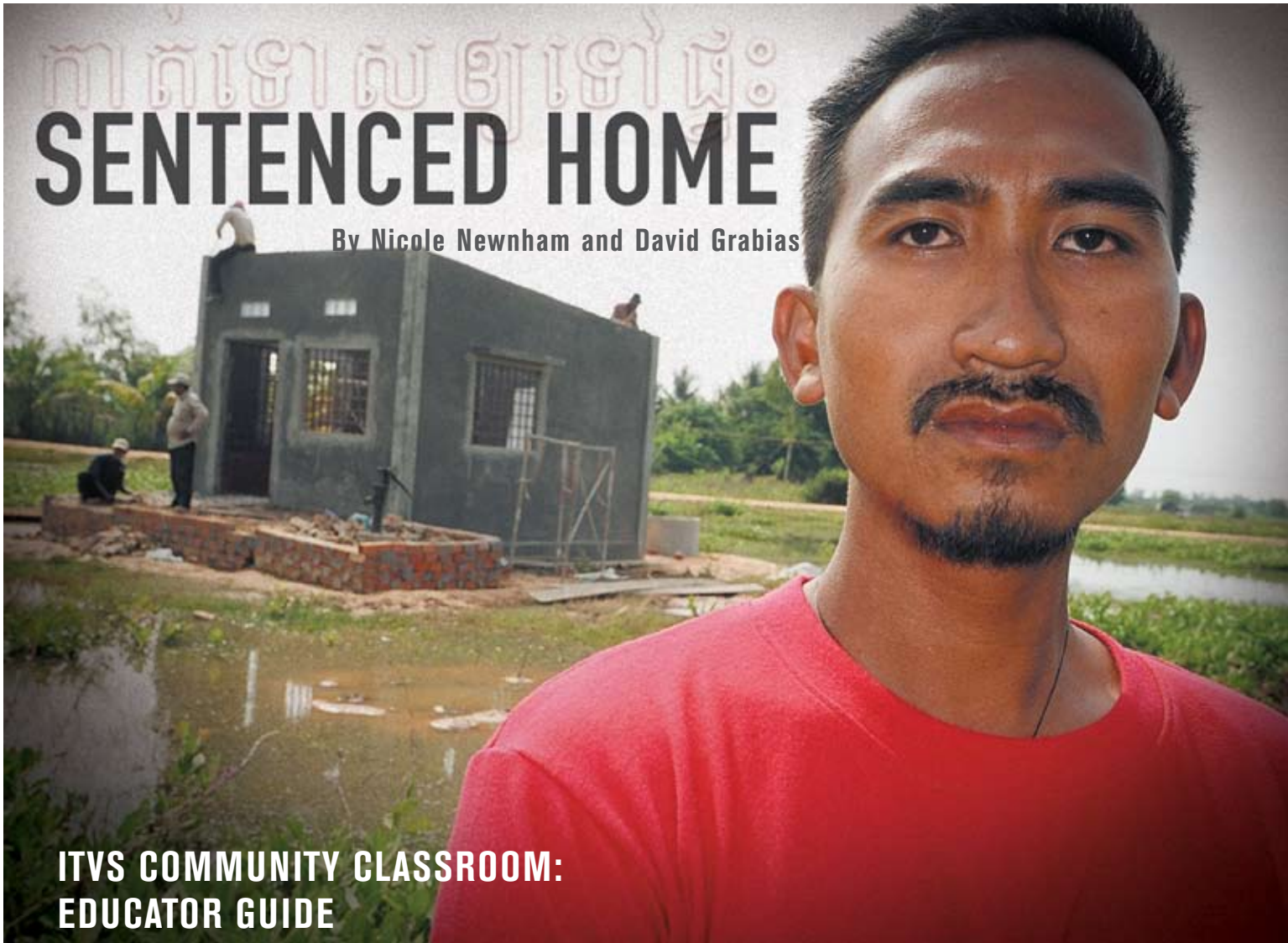


SENTENCED HOME

By Nicole Newnham and David Grabias



ITVS COMMUNITY CLASSROOM: EDUCATOR GUIDE

Raised as Americans in inner-city projects near Seattle, three young Cambodian refugees each made a rash decision as a teenager that irrevocably shaped their destiny. Now facing deportation back to Cambodia years later, they find themselves caught between a tragic past and an uncertain future by a system that doesn't offer any second chances.



WWW.PBS.ORG/INDEPENDENTLENS/CLASSROOM



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ITVS COMMUNITY CLASSROOM is an educational resource providing new documentary video content and accompanying curricular materials, lesson plans, and homework assignments, to high school and community college instructors and youth-serving community-based organizations. Video content includes up to 15 minutes excerpted from an independently produced documentary film from the Emmy Award-winning PBS series *Independent Lens*. Content is grouped into subject specific segments that correspond to lesson plans and educational activities. All CLASSROOM materials are designed with key education standards in mind, and available, along with the video content, on a DVD-ROM and online.

ITVS COMMUNITY CLASSROOM is a product of the Independent Television Service and KOED Education Network, with support from the Corporation for Public Broadcasting. Educational content was developed with guidance from PBS Teachers, the National Council of Churches, American Association of Community Colleges, 4-H, National Council for the Social Studies, National Council of Teachers of English and National Association of Multicultural Education.



HOW TO USE THIS GUIDE & FILM

Educators can use this guide to support viewing of SENTENCED HOME while engaging students in discussions about citizenship issues, crime and punishment, immigration history and reform, deportation and cultural assimilation. The film and education guide activities can foster discussion about these topics within families and in the broader school community so that students, teachers, and community members can gain a greater understanding about all of these issues.

GRADE LEVEL

9–12, College

SUBJECT AREAS

Social Studies, Current Events, Language Arts, Debate, Sociology, Criminal Justice and Law Enforcement, Ethics, Psychology

ACTIVITIES

The activities in the Educator Guide are presented in the following order:

Activity 1: Facing Deportation: Two Cambodian Refugees

In this lesson students will learn about the history of the Khmer people and the conflicts that brought them to America as refugees. They will learn about changes to U.S. laws governing refugees and why some now face deportation back to their homeland. Students will also study how other countries around the world address refugee issues as part of a research project.

Activity 2: Crime and Punishment–You Decide This lesson teaches students about some of the laws related to immigrants convicted of crimes and encourages students to form opinions about the legal system and the policies related to convicted immigrants.

Activity 3: What Makes Someone An American? This lesson explores what it means to be “American” and how children become assimilated into the culture in which they were raised, not necessarily the culture of their birth.

Activity 4: Understanding Immigration Issues This lesson focuses on the history of immigration in the U.S., current immigration reform issues and legislation as students work together to formulate plans for changing immigration laws in the U.S.

The activities target students at the high school level, but can be scaffolded to accommodate college settings as well as informal classrooms such as after-school programs, clubs and youth training programs through community-based organizations. All content aligns with national standards for social studies and English language arts. Each of the activities is designed to last two traditional class periods (90–120 minutes total); together, the four activities and film modules constitute a unit that can last one to two weeks. All activities aim to incorporate educational content and themes that can be integrated into your existing content curriculum.

A Reminder to Teachers and Educators

Please remember that the activities are guidelines only. We hope that you will make the necessary adjustments to meet the needs of your academic and social environment, keeping in mind your own and your students’ familiarity with the issues, the needs of your school and community, your students’ grade level and social awareness and the class size and duration.

It is particularly important that educators remember that some of the topics in the film could cause intense debate among students with strong opposing views.

Be mindful in the discussion facilitation of this film that young people or their family members may have had experiences that are similar to those endured by the families in SENTENCED HOME. Young people who have had the experience of adjusting to life in a new country can provide valuable insights as part of the classroom discussion, should they choose to participate.

ITVS COMMUNITY CLASSROOM VIDEO MODULES

With this Educator Guide, you can build a unit around the entire film or you can focus on one or more of the CLASSROOM video modules. Each module runs approximately 5 minutes or less. These short modules can be incorporated into your classroom curricula. The SENTENCED HOME video modules for CLASSROOM include the following chapters and suggested activity alignments:

1. Facing Deportation and the History of the Khmer Refugee

(4:43) This module introduces Many Uch, one of the young men in the film who has grown up in Seattle, Washington, committed gang-related crimes and now faces deportation. We also meet Many’s mother who recounts their harrowing escape from the Khmer Rouge—and her struggle to parent in an unfamiliar country. The module provides background on the Cambodian refugee’s arrival in the U.S., Many’s crime and time served, and background on the law requiring deportation. (FOCUS: Activities 1, 2, 3 and 4)

2. Gangs and Choices (4:25) In this module, viewers meet Kim Ho Ma, recently released from prison, but facing imminent deportation. Kim Ho Ma reflects on what it is like to grow up in a “gang-infested neighborhood.” The film follows Kim as he is separated from his family and deported to Cambodia. (FOCUS: Activities 1, 2, 3 and 4)

3. Crime, Punishment and Life in Cambodia (2:31)

This module includes an interview with Patricia Vroom, INS attorney, providing another perspective on the deportation law and its

enforcement. Kim Ho Ma, now in Cambodia for some time, reflects on his life in a country he was “conceived in, but has no memories of”—as well as the seriousness of his crime and the lack of due process in consideration of his deportation. (FOCUS: Activities 2, 3 and 4)

4. Looking Back, Looking Ahead (2:56) Many Uch talks with his former teacher, Bob Huppe, who reflects on how difficult it must have been for young refugees like Many and his mother— and how little was done to help them. As the module concludes, viewers see Many trying to lead a purposeful life while the threat of imminent deportation continues to loom. (FOCUS: Activities 1 and 3)

Get the CLASSROOM Video Modules:

CLASSROOM video modules are available on streaming video format at <http://www.pbs.org/independentlens/classroom>. A DVD with the CLASSROOM video modules and Educator Guide is available to classroom and community educators by contacting ITVS COMMUNITY at outreach@itvs.org. DVD quantities are limited.

