Nashville Scene
6. DACA Stories - South Asian Americans Leading Today
7. Submissions of stories from Dreamers and immigration reform supporters - The Dream is Now
8. Prose and poetry produced by undocumented youth - Things I’ll Never Say
9. “Dreamer Narratives” - United We Dream

Informational Texts
1. Overview of 2010 DREAM Act, DACA, and 2017 DREAM Act side-by-side
2. 2017 Bridge Act
3. 2017 DREAM Act Fact Sheet
4. The Facts on Immigration Today - Center for American Progress
5. DREAM Act 2017: Summary and Answers to Frequently Asked Questions - National Immigration Law Center
6. DACA Fact Sheet - Immigrant Legal Resource Center
7. DACA, the immigration program Trump wants to end, explained in one simple cartoon - Vox
8. Resources on DACA and Undocumented Students - Conexión Americas

“America was never America to me and yet I swear this oath—America will be!”

-LANGSTON HUGHES
Visual Images

DREAM Act by the States: Undocumented Students and Public Colleges

(This map illustrates state laws as of February 2010. In some states, in-state tuition is allowed through university policies.)

It's time to reclaim America from illegal immigrants!

I'll help you pack.
Dream

I grew up in America.
I served in the U.S. Army.
Now I’m in college.
I dream of a successful career.

Nightmare

We’re putting America into the hands of the GOP congress.

Trump’s RAISE Act

“Give me your educated,
your English speaking,
your young huddled masses
who could afford their own
health care yearning to
breathe free,
and leave their wretched families on your teeming shore.”

* Reforming American Immigration for Strong Employment
Instructional Toolkit for Building Student Engagement Around the DREAM Act
THE COST OF DEPORTING AN UNDOCUMENTED IMMIGRANTS

President Trump asked Congress for an additional $1.15 billion for ICE as he seeks to deport 2 million undocumented immigrants. Based on current estimates, the additional funds only would cover about 5% of those.

The federal government spends on average of $4,800 to apprehend an individual.

It costs on average of $180 a day to detain an individual.

ICE spent an average of $10,854 per deportee (during the fiscal year that ended in Sept.)

Average length of detention: 30 DAYS

<table>
<thead>
<tr>
<th>IMMIGRATION REFORM</th>
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<tbody>
<tr>
<td>Comprehensive immigration reform has been a political non-starter in the past few years, with many states adopting tougher immigration laws. But some argue that U.S. immigration policies make it difficult for the most talented, educated immigrants to stay in the country, and that the U.S. misses out on tax revenue it could collect from undocumented workers who currently work for cash.</td>
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$1.5 TRILLION Estimated GDP boost over 10 years from comprehensive immigration reform.

$66 BILLION Federal tax revenue boost that would come from passing the 2006 immigration reform law.

$54 BILLION Costs to federal programs such as Medicare, Medicaid, and Social Security avoided by not passing the 2006 comprehensive immigration reform proposal.

$2.3 BILLION Estimated increase in federal tax revenues over 10 years that would have come from passing the 2010 DREAM Act to grant legal status to 2.1 million young immigrants.

$1.1 BILLION Estimated cost over 10 years of implementing the 2010 Dream Act, including increased spending on refundable tax credits, Social Security and Medicare.

Sources: * 2016 study by Ruiz-Hinojosa-Ojeda, founding director of the North American Integration and Development Center, for the Immigration Policy Center and Center for American Progress (numbers extrapolated from 1986 amnesty program) ** Congressional Budget Office

1 Does not include spending for increased enforcement of legal immigrant status.
Instructional Toolkit for Building Student Engagement Around the DREAM Act

EQUALITY

EQUITY

THE IRISH DECLARATION OF INDEPENDENCE THAT WE ARE ALL FAMILIAR WITH
We should celebrate this great nation of immigrants as soon as I see your proof of citizenship.
SO YOU'RE AGAINST IMMIGRATION?

SPLENDID! WHEN DO YOU LEAVE?

"OBAMA AND DEMS MADE DACA AND DAPA HAPPEN."

NOPE, UNDOCUMENTED ORGANIZERS & THEIR ALLIES MADE DACA AND DAPA HAPPEN!
…

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**Additional Artifacts**

**Artwork**

1. “Artists reshaping America’s immigration debate” - Colorlines
2. Mural Portfolio - Mural, Music, & Arts Project
3. Immigration Art Gallery - Tes Teach
4. “19 amazing works of art that show who undocumented immigrants really are” - Vivala
5. “15 striking works of art that call for social progress” - Mashable
6. Lessons and resources devoted to Art & Social Justice - PBS
7. “Artist portrays superheroes as illegal immigrants in exhibit” - NBC

**Video Clips**

1. “Why do Immigrants Make America Great?” Stories from - Define American
2. DREAM Act sponsor, Sen. Dick Durbin, tells story of Dreamer, Luis to colleagues
3. I am an Undocumented Student - PeroLike
4. “What Will Happen to Undocumented Doctors?” - The Atlantic
5. “Children from Latino Families Reveal Sacrifices Their Parents Made” - Buzzfeed
6. Extension: “Children from Black Families Reveal Sacrifices Their Parents Made” and “Children from Asian Families Reveal Sacrifices Their Parents Made” - Buzzfeed
7. “Undocument Immigrant Delivers Powerful Immigration Speech” - Buzzfeed
8. “Many Support President’s Decision to End DACA” - CBS
9. “America the Beautiful” advertisement - Coca-Cola

**Music Videos and Songs**

1. “Pal Norte” - Calle 13
2. “Deportee” and “This Land is your Land” - Woody Guthrie
3. “Ice El Hielo” - La Santa Cecilia
4. “La Bestia” - Kinto Sol
5. List of videos from songs of Spanish-speaking artists conveying immigrant experiences or political critique of immigration policy issue - Billboard
6. “America” - Neil Diamond
7. “American Tune” - Paul Simon
8. “Desaparecido” and “Clandestino” - Manu Chao
9. “Changes” - 2pac
10. List of top 40 songs from a variety of genres on immigrant experience and frustrations - Migreat Blog
11. Historical folk songs of migration experiences to United States - Library of Congress
12. “The Hamilton Mixtape: Immigrants We Get the Job Done”, K’naan, Riz Ahmed, Show Tha Product, Residente
13. “Buffalo Soldier” - Bob Marley
I STAND FOR

EDUCATION EQUITY

because...

I STAND FOR

EDUCATION EQUITY

because...

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