

# 2012-2013 Teaching American History Extended Discussion/Writing Lesson Plan Template

**Lesson Title:** The DREAM Act and the American DREAM

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**Appropriate for Grade Level(s):** 7-12

## **US History Standard(s)**

**H 1.4 Define nativism and explain the political and social responses to immigration in the United States**

**H4.[9-12].7 Describe the United States' policy concerning strategic, political, and economic interests regarding Mexico and immigration.**

**CCSS(s):** -**Compare** the point of view of two or more authors for how they treat the same or similar topics. -**Assess** the extent to which the reasoning and evidence in a text support the author's claims. -**Draw evidence** from informational text to support analysis, reflection, and research. -**Present claims** and finding, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples. -**Delineate** a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**Discussion Question(s):** Should our democracy extend government support of higher education to immigrants who have entered the country illegally?

**Discussion Engagement Strategy:** Socratic Seminar

**Student Readings/sources (list):**

[http://www.did.deliberating.org/lessons/documents/DID%20Educating%20Non%20Citizens\\_2011.pdf](http://www.did.deliberating.org/lessons/documents/DID%20Educating%20Non%20Citizens_2011.pdf)

**Description of student writing assignment and criteria/rubric used for assessment of student writing:** Students will write a three paragraph response. Opener will include a hook, background information, and a claim. One body paragraph with a reason, text-based evidence and reasoning. Conclusion will include counter-claim and final student claim.

**Total Time Needed:** 5-7 class periods

**Lesson Outline:**

Time Frame (e.g. 15 minutes)	What is the teacher doing?	What are students doing?
1 day	<p>Hook: To start the process of acquiring information/questions addressing the Dream Act, students will take the American Citizenship Test (only 50 questions).</p> <p>-Teacher will present background information on the DREAM ACT (PowerPoint slides)</p>	<p>students will take the American Citizenship Test</p> <p>In order to help all students gain a foundation of attaining American Citizenship, it is important for students to dig into the process themselves (step in the shoes of an immigrant)</p>
2-3 days	<p><b>Annotation of the article</b></p> <ul style="list-style-type: none"> <li>The annotating process requires students to circle essential vocabulary- words that are unknown or might need explanation and define them. Teacher will MODEL the entire process.</li> </ul>	<p>Day One and Two: Students will take annotate the Arguments for and Against the Dream Act using an annotator guide “The Super Annotator”.</p> <ul style="list-style-type: none"> <li>Next the students will highlight claims for and against the Dream Act yellow and highlight evidence (Four E’s) red. After the students have identified the claims, they are going to evaluate the claims on a scale of 1-3 (one is very relevant and valid and three is not relevant or valid).</li> </ul>
1 day	<p>Students will prepare for the Socratic Seminar <b>(also could be homework after article has been annotated)</b></p>	<p>Students will start the process of preparing for the Socratic Seminar through a guided Discussion Packet. The packet requires students to identify the question and put the question in their own words, and define any terms in the questions that might need explanation. In addition, students will reflect on their arguments for and against the Dream Act and then establish their own claim with supporting evidence. Finally, students will describe any questions they might want to bring to the Seminar, and key/interesting points made in the article that they might want to discuss with their peers.</p>
1 day	<p><b>Day Four: Socratic Seminar-</b></p> <p>A Socratic Seminar is not a debate. It is a student-centered discussion that helps all students gain a deeper understanding of the ideas surrounding the Dream Act.</p>	<p>Students will spend the class period discussing claims, evidence, and questions surrounding the essential question: Should our democracy extend government support of higher</p>

	<p>- Norms/Rules to the Socratic Seminar:  Each student must speak at least two times (text-based) and students are Not allowed to speak again until all students have spoken at least one time!  Be prepared to participate; Don't raise your hand; Invite others into the discussion; Refer to the text (text-based evidence); Comments must be appropriate, respectful, and focused (Accountable Talk); Listen to and build on one another's comments</p>	<p>education to immigrants who have entered the country illegally?</p>
<p>1-2 days</p>	<p>Day Five: Reflection-  Assessment:  The teacher will also reflect upon the discussion and provide feedback to the individual students, as well as the class.</p>	<p>Students will reflect upon discussion skills, essential understanding and establish discussion goals for the next discussion.</p> <ul style="list-style-type: none"> <li>• After students have reflected- filled out the guided Reflection Form, students will establish a claim with supporting evidence (paragraph) answering the essential question.</li> </ul>

**Include the model essay for the writing assignment, which uses the sources and criteria students will be using for their writing assignment.**

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"Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!"

