

# KNOCKING

By Joel P. Engardio & Tom Shepard

ITVS COMMUNITY CLASSROOM:  
EDUCATOR GUIDE



They are moral conservatives who stay out of politics, but they won a record number of court cases expanding freedom for everyone. They refuse blood transfusions on religious grounds, but they embrace the science behind bloodless surgery. In Nazi Germany, they could fight for Hitler or go to the concentration camps. They chose the camps. Following two families who stand firm for their controversial and misunderstood Christian faith, KNOCKING reveals how Jehovah's Witnesses have helped shape history beyond the doorstep.



# Activity 1

Civil Rights: The Activist History of the Jehovah's Witnesses  
(90-120 minutes + assignments)



**“Their door-to-door message may be annoying but their uncompromising faith hasn’t hurt our freedom. In some surprising ways, it’s actually helped define it.”**

Joel P. Engardio, filmmaker



# Activity 1

## Civil Rights: The Activist History of the Jehovah's Witnesses (90-120 minutes + assignments)

### Objectives:

Students will:

- learn about the role of Jehovah's Witnesses as Civil Rights activists
- examine the Civil Rights Movement as a Constitutional issue
- utilize critical viewing and note-taking skills
- utilize brainstorming skills to access prior knowledge and as part of class discussion and project activities
- participate in class discussion, research and presentations related to current Civil Rights issues
- create and share projects designed to increase awareness about the Civil Rights issues of today

### Skills:

Discussion, viewing and interpreting media, mind mapping and group brainstorming, pair and share activities, researching, planning a take-action activity, and oral presentation

### Materials:

Board/overhead, student and teacher handouts (provided with guide), **Module 1**, access to Internet and library resources, assorted art supplies and/or desktop publishing software

When we think of the Civil Rights Movement in America, we think of Dr. Martin Luther King, the Montgomery Bus Boycott and sit-ins seeking rights for African Americans that are guaranteed to all citizens by the U.S. Constitution. In educational settings, teaching about Civil Rights has often been framed around issues of race. The film KNOCKING provides an opportunity to learn about a group that has often been overlooked for its role in the expansion of liberties for all Americans. By following their convictions, Jehovah's Witnesses have used the legal system to uphold the promises of the Constitution and expand First Amendment freedoms for all of us. This lesson examines the role of Jehovah's Witnesses as Civil Rights activists and encourages students to learn about current issues and to develop ways to become actively involved in the Civil Rights issues of today.

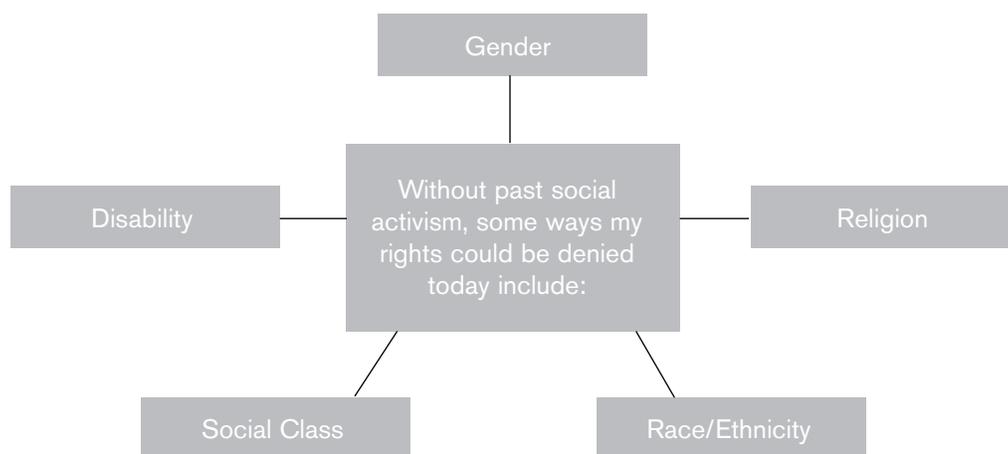
### Part One: Exploring the History of Civil Rights in America

1. On the board/overhead, write the words "Civil Rights in America." As a class, have students brainstorm ideas related to this topic and record this list on the board/overhead.
2. Facilitate a short discussion using questions such as:
  - What are Civil Rights?
  - Give some examples of ways that citizens' Civil Rights have been violated in the past.
  - Name the people or groups that come to mind when you think of Civil Rights in America.
  - What are some of the historically significant events or court cases you associate with Civil Rights?
  - Give some examples of the ways your Civil Rights are protected in the school setting.
  - In what ways are you allowed to exercise your Civil Rights in school?

