

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

UNIT 2 **LATINO YOUTH**

Module 1: Youth, Identity, and Culture

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Unit 2 Objectives:

1. Reflect on our participation in social movements and learn about Latino youths' participation in the immigrants' rights and environmental justice movements.
2. Reflect on the special role that youth in general can play in bettering their communities.
3. Explore the effects of racism and bigotry on individuals and communities.
4. Identify and critically reflect on the factors that affect young people's experiences in school, in particular the factors that affect the experience of Latino youth.
5. Explore current legislative proposals and activism related to access to higher education for undocumented youth and reflect on the tone of the debate surrounding this issue.

Unit 2 Framing Questions:

1. Why is it important to think about and discuss the changing demographics and perceptions of Latino youth?
2. What experiences do recent immigrants and their children have that might be different from people who have lived in the United States for all of their lives?

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3. How are our identities shaped? In what ways do cultural expression (creation of art, music, poetry, etc.) and participation in social movements affect our identities and sense of self?
4. What opportunities does higher education afford us? What barriers often stand in the way of our access to higher education?

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Unit 2 / Module 1 / Lesson 1 Shifting Demographics and Latino Youth

Objectives

1. Learners will challenge their own and others' assumptions about Latino youth, especially with regard to immigration status.
2. Learners will be able to analyze demographic data and draw relevant conclusions.

Framing Questions

1. What assumptions do people make about Latino youth living in North Carolina?
2. How might new information about changing demographics affect perceptions of Latino youth?

Backgrounder

In the popular culture, the words “Latino” and “Hispanic” have become, for many, synonymous with “undocumented immigrant.” As we have seen from previous lessons in this curriculum, this is not an accurate depiction of the nation’s and North Carolina’s Latino population. It is especially troublesome to assume that a majority of Latino young people are undocumented. According to a study by the non-partisan Pew Hispanic Center, “Nearly nine-in-ten Hispanic children under the age of 18 were born in the United States and are therefore U.S. citizens by birth.” Just over half of Latino youth have ties to at least one parent who is an immigrant (some documented and some undocumented). Specifically 51% of Latino youth are U.S. born children with at least one parent who was born outside of the United States.¹ However, it is also true that not all of these second-generation Latino youth have undocumented parents. Some certainly do, but again it is essential to remember that there is a diversity of background and experience of Latino adults and youth in North Carolina.

Materials and Preparation Needed

1. “Latino Children: A Majority are U.S.-Born Offspring of Immigrants,” Pew Hispanic Center Report. Available at <http://pewhispanic.org/files/reports/110.pdf>
2. Markers
3. White paper (one sheet per student)

Lesson Outline Jumpstart Activity

¹ From “Latino Children: A Majority are U.S.-Born Offspring of Immigrants,” <http://pewhispanic.org/files/reports/110.pdf>

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1. Ask each learner or pair of learners to quickly draw a pie chart, bar graph or some other pictorial representation of what their best guesses are about the following statistics:
 - The percentage of the total population of Latino young people under age 18 living in the U.S. who were born in this country. (Answer: 52%.)
 - Percentage of the total population of Latino young people under age 18 living in the U.S. who were born in other countries. (Answer: 11%.)

Reviewing the Data

1. Transition by sharing the correct percentages for the graphs with students. Ask students to think about what might have led them to make either correct or incorrect estimates when creating their graphic representations of this data.
2. Then ask learners to pair up and read the [Executive Summary of the Pew Hispanic Study: Hispanic Children: Most are U.S.-Born Offspring of Immigrants](#) . This report may be found online and may be copied in advance and distributed to students. Ask learners to pair up or work in small groups to answer the following questions. They should be prepared to report back to the class.
 - What are some of the most interesting findings in these reports?
 - Does any of the information in this summary surprise you? Why or why not?
 - How might the experiences of first-generation Latino immigrants differ from that of second- and third-generation Latinos?
 - Why is it important to correctly understand demographic information about Latino young people?
 - How could information like this be useful to educators, social-service providers, etc.?
3. Ask each group to report back to the whole group on one or more of these questions.

Wrap Up

Discuss new understandings that learners have gained from reviewing this information. In particular, ask learners to reflect on why it is important to understand and take note of the changing demographics of Latino youth.

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Unit 2 / Module 1 / Lesson 2

Expressions of Biculturalism Through Art and Poetry

Objective

Learners will reflect on findings from the May 2003 issue of *NC Crossroads*, which explores the feelings of two Latina teenagers through their original art and poetry.

Framing Questions

1. What does it mean to be bicultural?
2. What experiences do recent immigrants and their children have that might be different from people who have lived in the United States all their lives?

Backgrounder

Coming to a new country or even moving to a new city can be a difficult experience for adolescents. In particular, integrating into a new culture can be challenging. According to a summary of a new UNC School of Social Work study, “Over the years, research has shown that Latino youth face numerous risk factors when integrating into American culture, including increased rates of alcohol and substance use and higher rates of dropping out of school. But a new study from the University of North Carolina at Chapel Hill shows adolescents who actively embrace their native culture — and whose parents become more involved in U.S. culture — stand a greater chance of avoiding these risks and developing healthier behaviors”² This lesson explores the writing and art of two young women who are dealing with this experience of navigating between two cultures.