-Emma Lazarus

This poem, engraved on a plaque near the statue of liberty, epitomizes what it means to be an American. It is these ideals we should strive to reach in all aspects, including our treatment of illegal immigrants. The United States of America has hundreds of thousands of illegal immigrants under the age of 18, many of whom were brought here at a very young age and who have been attended public schools during this time. While these students can attend public schools due to the Supreme Court case *Plyler v. Doe*, at the current time, these immigrants are unable to receive financial aid or scholarships for college. The Development, Relief, and Education for Alien Minors (DREAM) Act was proposed in 2004. If passed, this law would enable undocumented high school students to receive financial assistance if they attend college in the United States or join the armed forces. A controversy has ensued over whether this act should be passed.

Due to the contributions these immigrants will make to our country, as well as the ideals our country was founded upon, the Dream Act should be passed without further delay.

The DREAM Act makes our nation stronger by not punishing the innocent. First off, these immigrants did not willingly come to the United States, instead they were brought here by their family members at a young age. (lines 72-73) It is not fair to punish these people for the actions of their parents. Many of these students are more "American" than any other country, as America is the only country they know. In addition to this, there is no possible way to deport all of these undocumented students (lines 66-67). By allowing these students to receive an education, they are learning the values and work ethic that make our country strong—not allowing them to get this training only hurts our entire nation. In the end, these students are not receiving a "free" education. Instead, they are getting the opportunity to receive financial assistance if and only if they agree to make a commitment to our country.

Our current Congress and President need to act now—Pass the DREAM Act! For Americans, education is viewed both as a key to success and a training ground for learning to be a contributing member of society. Providing an education for these undocumented youths demonstrates the ideals of what makes our country so great. Although opponents of the DREAM Act argue passage of the act is "wasteful and foolish," the money spent on these workers will be more than repaid with the contributions these students make back to our country in the long run. As Diane Feinstein, co-sponsor of the DREAM Act pointed out, students who are pursuing Secondary education and/or the armed forces believe in the American Dream, and should receive support in order to achieve it (lines 63-65). Clearly, this question is not one that is going to go away. Since we are already providing these students with K-12 education, it is only fair we also give them the same opportunity for that next level.

