

TEACHER: Cooper S.S. 8

Date: Friday 10-20, 17

Hour: 1

Homework:

News board due  
Friday 10-27-17

Today In Class:

- CNN News.
- Newsboard - upfront Magazine
- "A Dream Deferred" pgs 6-7
- Cyberbullying pgs 22-23

**DISCUSSION QUESTIONS**

★ For use with the article on p. 6 of the magazine



**A DREAM DEFERRED**

**Analyze the Article**

★ Answer in  
sentences on  
loose-leaf.

1. Where did the term *Dreamers* originate and how is it used today?
2. How does President Donald Trump say he feels about DACA and what has he said about the program in the past?
3. How have DACA recipients done under the program and what have they accomplished?
4. What does Ken Paxton mean when he says his objection to DACA is "about the Constitution"?

## Analyzing Authors' Claims

Read the debate on pages 22-23 about whether schools should punish students who cyberbully outside of school, then follow the directions below to analyze each author's claims and decide who makes a stronger case.

**AUTHOR: Justin W. Patchin**

Cyberbullying Research Center

**AUTHOR: Edwin C. Yohnka**

American Civil Liberties Union of Illinois

Author's main claim or argument in the debate:

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**REASON 1:** Name one reason the author gives for his claim.

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List evidence the author gives to support Reason 1.

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**REASON 2:** Name another reason the author presents.

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List evidence the author gives to support Reason 2.

List evidence the author gives to support Reason 2.

**REASON 3:** Name a third reason the author presents.

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List evidence the author gives to support Reason 3.

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**What persuasive devices does the author use?**

- ☐ Appeals to emotions
- ☐ Uses data or scholarly research
- ☐ Tells why the other side's argument is weak
- ☐ Other: \_\_\_\_\_

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**EVALUATE:** Which author do you think makes a more effective case? Do you spot any weaknesses—like a bias or missing information—in either argument? Explain on a separate sheet of paper.

(on your loose-leaf  
in sentences)



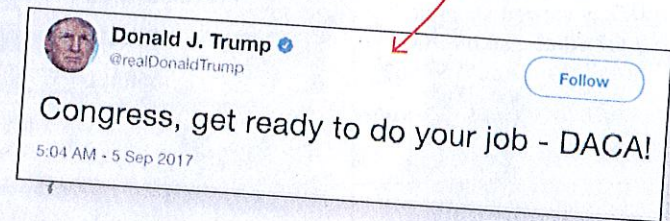
10-20-17

Due 10-27

# A Dream Deferred

**President Trump** announced his DACA decision in a tweet.

President Trump says he's ending DACA—a program that protects thousands of young undocumented immigrants from deportation—unless Congress acts to save it



BY PATRICIA SMITH

**J**essica Rojas was born in Mexico and came to the U.S. at the age of 5, when her parents crossed the border illegally in search of a better life for themselves and their children.

Growing up in Chicago, Rojas excelled in school and went on to college. But the chemical engineering degree she earned last year would have been virtually useless without a program known as Deferred Action for Childhood Arrivals, or DACA, which began five years ago. DACA allowed a major Chicago utility company to legally hire her despite her undocumented-immigrant status. She now has a \$65,000-a-year job, helping to modernize the city's electrical grid.

But the life Rojas has built in the U.S. is in jeopardy. She's one of about 800,000 young undocumented immigrants who are currently protected by DACA, a program President Obama created by executive order to provide legal protections for young people brought to the U.S. illegally as children. In September, President Trump announced that he would end DACA by March unless Congress passes legislation to make it part of federal law.

"It's scary," Rojas says. "Because of DACA, I was able to come this far."

To qualify for the program, applicants

must have entered the U.S. by age 16, lived here continuously since 2007, and committed no serious crimes. The protection lasts for two years and can be renewed.