Materials and Preparation Needed

1. Copies of the May 2003 issue of *NC Crossroads* (16-page PDF), a free quarterly published by the North Carolina Humanities Council, available at <http://www.nchumanities.org/publications/crossroads/xrd0503.pdf> (Also available as a separate PDF on the lesson plans page of the New Faces website.)
2. Computers with Internet access (one for every two students)

Lesson Outline

Opening Icebreaker

1. Explain to learners that they will be exploring nonfiction narrative, poems, and visual art that represent the experience of two young Latina women who are moving between cultures. Before students see and hear the art and poetry from these young

² “UNC study: Latino teens happier, healthier if families embrace biculturalism,” UNC School of Social Work (2009). http://ssw.unc.edu/about/news/smokowski_latino_study_06-23-09

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women they will talk about stories, art, poetry and filmsthat are important for the people in the group.

2. Ask each learner to describe one piece of art, a song, a poem, etc., that is important to him or her and to explain why it is important. After all learners have finished, spend a few minutes as a group discussing the following questions:
 - In what ways are these cultural elements connected to our identities? Does art help to share our identities?
 - Why is art in all its forms such a powerful means of expression?
 - Have you ever used art to express yourself? What was that like?

Reviewing the Crossroads Magazine

1. Hand out copies of the May 2003 *NC Crossroads*. Explain that this bilingual issue includes the stories of two Latina teenagers, featuring poems and artwork created by them.
2. In pairs or small groups, have learners read about Seira Reyes and Diana de Anda. Point out that, on page four, the girls' backgrounds are presented, and that on pages six through twelve are interviews with them. Remind learners to pay special attention to the girls' artwork and poems throughout the issue.
3. Return to a large group and share findings using the following discussion questions:
 - Where is each girl from and where does each live now?
 - What are some of the struggles that each girl dealt with when she came to the United States?
 - How did each of the girls handle the transition?
 - What have been the positive aspects of their move to the United States?
 - What tools did they use to cope with this difficult change?
4. Share information with learners about the study that found that students who embrace biculturalism are happier and healthier. Sharing the entire article with students is also an option. Ask learners for their reflections on the main thesis of the article. Discuss why this finding might be true. Invite learners who are comfortable in doing so to share their own experiences of moving between two cultures.

Creative Expression Activity

Ask learners to create a short story, poem, or drawing that expresses their feelings about a transition they have made or about their cultural identities. This may be done as homework or an in-class assignment. If learners are comfortable these pieces can be shared.

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Unit 2 / Module 1 / Lesson 3 Youth, Social Movements, and Identity

Objectives

1. Learners will reflect on their own participation in social movements as well as learn about Latino youth's participation in the immigrants' rights and environmental justice movements.
2. Learners will be able to effectively convey their impressions of the relevance of participation in social movements to the lives of youth.

Framing Questions

1. What has been the role of youth in social movements?
2. How are our identities shaped? In what ways do cultural expression (creation of art, music, poetry, etc.) and participation in social movements affect our identities and sense of self?

Materials and Preparation Needed

1. Blog article: "What do immigrant rights have to do with the youth climate movement? Melting the I.C.E." The article should be accessed online. This article is by Joshua Kahn Russell, an organizer working to bridge movements for what he calls "environmental sanity" and racial justice. Article available at <http://joshuahahnruessell.wordpress.com/2008/11/01/what-do-immigrant-rights-have-to-do-with-the-youth-climate-movement/>).
2. For this lesson students may need background on immigration enforcement. See lessons in Unit 4, Immigration, for additional information.

Lesson Outline

Introductory Writing Activity

1. Ask learners to free-write for 7 minutes on the following prompt: What are the identities that you feel most strongly (e.g. athlete, son, sister, Latino, black, student, leader, person of faith, lesbian, activist, feminist, parent, etc)? How has your identity been shaped, and how is it expressed?

Dissecting an Article on Youth Activism

1. Prepare learners to read the article, "What do immigrant rights have to do with the youth climate movement?" Let learners know that this article describes a youth rally in the San Francisco Bay area to protest immigration raids that have been happening in young people's communities. It may also help learners to know more about the author of this article and about his work for environmental and racial justice. This information is available on the same website where the article is printed.

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2. Read the article about the connection between youth activism on climate change and youth activism on immigration. This can be done individually or as a class. After reading the article, ask learners to discuss it using the following discussion questions:
 - This article shows the intersections of many issues that affect Latino youth across the nation. What are those issues? What are the youth working towards? What are their goals? (Note: It's not just about immigrants' rights!)
 - Why is it significant that the youth are organizing and hosting the rally?
 - Why do you think it's so important for these youth to be organizing for immigrant rights?
 - There are many aspects to one's identity. What can you infer from the article about the importance of Latino or indigenous identities for these youth?
 - As part of the protest, young people used cultural traditions in their tactics and messaging. Why do you think it was important to them to do this?

Wrap Up

1. Ask learners to reflect on their own experiences in working for change in their communities. How do their cultural backgrounds and other identities shape their community based work?
2. An optional assessment activity would be for learners to write an essay or create a work of art that expresses their answers to the question of how identity shape's community based work.