Discussion Rubric for The Dream Act

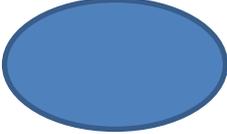
	<b>4 Excellent</b>	<b>3 Good</b>	<b>2 Could be Better!</b>	<b>1 Unacceptable</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>All reading is complete prior to beginning of discussion</li> <li>Annotating Complete</li> <li>Student has completed all assigned work prior to discussion, demonstrating a great deal of thought and effort</li> </ul> <i>Discussion Packet</i>	<ul style="list-style-type: none"> <li>All reading is complete prior to beginning of discussion</li> <li>Annotating Complete</li> <li>Student has completed all assigned work prior to discussion</li> </ul> <i>Discussion Packet</i>	<ul style="list-style-type: none"> <li>All reading is complete prior to beginning of discussion</li> <li>Annotating Incomplete</li> <li>Student has completed most of the assigned work prior to discussion</li> </ul> <i>Discussion Packet Incomplete</i>	<ul style="list-style-type: none"> <li>Reading is not complete</li> <li>Missing Annotating</li> <li>Work is not complete</li> </ul> <i>Discussion Packet not done</i>
<b>Participation</b>	<ul style="list-style-type: none"> <li>Student contributes several times to each topic, but allows others to contribute to the discussion, too. (TEXT-BASED)</li> </ul>	<ul style="list-style-type: none"> <li>Student contributes at least two time to the topic (Text-based)</li> </ul>	<ul style="list-style-type: none"> <li>Student contributes at least one time (Text-based)</li> </ul>	<ul style="list-style-type: none"> <li>Student hardly ever talks OR never gives anyone else a turn to talk</li> </ul>
<b>Quality of responses</b>	<ul style="list-style-type: none"> <li>Student uses accountable talk appropriately</li> <li>Arguments are well thought out and well composed. Student gives opinions or responds to group members using text evidence or other examples</li> </ul>	<ul style="list-style-type: none"> <li>Student uses accountable talk appropriately</li> <li>Arguments are well thought out and well composed with little difficulty. Student gives opinions or responds to group members; often uses examples or text evidence</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes student forgets to use accountable talk</li> <li>Arguments not very well thought out or composed. Student often gives opinions, but rarely responds to others OR does not use evidence to support ideas</li> </ul>	<ul style="list-style-type: none"> <li>Student never uses accountable talk</li> <li>No arguments were made or arguments were not well thought out or composed. Student sometimes gives opinions, but never responds to others</li> </ul>
<b>Respect and Manners</b>	<ul style="list-style-type: none"> <li>Student always listens while others are speaking and looks at them</li> <li>Student provides feedback, asks follow-up questions, and gives compliments</li> <li>Student often helps those who are struggling</li> <li>Student is courteous and polite at all times</li> </ul>	<ul style="list-style-type: none"> <li>Student always listens when others are speaking</li> <li>Student sometimes gives feedback or asks follow-up questions</li> <li>Student occasionally helps those who are struggling</li> <li>Student is almost always polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>I can't tell if this person is listening, but he/she looks like he/she is</li> <li>Student usually just answers the questions; does not respond to what others say</li> <li>Sometimes student forgets to be polite</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes writes notes, reads, or spaces out when others are speaking</li> <li>Student says rude or inappropriate things to others</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>-Student demonstrates personal discussion strengths and weaknesses</li> <li>-Reflection shows thorough thoughtfulness and has supporting details and examples of deeper learning.</li> <li>-All parts of the reflection are complete and well done.</li> <li>-Student established strong clear goals for future learning and discussions based on the areas where they need to make more progress</li> </ul>	<ul style="list-style-type: none"> <li>-Student identifies most discussion strengths and weaknesses</li> <li>-Reflection shows thoughtfulness with some details and examples of learning</li> <li>-The reflection is complete</li> <li>-Student established goals for future learning and discussions</li> </ul>	<ul style="list-style-type: none"> <li>-Student identifies some discussion strengths and weaknesses</li> <li>-Reflection shows some details and examples of learning</li> <li>-The reflection is incomplete</li> <li>-Student established some goals for future learning and discussions</li> </ul>	<ul style="list-style-type: none"> <li>-Student did not identify discussion strengths and weaknesses</li> <li>-Reflection lacks or is missing details and examples of learning</li> <li>-The reflection is not complete</li> <li>-Student did not establish goals for future learning and discussions</li> </ul>





Huddle Up Superheros! It's Time to Super-Annotate!  
The Annotator!

Follow these steps as you read through the document:

	<p><b>Circle</b> words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins.</p> <p>Look up and write a synonym for words you cannot guess using context clues.</p>
?	<p>Consider this the "huh, what?" section. Put a ? next to areas where you say, "huh, what?" and write a <b>brief description</b> of your <b>inference</b> in the margin.</p>
Yellow  Green	<p>1) Highlight each claim or argument that is FOR the Dream Act <b>YELLOW</b></p> <p>2) Highlight each claim or argument that is <b>AGAINST</b> the Dream Act <b>GREEN</b></p>
1-3	<p><u>Next to each star or plus, evaluate the claim.</u> On a <b>scale of 1-3</b> (one is very relevant and valid and three is not relevant or valid) rate the evidence.</p>
RED (ORANGE OR PINK)	<p>Highlight each piece of evidence (Four E's) <b>RED</b></p>

Name: \_\_\_\_\_ Period: \_\_\_\_\_ # \_\_\_\_\_

## **Educating Non-Citizens**

### **Directions:**

1. Read – Educating Non-Citizens. Annotate using the Annotation Guide and take notes as you read the document.
2. When you finish annotating, answer the following Reflection of the reading
3. After you reflect upon what you read-Explain if you agree or disagree with the arguments made for or against the central question and REMEMBER TO EXPLAIN WHY.
4. Finally, PREPARE for the Discussion: What is your thesis/answer to the central question? Support your thesis with facts/evidence gathered from the reading. Try to reference the text (using line numbers).

