

Living Undocumented: High School, College, & Beyond **The Lesson Plan to Accompany the Documentary**

Level: Secondary

Topic: Undocumented Immigrants and Youth

Language(s): English with options for Spanish and additional home languages

Timeframe: 1 hour

1. Rationale: *Living Undocumented* is a documentary created for all high school students to view in their advisory, social studies or college preparation courses. This lesson plan is intended to prepare students to view the documentary, reflect on the key concepts and then extend their learning through additional projects.

2. New York State Common Core Standard(s): SL 1.C/1.D (Grades 6-12)

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

3. Objectives:

Content -

- Develop an understanding of the realities of undocumented youth with a focus on:
 - How undocumented immigrants self-identify
 - The impact of labels
 - Ways of becoming undocumented
 - The psycho-social effect of immigration status
 - Higher education opportunities and challenges
 - Immigration reform programs and policies
 - Support systems
 - Opportunities for advocacy

Language Functions and Structures -

- Describe personal beliefs: I feel that____, I have seen____, From my experiences_____
- Cite evidence: In the film_____, The documentary showed_____, It was stated that_____

4. Key Vocabulary/Concepts:

- Undocumented Immigrants
- Illegal
- Status
- Advocacy

5. Materials

- For Teacher: *Living Undocumented* video, Technology for viewing the video (Smartboard, Laptop/LCD Projector/Speakers, etc.), Traffic Signs (Appendix A), Resource Guide and Documents (Appendix D-J)
- For Students: Anticipatory Guide (Appendix B/English and/or Appendix C/Spanish), Resource Brochure (Appendix K)

Timing	What Teacher Will Do	What Students Will Do
<p>6. Motivation/ Connection</p> <p>5 minutes</p>	<ul style="list-style-type: none"> • Show students (either on a screen or handout) the photos of two typical traffic signs (Appendix A.1). Ask about their purpose and use. • Show traffic sign A.2 and explain that it is typically seen in states such as California, Arizona, New Mexico, and Texas. • Ask students to think about what this sign could mean, if they've seen this sign before and if so, in what context. • Explain that traffic sign A.3 is used in US-Mexico Border States to make drivers aware of immigrants crossing the border by foot. It has become a well-recognized symbol both for and against immigrants crossing to the U.S. from Mexico. It was created after immigrants were hit running across freeways near San Diego, CA in the 1990s. The designer noted that it signifies more than just running away, but a larger struggle. 	<ul style="list-style-type: none"> • Conclude that the purpose of these signs is to make drivers aware of something. • Discuss if this is a familiar sign and how/if it is similar and different to the other two signs.
<p>5 minutes</p>	<ul style="list-style-type: none"> • Ask students what they already know about undocumented immigrants and create a semantic map of their responses. 	<ul style="list-style-type: none"> • In pairs brainstorm prior knowledge about undocumented immigrants and then share their understandings with the class.

<p>7. Procedures 10 minutes</p>	<ul style="list-style-type: none"> • Pass out the anticipatory guide (Appendix B in English and/or Appendix C in Spanish) and review the directions. 	
<p>20 minutes</p>	<ul style="list-style-type: none"> • Model the first statement and where to agree/disagree and list a rationale. • If time permit, go over some students' views and rationales. • Prepare students to watch <i>Living Undocumented</i>. Explain that as they watch the video they should gather evidence on the "post-video" section of the anticipatory guide that supports or refutes the statements in the anticipatory guide. 	<ul style="list-style-type: none"> • Individually complete the "pre-video" section of the anticipatory guide. Circle agree or disagree for each statement and briefly write the rationale.
<p>15 minutes</p>	<ul style="list-style-type: none"> • Show the film. • Instruct students to revisit the "post-video" section of the anticipatory guide. • Debrief the different statements and ask if any misconceptions have been cleared up. • Ask why we hold misconceptions and how these myths can be corrected. Extend to areas beyond immigration. 	<ul style="list-style-type: none"> • Watch the documentary with the anticipatory guide statements in mind. • Fill in the "post-video" section of the anticipatory guide using evidence from the video. • Discuss the statements through supporting evidence presented in the video. • Reflect on personal and societal misconceptions about undocumented immigrants and ways to remedy them.
<p>5 minutes</p>	<ul style="list-style-type: none"> • Provide students with the resources brochure (Appendix I) so they are aware of where to seek out support if they are undocumented or how to advocate for immigrants rights regardless of their status. Discuss key people in the school to speak with such as guidance counselors or teachers. • Conclude by asking students to complete an "exit form" stating one area they learned and a question they still have (this information can be used in a follow-up lesson). • Give each student the resource brochure (Appendix K). 	<ul style="list-style-type: none"> • Complete exit form with sentence and question related to the lesson.

8. Evaluation

- Anticipatory guide pre- and post- rationales
- Exit forms with statements and questions about what was learned and areas that are unclear

9. Follow-up Suggestions:

- Research the pending policies for undocumented immigrants, such as the federal DREAM Act, the New York State Dream Act and Comprehensive Immigration Reform
- Write letters to local, state and federal politicians on immigration reform
- Debate what it means to be or become American
- Create brochures to educate peers on common misconceptions about immigrants
- Create a “Dream Team” to advocate for immigrant rights and support undocumented youth