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Unit 2 / Module 1 / Lesson 4 Latino Youth Giving Back to their Communities

Objectives

1. Learners will become familiar with a North Carolina-based organization called Student Action with Farmworkers and will learn about the ways in which Latino youth are working with this organization to give back to their communities.
2. Learners will also reflect on the special role that youth in general can play in bettering their communities.

Framing Questions

1. What motivates you to serve others in your community?
2. How might people's backgrounds affect their decisions about ways in which they serve their communities?

Backgrounder

Student Action with Farmworkers (SAF) is the organization featured in this lesson. For more information about SAF, please visit their website at www.saf-unite.org/

This lesson also includes an activity in which learners are called upon to do some work in their community. For more information on service learning, please visit the website of the National Service Learning Project. www.service-learningpartnership.org

Materials and Preparation Needed

1. Computer with Internet access and projector with speakers
2. TV and DVD player
3. New Faces DVD Film Clip: "Student Action with Farmworkers." In this clip, we learn about Student Action with Farmworkers (SAF), which is a North Carolina nonprofit organization whose mission is to bring students and farmworkers together to learn about each other's lives, share resources and skills, improve conditions for farm workers, and build diverse coalitions working for social change. We meet the director of SAF, Melinda Wiggins, who started the organization while a student at Duke University. We also listen to testimony from Latino college students, who have worked with SAF. They share their plans for community improvement.

Lesson Outline

Video Clip

1. Introduce and show the clip "Student Action with Farmworkers."

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2. Direct a discussion using the following questions as a guide.
 - What is *SAF*, and what is its mission?
 - Student interns Raúl De Anda and Maria Isabel Aguilar talk about their parents and their parents' influence on them. In what ways do our families and cultural backgrounds influence our decisions as young people?
 - Student intern Guadalupe Maciel says, "Next time that people eat a salad, they need to think about who harvested these tomatoes." Why does she make this statement?
 - What are the future plans of the three student interns? How do they plan to contribute to their communities?
 - Does hearing about the work of these students make you reflect on your own work and your own community? What contributions are you or young people that you know making to your community?
 - Would you be interested in working with an organization like *SAF*? Why or why not?

Extension Activity

1. Have students form small groups and discuss what problems exist in the community, making a list of the issues. Students could also take this opportunity to think specifically about some of the issues facing the Latino community.
2. Each group should then pick one issue on which to focus and discuss possible solutions. Solutions might include volunteering or donating to an organization already working to make change in this issue area. Other solutions might be innovative new ideas generated by the class. It might be helpful to have Internet access available so that learners may research existing organizations and opportunities.
3. Encourage students to put their plans into action and become active in their own communities. This could be a semester-long project.

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Unit 2 / Module 1 / Lesson 5

Youth as Agents of Change: Developing Tools for Interrupting Racism and Bigotry

Note: This lesson was originally printed in the educator's toolkit for the film Prom Night in Mississippi, created in cooperation with Teaching Tolerance. Available at: <http://www.tolerance.org/kit/prom-night-mississippi>

Objectives

1. Learners will document ways in which racism and bigotry affect their own lives.
2. Learners will explore the effects of racism and bigotry on individuals and communities.
3. Learners will explore barriers to speaking out against racism and bigotry.
4. Learners will practice ways to interrupt beliefs, behaviors and practices that support racism and bigotry.

Framing Questions

1. In what ways do people of color, especially youth, encounter racism and bigotry?
2. How can we learn to combat and interrupt this racism and bigotry?

Materials and Preparation Needed

1. Ten sheets of paper, numbered 1 to 10, with 1 labeled "extremely uncomfortable responding" and 10 labeled "extremely comfortable responding." Sheets should be taped to the wall in numerical order.
2. Pairs of dice, one for each small group. (If the use of dice is cost-prohibitive, create paper cubes.)
3. Copies of the homework-assignment handout for each student (follows this lesson)
4. Computer with Internet access and a projector with speakers
5. New Faces DVD Film Clip: "Prom Night in Mississippi Film Trailer"
This theatrical trailer for the feature documentary introduces viewers to Charleston High School in Mississippi. In 1997, Academy Award-winning actor Morgan Freeman offered to pay for the senior prom at Charleston High under one condition, the prom had to be racially integrated. His offer was ignored. In 2008, Freeman offered again. This time the school board accepted, and history was made. Charleston High School had its first-ever integrated prom in 2008. Until then, blacks and whites had had separate proms even though their classrooms have been integrated for decades.

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Prep Two Days Before

Provide learners with the homework handout, which asks them to share an incident from their own lives that relates to racism or bigotry — something they've seen, participated in or been a target of. Review the included directions with learners and discuss any key terms that may be new to them, such as “ally” and “bigotry.”

Prep The Day Before

Collect learners' homework and review their descriptions during your planning period or other free time. Select approximately 15 entries for use during the class activity. As you make your selections, consider their appropriateness, the diversity of issues and situations they represent and the likelihood that they will engage the class.

Prep On the Day of the Activity

Tape upon your wall the 10 sheets of paper, numbered 1 to 10, with 1 labeled “extremely uncomfortable responding” and 10 labeled “extremely comfortable responding.”

