Stories about the Immigrant experience in the U.S.
WAKING DREAM
WAKING DREAM
Young. Undocumented. Future Unknown.

DIALOGUE GUIDE

Introduction to Waking Dream
About the Series
Letter from Director Theo Highy
Letter from Steve Li, Waking Dream Participant

Using this Guide: Why Dialogue?

Tips for Facilitating Dialogue

Pre-Work: Background on Immigration

Guidelines for Dialogue

Resources

Appendix

iNation media

WRITING
Shakil

GUIDE PRODUCER

GUIDE LAYOUT & DESIGN

iNationmedia.com/waking-dream
WAKING DREAM
Young. Undocumented. Future Unknown.

LESSONS FOR WAKING DREAM
GRADE LEVEL 6-12

EVENT PLANNING GUIDE
Lessons for Waking Dream Overview

Introduction
Letter from Director Theo Rigby
Scope and Sequence
Standards

Using Waking Dream in Schools

Prework for Educators

Episode One Lesson - "What is an American?"
Episode Two Lesson - "Once I cross that line, I may never come back."
Episode Three Lesson - The Original 'Dreamers'
Episode Four Lesson - Go Back to Your Country
Episode Five Lesson - What Will the Future Bring?
Episode Six Lesson - A Better Now

Assessments

Six-Word Memoir - English Language Arts

Student Reference Handouts

Glossary of Terminology
Select Immigration Legislation and Law Chronology
DACA Timeline
Pre-View: My Thoughts on Immigration
Post-View
Note Catcher for Waking Dream
Rozay's Poem
Diana's Story
What Makes Somebody American?
Identity Chart

Lessons for Waking Dream Overview

Introduction

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

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

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


Letter from Director, Theo Rigby

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

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

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

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

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

Essential Question

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

Materials

Note Catcher for Waking Dream
Access to the internet and projection equipment to watch a YouTube-hosted film.

Activity

1. Pre-view: Opening Reflection
Write/project the terms “DREAMer” and DREAM Act. Ask if anyone can explain what these terms describe.

Use these talking points to build background knowledge if students are unfamiliar with the terms:
- “DREAMer” has been used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. This population is diverse. While most are from the Americas, many parts of the U.S. are home to immigrants from Asia and the Pacific Islands, Africa, and Europe.
- The DREAM Act is proposed federal legislation that stands for the Development, Relief, and Education for Alien Minors Act and would have granted legal status to certain undocumented immigrants who were brought to the United States as children and went to school here.

It received bipartisan support in Congress, the bill never became law.
- While states cannot legitimate undocumented immigrants, they can mitigate some of the barriers that exist for undocumented immigrants, especially when it comes to higher education and being eligible to receive in-state tuition. Today at least 18 states have passed laws that provide undocumented students with the opportunity to receive in-state tuition. These include California, Colorado, Connecticut, Florida, Illinois, Kansas, Maryland, Minnesota, Nebraska, New Jersey, New Mexico, New York, Oklahoma, Oregon, Rhode Island, Texas, Utah, and Washington. These states permit undocumented students who have attended and graduated from the state’s primary and secondary schools to pay in-state tuition like other state residents. The laws generally require undocumented students to attend a school in the state for a certain number of years and graduate from high school in the state.
- Currently only 16 states allow DACA recipients to receive professional licenses, such as those required by certain professions, including medicine and law. Those states are California, Florida, Illinois, Minnesota, Nebraska, Nevada, South Dakota, Utah, West Virginia, and Wyoming. For example, California has passed measures for qualified DACA recipients to be admitted to the state bar.

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

2. Watch Episode Three
https://youtu.be/maw3mDrEy0Y
- (run time: 9:23 min)
- Have students complete the Note Catcher with observations and questions for Episode Three.

