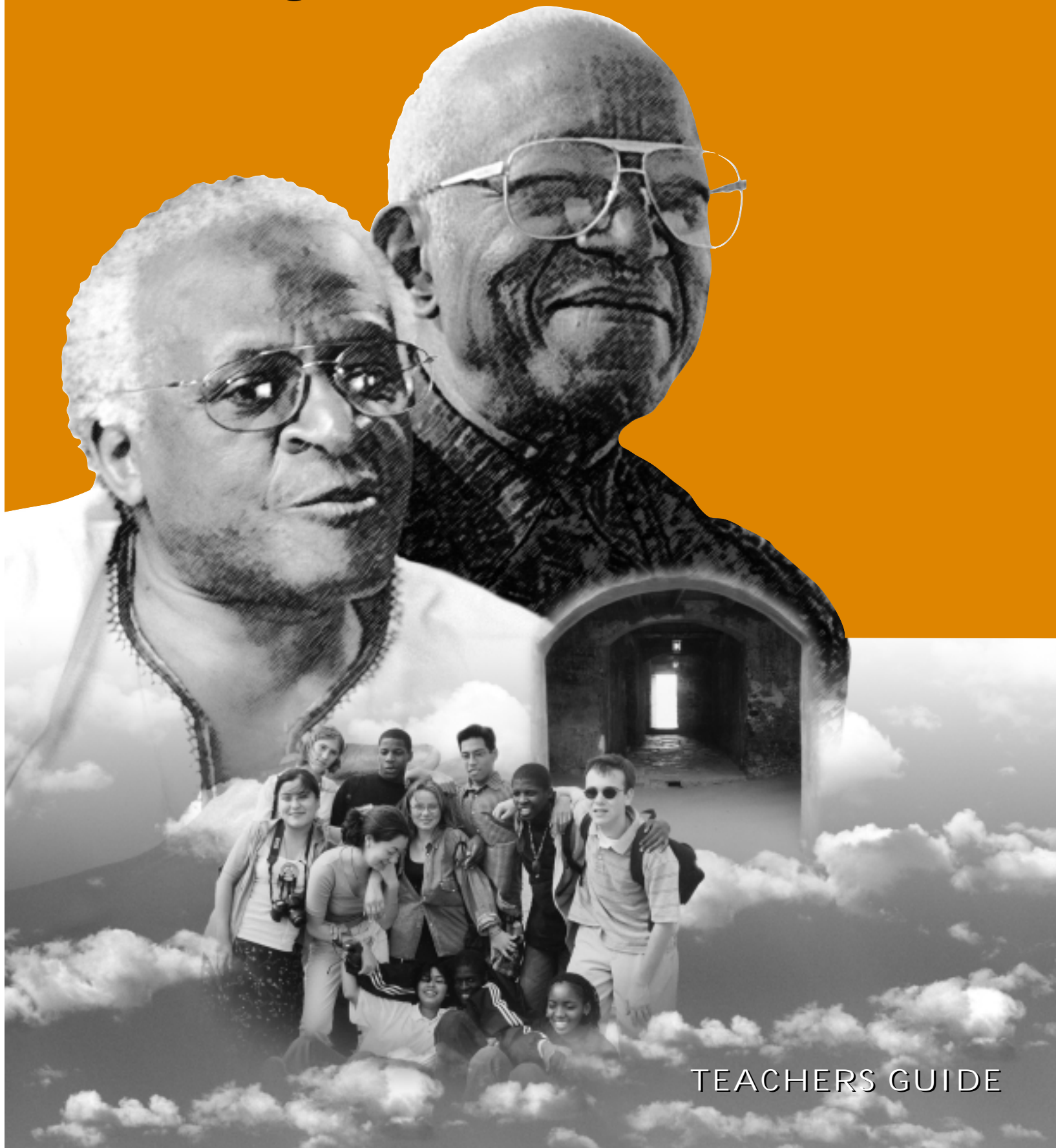


TUTU AND FRANKLIN:  
A JOURNEY TOWARDS

# PEACE



TEACHERS GUIDE

This Teacher Guide accompanies the Wisdom Works film, *Tutu and Franklin: A Journey Towards Peace*. The film, airing nationally on PBS in February 2001, documents the historic first encounter between Nobel Peace Prizewinner Archbishop Desmond Tutu and renowned historian and Presidential Medal of Freedom recipient Dr. John Hope Franklin.

