**Know Your Rights!**

**Primary Content Area:** English IV

**Introduction**

In *Know Your Rights!* students develop visual literacy, storytelling in narrative form, performing research for practical purposes, and presenting their knowledge to peers and family members. After reading *The Arrival*, a graphic novel on the immigrant experience, students complete a service-learning project created by Illinois Coalition for Immigrant and Refugee Rights (ICIRR). Through *The Arrival* and study of immigrant rights, students learn about the immigrant experience and current issues facing immigrants. In turn, students present resources to educate others on what they have learned. This unit helps students develop important language arts standard skills in reading, writing, presentation, and research, while becoming experts on a topic that affects every American community. Students learn how they can support fellow community members and become more civically engaged.

**Project Goals**

- Students will develop visual literacy skills
- Students will develop narrative writing skills
- Students will reflect on the immigrant experience
- Students will learn about rights of community members and become more civically engaged
- Students will gain research skills about a relevant topic
- Students will develop communication skills as they prepare and present a workshop
- Students will gain organizational skills as they learn how to plan and present a workshop
- Students will build relationships with a community organization

**Procedure/Project Sequence**

1. Teacher contacts a community organization to collaborate with in facilitating an initial *Know Your Rights!* workshop.
2. Class reads *The Arrival*, a graphic novel, and develops visual literacy skills while writing about and discussing issues in immigration.
3. Students write a narrative based on an interview of someone who immigrated to the U.S.
4. Teacher provides students with supplemental reading material on current immigration issues in the U.S.
5. Community organization runs immigrant rights workshop/presentation for classes.
6. Students choose from the following topics of interest concerning immigration to research further: legal services, law enforcement, social services, political awareness
7. Students create relevant handouts based on their research.
8. Students present work to peers in class.
9. A group of interested students organize and facilitate a *Know Your Rights!* workshop for community members.

**Community Partner/Resources**

Illinois Coalition for Immigrant and Refugee Rights (ICIRR)
55 E Jackson Blvd #2075
Chicago, IL 60604

Logan Square Neighborhood Association
2840 N. Milwaukee Avenue
Chicago, IL 60618

This organization works in the Logan Square neighborhood but can be contacted for resources, such as community-based organizations that work on immigrant rights.

**Addendum**

*Standards*
This project addresses the following Illinois Learning Standards for Language Arts and Social Emotional Standards.

Language Arts
2B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literatures studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology.
5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues.

Social Emotional
2B.5b. Evaluate how advocacy for the rights of others contributes to common good.
3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

The suggested duration of this project is three weeks.

Cross-Curricular Connections
Connections with World History, foreign languages, and Civics