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# SANCTUARY CITIES AND NON-VIOLENT RESISTANCE

Throughout history, individuals, groups and movements have used non-violent resistance strategies to take a stand about something they believe in and to effect change. Recently, in response to the President-elect's campaign promise to deport millions of undocumented immigrants, many localities and cities have re-affirmed their commitment to their sanctuary policies. The Immigrant Legal Resource Center estimates that more than 500 counties and cities have some kind of policy limiting cooperation with the federal immigration authorities in order to protect undocumented residents from deportation. Sanctuary cities are an example of non-violent resistance in which people strive to make a statement about an issue, achieve social justice goals and inspire others to do the same.

This lesson provides an opportunity for students to understand what non-violent resistance is and how it relates to issues in the news, reflect on the purpose and outcomes of non-violent resistance, both currently and throughout history and write a speech about an issue with a call to action for implementing non-violent resistance.

See these additional ADL resources: *Current Events Classroom* "[Athletes and Activism](#)," "[Social Justice Poetry](#)" and "[What is the Dream Act and Who are the Dreamers?](#)" [Civil Rights Movement](#), [10 Ways Youth Can Engage in Activism](#) and [ADL Advocacy Center](#).

**Grade Level:** grades 9-12

**Time:** 60 minutes

**Common Core Anchor Standards:** Reading, Writing, Speaking and Listening

**Learning Objectives:**

- Students will understand what non-violent resistance is and reflect on current day and historical examples.
- Students will learn more about the purpose and recommitment of sanctuary cities in response to a campaign promise to deport millions of undocumented immigrants.
- Students will explore issues that they feel strongly about and then write and deliver a speech that suggests an act of non-violent resistance to address that issue.

**Compelling Question:** What does it mean to resist non-violently and what is the impact?

**Material:**

- Drawing materials (paper, markers, colored pencils)

- “Cities Vow to Fight Trump on Immigration, Even if They Lose Millions” (*The New York Times*, November 27, 2016, [www.nytimes.com/2016/11/27/us/cities-vow-to-fight-trump-on-immigration-even-if-they-lose-millions.html? r=1](http://www.nytimes.com/2016/11/27/us/cities-vow-to-fight-trump-on-immigration-even-if-they-lose-millions.html? r=1)), one copy for each student
- [Examples of Non-violent Resistance/Civil Disobedience](#) (one for teacher use)
- [Speech Graphic Organizer](#) (one for each student)

### Vocabulary:

Review the following vocabulary words and make sure students know their meanings. (See ADL’s [“Glossary of Education Terms.”](#))

- |                      |                    |                |
|----------------------|--------------------|----------------|
| • accommodate        | • deport           | • protest      |
| • activists          | • detention        | • refugees     |
| • advocacy           | • jurisdiction     | • registry     |
| • bulwark            | • law enforcement  | • resistance   |
| • civil disobedience | • liberal          | • segregation  |
| • comply             | • mass deportation | • undocumented |
| • conservative       | • philanthropic    |                |
| • database           | • prosecute        |                |

### WHAT IS NON-VIOLENT RESISTANCE?

1. Ask students: *What does it mean to resist?* Elicit and come to a definition of **resist** as to fight against or to try to stop or prevent something. Ask students to share examples of something they resisted, and record those on the board/smart board. The examples can include personal experiences of resistance such as resisting their curfew or societal/political examples such as resisting bullying or climate change.
2. Ask students: *What is non-violent resistance?* Explain that **non-violent resistance** is the practice of using symbolic protests and peaceful non-cooperation (social, political, economic) to achieve social change goals. Explain that non-violent resistance is also sometimes referred to as civil disobedience. Ask: *Why do you think it’s called civil disobedience?* Ask students to provide recent examples of non-violent resistance/civil disobedience that they have experienced or heard about.
3. Ask students: *Do you know what a sanctuary city is?* Explain that **sanctuary cities** are localities and cities that help protect undocumented residents by limiting cooperation with detention requests from federal (national) immigration authorities. Tell students that sanctuary cities have been in the news lately because the President-elect made a campaign promise to deport millions of undocumented immigrants and that many of these cities have reaffirmed their dedication to their sanctuary policies. It is also in the news because the President-elect promised to cut off federal funding to all sanctuary cities, hoping that this would cause them to overturn their sanctuary policies.

Ask students: *Why do you think communities would choose to be uncooperative with the federal government about deporting people? How are sanctuary cities an example of non-violent resistance?*

4. (Optional) Have students turn and talk to a person sitting next to them. With their partner, they should share some way in which they have engaged in non-violent resistance, wanted to, or witnessed others

engaging in it. After talking with their partner, provide drawing materials and have students draw a picture of themselves or someone else engaging in non-violent resistance. Give ten minutes to do this and ask for volunteers to share their drawings with the class.

