LESSON 2: A Call to Action

Content Objectives
- Students discuss the importance of advocacy for those who are undocumented by reading an article and making connections with places and organizations in their communities, which can provide advice and support.

Rights Literacy Objectives
- Students identify rights for undocumented immigrants in a car stop situation.
- Students reflect on the role of diverse immigrant organizations and immigration police (i.e. Immigration and Customs Enforcement (ICE)).

Language Objectives
- Students practice their reading comprehension skills by reading an article.
- Students develop their vocabulary on rights and advocacy.
- Students develop their vocabulary of places in the community.

KEY VOCABULARY:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Interrogatives</th>
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<tbody>
<tr>
<td>Activism</td>
<td>To ask</td>
<td>Calm</td>
<td>How many?</td>
</tr>
<tr>
<td>Court</td>
<td>To watch</td>
<td>Afraid</td>
<td>What?</td>
</tr>
<tr>
<td>Lawyer</td>
<td>To find</td>
<td>Released</td>
<td>Who?</td>
</tr>
<tr>
<td>ICE</td>
<td>To advocate</td>
<td>(Un)documented</td>
<td>Where?</td>
</tr>
<tr>
<td>Documentation</td>
<td>To remain</td>
<td>Silent</td>
<td>Who?</td>
</tr>
<tr>
<td>Neighborhood</td>
<td>To turn left/right</td>
<td>Straight</td>
<td>How long?</td>
</tr>
<tr>
<td>Organization</td>
<td>To go/walk</td>
<td>Close/far away</td>
<td>When?</td>
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Lesson Activities:

Part A) Reading the Article: “Salem Woman Gets Reprieve from Deportation.”

TEXT:

Supporters of a woman living in Salem who was set to be returned to her native Guatemala — including renowned scholars and activists Noam Chomsky and his daughter, Aviva Chomsky — have expressed relief after federal immigration officials issued a stay of her deportation from the United States.

Mariola Perez, who entered the country illegally while pregnant in 2010 and now has a son, Ernesto, 3, had been ordered by US Immigration and Customs Enforcement on Sept. 17 to depart within 60 days. The order came after Perez’s arrest in Salem during a traffic stop brought her to the attention of ICE authorities.

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Deporting Perez would be wrong because it would “destroy the life of a fragile struggling family, and her son is a US citizen,” Aviva Chomsky said. “She poses no danger or threat to her society or her community. She has developed a lot of community ties.”

Perez said she felt great relief at the ICE decision.

“I’m just so happy that a lot of people are supporting me to stay here. I will be able to accomplish my goals of finishing college and for my son to have a better education,” said Perez, who also is pleased Ernesto will continue such activities as museum visits, music classes, soccer, and swimming.

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On Aug. 25, Perez was arrested by Salem State University Police and then booked by Salem Police for driving without a license after a motor vehicle stop.

Aviva Chomsky said that she was initially under the impression that Perez was stopped for turning right on a yellow light, but that she was told last week by a Salem State University Police official that the officer had pulled her over after running a random check and finding that the car was registered to someone who did not have a driver’s license.

The car was registered to another person not legally in the country, said Chomsky, who added that insurance companies commonly offer coverage to undocumented people that is used to register cars. She said she knows about 1,000 undocumented people, and that 90 percent of them have their cars registered and insured but don’t have a driver’s license.
Part B) Vocabulary Activity

Identify the meaning of the following words by writing a new sentence in which the word appears.

1. activist - ____________________________________________________________
2. deportation - _________________________________________________________
3. to struggle - _________________________________________________________
4. threat - _____________________________________________________________
5. relief- ______________________________________________________________
6. goals- ______________________________________________________________
7. booked- _____________________________________________________________
8. pull over – __________________________________________________________
9. insured- _____________________________________________________________

Part C) Reading comprehension questions

Work in pairs to answer the following questions:

1. Who is Mariola Pérez?
2. Why was Mariola stopped by the police? What happened to Mariola with ICE?
3. Who supports Mariola and her son Ernesto?
4. What was ICE’s decision after the community’s advocacy?
5. What are Mariola’s goals?
6. According to the text, why is car insurance coverage a controversial problem?
**Part D) Post-reading activity**

As a whole group and based on the article, reflect on the strengths a person may have and the challenges a person may face in advocating for one’s rights in a car stop situation when undocumented.

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<th>CHALLENGES</th>
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