On Goree Island, the infamous former slave port off the coast of Senegal, the two meet and discover surprising truths about their personal histories and their nations' struggles for racial peace. Joined by an international, interracial group of twenty-one high school students, they engage in a series of unusually candid encounters on race and begin an emotional journey towards racial reconciliation.



### How to obtain the film

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You can tape the two-hour documentary off the air when it is broadcast by your local PBS station. For most stations, the film will be broadcast on February 9, 2001. (Check your local PBS station listings.) You can tape the film off the air and retain the tape for educational use for one year.

In addition, a clip reel is available. It contains 16 short segments from the documentary, each focusing on a specific issue such as stereotypes.

You can purchase a videotape of the documentary and the clip reel through the Teaching for Change catalog, 1-800-763-9131, [www.teachingforchange.org](http://www.teachingforchange.org).

### About this Guide

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This guide is designed for high school social studies and/or language arts teachers to use in close conjunction with the film. The activities are suggested for grades 10 and 11 with adaptations for grades 9 and 12. The guide includes general discussion questions and four classroom activities, as well as suggestions for promoting “active listening.” Correlations to NCTE and NCSS content standards are included.

To maximize the educational value of the film, most activities include pre-viewing, active viewing, and post-viewing suggestions. The documentary is also supplemented by a comprehensive web site ([www.pbs.org](http://www.pbs.org)) with content that teachers can integrate with activities in this guide. Review the following suggestions to further enhance the educational value of the film.

### Using Video in the Classroom

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- ◆ Review this Teacher’s Guide before viewing the film with your students and choose which activities you will use.
- ◆ Choose whether you will show clips from the clip reel or a segment from the film. For educational purposes, it is effective to show video in segments of fifteen to twenty minutes. Pause after each segment to check for comprehension before continuing. Also, prompt students to focus and record information on one or two topics at a time.
- ◆ Using video in the classroom is enhanced by encouraging **active viewing** through the following techniques: ask questions to prime students for the topics addressed in the video; give students specific things to watch for in the video; consider the “medium” as well as the message; keep lights on in the classroom to underscore that active attention is required.
- ◆ Use the reproducible Viewing Worksheet at the back of the guide to encourage **active viewing**. Assign students to focus on one individual in the film by completing a section of the worksheet before viewing the film.

### Going Deeper... Discussion Questions

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These questions are provided for classroom discussion based on the film. Discussion can be an effective way for students to increase their awareness and understanding of the many issues addressed in the film. Consult the Active Listening tips (see Sidebar) and share them with your students before beginning classroom discussion.

- 1 “Racism is not just between colors, but within colors...” What does this quote from the film mean? Do students have direct experience with this statement?
- 2 The film deals with the topic of reconciliation. In the cases of slave trading in Senegal, apartheid in South Africa, and slavery in the United States, what are appropriate acts of apology and reconciliation? Is it possible to adequately address historic crimes? What role does fear play in stopping the dominant group from giving up or sharing power?

- 3 Compare the function and success of South Africa's Truth and Reconciliation Commission, led by Archbishop Tutu and the United States' Affirmative Action program, with the White House Advisory Board on Race, led by Dr. Franklin.
- 4 How can art (music, visual art, dance) be used to improve understanding between races? What examples did students see in the film?
- 5 Tutu and Franklin have a wealth of experience to offer the young people assembled in Senegal. In what ways are the racial problems different now than when John Hope Franklin and Desmond Tutu were young men? In what ways are they the same? What were Tutu and Franklin's main concerns when they were your students' ages? In what ways did their early experiences shape their career paths?
- 6 Archbishop Tutu says that poverty is the greatest threat to racial progress. Do students agree that economic inequalities pose the biggest problem? Why? If not, what do students think is the greatest threat to racial peace? Who has economic power in the United States? ...in South Africa? Is there a connection between economic wealth and societal acceptance? Are educational and professional opportunities distributed evenly across economic brackets and across racial boundaries?
- 7 Currently, the United States Census uses the following categories to determine a person's race: Spanish/Hispanic/Latino (Puerto Rican, Cuban, Mexican, Other Spanish), White, Black, African American or Negro, American Indian or Alaska Native, Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Native Hawaiian, Guanamian or Chamorro, Samoan, and Other Pacific Islander. Are these categories sufficient to accurately assess the racial composition of society in the United States? As America becomes a more multiracial society, what is the purpose of assigning racial categories to people? Should categories be assigned? How would students assign categories?

