

WAKING DREAM

Young. Undocumented. Future Unknown.

LESSONS FOR WAKING DREAM

GRADE LEVEL 6-12



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Lessons for *Waking Dream* Overview

Introduction

Waking Dream weaves together the stories of six undocumented young adults as they sit in limbo between deportation and a path to citizenship and fight for legal status in the United States. The six episodes, each 8-10 minutes in length, are part of [Indie Lens Storycast](#), a new YouTube channel that aims to spark conversation focusing on the most vital issues in our schools and communities.

With the ease of access and format, *Waking Dream* shows all students what is possible when given the opportunity and access to an education. Students experience the power of personal narratives and see first-hand that within undocumented communities are our teachers, our friends, our neighbors and our soldiers. While not an antidote to xenophobia, incorporating *Waking Dream* in your school community supports the work of reducing discriminatory stereotypes and actions by cultivating empathy through increasing knowledge, and building trusting relationships through shared classroom learning.

Lesson plans are appropriate for grades 6-12 and are standards aligned for grades 9-12

Watch the complete series at <http://bit.ly/wdreamplay>

Letter from Director, Theo Rigby

Waking Dream is about hope. A future not yet realized. The tenacity of youth, stifled due to politics and sheer happenstance. These young people are all brilliant in their own way, are all fighters, literally in some cases, and embody everything that we as 'Americans' hold dear. However, they are cast in a shadow of limbo and uncertainty.

I try to create work that provides different entry points into the intricacies of undocumented life in the U.S. I very intentionally wanted *Waking Dream* to push against the 'Dreamer' tropes we often see in the divided media landscape. We see multitudes of 'Good Dreamer' stories of superstars who graduate first in their class, situated one click away from 'Bad Dreamer' stories of alleged criminals with DACA permits. Where are all of the stories in between? Why do we feel the need to represent such polar opposites of the spectrum of life? *Waking Dream* consists of a diverse cast in terms of where people live, countries of origin, cultures, and political views. The series imparts the idea that there isn't a monolithic 'Dreamer', the undocumented community is diverse in myriad ways, and that being undocumented is just one part these young people's identities, and lives.

As a filmmaker, I try to peel back the layers of life in a way that doesn't reveal some sort of objective 'truth,' but creates an opening for us to more clearly see the realities of what we often pass by unaware, ignore, or haven't had the privilege of yet seeing. With this clarity and a deeper understanding of the world as we see it, my hope is that audiences can not only learn something new, but also take one step closer to our realizing our own truths.

There are few times in my practice where I feel 'in my power,' that is, in the place where I unequivocally know I should be. Spending time with the young people featured in *Waking Dream*, sharing space, sharing tears, and having the privilege to tell their stories, put me in that unique place. For this, I am eternally grateful.

Scope and Sequence

The classroom-friendly format of *Waking Dream* allows educators to have multiple entry points to incorporate storytelling revealing the reality of life as an undocumented immigrant in today's America. While each of the six storytellers –Dilan, Rossy, Marisol, Steve, John and James–arrived in the U.S. as children, their experiences are particular to their gender, nationality, geography, and legal status. Through this diversity, students are able to both **examine the barriers and celebrate the triumphs** each face as they work to achieve a brighter future for themselves, their families, their communities, and the United States.

Using the Lessons for *Waking Dream* is easy. Each episode is paired with a lesson that delves deeper into a particular theme that emerges from the stories. Students engage in dialogue and written exercises individually and as a classroom community. Educators may choose to spend an entire class period on one episode or view multiple episodes during a longer block period. The short format of each episode and the dynamic lessons are ideal for classroom work as each easily allow for creativity and flexibility as students unpack and digest the complexity of each story.

At the end of each lesson an **Extended Learning** exercise is included to turn students' attention to debunking myths about undocumented immigrants. These exercises can be incorporated into the classroom lesson or assigned as homework or research project.

Note to Educators: After engaging in all six episodes, two suggestions for optional final assessments are included. Because *Waking Dream* may be a supplemental resource to an existing unit, the Assessment suggestions are offered as recommendations and are tailored to standards and practices for Social Studies and English Language Arts classes. Each allows students to explore the power of storytelling to reveal the complexity of identity, and/or synthesize their learning about Deferred Action for Childhood Arrivals (DACA), current immigration policies and laws and their effects on individuals, families, and communities.

The topics addressed in Lessons for *Waking Dream* include:

- **Episode One Lesson: "What is an American?"**
- **Episode Two Lesson: "Once I cross that line, I may never come back."**
- **Episode Three Lesson: The Original 'Dreamers'**
- **Episode Four Lesson: Go Back to Your Country**
- **Episode Five Lesson: What Will the Future Bring?**
- **Episode Six Lesson: A Better Now**
- **Optional Assessment**
 - **Socratic Seminar (Social Studies)**
 - **Six-Word Memoir (English/Language Arts)**

Outline of Lesson Structure

- Title of the lesson that frames the content covered
- Overview of the episode
- Essential question
- Preview activity - Opening Reflection
- Watch episode and complete Note Catcher activity
- Post-viewing activity
- Extended Learning: Debunking Myths

Standards

CCSS Standards:

English Language Arts and History/Social Studies

Linked to 9-10 but are aligned to 11-12 and include Extended Learning

Reading Informational Text:

RI.9-10.1, RI.9-10.2, RI.9-10.6, RI.9-10.8

Writing:

W.9-10.1, W.9-10.7

Speaking and Listening:

SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4

History/Social Studies:

RH.9-10.2, RH.9-10.4, RH.9-10.6, RH.9-10.9

[Social Justice Standards](#) for anti-bias education created by Teaching Tolerance for grades 6 - 8, and 9 - 12.

Using *Waking Dream* in Schools

Pre-Work for Educators

Schools are one of the most important places for all students and families to feel safe and welcome regardless of their immigration status. Federal law prohibits discrimination in public education on the basis of race, color, or national origin. The landmark U.S. Supreme Court decision in *Plyler v. Doe* (1982) held that discrimination on the basis of immigration status was unconstitutional.¹ With these laws secured and institutionalized, it is incumbent on school leaders and teachers to ensure that every student has equal access to education, affording them the opportunity to fulfill their American Dreams.

These supplemental materials support educators and enrich student learning by offering historical context, engaging storytelling, a critical media literacy exercise following each episode viewing, and pedagogical suggestions for dialogue and assessment. Incorporated together, the episodes, lessons, and resources set the foundation for an inclusive approach to discussing and learning about the experience of six immigrants in today's America.

1. Knowing Where to Begin

Social Emotional Learning (SEL) and trauma informed practice benefit all educators and schools working with undocumented students and their families. Here are several outstanding resources for educators to access to ensure the all students facing adversity can thrive.

- Introduction to [Adverse Childhood Experiences \(ACES\)](#)²
- Edutopia Article, "[The How and Why of Trauma Informed Teaching](#)"³
- [Center on the Developing Child](#), Harvard University⁴
- National Association of School Psychologists, "[Supporting Marginalized Students in Stressful Times](#)."⁵

Another helpful tool for educators is to have students participate in an informal and anonymous poll to get a sense of what students know about immigration issues. While there are online tools such as a Google Poll, it is sufficient,

1 Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c-6 (public elementary and secondary education); Title VI, 42 U.S.C. § 2000d (recipients of federal funds) and <https://www.oyez.org/cases/1981/80-1538>

2 <https://www.samhsa.gov/capt/practicing-effective-prevention/prevention-behavioral-health/adverse-childhood-experiences>

3 <https://www.edutopia.org/article/how-and-why-trauma-informed-teaching>

4 <https://developingchild.harvard.edu/>

5 <https://www.nasponline.org/resources-and-publications/resources/diversity/social-justice/supporting-marginalized-students-in-stressful-times-tips-for-educators>

and perhaps more accessible, to use a printed handout for students to complete.

*See Handout One and Handout Two for sample Pre-View and Post-View questions to use and adapt to your student population.

2. Focus on Dialogue

Fostering a classroom climate in which all student voices are heard can be done in many different structures. *Waking Dream* is an opportunity for students to practice a different way of listening to one another, sharing their ideas, trying out their thinking, and considering multiple perspectives—dialogue.

With a complex topic like immigration, begin by explaining to students the important differences in how we share our ideas within a community. Explain that there are different ways of talking and listening to one another including:

Conversation, which consists of casual, friendly, talk about personal and social matters; it's usually not directed or facilitated.

Discussion is talk that has a purpose—often to make a decision. Discussion may seem unstructured at first as people brainstorm ideas and explore possibilities, but it becomes more structured as people choose sides. It may, in fact, begin to resemble debate.

Debate is a format that dictates people take sides and advocate for that side, rebutting points from the other side by using evidence. Debates are usually structured and formal; they leave no room for compromise or building on others' ideas.

Dialogue is more structured than conversation, but less structured than discussion or debate. Dialogue engages people in building their understanding of an issue, without the pressure to make decisions or be "right." People inquire into ideas, rather than advocate for their own or others' ideas.

Dialogue feels like a flow of ideas as people listen and stay with an idea for a few minutes and build on one another's ideas.

Given how polarizing immigration can be, dialogue can be a tool for students to share ideas in a safe environment, where they can think critically and be heard. The Lessons for *Waking Dream* were developed to encourage students to engage in dialogue when there are opportunities for small group or pair discussion. The goal is to foster an exchange of ideas on a complicated topic, rather than emphasize a right or wrong answer or position.

Here are some suggestions to help students begin practicing how to engage in dialogue:

- Use phrases such as, "I'm wondering _____," "I'm curious," "I'm interested," "It might be _____," or "What if we ... "
- Avoid leading with phrases such as "I think _____," "I am in favor of _____," "I know I am right because _____," "That's not a good idea because _____."⁶

Project Zero, a Harvard University-affiliated effort to foster learning through the arts, also developed a [Models of Dialogue & Respectful Disagreement Toolkit](#).

A student handout on engaging in respectful disagreement can be found [here](#). An annotated version for educators of this same handout is found [here](#).

3. Student Reference Documents

These student reference documents can easily be included in lessons through a shared online classroom portal or printed as handouts:

Glossary of Terminology:

See Student Reference I for a helpful listing of terms and definitions that are respectful and accurate.

Select Immigration Legislation and Law Chronology:

See Student Reference II for a select chronology of U.S. immigration legislation and law.

DACA Timeline:

See Student Reference III for current timeline specific to Deferred Action for Childhood Arrivals.

4. Access Community Resources

There are many resources on the web to support educators, students, and immigrant families. Here are several recommended places to begin:

The National Education Association (NEA) EdJustice website on [Immigration](#)⁷

[Colorín Colorado](#), "Serving and Supporting Immigrant Students: Information for Schools"⁸

Mexican American Legal Defense: FAQ for Immigrant Rights Under a Trump Presidency in [English](#)⁹ and [Spanish](#).¹⁰

Teaching Tolerance Resources on [Immigration](#)¹¹

[Teach for America](#), DACA Recipients¹²

6 Adapted from Educational Leadership, "The Art of Dialogue," April 2015.
http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/The-Art-of-Dialogue.aspx#el201504_guidelines

7 <https://neajustice.org/social-justice-issues/immigration/>

8 <http://www.colorincolorado.org/ell-basics/serving-and-supporting-immigrant-students-information-schools>

9 https://maldef.org/assets/pdf/MALDEF_Immigrants_Rights_Under_a_Trump_Presidency.pdf

10 http://www.maldef.org/assets/pdf/Derechos_De_Inmigrantes_Bajo_La_Presidencia_De_Trump.pdf

11 <https://www.tolerance.org/topics/immigration>

12 <https://www.teachforamerica.org/how-to-join/eligibility/daca>

Episode One Lesson - "What is an American?"