Lesson Outline

Video Clip

1. Introduce and watch the trailer for *Prom Night in Mississippi*. It may be helpful to share with students that this film is primarily focused on relationships between black and white youth in a Mississippi town which until 2008 had held segregated proms. You could also read the synopsis of the film to your students.

Exploring the Impact of Everyday Bigotry

1. Refer to the students' homework assignment to introduce the day's activity. For example, you might thank everyone who completed the homework assignment. Referring to the trailer for *Prom Night in Mississippi*, point out that life often presents us with opportunities to stand up against bigotry and that students' life experiences will serve as the basis for today's activity. Review the lesson objectives. Explain that students will work in small groups and as a whole class for different parts of the activity.
2. Break the class into five small groups and give each group one of the homework descriptions. (Be sure the descriptions you distribute do not include the authors' names.)
3. Ask the small groups to discuss:
 - How might this incident affect the people directly involved — the target, the perpetrator and any witnesses?
 - How might this incident affect the health of the community (school, family, business, etc.) where it happened?
 - What are the emotional, social, physical or financial costs of incidents like these?
4. Reconvene the class, and ask each group to briefly share key points from its discussion.

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Exploring Barriers to Interrupting Bigotry

1. Transition by referring to the film trailer in which a young man who is identified by the fake name “Billy Joe” talked eloquently about racism in his home town but he did so without ever revealing his face. He says that this is because he could be disowned or lose friends. Such barriers to interrupting everyday bigotry often exist. Point out that the class will explore some of those barriers now.
2. Point out the numbered pieces of paper on the wall. Explain that you will read two or three of the homework descriptions and that, as you do, students should move in front of the number that best represents their comfort level in responding to each incident if they were to witness it happening.
3. Ask volunteers to share why they chose their “comfort number.”
4. Close this portion by affirming students, pointing out that our comfort levels often vary by location, by issue and by the people involved. Announce a transition into learning ways to respond in situations like the ones just presented.

Practicing Six Strategies for Interrupting Bigotry

1. Ask students to return to their small groups. Provide each group with two of the homework descriptions and a pair of dice. Explain that the numbers on the dice represent strategies for interrupting bigoted language and behaviors.
 - One = Identify the behavior — e.g., “Did I just hear you stereotyping Mexican Americans?” Sometimes, pointing out the behavior candidly can prompt someone to reconsider. Be sure to describe the behavior, not the person. Calling someone a “racist” rarely helps.
 - Two = Suggest an alternative — e.g., “Instead of saying ‘That’s so gay,’ you could say, ‘That’s not cool.’”
 - Three = Appeal to higher principles — e.g., “I’ve always thought of you as a fair-minded person, so I’m shocked to hear you say something like that.” In addition to interpersonal values, call upon other values — school values, family values, community values or faith values — as appropriate, too.
 - Four = Set limits — e.g., “If you don’t stop harassing her, I’m leaving.”
 - Five = Use body language — e.g., If someone tells a racist joke, don’t laugh; instead, give them a harsh stare and cross your arms.
 - Six = Walk away, and report it. Sometimes, we simply won’t feel safe speaking up in the moment. Walking away can be the right thing to do. Once we do, though, whom can we ask for help? A parent or guardian? A teacher or coach? A faith leader? A civil rights group? A business owner? What kind of help do we ask for?
2. The task for the small group is to roll the dice and try to brainstorm as many actions for the strategy numbers revealed on their dice as they can. Groups should roll at least once for each of the homework descriptions provided and focus on ways they

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to serve as allies, to show support for the target(s) of each incident.

3. Ask the small groups to share some of their findings with the whole class.

Closing the Activity

1. Ask student volunteers to share one thing they learned from the lesson and one thing they might do differently when they encounter bigoted behaviors in the future.
2. If you require formal documentation of students' acquisition of core skills, consider using a spider concept map with this activity. This type of graphic organizer captures how well students understand and can connect key concepts and also supports the development of higher-order thinking skills.

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Interrupting Racism and Bigotry Homework Handout³

Prom Night in Mississippi tells the story of students, school administrators and parents who made the choice to interrupt their community's longstanding tradition of segregated proms. Throughout the film, there also were smaller moments when individuals interrupted bigotry. Jessica and T.J., for example, went to a meeting called by the white parents organizing the whites-only prom, but after the parents started using the "n-word," Jessica and T.J. walked out — sending a clear message to the adults and youths at the meeting that racist language was offensive and unacceptable to them. But there were also moments in the film when bigotry was left unchallenged. Like the moment when Heather says she doesn't hang out with a lot of white people because "a lot of them's retarded" — a word choice intended to demean whites, but one that also serves to demean people with disabilities. As we go about our lives, we often encounter bigotry, and it is in these moments that we have opportunities to speak out and make positive change.

Assignment

Below, you'll find four real-life examples of young people's encounters with bigotry and disrespectful behavior, drawn from publications available through Teaching Tolerance (www.tolerance.org). After reviewing these examples, (1) think of a moment like this from your own life, one you witnessed, participated in or were the target of; (2) write a short description of the incident in the lines at the bottom of this page; and (3) tear off that short description and bring it in tomorrow. Your description may be shared with the class, anonymously, in the next couple of days, so do not write your name on it.