### **Central Question:**

***Should our democracy extend government support for higher education to immigrants who - as young people - have entered the country illegally?***

1. What is the analytical question asking? - Re-write the question in your own words.
2. What terms in the question need to be defined? (Democracy)- Define

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## **#1 Reflection of READING...**

**I'm a little confused about...**

**The big idea inherent in this case seems to be...**

**The most interesting claim the author made was...**

**I'd like to talk with other people about ...**

## #2 Arguments to think of- Supporting or Opposing the Central Question

### Arguments to Support the Question (Do you agree or disagree-Why?)

1. Education is a human right. Support for higher education for both citizens and non-citizens fulfills a basic need of every person in our democracy, especially in the 21st century when many jobs require a college education.

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2. Democratic society depends on the education of every person. Since we cannot expect that every unauthorized non-citizen can be deported from our country, these undocumented young people will remain in our society. Educating them and allowing them a pathway to legal citizenship will allow them to become productive citizens who pay taxes.

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3. Children most often did not decide to enter the country illegally. This decision was made by their parents. Children should not be punished for what their parents do.

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4. Offering support for college education to law-abiding, unauthorized immigrant students is fair and in the best interests of the country. The best way to learn about being a citizen is to go to school. Providing unauthorized immigrant students with publicly funded education will encourage them to become full participants in our democratic society.

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5. Providing publicly funded higher education does not give unauthorized alien students any special privileges. It merely removes barriers that currently prevent them from reaching their full potential.

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### Arguments to Oppose the Question (Do you agree or disagree-Why?)

1. Providing government support for college education for non-citizen youth is misguided. A central purpose of public education is to prepare young people for citizenship. It is foolish to spend public dollars educating people who are not citizens.

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2. Every country privileges citizens over non-citizens. In a democracy, citizens participate in the decisions of government and therefore receive special benefits such as the right to vote, to travel in and out of the country freely, and to receive public support for higher education.

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3. Government support for higher education is an allocation by citizens of limited public resources. Providing unauthorized alien students with a college education means less money for other programs that benefit legal immigrants and citizens.

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4. While children are not responsible for the decisions of their parents, our democracy is responsible for meeting only their basic human needs. Our democracy does not owe unauthorized immigrant children a college education.

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5. People should not be rewarded for illegal behavior. Providing government support for college education to unauthorized alien students will only encourage more families to enter our country illegally so that their children can benefit. Taxpaying citizens subsidize the education of people who broke the law.

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**#3    *Should our democracy extend government support for higher education to immigrants who - as young people - have entered the country illegally?***

**Socratic Seminar Worksheet**

**Claim:** the argument you make/the point you prove during the Socratic Seminar based on the reading

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**Supporting idea #1:**

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Line #/Evidence:

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**Supporting idea #2:**

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Line #/Evidence:

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**Supporting idea #3:**

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Line #/Evidence:

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**Supporting idea #4:**

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Line #/Evidence:

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**Supporting idea #5:**

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Line #/Evidence:

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**( Pick out 3 main points you would like to address in the discussion-  
reference the line numbers)**

**Point 1)**

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**Point 2)**

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**Point 3)**

## Socratic Seminar-Peer Observation Guide

After you have made observations, evaluate your partner's discussion skills. On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

Peer Observation:

\_\_\_\_\_ **Made at least two relevant (text-based) statements/ Provide Examples**

Evidence -1 \_\_\_\_\_

Evidence-2 \_\_\_\_\_

\_\_\_\_\_ **Tactfully challenged the accuracy (what line did you find that on) or clarity of statements made by others in a civil manner**

Evidence/Example: \_\_\_\_\_

\_\_\_\_\_ **Built upon or invited the of others to the discussion**

Evidence/Example: \_\_\_\_\_

\_\_\_\_\_ **Used Accountable Talk (I would like to disagree, - Accountable Guide)**

Evidence/ Example: \_\_\_\_\_

\_\_\_\_\_ **Student actively listened to all the points and pieces of evidence addressed in the conversation**