Episode Summary

Dilan, Rossy, and twins John and James are young and undocumented. Brought to the U.S. as young children, they were raised alongside their U.S. citizen peers. DACA gave them a chance to work, go to college, and pursue the "American Dream." For Rossy, that meant pursuing her PhD; for Dilan, teaching middle school in the town where he grew up; and for John and James, fulfilling a lifelong dream of joining the military. When it's announced that DACA will be rescinded, they may lose it all.

Essential Questions

- How do you define being an American?
- How do the storytellers in *Waking Dream* define themselves as American?

Materials

Copies of Handout Three - Note Catcher for *Waking Dream*.

Access to the internet and projection equipment to watch a YouTube-hosted film.

Activity

1. Pre-view: Opening Reflection

Finish this sentence stem: "I think being American means . . ."

- Ask students to share their response with another student and discuss how they decided what to write.

2. Introduce Note Catcher & Socratic Seminar

Pass out Handout Three - Note Catcher for *Waking Dream*.

Use these talking points to explain the activity.

"We will be watching six short documentary films in which young immigrants who arrived in the United States as children tell about the reality of living undocumented in today's America. You will be actively watching and documenting your thinking on the Note Catcher handout and you will use your notes as a reference document for our culminating Socratic Seminar."

Set expectations for active viewing of the episode and for taking notes.

1. Write important information about each participant, key quotes that they want to remember, and questions that surface.
2. Write thoughts and questions that surface as they complete pre- and post-writing and dialogue exercises.

3. Watch Episode One

<https://youtu.be/czzXkG9zF-w>

(run time, 9:13 min + 10 min note taking and debrief discussion)

- Have students complete the Note Catcher with observations and questions for Episode One.

4. Post-Episode Debrief: Critical Media Literacy

There is a great deal of media attention on the topic of immigration in the United States. Some of the reporting is accurate, and some exploits myths and falsehoods to further a culture of xenophobia. More than ever, it is critical for students to discern what is fact and what is fiction in the media they consume and have the skills and knowledge to debunk myths about immigrants when they surface.

After watching Episode One, organize students into small groups and have them complete these steps:

- Assign a facilitator to guide the conversation, a scribe to take notes, and a presenter to synthesize the group discussion for the class.
- Project or create a handout with quotes from Dilan, Rossy, John and James heard in Episode One. (See below)
- Have groups choose one quote they would like to discuss with the guiding question "How do the storytellers define themselves as American?"
- Next, ask students to share other inferences, or small unspoken clues, that they noticed from the episode that showed how the storytellers defined themselves as American.
- Allow 10 -15 minutes for small group discussion. Have presenter share with the class their synthesized notes.

Episode One Quotes



"I came to the United States when I was two months old. I haven't been to Mexico since. I feel as American as anyone else." - Dilan



"[We] were standing there in the Rio Grande. I knew that my mom was confronting all her fears. [She didn't] know how to swim, but she was determined to give us a better future. The river and the wall became a symbol of my identity." - Rossy



"I didn't feel like I was an immigrant. I felt like I was the same. If we hadn't come to the U.S., we would've most likely died from poverty in the Philippines. My mom always told us to be grateful for America, to be grateful for this country. Started making me, like, 'Oh, I want to be a Marine, I want to fight what's bad in the world.' - John



"This is a way for us to give back. To protect the people that I grew up (with), the people that welcomed us. I'm here willing to lay down my life for the people of the United States." - James

5. Extended Learning: Debunking Myths

Watching and engaging with *Waking Dream* offers educators an excellent opportunity to have students learn how to identify and debunk myths that continue to be perpetuated about immigrants. While we know that time is often limited in class, we highly recommend ending and extending the lesson with the “Debunking Myth” exercise that can be assigned as homework or an extended learning opportunity.

Explain to students that within each episode the storytellers contend with, challenge, and often overcome many myths about undocumented immigrants perpetuated in the media, through public policy or by our political leaders. Some of the myths are explicit in the episode, while others are more subtle and implicit and are woven within the narrative or inferred within a particular scene. To counteract these myths, each lesson will offer an extended learning opportunity for students to challenge a myth and its counterpoint fact, and spend time analyzing specific data on the issue.

Background for educators: Here are several sources for background knowledge that range in viewpoint and political philosophy and that address myths about immigration and undocumented immigrants.

- [“The 14 Most Common Arguments Against Immigration and Why They’re Wrong,”](#) CATO Institute.¹³
- [“Immigration Myths and Facts,”](#) U.S. Chamber of Commerce.¹⁴
- [“Seven Myth-Busting Facts on Undocumented Immigration,”](#) Urban Institute.¹⁵

Share the myth, fact, and the data point. For homework, have students research and analyze the source material and answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

Myth: Undocumented immigrants have a higher propensity for bad behavior and for criminal activity and are a threat to public safety.

Fact: “Undocumented immigrants are considerably less likely to commit crime than native-born citizens, with immigrants legally in the United States even less likely to do so.”¹⁶

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13 <https://www.cato.org/blog/14-most-common-arguments-against-immigration-why-theyre-wrong>

14 https://www.uschamber.com/sites/default/files/documents/files/022851_mythsfacts_2016_report_final.pdf

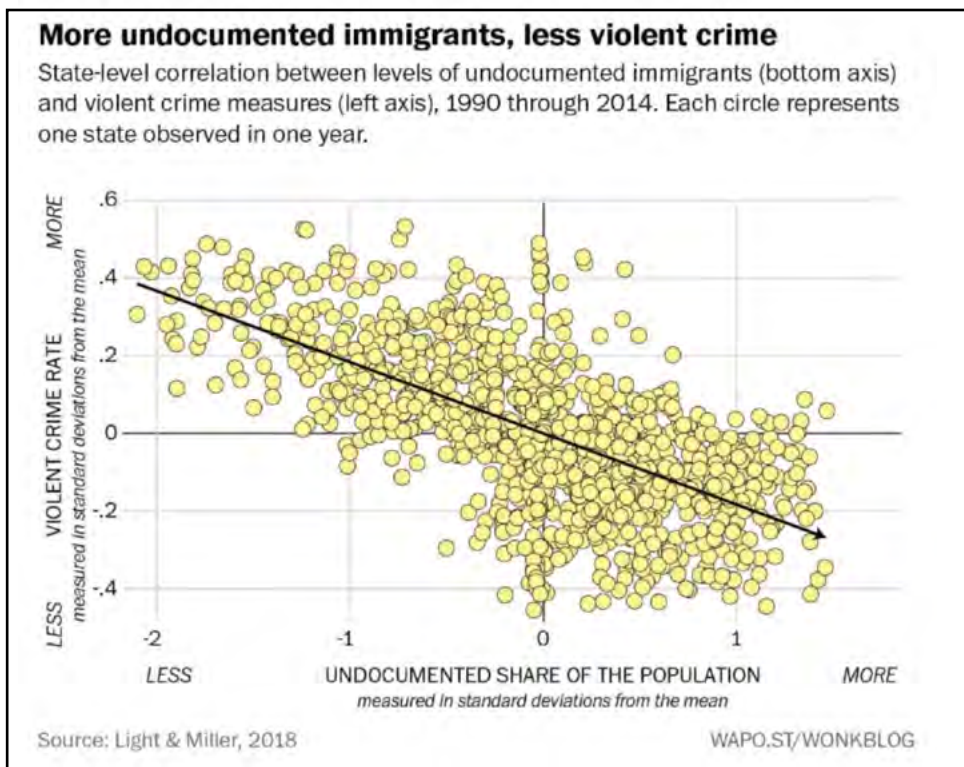
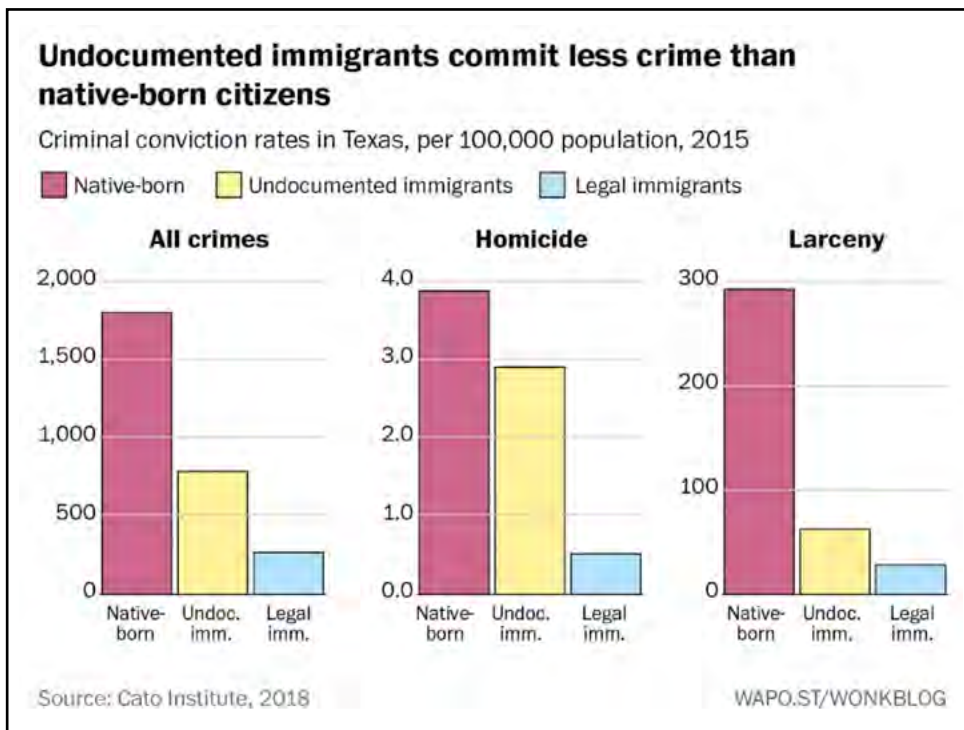
15 <https://www.urban.org/2016-analysis/seven-myth-busting-facts-undocumented-immigration>

16 https://www.washingtonpost.com/news/wonk/wp/2018/06/19/two-charts-demolish-the-notion-that-immigrants-here-illegally-commit-more-crime/?noredirect=on&utm_term=.3ef58afc56a9 and <https://www.politifact.com/california/statements/2017/aug/03/antonio-villaraigosa/mostly-true-undocumented-immigrants-less-likely-co/>

Data Point: Episode One

The Myth of the Criminal Immigrant, The Marshall Project¹⁷

"Two charts demolish the notion that immigrants here illegally commit more crime." *The Washington Post*.¹⁸



17 <https://www.themarshallproject.org/2018/03/30/the-myth-of-the-criminal-immigrant>

18 https://www.washingtonpost.com/news/wonk/wp/2018/06/19/two-charts-demolish-the-notion-that-immigrants-here-illegally-commit-more-crime/?utm_term=.45ee20d93484

Episode Two Lesson - “Once I cross that line, I may never come back.”