3. Introduce **KNOCKING Module 1** to students by explaining that you want them to understand that many of the civil rights we now take for granted were won at great cost by many individuals and organizations through-out our history. Explain that in this film we will learn about one group who played a pivotal role in the expansion of liberties.  
**NOTE:** A large amount of background information can be found in the **KNOCKING Study Guide** available at: [www.itvs.org/outreach/knocking/](http://www.itvs.org/outreach/knocking/). Additional information can also be found in the Lecture Series “Jehovah’s Witnesses in the Courts” available in the **KNOCKING DVD**.
4. Distribute **Student Handout A: Viewing Guide** and read over the directions with students. Direct students to complete the guide as they view **KNOCKING Module 1** available at <http://www.pbs.org/independentlens/classroom>.
5. Facilitate a short discussion of the Viewing Guide, encouraging students to reference specific information from **Module 1**. Use **Teacher Handout A: Supplemental Materials for Activity One** to provide additional talking points for the discussion.  
**NOTE:** The **KNOCKING Film Quotes** are referenced in this step and could be distributed to students for use during discussion.
6. Take the classroom discussion to a broader level by directing students to take a moment and think about the following question:
  - What if all of the Americans who have fought for civil liberties over the past 70 years had chosen to remain a part of the status quo and had **NOT** take action as a way of gaining their rights; how would your life be different as a result of their inaction?
7. Using a graphic organizer such as a mind map (sample below), record student responses to the question above.

**NOTE:** You provide content in center box. Have students brainstorm the content for boxes connected with arrow and provide specific examples on diagonal lines extending from each box.

#### Sample Mind Map:



## Part 2: Today's Civil Rights Issues

8. Distribute a copy of **Student Handout B: Take Action: Today's Civil Rights Issues** to each student. Direct students to pair up, and assign each pair one of the topics from the issues list. Provide 2-3 minutes for each pair to list all of the issues they can think of for their assigned topic. Call on a representative from each group to share the ideas they recorded for their assigned topic. Encourage students to write these ideas in the corresponding section of the handout.
9. Discuss how people today can become involved in Civil Rights issues using traditional means, as well as advances in communications and technology.
10. Read and discuss the Project Description from the **Student Handout B: Take Action: Today's Civil Rights Issues**. Provide students with classroom time to research their topics. Encourage students to be creative in their plan for raising awareness about the issue they have researched.
11. Provide students with an appropriate opportunity to share their Take Action projects with schoolmates and the community.

### Extension Option

1. Using **Student Handout B: Take Action: Today's Civil Rights Issues**, help students to select an organization(s) to research that was instrumental in extending civil rights. Help students pick a one or two-decade time frame to study. In their research, have students identify strategies and tactics used by the group(s) in their advocacy effort. Students should produce a timeline of advances and setbacks. As students present their research to the group, encourage the class to compare and contrast the advocacy strategies for different issues and time periods.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Student Handout B: Take Action: Today's Civil Rights Issues**

<b>Key Issues Related to This Topic:</b>	<b>Key Issues Related to This Topic:</b>	<b>Key Advocacy Groups Who Took/Are Taking Action on This Topic:</b>
<b>Rights of Children and Youth</b>		
<b>Voting Rights</b>		
<b>Privacy Rights and National Security</b>		
<b>Free Speech</b>		
<b>Immigrant Rights</b>		
<b>Gay/Lesbian Rights</b>		
<b>Right to Due Process</b>		
<b>Religious Freedom</b>		
<b>Women's Rights</b>		
<b>Education</b>		
<b>Right to Health Care</b>		
<b>Disability Rights</b>		
<b>Protection Against Hate Crimes</b>		
<b>Other:</b>		

**Project Description:**

Select a current civil rights issue, such as those listed on the chart “Today’s Civil Rights Issues” and complete a creative project that could be used to increase awareness about this issue and/or affect change related to this issue.

Follow these steps to create a project you can share with classmates and your community to increase awareness and/or affect change about your topic.

- The specific Civil Rights issue I plan to research is \_\_\_\_\_
  
- I believe this issue is important because \_\_\_\_\_  
  
\_\_\_\_\_
  
- Use reliable Internet and library resources to learn the facts about your issue. Provide references to the section of Constitutional or state law which address this civil right. Identify organizations and individuals who have taken a stand for this civil right. Be sure to include specific examples, stories or events in your research so you can personalize the issue for others and bring it to life for them. Utilize your own life experiences, as well as those of your friends and family members, to support your research when appropriate.
  