Get The SENTENCED HOME DVD:

Educational DVD copies of SENTENCED HOME are available from: Center for Asian American Media, 415-552-9550, distribution@asianamericanmedia.org, <http://www.catalog.asianamericanmedia.org/film/245>

ITVS COMMUNITY CLASSROOM SENTENCED HOME Materials

- Educator Guide
- Community and Viewer Discussion Guide
<http://www.itvs.org/outreach/sentencedhome>
- PBS SENTENCED HOME website
<http://www.pbs.org/independentlens/sentencedhome>

Websites

- **The Immigrant Justice Network**
<http://www.ilrc.org> and <http://www.nationalimmigrationproject.org>
– The Immigrant Justice Network (IJN) works to eliminate unjust immigration penalties for immigrants entangled in the criminal justice system and to end the criminalization of immigrant communities.
- **Detention Watch Network**
<http://www.detentionwatchnetwork.org> – DWN is a national coalition of organizations and individuals working together to reform the immigration detention and deportation system so that all who come to our shores receive fair and humane treatment.
- **Rights Working Group**
<http://www.rightsworkinggroup.org> – RWG is a national coalition dedicated to ensuring the U.S. Government will put into practice America’s fundamental values of liberty and justice.
- **The Asian American Legal Defense and Education Fund**
<http://www.aaldef.org> – The AALDEF is a national organization that protects and promotes the civil rights of Asian Americans. AALDEF engages in community education and outreach, conducts

advocacy at the federal, state and local level and offers legal representation to individuals whose rights have been violated.

- **Hate Free Zone**

<http://www.hatefreezone.org/knowtheissues/immreform.htm>
Hate Free Zone works at the local and regional level against injustices perpetuated in schools, workplaces and in society against immigrants, and is leading national efforts to develop a comprehensive campaign to restore and protect civil liberties and human rights, regardless of citizenship status. The website provides background information on immigration reform issues.

- **Southeast Asia Resource Action Center**

http://www.searac.org/cambrepbak6_02.html – SEARAC is a national advocacy organization working to advance the interests of Cambodians, Laotians and Vietnamese Americans through leadership development, capacity-building and community empowerment. The website provides background information on deportation of Cambodian American refugees and resources for community members facing deportation.

- **NPR.org**

<http://www.npr.org/templates/story/story.php?storyId=5147608>
This NPR radio broadcast features a similar story of another man facing deportation.

- **Zmag**

<http://zmagsite.zmag.org/Oct2003/stansell1003.html> – “Letter from Phnom Penh” by attorney Jay Stansell gives more details about Kim Ho Ma’s experience.

- **U.S. Citizenship and Immigration Service**

<http://www.uscis.gov/graphics/glossary.htm> – The USCIS, an agency in the U.S. Department of Homeland Security, organizes official government documents related to immigration.

A Reminder to Teachers and Educators

As always, be sure to check these URLs to see if they are still live, if the content is appropriate for your students and classroom, and if they can be accessed at your school. In the event that your school or workplace blocks any of these URLs, you’ll need to access the Web elsewhere and print the materials you need for your classroom.

ABOUT THE FILM

When Nicole Newnham and David Grabias first learned about the deportation of Cambodian Americans in 2002, they were struck by how uninformed they were about immigration laws and how the changes made to these laws in 1996 were literally sending people who had been raised as Americans back to a country that was completely foreign to them. Newnham and Grabias wanted to focus on the injustice of deporting these individuals back to a country that had literally tortured and murdered their families during the genocide that took place in the 1970s.

Working with Jay Stansell, a federal public defender in Seattle, Newnham and Grabias met and befriended Many Uch (man-ee ooch), Kim Ho Ma (kim yo ma), Loeun Lun (lown lun) and their families. Over the course of three and a half years, the filmmakers came to know each of the families well and realized the devastating effect that the 1996 law was having not just on these individuals, but the entire Cambodian American community, where nearly 1,500 people ultimately face deportation. In making the film, Newnham and Grabias “sincerely hope that SENTENCED HOME helps to educate the public on the human cost of current deportation policy, and that it will serve as a productive tool for political and community-based constituencies in their attempts to reform the law and make it more just and compassionate.”

As viewers get to know Many Uch, Kim Ho Ma and Loeun Lun, they are forced to think about the challenges faced by refugees and immigrants coming to America.* As viewers learn the stories and fate of the three men profiled in the film, difficult questions are raised about immigration law, human rights and the cultural identity of immigrants and refugees.

At a time when the U.S. government is struggling to reform the laws and the country’s citizens are engulfed in a heated debate about what is fair for immigrants, both legal and illegal, the film puts a face on the reality of immigration and how current laws impact those who do not have the rights of citizenship. According to Newnham and Grabias, a major goal of the film is to, “cause our audience to think more deeply about what makes someone an ‘American.’”

The U.S. has always prided itself as a country built by immigrants who arrived with nothing and built successful lives because of the opportunities offered to everyone. In looking at the dilemma of Cambodian American refugees, viewers must decide what should be done to help immigrants who fall between the cracks and are engulfed by the problems of urban America. The film also pushes viewers to think about second chances and whether or not the current deportation laws truly match the ideals of the American justice system.

**THE ITVS COMMUNITY CLASSROOM Educator Guide and video modules introduce students to two of the young men featured in SENTENCED HOME, Many Uch and Kim Ho Ma.*

Activity 1

Facing Deportation: Two Cambodian Refugees
(90-120 minutes + assignments)



“I knew that if people was to get sent back, deported, you know that I’m going to be one of their top guys. I’m INS most hated, you know. I’m their poster child.”

Kim Ho Ma
Cambodian-American deportee



Activity 1

Facing Deportation: Two Cambodian Refugees (90-120 minutes + assignments)

Objectives:

 Students will:

- learn the definition of a refugee and understand the circumstances that cause people to become refugees
- study the history of the Khmer Rouge and why the Cambodian people fled their country as refugees
- utilize critical viewing skills to form opinions about the stories presented and the U.S. policy related to refugees
- conduct research to learn about the refugee policies of other countries throughout the world
- create podcasts, blogs, webpages, videos or multimedia presentations that describe refugee policies in other countries and share them with classmates
- participate in class discussions about refugees and refugee issues

Skills: discussion, viewing and interpreting media, group brainstorming, pair and share activities, researching, comparing and contrasting, forming opinions.

Materials: board/overhead, **Modules 1, 2 and 4, SENTENCED HOME quotes, Teacher Handouts A and B,** access to Internet and library resources, access to equipment to produce podcasts, blogs, webpages, videos or multimedia presentations.

Sometimes immigration results from conditions in other countries that could force people to leave, perhaps unwillingly or reluctantly. Political tension, war and/or mistreatment of certain groups of people are among the circumstances that force people to become refugees. In this lesson students will learn about the history of the Khmer people and what brought Cambodian refugees to America. They will also learn about the laws governing these refugees and why some are now facing deportation back to their homeland. Students will study how other countries around the world address refugee issues as part of a research project.

Procedure:

1. Write the following questions on the board or overhead. Begin class by asking students to form written answers to these questions. Utilize **Teacher Handout A: Supplemental Materials: Activity 1 References and Teacher Handout B: Citizenship and Immigration Terminology** to discuss the answers to the following questions as a class.
 - What is a refugee?
 - Why do people become refugees?
2. Continue by asking students to think about the emotions associated with moving, not only from country to country, but from house to house, state to state, etc. without a choice. Since most students have probably experienced a move and have probably had little choice about it (i.e. parents typically make these decisions), they can relate to some of the difficulties and emotion caused by moving. Conclude the discussion by working as a class to make a list of the push-pull factors that can influence a move, particularly in the case of someone who is a refugee.
3. Explain to students that in video clips from the film entitled SENTENCED HOME, students will meet and learn about two young men who came to the U.S. as Cambodian refugees when they were young children. In order to better understand their stories, students will need to have a basic historical understanding of the conflict that forced Cambodians to become refugees. Distribute or read a copy of "The History Place: Genocide in the 20th Century: Pol Pot in Cambodia 1975-1979" available at <http://www.historyplace.com/worldhistory/genocide/pol-pot.htm>. After reading, discuss the following:
 - What hardships and threats did the people of Cambodia face?
 - What was the U.S. role and relationship with Cambodia during this period?

4. Using this background information, work as a class to develop a brief summation of what the lives of these young men and their parents might have been like in terms of their cultural experiences, education and physical and emotional health and record this content on the board or overhead for all students to see.
5. View **SENTENCED HOME Modules 1, 2 and 4** available at <http://www.pbs.org/independentlens/classroom>. Discuss the modules using the quotes provided on **Teacher Handout A: Supplemental Materials** under the **Activity 1 References** section and questions such as:
 - How were the Cambodian refugees treated/accepted by members of the communities where they lived?
 - What is the difference between a “Permanent Resident Alien” and a U.S. citizen?
 - What is Many’s opinion about why many Cambodian refugees did not apply for U.S. citizenship?
 - Many’s teacher did not feel enough was done to assist Cambodian refugees. What support services might have assisted Many and his mother?
 - Do you think the U.S. government did enough for the Cambodian refugees? Why?
 - Is it fair for the U.S. government to deport these Cambodian refugees? Why?
 - Do you think Kim and others like him could be considered refugees again as deportees? Why?

NOTE: The **SENTENCED HOME Quotes** are referenced in this step and could be distributed to students for use during discussion.

6. Assign students to work in pairs or small groups to research refugee policies and enforcement in another country. Issues to be explored could include the contributions and challenges of a particular refugee group or ways that immigration policies have changed in recent years. Students should include a map of the region, photos and stories that feature the personal and political sides of refugee issues. Information learned could be presented in the form of podcasts, blogs, webpages, videos or multimedia presentations. Utilize **Teacher Handout A: Supplemental Materials: Activity 1 References** to see a list of websites students can use to conduct their research.
7. Provide each group with time to present their project to the class so that students can see how refugees around the world are treated in various countries.
8. Facilitate a final discussion or have students address questions such as the following in the form of a written response.
 - Looking at the stories of Many and Kim and others like them, in what ways do they become like refugees again when they are deported back to their “homeland”?