Evidence/Example: \_\_\_\_\_

**Recommendations/Notes:**

**Discussion Skills: (Speak loudly/clearly, stay on topic, interrupt others, monopolize the discussion/ air-time, side-conversations, responded appropriately)**

**Positive-One thing the student did well or the best 😊:**

# Educating Non-Citizens—Reading

In today’s world, millions of people move each year from one country to another. They leave their countries for many reasons. Some are seeking work. Others are refugees from war or civil unrest. Some are trying to escape persecution, while others are attracted to freedoms or comforts in another land. Some people want a new start in life or a chance to reunite with their families. Every nation has the right to control who crosses its borders. Very often the process of applying for legal entry into another country is long, complicated, and expensive, with no guarantee of success. While many immigrants have the time, the resources, and the connections to migrate legally, millions more face great barriers.

According to the United Nations High Commissioner on Refugees (UNHCR), more than 10 million people are “stateless” (officially without a country), and another 25 million people in 50 countries are “internally displaced persons” (IDPs)—people who have been forced to flee their homes to escape armed conflict, chaos, violence, human rights abuses, or natural or man-made disasters. Often desperate to escape such conditions, many people enter other countries illegally. Democratic societies see themselves as sharing equality through citizenship. Lacking citizenship, undocumented non-citizens raise fundamental questions for democracies about the difference between the rights of citizens and the rights of all persons in a country—particularly regarding government services. One flashpoint for this debate is public education.

## **The Right of a Child to an Education**

In 1989, the United Nations General Assembly adopted resolution 44/25, “The Convention on the Rights of the Child.” This Convention, approved by 192 member states, spells out many human, economic, and social rights and protections for children regardless of their country of residence or origin. Article 28 of the Convention deals with education. It says in part that signatories “recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all; (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child....” The Convention makes no distinction among children with

26 different kinds of legal status in a country, and each country decides for itself how to fulfill their  
27 obligations under the Convention.

## 28 **Access to Education by Unauthorized Alien Youth in the United States**

29 According to estimates, hundreds of thousands of undocumented youth are enrolled in American  
30 elementary and secondary schools; most were brought by their parents. More than 400,000 such students  
31 have been in the United States for at least five years, and each year nearly 50,000 of them graduate from  
32 high schools. For these children, “home” is the United States. Their friends, culture, and self-identify are  
33 American. Although they do not enjoy legal status, they can attend public schools because of a decision in  
34 1982 by the U.S. Supreme Court.

35 In the United States, education is not considered a “fundamental right”—that is, a right protected by  
36 the federal constitution. Instead, education is a responsibility of state governments. In 1982, the Court heard  
37 the case of *Plyler v. Doe*. A Texas law withheld state funds from local school districts for the education of  
38 children who were not “legally admitted” into the country. It also authorized local school districts to not  
39 enroll such children. The case was brought by illegal immigrants who claimed that the Texas law violated  
40 the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution, which provides that no  
41 State shall “deny to any person within its jurisdiction the equal protection of the laws.”

42 By a vote of 5-to-4, the Court held that the Fourteenth Amendment protects anyone who is subject  
43 to the laws of a state. Writing for the Court, Justice Brennan noted that “[w]hatever his status under the  
44 immigration laws, an alien is surely a ‘person’ in any ordinary sense of that term.” The Court also held that  
45 the Texas law did not have a “rational basis” for discriminating against this class of persons and that, in  
46 fact, it would impose a lifetime hardship on a discrete class of children who were not responsible for their  
47 status. *Plyler* ensures that every child in the U.S., regardless of their legal status, is entitled to a free public  
48 education through high school.

## 49 **College Funding for “Unauthorized Alien” Students: The DREAM Act**

50 In 1996, Congress passed and President Clinton signed the Illegal Immigration Reform and  
51 Immigrant Responsibility Act. Section 505 of this legislation restricted state educational benefits to

52 unauthorized alien students by making them ineligible for any state loans or scholarships to public colleges  
53 and universities; these students were already ineligible for federal financial aid. These two policies left  
54 most of these students without a chance to attend college.

