CC BY NC

Unit 1: Basic Human Rights
Teachers' Guide
Beginner Level
LESSON 4: I Am From Poem

FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "IMMIGRANT RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.

Time: 2 hours

Content Objective:
- Students write a poem about their rights and identity.
- Students express their opinions regarding certain statements about rights.

Rights Literacy Objectives
- Students begin to reflect on who they are and where they come from and discuss collectively how their identities might give them certain rights and deprive them of some.

Language Objectives
- Students practice speaking and writing about different people's identities and their own.

Materials Needed
- Student lesson handout
- Pen and/or pencil
- Chart paper

Content Objective:
- Students write a poem about their rights and identity.
- Students express their opinions regarding certain statements about rights.

Rights Literacy Objectives
- Students begin to reflect on who they are and where they come from and discuss collectively how their identities might give them certain rights and deprive them of some.

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

Language Objectives

- Students practice speaking and writing about different people's identities and their own.

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Woman/man	To have	Documented	Why?
People	To be	Nice	What?
Places	To need	Happy	Who?
Poem	To agree	Worried	Where?
Identity	To disagree	Beautiful	How?

Before completing the activities below, the instructor should review the lesson vocabulary from the table above.

Lesson Activities:

PART A) Writing a Poem

First, the instructor introduces the notion of poetry as a writing genre. The instructor can provide an example of a famous poem that speaks to the students' cultural background. The instructor allows time for the students to write their "I am from" poems, which, if needed, can be finished at home and shared later in class. The instructor emphasizes that the students can make changes to the proposed structure and start with words that are different from those provided. The instructor tells the students to write several words or phrases for each category.

For this activity, write an "I am from" poem. You can follow the structure in the sample below, but can also change it. Write at least two words or phrases for each line.

I am_____

I have_____

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

I want_____

I see_____

PART B) Agree or Disagree

The instructor asks students to reflect on the following statements and express whether they agree or disagree, and why they feel that way. Write the statements on the board.

Reflect on the following statements and express whether you agree or disagree, and explain why.

1) There should be rights about language use.
2) Everyone should have the right to speak his or her mind.
3) Everyone should have the right to disagree with authority.
4) Undocumented people should have the right to drive.

PART C) Small Group Reflections

The instructor uses the "I am from" poems written by the students to discuss how the students' identities relate to their rights. Specifically, students reflect on how their identities impact what rights they have. The students can work in small groups, in the native language if necessary and possible. Each small group takes notes on a piece of chart paper, and then presents their thoughts to the whole class.

Students share their "I am from" poems and discuss the following question: How do our identities relate to what rights we have? During the small group discussions, one student in each group should take notes on a piece of chart paper. After discussing in the small group, each group presents their thoughts to the whole class.

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

END OF LESSON REFLECTIONS: The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

CC BY NC

FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

❖ What Are Civil Rights in the United States?

There is a lot that has been written and said about civil rights. Here is just one definition:

"Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include, for example:

- freedom of speech,
- the right to vote,
- due process of law,
- equal protection of the laws, and
- protection from unlawful discrimination."

  - United States Department of Health and Human Services (http://www.hhs.gov/ocr/civilrights/faq/86.html)

❖ Do Noncitizens Have All the Same Civil Rights as U.S. Citizens?

Much has been written on this topic and there is no easy answer to this question. The U.S. Constitution and the Bill of Rights include rights that belong to all "persons" in the United States. These rights then belong to all individuals in the U.S., even if they are not U.S. citizens. These include the right to "due process" and the right to an attorney in criminal proceedings.

However, there are many distinctions between citizens and noncitizens. For example, a noncitizen – even one in lawful status in the U.S. – doesn't have the right to vote in national elections. In addition, there are instances in which discrimination based on citizenship status is permissible; for example, in hiring for certain types of employment.

This information is meant to provide useful basic information about the law and is not legal advice. It is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).

CC BY NC

❖ **What Is the Immigrant Rights Movement?**

The immigrant rights movement advocates for increased protections and rights for noncitizens. There are many different organizations that advocate on behalf of immigrant rights, including community-based organizations, church and faith-based groups, national or local advocacy organizations, and labor unions. Sometimes these organizations are united in the change they are seeking, but other times they don't all agree. In recent years, the immigrant rights movement has pushed for "comprehensive immigration reform," that is, an overhaul of current immigration laws that would include a path to U.S. citizenship for many of the people that are currently living in the U.S. without lawful immigration status.

Many people have drawn a link between the civil rights movement of the 1960s and today's immigrant rights movement, saying that both were fighting for equality.

For further readings on the rights of noncitizens and the Immigrant Rights Movement, please refer to the links below.

- **"Do Noncitizens Have Constitutional Rights?"**
  http://www.slate.com/articles/news_and_politics/explainer/2001/09/do_noncitizens_have_constitutional_rights.html

- **"Civil Rights Movement and Immigration History Connected"**
  http://www.huffingtonpost.com/2013/08/26/civil-rights-movement-immigration_n_3815732.html

- "**The Emergence and Obstacles of the Immigrant Rights Movement"**
  http://ssa.uchicago.edu/emergence-and-obstacles-immigrant-rights-movement

This information is meant to provide useful basic information about the law and is not legal advice. It is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced.

These lessons contain some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014).