

Following The DREAM Act

by Karine Manoukian

Resources

- Listen to **Young Immigration Activist Struggles to Balance Courage with Fear**, KQED's *The California Report*, 5/2013
"My name is Marco Perez. I am undocumented and unafraid."
- Read/Listen to [The Dream Act](#), KQED's *Perspectives*, 11/2010
Born in Mexico but raised in the U.S. since age two, **Youth Radio's** Estafania longs for U.S. citizenship.
- [The Dream Act](#), KQED's *Perspectives*, 11/2010 Cloze exercise

Audio clips include transcripts

Additional Resources

- Read [History of Immigration in America: A Turbulent Timeline](#), KQED's *The Lowdown*, 5/2013
Includes interactive timeline and chart
- Listen to [One of Those](#), KQED's *Perspectives*, 10/2012
Three decades ago Sophie Abitbol was a child of immigrants in the U.S. illegally.
- Watch/Listen to: [Immigration Nation](#), *Scholastic*, 3/2013
This video discusses the history of immigration reform in the United States.
- [Dream Act 2013](#) website - <http://www.dreamact2013.com/>

Critical Issue

An estimated 11 million people live in the United States without legal documentation. Among them are young people, students, who came to the United States as children and are not citizens, do not have social security numbers, cannot hold jobs or apply for financial aid for college.

The United States government is currently working on immigration reform. The DREAM Act (acronym for Development, Relief and Education for Alien Minors) is a bill that would allow the children of undocumented immigrants, who arrived in the US as

minors, (under the age of 18), and have lived in the US for at least 5 years, to receive conditional permanent residency if they have graduated from U.S. High Schools. As of May 2013 thirteen states, including California, have adopted various measures to allow undocumented students to receive in-state tuition or financial aid for college.

Assignment #1

Read the transcript:

Young Immigration Activist Struggles to Balance Courage with Fear

This reading could be given to the class in advance for homework. Direct students to the web site for reading practice online or print out the transcript for students to read in the class before the following lesson.

Vocabulary Check

Before reading/listening to the transcript, ensure students understand the following terms:

(to be) an undocumented immigrant	civil disobedience	documentation
deportation	(to) protest	peer counselor
(to) feel like an outsider	(to) cling	

Audio Clip #1

Play the audio clip: **Young Immigration Activist Struggles to Balance Courage with Fear**. Ask students to read along with the printed transcript and listen for the answers to the questions below.

Comprehension Questions

Play the clip a second time if the students request further listening. Ask them to answer the following questions individually, check with a partner and then discuss ideas with the class.

1. What is the "Dreamers Club?"
2. Why do you think Marco and his friends kept being undocumented a secret?
3. Because Marco came here as a child he qualifies for *deferred action*. Describe what *deferred action* means.
4. What language does Marco speak with his parents? Why does he need to speak this language with them?
5. Where is Marco going to college after High School Graduation?

6. How does Marco feel about his future?

Post-Listening Activities

Discuss answers to these questions and the vocabulary with the whole class.

Reflection Activity: Ask students to free-write a response to:

Should the United States support and help undocumented students? Why or why not?

Share reflections in groups of 3 or 4

Research: Find the reasons why politicians are for or against the **DREAM Act**.
(See: Wikipedia-Dream Act)

Assignment #2 – The Dream Act

Pre-Listening Questions

Students may work in pairs or groups to discuss these questions. Review as a class.

1. What do you know about the DREAM Act?
2. What do you know about becoming a citizen of the US?
3. What is the process for becoming a citizen of your home country?

Vocabulary Check

Before reading/listening to the transcript, ensure students understand the following terms and expressions:

- | | |
|-------------------------------------|-------------------------|
| (a) handicap | (to) filibuster(ed) |
| (to be) deported | (a) naturalized citizen |
| immigration status | financial aid |
| (the) naturalization process | (to) let someone down |
| (to) work against something/someone | |

Audio Clip #2 + Cloze Exercise (see PDF)

- 1) Ask students to work individually or in pairs to predict the words that belong in the blanks of the cloze passage, The Dream Act. For this activity students use their background knowledge of the content, grammar and syntax. Remind students to use context clues and to pay attention to the parts of speech that are missing from the sentences.

2) When students are finished predicting the words for the cloze they may review their answers with a classmate.

3) Play the clip: [The Dream Act](#)

Ask students to read along with the printed transcript and listen for the answers to the cloze. They can correct their work as they listen to the audio clip.

4) Review answers to the cloze. If students wrote in synonyms to the cloze words, the teacher might start a synonym word bank for this exercise.

Contact Assignment - options

1. Students may design a questionnaire asking other students and/or people in the professional world about their immigration experience.

Questions could include:

- What do you know about undocumented students?
- What should the US do to help undocumented students?

2. Students write a group [Perspectives](#) about the Dream Act (their thoughts, ideas and/or personal experience) (2 minutes or about 350 words)

[Check out submission guidelines.](#)

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