

Lesson Plan: Legal Rights of Undocumented Immigrants

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Featured resources

[KQED's The Lowdown: What Legal Rights Do Undocumented Immigrants Have?](#)

[VOA News: Undocumented Immigrants Learn Rights in Case of Crackdown](#) (video: 2:56)

[The California Report: Know Your Rights](#) (audio: 4:16)



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Opening quick write prompt:

A lot of Americans might be surprised to learn that undocumented immigrants have many of the same legal rights as U.S. citizens. Why do you think people are surprised to learn this?

A quick write allows students to write down their thoughts before discussing the opening question in order to increase participation and make the discussion more accessible to English Language Learners.

Objective

- Students will analyze the legal rights of undocumented immigrants.
- Students will write and create informational texts that communicate immigrants' legal rights.

Essential Question and Lesson Context

What are the rights of illegal immigrants? What are communities doing to educate immigrants about their legal rights?

The U.S. Constitution and various and federal laws guarantee undocumented immigrants the same legal rights as U.S. Given the Trump administration's promise of aggressive immigration enforcement, immigration advocates are educating communities with "know your rights" trainings and workshops. In this lesson, students will examine rights guaranteed by the Constitution, and will create ways to communicate these lesser-known rights to a specific audience.

Key vocabulary

Pre-teach key vocabulary before students do the activity, especially if you have English Language Learners. After going over the simple definition, consider providing a visual aid or having students draw one. More ideas for how to pre-teach vocabulary can be found [here](#).

Word	Simple definition
Arbitrary (adj.)	Not based on reason or evidence, done without concern for what is fair or right
Assertion (n.)	A confident and forceful statement of fact or belief
Infamous (adj.)	Well known for some negative quality or action
Jurisdiction (n.)	The power or authority to govern or make judgments about the law within a certain area
Self-incrimination (n.)	To give testimony about yourself that may lead you to be charged with a crime

Direct instruction and guided practice

- Discuss the quick-write prompt to open the discussion about why undocumented immigrants have constitutional rights. (Answer: The 14th Amendment grants anyone on U.S. soil “equal protection under the law.”) Be sure to also discuss the reasons why many Americans are surprised to learn this.
- **Ask:** What do you think would be a good way for everyone--undocumented immigrants, legal immigrants and native-born Americans--to learn about these rights?
- As a class, watch the video “Undocumented Immigrants Learn Rights in Case of a Crackdown” found in [The Lowdown post](#).
- **Transition to independent practice:** Ask what people are learning in “Know Your Rights” workshops? Why did people attend the workshops? Would you recommend these workshops to someone you know? Why or why not? (Cite examples from the video.)

Independent practice

- Individually or in small groups, students read [The Lowdown post](#). While reading, they should make a list of the rights that undocumented immigrants have, according to the Constitution, federal law and court cases such as *Plyler vs. Doe*.
 - [The audio file from The California Report](#) also gives an overview of “Know Your Rights” workshops and specific legal protections for undocumented immigrants.

Assessment/Reflection

- **Help others learn their legal rights:** Individually or in groups, students create an infographic, poster or presentation to share what they learned about immigrant legal rights with the audience of their choice. (Example: their school, community, undocumented immigrants, younger students, etc.) Students should choose what information to include based on their audience. Encourage multilingual students to use their own languages as well as English in their infographic or poster multilingual, depending on the audience.
 - [AdobeSpark](#), [piktochart](#), [Prezi](#), [Canva](#), and [Thinglink](#) are all free, online tools that can be used for infographics, posters or presentations.
- Students share their infographic, poster or presentations with the class OR students complete a gallery walk that allows them to see each group or individual presentation.

[Circle chats](#), small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.

Extension/Homework

Write/speak locally: Students research ways to share their poster or presentation with their community. (Example: presenting during the public comment section of a city council meeting, posting in an online forum, etc.) For a list of how to contact local officials in your area, check out [KQED Learning's Local Election Toolkit](#).

First 100 Days: Art in the Age of Trump: KQED Arts is accepting submission from artists of all ages for this series. Art of all types (visual, music, dance, poetry) are welcome, and ideally submissions should focus on a specific issue, rather than the appearance or personality of a politician. Find the online submission form [here](#).

Common Core standards

CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.