3. Post-Viewing Activity: Poetry and the American Dream
Post on the board this segment of a monologue from Rossy:

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

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

Using this passage as a springboard, have students discuss in pairs these prompts:
- Is Rossy living the “American Dream?” Why or why not?
- Throughout Waking Dream, we hear Rossy share her poetry, which conveys the complexity of her experience and her mother’s experience as immigrants. Beyond this documentary, Rossy Evelin Lima Valdez continues to write and publish her poetry.
- Rossy’s poem “Tanto He Pensado (I Have Lost So Much)” page 336: with students and allow time for students to discuss the poem using these prompts:
- As a final assignment, have students write a poem and title a poem to Rossy in whatever form they choose. If time allows, students can share their poems in class or alternatively, the poems can be collected and be self-published as a class artifact.

4. Extended Learning: Debunking Myths
Share the myth, fact, and the data point. Have students research and analyze the source material for homework and answer these questions:
- How does the evidence or data counteract the myth?
- How does data inform or challenge their understanding of the myth?
- What information and questions remain, and where can they go to further research this topic?

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

Extended Learning (optional): Have students write their own poems if it fits their term in class, or as homework. In response to Rossy’s question from Episode Three, “What is the American Dream?”

Data Point: Episode Three

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

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

22 https://itep.org/immigration/
## Socratic Seminar - Social Studies

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

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

1. No side conversations
2. Listen carefully and with intent
3. Answer questions and respond to others’ questions with respect
4. Address each other with respect

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

1. What are the important themes of Waking Dream?
2. How did ____ (Diana, Roxy, John, James, Steve or Mari misconception) support your position on immigration?
3. What or whom would be an example of your position and why?
4. How does hearing the personal narrative of ___ change or enhance your understanding of immigration policy, and DACA in particular?

Give students time to think, pause and reflect on each question before contributing to the discussion. Encourage students to refer to their Note Catchers and to use evidence from the episodes to support their thoughts and questions. The discussion should flow organically, but be aware that more Guiding Questions may be needed to keep the conversation moving. Using open-ended questions is highly encouraged to avoid stalling out the discussion.

Some Closing Questions should be prepared ahead of time to close the discussion by connecting it to the participants’ lives and the world. You may also choose to use one or more quotes from the episodes that are included in any of the lessons. Keep in mind that the teacher and students are equal participants in a Socratic Seminar.

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

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Proficient</th>
<th>In Progress</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attended the seminar fully prepared, with my research of the topic completed. I have evidence that I read the text closely and made notes. I have thoughtful questions that will contribute to the discussion.</td>
<td>I attended the seminar slightly prepared, I read over the material but didn’t spend enough time to understand it or interpret it completely. I felt somewhat lost during the seminar because I did not prepare as much as I should have.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Proficient</th>
<th>In Progress</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I brought strong text or other evidence to the discussion and my research stimulated a thoughtful exchange of ideas between my classmates and me. I was able to respond to other’s questions using specific examples, and offered other insightful commentary and questions during the discussion.</td>
<td>I participated in the discussion somewhat, but my questions and answers were vague and not well thought out. I was able to cite some evidence when contributing to the exchange of ideas but that evidence did not necessarily keep the conversation moving forward.</td>
<td>I did not participate in the discussion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
<th>Proficient</th>
<th>In Progress</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I supported my classmates during the discussion by actively listening, maintaining eye contact, and showing appropriate body language. My responses showed that I was engaged in the conversations with my classmates and thought about the commentary deeply and thoroughly.</td>
<td>I listened actively sometimes, but my mind tended to wander or I was distracted by my classmates and/or materials.</td>
<td>I did not listen to my classmates and disrupted the flow of the discussion with inappropriate or distracting behavior. My responses to comments did not stay within the spirit of the Socratic Seminar guidelines.</td>
<td></td>
</tr>
</tbody>
</table>

## Six-Word Memoir - English Language Arts

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

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

The SixWordMemories.com website contains many resources for classroom use, including examples of classroom lesson plans, a video from the founder, and sample SixWord Memoirs written about the immigration experience titled FreshOffTheBoat.

35 [https://www.sixwordmemories.com/about/story-of-six-words](https://www.sixwordmemories.com/about/story-of-six-words)
Thank You Immigrant Learning Center!