"It started in middle school, when classmates would tell me that my life wasn't worth living and I should just end it now. And it's kept right on through high school. ... I don't understand how anyone can be that mean to someone." — a senior in high school who is overweight

An 18-year-old Latina was shopping in a craft store, and a manager kept following her around. She noticed that white shoppers were allowed to browse freely, without interruption. "I thought those days were long over," she said. "The days when you could be forced out of a store for being Hispanic."

"Just once, I'd like to go to my prom with someone I could call my significant other, someone I could call my boyfriend. ... Just once, ... I'd like to be able to attend with my ideal date, matching boutonnières and all." — A gay male high school student whose school does not allow same-sex dates at prom

³ Handout created by Teaching Tolerance as part of their *Prom Night in Mississippi* teacher's guide. Used with permission. Full teacher's guide for the film available at <http://www.tolerance.org/kit/prom-night-mississippi>

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“The music was blasting and people were dancing. Club-hoppers pushed my friend and me from all sides. All of a sudden I felt someone up against my butt. ... Guys were coming from every angle thinking it was okay to put their hands on me. ... All I am asking for is a world where people of every race, sexual orientation, class, gender and so on, can come together to dance, talk and be merry.” —A female high school student

Describe an experience you've had with bigotry — something you've witnessed, participated in or been the target of:

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Unit 2 / Module 2 / Lesson 1

Unique Education Issues Facing Latino Youth

Objective

Learners will be able to identify and critically reflect on the factors that affect young people's experiences in school, in particular the factors that affect the experience of Latino youth.

Framing Question

How do students' families, ethnicities, economic realities, immigration status, and other factors over which they have no control affect their experiences and performance in school?

Backgrounder

Some children and teenagers want to finish high school but cannot because of circumstances such as their families' economic situations, parents reliability as care takers, responsibility for younger siblings, and myriad other reasons. One particular segment of young people for whom finishing school can be a challenge is the children of migrant farm workers. Some agricultural workers are migrant farm workers, people who move from place to place following the harvest and other work that changes with the seasons. In North Carolina and in other parts of the United States many of these migrant farm workers are Latinos. Some of these workers are single men, but some workers have families. The constant movement of the family and low wages often make it difficult for the children of migrant farm workers to finish their education. Sometimes these youth must quit school and begin working in order to help provide for their families.

Latino young people, whether they are children of migrant farm workers or not, are overrepresented in terms of drop outs and low performance on standardized tests in North Carolina. There are many issues that include economics, immigration status, English proficiency, parent involvement and many other factors that affect students' performance. Institutional factors and experiences within schools also affect outcomes for students. This lesson explores student perspectives on some of these issues.

Materials and Preparation Needed

1. TV and DVD player
2. Computer with Internet access and projector with speakers
3. New Faces DVD Film Clip: "Liliana's Story: Migrant Families and Education"
In this clip, we are introduced to the Luis family, and in particular their 14-year-old daughter Liliana. The members of the Luis family are Latino migrant workers who move between Texas and California to do field work. The mother and older children work in the fields, while the father works at the housing complex where all of the workers live. Liliana's older sisters all dropped out of school to work the fields and

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help the family. However, Liliana is determined to finish school. In this piece, we follow Liliana into her first day in 9th grade at a new high school in California.

4. *Hispanic/Latino Youth's Engagement with North Carolina Public Schools: Students' Perspectives*, by Elva Y. Valencia, Ph.D., and Marco A. Zarate. Article available under Unit 2 Lesson Plans on the New Faces website and available at http://www.thencshp.org/docs/NCSHP_surveys_feb2004.pdf

Lesson Outline

Introductory Writing Activity and Film Clip

1. Ask learners to free-write for 10 minutes on the following prompt: What were or what are some of the most challenging aspects of being in high school for you? Ask two to three learners who feel comfortable to share what they have written.
2. Introduce and show the clip "Liliana's Story: Migrant Families and Education."
3. Following the clip, have learners answer the following questions as a group:
 - What are some of the challenges that Liliana is facing?
 - How does her family's migration story shape her experience?
 - What is a migrant camp?
 - Describe why Liliana might be nervous about starting high school.
 - Why might it be difficult to start over at a new school when her family moves to another camp?
 - How might this constant moving affect the education of children of migrant workers?

Demonstrating Learning Using a Venn Diagram

1. Ask learners to think about how Liliana's experiences compare to their own first day of high school or middle school and to create a Venn diagram that shows the similarities and differences between their own and Liliana's situations.
2. Ask learners to share what common themes have been discovered between Liliana's new situation and their own. What did they learn about themselves or about children of migrant workers through this exercise?

Further Exploring Latino Students Perspectives on Education

1. Ask learners to read or share with other learners the information from the study *Hispanic/Latino Youths Engagement with North Carolina Public Schools: Students' Perspectives*, which garnered input of N.C. Latino students about their experiences in school.
2. Discuss the concerns and opinions of the Latino students that were collected in the survey. Ask students to identify some of the needs of the Latino students and also to note the variation in responses within this group of students.