Episode Summary

Being young and undocumented in the U.S. means facing the fear of deportation. Marisol, Steve, and Dilan each recall the pain of seeing their families separated. Steve recounts the ICE (Immigration and Customs Enforcement) raid that forced his parents to return to China and the grassroots campaign that saved him from being deported to Peru, a country where he has no family or roots. Dilan decides to go to Mexico to see his father for the first time in 14 years, and leaves the U.S. without knowing whether he will be allowed to re-enter.

Essential Questions

- How do you define “family” and “home?”
- Why are family and home important?

Materials

Note Catcher for *Waking Dream*

Access to the internet and projection equipment to watch the YouTube film.

Activity

Note to Educator: In this episode we listen to stories of how the decision to immigrate disrupts the family, home, and community. Adjust this lesson according to who is in your class and how this topic, in particular, may be emotionally difficult. Arrange with your school leadership additional emotional support for students who have close personal connections to the topic and may react with strong emotions.

1. Pre-view: Opening Reflection

Family can be defined in many ways, so can home. For some the ideas of family and home are closely linked to a place and a shared ancestry. For others, there can be strong relationships with new people and places built over a relatively short period of time.

Have students think about a family member or a place they feel is “home.” Family does not have to be someone they are biologically related to, nor does home have to be where they

live. Ask them to write about this person or place in any form - poem, song, journal entry, creative expression, etc. They will not be sharing this writing piece.

2. Watch Episode Two

<https://youtu.be/kxQh6v2ljkE>

(run time, 8:47 min)

- Have students complete the Note Catcher with observations and questions from Episode Two.

3. Post-Viewing: Discussion and Debrief

Dialogue: Organize students into small groups to discuss these prompts:

- You have now met all the storytellers in *Waking Dream*. From their stories, how would you describe the role of family and home in each of their lives?
- In Episode Two we hear several perspectives on the ideas of home and family. Read the quotes in your group and discuss what you understand about their feelings and experiences with family and the idea of home, and why those are important to them. Be prepared to share your small group discussion with the entire class.

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Episode Two Quotes



“Without DACA, I would have continued to live in fear. I would not have been able to get a driver’s license, a work permit. Not only are these physical things but also mentally to know that you are accepted, at least temporarily, in a place you call home.” - Steve



“If I can keep DACA, I can keep going with my life. School, owning our first home, maybe getting a bigger car. I grew up here, like, this is my country. This is the only place I know as home.” - Marisol



“I was about 10 years old, my dad went back to Mexico, my grandma, she was on her deathbed. As he tried to make his way back, I believe he was caught and then deported. As a kid, honestly, I didn’t really understand it. I was pretty sure he was going to come back. Definitely, my dad’s absence, we were destined to live in poverty essentially. I started finding a family in the streets. We were about to get in a fight in the classroom and the principal came and said it like, ‘Oh, I know you don’t have people at home, but we care about you,’ in front of the class and that’s when something just triggered in my mind. Fast forward five minutes after I had punched him, I was in handcuffs.” - Dilan

4. Extended Learning: Debunking Myths

Share the myth, fact, and the data point. Have students research and analyze the source material for homework and answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

Myth: Believing that the policy would act as a deterrent to illegal immigration to the U.S. in 2017 the Trump administration put in place a policy of separating immigrant children from their parents, or other family members.

Fact: The policy of separating children from their parents is not new, nor is it an effective deterrent. In fact, the United States has a long and difficult history of separating parents and children based on racial beliefs and fear. The current Trump administration “zero tolerance” policy is to prosecute all individuals who enter the United States illegally. This policy set in motion the separation of children from their parents who attempted to immigrate when crossing into the United States at its most Southern border.

Data Point: Episode Two

There are many articles documenting America’s history of separating children from their parents based on race, including slave children being sold and sent away, Native American children being sent to boarding schools to become “more American,” and Japanese American families being separated during World War II when the United States placed people of Japanese ancestry, the majority of whom were American citizens, in internment camps across the West and in Arkansas.

Here are several articles for students to research and analyze:

“[The Long History of Child-Snatching](#),” Dr. Tera W. Hunter, Professor of history and African-American studies at Princeton, *The New York Times*.

“[Actually, the US has a long history of separating families](#),” Harmeet Kaur, CNN.¹⁹

“[America Was in the Business of Separating Families Long Before Trump](#),” Jeffery Robinson, ACLU deputy legal director and director of the Trone Center for Justice and Equality.²⁰

“[Barbaric: America’s History of Separating Children from their Parents](#),” DeNeen L. Brown, *The Washington Post*.²¹

19 <https://www.cnn.com/2018/06/24/us/us-long-history-of-separating-families-trnd/index.html>

20 <https://www.aclu.org/blog/racial-justice/america-was-business-separating-families-long-trump>

21 https://www.washingtonpost.com/news/retropolis/wp/2018/05/31/barbaric-americas-cruel-history-of-separating-children-from-their-parents/?utm_term=.6feae1f0e256

Episode Three Lesson - The Original ‘Dreamers’

Episode Summary

Behind Dilan, Rossy, John and James are families that came to the U.S. to seek a better future for their children. In this episode of *Waking Dream*, Dilan takes a risk, leaving the country to see his father in Mexico for the first time since his father was deported 14 years ago. Rossy reflects on how hard her mom has worked to give her children a chance for a better life, and John and James’ father describes his pride in his sons’ commitment to fight for their adopted country - even as they still don’t know whether they will receive a ship date for U.S. Army basic training.

Essential Question

- What is the “American Dream”?
- How does the uncertainty around DACA affect the storytellers’ ideas of the “American Dream”?

Materials

Note Catcher for *Waking Dream*

Access to the internet and projection equipment to watch a YouTube-hosted film.

Activity

1. Pre-view: Opening Reflection

Write/project the terms “DREAMer” and DREAM Act. Ask if anyone can explain what these terms describe.

Use these talking points to build background knowledge if students are unfamiliar with the terms:

- “DREAMer” has been used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. This population is diverse. While most are from the Americas, many parts of the U.S. are home to immigrants from Asia and the Pacific Islands, Africa, and Europe.
- The DREAM Act is proposed federal legislation that stands for the **D**evelopment, **R**elief, and **E**ducation for **A**lien **M**inors Act and would have granted legal status to certain undocumented immigrants who were brought to the United States as children and went to school here. While

it received bipartisan support in Congress, the bill never became law.

- While states cannot legalize undocumented immigrants, they can mitigate some of the barriers that exist for undocumented immigrants, especially when it comes to higher education and being eligible to receive in-state tuition. Today at least 18 states have passed laws that provide undocumented students with the opportunity to receive in-state tuition. These include California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, and Washington. These states permit undocumented students who have attended and graduated from the state’s primary and secondary schools to pay in-state tuition like other state residents. The laws generally require undocumented students to attend a school in the state for a certain number of years and graduate from high school in the state.
- Currently only 10 states allow DACA recipients to receive professional licenses, such as those required by certain professions, including medicine and law. Those states are California, Florida, Illinois, Minnesota, Nebraska, Nevada, South Dakota, Utah, West Virginia, and Wyoming. For example, California has passed measures for qualified DACA recipients to be admitted to the state bar.

Next, write the first Essential Question on the board, “What is the ‘American Dream?’” and have students brainstorm all the associations that come to mind in reference to the idea of the “American Dream.”

2. Watch Episode Three

<https://youtu.be/ma2YrtN6Ey0>

(run time, 9:23 min)

- Have students complete the Note Catcher with observations and questions for Episode Three.

3. Post-Viewing Activity: Poetry and the American Dream

Post on the board this segment of a monologue from Rossy:

“I love my job. I love waking up. I love Mondays.”



“What is the ‘American Dream’? That’s a question that I’ve asked myself so many times. Yes, there’s a lot of opportunities, but not everyone is allowed to obtain them. I see my mom working until five in the morning making less than the minimum wage. She’s so talented that I just imagine what she could do with a Social Security Number.” - Rossy

Using this passage as a springboard, have students discuss in pairs these prompts :

- Is Rossy living the “American Dream”? Why or why not?

Throughout *Waking Dream*, we hear Rossy share her poetry, which conveys the complexity of her experience and her mother’s experience as immigrants. Beyond this documentary, Rossy Evelin Lima Valdez continues to write and publish her poetry.

(Share Rossy’s poem “Tanto He Perdido (I Have Lost So Much)” (page 33) with students and allow time for students to discuss the poem using these prompts:

As a final assignment, have students write a poem and title a poem to Rossy in whatever form they choose. If time allows, students can share their poems in class or alternatively, the poems can be collected and be self-published as a class artifact.

4. Extended Learning: Debunking Myths

Share the myth, fact, and the data point. Have students research and analyze the source material for homework and answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

22 <https://itep.org/immigration/>

23 <https://www.forbes.com/sites/niallmccarthy/2016/10/06/how-much-tax-do-americas-undocumented-immigrants-actually-pay-infographic/#4839918c1de0>

24 <https://www.americanimmigrationcouncil.org/topics/state-by-state> and <https://itep.org/immigration/>

Myth: One implicit myth in Episode Three surrounds the belief that undocumented immigrants are a drain on the American economy and do not contribute their fair share of taxes.

Fact: Undocumented immigrants are taxpayers and collectively contribute to state and local coffers each year through a combination of sales and excise, personal income, and property taxes.²²

Extended Learning (optional): Have students write their own poem if time permits in class, or as homework, in response to Rossy’s question from Episode Three, “What is the American Dream?”

Data Point: Episode Three

“America’s undocumented immigrants pay an estimated \$11.64 billion in state and local taxes every year with at least 50 percent of undocumented immigrant households filing tax returns using Individual Tax Identification Numbers. Out of that \$11.64 billion total, undocumented immigrants pay \$6.9 billion in sales and excise taxes, \$3.6 billion in property taxes and about \$1.1 billion in personal income taxes. ITEP [The Institute on Taxation and Economic Policy] estimated that if America’s 11 million undocumented immigrants were granted citizenship allowing them to work legally, current state and tax contributions would be boosted by over \$2.1 billion a year.”²³

Share: [American Immigration Council](#) has state by state immigration data and fact sheets and The Institute on Taxation and Economic Policy [website](#) is a very good interactive site for students to explore state-by-state data.²⁴

Episode Four Lesson - Go Back to Your Country



“I made it my mission to have my kids understand where they live, how they live, and how that affects them. I’m seasoning and preparing these minds to come back to the community and make it good for everyone else.”

-Dilan, Episode Four - *Waking Dream*

Dilan returns from reconnecting with his father in Mexico after more than a decade apart and leads his middle schoolers in a controversial debate around the benefits of undocumented immigrants to the United States. Rosy speaks out about embracing her identity and the stereotypes that American citizens believe about undocumented immigrants. Steve Li travels to Washington, D.C. amidst a tense national debate about immigration to lobby for support for a federal DREAM Act that would give DACA recipients a pathway to citizenship.

