



HEARD! Lesson Six

Deferred Action for Childhood Arrivals Policy

Time: 45 Minutes

Overview

In this class students will research the DACA policy and analyze different perspectives people have about it. They will then begin to prepare for the DACA Class Debate which they will take part in during the next class. To deepen their debate skills, for homework they will use the Media Bias survey to analyze different network coverage on DACA.

Essential Question

- 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.
- identify and list rhetoric they have seen, heard, or read in the media about the DACA policy.
- write counterclaims to the rhetoric list they compile.
- watch interviews with their peers who have received DACA protection and analyze how it has supported them and what they will lose without the support.

HEARD! Glossary

- *Debunk*: expose the falseness or hollowness of (a myth, idea, or belief).
- *Deferred Action for Childhood Arrivals (DACA)*- See below
- *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 Links
- Chart

Materials for Students

- Role cards for debate
- Media Bias Surveys

I. Intro to Deferred Action for Childhood Arrivals (DACA)

The objective of this discussion is to share the basic points of DACA; why it was created and the plight of the young people it was created to support. The initial discussion leads to an activity in which students draw upon their knowledge of DACA from their memories of different news reports.

Step One: (5 min.)

Begin by asking students questions about DACA. Have them popcorn their answers.

Entry point questions can include:

- Have you heard of DACA in the news?
- DACA is an acronym, do you know the full title?
- Which part of our population was DACA created to support?

Step Two: (7 min.)

Project the news story:

CNN: US immigration: DACA and Dreamers explained (1 min. 57 sec.)

<https://www.cnn.com/2017/09/04/politics/daca-dreamers-immigration-program/index.html>

Follow up questions to support student understanding of DACA:

- Why was DACA created?
- Who was it created to support?

- How did the ‘dreamers’ originally enter the US?
- What are some reasons it is supported?
- What are some reasons people are against it?

Project the definition of DACA on the board and have the class read it out loud to support understanding of the controversial policy.

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

II. Activity: Analyzing Information: Separating Rhetoric from Fact (10 min.)

This is a brainstorming exercise to identify what we have already ‘picked up from the media’- consciously or unconsciously- about DACA.

Guide the class to brainstorm, without any research, but using their memory to remember opinions / strong statements they have heard or read about DACA. Create a Chart at the same time and as students share what they have heard have them choose which column to place it in. For each item put in the chart make sure to have them add the counterclaim. Regardless if they agree with it or not. This will help them prepare for the upcoming class DACA debate.

Share the new HEARD! Glossary words before you begin the activity and encourage students to use them throughout the activity.

Rhetoric Chart

	Rhetoric	Positive	Statement with no opinion	Counterclaim
1	They need to go back to their the countries their parents came from and not			Their birth place is foreign to them. And, it has been calculated that

	take out jobs.			the removal of hundreds of thousands of young immigrants from the workforce could cost the economy hundreds of billions of dollars over the next 10 years.
2		They are educated here and can offer so much to our communities.		That doesn't matter- they should never have been educated here as it was illegal for them to be here.
3			DACA was created for people who brought here illegally when they were children.	That is true, but the children should not be responsible for the actions of their parents.

Group Debates for and Against DACA

Share with students that we are going to carry out a debate about DACA in our next class, and we will use the rest of this class for debate preparation. The Roles in the debate are: Dreamer, Parent of Dreamer, DACA Supporter, Adversary of DACA,

Step One:

Play the following videos that reflect different perspectives on DACA to help prepare students for the debate. Keep in mind that policies around DACA are changing rapidly and the policy decisions in the videos may no longer be upheld. Tell the students to focus on the different opinions shared in the videos:

- Donald Trump, DACA and the Arguments being made For and Against Immigration Reform

<http://fortune.com/2018/01/25/trump-daca-citizenship/> (1min. 47sec.)

- DACA 101: What it feels like to be a Dreamer

https://www.huffingtonpost.com/entry/daca-101-feels-like-to-be-dreamer_us_59af0224e4b0354e440d54a8 (2min.7 sec.)

Step Two: Debate Preparation (Until five minutes before Class Ends)

To prepare for the debate break the class into four groups and give each group one role card. It does not matter whether or not the students agree with the perspective of their debate role, in the exercise they must represent it. It can be a challenge.

Each group will work together to come up with three to four strong talking points to support their role in the debate. Each group will choose **three members** to be the group representatives to speak in the debate.

Examples of talking points are:

- I did not do anything illegal. I have been educated here and I work here. I am as American as anyone else.
- It is not fair for someone who is illegal to get a job while someone who is legal does not.
- I brought my child here because of the gangs in our village, I needed to save her life as I have wanted the children of my friends killed.
- The dreamers are a huge part of our communities, including the economics of our communities. Without them, businesses will fail.

Homework: Share with students that to further prepare everyone for the debate we will be completing a homework assignment on media bias.

Step One:

Pass out the Media Bias surveys and take a few minutes to explain the chart.

Step Two:

Ask students to choose two news sources from different parts of the survey.

Step Three:

For homework they will review different stories each of the media sources put out on DACA. Students should fill in a blank rhetoric chart on each story they analyze.

Step Four:

Students should think about the following for the next class discussion:

- Did the news outlets carry a specific view on DACA?
- Did they use language to persuade the viewer to share their view?
- Did the two news outlets carry similar views or were they different?