Extension Activities:

1. Invite a panel of guest speakers to come into the classroom to address student questions and comments about the enforcement of deportation laws for “criminal aliens.” Include immigrants and refugees, an attorney or legal expert on refugee issues and people who work with organizations and agencies that assist refugees when they arrive in the U.S. Have students prepare questions for the panel in advance and use the expertise of the panel members to learn more about what it is like to be a refugee. **NOTE:** See **Teacher Handout C: Guidelines for Convening a Community Forum**
2. Working in small groups, students could generate a list of additional information they would like to learn about Cambodia. This could include history, culture, politics, economics, society or world relations issues. Using the Internet, library resources and expert interviews, students could create a class website featuring what they have learned. Within the website could be blogs, podcasts, videos and other related content.
3. Provide students with the opportunity to learn more about what it takes for one to become a U.S. citizen by accessing sample questions from the citizenship test such as those available at http://www.uscis.gov/files/nativedocuments/Flashcard_questions.pdf. Use this as a springboard for discussion about the challenges faced by those seeking to become U.S. citizens and for students to test their own knowledge about the information that U.S. citizens are supposed to know.

Activity 2

Crime and Punishment: You Decide
(90-120 minutes + assignments)



“I feel afraid, you know, every time I check in. They might take you in and say ok it’s time for you to be deported, you don’t have time to come back out and say goodbyes...”

Many Uch

Activity 2

Crime and Punishment: You Decide (90-120 minutes + assignments)

Objectives: Students will:

- learn about current immigration and deportation laws and policies
- form and state opinions related to immigration and deportation laws
- utilize critical viewing and reading skills
- practice note taking strategies
- conduct research about other cases involving immigrant or refugee deportation
- prepare a written report about the research case and share that in an oral presentation to classmates
- interact with family members or other adults to collect their opinions about deportation issues
- create projects that reflect individual opinions about immigration and deportation laws and share these with classmates

Skills: stating and supporting opinions in class discussion and in writing, critical reading and viewing, research, persuasive writing techniques, note taking, oral presentation.

Materials: board/overhead, student handouts (provided with guide), **Modules 1, 2, and 3, SENTENCED HOME quotes, Teacher Handouts A and B**, access to Internet and library resources, desktop publishing software and assorted art supplies are optional.

Classroom Preparation: Make two signs, one that says, “Agree” and another that reads “Disagree” and hang these on opposite sides of the classroom before students arrive. Create a third sign that says “Not sure. Depends.” and place it on the floor in the center of the room right before starting the activity in Step 6.

When someone is convicted of a crime in the U.S., they are generally sentenced and allowed to resume their lives once the sentence has been served. However, permanent resident aliens who are not U.S. citizens are no longer able to remain in the U.S. after serving their sentences. Sweeping changes were made to immigration law in 1996 in the wake of the first World Trade Center bombing. After 9/11, new policies required more stringent enforcement of the deportation laws. This lesson examines the laws governing this group of immigrants and encourages students to form opinions about the legal system and the policies related to convicted immigrants.

1. Distribute **Student Handout A: What’s Your Opinion?** and provide students with 5-7 minutes to complete it.
2. Discuss each statement on the handout and encourage a number of volunteers to address each question so students see the varying points of view.
3. Introduce the SENTENCED HOME **Modules 1, 2 and 3** available at <http://www.pbs.org/independentlens/classroom>, by explaining to students that they will be seeing the story of two men who, despite having grown up in the U.S. as Cambodian refugees, now face deportation because of crimes they committed as gang members.
4. Distribute **Student Handout B: Story Chart** and view SENTENCED HOME **Modules 1 and 2**. In addition, read aloud each man’s short biography available at the SENTENCED HOME website at <http://www.pbs.org/independentlens/sentencedhome/people.html>. Provide students with 3-5 minutes to complete the Story Chart.
5. Provide students with background information about current U.S. Immigration Policy by distributing copies of or reading the information available at <http://www.pbs.org/independentlens/sentencedhome/immigration.html>. As you share this information with students, encourage them to record additional questions or responses to what

has happened to each of the men profiled in the film on their Story Charts. Direct students to view SENTENCED HOME **Module 3** to learn more about the enforcement of current deportation laws.

6. Using data from the Story Chart, call out the crimes committed by each person in the film one at a time. Direct students to stand near the sign that most closely represents their point of view about whether or not the person should be deported as a result of committing this crime. Select volunteers to give reasons for their choices. After all crimes have been discussed, send students back to their seats and close the activity by discussing questions such as:
 - Do you think it is fair for people who came to the U.S. as small children to be sent back to the country where they were born? Why?
 - Do you believe deportation is an effective way to make the country safer?
 - In what ways could deporting people like those in the film be detrimental to the U.S.?
 - Do you think judges should be given the power to review such cases on a case-by-case basis? Why?
 - Can you think of any alternative to deportation that could be used in cases such as those profiled in the film?
7. Take the discussion a bit further by providing students with copies of or reading the articles entitled “Deported for Shoplifting” available at <http://www.washingtonpost.com/ac2/wp-dyn/A46121-2002Dec27?language=printer> and “The International Reach of the Mara Salvatrucha” available at <http://www.npr.org/templates/story/story.php?storyId=4539688>. As students read each article, they should highlight the crimes/problems that are the focus of the article as well as the justice system’s solution to the problem and information about the effectiveness of the solution. Discuss the articles and relate them to one another and the film clips using questions such as:
 - Should “alien criminals” have the same rights to due process as Americans with citizenship? Why?
 - Looking at the cases cited in the articles, the cases of Many, Kim and Winona Ryder, discuss whether or not gender, race and socioeconomic status become factors in the way justice is carried out in the U.S.
 - Do you think deportation is a deterrent to crime or that it decreases criminal activity in the U.S.? Why?
 - Do you agree or disagree with the author of the Wynona Ryder article? Why?
8. Working in small groups, have students conduct research about other cases where people living in the U.S. have been deported or currently face deportation. Summarize your case by writing a two to three paragraph description that explains when the person came to the U.S., from what country they came, background about the person’s life and family, the reason for deportation and their current status in the U.S. or elsewhere. Utilize the **Teacher Handout A: Supplemental Materials: Activity 2 References** to direct students to information resources.
9. When all groups have finished their research, have each group share the case they profiled. On the board or overhead, write “Just Treatment” or “Unjust Treatment.” As each group shares his/her case, have students listen to the facts and by show of hands, vote on whether or not this person was treated justly. For cases with a mixed reaction, conduct further discussion/debate of the reasons why.
10. Go back to the **What’s Your Opinion** activity and ask students to review their initial answers. Encourage them to place marks or make notes next to statements that they no longer agree with after watching the film clips and completing their research. Facilitate a short discussion about what caused students to change their minds about each statement.
11. Direct students to take their Story Charts home and share with a family member or other adult the stories of the two men profiled in the film. (Students may view the SENTENCED HOME film clips with family or friends via the website if they have access to the Internet.) Students can also share what they have learned about changes to immigration law and enforcement that results in the threat of deportation. The student should then ask the family member or other adult to discuss his/her opinions related to the deportation laws and to write a short response on the bottom of the Story Chart sheet.
12. When students return to class, they should share the responses from their family members/other adults in a group discussion. Make observations about how opinions varied among the family members/other adults and discuss possible reasons for these variances.

Extension Activities:

1. Direct students to create a project that raises awareness about the laws regarding immigrants and crime. Some students will support the current laws, others will want to see them changed in some way. Students can share these opinions by creating brochures, signs, or billboards, writing original songs, speeches or poems, or by sending letters to their Congressional representatives or the local newspaper in support of whatever opinion they have related to the current laws surrounding immigrants and crime. Provide students with classroom time to share their work in small groups.
2. Conduct research about other controversial cases related to crime and punishment including minors tried as adults, terrorism suspects' access to due process, three strikes laws and so on. Have students present their findings using a multimedia presentation, a series of news stories, or by re-enacting the judicial process so that others can learn about the specific cases and form opinions about whether or not justice was truly served in each case.

Activity 3

What Makes Someone an American?
(90-120 minutes + assignments)



“These are not Cambodians. These are Americans. They’re Americans by experience, education, language, they think in English, they speak to each other in English.”

Bill Herod, director of Assistance Project halfway house



Activity 3

What Makes Someone an American? (90-120 minutes + assignments)

Objectives: Students will:

- learn about what qualifies a person to be a U.S. citizen
- learn about and discuss acceptance theories including assimilation, the melting pot theory and cultural pluralism
- brainstorm and participate in group discussion activities
- utilize critical viewing and reading skills
- complete, compare and contrast activities based on reading and viewing
- form opinions based on quotes and film content and share these in class discussions
- complete a creative writing assignment centered on the struggles

Skills: brainstorming, stating and supporting opinions in class discussion, critical reading and viewing, note taking, compare and contrast, project planning, oral presentation.

Materials: board/overhead, student handout (provided with guide), **Modules 1, 2, 3 and 4, SENTENCED HOME quotes, Teacher Handouts A and B.**

What makes someone an American? With the U.S. made up of people from around the world, there are many cultures that have come together to make our country what it is today. Through immigration, we have enriched our culture and history and become a land of great diversity. The lesson examines what it means to be “American” and how children adapt to new cultures.