President Trump has expressed ambivalence about DACA. As a candidate, he attacked the program as an amnesty for lawbreakers and promised to end it. But since he took office in January, the

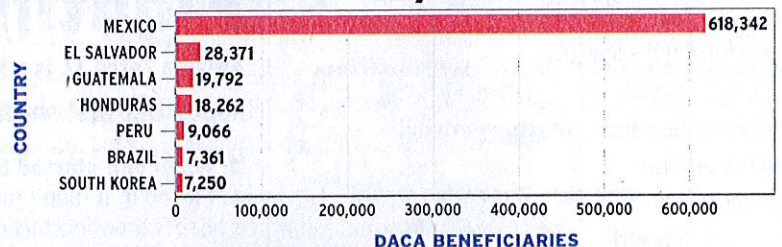
president's position has been less clear. He called the program participants, commonly known as Dreamers, "absolutely incredible kids" who deserve compassion. But Trump says the program has to go because Obama never had the authority to create it in the first place.

"I have a love for these people," Trump said, referring to DACA recipi-

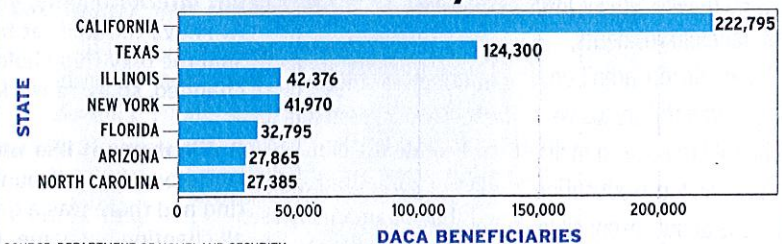
## Who Are the Dreamers?

Here's a look at where most Dreamers come from and where most of them live in the U.S.

### Where They're From



### Where They Live



SOURCE: DEPARTMENT OF HOMELAND SECURITY

\* The term *Dreamers* comes from the Dream Act, a bill first introduced in Congress in 2001 that would legally protect young people brought to the country illegally as children. It has never passed.





ents, “and hopefully now Congress will be able to help them and do it properly.”

Many members of Congress support DACA and want to pass a bill to save it. At press time, a deal between the president and congressional leaders was under discussion. But DACA is just one part of a broader debate about American immigration policy and how to handle the 11 million people living here illegally. And because that debate is so controversial, it’s possible that any DACA legislation will get bogged down, or even derailed, by being part of a larger immigration reform bill.

#### Obama’s Executive Order

Some see Dreamers as a unique aspect of the immigration debate because they came to the U.S. through no fault of their own, as a result of decisions their parents made. Bills to address their situation have been pending in Congress since 2001, but none have passed. Congressional inaction is what led President Obama to act by executive order in 2012. Conservatives quickly objected that Obama had essentially created a new immigration law, which they said only Congress can do.

“It’s not about the policy; it’s about the Constitution,” says Ken Paxton, the Texas attorney general. “The fact is, there is no statute authorizing this.”

Now, unless Congress addresses the problem, DACA recipients will begin to lose protection on March 6, 2018. They’ll no longer be eligible for lawful employment and

### 73 percent of DACA recipients have a U.S. citizen in their family.

could face deportation. And they wouldn’t be hard to find: To sign up for DACA, recipients provided tax documents showing their addresses, which may also be the addresses of their undocumented parents.

Following Trump’s announcement, DACA recipients held rallies at the White House and across the nation to call attention to their plight and to the benefits of the program.

“It allowed me to blend into society in every way,” says Monica Lazaro, 24, who was born in Honduras but raised in Miami, Florida.

DACA made it possible for her to get a driver’s license, pay in-state college

tuition, get a job, and live without fear.

Lazaro has been working as a research associate at Nova Southeastern University in Florida, and recently received security clearance to work at the Veterans Administration Hospital in Miami.

“Without DACA, I would be fired immediately,” she says.

In the five years since they were granted legal protection, DACA recipients have become deeply integrated into American society. A survey by the Center for American Progress found that at least 18 of the top 25 Fortune 500 companies employ DACA recipients. Another recent survey found that 73 percent of DACA recipients have at least one close family member—a sibling, a spouse, or a child—who’s a U.S. citizen. And according to a recent NBC News poll, 64 percent of Americans support the program.

