



Unit 2: Knowing Your Rights in a Car Stop

Students' Guide

LESSON 3: Reading Lucía's Routine

Content Objectives

- Lesson introduces a reading scenario about a situation involving a car stop.
- Students' reading and rights comprehension are assessed.

Rights Literacy Objectives

- Students read an example of someone advocating for the rights of others. This exposes the students to the experience and meaning of rights advocacy.
- Students are exposed to what community organizations can do for them and how to access resources available to them to help them advocate for their rights.

Language Objectives

- Students practice reading comprehension about the topic of rights advocacy.
- Students describe their daily routine.
- Students describe family members.

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Detention	To stop	Respectful/ disrespectful	When
Mother, father	To pick up	Sad	Why
Girl, Boy, Children, husband, wife	To support	Busy	What
Work	To drive	Difficult/easy	How
Prison, jail	To have	Scary/scared	Where
cleaner, officer (professions/jobs)	To protect	Hardworking	How long?
downtown	To leave	Delicious	
lunch, dinner, breakfast	To eat	Activist	

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).



morning, weekend, afternoon	To go	Brave	
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PART A) Lucía's Routine Reading Activity

My name is Lucía. I am a woman from Guatemala. I live in Florida. I have three beautiful children, one boy and two girls. A police officer stopped my husband last month while he was driving. My husband did not have a driver's license, and he gave the police a false ID. My husband is from Guatemala. He is undocumented, that is, he does not have papers that give him legal immigration status in the United States. I am sad because the police stopped him while driving and he is now in detention.

I work as a cleaner in a restaurant downtown to support my children. I have a busy routine. During the week, I get up at 7 in the morning and have breakfast with my children. Then, I drive my children to school and I go to work. I eat lunch at noon with some friends. I leave work at 3 pm. I drive to the school to pick up my children. Then, I cook dinner. On the weekends, I visit my husband in jail. On the weekends, I also work with different organizations to protect immigrant people's rights.

PART B) Discussion and Reading Comprehension

After reading the text, please answer the following questions.

1. Where is Lucía from?
2. Where does Lucía live?
3. What happened to Lucía's husband?
4. Does she have children?
5. What does she do in the mornings?
6. Where does she work?
7. What does she do on the weekends?
8. What are the names of some organizations that advocate for immigrants' rights in your community?

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