1. Write the following question on the board or overhead:
 - What makes someone an American?
2. As a class, brainstorm for 3-5 minutes to answer this question. Record responses on the board or overhead. You may want to consider breaking the content into sub-sections such as culture, dress, language, customs, life style, attitudes, experiences, portrayal in the media and popular culture, etc. depending on the amount of time you have.
3. Next, ask students to think about how they would answer the following question:
 - How would you handle being forced to move to a foreign country based on your ancestry? (i.e. if you are part German, you'd move to Germany, if you are Chinese, you'd move to China, etc.) Explain why. After students have had several minutes to think about this question, facilitate a short discussion about it by listing everything that would make assimilating into another country's culture difficult.
4. Ask students to imagine what life would be like if they were forced to move to another country all alone. Have students pair up and talk to one another about this using the following types of questions as prompts:
 - The three most difficult things about being forced to move to another country would be....
 - The three things that would be most frightening to me would be....
 - The biggest challenges I think I would face in another country would be....
5. Talk to students about how people adjust to making moves that force them to become a part of another culture. Using **Teacher Handout B: Citizenship and Immigration Terminology**, discuss the three basic acceptance theories briefly to help students better understand the difficulties of adjusting to life in a foreign country.
6. Explain to students that in this lesson, they are going to meet two men struggling with their identity. Distribute **Student Handout C: Comparing and Contrasting** and review the directions with the class. View **SENTENCED HOME Modules 1, 2, 3 and 4** available at <http://www.pbs.org/independentlens/classroom>. In addition, read or distribute copies of “The Film” available at <http://www.pbs.org/independentlens/sentencedhome/film.html>, and

“The People” available at <http://www.pbs.org/independentlens/sentencedhome/people.html>. Provide students with time to complete the Comparing and Contrasting activity with their partner.

7. Talk about the data students recorded on Comparing and Contrasting using questions like those listed below and by referencing the quotes available on **Teacher Handout A: Supplemental Materials** in the Activity 3 section.
- What does it mean to be a Cambodian American?
 - What differences do you see between the ways these men interact in American society vs. the interactions of their parents? What do you think causes this difference between the two generations?
 - Why do you think it is easier for children to assimilate to a new culture rather than adults? Provide specific examples.
 - In what way are the men from the film “without a country”?
 - Do you think the men will be able to build successful lives in their “homeland”? Why?
 - What obligation do the U.S. and Cambodian governments have to assist these deportees with successful assimilation into their native culture? Why?
 - If there had been more programs in place to keep the men in the film from feeling like “the minority within the minority,” do you think they could have been spared from deportation? Explain your answers.

NOTE: The **SENTENCED HOME Quotes** are referenced in this step and could be distributed to students for use during discussion.

8. Place the following quote on the board or overhead and read them aloud to students:
- “I’m three thousand *** miles away, you know what I’m saying? You made it happen, you know what I’m saying? To deport a *** like me, who you accepted with loving arms, and open arms, you know what I’m saying? To your *** country, you know what I’m saying? As your *** permanent residency, you know what I’m saying? As your *** child, you know what I’m saying? Of the killing field and ***. You accepted me with open arms, you know what I’m saying? You accepted me with your *** welfare system, you know what I’m saying? You accept me with your *** social security system, you know what I’m saying? You accept me with your *** project, you know what I’m saying? You *** inner city ghetto living every *** day living, you accepted me, you know what I’m saying? And in the click, you know what I’m saying? In the blink of an eye, you know what I’m saying? You reject me as a stepchild, you know what I’m saying? You can never scare me no more ***. Kill me, ***.”
- Kim Ho Ma—deportee*

Ask students to think about the point Kim is trying to make in this statement in terms of what makes someone an American. Discuss this as a class. Ask students to comment on the emotions and feelings Kim is conveying and talk about the level of empathy students have for him.

NOTE: The **SENTENCED HOME Quotes** are referenced in this step and could be distributed to students for use during discussion. Note that the quote contains offensive language.

9. As a closing activity, have students imagine what it would be like to be forced to move to a foreign country alone. Direct them to write a series of journal entries (at least 5) or a biographical story that tells about what they encountered. Some ideas to get students started could include:
- Describe your first day in this city/town
 - Describe trying to communicate with others and to fit in with them
 - Describe coming to school/work on the first day
 - Describe what it was like leaving your friends and family members behind and trying to make new friends
 - Describe the cultural differences you noticed between yourself and those around you
 - Describe what it feels like to be a minority (in terms of your culture)

Provide students with the opportunity to share their work with the class and discuss whether or not they are able to make more of an emotional connection with deportees like the ones in the film now that they have taken time to think about what their lives might be like if they were in a similar situation.

Extension Activities

1. Keeping in mind what the men in the film experienced when deported to Cambodia as well as what they felt growing up as “the minority within the minority,” think about what can be done in your school or community to help newcomers feel welcome, particularly those who are relocating from a foreign country. Work with a partner to develop a program or plan for a club, event, or activity that could help students become a part of the school community. Chances are that there are already some students who may not feel part of the school, immigrant or not. Devise ways to reach out to students of all types. Share your plan with classmates.

Note: Assure that planned activities incorporate input from community members who can assess the appropriateness of the student plan.

OPTIONAL: As a group, vote on the best plan and work as a class to implement this plan within your school. Assess the success of the program through talking with participants and by conducting class discussion about how the activity helped students connect with one another in a positive way.

OPTIONAL: After selecting a project, partner with other community-based service organizations such as youth or faith-based groups or organizations that specialize in serving immigrant families and execute the plan to assist people in the broader community.

Activity 4

Understanding Immigration Issues
(90-120 minutes + assignments)



“After September 11th, everything changed. America pressured Cambodia into accepting these ex-felons back. And that’s what leads to my worrying about being deported.”

Many Uch



Activity 4

Understanding Immigration Issues (90-120 minutes + assignments)

Objectives: Students will:

- Participate in a number of class discussions and debates related to former and current immigration laws and policies
- Utilize critical reading and viewing skills to learn about immigration laws, proposed legislation and controversies surrounding immigration reform
- Analyze the positive and negative effects of former and current immigration laws and policies
- Conduct research about former and current immigration laws and policies and use this information to create reports to be used as part of an oral presentation
- Participate in a classroom simulation of a Commission Hearing regarding making reforms to immigration laws
- Compose a written response to questions related to their opinions regarding changes that should be made to immigration laws in the U.S.

Skills: stating and supporting opinions in class discussion, critical reading and viewing, group work, research, summarizing information.

Materials: board/overhead, student handouts (provided with guide), Modules 1, 2, and 3, access to Internet and library resources.

This lesson focuses on the history of immigration in the U.S., current immigration reform issues and legislation as students work together to formulate plans for changing immigration laws in the U.S.

Procedures

1. Distribute **Student Handout D: Timeline of U.S. Immigration Policy and Events** and review as a group. Discuss briefly the positive and negative results of various events and policy changes in terms of how they affected U.S. citizens as well as immigrants.
2. Beginning with the entries for 1996 and continuing to the end of the timeline, discuss how immigration policy has changed as a result of attacks on the U.S. Look at how this has affected immigrants and U.S. citizens by reading "U.S. Immigration Policy" at <http://www.pbs.org/independentlens/sentencedhome/immigration.html> or using additional resources found at <http://www.pbs.org/independentlens/sentencedhome/more.html>.
3. Explain to students that now that they are familiar with the basics of U.S. immigration, they will meet some of the people being affected by the current laws. Using **Modules 1, 2 and 3** available at <http://www.pbs.org/independentlens/classroom>, introduce students to Many and Kim and allow them to see how policy changes in immigration laws are changing people's lives.
4. After viewing is completed, facilitate a class discussion about what students have seen using the quotes from **Teacher Handout A: Supplemental Materials** in the **Activity 4** section and questions such as:
 - How are Many and Kim being affected by the changes that were made to U.S. immigration laws back in 1996?
 - Do you agree with these changes? Why?
 - Why do you think the government felt it had to enforce these laws beginning after 9/11?
 - Do you think the enforcement of these laws makes U.S. citizens safer? Why?

NOTE: The **SENTENCED HOME Quotes** are referenced in this step and could be distributed to students for use during discussion.

5. Divide students into small groups. Using **Student Handout D: Timeline of U.S. Immigration Policy and Events**, assign each group a time period to review (perhaps a decade). Suggested research links can be found at <http://www.pbs.org/independentlens/sentencedhome/more.html>. Instruct groups to refer to the section of the time line that reports on their assigned years and be prepared to report on the following:
 - Key policies established during that timeframe
 - What the policies were addressing and why
 - The policy's goal and results
 - What was occurring internationally and nationally during noted dates that might have influenced the policy
 - The actual or likely impact on immigrants and the United States
6. Have each group report back to the class. Synthesize and chart each group's findings under headings reflecting their respective time periods. After the presentations, have the class review the synthesized findings to draw conclusions about what typically frames immigration policy and the similarities and differences among the varied legislation.
7. Point out to students that many of the issues presented in their timeline analysis are at the heart of immigration policy, which raises debates about how immigrants are viewed and treated. It is an ongoing debate, one that has heated up in light of the terrorist acts on September 11, 2001.
8. Have students select an existing or proposed immigration policy to research in small groups. Students should note the names and purpose of the policies and on what basis they evolved. Have them work in small groups to research the pro and con arguments associated with each or one of the policies. The Southeast Asia Resource Action Center web page, <http://www.searac.org/advocacy.html>, may be helpful—along with other websites noted in the “How to Use This Film and Guide” section.
9. Tell students they will have an opportunity to learn more about immigration policy and the ways these policies are enacted by participating in a mock Congressional hearing. Assign five students the roles of Commission members. Divide the remainder of the class equally into smaller groups of lobbyists, immigrants and other groups/individuals students deem necessary for the activity. The pro and con perspectives should be balanced among the groups.
10. Distribute **Student Handout E: Commission Hearing Guidelines**, and review with the class. Presenters may focus on a particular proposed policy and/or address current immigration policy overall, making sure to incorporate reference to recommended laws.
11. Conduct the Commission Hearing. After the hearing is completed, invite students to reflect on what they have learned, and revisit their initial perceptions discussed in Steps 1-4 by answering the following questions as a written response activity.
 - What are their overall thoughts now regarding immigration policy?
 - How do they feel it should be structured?