Essential Questions

- How does the immigration experience affect families?
- Why do families uproot their lives, leave their homes and emigrate to another country?
- Describe how the experience and legacy of immigration manifests over time? How do each of the storytellers in *Waking Dream* express their conviction to succeed and contribute to their community?

Materials

Note Catcher for *Waking Dream*

Access to the internet and projection equipment to watch a YouTube-hosted film.

Activity

1. Pre-view: Opening Reflection

- Distribute copies of Student Reference Sheet II - **Select Immigration Legislation and Law Chronology**.
- Have students read through the handout and prepare the following responses:
 - One immigration policy or law to highlight;
 - Two questions they want to know more about;
 - Three observations about U.S. law and policy regarding immigration from 1790 to the present.

2. Watch Episode Four

<https://youtu.be/NQI9mDBXINM>

(run time, 8:24 min)

Have students complete the Note Catcher with observations and questions for Episode Four.

3. Post-Viewing Activity: One Family’s Story

In *Waking Dream* each individual’s story is deeply connected to the story of their family’s journey to America and the sacrifices and decisions of their parents. We know that Dilan and Steve are separated from their family, that Rosy’s mother swam in the Rio Grande with Rosy as a young child, that John and James’ parents fled the poverty of the Philippines and that Marisol walked through the desert with her family as a young child.

Read as a class [this excerpt](#) from actor Diane Guerro’s book, *My Family Divided*. The excerpt is also included as Handout Four. After sharing this story, allow students time to reflect in writing and explore their thoughts and feelings on the topic of family separation and immigration with their own story as background, or the story of Diane Guerro.

4. Extended Learning: Debunking Myths

Background: Birthright citizenship, the principle that anyone born in the United States is an automatic citizen, has been embedded in the Constitution since the ratification of the 14th Amendment in 1868. The amendment states, “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.”

One implicit myth in Episode Four has to do with the family-based visa policy, sometimes called “chain-migration.” Currently immigrants with green cards can petition U.S. Citizenship and Immigration Services to bring over their spouses and children. Once they are citizens, they can also petition to bring over extended family members such as parents, adult siblings, and married children.

Share the myth, fact, and the data point. Have students research and analyze the source material for homework answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

Myth: Proponents of restrictive immigration policy use the argument that family-based visa policy “takes jobs from Americans and can be a threat to national security.”

Fact: It is well established that immigration is an integral part of the nation’s economic growth.

Data Point: Episode Four

1. “[Everything you need to know about family-based immigration](#),” PBS News Hour.
2. Two audio stories from the Public Radio program *Marketplace*:
 - “[How family-based immigration can boost the economy](#),” February 27, 2018.
 - “[How family-based immigration impacts the economy](#),” May 15, 2018.
3. According to a report published by the National Academies of Sciences Engineering, and Medicine,

“The inflow of labor supply has helped the United States avoid the problems facing other economies that have stagnated as a result of unfavorable demographics, particularly the effects of an aging workforce and reduced consumption by older residents. In addition, the infusion of human capital by high-skilled immigrants has boosted the nation’s capacity for innovation, entrepreneurship, and technological change. Research suggests, for example, that immigrants raise patenting per capita, which ultimately contributes to productivity growth. The prospects for long-run economic growth in the United States would be considerably dimmed without the contributions of high-skilled immigrants.”²⁵

See the full report from the National Academies of Sciences, Engineering, and Medicine [here](#).

25 <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=23550>

Episode Five Lesson - What Will the Future Bring?

Episode Summary

Rossy receives an update on her green card application and heads to Houston to defend her dissertation, the last step to getting her PhD. John finally has a ship date to basic training, but on the eve of his departure he still doesn't know if, ultimately, he could become a soldier because he is undocumented. Marisol worries about the risks for her two young U.S.-citizen sons if something were to happen to DACA.

Essential Question

- How does DACA affect the future for undocumented immigrants?
- How did DACA affect the future for the storytellers in *Waking Dream*?
- What restrictions remain in place even after being granted DACA?

Materials

Note Catcher for *Waking Dream*

Access to the internet and projection equipment to watch a YouTube hosted film.

Activity

1. Opening Reflection

Have students write about their personal and professional goals and dreams for their future. This is a private writing exercise, so inform students they will not be sharing this reflection.

After they finish this exercise, have students explore whether their goals and dreams are reliant on living in a particular place or being a citizen of a particular country? How, if at all, does their citizenship affect their goals and dreams?

2. Watch Episode Five

<https://youtu.be/VhhaAGuZcPU>

(run time, 9:10 min)

- Have students complete the Note Catcher with observations and questions for Episode Five.

3. Post-View Activity: Found Poem

In Episode Five Rossy, John and Marisol share their perspectives on the reality of living as undocumented immigrants while also identifying strongly with being American.

- Have students read these quotes and underline words and phrases that they see embody this duality.
- As a way to process this complex reality, explain to students that they will be creating a [Found Poem](#)²⁶ and sharing it with the class. A Found Poem is created by refashioning, reordering, and repeating words and phrases from an existing text. In this instance the common text is quotes from Episode Five of *Waking Dream*.
- The organizing theme of the poem is, "What Will the Future Bring?" In creating and sharing their poem with the class, students can share their perspective and express how they understand the uncertainty of living as an undocumented immigrant in today's America.

(Continues on next page)

²⁶ <https://www.poets.org/poetsorg/text/found-poem-poetic-form>

Episode Five Quotes



"Just gives us a chance to prove that we're Americans. . . We have to go through seven security checks. One of our recruiters he said, 'Man it's really paradoxical and ironic that one of the most vetted people in the United States is an undocumented immigrant. . . .' We're dreamers, we're in the military, and also our docs are gonna expire. Uncle Sam can send me wherever the heck he needs me, but if I get sent overseas there's still a chance I could get stuck in whichever country I was stationed in." - John



"I think a lot of people judge just because we are here illegally, we're criminals already. I hear a lot of those comments around me here and it's like it hurts. My kids, (they're) U.S. citizens, they were born here. Eduardo he just turned two he's my little monster. . . My fear right now is I have to go back in hiding and now it's not just me I have two kids. What am I gonna do about their insurance, and how am I gonna provide for them, and what's gonna be their life? I love this country like I consider myself you know American. Even though, America doesn't consider me that." - Marisol



"I'm allowed to be here." - Rossy



"It's the end of the school year. I think we made really good progress this year. My students scored on the state test, higher than they have ever scored in this school, ever. There was a good four to five months that I was in limbo, knowing that I probably would not be able to renew my DACA. I didn't know how I was gonna keep working or what my future was like, but early 2018 there was a court order saying that I would be able to renew my DACA. . . . At least know I have two more years of safety and security. Whether that's job security or security as a human. I wouldn't have to fear that I could be deported at any given time. There's a lot of things I wanna do." - Dilan (from Episode Six)

4. Extended Learning: Debunking Myths.

Background: As Rossy is driving to defend her PhD. dissertation in Episode 5 she says, "I do feel a lot of sadness 'cause I really wanted my mom to be here with me. She's not able to cross the checkpoint. That's the only thing that's stopping her from actually being here." Rossy, with her DACA permit, is allowed to cross the interior checkpoint, but her mother cannot.

Share the myth, fact, and the data point. Have students research and analyze the source material for homework answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

Myth: U.S. Customs and Border Protection has the authority to oversee immigration only at specific border checkpoints along the full U.S. border.

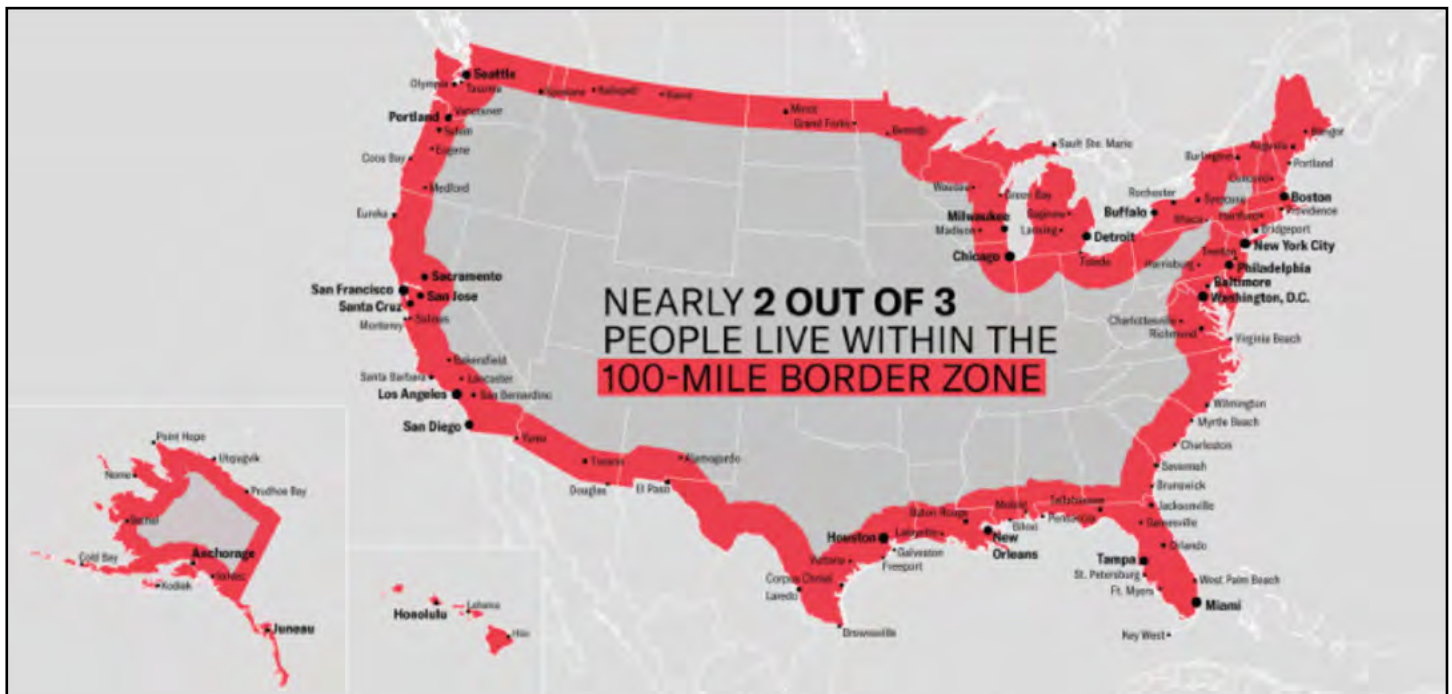
Fact: Many Americans are unaware that U.S. Customs and Border Protection (CBP) has the authority and operate within 100 miles of any external U.S. border. While there are limits to their authority -- for example they cannot search a car without "reasonable suspicion" of an immigration violation -- they do exist and interior border violations at these locals continue to be reported.²⁷

Data Point: Episode Five

["The U.S. border is bigger than you think," CNN.](#)²⁸

["Two-thirds of Americans live in a border zone; what are their rights?," NBC News.](#)²⁹

["The Constitution and the 100-mile Border Zone," ACLU.](#)³⁰



MAP SOURCE: THE CONSTITUTION AND THE 100-MILE BORDER ZONE, ACLU

27 <https://www.aclu.org/other/aclu-factsheet-customs-and-border-protections-100-mile-zone?redirect=immigrants-rights/aclu-fact-sheet-customs-and-border-protections-100-mile-zone>

28 <https://www.cnn.com/2018/05/23/us/border-zone-immigration-checks/index.html>

29 <https://www.nbcnews.com/news/latino/two-thirds-americans-live-border-zone-what-are-their-rights-n841141>

30 <https://www.aclu.org/other/constitution-100-mile-border-zone>

Episode Six Lesson - A Better Now

Episode Summary

Each participant continues chasing their dreams amidst continued uncertainty about the future of DACA. Rossy prepares for her graduation ceremony from the University of Houston, an emotional moment for her mother who won't be able to attend since it lies beyond the Rio Grande Valley border control checkpoints. James reads his brother's letters from basic training and then prepares to follow in his footsteps, leaving home to join the U.S. Army. Dilan details his plan to become a lawyer and a U.S. senator.