**Note:** As an additional activity, assign students the task of looking for definitions of race and ethnicity using the dictionary and/or other resources. Discuss the different definitions in class. What is the purpose of having definitions of these terms? Is the concept of race changing?

### Active Listening

In any classroom discussion, and particularly those in which emotions may run high, it is important to engage with others in ways that ensure everybody has the opportunity both to speak and to be listened to. It is advised that you set guidelines or norms for ways to "actively listen" in advance of classroom discussions. Here are some suggestions for you and your students to consider.

### Techniques for Active Listening

- ◆ **Listen** in order to fully understand what is being said to you.
- ◆ **Rephrase** what you heard the person say so you can be sure you heard correctly.
- ◆ **Ask questions** that help you get more information. For example, "What did you mean when you said...?"
- ◆ **Offer encouragement and support.**
- ◆ **Ask how the person feels.** Be careful not to assume that you know how the person feels.

Communication Blockers	Communication Enhancers
Blaming and attacking	Asking for more information and problem solving together
Being distracted or using other body language that is non-attentive	Making eye contact, leaning toward the other person, giving full attention
Dismissing or making light of someone's problem	Showing empathy, validating the other person's feelings
Interrupting	Staying silent until the person is finished speaking
Lecturing/moralizing	Withholding judgment
"Yes...but" statements	"Yes...and" statements

Adopted from Media Education Consultants handout © 1999

## ACTIVITY ONE WHO AM I?

*"Who am I?" This is one of the most important and fundamental questions we can ask ourselves. Identity is complex. It is composed of many traits, and it changes with age and new experiences. We often do not realize how many factors make us similar to, or distinguish us from others. The following activity invites students to identify themselves by creating a brief autobiography.*



**"Know thyself"** – Socrates

### Learning Objective

Students will expand their self-knowledge to include a variety of identity criteria.

### Connection to Standards

*NCSS Standard: Individual Development and Identity*

*NCTE Standards for The English Language Arts, #1: "Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, of cultures of the United States and the world; to acquire new information and respond to the needs and demands of society and the workplace".*

### Recommended film clip

#### **Identity\*\* (Total time: 7:28)**

Program time in 00:02:30

Program time out 00:09:58

In cue: Narrator: Dawn in the darkened waters

Out cue: David: "Racism isn't just between colors. Racism is between groups in colors."

Clip Reel: Clip # 1

# 1 from the clip reel – Identity (Length 7:28 on the full-length video) is approximately 2 minutes from the beginning of the program.

### Pre-viewing Activity

- 1 Without clueing students to the topic of the film, direct them to write a one-paragraph autobiography. The autobiography should be addressed to someone who does not know the student.
- 2 Upon completion, introduce the terms: race, ethnicity, religion, nationality, and culture. Provide examples (i.e. "I am African-American (race); Italian (ethnicity); Jewish (religion); Chinese (nationality).") Address issues of overlap between ethnicity and nationality (i.e. for an Italian living in Italy, the term "Italian" is both an ethnic identity as well as a national identity; whereas the term applied to a US citizen is an ethnic identity only).
- 3 Direct students to return to their autobiographies. Do they include their own race, ethnicity, religion, and nationality? Do they include other identifiers, such as age, gender, or familial relationships? Do they value any of these more than others? Are there any they feel are not significant enough to mention, or are outweighed by characteristics they value more, such as accomplishments or beliefs?
- 4 As a class, assemble a list of criteria of identifiers. Then provide an opportunity for students to revise their autobiographies, drawing from the comprehensive list of identifiers.
- 5 Ask students to share their autobiographies with each other in small groups. Then as a whole class, acknowledge the diversity within the class and discuss the importance of recognizing, respecting, and valuing the differences within the group.

\*\* Included in clip reel

### Active Viewing Activity

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Having completed the pre-viewing activity, direct students to use the Viewing Worksheet to note the ways in which the students in the film identify themselves. Assign each student or group to complete the sheet for one person featured in the video.

### Post-viewing Discussion

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Have students compare their autobiographies with the stories of the students in the film. Are similar identifiers emphasized? To what degree are students in the film representative of others similar in age and identity? What do students find are the common areas and the differences in common or different between themselves and those in the film? Which characteristics transcend nationality? How may areas of interest and emphasis change from young people to older people?

### Adaptations

#### Lower Grade Levels

Rather than an autobiographical paragraph, students can create an autobiographical sketch similar to those found on doll boxes and baseball cards.

#### Upper Grade Levels

- 1 Challenge students to add categories to the Viewing Worksheet.
- 2 Explore dictionary definitions of race, nationality, ethnic group, and cultural group. Discuss the variations.