- Use a creative means to deliver your message about this Civil Rights issue to others. Consider creating a podcast, blog or website that can raise awareness. Compose a public service announcement that could be posted on a website or aired on local television or radio. Create a thought-provoking poster, billboard, sign or bumper sticker. Develop a pamphlet or brochure to spread your message. Write a song, short story or play that uses your Civil Rights issue as an integral part of the story line and activism as a central theme. Be creative and challenge yourself to design a project that will help others understand the issue and want to take action that supports your point of view.

When your project is completed, share it with your family/school/community. Be prepared to defend your position on this topic and convince others that seeking social change related to this issue is important.

## TEACHER HANDOUT A: SUPPLEMENTAL MATERIALS

### All Activities

- ITVS COMMUNITY CINEMA Resources and KNOCKING Study Guide:  
[www.itvs.org/outreach/knocking/](http://www.itvs.org/outreach/knocking/)
- KNOCKING PBS website:  
[www.pbs.org/independentlens/knocking/](http://www.pbs.org/independentlens/knocking/)
  - The Learn More section of the broadcast website provides many suggested links and readings for further study and exploration.

### Activity 1 References:

In addition to what was seen in the film excerpt, spur discussion using the quotes below from portions of the film that were not viewed for this lesson.

- **Joel P. Engardio:** "I'm certainly afraid of extremists who want to take away my rights or threaten our democracy. But Jehovah's Witnesses practice a different kind of fundamentalism. Their door-to-door message may be annoying but their uncompromising faith hasn't hurt our freedom. In some surprising ways, it's actually helped define it."
- **Joel P. Engardio:** "Jehovah's Witnesses are moral conservatives, but they say mixing religion with politics is unchristian. Is it possible for a morally conservative religion to stay out of the culture wars? To merely share their message, not legislate it? Witnesses won't protest or impose their beliefs on groups with whom they disagree."

### Activity 2 References:

Below is a list of online resources that could be accessed in advance of the classroom discussion for this lesson. These resources provide information about medical ethics questions related to religious beliefs and the refusal or acceptance of treatment.

National Women's Law Center

"Don't Take 'NO' for an Answer: A Guide to Pharmacy Refusal Laws, Policies and Practices"

<http://www.nwlc.org/pdf/DontTakeNo2007.pdf>

Guttmacher Report on Public Policy

"New Refusal Clauses Shatter Balance Between Provider 'Conscience,' Patient Needs"

<http://www.guttmacher.org/pubs/tgr/07/3/gr070301.pdf>

National Law Journal

"Fighting Refusal to Treat"

<http://www.law.com/jsp/nlj/PubArticleNLJ.jsp?id=1107550992983>

ACLU

Religious Refusals and Reproductive Rights

[http://www.aclu.org/FilesPDFs/refusal\\_report\\_sum.pdf](http://www.aclu.org/FilesPDFs/refusal_report_sum.pdf)

[http://www.aclu.org/FilesPDFs/refusal\\_conflicts.pdf](http://www.aclu.org/FilesPDFs/refusal_conflicts.pdf)

Religion and Ethics Newsweekly

"Refusal to Treat"

<http://www.pbs.org/wnet/religionandethics/week840/cover.html>

American Bar Association

Religious Beliefs and Healthcare Necessities: Can they Coexist?

<http://www.abanet.org/irr/hr/spring03/religiousbeliefs.html>

Medical College of Georgia  
Legal Issues in Medicine  
Case Studies (particularly 2, 9, 10)  
<http://www.mcg.edu/legaethics/tutorial2/CaseStudies.html>

National Public Radio, Morning Edition  
Religion and the End of Life – Audio clip  
<http://www.npr.org/templates/story/story.php?storyId=4560681>

### **Activity 3 References:**

As you work with students to create survey questions for the **Promoting Religious Tolerance Project**, the following questions can be used to prompt student thinking about differing perspectives on the enforcement of “separation of church and state”:

- Should school breaks and holidays be tied to religious holidays?
- Should religious symbols be displayed in publicly owned buildings or land?
- Should students be allowed to wear religious attire or symbols in school (i.e. head or face coverings, jewelry, etc.)
- Should religious references be included in the “Pledge of Allegiance” or on money?
- Should religious groups be allowed to meet in schools (i.e. prayer around the flagpole, Fellowship of Christian Athletes, etc.)
- Should there be a Benediction as a part of high school graduation ceremonies?
- Should performing arts groups within schools be allowed to play and perform religious music?