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3. How do the experiences of the students compare with the experiences of the learners in the class?

Writing Assignment

1. Ask learners to write a comparative essay based on the content of their Venn diagram or on a comparison between their experience and the experiences outlined in the article.
2. Share these essays and discuss.

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Unit 2 / Module 2 / Lesson 2 The Dream of Higher Education

Objectives

1. Learners will reflect on issues that affect access to higher education for young people, with a particular emphasis on the struggles of Latino youth, many of whom are from immigrant families.
2. Learners will also discuss differing public perspectives on undocumented immigrants' access to higher education.

Framing Questions

1. What opportunities does higher education afford us?
2. What barriers often stand in the way of our access to higher education?
3. What are some specific barriers to getting a college degree for undocumented students?

Backgrounder

As we learned in Unit 1 of this curriculum, approximately 45% of Latinos in North Carolina are undocumented immigrants. The majority of these immigrants have come to North Carolina in search of a better life for their families, and some have brought their children with them. These children share with their parents the stigma of being undocumented, but did not themselves make the choice to come to the U.S. Some of these young people have lived in North Carolina for many years and are enrolled in our public schools, pursuing the dream of better opportunities that their parents imagined. However, if these children want to pursue higher education after graduating they face many obstacles.

Eligibility for Admission

In North Carolina undocumented students may be eligible for admission to North Carolina public universities. The following is the policy regarding undocumented students from the UNC Policy Manual 700.1.4[G]:

“Undocumented aliens are eligible to be considered for admission as undergraduates at UNC constituent institutions based on their individual qualifications with limitations as set out below:

- An undocumented alien may be considered for admission only if he or she graduated from high school in the United States.
- Undocumented aliens may not receive state or federal financial aid in the form of a grant or a loan.
- An undocumented alien may not be considered a North Carolina resident for tuition purposes; all undocumented aliens must be charged out-of-state tuition.

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- All undocumented aliens, whether or not they abide in North Carolina or graduated from a North Carolina high school, will be considered out of state for purposes of calculating the 18% cap on out-of-state freshmen pursuant to Policy 700.1.3.
- When considering whether or not to admit an undocumented alien into a specific program of study, constituent institutions should take into account that federal law prohibits the states from granting professional licenses to undocumented aliens.

In addition to North Carolina universities, undocumented youth may be interested in attending community colleges in the state. Access to community college for undocumented students has seemed to be in a perpetual state of flux for the last several years. However the following is the status of access to community college for undocumented students as of September 2009:

The State Board of Community Colleges approved an admissions policy on Sept 18, 2009 that would allow undocumented immigrants to attend North Carolina community colleges. The Board voted 16 to one to admit undocumented immigrants if they meet the following requirements:

- Must be a graduate of a U.S. high school
- Must pay out-of-state tuition, totaling \$7,700 per academic year
- May not displace a North Carolina or U.S. resident from a class or program

The policy must now go through the administrative rules process as outlined in North Carolina Administrative Code, Title 23. That process usually takes 6 to 12 months. Until the new policy becomes law, the current admissions standard of not admitting undocumented immigrants, which went into effective May 2008, remains in place.”⁴

For updates on this process please see: <http://www.nccommunitycolleges.edu/>

Costs

When you take into account the price difference between in-state and out-of-state tuition as shown below for 2009-2010 for UNC Wilmington, it is easy to see how costs can become a barrier to education even for qualified undocumented students:

UNCW Cost Per Years

	In-State	Out-of-State
Tuition & Fees	\$4,711	\$15,593
Room & Board	\$6,988	\$6,988
Books & Supplies	\$934	\$934

⁴ Press release, Sept. 18, 2009, from the NC Board of Community Colleges. Available at http://www.nccommunitycolleges.edu/News_Releases/September%2009%20State%20Board%20of%20Community%20Colleges%20Press%20Release.pdf

⁵ Source: UNCW 2009-10 Undergraduate Catalog, available at <http://www.uncw.edu/catalogue/undergraduate/>. Some costs are averages.

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Miscellaneous Costs	\$2,431	\$2,431
TOTAL COST PER YEAR	\$ 15,064	\$ 25,946

Proper Preparation

Another barrier for some Latino young people, particularly those who have moved to the United States from another country or who are Limited English Proficient is the completion of the minimum requirements to access a 4-year college or university. The following are the minimum requirements for the UNC system:

- Completed Minimum Course Requirements
- Academic Rigor & Coursework
 - Difficulty of coursework completed including advanced, honors, AP, IB, and dual enrollment
 - Grades, grade point average, and class rank (if provided)
 - Increasing strength of schedule
- Competitive standardized Test Scores
 - SAT
 - ACT with writing
- Intangible Items
 - Two short essay questions
 - Extracurricular/leadership activities and civic engagement
 - Guidance counselor or core academic teacher recommendation

The following minimum requirements for entry into a UNC-system university are mandated by the University of North Carolina's Board of Governors and required of ALL United States applicants. Meeting minimum requirements does not guarantee admission to UNCW.