#### Additional Activity

Direct students to write a poem describing where they are from. See instructions and sample student poems in "Where I'm From: Inviting Student Lives Into the Classroom," In *Reading, Writing and Rising Up: Teaching about Social Justice and the Power of the Written Word* by Linda Christensen, Rethinking Schools, Milwaukee, 2000 (Cost is \$12.95 Order through <http://www.rethinkingschools.org/SpecPub/REWR.htm> or 1-800-669-4192)





## ACTIVITY TWO WHO ARE YOU?

*Many of us have experienced instances when our first impression of another is inaccurate. One of the greatest challenges to living in a civilized society is overcoming the obstacles that prevent us from understanding our neighbors, classmates, and colleagues. The following activity asks students to portray the world through the eyes of somebody with whom they do not share many identity characteristics, thus increasing their awareness of the multiple perspectives involved in getting along with those of different racial, ethnic, religious, national, and cultural backgrounds.*

**“We have to be creative enough. We have to be imaginative enough. We have to be tolerant enough to be willing to move in the direction (of) freeing ourselves of any prejudices, and misconceptions, and then of freeing others, giving others an opportunity to free themselves.”**

John Hope Franklin

### Learning Objective

Students will take the perspective of someone else to increase their awareness of issues of race, religion, ethnicity, nationality, and culture.

### Connections to Standards

*NCTE Standards for The English Language Arts #1: “Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, of cultures of the United States and the world; to acquire new information and respond to the needs and demands of society and the workplace.”*

### Recommended Film Clip

#### **Identity\*\* (Total time: 7:28)**

Program time in 00:02:30  
Program time out 00:09:58

In cue: Narrator: Dawn in the darkened waters  
Out cue: David: “Racism isn’t just between colors. Racism is between groups in colors.”

Clip Reel: Clip # 1

#### **Stereotypes\*\* (Total time: 2:34)**

Program time in 00:44:24

Program time out 00:46:58  
Clip Reel: Clip # 2

In cue: Narrator: “But one thing wasn’t complicated... that they found they shared  
Out cue: Narrator: Scotty was stunned by the stereotypes.”

# 1 from the clip reel – Identity (Length 7:28 on the full-length video) is approximately 2 minutes from the beginning of the program.

# 2 from the clip reel – Stereotypes (Length 2:34 on the full-length video) is approximately 44 minutes from the beginning of the program.

\*\* Included in clip reel

### Pre-viewing Activity

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Hand out the Viewing Worksheet (page 12) and ask students to review it. Direct them to choose an individual from the worksheet with whom they do not share many identity characteristics.

*Note: Each student is introduced at the beginning of the film. Student biographies can also be found on the project web site at [www.pbs.org](http://www.pbs.org), and also at [www.wisdomworks.net](http://www.wisdomworks.net).*

### Active Viewing

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While viewing the film, students will use the Viewing Worksheet to focus on the individual they have chosen and identify obstacles to being understood by others, sources of pride, and historic challenges of personal significance.

### Post-viewing Activity

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- 1 Introduce the term "worldview" (see definition below).
- 2 Connect the observations made by students while they viewed the film to the definition of worldview.
- 3 Direct students to write a narrative from the perspective of the person they observed in the film. Tell students that a narrative is a first person account, usually adopting a chronological structure. Their narrative should accurately express their subject's worldview. What would they say about their subject's world?
- 4 Share the narratives in class. Discuss the challenges of seeing the world through the eyes of another person. Do students understand things about others now that they did not before?
- 5 Challenge students to generate some daily practices or habits of mind as a result of this experience.

#### Definition:

*Worldview:* A comprehensive conception of the world from a specific (individual) standpoint.

### Adaptations

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#### Lower Grade Levels

Rather than write a narrative, younger students can adopt another format, such as a series of lead sentences to be completed. Examples: "I am most proud of..." "If I could go back in time and change something about my heritage, I would..." "I like others to know that I..."

#### Upper Grade Levels

- 1 In the apprehension of potential suspects, police departments in some parts of the country have used a controversial method called racial profiling. Research the issues surrounding racial profiling by police officers. What are the constitutional and civil rights issues underlying this issue?
- 2 Read some notable narratives, such as *Life of a Slave*, by Frederick Douglas, *Night* by Elie Wiesel, *Life and Death in Shanghai* by Nien Chen, and *Growing Up* by Russell Baker.

