The Dream Act

***Bell Ringer:*** Have students discuss what they already know about The Dream Act.

If your state has passed its own DREAM Act, introduce the students to it. For Illinois - The Illinois DREAM Act passed in August 2011 under Governor Quinn. It passed by wide margins in both houses (IL State Senate passed it 45-11). The Act creates a nine-person commission and a “DREAM Fund”. This is a privately held account that holds donations for grants and scholarships. The legislation also encourages counselors to be trained on educational opportunities for undocumented students. It would also open up college savings programs and prepaid tuition programs to all Illinois residents. Unlike potential federal action, the Illinois legislation does not provide a pathway to citizenship.

***Video Viewing*** - “What is the Dream Act?” (1:13) - <https://video.choices.edu/media/what-dream-act>

***Direct Instruction***: Give some facts about the DREAM Act. It was first proposed in the Senate (S. 1291) by Senator Dick Durbin (D - IL) and Senator Orrin Hatch (R-UT) in 2001. It has been reintroduced several times but failed to pass.

The DREAM Act is a multi-phased process to for qualifying undocumented minors to get initial conditional residency and then permanent residency. To qualify, a minor must meet these 7 stipulations: (1) younger than 18 years of age when entered US, (2) have proof of having arrived in the US before age 16 (later versions), (3) have proof of residence in the US for four consecutive years after arrival, (4) males have to be registered with Selective Service, (5) Be between ages of 12 and 35 at time of bill enactment, (6) Have graduated from an American high school, obtained a GED, or admitted to an institution of higher education and (7) Demonstrate strong moral character

If you qualify, individuals would be granted “conditional residency” for the first six years. They would have to graduate from a two-year community college or complete two years of a four year degree or serve two years in the US military. After six years and meeting one of the above criterion, applicants can apply for permanent residence. During the conditional time frame, applicants are not eligible for federal student grants (like Pell) but can get student loans and work study.

After several attempts to pass the DREAM Act, President Obama signed an Executive Order in June 2012. Many individuals who participated/qualified under DACA were referred to as Dreamers after the DREAM Act bill. DACA allowed certain immigrants to escape deportation and obtain work permits for a period of two years, renewable upon good behavior. To apply, immigrants had to be younger than 31 on June 25, 2012, must have come to the US when they were younger than 16, and must have lived in the US since 2007. Trump rescinded the executive order in September 2017.

***Article Reading****:* One common question is what is the difference between the DREAM Act and DACA. Have students read this *New York Times* article that explains the difference. “What is DACA? Who Are the Dreamers? Here are some answers”. <https://www.nytimes.com/2018/01/23/us/daca-dreamers-shutdown.html>

<You may want to follow up this lesson plan immediately with the lesson plan on Deferred Action for Childhood Arrivals>.

***Video Clip Viewing****:* Have students watch a series of clips from the PBS documentary, *Don’t Tell Anyone*. Depending on your area and your PBS station, some of these clips may not show as available. This part of the lesson plan is taken from PBS.

\*\*\*This video is hard to get online. There are various clips available through different outlets. The DVD is available in some places as well, but can be a bit pricey. Here is one place I found the DVD: <http://www.wmm.com/filmcatalog/pages/c923.shtml> . Please email me if you would like to borrow a copy of the DVD - ttate@glenbrook225.org .

Students are watching different clips of this documentary. Have students take notes on the clips they are watching. Tell them they will be discussing these clips in an online discussion with group members. Allow the students to discuss each clip after you watch it.

By the end of the clips, students should have considered the ways in which:

* being undocumented affects one's daily activities, options for the future and family life (and whether any of those should be considered when formulating public policy)
* Angy used blogging for personal expression and political action
* students' own lives are similar to and different from Angy's (and her peers)

*Clip 1: “Meet Angy” (1:50)*

<http://www.pbs.org/pov/donttellanyone/video/meet-angy/>

The clip begins at 04:00 with Angy Rivera introducing herself. It ends at 05:51 with her saying, "My mom and I could still be deported."

The clip introduces the fear that comes with being part of a mixed-status family. Angy Rivera's siblings were born in the U.S. and are, therefore, citizens, but she and her mother, Maria, are undocumented. Angy describes how something as simple as being stopped for a traffic ticket evokes terror of deportation and the possibility that the family could be split up.