55 In 2004, the “Development, Relief and Education for Alien Minors (DREAM) Act,” was proposed  
56 in Congress by Senator Orrin Hatch (R) of Utah, Senator Richard Durbin (D) of Illinois, and others. This  
57 policy was intended to provide undocumented high school students who wished to attend college or serve  
58 in the armed forces a legal opportunity to pursue and get financial help for these goals. Qualifying students  
59 had to: not have a criminal record; have entered the U.S. before they were 16 and lived in the country for at  
60 least five years; and have graduated from high school or its equivalent. At present, the DREAM Act has not  
61 been enacted.

## 62 **The DREAM Act: Supporters and Opponents**

63 Senator Dianne Feinstein (D) of California, a co-sponsor of the DREAM Act, said that “I believe it  
64 is in the national interest to provide talented students who have clearly embraced the American Dream the  
65 incentive to take the path towards being a responsible, contributing, law abiding member in our civic  
66 society.” Advocates also believe that the DREAM Act is smart policy. Since Americans cannot expect that  
67 every unauthorized non-citizen can be deported from the country, providing an education for every child—  
68 citizen and non-citizen—is both wise and fair. Otherwise, these undocumented young people will grow up  
69 without an education and remain on the margins of society. After all, the best way to learn about being a  
70 citizen is to go to school. By receiving a publicly funded education, these young people will be encouraged  
71 to become full participants in democratic life.

72 Other supporters say that education is a human right. Undocumented children did not decide to  
73 enter the country by themselves—their parents made that decision. Public education for both citizens and  
74 non-citizens fulfills a basic need of every person in our democracy. Education today reasonably includes  
75 the opportunity to attend college for those students who are ready academically. Such a policy does not  
76 create a special privilege for these youth: it levels the playing field by removing barriers that currently  
77 prevent them from reaching their full potential.

78           Opponents argue that the DREAM Act sends the wrong message. They see this and other programs  
79 for unauthorized immigrants as a reward for illegal behavior. Phyllis Schlafly, the founder of Eagle Forum,  
80 has argued that “[t]here was no misunderstanding about what this law means, either when Congress passed  
81 it or when President Clinton signed it... ‘illegal aliens are not eligible for in-state tuition rates at public  
82 institutions of higher education.’” The DREAM Act will only encourage more families to enter the country  
83 illegally so that their children can benefit. The result punishes citizens and mocks legal immigrants who  
84 have “played by the rules.”

85           Opponents also argue that the cost of providing a college education to unauthorized aliens will  
86 come at the expense of students who are citizens. “[DREAM] will place American citizens in direct  
87 competition with illegal aliens for scarce slots in freshmen classes at state colleges and universities. This is  
88 a massive giveaway of higher education while awarding the illegal alien students with an amnesty,”  
89 according to the Federation for American Immigration Reform. (FAIR). “This massive giveaway of higher  
90 education to illegal aliens comes at a time when every state university system is raising tuition and cutting  
91 education benefits.”

92           Opponents also say that the supporters of the DREAM Act fundamentally misunderstand what has  
93 always been a central purpose of American public education: preparing young people for citizenship.  
94 Investing public dollars to teach people who are not citizens would be wasteful and foolish. Ultimately,  
95 every country provides its citizens with special benefits and privileges over non-citizens. Public higher  
96 education is one such benefit of citizenship.

## Socratic Seminar Outline for Argumentative Essay

Name:

Class/Period:

Date:

**Question:** Should our democracy extend government support of higher education to immigrants who have entered the country illegally?

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### Introductory Paragraph

#### Grabber/Hook

"Give me your tired, your poor,  
Your huddled masses yearning to breathe free,  
The wretched refuse of your teeming shore.  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!"

-Emma Lazarus

This poem, engraved on a plaque near the statue of liberty, epitomizes what it means to be an American. It is these ideals we should strive to reach in all aspects, including our treatment of illegal immigrants.

**Background/Context:** The United States of America has hundreds of thousands of illegal immigrants under the age of 18, many of whom were brought here at a very young age and who have been attended public schools during this time. While these students can attend public schools due to the Supreme Court case Plyler v. Doe, at the current time, these immigrants are unable to receive financial aid or scholarships for college.

**Question Restated: /Key Term(s) Defined:** The Development, Relief, and Education for Alien Minors (DREAM) Act was proposed in 2004. If passed, this law would enable undocumented high school students to receive financial assistance if they attend college in the United States or join the armed forces. A controversy has ensued over whether this act should be passed.