A final epilogue follows up on where each participant is today and offers an opportunity for students to research and discuss their local DREAM Acts by state and identify the opportunities or obstacles that remain for DACA recipients.³¹

Essential Questions

- How do you hope to leave your mark on your community?
- How are the storytellers in *Waking Dream* leaving their mark on their communities?
- What is common between each of the storytellers in their work and their identities? In other words, how do their lives and identities intersect?

Materials

Note Catcher for *Waking Dream*

Copies of Handout Six - Identity Mapping

Access to the internet and projection equipment to watch a YouTube hosted film.

Activity

1. Opening Reflection

In the final episode, when James is about to leave for his basic training his father says,

"In every struggle and sacrifice, there is some comfort."

As a class, discuss and respond to this quote.

- Do you agree or disagree with the sentiment?
- What is the meaning of "comfort" in this statement?

Transition from the discussion and have students choose a goal they have accomplished over the past year and reflect upon all the steps taken to achieve it.

- What was the most difficult part?
- What were obstacles that you could not avoid?

2. Watch Episode Six

<https://youtu.be/ZNdZQHkb6fM>

(run time, 8:05 min)

- Have students complete the Note Catcher with observations and questions for Episode Six.

3. Post-View Activity:

Discuss as a class:

- Why do you think director Theo Rigby chose *Waking Dream* as the title for this documentary?
- After watching all six episodes, does the title reflect different aspects of each storyteller's life?

Revisit with students the current work and future plans of each of the storytellers in *Waking Dream*. Remind students that as DACA recipients, the storytellers are able to receive work authorization but this status must be renewed every two years.

- Dilan is teaching another year of middle school while studying for his Law School Admission Test (LSAT) and applying to law school.
- Marisol continues to work at the local school and recently renewed her DACA permit. Arrests are up at the border and she remains very concerned for the future of her children and mixed-status family.

31 See American Immigration Council State-by-State Fact Sheets. <https://www.americanimmigrationcouncil.org/topics/state-by-state>

- Steve renewed his DACA permit for another two years. He continues to advocate for immigrant rights and tell his story.
- John and James both graduated from U.S. Army basic training. They are still attempting to become naturalized U.S. citizens.
- Rossy landed her first full-time job as a professor at Texas Tech University. She received her green card a year and half after applying.

Distribute Handout Four and introduce the Identity Mapping exercise using these talking points:

- Have students place one name of each storyteller in the outside circles. The center circle will remain blank for now.
- Have students review their Note Catcher from each of the six episodes and write terms that describe important aspects of each of the storyteller's identities.
- After completing each storyteller circle, have students choose a word that describes or reflects their shared experiences.

Distribute Handout II - Post View Poll and have students reflect on the span of their learning over the six episodes about immigration, undocumented immigrants, immigration policy, etc.

- Once Handout II is completed, invite students to share their reflections, questions that remain, and general observations and insights about each of the stories in *Waking Dream*.

At the end of Episode Six, share with students this letter from Steve Li from *Waking Dream*.

Dear Students,

Thank you for watching Waking Dream. My story and the stories of the people you have seen in the film are not uncommon. We are only a few of the 11 million undocumented that continue to live as second-class citizens and live in fear of being separated from our families.

*I hope that after watching this film, you have a better understanding of the real-life impact that unjust immigration policies have on our country. When we are apolitical and apathetic to the events that are happening around us, we become complacent to injustice. Our fight for immigration reform is interconnected with the work of Black Lives Matter, women's rights, LGBTQ, Islamophobia, and gun control. Find an issue that you are passionate about and a community that supports and empowers you to **use** your voice. You have more power to affect change than you realize. I believe that together we will prevail and eradicate injustice.*

4. Closing: Debunking Myths

In the sixth episode we see each of the storytellers achieving or continuing to work toward their goals and dreams. The positions and places each wants to go in life is a reflection of the opportunities each has been afforded by their education, their resilience, family support, tenacity.

Share the myth, fact, and the data point. Have students research and analyze the source material for homework and answer these questions:

- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

Myth: Immigrants, including DACA recipients, are employed only in low-skilled jobs and have contributed very little to American culture and society.

Fact: According to the Migration Policy Institute, a nonpartisan research and analysis organization, immigrants have lower unemployment rates and higher education rates than the general U.S. population. They also report that DACA recipients remain largely on par with native-born persons in regards to employment and education despite facing formidable obstacles with financing their higher education. (see specific data points below).

(Continues on next page)

Data Point: Episode Six

Share these data points from [The Migration Policy Institute](#) and/or download the Fact Sheet that is included on their website.³²

- The unemployment rate for foreign-born persons in the United States was 4.1 percent in 2017, down from 4.3 percent in 2016, according to the U.S. Bureau of Labor Statistics. The jobless rate of native-born persons was 4.4 percent in 2017, down from 5.0 percent in 2016.
- While DACA recipients are almost as likely as U.S. adults in the same age group (15-32) to be enrolled in college (18 percent versus 20 percent), they are far less likely to have completed college (4 percent versus 18 percent).
- Forty-four percent of DACA holders have completed secondary education, but are not enrolled in college. Another 20 percent remain in secondary school.
- Female DACA recipients are more likely than males to be enrolled in college (20 percent versus 15 percent), but less likely to be working (48 percent versus 64 percent).
- Fifty-five percent of DACA recipients are employed, amounting to 382,000 workers. They account for 0.25 percent of all U.S. workers. Sixty-two percent of those not in the labor force are enrolled in school.
- DACA holders are much less likely than young unauthorized immigrants who are ineligible for deferred action to work in construction jobs and are more likely to work in office support jobs, showing that DACA can be a means to occupational mobility.
- While significant numbers of DACA recipients are employed in professional occupations, the most common industries of employment are hospitality, retail trade, construction, education, health and social services, and professional services.³³
- Examine the state-by-state data and fact sheets from [American Immigration Council](#)³⁴ and identify the barriers that remain for professional licenses and range of employment opportunities.

32 <https://www.migrationpolicy.org/research/profile-current-daca-recipients-education-industry-and-occupation>

33 <https://www.migrationpolicy.org/research/profile-current-daca-recipients-education-industry-and-occupation>

34 <https://www.americanimmigrationcouncil.org/topics/state-by-state>

Socratic Seminar - Social Studies

Traditionally Socratic Seminars are based upon a written text. In this instance, the *Waking Dream* episodes are the “text.” To help prepare students for the seminar, list each of the Essential Questions from the six lessons for students to group their ideas and synthesize their materials from the Note Catcher, the episodes, and from the discussion and activities completed during the previous lessons.

Share the Discussion Norms of a Socratic Seminar with students. The norms are what is to be followed during the actual discussion and can include (but are not limited to):

1. No side conversations
2. Listen carefully and with intent
3. Don't raise hands
4. Address each other with respect

Next, select a few open-ended Guiding Questions to start off the discussion. A list of examples can be found here. Some possible question stems are:

1. What are the important themes of *Waking Dream*?
2. How did ____ (Dilan, Rossy, John, James, Steve or Marisol's) story support your position on immigration?

3. What or whom would be an example of your position and why?
4. How does hearing the personal narrative of ____ change or enhance your understanding of immigration policy, and DACA in particular?

Give students time to think, pause and reflect on each question before contributing to the discussion. Encourage students to refer to their Note Catchers and to use evidence from the episodes to support their thoughts and questions. The discussion should flow organically, but be aware that more Guiding Questions may be needed to keep the conversation moving. Using open-ended questions is highly encouraged to avoid stalling out the discussion. Some Closing Questions should be prepared ahead of time to close the discussion by connecting it to the participants' lives and their world. You may also choose to use one or more quotes from the episodes that are included in any of the lessons. Keep in mind that the teacher and students are equal participants in a Socratic Seminar.

Consider using the Participant Self-Assessment Rubric after the Socratic Seminar to encourage students to reflect on their own preparation and participation.

Participant Self-Assessment Rubric - Socratic Seminar

	Proficient	In Progress	Not Yet
Preparation	I attended the seminar fully prepared, with my research of the topic completed. I have evidence that I read the text closely and made notes. I have thoughtful questions that will contribute to the discussion.	I attended the seminar slightly prepared. I read over the material but didn't spend enough time to understand it or interpret it completely. I felt somewhat lost during the seminar because I did not prepare as much as I should have.	I attended the seminar unprepared. I did not complete the requirements of the assignment, and as a consequence, was lost during the discussion because I did not prepare to participate and was unfamiliar with the topic overall.
Speaking	I brought strong text or other evidence to the discussion and my research stimulated a thoughtful exchange of ideas between my classmates and me. I was able to respond to others' questions using specific examples, and offered other insightful commentary and questions during the discussion.	I participated in the discussion somewhat, but my questions and answers were vague and not well thought out. I was able to cite some evidence when contributing to the exchange of ideas but that evidence did not necessarily keep the conversation moving forward.	I did not participate in the discussion.
Listening	I supported my classmates during the discussion by actively listening, maintaining eye contact, and showing appropriate body language. My responses showed that I was engaged in the conversations with my classmates and thought about the commentary deeply and thoroughly.	I listened actively sometimes, but my mind tended to wander or I was distracted by my classmates and/or materials.	I did not listen to my classmates and disrupted the flow of the discussion with inappropriate or distracting behavior. My responses to comments did not stay within the spirit of the Socratic Seminar guidelines.

Six-Word Memoir - English Language Arts

A Six-Word Memoir is a writing exercise that tells a story in six words. As the Six-Word Memoir organization explains, these six-word stories are "a powerful tool to inspire conversation around a big idea."³⁵ In 2006, the organization was launched with the seemingly simple question, "Can you tell your life story in six words?" Today, classrooms and communities around the globe continue to use this question as a way to express the most essential parts of their story. The methodology can also be adapted as an exercise in

self-expression where students are asked to crystalize their thinking about a topic into a six-word sentence.

After watching and engaging with the six Waking Dream episodes, have students select one of the stories to write a Six-Word Memoir. The assignment is purposefully open-ended, inviting students to creatively express their thoughts and feelings in response to all of the content covered.