*Clip 2: “High School Graduation” (1:12)*

<http://www.pbs.org/pov/donttellanyone/video/high-school-graduation/>

The clip starts at 09:15, when Angy says, "When I graduated from high school, I think that's when it hit me--this was real," and ends at 10:27, when Angy says, "I didn't have a Social Security number."

At high school graduation, Angy reflects on the fact that her friends will all be heading to college, but as an undocumented immigrant, she is not eligible for financial aid.

*Clip 3: “Coming Out” (1:58)*

[http://www.pbs.org/pov/donttellanyone/video/coming-out/'%20target=/](http://www.pbs.org/pov/donttellanyone/video/coming-out/%27%20target%3D/)

The clip starts at 12:55 with Angy saying, "Like you have coming out of the closet for LGBTQ..." and runs until 14:53, when she says, "I'm not ashamed."

We see Angy on the street going public about her status. She talks about how "coming out" as undocumented felt and compares the experience to coming out for LGBTQ individuals.

*Clip 4: “Ask Angy” (3:23)*

<http://www.pbs.org/pov/donttellanyone/video/angys-brothers/>

The clip begins at 15:00 with Angy explaining that her email address was on a flyer as a contact to find out more about the "coming out" event. It ends at 18:23 with Angy saying, "These are the stories that go untold, like the real stuff, people's fears and doubts for the future, for their life."

Angy describes the genesis of the "Ask Angy" blog for undocumented youth and describes controversy surrounding her advice that people declare their status publicly (which means risking deportation).

*Clip 5: “Angy’s Brothers” (2:12)*

<http://www.pbs.org/pov/donttellanyone/video/angys-brothers/>

The clip starts at 20:36 with Angy's brother Saul explaining what it was like when he found out that his sister and mother were undocumented. It ends at 23:48 with Luis noting that his family has always found a way to stick together.

This glimpse into the pressures of living in a mixed-status family shows the brothers denying they are negatively impacted while their own recollections of fearing that their mother would deported and they would be put up for adoption belie their denial.

*Clip 6: “Representations” (0:30)*

<http://www.pbs.org/pov/donttellanyone/video/representations/>

The clip begins at 21:12, when Angy says, "When you don't know other people who are undocumented, you tend to feel alone." It ends at 21:42 with her friend, a fellow activist named Juliana, saying, "This term 'undocumented' that you're using, like, that's me.'

The clip introduces the concept of media representations of undocumented youth, the need to speak for oneself and the ways in which being public about their status has allowed undocumented young people to create community and find support.

*Clip 7: “Open Mic” (2:31)*

<http://www.pbs.org/pov/donttellanyone/video/open-mic/>

The clip starts at 30:19 with an exterior shot of La Casa Azul Bookstore and ends at 32:50 with a speaker thanking Angy.

Speakers share their take on being undocumented and fighting for justice.

*Clip 8: “Police Encounters” (1:04) -* <http://www.pbs.org/pov/donttellanyone/video/police-encounters/>

The clip starts at 48:40 with Angy eating and talking with a group of male friends and ends at 49:44 with one of them saying, "It's so weird and scary."

The guys talk about what it's like to be stopped by police in New York City when you don't have ID.

Wrap up the clips by letting students know that Angy and her mother were ultimately granted visas under a special-circumstance statute that allows a crime victim who aided in the prosecution of the perpetrator to gain legal residence. In Angy's case, she was sexually abused by her stepfather, and he was convicted and jailed when she was 9 years old. While she was glad to get the visa, she was angry that she received it was because she was abused and not because she had contributed to her community.

***Group Discussion/Blog Posting*:** Each group will be corresponding on a blog or an online platform (I will be having each group create a thread on Google Classroom). Divide the class into groups of six to eight. For each group, draw one student’s name randomly. This individual will the individual that will write the first post on her/his group’s blog/thread. Give students a timeframe for how long their thread will be opened (I am giving them a week). I am grading the student’s participation in the dialogue. Both quality and quantity of dialogue is important. Students should back up arguments they make with some type of substantiation (i.e. the movie, outside research, material they have learned in class).

Each group should initially meet to discuss an initial theme/focus/essential question they want addressed. The initiator of the first blog post should focus his/her discussion on that theme.

Additional material - I am also giving my students Angy’s Facebook page that he has set up for undocumented minors. Students may find this resource interesting or helpful: <https://www.facebook.com/AskAngy>