**State Super Claim:** Due to the contributions these immigrants will make to our country, as well as the ideals our country was founded upon, the Dream Act should be passed without further delay.

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### Body Paragraph #1

**Claim #1:** The DREAM Act makes our nation stronger by not punishing the innocent.

**Evidence (with Doc Citation):** First off, these immigrants did not willingly come to the United States, instead they were brought here by their family members at a young age. (lines 72-73)

**Reasoning Linking Evidence to Claim:** It is not fair to punish these people for the actions of their parents. Many of these students are more "American" than any other country, as America is the only country they know.

**Evidence (with Doc Citation):** In addition to this, there is no possible way to deport all of these undocumented students (lines 66-67).

**Reasoning Linking Evidence to Claim:** By allowing these students to receive an education, they are learning the values and work ethic that make our country strong—not allowing them to get this training only hurts our entire nation.

**Final sentence:** In the end, these students are not receiving a "free" education. Instead, they are getting the opportunity to receive financial assistance if and only if they agree to make a commitment to our country.

## **Concluding Paragraph**

**Restatement of Super Claim:** Our current Congress and President need to act now—Pass the DREAM Act!

**Restatement Best Evidence/Reasoning:** For Americans, education is viewed both as a key to success and a training ground for learning to be a contributing member of society. Providing an education for these undocumented youths demonstrates the ideals of what makes our country so great.

**“Although” Statement (Counterclaim):** Although opponents of the DREAM Act argue passage of the act is “wasteful and foolish,” the money spent on these workers will be more than repaid with the contributions these students make back to our country in the long run.

**Best Evidence to Trump Counterclaim:** As Diane Feinstein, co-sponsor of the DREAM Act pointed out, students who are pursuing Secondary education and/or the armed forces believe in the American Dream, and should receive support in order to achieve it (lines 63-65).

**Why the Question & Super Claim Are Important:** Clearly, this question is not one that is going to go away. Since we are already providing these students with K-12 education, it is only fair we also give them the same opportunity for that next level.

Required Essay Elements	Score & Feedback			
	Total Possible	Points Earned	Components	Done Well & Suggestions for Improvement
<b>INTRODUCTION</b>				
<b>Grabber/Hook</b>	<b>2</b>		<input type="checkbox"/> No background provided <input type="checkbox"/> Hook doesn't hook <input type="checkbox"/> Incorrect information <input type="checkbox"/> Key term not defined <input type="checkbox"/> Super Claim not stated <input type="checkbox"/> Super Claim unclear <input type="checkbox"/> 3 claims not declared	
<b>Historical Background/Context</b>	<b>2</b>			
<b>Restatement of the Question</b>	<b>2</b>			
<b>Super Claim (UNDERLINE)</b>	<b>3</b>			
<b>Total ____/10</b>				
<b>FIRST BODY PARAGRAPH</b>				
<b>Claim (UNDERLINE)</b>	<b>5</b>		<input type="checkbox"/> Claim missing <input type="checkbox"/> Reasoning unclear or does not demonstrate link to claim <input type="checkbox"/> Document(s) not cited <input type="checkbox"/> Evidence doesn't support claim	
<b>Evidence #1 with citation</b>	<b>5</b>			
<b>Reasoning links evidence/claim</b>	<b>5</b>			
<b>Evidence #2 with citation</b>	<b>5</b>			
<b>Reasoning links evidence/claim</b>	<b>5</b>			
<b>Total ____/25</b>				
<b>CONCLUSION</b>				
<b>Restatement of Super Claim</b>	<b>2</b>		<input type="checkbox"/> No conclusion <input type="checkbox"/> Missing super claim <input type="checkbox"/> Missing counterclaim <input type="checkbox"/> Evidence & reasoning are not Strong	
<b>Restatement of Best Evid/Reas</b>	<b>3</b>			
<b>Counterclaim ("Although")/Evid</b>	<b>3</b>			
<b>Why Question Is Important</b>	<b>2</b>			
<b>Total ____/10</b>				
<b>TOTAL SCORE ON RESPONSE (35):</b>				