## READING ACTIVITY

1. Distribute a copy of the article [“Cities Vow to Fight Trump on Immigration, Even if They Lose Millions”](#) to each student and give them fifteen minutes to read it silently. (Alternatively, have students read the article for homework the evening before.)
2. Engage students in a class discussion by asking the following questions:
  - What did you learn about sanctuary cities that you didn’t know before?
  - What did you learn about undocumented immigrants that you didn’t know before?
  - Why do you think some of the cities are now pledging not to cooperate with federal immigration efforts?
  - What are they trying to preserve? What do they stand to lose?
  - What does the quote, “cities may not have the power to give people rights but they have a lot of power of resistance, and that’s what they’re displaying right now” mean? What are they resisting and how they doing that?
  - What are the arguments against sanctuary cities and what about those arguments do you agree or disagree with?

## INFORMATION SHARING

1. Share some or all of the [Examples of Non-violent Resistance/Civil Disobedience](#), which include current day as well as historical examples. If you want to have your students learn more about these examples, see the [Additional Reading and Resources](#) section.
2. After sharing these examples, engage students in a class discussion by asking the following questions:
  - What did you learn that you didn’t know before?
  - What are some of the similarities and differences among these examples?
  - Which one(s) resonated with you and why?
  - What impact do these examples have on laws and policies?
  - What impact do you think these examples have on the people watching and listening?
  - What do you think is the ultimate purpose or goal of non-violent resistance?
3. Following up on the final question above, brainstorm the different reasons why people engage in non-violent resistance or civil disobedience. The list could include the following:
  - To prevent a policy or law from being enacted or enforced.
  - To not have to personally do something they are required to do that they don’t believe in.
  - To make a statement about the law or policy.
  - To motivate others to fight against the law or policy.

- To make the law or policy difficult or impossible to implement.
- To bring publicity to the injustice of the law or policy.

## WRITING ACTIVITY

1. Explain to students that they are going to do a writing activity that brings together what they have learned so far about non-violent resistance. First, brainstorm with students some issues in their community, state, country or world that they care about by asking: *What are some problems or issues in your community or society that are important to you?* For each example, also brainstorm some ideas for non-violent resistance or civil disobedience.
2. Explain that they are going to write speeches about that issue and the speech will include a call to action that will include an act(s) of non-violent resistance.
3. In order to get students thinking about speech writing, ask them: *When you listen to a good speech, what makes it great? What makes it inspirational?* Record on the board/smart board the things they say and include these if they are not stated:
  - Engaging facial expression
  - Warm and expressive tone of voice
  - Emphasis on some words and phrases (slowing down and/or speeding up, raising or lowering voice volume)
  - Expressive hand and body motions
  - Be relaxed
  - Use humor and/or storytelling
  - Visual aids
  - Be yourself (i.e. be authentic)
  - Use eye contact and movement in different parts of the room
4. Give students fifteen minutes or more (time permitting) to begin working on their speech, using the [Speech Graphic Organizer](#) as a first step. Have students complete the first draft of their speech for homework. If time permits, have students conference with each other to improve their speeches and practice delivering the speech with a partner. Assign students the completion of the speech for homework over the next day or days.
5. When the speeches are completed, have students deliver them as a class presentation. Consider recording them and making them available on your school or class website.

## CLOSING

Do a go round in which each student shares one thing they learned about non-violent resistance.

## ADDITIONAL READING AND RESOURCES

- [“6 big things to know about sanctuary cities”](#) (*The Washington Post*, July 8, 2015)
- [Civil Disobedience](#) (Encyclopædia Britannica)

- [Gandhi and Civil Disobedience](#) (Constitutional Rights Foundation)
- [Jonathan Greenblatt: 'This proud Jew would register as a Muslim' in database](#) (*The Guardian*, November 18, 2016)
- [New York Would Never Dream of Building a Wall](#) (*New York Magazine*, December 13, 2016)
- [Those Who Dared to Rescue](#) (*Echoes and Reflections Teacher's Resource Guide*)
- [Informational Text: Rescue in Denmark](#) (*Echoes and Reflections Teacher's Resource Guide*)
- [Righteous Among the Nations](#) (*Echoes and Reflections Teacher's Resource Guide*)
- [Rescuers and Non-Jewish Resistance resources](#) (*Echoes and Reflections*)
- [Sanctuary Cities Continue to Obstruct Enforcement, Threaten Public Safety](#) (Center for Immigration Studies, January 2016)
- [Tech Industry News: Scores Of Employees Plan To Fight Proposed Muslim Registry, Mass Deportations](#) (*International Business Times*, December 13, 2016)
- [The Greensboro Sit-In](#) (History)
- ["This Flag Comes Down Today": Bree Newsome Scales SC Capitol Flagpole, Takes Down Confederate Flag](#) (Democracy Now!, July 3, 2015)
- [Top 10 Nonviolent Protests](#) (*TIME Magazine*)
- ["What Are Sanctuary Cities?"](#) (*The New York Times*, September 3, 2016)

# COMMON CORE ANCHOR STANDARDS

Content Area/Standard
Reading
Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Writing
Standard 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
Standard 4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Speaking and Listening
Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
Standard 4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.