## ACTIVITY THREE ADDRESSING THE PAST

*In the film, the young people visit the Goree Island Slave House prison chambers, which once held captive Africans before they were shipped off to a lifetime of slavery. Viewers see how the citizens of Goree Island use art and education to incorporate the island's slave-trading history into their daily lives. In this activity students will identify and learn about a place in their community that has significance (current or historical) in racial or ethnic relations.*

*Note: This activity requires sensitivity, as it connects students to the racial legacy of their community. Be sure to avoid the possibility of blame being assigned or of students being made to feel that they are guilty of something committed generations ago. Consult the Active Listening Tips in the front of this guide.*



**“On the whole, you [Americans] have not dealt with the legacy of slavery.”** Archbishop Desmond Tutu

**“We need to remember what’s happened. If we cannot remember what’s happened before, we cannot understand what’s happening now.”** John Hope Franklin

### Learning Objective

By identifying places of historical significance in their community, students will enhance their understanding of national issues of race and ethnicity.

### Connections to Standards

NCSS *Standard*: Time Continuity, and Change

NCTE *Standards for The English Language Arts*, #3 “Students read a wide range of literature from many periods and many genres to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience.”

### Recommended Film Clips

#### ***Goree Island history (Total time: 7:16)***

Program time in	01:13:18	In cue: Narrator: “By this stage, students were getting used to...
Program time out	01:20:34	Out cue: Kora player in the Slave house
Clip Reel:	Clip # 4	

#### ***Goree Island/Slave House tour (Total time 7:83)***

Program time in	01:41:54	In cue: Narrator: “And then...finally...it was time.”
Program time out	01:49:37	Out cue: Scotty: “...the white man who was standing next to me?”
Clip Reel:	Clip # 6	

# 4 from the clip reel – Goree Island History (Length 7:16 on the full-length video) is approximately 1 hour and 13 minutes from the beginning of the program.

# 6 from the clip reel – Goree Island Slave House Tour (Length 7:43 on the full-length video) is approximately 1 hour and 41 minutes from the beginning of the program.

### Pre-viewing Activity

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Ask students the following questions:

Can they think of places in their community or the country that have historic significance to particular racial or ethnic groups? What are different racial or ethnic groups' equivalents of Goree Island? How does a community retain its history of race relations? What difference does it make if that history is lost or substantially changed to make it easier for some to deal with? Are there places that represent progress toward the expansion of liberties and racial unity? How are those places remembered? What do visitors do when they visit? Who tends to visit these sites? Why? What places might be recognized by one racial or ethnic group but not the rest of the community? What could be served by expanding knowledge of these places?

### Active Viewing

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Ask students to observe how both residents and visitors remember the history of the island.

### Post-viewing Discussion

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Ask students the following questions:

How are the ways of remembering history on Goree similar to the way their local community remembers its history? Did they observe any effective methods? How do nations remember people and events of significance (education, historic preservation, museums, holidays, currency, postage stamps, re-enactments)? What was their community's role during significant race related events in the United States such as the Civil War and the Civil Rights Movement? Is there more that can be done to enhance their community's understanding of its past? Which parts of society in the United States continue to benefit or suffer from the legacy of slavery? How would they describe the legacy of slavery in the United States?

### Adaptations:

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#### Lower Grade Levels

Generate a list of national holidays celebrating the achievements of Americans who advanced the cause of racial equality. How are those holidays celebrated in school? In the community? At home?

#### Upper Grade Levels

- 1 Find a site of historical significance that does not currently receive a lot of attention and challenge students to find ways to enhance community knowledge of its importance.
- 2 Engage students in a discussion about the symbol of their own culture or race or ethnicity that would be the equivalent of Goree Island.
- 3 Research the controversy surrounding the authenticity of the slave-trading history of Goree Island.



## ACTIVITY FOUR COMMUNITY FORUM

*"Tutu and Franklin" focuses on the interactions between young people of very different backgrounds. Minds change from the beginning of the program to the end. Worldviews are altered; understanding is enhanced. In this activity, students will gain leadership skills by creating a forum for discussing issues of race in their community or in their school. Students will take responsibility for designing, planning and administering the forum.*

**"My humanity is caught up in your humanity. I am a human being only because you are a human being. There is no such thing as a solitary human being.... And for that reason, the highest value is accorded to harmony, communal harmony, and anger and revenge and bitterness are corrosive of this harmony. And in a sense, it is the best form of self-interest to forgive you, because if I do not, my anger against you, which goes towards dehumanizing you, dehumanizes me in the process. The minute you are diminished, whether I like it or not, I am diminished. And so if I can enhance your humanity, ipso facto, my humanity is enhanced.... And when we forgive, it is, in many instance, for our own sakes."** Archbishop Desmond Tutu

### Learning Objective

Students will assume responsibility for the design, planning, and administering of a forum on race, to learn about different perspectives on the issue in their community.

