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| **Employability** |

**Location:**

**Lesson Title: Current Events: DACA Controversy Unit Title: Current Events Unit Placement:**

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| **NRS Level(s):** 4 **Content Area(s):** RLA **Length of Lesson:** 1 hour | | | | |
| **Standards**  **Lead CCR**  [Anchor Standard](http://kyae.ky.gov/NR/rdonlyres/9FB77A0A-B8A8-4ED9-B1B2-8CD39D7ADA9B/0/CCRSforELALiteracy.pdf)  CCR Speaking and Listening Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Lead CCR**  Level-Specific Standard  Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. SL.8.1  **Supporting CCR Standards**  Anchor Standards  Reading Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  Level-Specific Standards  RI.6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.  [**Employability Standard(s)**](http://kyae.ky.gov/NR/rdonlyres/7896535C-65C7-4838-8BBE-8ACDFF39FA98/0/EmployabilityStandards.pdf)**:**  E.7 Accurately analyze information and respond appropriately.  E.8 Interact with others in a professional manner. | | | | |
| **Textual Analysis: Key Shifts** | | | | |
| **Key Shift #1 Complexity** | **Text #1** | | “What is DACA and who are the Dreamers?”by Joanna Waters, *The Guardian*, adapted by Newsela staff | |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level | | 1060 Lexile Score (Grade 7)  NRS Level D or 4 | |
| Overall Qualitative Rating | | Middle Low | |
| Qualitative Analysis |  | Complexity Rating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/  Purpose | Low | Purpose is stated in the title. |
| Text Structure | Low | The text structure is question and answer form. |
| Language Features | Middle Low | This text has some vocabulary that is specific to immigration laws in the U.S. |
| Knowledge Demands | Middle Low | This text does require some knowledge of the government, the legislative branch, and the executive branch. |
| Reader Task Considerations | | This topic was chosen in an attempt to facilitate rich discussion on current events and news in our nation. | |
| Text #2 | | If used | |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level | |  | |
| Overall Qualitative Rating | |  | |
| Qualitative Analysis |  | Complexity Rating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/  Purpose |  |  |
| Text Structure |  |  |
| Language Features |  |  |
| Knowledge Demands |  |  |
| Reader Task Considerations | |  | |
| Text #3 | | If used | |
| Quantitative Rating (Publisher, Lexile, or ATOS) and NRS Level | |  | |
| Overall Qualitative Rating | |  | |
| Qualitative Analysis |  | Complexity  Rating | For each characteristic below, provide a simple, one-or-two-sentence description for each qualitative factor. |
| Meaning/  Purpose |  |  |
| Text Structure |  |  |
| Language Features |  |  |
| Knowledge Demands |  |  |
| Reader Task  Considerations | |  | |