The [SixWordMemoirs.com](https://www.sixwordmemoirs.com) website contains many resources for classroom use, including examples of classroom use, lesson plans, a video from the founder, and sample Six-Word Memoirs written about the immigration experience titled [Fresh off the Boat](#).

35 <https://www.sixwordmemoirs.com/about/#story-of-six-words>

Student Reference I - Glossary of Terminology

Advanced Parole: The permission that allows certain immigrants to re-enter the United States without an immigrant or non-immigrant visa after traveling abroad.

Asylum: The protection granted by a nation to someone who has fled their native country because of demonstrable fear of persecution in their home country.

Deferred Action for Childhood Arrivals (DACA): DACA is a program established by Executive Order of President Barack Obama, who announced his intent to create it on June 12, 2012. DACA protects eligible applicants from deportation and gives them authorization to live, study and work in the U.S. for a period of two years. The authorization must be renewed every two years. It is important to note that DACA provides lawful presence but it does not provide lawful citizenship status. These are the specific criteria to be eligible for DACA:

1. Were under the age of 31 as of June 15, 2012;
2. Came to the United States before reaching your 16th birthday;
3. Have continuously resided in the United States since June 15, 2007, up to the present time;
4. Were physically present in the United States on June 15, 2012, and at the time of making your request for consideration of deferred action with USCIS;
5. Had no lawful status on June 15, 2012, meaning that:
 - You never had a lawful immigration status on or before June 15, 2012, or
 - Any lawful immigration status or parole that you obtained prior to June 15, 2012, had expired as of June 15, 2012;
6. Are currently in school, have graduated or obtained certificate of completion from high school, have obtained a General Educational Development (GED) certificate, or are an honorably discharged veteran of the Coast Guard or Armed Forces of the United States; and

Have not been convicted of a felony, a significant misdemeanor, three or more other misdemeanors, and do not otherwise pose a threat to national security or public safety.³⁶

³⁶ <https://www.uscis.gov/archive/frequently-asked-questions>

³⁷ https://www.americanimmigrationcouncil.org/sites/default/files/research/the_dream_act_daca_and_other_policies_designed_to_protect_dreamers.pdf

The future of DACA remains uncertain after the Trump administration ended the DACA program on September 5, 2017. However, on November 8, 2018 the Ninth Circuit Court of Appeals issued a decision affirming that the Trump administration's termination of DACA was "arbitrary and capricious" and therefore unlawful. This ruling opened the door for DACA to be reviewed by the U.S. Supreme Court.

DREAM Act: The DREAM Act was a bill originally introduced in 2001 and stands for the **D**evelopment, **R**elief, and **E**ducation for **A**lien **M**inors Act. If passed, the bill would have granted legal status to undocumented immigrants who have no criminal history, pose no threat to national security, and who were brought to the United States as children and went to school and/or served in the military here. While voted on several times and despite bipartisan support, the legislation has never passed.

The most recent version of the DREAM Act was introduced in July 2017 and allows current, former, and future undocumented high-school graduates and GED recipients a three-step pathway to U.S. citizenship through college, work, or the armed services.³⁷ The three steps are:

1. [Conditional Permanent Residence \(CPS\)](#)
2. [Lawful Permanent Residence \(LPR\)](#)
3. [Naturalization](#)

DREAMers: The term "DREAMer" has been used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. Mexico is by far the country of origin for the greatest number of DREAMers, followed by El Salvador, Guatemala, and Honduras. Many DREAMers applied to and are now (temporarily) protected under DACA. And while the term DREAMer originally took its name from the DREAM Act, it has now become a title and a term adopted by undocumented youth as they organize and advocate for their dreams to stay in the United States.

Green Card: Permanent Resident Card, Form I-551 (formerly called Alien Registration Card), is a wallet-sized card showing that the carrier is a lawful permanent resident (immigrant) in the U.S.

Immigration Customs Enforcement (ICE): The U.S. Immigration and Customs Enforcement is a law enforcement agency of the federal government of the United States tasked to enforce the immigration laws of the United States and to investigate criminal and terrorist activity of foreign nationals residing in the United States.

Immigrant: An immigrant is a person from another country who is a permanent resident of the U.S. The term is often used generally to refer to individuals residing in the United States, but its specific legal meaning is anyone legally residing in the United States.

Lawful Permanent Resident (LPR): An LPR is an immigrant who has been lawfully accorded the privilege of residing permanently in the United States. LPRs are granted admission to the United States based upon family relations or job skills. Refugees and those granted asylum may be granted LPR status after one year of continuous residence. Lawful permanent residents may be issued immigrant visas by the Department of State overseas or gain LPR status with the U.S. Citizenship and Immigration Services (USCIS) after entering the United States. Generally, lawful permanent residents are those individuals who have green cards and are permitted to apply for naturalization after five years of U.S. residence.

Naturalization: The process of becoming a full U.S. citizen.

Overstay: An "overstay" occurs when a visitor stays longer than permitted as shown on his/her Arrival/Departure (I-94) record. A violation of the U.S. Customs and Border Protection (CBP) defined length of admission may make a person ineligible for a visa in the future.

Refugee: A person who flees his or her country due to persecution or a well-founded fear of persecution because of race, religion, nationality, political opinion or membership in a particular social group. Refugees are eligible for federal resettlement assistance. The number of refugees allowed into the U.S. changes based on world events, nation of origin and other factors. The term "refugee" is a legal definition that includes both those admitted as refugees into the United States and those who are already present in the country when asylum is requested and granted.

Removal: The expulsion of an immigrant on the grounds of inadmissibility or deportability.

Sanctuary Cities (Safer Cities): Refers to cities or other municipalities that protect certain immigrants from federal deportation.³⁸

Status: Once nonimmigrants enter the U.S., they are classified by the immigration inspectors according to the visa they use to enter. Different types of visas allow for specific activities such as tourism, temporary work, or a course of studies, and are time-limited. The type of visa a person receives establishes their status in the U.S.

USCIS (United States Citizenship and Immigration Services): A U.S. governmental agency in charge of matters concerning immigration.

³⁸ <https://americasvoice.org/blog/what-is-a-sanctuary-city/>

Unauthorized or Undocumented Immigrant: Also known by the term "illegal alien," this is someone who enters or lives in the United States without official authorization, either by entering illegally or by violating the terms of his or her admission (for example, entering without inspection by the USCIS, entry based on fraud, overstaying the authorized period of admission or working without authorization). Approximately 300,000 undocumented immigrants enter and stay in the United States each year.

Visa: A visa is a document placed in your passport by a destination country that allows you to enter that country. U.S. visas cannot be issued from within the U.S., but rather by embassies or other U.S. representation in other countries.

Work Authorization: If you are not a citizen or a lawful permanent resident, you may need to apply for an Employment Authorization Document to prove you may work in the U.S.

Student Reference II - Select Immigration Legislation and Law Chronology

(Selected from Pew Research Center, Hispanic Trends.³⁹)

1790 Naturalization Act

Excluded non-white people from eligibility to naturalize. Naturalization requirements included two years of residence in the country, good “moral character,” and that an applicant must be a “free white person.”

1798 Alien Friends Act

Authorized the President of the United States to imprison or deport any “alien” who was deemed dangerous to the U.S. This act was the first to authorize deportation of immigrants. It expired two years after it was enacted.

1798 Alien Enemies Act

Authorized the imprisonment or deportation of male citizens (ages 14 and older) of a hostile nation during times of war; the act was used during World War II [e.g. Japanese internment]. Today a modified version permits the President to detain, relocate or deport alien enemies during war.

1875 Immigration Act of 1875 (also known as Page Law or the Asian Exclusion Act)

Prohibited the immigration of criminals and made bringing Asian laborers to the U.S. illegal. It is the nation’s first restrictive immigration statute.

1882 Chinese Exclusion Act

Banned Chinese laborers from immigration for 10 years and authorized deportation of any unauthorized Chinese immigrant. Any Chinese immigrant who resided in the United States as of November 17, 1880 could remain but was barred from naturalization.

1903 Immigration Act

Banned anarchists, beggars and importers of prostitutes from immigrating. It is the first U.S. law to restrict immigration based on immigrants’ political beliefs.

1917 Immigration Act (also known as Asiatic Barred Zone Act)

Banned immigration from most Asian countries, except the Philippines, which was a U.S. colony, and Japan. Required immigrants over the age of 16 to demonstrate basic reading ability in any language.

November 13, 1922 - *Takao Ozawa v. United States*

The U.S. Supreme Court upheld a lower court ruling declaring

that Takao Ozawa was “ineligible for citizenship” and declaring that white was synonymous with Caucasian and concluded that the Japanese could not be white, since they were “clearly of a race which is not Caucasian.”⁴⁰ Ozawa had immigrated from Japan to San Francisco in 1894, graduated from Berkeley High School and attended the University of California, Berkeley, for three years before moving to Hawaii and raising a family.

February 19, 1923 - *United States v. Bhagat Singh Thind*⁴¹

The U.S. Supreme Court ruled that Bhagat Singh Thind, a Sikh from India, was ineligible to become a naturalized citizen because people from India were not considered white. Thind had filed a naturalization petition under the Naturalization Act of 1906 which allowed only “free white persons” and “aliens of African nativity or descent” to become U.S. citizens by naturalization.

1921 Emergency Quota Act

First U.S. law to create numerical quotas for immigration based on nationality. Quotas were equal to 3% of the foreign-born population from the nationalities recognized in the 1910 census. Immigration from Asian countries continued to be barred. Under this new law, total annual immigration was capped at 350,000.

1924 Labor Appropriation Act

Established the U.S. Border Patrol as a federal enforcement agency to combat illegal immigration along the borders between inspection stations. In 1925 it was expanded to include patrols of the seacoasts.

1924 Immigration Act (also known as the Johnson-Reed Act or National Origins Quota Act)

Decreased the annual immigration quota from 350,000 to 165,000. Nationality quotas equaled 2% of the foreign-born individuals from nationalities from the 1890 census which were represented by a minimum of 100 people. As a result, the act favored immigration from northern and western European countries with longer histories of migration to the U.S. while limiting immigration from eastern and southern European countries with newer immigration patterns. Asian immigration continued to be barred with an added formal restriction on Japanese immigration. Denied entry to anyone who is ineligible to become a citizen because of race (only whites and people of African nativity and descent were eligible).

39 http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-1population-growth-and-change-through-2065/ph_2015-09-28_immigration-through-2065-a2-02/

40 http://encyclopedia.densho.org/Ozawa_v_United_States/#cite_note-ftnt_ref8-8

41 <https://caselaw.findlaw.com/us-supreme-court/261/204.html>

1942 Bracero Agreement

An agreement between the United States and Mexico to permit Mexican nationals to serve as temporary agricultural workers during World War II labor shortages. Required employers to pay a wage equal to that paid to U.S.-born farm workers and provide transportation and living expenses. This remained in effect until 1964.

1943 Magnuson Act

Repealed the Chinese Exclusion Act and established a quota of about 105 Chinese immigrants per year. This quota was based on ancestry and Chinese residents living in the U.S. were eligible to naturalize.

