



HEARD! Lesson Seven DACA Debate

Time: 45 Minutes

Overview

In this class students will collaborate in teams to debate the DACA issue. Students will role play to gain an understanding of the topic from multiple perspectives. Students will synthesize prior knowledge and research to form compelling arguments for their sides. After the debate students will take part in a media research activity as analyze various news stories on DACA from two separate sources and compare the opinions within them and the effects on the reader.

Essential Questions

- Can we investigate opinions different from ours and not immediately cast judgment?
- How does the media shape our opinions, even when we are not fully conscious of it?

Learning Goals

Students will be able to:

- Articulate the DACA policy, including pro and con views.
- Collaborate with peers to strategize an argument.
- Compile evidence to support their argument.
- Assume the role of a figure in the DACA debate and an argument from their perspective

HEARD! Glossary

- *Debate*: a formal discussion on a particular topic in a public meeting or legislative assembly, in which opposing arguments are put forward.
- *Debunk*: expose the falseness or hollowness of (a myth, idea, or belief).

- The **Deferred Action for Childhood Arrivals (DACA)** was an **American immigration policy** that allowed some individuals who entered the country as **minors**, and had either entered or remained in the country illegally, to receive a renewable two-year period of **deferred action** from deportation and to be eligible for a **work permit**. As of 2017, approximately 800,000 individuals—referred to as **Dreamers** after the **DREAM Act bill**—were enrolled in the program created by DACA. The policy was established by the **Obama administration** in June 2012 and rescinded by the **Trump administration** in
- *Dreamer*- Undocumented immigrants who were brought to the United States as children, a group often described as Dreamers.
- *Rhetoric*-(*in writing or speech*) *the undue use of exaggeration or display; bombast.*
- *Counterclaim*- *A claim made to rebut a previous claim.*
- *American Dream*- The ideal that every US citizen should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative.

Materials for Instructor

- Media Bias Survey

Materials for Students

- Role cards for debate
- Talking points for debate

I. Opening discussion on Media Bias Homework Assignment (5 min.)

Begin the class by having students share what they discovered in their media bias research. Entry point questions can include:

- Did the individual media outlets carry the same opinion on DACA throughout their stories or did they carry multiple opinions?
- Did your two sources carry the same opinion or different ones on DACA?
- Did you notice any particular language the stories carried to sway the viewer to one specific opinion?
- Did you discover any styles or language that will be helpful to your team in the debate?

II. DACA Debate

Have students divide into in groups that correspond with their role card.

Prepare for Debate (10 min.)

Tell students their groups will have 10 minutes to continue to prepare for the debate.

Have students:

- Review their talking points for the debate they wrote in the last class.
- Collectively decide the main points they want to make during the debate.
- Check to make sure their arguments support each other.
- Decide who will represent the group - each group should choose 2 or 3 - and decide who will speak first.
- Each group should choose one time keeper.

The Debate (25 min.)

- Start by having one member from each of the **five** sides stand in front of the class.
- Tell the representatives that you will begin by asking the Dreamer a question.
 - The Dreamer will have 2 minutes to respond.
- The Opponent has 2 minutes to make a rebuttal.
- The DACA Supporter has 2 minutes to make a rebuttal.
- Parent of Dreamer has 2 minutes to make a rebuttal.

When they are done send up a new round of representatives and begin the process again. Repeat the process until all the selected representatives have participated in the debate.

III. Debrief Conversation (5 min.)

Questions can include:

- What was it like to represent a perspective you agreed with on the DACA issue?
- What was it like to represent a perspective you didn't agree with on the Dacca issue?
- During the process of the debate, did anyone change their opinion on how they feel about the DACA program? If so, what factors swayed your opinion?