



Quinceanera Protests

In July 2017 media from around the world flashed images of fifteen Latina young women wearing quinceañera dresses speaking out to affirm their identities and to protest what they experienced and perceived to be a grave injustice—SB4, a Texas immigration law. *Jolt Action*, the group that helped to organize this protest, has a new project called Poder Quince. [Poder Quince](#) is a movement that channels the spirit of Quinceañeras to build a culture of voting and civic participation in Texas and the country.

Our Learning Arc

A diagram titled "Our Learning Arc" showing a curved path with three circular nodes. The left node is green and contains a person icon with a path; below it is "Moving Stories" with the text "We all have a story of migration. What is mine? What is yours?". The middle node is white with a circular arrow icon; below it is "Understanding Migration" with the text "Life before migration", "The Journey", and "Adjustment". The right node is purple and contains three dots; below it is "Turning to Action" with the text "What actions can we take to build more inclusive and sustainable societies?".

Understanding Migration
Life before migration
The Journey
Adjustment

Moving Stories
We all have a story of migration.
What is mine? What is yours?

Turning to Action
What actions can we take to build more
inclusive and sustainable societies?

Use this lesson to reflect on the following questions from Reimagining Migration’s [Learning Arc](#):

- ❖ What ways do particular cases connect to human migration over time and around the globe?
- ❖ What issues related to migration do we care about and why?
- ❖ How might we use our voice and sphere of influence to create and sustain inclusive and welcoming communities?

This video provides a brief explanation of the protests organized by young women protesting a proposition that is anti-immigrant titled *sb4*.



Reflection and teaching ideas:

Preview activity:

- Have students read the article [Texas back in federal court over anti-"sanctuary cities" law](#)
 - Take notes about the case.
 - Answer the who-what-when-where-why questions to gather information to understand the reason for the protests.
- Ask students to reflect on one of the questions. Have students do a [think-pair-share](#) on one of the questions or choose one of the questions to discuss them in a small group.
 - What tools are available to young people who feel marginalized to help them influence the thoughts and actions of others?
 - What does effective civic action look like? What makes some civic action successful, while other civic actions have less impact?
 - When you are too young to vote, how can you make your voice heard?

Viewing Activities: As you watch the video, consider the questions/activities below:

- Use [Think-Puzzle-Explore](#) to analyze student thoughts about the topic.
- After watching the video, ask students:
 - Do the students know what the young women were protesting?
 - How would they know if the protest was successful?
 - What would they use to evaluate the effectiveness of the action?
- Have the students explore the [quotations](#) and [images](#) on their own, making notes along the way to see how the choices they made correspond with the [10 Questions for Changemakers](#).
- Gather students in groups to share their observations with each other and to complete the following:
 - note the strategic and tactical choices made by participants in the protest by using the graphic organizer at the end of [10 questions for changemakers guide](#).

Post viewing questions- Ask students to discuss the following questions:

- Why do your students think the quinceañera protests captured so much media attention?
- Do your students think the protests would have been able to influence the thoughts and actions of others who might not have agreed with them ahead of time?
- Might the protests have helped them gain allies in their cause?
- Was the Quinceañera protests successful? Use the [barometer discussion](#) to help guide students during the conversation.

Turning to Action

How can we take action toward more inclusive and sustainable societies?

Extension:

Ask students to think of an issue that is important to them and how they would protest or help share more information about that issue. Students can focus on the questions below to help them draft their ideas.

Let's explore the three "whys" from Project Zero:

Why does this matter to me?

Why does it matter to my community?

Why does it matter to the world?