Extension Activities:

1. Research how other industrialized countries throughout the world handle immigration issues. Place students in pairs or small groups and have each group select a different country to research. Each group could write a one-page summary describing the immigration laws of the country they selected. They could then use a graphic organizer such as a Venn Diagram to illustrate the similarities and differences between how this country and the U.S. handle immigration issues. Posters could be hung around the classroom after each group presents its findings about foreign immigration laws and policies.

Name: _____ Date: _____

STUDENT HANDOUT A: WHAT'S YOUR OPINION?

Directions: Read each statement below carefully and answer the questions related to each statement using your own thoughts and opinions. Be prepared to share your ideas with the class.

1. "In 1996, in the wake of the Oklahoma City bombing and the first attack on the World Trade Center, Congress enacted new legislation to crack down on terrorism and illegal immigration. For legal permanent residents sentenced to a year or more for "aggravated felonies," deportation is now mandatory. This law applies no matter how long ago the person committed their crime, or whether they already served their time in prison. Individual case-by-case review of these deportations has also been eliminated, leaving no real chance for appeal."
- SENTENCED HOME narration.

- What do you think of this change to the law? Is it good? Bad? Fair? Discuss your opinions below.

- Do you think this law matches the ideals of the American justice system? Why?

2. "The issue is that Congress has looked at what are the rules that people who have been given rights to live in this country must follow in order to get to stay here. And there's something of a quid pro quo. It's that we're giving you something of tremendous value, and in exchange for that we expect you to do nothing more than live like all the people who get it for free. That's all. That's all we're asking of you. And if you can't do that, then we're going to have to take it away from you." - Patrician Vroom, Immigration and Naturalization Service attorney

- Do you agree with this point of view? Give specific reasons why.

Name: _____ Date: _____

Student Handout B: Story Chart Activity

Directions: As you watch the film and read the companion materials, complete the chart below.

	Many Uch	Kim Ho Ma
Year and Age Arrived in U.S.		
Description of Crime, Year and Age When Crime Committed		
Punishment/ Time Served		
Deportation Status		
My Personal Reaction		
My Questions		

Directions: Share the stories of the two men profiled in SENTENCED HOME along with what you have learned about U.S. immigration laws and deportation. Ask a family member or other adult to share his/her opinions about the deportation laws and to write a short response to the prompt below.

Do you think the current deportation laws and policies are consistent with the ideals of the U.S. justice system? Why?

Name: _____ Date: _____

Student Handout C: Comparing and Contrasting

Directions: Listen carefully as you view each module. Complete the chart below by making observations and listening carefully to the content of the film. Work with a partner to discuss and complete the chart after you finish viewing all of the modules.

Name	Ways He is Like Me	Ways He Differs From Me	Ways This Person Was Influenced by Growing Up in America
Many Uch			
Kim Ho Ma			

Name: _____ Date: _____

Student Handout D: Timeline of U.S. Immigration Policy

YEAR IMMIGRATION POLICIES/EVENTS

- 1492 Genocide of indigenous peoples begins with Christopher Columbus' arrival in the Americas.
- 1619 First shipload of 20 indentured African slaves arrives in Jamestown, Virginia.
- 1654 First Jewish immigrants to the New World (originating from Brazil) settle in New Amsterdam.
- 1717 An Act of Parliament in England legalizes transportation of criminals to work in American colonies as punishment.
- 1718 Large-scale Scottish and Irish immigration begins, with most settling in New England, Maryland and Pennsylvania.
- 1790 Naturalization Act: citizenship denied to "nonwhites."
- 1807 The U.S. Congress says it is illegal to import African slaves.
- 1845 A Nativist political party is founded. Ten years later, a similar anti-immigrant "Know-Nothing" political party reaches its peak of support.
- 1848 Following the Mexican-American War, the Treaty of Guadalupe Hidalgo gives former Mexican lands to the United States in what is now Arizona, California, Colorado, Nevada, New Mexico, Texas and Utah. Mexican Americans lose land to Anglos by both legal and illegal means.
- 1849 Discovery of gold in California lures people from all over the world, including many from China, to work mining claims.
- 1860 New York becomes the largest Irish city in the world, with 203,760 Irish-born citizens.
- 1863 President Lincoln signs the Emancipation Proclamation into law, ratifying the freedom of slaves in the U.S.
- 1882 Chinese Exclusion Act: Chinese laborers are denied citizenship and entry into the U.S.
- 1891 Immigration Act establishes the Bureau of Immigration and the first comprehensive law for immigration control, directing the deportation of aliens unlawfully in the U.S.
- 1905 Japanese and Korean Exclusion League is formed by organized labor to protest the influx of "coolie" labor and a perceived threat to living standards of American workers.
- 1909 Halladjian Ruling: federal government re-classifies Armenians from Asiatics to Caucasians: "...They [Armenians] learned a little bit more English than the Japanese did and they look more American..."
- 1910 Mexican Revolution sends thousands of peasants to the U.S. border seeking safety and employment.
- 1917 Immigration Act: Mexicans are exempted from anti-immigration laws so that they can provide labor.
- 1918 Passport Act prevents arrival and departure without documentation. Anarchists Act provides for the deportation of alien "radicals."

- 1921 Emergency Immigration Restriction Law introduces a quota system that favors northern and western Europeans.
- 1922 Ozawa Ruling: Japanese immigrant, Takao Ozawa, challenges the Supreme Court saying he qualified for citizenship but was denied because he was not “Caucasian.”
- 1923 U.S. vs. Bhagat Singh Thind: Supreme Court rules Asian Indians to be Caucasian and given privileges as white persons because they could “assimilate.” Klu Klux Klan, a virulently anti-immigrant movement, reaches its peak strength.
- 1924 Immigration and Naturalization Act imposes the first permanent numeric limits on immigration. The category of “Entry without Inspection” is created, officially labeling those who cross U.S. borders without immigration documents. The U.S. Border Patrol is created, in large part to control Chinese immigration to the U.S. across the U.S.-Mexico border.
- 1935 Repatriation Act offers Filipinos transportation back to the Philippines if they promise to never come back to the U.S.
- 1940 Alien Registration Act requires registration and finger-printing of “aliens.”
- 1942 Bracero Program (1942-1964) provides temporary residence permits to bring Mexican workers to farmland due to labor shortage because of World War II, but it provides no means for permanent residence or any labor protections, housing guarantees or rights to bring family members.
- 1945 Large-scale Puerto Rican immigration begins as people try to escape crushing poverty on the island, only to find similar conditions in New York.
- 1952 McCarran-Walter Immigration and Naturalization Act extends token immigration quotas to Asian nations for support during World War II.
- 1965 Cuban Refugee Airlift begins; Cubans are admitted under special quotas.
- President Johnson signs the Immigration Act, which eliminates race, creed and nationality as a basis for admission to the U.S. As soon as the old quota system is removed, non-European immigration levels rise.
- 1980 Responding to a wave of Cuban Refugees coming to the U.S. on the “Freedom Flotilla,” the Refugee Act systematizes processes for refugees and codifies asylum status.
- 1982 More than 250 churches provide “sanctuary” to Salvadoran and Guatemalan refugees.
- 1986 Immigration Reform and Control Act imposes employer sanctions, making it illegal for employers to hire undocumented workers and, for the first time, a crime to work without immigration authorization. It also increases border enforcement.
- 1990 Immigration Act increases legal immigration ceilings by 40 percent; triples employment-based immigration, which emphasizes skills; creates a diversity admissions category; and establishes temporary protected status for those jeopardized by armed conflict or natural disasters in their native countries.
- 1996 Personal Responsibility and Work Opportunity Reconciliation Act (popularly known as “welfare reform”) ends many forms of cash and medical assistance for most legal immigrants and other low-income individuals. Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA) expands INS enforcement operations, eliminates basic rights of due process for immigrants and cuts down on avenues for immigrants to legalize their status. Anti-Terrorism and Effective Death Penalty Act groups provisions regarding immigrants with those designed to curb terrorism, including a new court to hear cases of alien deportation based on secret evidence submitted in the form of classified information.

Sources: National Network for Immigrant and Refugee Rights (NNIRR)

Michael Fix, Jeffrey S. Passel, et al., “Immigration and Immigrants: Setting the Record Straight,” The Urban Institute, Washington, D.C., May 1994

Name: _____ Date: _____

Student Handout E: Commission Hearing Guidelines

Members of the Commission

The Commission has been drawn from both Houses of Congress. Membership on the Commission was allocated to represent different regions of the country and varying points of view. Border state members will have especially strong views about the cost of immigration for government. You might use props for dramatic effect—costumes, official signs with member names, political party, and state, a draped table, etc.

Presentations

Presenters each have five minutes to make their case. Present your argument regarding immigration policy. Presenters may focus on a particular proposed policy and/or address current immigration policy overall, making sure to incorporate reference to recommended laws. Provide logical and clear reasons. Presentations should be as “slick” as possible with charts, posters, PowerPoint slides, etc. Remember that presentations before the Commission must be well documented and supported. Presenters should “act the part” of the people who would support or oppose the ideas they are presenting.

Rebuttals

After the first round of presentations, groups may respond to each other's positions, taking no more than two minutes. Remember that you are trying to impress upon the Commission certain ideas and actions. To be prepared with good rebuttals, take careful notes during the presentations so that you have answers for any issues brought forward that persuade to a policy other than yours. Respond to each of the arguments that call your group's position into question. You might create a two-column chart to record arguments for and against specific policies.

Commission Conference

After the arguments have been presented, the Commissioners need to confer privately. Discuss the arguments among yourselves, but remember to represent the positions that a member of your political party or state would hold. Decide upon policies that represent the best course of action, incorporating the most persuasive arguments offered by presenters.

TEACHER HANDOUT A: SUPPLEMENTAL MATERIALS

All Activities:

- ITVS COMMUNITY & CLASSROOM Resources: www.itvs.org/outreach/sentencedhome/
- SENTENCED HOME Discussion Guide: www.itvs.org/outreach/sentencedhome/
- SENTENCED HOME Educator Guide: www.pbs.org/independentlens/classroom
- PBS SENTENCED HOME website: www.pbs.org/independentlens/sentencedhome
-The Learn More section of the broadcast website provides many suggested links and readings for further study and exploration.