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| **Key Shift #2 Evidence** | | In what ways did the qualitative analysis of the text guide the text-based questions and writing prompts?  The qualitative analysis of this text shows that this article should give students information about this topic in a way that is easy to understand. |
| **Key Shift #3 Building Knowledge** | | In what content area or around what topics does the text selection build knowledge?  This topic builds knowledge around the current Congressional debate surrounding DACA. |
| **Additional Materials** | | Use a computer and projector to show the CNN Video called “What is DACA?”  Create a free account and find the Newsela article called “What is DACA and who are the Dreamers?“ In the top right hand corner, change the Lexile level to 1060.  Print the article and a copy of the accompanying quiz for each student.  Use the list of questions for silent discussion. Write each question on a separate poster board or piece of large chart paper. Provide markers for students to use to respond. |
| **Key Vocabulary** | | DACA-Deferred Action for Childhood Arrivals  U.S. Attorney General  Immigrants  Dreamers  DREAM Act-the Development, Relief, and Education for Alien Minors Act  Executive order  Terminate  Vocabulary will be assessed through class discussion. |
| **Use of Technology** | | The instructor will use a computer to show an informative video. |
| **Lesson Purpose** | | Why is this topic important to the learner?  Students will learn about DACA and participate in a discussion of its advantages and disadvantages. |
| **Lesson Objective(s)**  **Student Target** | | At the end of this lesson, students will be able to discuss the issue respectfully with others. Students will read an informative essay, analyze the pros and cons of the program, participate in silent and whole-class discussion, and then take a short quiz to demonstrate understanding of the program.  I can read about a controversial issue in the news, discuss the issue respectfully with others, and demonstrate my understanding of this issue. |
| **Assessing Mastery of the Objectives** | | By the end of this lesson, the students will be able to demonstrate their understanding of the DACA program and the article as evidenced by 4/4 on independent quiz. |
| **Pre-teaching** | **Introduction and Explanation** | Have you heard of DACA in the news? (Pause for student response.)  What does it stand for? DACA stands for Deferred Action for Childhood Arrivals. The children are those who were brought from other countries to the U.S. illegally by their parents. The program is in limbo as of February 6, 2018.  In today’s lesson, we will watch a short video and read an article explaining DACA and the current controversy surrounding it. This lesson aims to help you be more informed about issues that affect our state and nation. |
| **Teaching** | **Instructional Delivery** | Text Used: CNN Video “US Immigration: DACA and Dreamers explained”  “What is DACA and who are the Dreamers?” by Joanna Waters, The Guardian, adapted by Newsela staff  Text-dependent questions and/or writing prompts for Instructional Delivery Text: |
| Let’s begin by watching this short video from CNN.com: <https://www.cnn.com/2017/09/04/politics/daca-dreamers-immigration-program/index.html>  Take a moment and jot down any notes that you remember from the video.  Now, let’s read an article about DACA together. Pass out the Newsela article.  (Read the article aloud. Pause to go over vocabulary words from list.)  Here are some key points to make from the video and the article:  DACA was started by President Obama in 2012. Those who arrived illegally as children can apply for a 2-year visa that keeps them from fear of deportation. The applicants had to come to the U.S. by 2007, had to be less than 16 when they arrived, and had to be less than 31 years old by June 15, 2012. The applicants must also be in school, have earned a high school diploma, or be a military veteran, and they must have a mostly clean criminal record. An applicant who receives a DACA visa can get a driver’s license, open a bank account, or open a credit card.  As you read the article, stop after each section and summarize the main points:  The first section tells us that President Trump has stopped DACA and given Congress until March 5, 2018, to pass an actual law that either keeps or amends the current DACA program. These upcoming changes will affect approximately 800,000 “Dreamers” in the U.S.  You have to read on to learn about the “Dreamers” in the U.S. We learn that most of them come from Mexico, El Salvador, Guatemala, and Honduras, and most of them live in California, Texas, Florida and New York.  In the next section, we learn that the name Dreamers came from the DREAM Act, the Development, Relief, and Education for Alien Minors Act. This 2001 act never passed the chambers of Congress to become a law.  The next section discusses some of Trump’s immigration views: mainly, he wants to build a wall to prevent more illegal immigrants from entering the country.  One of the key issues is that the current Dreamers are in limbo about their ability to continue to live in the U.S. unless Congress passes a new law very soon.  The next section explains some of the views of different people and groups. President Trump, although he ended DACA, said his government would seek to deport only dreamers who were criminals or members of a gang. One Republican attorney general threatened to sue the government if Trump did not remove DACA. Now, Democratic politicians have sued the Trump government for ending DACA.  The final section explains that most Democrats, many Republicans, and some church leaders support keeping the DACA program. |
| **Guided Practice** | Text Used: CNN Video “US Immigration: DACA and Dreamers explained”  “What is DACA and who are the Dreamers?” by Joanna Waters, The Guardian, adapted by Newsela staff  Text-dependent questions and/or writing prompts for Guided Practice Text:  1. What is DACA and what have you learned about it from today’s lesson?  2. Why do some Americans want to end DACA?  3. Why do some Americans want to extend/keep DACA?  4. Are there any additional requirements you would add to the current DACA requirements?  5. What are some of the effects of keeping the program? Eliminating the program?  6. Do you believe “Dreamers” (those who were brought to the U.S. illegally by their parents) should be offered a path to citizenship? Why or why not? |
| Students will now participate in silent discussion by answering text-dependent questions from the video and article. The instructor should put the poster boards or chart paper around the room on desks and tables or in the floor and allow students to walk around and answer each question anonymously. This instructional strategy helps students develop confidence in voicing their understanding and opinions in writing before speaking publicly. Remind students to remain respectful towards students with different opinions than their own. Name-calling and derogatory remarks will not be tolerated.  Put student desks in a circle so that all can participate in whole-class discussion of questions from the silent discussion. Go over the responses on each poster board. Encourage additional discussion of the questions beyond what is written on the poster board. |
| **Independent Practice** | Text Used: “What is DACA and who are the Dreamers?” by Joanna Waters, The Guardian, adapted by Newsela staff  Text-dependent questions and/or writing prompts for Independent Practice Text:  1. Which two details taken together provide the BEST evidence to support the idea that Trump faced pressure from other lawmakers to end the DACA program?  2. Which section from the article BEST highlights the idea that Trump wants to change other immigration policies in addition to ending DACA?  3. What is the MAIN reason the author includes the section “Who supports DACA?”  4. How does the introduction introduce the MAIN idea of the article?  Pass out copies of Newsela quiz. Give students time to re-read the article and answer the text-dependent questions.  (An answer key has been provided.) |
| **Post-teaching** | **Reflection, Closure, & Connection** | Answer the following questions on a sheet of paper as an exit slip:  What do you think Congress should do about DACA? Support your position with reasons why.  Did you like discussing this current event issue?  Are there any news topics on the state or national level that interest you?  Works cited  Newsela Staff. “What is DACA and who are the Dreamers?” Newsela.com, 18 Sept. 2017, newsela.com/read/lib-overview-daca-  dreamers/id/35159/.  “US Immigration: DACA and Dreamers explained.” CNN.com, Sept. 2017, www.cnn.com/2017/09/04/politics/daca-dreamers-  immigration-program/index.html. |

