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SHOULD WE END DEFERRED ACTION FOR CHILDHOOD ARRIVALS PROGRAM (DACA)?

THIS ACTIVITY SHOULD TAKE ABOUT 90 MINUTES. IF STUDENTS ARE ABLE TO REVIEW MEDIA FOR HOMEWORK, IN-CLASS TIME SHOULD BE 45 TO 60 MINUTES.

INVESTIGATE

Read, watch, and listen to the three media resources on the Thinkalong module. Students can use the Investigate graphic organizer to summarize each piece of media and record new information. Below are summaries of the three pieces of media curated in the Thinkalong module.

IS THERE REALLY AN IMMIGRATION "LINE" TO WAIT IN?
Above the Noise | November 1, 2017 |Video
5:07 minutes

A video from Above the Noise about what the actual process of being a permanent U.S. resident looks like.

- A green card is a permit allowing a foreign national to live and work permanently in the United States.
- Before 1965, the U.S. had an immigration system based on quotas that favored Northern Europeans. In 1965, President Lyndon Johnson signed the Immigration and Nationality Act, which created our current immigration system that prioritizes family connection and work skills rather than location.
- However, with this law no more than 7% of visas could go to any one country, meaning countries with large populations and small populations are allowed relatively the same amount of visas.
- These caps on visas led to a huge backlog (sometimes more than 20 years of wait time) of immigrants from places like India, Mexico, the Philippines, and China.
- The U.S. admits more immigrants than any other country in the world. About 65% of all green cards are given to close family members of U.S. citizens. 15% of visas are for highly skilled and well-educated workers.
- So a low-skilled worker from a country with high demand for visas may have a waiting time that's longer than their lifespan.

DACA IN A RED STATE: CONSERVATIVE STUDENTS' VIEWS ON IMMIGRATION, ON THE BORDER?
WGBH On Campus| February 27, 2018| Audio
4:30 minutes

An audio report on young, Hispanic Republicans, who do not support DACA.

- While polls show nearly all Hispanic people in this country support DACA, in Texas, 24 percent want to end it.
- A journalist interviewed young Hispanic Republicans at the University of Texas at El Paso, which enrolls about 200 DACA students.
- President of the College Republicans, Oscar Sanchez, thinks giving DACA recipients legal status breaks immigration law. He says it's unfair to people like his parents, who immigrated to the U.S. legally.
- Ana Zepeda, another student, doesn't support a pathway to citizenship for DACA or the ability of immigrants to bring extended family members to the U.S.
- Peter Leyva thinks that DACA creates unfair competition for American citizens looking for jobs and college scholarships.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.

- The University of Texas at El Paso recently encouraged DACA students to be public about their access, offering some of them scholarships, for which the college has faced criticism.

TEXAS JUDGE HEARS CASE BROUGHT BY STATES THAT WANT TO END DACA
NPR| August 8, 2018|Audio
3:15 minutes

An interview with Elizabeth Trovall from Houston Public Media talking about why 10 states are suing the federal government over DACA.

- Texas and nine other states are suing the federal government to end DACA. These 10 states claim that DACA is unconstitutional because it was established without congressional approval and that it strains state resources.
- MALDEF, the Mexican American Legal Defense, says these claims are false and that through work permits and paths to citizenships, states benefit from DACA recipients.
- Elizabeth Troval of Houston Public Media says that because DACA has already existed for 6 years, it's difficult to argue that all of a sudden the program is causing harm to Texas and other states.
- In 2014, the Judge hearing the case in Texas ruled against an extension of the DACA program, DAPA, which would have protected the parents of U.S. citizens and legal residents from deportation.
- The Texas Judge will only make a temporary ruling, leaving a final decision to the Supreme Court.

KEY WORDS

Look out for these important keywords in the news stories. Discuss the definitions with your classroom and see how they affect the understanding of the story.

- Amnesty
- Undocumented
- Visa
- DREAM Act/ DREAMer
- Supreme Court

CONTEMPLATE

Students will use media literacy questions to critically engage with news by thinking about its purpose, searching for bias and discussing missing perspectives. They will answer the 5 Key Questions of Media Literacy created by the Center for Media Literacy, which are:

1. Who created this message?
2. What creative techniques are used to attract my attention?
3. How might different people understand this message differently than me?
4. What values, lifestyles and points of view are represented in, or omitted from, this message?
5. Why is this message being sent?

A graphic organizer is included in this guide and the Thinkalong website to help students answer these five questions about each piece of media.

Using public media — video, audio and digital reports — about newsworthy topics, these classroom-based exercises help students to think critically about media messages, develop informed opinions, and practice how to take a stand.
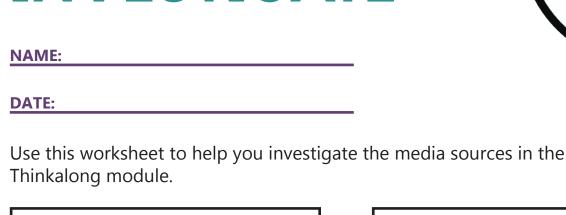
DEBATE

Students will engage their peers in an evidence-based debate using the media they just analyzed. Use the debate tool on the module webpage to help form an evidence-based response to the debate question.

In addition to rich in-class discussions, teachers can also connect with other classrooms through the Thinkalong website.

LET'S INVESTIGATE

NAME: _____

DATE: _____

Use this worksheet to help you investigate the media sources in the Thinkalong module.

SUMMARIZE THE TOPIC	KEY VOCABULARY

MEDIA RESOURCE 1

TITLE

DATE PUBLISHED

MAIN IDEAS

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MEDIA RESOURCE 2

TITLE

DATE PUBLISHED

MAIN IDEAS

MEDIA RESOURCE 3

TITLE

DATE PUBLISHED

MAIN IDEAS

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CONTEMPLATE YOUR SOURCES

NAME: _____

DATE: _____

After watching the media in the module, answer the questions below.

1. AUTHORSHIP: Who created this message?

MEDIA 1	MEDIA 2	MEDIA 3

2. FORMAT: What creative techniques are being used to grab my attention?

MEDIA 1	MEDIA 2	MEDIA 3

3. AUDIENCE: How might different people understand this message differently than me?

MEDIA 1	MEDIA 2	MEDIA 3

4. CONTENT: What values and points of view are represented? What's left out of this message?

MEDIA 1	MEDIA 2	MEDIA 3

5. PURPOSE: Why is this message being sent?

MEDIA 1	MEDIA 2	MEDIA 3

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CREATE YOUR ARGUMENT

NAME:

DATE:

Create strong arguments for both sides from the resources in the Thinkalong module.

DEBATE QUESTION

PRO ARGUMENT

CON ARGUMENT

REASONING

REASONING

EVIDENCE

EVIDENCE

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