Activity 1 References:

In Step 1 of the lesson, teachers are asked to discuss the following with students:

- What is a refugee? **Under U.S. law, a refugee is a person who has fled his or her country of origin because of past persecution or a well-founded fear of persecution based upon race, religion, nationality, political opinion or a membership in a particular social group.**
- Why do people become refugees? **For many reasons, but usually because of a particular threat to themselves or their families.**

Several of the discussion questions for Step 5 appear below followed by quotes from the film that can be used to further activate student discussion of the film.

- How were the Cambodian refugees treated/accepted by members of the communities where they lived?

Many Uch: “When we got to America, we thought we were Americans. Likes the rest of...Americans.”

“My family settled in Seattle, WA. We were the minority within the minority. Our English was bad, and we just didn’t fit in.”

“We wanted to make a name for ourself. We want to be the toughest one of all Seattle. The cops call it gang, but when we grew up we just think that we have this bond.”

- What is the difference between a “Permanent Resident Alien” and a U.S. citizen?
- What is Many’s opinion about why many Cambodian refugees did not apply for U.S. citizenship?

Many Uch: “When we came here we were given permanent resident alien, not automatic citizenship. And at that time, there weren’t any program that encourage these refugee families to get citizen, and we were still new, we just didn’t understand much about citizenship at all. We were just kids. Even our parents didn’t think much about it.”

“There’s 100 questions on the citizenship test. And there wasn’t anybody to prepare us to accomplish that. Most families just put it off. They didn’t worry about it.”

- Many's teacher did not feel enough was done to assist Cambodian refugees. What support services might have assisted Many and his mother?

Bob Huppe, Many's former teacher: "You know you guys that were from Cambodia experienced terror like very few people ever experience."

"We did not have any kind of good services for kids like you. As you started to hit puberty, there were all these gangs that started. Well we tried what we could to help kids out, but I don't think we really had a good understanding of why all this was happening."

"It's amazing to watch—I mean, you've made it out. It's because of you, it's not because of what we were able to offer you. And I wish we could have offered more, as people."

- Do you think Kim Ho Ma and others like him could be considered refugees again as deportees? Why?

Kim Ho Ma: " Oh man. We wake up every day and don't know what to do. We're the crumb of the bucket. I ain't got no d**m income. That's a sentence of itself. It's not being deported, that's a sentence of itself. Just surviving. I'm not saying we're victims, but we're expected to start life with nothing, man. Nothing."

Online Resources for Step 6 Student Research

The following Internet sites can provide students with information about refugee policies from various countries around the world.

UNHRC: 2005 Global Refugee Trends

<http://www.unhcr.org/statistics/STATISTICS/4486ceb12.pdf>

This is a great place to start looking for research. There are maps and charts that indicate which countries people are fleeing from as well as the countries taking in the greatest numbers of refugees. From this document, students can then select a particular country or group of refugees to research.

UNHRC: UN Refugee Agency

<http://www.unhcr.org/cgi-bin/texis/vtx/home>

This is a comprehensive resource that provides facts and statistics about refugees worldwide as well as information about what is being done to assist and protect the world's refugees.

Human Rights Watch: 50 Years On What Future for Refugee Protection?

<http://www.hrw.org/campaigns/refugees/section-3-1.htm>

Provides a broad overview of what the world's countries do to assist refugees as well as the challenges faced by those countries and the world in dealing with refugee issues. The site provides links to information related to the disparities in the way the world's countries respond to and care for refugees.

Activity 2 References:

Step 8 of the lesson directs students to conduct research about other cases where people living in the U.S. have been deported or are facing deportation. The following resources could be used for student research.

Immigrant Legal Resource Center

<http://www.ilrc.org/immigrantjusticenetwork/problem.php>

AlterNet

<http://www.alternet.org/rights/45495/>

"Forgotten Prisoners: The Problem With Our Immigrant Deportation System"

Immigration

<http://immigration.about.com/library/weekly/aa122900a.htm>

"Judge Shows Mercy and an Immigrant's Fate is Reversed"

<http://immigration.about.com/library/weekly/aa063099.htm>

"A Personal Immigration Experience: Student Visa – Marriage – Travel"

New Standard News

<http://newstandardnews.net/content/index.cfm/items/4237>

"Immigrants' Stories Expose Murkiness of Deportation Laws"

CBS News

<http://www.cbsnews.com/stories/2007/06/20/national/main2956093.shtml>

"Missing Soldier's Wife Faces Deportation"

New York Post

http://breakingnews.nypost.com/dynamic/stories/M/MEXICO_WRONGFUL_DEPORTATION?SITE=NYNYP&SECTION=HOME&TEMPLATE=DEFAULT&CTIME=2007-06-17-21-57-00

"Mom Says Disabled Son Illegally Deported"

Southern California Public Radio

http://www.scpr.org/news/stories/2007/03/26/08_bangladeshi_faces_de.html

"Former Bangladeshi Diplomat Faces Deportation From U.S."

National Public Radio

<http://www.npr.org>

Activity 3 References:

"These are not Cambodians. These are Americans. They're Americans by experience, education, language, they think in English, they speak to each other in English."

—*Bill Herod, director of Assistance Project halfway house*

"I think it's harder for people who come here as children, because they're more like people who were born here as far as their consciousness of how much do they appreciate what they have."

—*Patricia Vroom, Immigration and Naturalization Service attorney*

"When I was younger I always wanted to join a team, and you know, there was nobody to talk to, to try to get into a team, and you know, I'm making it possible for the Cambodian American that is growing up. It's hard to get the parent involved into the kids' sport really. 'Cause you know there's money involved, and the language barrier cuts them off..."

—*Many Uch*

"We want to make a name for ourself. We want to be the toughest one of all Seattle. The cops call it gang, but when we grew up we just think that we have this bond."

—*Many Uch*

"Seattle Washington is the third largest Cambodian community in the whole United States. It ain't the jungle of Cambodia but this is definitely you know the concrete jungle of America. I didn't grow up in the suburbs, you know, inner-city projects, man. All my life. Life as a Cambodian in America. It's a little bit hard, you know what I'm saying? You know, especially when you grow up like me, I grew up in White Center, you know? And this is a gang-infested neighborhood. It's gang-infested. Either you banging, or you ain't hanging. Get your ass beat down the street for no reason and stuff."

—*Kim Ho Ma*

"I didn't know the American customs, so I just spoke to my children in the Cambodian language and related to them in the Cambodian custom I know. They didn't listen. When I was in Cambodia, I never saw any young people playing around drinking, so I worried constantly. My doctor told me not to worry too much, because this is the way it is in America."

—*Hueng Ly, Many's mother*

"I knew that if people was to get sent back, deported, you know that I'm going to be one of their top guys, I'm INS most hated, you know—I'm their poster child. I was convicted of a serious crime. And they figure here's our guy, you know, look—he's a monster. He's a gang member, you know, uneducated bastard. Alien. I ain't from Mars, but here I am, alien, you know, categorized and stuff."

—*Kim Ho Ma*

"I'm going to see the family, see what's up. I ain't never known none of these people, so... it's gonna be like you seeing them for the first time too. It's hard to take in, because you meeting people for the first time that you ain't ever seen in your life before, and you're like damn, you know, what bond do you have?"

—*Kim Ho Ma*

"You know, here you are in Cambodia. You ain't never seen the place, and it's your country, your people, your political system. And you ain't got nobody to blame for no more because you're in your own country."

—*Kim Ho Ma*

Activity 4 References:

"In 1996, in the wake of the Oklahoma City bombing and the first attack on the World Trade Center, Congress enacted new legislation to crack down on terrorism and illegal immigration. For legal permanent residents sentenced to a year or more for 'aggravated felonies,' deportation is now mandatory. This law applies now matter how long ago the person committed their crime, or whether they already served their time in prison. Individual case-by-case review of these deportations has also been eliminated, leaving no real chance for appeal."

"For decades, Cambodia did not accept deportees. After 9/11, the Cambodian Government yielded to increased U.S. pressure. They began admitting deportees in June 2002. Currently, 1,500 Cambodian-Americans await deportation."

"The 1996 law denied permanent residents convicted of violent crimes the chance to challenge their deportation based on years lived in the U.S., even if they arrived as infants."

"I thought 'oh yeah, right, no way, you know, I come from a third world country, they don't have a system of government for accepting us back.' You know, I was arrogant. After September 11th, everything changed. America pressured Cambodia into accepting these ex-felons back. An that's what lead to my worrying about being deported."

—*Many Uch*

"I knew that if people was to get sent back, deported, you know that I'm going to be one of their top guys, I'm INS most hated, you know—I'm their poster child."

—*Kim Ho Ma*

"I was convicted of a serious crime. And they figure here's our guy, you know, look—he's a monster. He's a gang member, you know, uneducated bastard. Alien. I ain't from Mars, but here I am, alien, you know, categorized and stuff. So..."

—*Kim Ho Ma*

"The issue is that Congress has looked at what are the rules that people who have been given rights to live in this country must follow, in order to get to stay here. And there's something of a quid pro quo. It's that we're giving you something of tremendous value. And in exchange for that we expect you to do nothing more than live like all the people who got this for free. That's all. That's all we're asking of you. And if you can't do that, then we're going to have to take it away from you."

—*Patricia Vroom*

"It is a struggle, for those of us whose job it is to enforce the law. We don't have discretion, in the sense that Congress does in choosing what categories of people are going to have this or that consequence. The law is there. Our job is to say, 'Ok, we have these facts, we have this law, how does this law apply to these facts! And sometimes the consequences do seem harsh. And sometimes you think well, if we could just back up the clock, and if I could have just talked to that kid, before he made these choices. But that's life."