# EXAMPLES OF NON-VIOLENT RESISTANCE/CIVIL DISOBEDIENCE

## CURRENT DAY EXAMPLES

**Sanctuary cities:** The “sanctuary city” designation has no precise legal definition and can vary from location to location. In general, it refers to localities and cities that help shield undocumented residents from deportation by refusing to fully cooperate with detention requests from federal (national) immigration authorities. A sanctuary city is a city that has adopted a policy of protecting undocumented immigrants by not prosecuting them solely for violating federal immigration laws in the country in which they live, and the designation usually forbids police or municipal employees from inquiring about a person's immigration status. It is estimated that more than 500 counties and cities have some kind of policy limiting cooperation with the immigration authorities, according to the Immigrant Legal Resource Center. Four states (Vermont, Connecticut, California and Rhode Island) have statewide sanctuary laws.

**Register as a Muslim:** In response to the President-elect's past statements proposing a ban on Muslims entering the United States and require a registry for those Muslims already living here, at a recent conference on anti-Semitism, Jonathan Greenblatt the CEO of the Anti-Defamation League stated: “If one day Muslim Americans will be forced to register their identities, then that is the day that this proud Jew will register as a Muslim.” Many on social media agreed and committed to doing the same.

**Refuse to help build a Muslim Registry:** Employees of technology companies said they would not help the Trump administration register people based on their religion or participate in mass deportations. More than 2000 engineers, designers, business executives and other employees whose jobs include managing or processing data about people signed a public letter stating “We refuse to participate in the creation of databases of identifying information for the United States government to target individuals based on race, religion, or national origin.”

**Confederate Flag:** In June 2015, an activist named Bree Newsome was arrested for removing the Confederate flag from the South Carolina state house grounds. Newsome scaled the 30-foot pole and was told by a police officer to get down. She responded: “In the name of Jesus, this flag has to come down. You come against me with hatred and oppression and violence. I come against you in the name of God. This flag comes down today.” There had been a history of protest around the Confederate flag in SC; these calls for the flag's removal had been on the increase since the murder of nine African-American people in the Charleston church shooting earlier that month. The flag was taken down permanently on July 10, 2015.

## HISTORICAL EXAMPLES

**Mahatma Gandhi:** In the 1890's, Mahatma Gandhi, who was born in India and educated in England, was in South Africa and subjected to racism and South African laws. He was on a train and was told he had to sit in third-class coach even though he purchased a first-class ticket. He refused and police forced him off the train. This event changed his life and he became an outspoken critic of their policies using non-violent resistance. When the legislature passed a law requiring that all Indians register with the police and be fingerprinted, Gandhi, along with many other Indians, refused to obey the law. He was arrested and put in jail. Following his release, he continued to protest the registration law by supporting labor strikes and organizing a massive non-violent march. Finally, the Boer government agreed to end the most objectionable parts of the registration law. In one of his trials he said, “In my humble opinion, non-

cooperation with evil is as much a duty as is cooperation with good.” In 1930, Gandhi led a famous Salt March, leading tens of thousands of Indian people on a 250-mile walk, a major step for India independence.

**The Holocaust:** During the Holocaust, Jews engaged in both spiritual/cultural and armed resistance. Every act of resistance required great courage and at times physical strength. Those who chose to resist had to grapple with many dilemmas including the price of disobeying Nazi offers, the possible effect of their resistance on their families and communities, and the punishment they might have to face for resisting. Non-Jews also resisted the oppressive Nazi regime and while the exception rather than the rule, some attempted to rescue Jews. To date, over 26,000 individuals and groups have been awarded the “Righteous Among the Nations” honor by Yad Vashem. Jews were hidden in homes, attics, cellars, barns, and underground bunkers; Christians adopted Jewish children and raised them as their own; diplomats issued visas and letters of protection; rescue groups arranged for the safe passage of Jews to neutral countries. Those who made the choice to help Jews did so at great risk. Those caught by the Nazis were often sent to prisons or concentration camps or immediately executed. Often their families and sometimes an entire village would be punished.

**Civil Rights Movement:** Dr. Martin Luther King, Jr. and other activists in the Civil Rights Movement of the 1950s and 1960s used civil disobedience techniques to achieve their goals. An example is the Greensboro Sit-ins of the segregated lunch counters. On February 1, 1960, four black college students sat down at a “whites-only” lunch counter at a Woolworth’s in Greensboro, North Carolina, and politely asked for service. The staff refused to serve them, but they stayed until closing time. The next morning they came with twenty-five more students. On the third day, sixty-three students joined their protest. Their peaceful sit-in demand helped begin a youth-led movement to challenge racial inequality throughout the South. In Greensboro, hundreds of students, civil rights organizations, churches, and members of the community joined in a six-month-long protest. This led to the desegregation of the F. W. Woolworth lunch counter on July 25, 1960.

# SPEECH GRAPHIC ORGANIZER

## INTRODUCTION

Opening line to grab your audience

State your main point or thesis

What is your goal? (think about the reasons people engage in non-violent resistance)

## MAIN POINTS

What is the issue?

What is your stance on the issue and why?

What problem are you trying to solve?

What facts, quotes, statistics or other information can you provide to convince your audience?

## CONCLUSION

Summarize your main points

Review central ideas of your position

Call to Action: What do you want people to do and what do they need to do it?