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**Possible Discussion Answers:**

1. What is DACA and what have you learned about it from today’s lesson?

DACA is the Deferred Action for Childhood Arrivals. It was started by President Barack Obama. Through this program, some people are able to register with the government and stay in the U.S. without fear of deportation but without a path to permanent residency or U.S. citizenship. Applicants must meet all requirements—including finishing or remaining in school or serving in the military, not committing any major crimes, etc.

2. Why do some Americans want to end DACA?

Some Americans want to end DACA because President Obama created the program from his executive power instead of through Congress’s approval.

Other Americans want to end DACA because they feel that the rights of American citizens should supersede the rights of illegal aliens. Some people believe that allowing aliens to remain in the U.S. reduces the job opportunities for citizens.

3. Why do some Americans want to extend/keep DACA?

Some Americans want to extend DACA because these people were brought to the U.S. as children. The children did not choose to come or to break our laws about living in the U.S. without going through the proper government rules for visitors. Many of these “dreamers” are upstanding members of their communities. Many of the “dreamers” do not have family connections in the countries in which they have citizenship.

4. Are there any additional requirements you would add to the current DACA requirements?

5. What are some of the effects of keeping the program? Eliminating the program?

Keeping the program will give “dreamers” more time to decide whether or not they are going to move back to their home countries. Eliminating the program will force dreamers to move by the time their DACA papers expire or risk deportation.

6. Do you believe “Dreamers” (those who were brought to the U.S. illegally by their parents) should be offered a path to citizenship? Why or why not?

**Quiz Answer Key**

1. C 2 and 3

2. A What did Trump announce?

3. B to show that DACA is approved by diverse groups of people

4. B It explains the Trump administration’s recent decision regarding DACA, and introduces the questions that the remainder of the article will address.