1952 Immigration and Nationality Act (McCarran-Walker Act)

Removed race as an exclusion for immigration and naturalization and granted Asian countries a quota of 100 visas per year. Updated the national origins quota to one-sixth of 1 percent of each nationality's population in the 1920 census. The change resulted in more spots for immigrants from the United Kingdom, Ireland and Germany. Under this law political activities, mental health and ideology, among other criteria, served as bases for exclusion and deportation.

1965 Hart-Celler Act

Replaced the national origins quota system with a seven-category preference system emphasizing family reunification and skilled immigrants. No visa cap was placed on the number of immediate family members of U.S. citizens admitted each year.

1976 Immigration and Nationality Act

Created a general policy for admission of refugees and adopted the United Nations' refugee definition. Removed refugees from the immigration preference system, expanding the annual admission for refugees.

1980 The Refugee Act of 1980

Granted a pathway to permanent residency to unauthorized immigrant workers who lived in the U.S. since 1982 or worked in certain agricultural jobs. (~ 2.7 million were granted this status.)

June 15, 1982, Plyler v. Doe

This landmark Supreme Court decision held that states cannot constitutionally deny undocumented children the right to receive a free public education. The Court reasoned that illegal aliens and their children, though not citizens of the United States or Texas, are people "in any ordinary sense of the term" and, therefore, are afforded Fourteenth Amendment protections. Since the Texas law severely disadvantaged the children of illegal aliens by denying them the right to an education, and because Texas could not prove

that the regulation was needed to serve a "compelling state interest," the Court struck down the law.

1986 Simpson-Mazzoli Act/Immigration Reform and Control Act (IRCA)

In 1987 the Reagan Administration decided that minor children of parents who were legalized under the 1986 law should be protected from deportation. In 1990 the George H.W. Bush administration decided that all spouses and unmarried children of people who were legalized under the 1986 law could apply for permission to remain in the country and receive work permits.

1990 Immigration Act

Increased annual immigration to 700,000 from 1992-1994 and 675,000 in 1995.

Preference categories were revised and the following visas for workers were created: H-1B: for highly skilled temporary workers; and H2B for seasonal, non-agricultural workers. Revised the grounds for deportation and exclusion to include political and ideological grounds. This act also allowed the attorney general to grant "temporary protected status" (TPS) to nationals from countries experiencing armed conflicts, natural disasters or other extraordinary temporary conditions. Today, the Department of Homeland Security can grant TPS status.

1996 Illegal Immigration Reform and Immigrant Responsibility Act

Increases enforcement at the borders including mandates to build fences at locations with the highest incidences of crossings in the Southwest. Tightens admissions eligibility and expands upon restrictions outlined in the 1996 Personal Responsibility and Work Opportunity Reconciliation Act.

2002 Homeland Security Act

In the wake of 9/11, this act transferred nearly all the functions of the U.S. Immigration and Naturalization Service to the new Department of Homeland Security. This new department oversees U.S. Customs and Border Protection (CBP), U.S. Immigration and Customs Enforcement (ICE), the U.S. Citizenship and Immigration Services (USCIS), United States Coast Guard (USCG), Federal Emergency Management Agency (FEMA), Transportation Security Administration (TSA), and the United States Secret Service (USSS).

2006 Secure Fence Act

With the failure of immigration reform legislation in the U.S. Senate, President George W. Bush issued an executive action mandating the construction of a double-layered fence roughly 700 miles long and increasing staffing and technology to track and locate migrants at the Southwest border.

2010- The Federal Dream Act failed in the Senate after having passed in the House of Representatives, despite bipartisan support. This was a major disappointment for activists who had introduced it in 2001; it had also failed to pass in 2007.

2012 Deferred Action for Childhood Arrivals (DACA)

Issued as an Executive Order by President Obama, DACA allows young adults from 15 to 30 brought to the U.S. illegally as children to apply for temporary deportation relief and a two-year work permit.

2014 Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA). DACA expanded

A second Executive Order issued by President Obama allows for unauthorized immigrant parents who have lived in the U.S. for at least five years and have children who are U.S. citizens or legal permanent residents to apply for deportation relief and a three-year work permit. Expands eligibility for DACA to any unauthorized immigrant who entered the U.S. illegally as a child. This was rescinded under the Trump administration and blocked by a series of cases including *U.S. v. Texas*.

Student Reference III - DACA Timeline⁴²

June 15, 2012 – The Deferred Action for Childhood Arrivals (DACA) program was established by Executive Action by President Barack Obama in response to the failure by Congress to pass immigration reform.

Aug. 15, 2012 – Individuals begin filing DACA applications with USCIS.

Nov. 20, 2014 – The Deferred Action for Parents of Americans (DAPA) program and the DACA expansion is announced.

Dec. 3, 2014 – Texas and 21 other states file a lawsuit intended to block implementation of the DAPA program. The other states are Alabama, Arkansas, Arizona, Florida, Georgia, Idaho, Indiana, Kansas, Louisiana, Montana, Nebraska, Nevada, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Tennessee, Utah, West Virginia, Wisconsin. They are joined by elected officials from Idaho, Maine, Michigan, Mississippi and North Carolina.

Feb. 16, 2015 – The U.S. District Court for the Southern District of Texas grants a preliminary injunction, blocking the implementation of DAPA and the expanded DACA.

Mar. 12, 2015 – The Department of Justice (DOJ) files an appeal to the U.S. Court of Appeals for the Fifth Circuit to lift the implementation block.

Nov. 9, 2015 – The U.S. Court of Appeals for the Fifth Circuit affirms the lower court's decision to grant the preliminary injunction.

Jan. 19, 2016 – The U.S. Supreme Court agrees to hear *United States v. Texas*

June 15, 2017 – DHS announces the rescission of the DAPA program.

June 23, 2016 – The U.S. Supreme Court arrives at a 4-4 decision, leaving the Fifth Circuit's decision in place.

June 29, 2017 – Texas and nine states request that U.S. Attorney General Jeff Sessions repeal the DACA program by September 5, 2017.

July 21, 2017 – California and 18 states plus the District of Columbia write a letter to the president requesting continuation of DACA.

Sept. 5, 2017 – DHS officially rescinds DACA by memorandum with a six-month phaseout.

Sept. 6, 2017 – New York and 14 states plus the District of Columbia file a lawsuit seeking a halt to the rescission of DACA.

Jan. 9, 2018 – A San Francisco-based U.S. District Court judge orders the Trump administration to resume accepting renewal applications for DACA

Feb. 26, 2018 – The U.S. Supreme Court declines to take up an immediate appeal of court decisions resuming DACA renewals.

April 24, 2018 – A federal judge rules that DACA must stay in place and DHS must accept new and renewal applications.

November 8, 2018 – The Ninth Circuit Court of Appeals issues a decision affirming that the Trump administration's termination of DACA was "arbitrary and capricious" and therefore unlawful.

⁴² Timeline excerpted from <http://www.ncsl.org/research/immigration/deferred-action.aspx#background> and <https://www.nilc.org/issues/daca/daca-litigation-timeline/>

True/False: Circle either T (True) or F (False) to reflect your beliefs and feelings about each of the questions.

1. I feel like I have something in common with an undocumented immigrant.

T / F

2. I can understand why an undocumented person would want to stay in the U.S., even if it isn't legal.

T / F

3. I would be able to tell if I met someone who was an undocumented immigrant.

T / F

4. I believe undocumented immigrants contribute positive things to our society and economy.

T / F

Short Answer

Respond to this statement with your current thoughts and feelings:

Undocumented immigrants who arrived in the United States as children should be allowed to remain in the country, have the opportunity to obtain a path to permanent residency, or become U.S. citizens as long as they complete all necessary legal documents.

Short answer

After watching Waking Dream and engaging in the lessons, have your beliefs and feelings about undocumented immigrants changed?

Yes / No.

Why or why not?

True/False

Circle either T (True) or F (False) to reflect your beliefs and feelings about each of the questions.

1. After watching Waking Dream I feel like I have something in common with an undocumented immigrant.

T/F

2. After watching, I can understand why an undocumented person would want to stay in the U.S., even if it isn't legal.

T/F

3. I believe undocumented immigrants contribute positive things to our society and economy.

T/F

Note Catcher for Waking Dream

Handout 3

Episode	Dilan	John	James
One			
Two			
Three			
Four			
Five			
Six			

Episode	Marisol	Rossy	Steve
One			
Two			
Three			
Four			
Five			
Six			

Tanto He Perdido

Aquí está mi acento de lata
trastabillando piedra con piedra,
Tintineando en la calle vacía
Del entendimiento.

¿Por qué no has perdido tu acento?
Pregunta una voz ramosa.
yo sigo hablando con mi lengua
de nido fresco
con mis labios tosco
masticando un idioma
sin tragarlo.

¿Por qué no he perdido el acento?
Tanto he perdido.
Perdí el camino que me trajo.
el viento que me dio la espalda.
I've lost so much
Digo en un idioma
que voy rumiando
por más de una década.

He perdido la libertad
de cruzar fronteras
al compás de las mariposas.
entumida habito y me habitan.

He perdido el aullido
y el hilo que me zurcía el pecho,
dejando expuesto el corazón.

He perdido el cepillo
que me desenredaba la voluntad.
estoy enmarañada
con el yo que fui
y el yo que resisto.
He perdido el llanto.
me queda solamente
una masa caduca en el centro.
un chillido de drillo,
un océan de lacrimosas decisiones.

Con ojos perdidos voy perpetuamente,
tatuándome a tientas

las leyes que no dan consuelo,
tatuándome el *Do not enter*
de este lugar que me subleva.

¿Por qué no he perdido el acento?
Porque tanto he perdido.
en cada anciano busco
la sonrisa de mi abuelo,
que me espera justo detrás
de esta mutalla
impenetrable,
guardando de mí sólo la memoria
de una niña que ya no encuentro.
Porque tanto he perdido
es que dejo a mi boca
desembarcarse a su antojo,
leñar las palabras sin tregua,
entrar por puertas
que resguardan cuartos de silencio.
Le permito a mi acento tener la libertad
que yo he perdido.

I Have Lost so Much

Here's my accent of tin
Stuttering, stone on stone,
Rattling in the empty street
of understanding.

Why haven't you lost your accent?
asks a twiggy voice,
I keep speaking with my
naïve tongue
With my earthy lips
chewing a language
without swallowing.

Why haven't I lost my accent?
I have lost so much.
I lost my way,
the wind turn its back on me.
I've lost so much
I say in a language
that I keep on brooding over
for more than a decade.

I have lost the freedom
to cross borders
to the rhythm of the butterflies,
I am stiff though they dwell within me.

I have lost my howl,
the thread I used to darn my chest
leaving my heart exposed.

I have lost the brush
that untangled my free will.
I'm in knots
with the me I was
And the me I resist.

I have lost my scream
I'm left with
an expired mass inside,
a cricket chirp,
an ocean of tearful decisions.
With my eyes forever lost,
blindly tattooing myself,

laws that don't give solace,
tattooing the Do not Enter
of this place that riles me.

