Deferred Action for Childhood Arrivals

***Direct Instruction*:** Give students the necessary background information on DACA. If you have done the DREAM Act lesson plan, this will be somewhat repetitive. Just pick out the details that are more flushed out here.

DACA, or Deferred Action for Childhood Arrivals, protects recipients from deportation and gives them to right to work legally. DACA recipients must renew their status every two years, pass an extensive background check and pay a $500 fee.

In September 2017, President Trump ended the DACA program, rolling back the Obama executive order.Critics call the Trump administration’s actions unwarranted and cruel, given that most DACA recipients have only ever lived in the United States and had no choice about coming here illegally. Proponents of Trump’s decision claim Obama’s executive action was illegal and that DACA individuals are taking away jobs from American citizens (information taken from KQED.org lesson plan).

Show students the KQED.org Prezi slides on the timeline of DACA:

<https://ww2.kqed.org/lowdown/2018/01/10/how-we-got-here-the-rise-and-demise-of-daca-with-lesson-plan/> (Prezi is a bit of scroll down on the website)

***Podcast Listening***: Have students learn about the status quo and President Trump’s 2017 action on DACA. “Trump Ends Program Protecting Children of Immigrants” (3:35).

<https://listenwise.com/teach/events/968-trump-ends-program-protecting-children-of-immigrants>

Podcast Description: Attorney General Jeff Sessions announced that the Trump administration will end the Deferred Action for Childhood Arrivals (DACA) program in six months. This program was established by executive action during the Obama administration to grant people under 16 who were brought to the U.S. illegally by their parents a temporary reprieve from deportation. Immigration officials will stop taking new applications, and will decide on renewals on a case by case basis. Listen to hear more about the ending of the DACA program.

As students are listening to the Podcast, have them fill out the listening guide (at end of lesson plan - questions taken from *ListenWise*).

***Understanding the human face of DACA -*** Have students reflect on the stories of two individuals under the DACA umbrella, Nava and Maria. This part of the lesson plan is taken from KQED.org - The Lowdown.

\*\*\*This section of the lesson may be sensitive in some areas for being too political. Please modify or adapt.

Have students read Maria’s letter to President Trump - <https://ww2.kqed.org/arts/2017/09/08/dear-trump-im-a-daca-kid-and-heres-what-youre-doing-to-us/>

Have students listen to Nava’s story here: <https://ww2.kqed.org/lowdown/2018/01/10/how-we-got-here-the-rise-and-demise-of-daca-with-lesson-plan/> (10:16) - Podcast is at the bottom of this webpage.

Check for understanding with the students by asking the following questions for a class discussion: What do Maria and Dalia’s stories have in common? How are they different? How did being an undocumented immigrant affect each woman’s life? Why do you think Dalia and Maria chose to share their stories with others?

***Classroom Discussion*** - Millions of undocumented youth who were brought to the country as children are unable to get jobs or gain admission to college now. Republicans and Democrats agree it is time to provide them a path to legal residency—the question is how? What should DREAMers have to do to secure legal status? (Taken from *Teaching Tolerance)*

***Individual Reflection****:* Have students respond to the following question online in a discussion forum (I will be using Google Classroom) - “What do you think Congress should do to address the legal status of undocumented immigrants like Maria and Dalia who came to the United States as children?” Students will be graded for the initial comment they made as well as a minimum of two comments on other student’s posts. Remind students about etiquette and expectations for online dialogue, especially with a controversial and sensitive issue.

***Video Viewing***: Have students watch the CSPAN video “The Future of DACA Program” (6:22). <https://www.c-span.org/classroom/document/?7409>

Description: Representative Fred Upton (R-MI) discusses efforts to pass a legislative solution to the expiring Deferred Action for Childhood Arrivals program (DACA) before the end of 2017.

\*\*\*This video may need to be updated based on changes in Washington.

***Assessment***: Challenge students to explore their creative side. Assign a one page flyer/poster that they are to design and create. What is a word or short phrase that symbolizes this issue for you? For example, many people refer to DACA recipients as “Dreamers,” which is both a legislative acronym and a reference to the American Dream that many immigrants seek. What word would you choose to symbolize this issue and why? Their flyer/poster should focus around the one word they have chosen. They may add images, clip art, or symbols around the word to try to convey its meaning.

“Trump Ends Program Protecting Children of Immigrants” Listening Guide

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please answer the following questions while you are listening to this NPR Podcast*

* What were the reasons that DACA was enacted?
* What are the reasons Attorney General Jeff Sessions gave for ending DACA?
* Why is it noted that these young immigrants gave personal information to the Federal Government?
* Why does the immigrant interviewed in the story say her world “will be turned upside down” if DACA is ended?
* How will ending the program impact young people who are part of DACA?

***After listening:***

* What is your reaction to ending the DACA program?