- 4 units of English
- 2 units of the same foreign language
 - American Sign Language (ASL) fulfills this requirement
- 4 units of mathematics
 - including algebra I, geometry, algebra II, and at least one unit of a higher-level math for which algebra II is the prerequisite
- 2 units of social studies
 - including at least one unit of United States History
- 3 units of science
 - including at least one unit of a life or biological science, at least one unit of a physical science, and at least one unit of a course with a laboratory portion

Most first-year applicants who are successful in gaining admission to UNCW will go beyond these requirements.

For immigrant students who come to the United States in middle or high school, their Limited English proficiency, as well as confusion about which of their credits from their

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international high school may count, may mean that they cannot advance through the above series of classes, leaving them unprepared to apply to a four-year college.

Controversial Topic

The admission of undocumented youth into universities and community colleges is a controversial subject over which citizens and political leaders are divided. Some argue that it is in the best interest of our communities and economy to allow high-performing students to pursue higher education no matter their immigration status. These immigrant advocates argue that education leads to better jobs and greater contributions to society. Opponents argue that allowing undocumented students to enter the university rewards people for breaking the nation's immigration laws and therefore should not be allowed. In the past there has been legislation put forth both in the N.C. General Assembly and in the United States Congress that would allow undocumented students who have lived in the U.S. for certain periods of time to be eligible for in-state tuition and, in some cases, for the opportunity to become permanent residents and then citizens. Again, this is controversial legislation and is just one debate in the larger national conversation around immigration reform.

In the next two activities, learners will be introduced to the debate about access to higher education, will learn the details of the previously proposed legislation on this issue, and will themselves be asked to state an opinion.

When discussing a controversial topic, it is essential to create an atmosphere in which all learners feel safe and un-attacked and in which learners can respectfully express their opinions and explore new perspectives and understandings. It is important to set ground rules when discussing sensitive topics.

For more information on setting the stage for controversial topics see this article from *Teaching Tolerance*. <http://www.tolerance.org/teach/activities/activity.jsp?ar=761&pa=2>

Materials and Preparation Needed

1. New Faces DVD film clip "Off to College? Immigrant Students and Life After High School." This clip includes interviews with several individuals who are knowledgeable about the issue of access to higher education for undocumented immigrants. The people interviewed include attorneys, advocates, legislators, and undocumented students, eager to enroll in a college or university.
2. TV and DVD player
3. Computer with Internet access and projector with speakers

Lesson Outline

Introduction

1. Ask learners to think about the possibility of going to college. Encourage them to think about some of the following:

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- How much does it cost to go to college?
 - What courses must you have completed and what other things do you need to do in order to attend community college or university?
 - Be sure to point out the difference in price between in-state and out-of-state tuition and the difference between public and private college tuition. (See the information about UNCW in the background section above.)
2. Discuss some of the hurdles that all students face when they are preparing to go to college.

Film Clip

1. Introduce the clip "Off to College? Immigrant Students and Life After High School." Summarize the background information above and then give students more specific information about the clip. As we saw in the clip from the film *Escuela*, some young people want to go to school but can't because of family circumstances. In this clip we see how some young people want to go to college or university, but cannot because of their status as undocumented immigrants. Tell students that they will need to listen to the arguments made by several people about whether undocumented students should be allowed to go to college and pay in-state tuition. Learners should take notes on the arguments that interviewees put forth.
2. Show the clip. Ask learners to identify which people featured in this video believe that undocumented immigrant students should have access to college and university. Ask students to recall the arguments that the different interviewees used to express their support for undocumented youth to be able to attend college. List the following people on the board:
 - The students: Luis, Felix, and Maribel
 - Kenneth Hatcher
 - Marisol Jimenez McGee
 - Rick Glazier
 - Edward James Olmos
4. Ask learners to review their notes and share the arguments made by each of these individuals. How do the interviewees support their claim that undocumented students should be able to attend college at in-state prices? List the arguments made by each on the board.
5. Ask learners to reflect on these arguments. Were any of the stories or arguments in the film particularly persuasive? Were their feelings about this issue altered?
6. Conclude by informing students that they will have a chance to learn more about this issue in a subsequent lesson.

NOTE: Again, remember that this may be an emotionally charged topic for some students, especially if there are students in the class who may themselves be

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undocumented immigrants. Never ask a student to share his or her immigration status. It is essential to remind students to state any argument respectfully.

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Unit 2 / Module 2 / Lesson 3

Changing Laws and Educational Opportunities for Immigrant Youth

Objectives

1. Learners will be able to summarize arguments for and against legislation that would allow undocumented immigrants to pay in-state tuition at North Carolina colleges.
2. Learners will explore current legislative proposals and activism related to access to higher education for undocumented youth and will reflect on the tone of the debate surrounding this issue.

Framing Questions

1. Why is allowing undocumented young people access to higher education such a controversial proposal?
2. What are the legislative proposals that have been put forth regarding undocumented young people and access to higher education?

Backgrounder

Every year 50,000 to 60,000 immigrant students who have grown up in the United States attended school in this country and who have graduated from high school are blocked by their immigration status from pursuing their dreams of a college education. Current North Carolina policy allows undocumented students to be admitted to universities, but it does not allow them to pay in-state tuition rates. In turn, college is too expensive for most of them to afford. According to the law as it is today, undocumented students must pay out-of-state tuition, which is much higher than in-state tuition.