Why haven't I lost my accent?
Because I have lost so much.
In each elder
I look for my grandfather's smile,
who waits for me just behind
this impenetrable
wall,
keeping only the memory
of the little girl I can't find.
Because I have lost so much
I let my mouth
take off at a whim,
butcher words without a truce,
enter doors
that keep silence.
I left my accent have the freedom
That I have lost.

When Diane Guerrero was a freshman at Boston Arts Academy, she came home to discover that her parents had been taken by immigration officers. Each was sent to a detention center to await deportation. In the chapter entitled "Left Behind," Diane sees her mom through a plastic partition for the first time.

I will always remember that prison waiting room: Hot. Crowded. Musty. Several rows of attached metal chairs, the kind you see in airports, lined the cement walls. On my row, a teenage mother tried to calm down her screaming baby; two seats over from her, an old man dozed off with his cane at his side. No one spoke. Anna leaned toward me.

"You ready, hon?" she asked.

I shrugged. "I guess," I said, although I knew that wasn't true. Are you ever actually ready to see your own mom locked up? I don't think so, and definitely not when you may never see her again. But I couldn't say that out loud. Not to the one person who'd been willing to take me in.

I'd been to a prison when I was small. A few times, my mother took me to an immigration detention center so we could see some neighbors of ours who were fighting deportation. "We need to go and lift their spirits," Mami told me as she fastened the back buttons on my pink cotton dress. "They need us right now." This is going to sound nuts, but I actually looked forward to going. The guards were so nice to me. My mother, who knew how much I loved sweets, bought me a big chocolate-chip cookie from the vending machine. At age six, the whole experience felt like a fun field trip. At fourteen, it was the most terrifying day I'd ever faced.

The guard, a tall black man with dreads, lumbered into the doorway. "Ladies and gentleman," he announced in a Jamaican accent, "sign in and line up here." He held up a clipboard and nodded toward the entrance to a metal detector. The room stirred as the fifty or so people gathered their belongings. "Your bags will be thoroughly searched," he said. "No cell phones are permitted in the visitation area with the detainees."

The detainees. His words hung there, thick and heavy, in the humid July air. Just weeks earlier, my Mami had simply been my Mami. The loving mother who combed my long, black hair into a ponytail. The mom who made sure I brushed my teeth and finished my homework. Then on an afternoon I've spent a decade wishing I could undo, Mami had been suddenly labeled an inmate. A prisoner. A "detainee." After spending two months in the New Hampshire facility where I'd already

visited her twice, she'd been moved to this jail in Boston. And in less than one hour, she'd be forced out of the country.

"Take off all of your jewelry," instructed the guard, "and remove any coins from your pockets." I swiped my fingers through the two back pockets of my jean shorts. Empty. I reached up to unfasten my gold necklace, the one my parents had given me for my tenth birthday. I lowered the chain into the guard's plastic bowl and stepped through the detector. Anna followed.

We made our way down a hall and into a second waiting area, more depressing than the first. The guard rounded the corner into the room. He was holding the clipboard. "When you hear your name," he barked, "please stand and follow me." I held my breath as he read off the first name. Then the second. Then the third and fourth. Ten names in, I heard what I'd been listening for but dreading: "Diane Guerrero," he announced. Anna and I took our places among the others.

The group filed out behind the guard. Halfway down the hall, he stopped in front of a steel door. Above it hung a sign: "Inmate Visitation Area." With the full weight of his right shoulder, the guard leaned into the door and swung it open. He motioned for us to walk through.

The room reeked of bleach. Under fluorescent lights, about twenty inmates sat lined up in booths. Each of them was on a stool behind a giant plastic barrier. Every booth had one of those old-school phones in its upper left-hand corner. Five or six guards milled around, just watching. As the other visitors scattered to find the prisoners they'd come to see, I stood there and scanned the row, one booth at a time. There, in the middle, I saw Mami. I walked slowly across the linoleum and slid into the chair facing her. Anna reached up and handed me the phone.

I studied my mother's face. In the eight weeks since her arrest, she'd aged twenty years. She seemed tired and frail, like she hadn't slept for days. I'd never seen her so skinny. Her eyes were red, her skin pale. Her hair lay haphazardly on the shoulders of her orange jumpsuit. Her wrists were handcuffed together and resting in her lap. A guard on her side of the barrier placed the phone in her hands. She lifted it to her ear and held it there for a long moment.

"Hello, my princess," she said. Her voice was so soft and feeble that I almost couldn't hear her. "How are you?"

My fingers trembled as I stared at her through the scratched

43 Excerpted from Michelle Burford, ghostwriter for Diane Guerrero, http://michelleburford.com/writing_samples/in-the-country-we-love/

plastic. I'd promised myself that I wouldn't get choked up—that I'd hold it together for my mom's sake. But I could already feel the water building up.

"I'm okay," I said. I bit down on my lip to keep the tears from escaping. It didn't work. "I'm, uh—I'm fine," I stammered.

Mami dropped her head. "Don't cry, baby," she said, her own eyes brimming with water. "Please don't cry."

All around the room, different energies collided. To my right, an Indian woman laughed hysterically; to my left, the elderly man who'd been asleep in the waiting room now shouted obscenities. I inched closer to the barrier so I could concentrate.

"I'm really sorry about this whole thing," my mom said. "I'm so sorry, Diane."

She didn't mean for her words to sting, but they did. She was sorry. My dad was sorry. The whole world was sorry. But none of it changed my situation. None of it altered the fact that, by dusk, my childhood would be over.

My mother sniffled. "Did you bring the suitcase?" she asked.

I nodded. At the prison's entrance, Anna had already given the bag to the guards.

My mother looked intently at me. "What are you going to do, Diane?"

It was an odd question for a mother to ask her own young daughter—and yet it was the one question I'd been preparing to answer since I was a small child. My parents had always had one set of realities; as their citizen daughter, I'd had a very different set. We'd lived with the daily worry that we'd eventually have to separate. Our fear was at last coming true.

I sat forward in my chair. "I'm staying, Mami," I said. "I've gotta stay."

I'd somehow always known I'd remain. What would I do in Colombia, a place I'd never even been to? What kind of life could I have in a nation so poor that my parents had risked everything to escape? Besides that, things were looking good for me for the first time in years. So as far as I was concerned, I didn't have a choice. I needed to stay.

"You see that guy?" my mother asked. She tilted her head toward a Dominican-looking guard on my side of the plastic. He must've felt us staring, because he looked over at us. "He's a nice guy," she said. I wasn't surprised she'd made friends with a guard; my mother has always been social like that.

"You know what he told me?" she asked.

"What?" I said.

She moved the receiver as close to her mouth as she could. "He said immigration only goes after people if they get a tip."

"What do you mean?"

"I mean they're not going around looking for random janitors," she told me. "Someone had to inform them about us."

I gazed at her. "But who would've done that?"

"I don't know for sure," she told me. She inhaled, and then slowly released the breath. "That's why you've gotta watch your back," she said. "Be very careful, Diane."

I started to cry—and this time, I didn't hold back. Enormous tears rolled down my cheeks and dripped from my chin. I pulled up the edge of my T-shirt and tried to wipe my face. Anna, who'd been standing beside me the whole time, began rubbing my back. The Dominican guard walked in our direction.

"Are you her daughter?" he asked me. I nodded my head yes. "It's okay, sweetheart," he said. "We're not going to hurt your mom." For some reason, that made me cry even louder. "So why does she have to wear those handcuffs?" I shouted. I could feel myself getting hyped. "Can't you take them off? She's not going to do anything!" Several people looked over at me.

"I'm sorry, but she has to have those on," he told me. "That's the rules."

Soon after, a guard on my mother's side yelled, "Wrap it up! Five minutes!" Mami scooted to the edge of her stool, cradling the receiver between her neck and shoulder. She put her face right up to the barrier.

"I love you, honey," she whispered. She paused, stared down at the floor, and then looked back at me. "Never forget that. I'm so proud of you. Be a good girl, okay?"

I let go of the receiver and cupped my hands over my eyes. There were so many things I needed to tell her, so many words I'd stored away. I wanted to stand up and scream, "My mother is not a criminal! Don't you people understand? You've got the wrong family! Please—let her go!" But as the phone dangled by its cord, all I could do was wail. "Bye, Mami," I said between sobs. "Goodbye."

Our time was up. When the guard with the dreads gave the

last call, the Indian woman pressed her palms against the plastic, like she was trying to touch the person on the other side. The old man stumbled to his feet, using his cane as leverage.

"You ready, dear?" Anna asked. I stood and pivoted, so I could avoid Mami's face. As much as I'd longed to see her, I also didn't want to remember her like this. Not with her wrists chained up. Not in an orange jumpsuit. The person behind that barrier wasn't my mother. She was a stranger to me.

With hardly a sound, the group shuffled back down the corridor. Anna held my hand while we walked. "This isn't the end for you, Diane," she tried to reassure me. But it felt like the end. As devastated as I was for my mom, I was even more scared for myself. She and my dad were going home to family. I was stepping into a future I'd prayed would never come.

Outside, Anna peered out over the lot, trying to recall where she'd parked her Camry. A few hundred feet away from us, near the prison's side entrance, a white police van pulled up. Anna and I exchanged a look. Seconds later, two guards herded some inmates out onto the curb. My mother was among them.

Just as my mother was stepping into the paddy wagon, she turned and caught a glimpse of me. She froze. I could tell she wanted to say something, to run to me. But before she could make a move, a guard rushed her into the van. "Let's go!" he snapped.

The engine rumbled on. From her seat in the rear, Mami twisted herself around so she could see me through the bars on the windows. She was trying to tell me something, but I couldn't figure out what it was. Then all at once, I understood. "I love you," she was mouthing. "I love you. I love you. I love you." She repeated the three words until the van turned from the lot and disappeared. I melted into Anna's arms and bawled.

The summer I lost my parents, it was the strangest kind of heartache. No friends gathered to grieve over the departed. No flowers were sent. No memorial service was planned. And yet the two people I'd cherished most were gone. Not gone from the world itself, but gone from me. We'd find a way to move forward, to carry on. Just not with the promise of each other's presence.

With all of my heart, I wanted to reverse time. Rewind the months. Go back to those days, warm and innocent, when I felt safe. When the smell of Mami's freshly cooked rice and plantains greeted me at our front door. When the sound of Papi's laughter made me feel like the most precious little girl in the world. When everything still made sense. But I couldn't go back. The only way out was ahead.

Anna spotted her car in the lot. On the drive to her house, I stared from my window in silence. My mother's warning, the haunting admonition, echoed through me. *Be careful. Be careful. Be careful.* Tomorrow, I'd begin a new life, one uncertain and frightening. A makeshift family. A different home. A path I'd prayed so hard that I'd never end up taking. I glanced over at Anna, settled back into my seat, and watched the sun descend over the Boston Harbor.

What Makes Somebody American?

Handout 6

This handout offers two opportunities for students to chart their thinking about definitions of American identity. Have students complete the table first using their Note Catcher and then translate their reflections to the graphic organizer in order to visually see the interrelationship of identity markers.

Identity Chart

What Do You Think Makes Someone American?	What Does Society Define as American?	What Do the Storytellers In <i>Waking Dream</i> Define as American?

Identity Chart