—*Patricia Vroom*

"I don't know when it's gonna stop. What, after 1,500 Cambodians get sent back it's gonna stop? You know, America has to look at it—is it fair? Congress has to look at it and decide, is it fair? Or what do we think of it? Do they think its ok? I mean, if its ok, then I'm still waiting here to be sent back. It could be 10, 15, 20 years from now. I could have a family, and still I could be sent back. So when is it going to end?"

—*Many Uch*

Teacher Handout B: Citizenship and Immigration Terminology

Below you will find definitions and information about various terms associated with citizenship and immigration. These can be used in conjunction with the lessons and SENTENCED HOME film content.

Khmer

Khmer and Cambodian are terms that are often used interchangeably to describe the people of Cambodia. Khmer is also the primary language of writing and speaking in Cambodia. More information on the history and culture of the Khmer people can be found at <http://www.khmer.org/doc/0,article,72,589,153,112,0.htm>

U.S. citizen

U.S. citizens are individuals born in the United States, Puerto Rico, Guam, the Northern Mariana Islands, the Virgin Islands, American Samoa or Swain's Island. U.S. citizens are also individuals granted citizenship status by Immigration and Naturalization Services (INS). To receive benefits, an individual must be either a U.S. citizen or an eligible alien.

Refugee

Under U.S. law, a refugee is a person who has fled his or her country of origin because of past persecution or a well-founded fear of persecution based upon race, religion, nationality, political opinion or a membership in a particular social group. If the person is not in the United States, he or she may apply overseas for inclusion within the U.S. refugee program. If the person is already within the United States, he or she may apply for the U.S. asylum program

Economic Migrants

This term describes people who have left their homes only to seek a more prosperous life.

Visa

An official authorization appended to a passport, permitting entry into and travel within a particular country or region.

Immigrant Visa

An immigrant visa is required of anyone who wishes to enter the United States to reside there permanently, whether or not that person plans to seek employment in the United States. U.S. immigration law provides for the issuance of immigrant visas in four general categories: Immediate Relatives, Family-Based, Employment-Based and Diversity Visa Program known as the "green card" lottery.

Lawful Permanent Residence (Green Card)

A foreign national who has been granted the privilege of permanently living and working in the U.S. after meeting specified requirements.

Temporary Visa

Can be issued to a foreign national who wants to enter the country for a specified amount of time to visit for pleasure, for work/business, or to attend school. They must meet specified requirements for this type of visa to be granted.

Diversity Lottery

Each year 55,000 people who are selected at random from countries with low rates of immigration to the U.S. are allowed visas for residency in the U.S. They must meet specified requirements to obtain this type of visa.

Naturalization

The process by which U.S. citizenship is conferred upon a foreign citizen after s/he fulfills specific requirements including continuous residency, the ability to read, write and speak English, demonstrated knowledge and understanding of U.S. history and government, good moral character, attachment to the principles of the U.S. Constitution, and demonstration of a favorable disposition toward the U.S.

Acceptance Theories

Assimilation

Assimilation is the concept that eventually immigrants or their descendants adopt enough of the American culture that while they may retain aspects or traditions of their cultural heritage, they are identifiable as uniquely “American.” Most if not all of these cultural traditions (language, foods, etc...) have been replaced with “Americanized” traditions.

Melting Pot Theory

According to the Melting Pot Theory, people from various cultures come to America and contribute aspects of their culture to create a new, unique American culture. The result is that contributions from many cultures are indistinguishable from one another and are effectively “melted” together.

Cultural Pluralism

Cultural pluralism asserts there are times when newly arrived immigrants do not lose the unique aspects of their cultures like in the melting pot model, instead they retain them. The unique characteristics of each culture are still identifiable within the larger American society, much like the ingredients in a salad are still identifiable, yet contribute to the overall make up of the salad bowl. It is this theory that also accounts for the retention of the “something-American” hyphenation when identifying cultural identity.

Teacher Handout C: Guidelines for Convening a Community Forum

Inviting community members into the classroom to share their insights and expertise can enhance students' learning by showing how the issues they are studying affect people around them. Consider inviting community members who represent multiple perspectives so the discussion can reflect the complexity of a particular issue as well as the diversity of your state and community. Introducing students to the contributing roles of scholars, advocates and policy-makers, along with those most affected by a policy or program emulates a process of good information gathering. An appropriately facilitated discussion with opposing viewpoints also helps build understanding of democratic debate.

If possible, involve students in researching and inviting the local panel members and developing the discussion questions. Another excellent outcome of this activity might be to connect students to service learning or other mentoring opportunities with community organizations.

Planning a SENTENCED HOME Panel:

STEP 1: Using the Educator Guide, determine which Activity area you would like to focus on and incorporate a Community Forum.

STEP 2: Using the table on the next page as a guide, develop a plan for your preferred panel participants.

STEP 3: Using the Educator Guide and the Discussion Guide (available at <http://www.pbs.org/independentlens/classroom>), compile a list of potential discussion questions to share with potential panelists.

STEP 4: Using your knowledge of community organizations, your students' contacts and research with some of the search tools provided, recruit your panelists.

STEP 5: Plan the format of your forum, finalize the discussion questions, select or designate a facilitator.

(Planning table on next page)

Here is a list of organizations that might assist you with identifying representatives for a community panel.

Suggested Panel Members	Organization examples	Search Tools
Immigrant and refugee service organizations	National Immigration Forum U.S. Committee for Refugees and Immigrants Office of Refugee Resettlement U.S. Dept of Health and Human Services	Community Resource Directory http://communityresourcebank.org/DesktopDefault.aspx?tabid=222 USCRI Network Sites http://www.refugeesusa.org/article.aspx?id=1113 National Mutual Assistance Associations http://www.acf.dhhs.gov/programs/orr/partners/maa.htm
Cambodian & South East Asian community service organizations	South East Asian Resource Action Center	Directory of Southeast Asian American Community-Based Organizations http://www.searac.org/maa/index.html
Ethnic or multi-cultural coalitions	Office of Minority Health & Health Disparities, Centers for Disease Control	Minority Health Resources http://www.cdc.gov/omhd/Partnerships/mhresources.htm
Legal assistance centers	American Immigration Lawyers Association ProBono.net	Immigration Lawyer Search http://www.ailalawyer.com/ National Pro Bono Opportunities Guide http://www.probono.net/oppsguide.cfm
Law professors/law schools		U.S. Law Schools http://www.hg.org/lawschools.html
Local law enforcement		
Asian American Studies/History programs		Search nearby colleges and universities
Youth organizations w/ violence or gang prevention programs	Office of Juvenile Justice and Delinquency Prevention	State Contacts http://ojjdp.ncjrs.org/statecontacts/resourcelist.asp
Federal or state programs responsible for immigration enforcement or services	Office of Refugee Resettlement U.S. Dept of Health and Human Services	Directory of State Refugee Coordinators/Agencies/Health Coordinators www.acf.dhhs.gov/programs/orr/partners/index.htm

SENTENCED HOME Quotes

Culture

"You know, my mother tried so hard trying to get us to America. And I didn't live up to that as a teenager. And I failed, because you know, she expected a lot from me. And for my going to prison, it puts shame on her, and makes her feel that she failed in certain ways... that somehow she raised this... you know, bad kid."

—*Many Uch*

"I didn't know the American customs, so I just spoke to my children in the Cambodian language and related to them in the Cambodian custom I know. They didn't listen. When I was in Cambodia, I never saw any young people playing around drinking, so I worried constantly. My doctor told me not to worry too much, because this is the way it is in America."

—*Hueng Ly, Many's mother*

(Many's teacher looks at early class photos of Many's and fellow Cambodian student art work.)

"Right there... oh man, you're so skinny! I think these are all maybe the year before you were in my class. 'In Cambodia one man died. The bad man came to kill him. His first son was very sad. The bad man said, "Do you want to die?" The bad man killed the boy and he died! You know you guys that were from Cambodia experienced terror like very few people ever experience. People like Khuntiya whose father had his head cut off and she had to see it. And people who starved and saw their houses burned down, and saw relatives shot, and people yanked away from them. It all happened to these kids, and it was amazing to me that they could smile."

—*Bob Huppe, Many's teacher*

"When I was younger I always wanted to join a team, and you know, there was nobody to talk to, to try to get into a team, and you know, I'm making it possible for the Cambodian American that is growing up. It's hard to get the parent involved into the kids' sport really. 'Cause you know there's money involved, and the language barrier cuts them off..."

—*Many Uch*

"These are not Cambodians. These are Americans. They're Americans by experience, education, language, they think in English, they speak to each other in English."

—*Bill Herod, director of Assistance Project halfway house*

Deportation

"I thought, 'Oh yeah, right, no way, you know, I come from a third world country, they don't have a system of government for accepting us back! You know, I was arrogant. After September 11th, everything changed. America pressured Cambodia into accepting these ex-felons back. And that's what leads to my worrying about being deported."

—*Many Uch*

"I knew that if people was to get sent back, deported, you know that I'm going to be one of their top guys, I'm INS most hated, you know—I'm their poster child."

—*Kim Ho Ma*

"I was convicted of a serious crime. And they figure here's our guy, you know, look—he's a monster. He's a gang member, you know, uneducated bastard. Alien. I ain't from Mars, but here I am, alien, you know, categorized and stuff."

—*Kim Ho Ma*

"You know, here you are in Cambodia. You ain't never seen the place, and it's your country, your people, your political system."

—*Kim Ho Ma*

"I'm going to see the family, see what's up. I ain't never known none of these people, so... it's gonna be like you seeing them for the first time too."

—*Kim Ho Ma*

"It's hard to take in, because you meeting people for the first time that you ain't ever seen in your life before, and you're like damn, you know, what bond do you have? So now, all of a sudden you like, ok, now you've got to make a decision. Do you go to the countryside and live with your folks, which you don't want to go to, because the countryside doesn't have all the shit that the city got – you know, flushing toilet... You face the everyday reality of living in Cambodia. Where you gonna live? Who's your family? And how you gonna survive?"

—*Kim Ho Ma*

Gangs

"We want to make a name for ourself. We want to be the toughest one of all Seattle. The cops call it gang, but when we grew up we just think that we have this bond."