A few years ago some representatives to the North Carolina state legislature proposed a new law, House Bill 1183, which would have allowed undocumented children to qualify for in-state tuition if they have spent at least 4 years in North Carolina schools, graduated high school, qualified for academic admittance to college, received that college academic admittance on their own merit, and agreed to file a petition or affidavit seeking United States citizenship as soon as the law and timeframe allowed them to do so.

In this lesson students will learn more about what happened when this legislation was introduced. They will learn about updated current proposals related to undocumented young people. They will continue to explore support for and opposition to proposals that would let undocumented students have access to higher education.

As with many lessons in this curriculum, we suggest setting ground rules for the class period in which this lesson will be carried out. This is a controversial topic and one that may be extremely personal for many students.

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Materials and Preparation Needed

1. New Faces DVD Clip “Legislation About Immigrant Access to Higher Education.”
This clip includes additional interviews that explain a proposal for a North Carolina law that would allow certain undocumented immigrants students the opportunity to pay in-state tuition to state colleges and universities. Other interviewees discuss their opinions about this bill and relate their own experiences with immigration and North Carolina's immigrant community.
2. TV and DVD player
3. Computer with Internet access and projector with speakers
4. Copies of the handout *Paying For College: The Debate Over In-State Tuition For Undocumented Students* for each student, available under Unit 2 on the Lesson Plans page of the *New Faces* website.
5. Note cards cut out for College Costs Icebreaker. See attached sheet.

Lesson Outline

College Costs Icebreaker

1. Mix up the college-costs note cards that you have cut out and put them in a bowl or other container. There should be 16 note cards.
2. Ask 16 learners to each draw one card each.
3. Tell the students that 8 of the note cards describe one particular cost of attending college at UNC Chapel Hill (for example, “The cost of one year of in-state tuition”), and the other 8 note cards have the matching prices in dollars.
4. Students are to walk around the room trying to find the person who they think has the match to their card.
5. Give students several minutes to make their matches.
6. Ask the pairs of students to share the information on their cards. Confirm whether they have correctly matched the item to the cost.
7. After all items and costs have been correctly matched, have a short discussion about what new information learners gleaned from this exercise. The following are some suggested questions:
 - Were you surprised by any of the costs?
 - Why is out-of-state tuition so much higher than in-state tuition?
 - What are some ways that students cover these expenses?
 - What does this exercise tell us about who is likely to have access to higher education?

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View Film Clip

1. Transition to the film clip by giving students an overview of the limitations on access to higher education that undocumented students experience. You may want to share the summary of the film clip outlined above in the Materials sections.
2. Watch the clip “Legislation About Immigrant Access to Higher Education”
3. Direct a class discussion about the topics addressed in the clip. The following are suggested discussion questions:
 - Can you summarize the proposed law that was discussed in the clip? What would the law have allowed?
 - Recall what Marisol Jimenez says about the response that her organization, El Pueblo, Inc., received after they helped to present the proposal for the new law. What were some of the responses they received after proposing this legislation?
 - Why do you think people would threaten those who proposed the law?
 - How do these threats make you feel?

Exploring the Arguments

1. Distribute the handout *Paying For College: The Debate Over In-State Tuition For Undocumented Students*.
2. Ask students to read the handout. As they read, write the following questions on the board:
 - What are the two kinds of tuition at UNC system schools?
 - Currently which tuition must undocumented immigrants pay if they want to go to college?
 - What are two of the arguments for allowing undocumented immigrants to pay in-state tuition?
 - What are two of the arguments against allowing undocumented immigrants to pay in-state tuition?
 - Which of the arguments do you find make the most sense to you? Why?

Possible Extension, Homework, or Assessment

1. Have learners further investigate the subject of immigrant access to higher education. Learners should look for websites where they can read more about proposed legislation, public opinion, and research on this issue.
2. Learners should write a persuasive essay, arguing either for or against passage of a law that would allow undocumented students to have access to in-state tuition benefits. Learners would need to give reasons to support their argument for or against the bill based on their experience with the video clips, class discussion, handouts, and their own Internet research. Learners must give at least 4 reasons to support their positions.

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College Costs Icebreaker Note Cards⁶

What is the cost of one year of In-state tuition at UNC Chapel Hill?	\$4,066
What is the cost of one year of out of state tuition at UNC Chapel Hill?	\$21,954
What are the student fees at UNC Chapel Hill for one academic year?	\$1,856

⁶ Information for 2010-2011 school year from http://studentaid.unc.edu/studentaid/cost/ssa_ug_general.html

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What are the average rooming (rent) costs for a student at UNC Chapel Hill for one year?	\$5,408
What is the cost for food for a student attending UNC Chapel Hill for one year?	\$3,420
What is the cost of books and supplies for one student for one academic year at UNC Chapel?	\$1,028

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<p>What are the local transportation costs for one year for a student at UNC Chapel Hill?</p>	<p>\$878</p>
<p>What are the estimated personal expenses for a student for one year at UNC Chapel Hill?</p>	<p>\$1284</p>