### Connections to Standards

*United States History Standard 4:* The struggle for racial and gender equality and for the extension of civil liberties.

*NCTE Standards for The English Language Arts, #11* "Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities."

### Recommended Film Clip

#### **Forgiveness\*\* (Total time: 4:24)**

Program time in	02:49:22	Narrator: "In the end." ..."
Program time out	02:53:46	End of program
Clip reel:	Clip # 7	

# 7 from the clip reel – Forgiveness (Length 4:24 on the full-length video) is approximately 1 hour and 49 minutes from the beginning of the program.

\*\* Included in clip reel

### **Activity**

Help students design, plan and administer a forum using the following suggestions.

#### **Design**

- ◆ Brainstorm the goals and scope of the forum. You may want to define a certain topic under the wider topic of race. For example, students may want to focus on ideas or solutions for racial peace in the community, or compare issues in the community now to when their parents or grandparents were their age.
- ◆ Title the forum. For example, “ (Name of Community’s) Journey Towards Peace” or “Then and Now, Racial Understanding in our Community from 1975 to 2000”.
- ◆ Determine the location for the forum. You may want to choose a site with historic significance (see Activity Three).
- ◆ Identify members of the forum panel. Create a diverse (age, gender, race, occupation, etc.) group from members of your community. Because the film highlights the value of intergenerational dialogue, students are encouraged to create an intergenerational panel.

#### **Plan and Administer**

- ◆ Think of thought-provoking questions that will generate good discussion. It is advised to give these questions to panel members in advance of the forum.
- ◆ Students may want to partner with a community group and receive their help in planning or hosting the forum. They may also want to find a sponsor for the forum.
- ◆ Publicize the event to attract an audience. Include newspaper, radio, and school or other related websites.
- ◆ Arrange for documentation such as photographs, video of the forum.
- ◆ Prepare a checklist detailing all the necessary logistics.
- ◆ Determine the roles and responsibilities that students will need to assume. Have students assign roles, such as the moderator(s), liaison to the panel members, publicity manager, etc.
- ◆ Create guidelines for the discussion (time limits, speaking order, etc). Review and discuss the Active Listening handout, using it as a guide during the forum and classroom discussion.
- ◆ Create a document with brief biographies of panel members.

### **Adaptations**

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#### **Lower Grade Levels**

- 1 Create a forum in your classroom consisting of students, teachers, parents and/or grandparents or other community elders.
- 2 Write a collective story for the school newspaper.

#### **Upper Grade Levels**

- 1 Explore ways to generate media coverage of the event. For example, invite a reporter from the community newspaper or local cable access TV to attend the forum.
- 2 Share the results of the forum with the school and community. Students can develop a booklet with quotes, action ideas and photos from the forum. Send copies to all participants.

## RESOURCE SECTION

The following section includes an annotated list of websites, along with suggestions for books for teachers and for students.

### Recommended Websites:

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**Tutu and Franklin: A Journey Towards Peace** [www.pbs.org](http://www.pbs.org)

This project web site features video clips, comprehensive information and on-line polls. It provides behind-the-scenes information about the documentary, with content focusing on Senegal, including Goree Island and the Slave House, Stereotypes, Affirmative Action, Inter-marriage, and Using Art as a Tool to bridge differences. A Viewers Guide with self-reflection questions, action ideas and a glossary can be downloaded from the web site. This Teacher's Guide, as well as a Community Discussion Guide, can also be downloaded from the site.

**Truth and Reconciliation Commission** <http://www.truth.org.za/>

This official site of South Africa's Truth and Reconciliation Commission contains transcripts of amnesty hearings and decisions, human rights violations submissions and transcripts, and reparation and rehabilitation policies and updates.

**Senegal Page** [www.sas.upenn.edu/African\\_Studies/Country\\_Specific/Senegal.html](http://www.sas.upenn.edu/African_Studies/Country_Specific/Senegal.html)

Provides basic geographic and demographic information on Senegal.