—*Many Uch*

"Seattle Washington is the third largest Cambodian community in the whole United States. It ain't the jungle of Cambodia but this is definitely you know the concrete jungle of America. I didn't grow up in the suburbs, you know, inner-city projects, man. All my life. Life as a Cambodian in America. It's a little bit hard, you know what I'm saying? You know, especially when you grow up like me. I grew up in White Center, you know? And this is a gang-infested neighborhood. It's gang-infested. Either you banging, or you ain't hanging. Get your ass beat down the street for no reason and stuff."

—*Kim Ho Ma*

Crime and Punishment

"Certainly one can be looking at what are the root causes of somebody choosing a path of criminality, and one can look to the family, one can look to the schools, one can look at the immediate community, you can look more broadly at the society in general, the country, whatever. But the point is, that that's really not what the issue is here. The issue is that Congress has looked at what are the rules that people who have been given rights to live in this country must follow, in order to get to stay here. And there's something of a quid pro quo. It's that we're giving you something of tremendous value. And in exchange for that we expect you to do nothing more than live like all the people who got this for free. That's all. That's all we're asking of you. And if you can't do that, then we're going to have to take it away from you."

—*Patricia Vroom, Immigration and Naturalization Service attorney*

"I think it's harder for people who come here as children, because they're more like people who were born here as far as their consciousness of how much do they appreciate what they have. And if their parents haven't inculcated in them the sense of, 'You need to understand, you're here on borrowed time. Until such time as you become a citizen, you cannot afford to squander this. You cannot afford to take risks with this prize that we have obtained for you.'"

—*Patricia Vroom, Immigration and Naturalization Service attorney*

"We're the crumb of the bucket."

—*Kim Ho Ma*

"You know, here you are in Cambodia. You ain't never seen the place, and it's your country, your people, your political system. And you ain't got nobody to blame for no more because you're in your own country. I had a harsh conviction, I was convicted of a serious crime, but then again—they didn't go you know, case by case, you know review by review—what circumstances got that person to where they at—or what trials and tribulations that they face in life. They just figure that—you know, you're alien, you ain't got no green card, you committed a crime... it could be petty theft, it could be drunk driving, it could be murder or assault. There's levels of seriousness, and people really need to see that. It shouldn't have come down to the punishment of other people, because of people like me."

—*Kim Ho Ma*

"I feel afraid, you know, every time I check in. 'Cause you don't know what they might do. They might take you in and say, ok it's time for you to be deported and that's it, you know, you don't have time to come back out and say goodbyes or get everything situated."

—*Many Uch*

"If I don't make it out, if I can't make it back, just call these two phone numbers and say that I can't make it to work. Ok? Got it?"

—*Many Uch*

"It is a struggle, for those of us whose job it is to enforce the law. We don't have discretion, in the sense that Congress does in choosing what categories of people are going to have this or that consequence. The law is there. Our job is to say, 'Ok, we have these facts; we have this law; how does this law apply to these facts?' And sometimes the consequences do seem harsh. And sometimes you think well, if we could just back up the clock, and if I could have just talked to that kid, before he made these choices. But that's life."

—*Patricia Vroom, Immigration and Naturalization Service attorney*

"I don't know when I'll be sent back. I've only got a certain number of weeks, days, to do what I've got to do. So I have to do things that are positive."

—*Many Uch*

"I'm three thousand *** miles away, you know what I'm saying? You made it happen, you know what I'm saying? To deport a *** like me, who you accepted with loving arms, and open arms, you know what I'm saying? To your *** country, you know what I'm saying? As your *** permanent residency, you know what I'm saying? As your *** child, you know what I'm saying? Of the killing field and ***. You accepted me with open arms, you know what I'm saying? You accepted me with your *** welfare system, you know what I'm saying? You accept me with your *** social security system, you know what I'm saying? You accept me with your *** project, you know what I'm saying? You *** inner city ghetto living every *** day living, you accepted me, you know what I'm saying? And in the click, you know what I'm saying? In the blink of an eye, you know what I'm saying? You reject me as a stepchild, you know what I'm saying? You can never scare me no more ***. Kill me, ***"

—*Kim Ho Ma*

"I don't know when it's gonna stop. What, after 1,500 Cambodians get sent back it's gonna stop? You know, America has to look at it—is it fair? Congress has to look at it and decide, is it fair? Or what do we think of it? Do they think it's ok? I mean, if it's ok, then I'm still waiting here to be sent back. It could be 10, 15, 20 years from now. I could have a family, and still I could be sent back. So when is it going to end?"

—*Many Uch*

Services

"When we came here we were given permanent resident alien, not automatic citizenship. And at that time, there weren't any programs that encourage these refugee families to get citizenship. And we were still new, we just didn't understand much about citizenship at all. We were just kids. Even our parents didn't think much about it."

—*Many Uch*

"There are 100 questions on the citizenship test. And there wasn't anybody to prepare us to accomplish that. Most families just put it off. They didn't worry about it."

—*Many Uch*

"We did not have any kind of good services for kids like you. As you started to hit puberty, there were all these gangs that started. Well we tried what we could to help kids out, but I don't think we really had a good understanding of why all this was happening. I just think it's so neat how you've been able to take what was a horrible experience and start to make it better. I don't know if I could do the same thing. I mean it's really amazing. It's amazing to watch—I mean, you've made it out. It's because of you; it's not because of what we were able to offer you. And I wish we could have offered more, as people."

—*Bob Huppe, Many's teacher*

RECOMMENDED NATIONAL STANDARDS

Curriculum Standards for English Language Arts National Council of Teachers of English and the International Reading Association

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
3. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
4. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
5. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
6. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
7. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
8. Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Curriculum Standards for Social Studies Expectations of Excellence, National Council for the Social Studies

Performance Expectation 1: Culture

- Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- Construct reasoned judgments about specific cultural responses to persistent human issues.

Performance Expectation 4: Individual Development and Identity

- Identify, describe and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status and other group and cultural influences contribute to the development of a sense of self;
- Examine the interactions of ethnic, national or cultural influences in specific situations or events;
- Analyze the role of perceptions, attitudes, values and beliefs in the development of personal identity;
- Compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups;
- Work independently and cooperatively within groups and institutions to accomplish goals.

Performance Expectation 6: Power, Authority and Governance

- Examine persistent issues involving the rights, roles and status of the individual in relation to the general welfare.

Performance Expectation 9: Global Connections

- Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues and conflicts related to universal human rights;
- Identify and describe the roles of international and multinational organizations;
- Illustrate how individual behaviors and decisions connect with global systems.

For specific content standards on subjects such as social sciences, ethics and media literacy, please refer to your respective State Standards.

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About ITVS COMMUNITY CLASSROOM:

ITVS COMMUNITY CLASSROOM is an educational resource providing new documentary video content and accompanying curricular materials, lesson plans and homework assignments to high school and community college instructors and youth-serving community-based organizations. Video content includes approximately 15 minutes excerpted from an independently produced documentary film scheduled for broadcast on the Emmy Award-winning PBS series *Independent Lens*. Content is grouped into subject-specific segments that correspond to lesson plans and educational activities. Designed with key education standards in mind, all CLASSROOM materials are available, along with the video content, on a DVD-ROM and online.

ITVS COMMUNITY CLASSROOM is a product of the Independent Television Service and KQED Education, with support from PBS Teachers, the National Council of Churches, National Association of Community Colleges, 4-H, National Council for the Social Studies, and National Council of Teachers of English.

About ITVS:

The Independent Television Service (ITVS) funds and presents award-winning documentaries and dramas on public television, innovative new media projects on the Web and the Emmy Award-winning weekly series *Independent Lens* on Tuesday nights at 10 PM on PBS. ITVS is a miracle of public policy created by media activists, citizens and politicians seeking to foster plurality and diversity in public television. ITVS was established by a historic mandate of Congress to champion independently produced programs that take creative risks, spark public dialogue and serve underserved audiences. Since its inception in 1991, ITVS programs have revitalized the relationship between the public and public television, bringing TV audiences face-to-face with the lives and concerns of their fellow Americans. More information about ITVS can be obtained by visiting itvs.org. ITVS is funded by the Corporation for Public Broadcasting, a private corporation funded by the American people.

About *Independent Lens*:

Independent Lens is an Emmy® Award-winning weekly series airing Tuesday nights at 10 PM on PBS. Hosted this season by Terrence Howard, the acclaimed anthology series features documentaries and a limited number of fiction films united by the creative freedom, artistic achievement and unflinching visions of their independent producers. *Independent Lens* features unforgettable stories about a unique individual, community or moment in history. Presented by ITVS, the series is supported by interactive companion websites and national publicity and community engagement campaigns. Further information about the series is available at www.pbs.org/independentlens. *Independent Lens* is jointly curated by ITVS and PBS, and is funded by the Corporation for Public Broadcasting (CPB), a private corporation funded by the American people, with additional funding provided by PBS and the National Endowment for the Arts. The series producer is Lois Vossen.

About KQED Education Network:

KQED Education Network engages with community and educational organizations to broaden and deepen the impact of KQED media to effect positive change. Through parent education and professional development workshops, public screenings, multimedia resources, and special events, Education Network reaches more than 200,000 Bay Area residents a year and serves people of all ages, with a particular emphasis on reaching underserved communities. Learn more about its three unique services, Early Learning, Educational Services, and Community Engagement, at kqed.org/ednet.

About PBS:

PBS is a media enterprise that serves 354 public noncommercial television stations and reaches almost 90 million people each week through on-air and online content. Bringing diverse viewpoints to television and the Internet, PBS provides high-quality documentary and dramatic entertainment, and consistently dominates the most prestigious award competitions. PBS is a leading provider of educational materials for K-12 teachers, and offers a broad array of other educational services. PBS's premier kids' TV programming and Web site, PBS KIDS Online (pbskids.org), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at pbs.org, one of the leading dot-org Web sites on the Internet.