Lazaro is trying to see the DACA announcement as an opportunity to get organized and push Congress to act.

“This is not the end,” she says. “It is just the beginning.” •

*With reporting by Miriam Jordan, Michael D. Shear, and Julie Hirschfeld Davis of The Times.*



# Should Schools Punish Off-Campus Cyberbullying?

**W**hether it's vicious texts or embarrassing social media posts, experts say cyberbullying is on the rise. And because it can happen anywhere, schools are faced with a dilemma: how to handle cyberbullying that takes place off campus. In recent years, states such as California and Illinois have passed laws allowing schools to punish students for cyberbullying away from school. But free speech advocates have challenged the laws in court. According to a 1969 Supreme Court case (*Tinker v. Des Moines*), educators can restrict students' speech only if it causes "a substantial disruption" of school activities. So should schools be allowed to punish students for cyberbullying when it occurs after hours? Two experts weigh in.

**YES** The Cyberbullying Research Center has been collecting data on online harassment for 15 years. During that time, we've surveyed more than 20,000 middle and high school students from across the United States. And we know from that research how significant the problem is and the impact it can have.

At least one in three middle and high school students have experienced cyberbullying. They are tormented online in ways that can make learning at school extremely difficult. Educators can and should respond to these incidents even if they occur away from the classroom.

Courts have already determined that schools have the right to punish students for their off-campus behavior. That includes what happens online if whatever occurred causes a "substantial disruption" of the learning environment—or interferes with the rights of students. There's no doubt that if young people are being mistreated online, their ability to learn and feel safe at school is disrupted.

Additionally, research shows that when students are

cyberbullied, more often than not, they're also being harassed at school. Online abuse, therefore, can indicate school-based bullying, which schools are required to respond to.

Our research shows that students who believe schools will punish them for cyberbullying are less likely to torment their classmates than those who don't fear punishment. If educators clearly convey that students who engage in cyberbullying will face consequences at school, the behavior will likely decrease. Teachers and principals are best equipped to deal with issues that come up between students. Of course, it's

important that the school's response to online bullying is appropriate and educational. For example, administrators could require students to create anti-cyberbullying materials or give a presentation to younger kids about acceptable online behavior. What they shouldn't do is ignore cyberbullying by students, even if it's done out of school. •

—JUSTIN W. PATCHIN

Co-Director

Cyberbullying Research Center

**When students are cyberbullied, they're usually being harassed at school.**





**NO** Social media makes it easy for young people to connect with their peers anytime, anywhere. Unfortunately, some students use the internet to harass and shame their classmates. We can all agree that cyberbullying is wrong and should never be tolerated. However, it's a matter that should be dealt with by parents—not school officials.

Educators have the authority to discipline students when they violate school rules on school grounds. But if students act out off campus, it's up to parents to decide the punishment. The same should go for online activity. If cyberbullying takes place outside of school hours, it should be handled by parents and only brought to the attention of the school administration as necessary, such as if the victim feels unsafe in class.

When schools start to police social media posts, it could infringe on students' First Amendment right to free speech. In more than one case, courts have ruled that schools can't limit students' online posts when they're outside of class unless the messages

cause a "substantial disruption" at school.

Another concern is that when you create an opportunity for schools to punish students for something that happens on their own time, it can be hard to know where to draw the line: There's a real risk that schools could end up punishing students for things they say online that may be inappropriate, but aren't necessarily cyberbullying.

Teachers and principals work hard to build strong relationships with their students. It would be terrible if forcing educators to hand out punishments for things that happen outside of class

damaged those bonds.

Instead of punishing students, a better way to combat cyberbullying would be for schools to teach appropriate online behavior along with explaining why cyberbullying is wrong and how it can hurt its victims. That way, teachers can be educators, not full-time disciplinarians. •

—EDWIN C. YOHNKA

Director of Communications and Public Policy  
American Civil Liberties Union of Illinois