**Peace Corps WorldWide Schools- Senegal** [www.peacecorps.gov/www/guides/senegal/print2.html](http://www.peacecorps.gov/www/guides/senegal/print2.html)

Includes extensive lesson plans on the geography, economy, religion, culture and government of Senegal. For grades 6-12. The site also contains information about other African countries as well.

**The Long Walk of Nelson Mandela** <http://www.pbs.org/wgbh/pages/frontline/shows/mandela/teach/>

This site contains information about the history of South Africa and its Apartheid laws, as well as a glossary and description of the people of South Africa.

**Southern Poverty Law Center's Teaching Tolerance** [www.splcenter.org/teachingtolerance/tt-index.html](http://www.splcenter.org/teachingtolerance/tt-index.html)

The Teaching Tolerance project is as an extension of the Southern Poverty Law Center's legal and educational efforts. Teaching Tolerance offers free or low-cost resources to educators at all levels. Teaching Tolerance magazine is distributed free twice a year.

**President's Initiative on Race** <http://www.whitehouse.gov/Initiatives/OneAmerica/america.html>

This website contains information about Promising Practices in Education and other resources, including a reproducible handout entitled *Ten things every American should do to promote racial reconciliation*.

**The National Conference for Community and Justice** [www.nccj.org](http://www.nccj.org)

The National Conference for Community and Justice, founded in 1927 as The National Conference of Christians and Jews, is a human relations organization dedicated to fighting bias, bigotry and racism in America. The website includes information about their 65 regional offices and a downloadable calendar with detailed information and an explanation of holidays observed by people of 13 different religious faiths.

**Anti-Defamation League** [www.adl.org](http://www.adl.org)

Since 1913, the Anti-Defamation League has been fighting Anti-Semitism, bigotry and extremism. Their comprehensive website includes information about the current crisis in the Middle East, Civil Rights and Combating Hate. The site also features a visual database of hate symbols with a detailed explanation for each symbol as well as resources for educators.

### Recommended Books for Teachers

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Achebe, Chinua *Home and Exile*, Oxford University Press, 2000

Bell, Derrick *Faces at the Bottom of the Well*, Basic Books, 1993

Franklin, John Hope *From Slavery to Freedom: A History of African Americans*, Oxford, 1999.

Suskind, Ron *A Hope in the Unseen: An American Odyssey from the Inner City to the Ivy League*, Broadway Books, 1999

Takaki, Ronald *A Different Mirror: A History of Multicultural America*, Little Brown & Co., 1994

Tatum, Beverly Daniel *Why are all the Black Kids Sitting Together in the Cafeteria*, Basic Books, 1997

Tutu, Desmond Mpilo *No Future Without Forgiveness*, Doubleday, 2000.

Washington, James Melvin *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King Jr.*, Harper San Francisco, 1991

West, Cornel *Race Matters*, Beacon Press, 1993

### Recommended Books for Students

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Achebe, Chinua *Things Fall Apart*, Anchor, 1994

Cao, Lan *Monkey Bridge*, Penguin USA, 1998

Hughes, Langston *The Best of Simple*, Noonday, 1990

Johnson, Charles *Middle Passage*, Scribner, 1998

Johnson, James Weldon *Autobiography of an Ex-Colored Man*, Penguin USA

Kingston, Maxine Hong *The Woman Warrior: Memoirs of a Girlhood among Ghosts*, Vintage Books, 1989

Morrison, Toni *The Bluest Eye*, Knopf, 2000.

Mukherjee, Bharati *Jasmine*, Grove Press, 1999.

Santiago, Esmeralda *Almost a Woman*, Perseus Books, 1998

## American Students



**Stephanie\*** • 17 •  
United States • Haitian



**Janelle\*** • 16 •  
United States •  
Native American



**Wendell** • 17 •  
United States •  
Guatemalan/  
Thai/Chinese



**Scott\*** • 15 •  
United States •  
African-American

## Viewing Worksheet

This worksheet includes all twenty-one young people in the film. Some people are featured in the film more than others. Students marked with an asterisk\* are more prominent in the film.

(Name, Age, Nationality/Race/Ethnicity/Cultural Group, Sources of Pride, Historic Challenges that affect him/her, Obstacles to Being Understood by Others)



**Elli** • 18 •  
United States •  
German/Japanese/  
Chinese



**Sarah** • 16 •  
United States • White

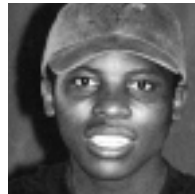


**Jonathan\*** • 18 •  
United States •  
White/Jewish

## South African Students



**David\*** • 22 •  
South Africa • Afrikaner



**Samora\*** • 17 •  
South Africa • Xhosa



**Helen** • 15 •  
South Africa • English



**Lance\*** • 17 •  
South Africa • Afrikaner



**Thameenah** • 15 •  
South Africa •  
"Colored" (mixed race)



**Marvina** • 18 •  
South Africa • Cape  
Malay (of Malaysian  
background)



**Lebo** • 17 •  
South Africa •  
Zulu/Tswana

## Senegal Students



**Aicha** • 24 • Senegal



**Cheikh\*** • 26 • Senegal



**Mary** • 15 •  
Senegal • French



**Oumou\*** • Senegal



**Etienne** • 22 •  
Senegal



**Albouri** • 19 • Senegal  
• American heritage



**Georges\*** • 18 •  
Senegal • Lebanese

## Tutu and Franklin: A Journey Towards Peace Program Breakdown

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Clip # 1 TOPIC Length

"In" cue (numbers indicate 2 hour show time)

"Out" cue (numbers indicate 2 hour show time)

### 1 Identity \*\* 7:28

00:02:30 Narrator: Dawn in the darkened waters..."

00:09:58 David: "Racism isn't just between colors.  
Racism is between groups in colors."

### 2 Tutu and Franklin

#### Slave House 5:18

00:13:30 Narrator: They wanted to learn  
the island's secret."

00:18:48 JHF: "...the way in which solved the  
problem of Slavery

#### 3 Affirmative Action 4:47

00:18:49 Narrator: "Over the next few days..."

00:23:36 Female student: "That's affirmative action.  
That's what it's supposed to do."

#### 4 David Profile 2:24

00:24:31 Narrator: The point for David is fear

00:26:55 David: "... keep out of it on the whole."

#### 5 Samora Profile 5:57

00:26:59 Narrator: "It is Sunday Morning in  
Samora's community..."

00:32:56 Samora: "...superior than you are."

#### 6 Demographics 11:04

00:33:01 Narrator: "It had started to become clear"

00:44:06 Narrator: "...that made some of their  
relationships particularly complicated God did  
not make a mistake in creating you who you  
are."

#### 7 Stereotypes \*\* 2:34

00:44:24 Narrator: "But one thing wasn't complicated...  
that they found they shared..."

00:46:58 Narrator: "Scotty was stunned by the  
stereotypes..."

#### 8 John Hope Franklin Biography 4:56

00:46:40 Narrator: "John Hope Franklin was  
not surprised..."

00:51:36 Franklin: "...I'll fight American apartheid,  
but it's there, still."

#### 9 Pink Lake/Economic Equity 5:45

00:51:49 Narrator: Mid week in a Senegalese village

00:57:34 Tutu: "...I still live in a shack

### 10 Inter marriage

#### Janelle, Jon, Stephanie 11:35

00:57:57 Helen: "No one I know would say I don't  
like people with black skin..."

01:09:32 Narrator: "...Special Haitian service at a  
local catholic church

#### 11 Anger \*\* 3:13

01:09:32 Narrator: "Since moving to the States..."

01:12:45 Stephanie: "...Oh I hate all white people."

#### 12 Goree Island/History \*\* 7:24

01:13:03 Narrator: "By this stage, students were  
getting used to ..."

01:20:27 Narrator: "...Countless parallels."

#### 13 Tutu biography 6:15

01:20:15 Narrator: "The power of art to help..."

01:26:30 Tutu: "...They will be as shocked as white  
South Africans.

#### 14 Goree Island/Classroom 3:37

01:26:43 Narrator: "Now here on Goree Archbishop  
Tutu and Dr. Franklin..."

01:30:20 Narrator: "...Work to do."

#### 15 Reparations 3:30

01:30:59 Narrator: "For some, the answer had to  
begin with reparations..."

01:34:32 Helen: "...where the limits are to  
giving backland."

#### 16 Apologies \*\* 2:22

01:34:32 Narrator: "Finally, for some, the answer  
boiled down to a simple apology."

01:36:53 Samora: "...it will have no meaning"

#### 17 Goree Island/Slave house Tour \*\* 7:43

01:41:41 Narrator: "And then...finally...it was time"

01:49:22 Scotty: "...the white man who was standing  
next to me?"

#### 18 Forgiveness \*\* 4:24

01:49:22 Narrator: "In the end..."

01:53:46 End

\*\* Included in clip reel

## Credits:

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