### **Activity 4 References:**

A number of reliable news outlets provide current events stories, as well as in-depth coverage and searchable databases, related to topics that might be chosen for this activity. These websites include:

NOW  
<http://www.pbs.org/now>

Newshour  
<http://www.pbs.org/newshour>

CNN  
<http://www.cnn.com>

ABC News  
<http://www.abcnews.go.com>

MSNBC  
<http://www.msnbc.msn.com>

Time Magazine  
<http://www.time.com>

Newsweek Magazine  
<http://www.newsweek.com>

BBC: “Religion & Ethics” site  
<http://www.bbc.co.uk/religion/religions/witnesses/>

A critique of the film and religion by a former Jehovah's Witness  
[http://www.pressbox.co.uk/detailed/Society/Jehovah\\_s\\_Witnesses\\_PBS\\_Film\\_KNOCKING\\_Omits\\_the\\_Facts\\_33760.html](http://www.pressbox.co.uk/detailed/Society/Jehovah_s_Witnesses_PBS_Film_KNOCKING_Omits_the_Facts_33760.html)

## KNOCKING Film Quotes

### Jehovah's Witnesses and Culture

**Joel P. Engardio:** "The media has always liked to focus on fundamentalists who are either ridiculous or dangerous."

**Joel P. Engardio:** "I'm certainly afraid of extremists who want to take away my rights or threaten our democracy. But Jehovah's Witnesses practice a different kind of fundamentalism. Their door-to-door message may be annoying but their uncompromising faith hasn't hurt our freedom. In some surprising ways, it's actually helped define it."

**Joel P. Engardio:** "Jehovah's Witnesses are moral conservatives, but they say mixing religion with politics is unchristian. Is it possible for a morally conservative religion to stay out of the culture wars? To merely share their message, not legislate it? Witnesses won't protest or impose their beliefs on groups with whom they disagree."

### Jehovah's Witnesses and WWII

**Joel P. Engardio:** "In pursuit of their total worship of God, Jehovah's Witnesses gave up all civic involvement. They refused to pledge allegiance, vote or support the military. No manmade government, they said, could bring world peace. Russell's new take on Christianity took hold in America and then spread to Europe where it slowly grew. By the 1930s, Jehovah's Witnesses had 25,000 members in Germany. Like their American counterparts, the German Witnesses were non-violent and apolitical. They refused to say Heil Hitler or serve in the army. Instead, they stood on street corners proclaiming their allegiance only to God. Ten thousand Witnesses were sent to prisons and concentration camps. The rest went underground. The prisoners smuggled detailed diagrams and firsthand reports of atrocities out of the camps. The Witnesses tried to alert the world."

**Joseph Kempler:** "I was separated from my parents when I was 14, just about your age. I was all alone, no place to go, and I finally wound up in a concentration camp. I prayed but, you know, prayer didn't do any good. We could've prayed all we wanted to and there was no response. There was one barrack, had its own barbed wire around it. It was like a camp within a camp. And I was told that there were Bible students, or <speaks German> it was known in German, or Jehovah's Witnesses. They said, 'We have to love our neighbors and not kill them.' This was so incredible. People who would stand up to the Nazis. People who would stand up to Hitler, who dare to say, 'No,' and they could not be persuaded any way to do that, give us a tremendous sense of courage, in a way."

**Joel P. Engardio:** "The Nazis offered the Witnesses a deal. If they signed a document renouncing their faith, they could leave the camps for good. No other group was given this choice. Overwhelmingly, the Witnesses refused."

**Joel P. Engardio:** "The Witnesses were scorned as unpatriotic. They wouldn't pledge loyalty to any man-made symbol, calling into question what it means to be an American. On the eve of World War II, two young Jehovah's Witnesses refused to salute the flag in their Pennsylvania classroom. Across America, thousands of Witness kids took the same stand and were kicked out of school. Teachers who were Jehovah's Witnesses were fired, and so were parents who wouldn't salute the flag at work."

**Ray Vasvari:** "Between 1935 and 1958, the Jehovah's Witnesses were in the Supreme Court a remarkable 45 times. And there are periods in First Amendment history when you see a group really carrying the banner of free expression. You could say that they don't fight, you could say that they don't vote, but what they have done is litigate and in a way they have contributed more to American democracy than a lot of people have with their votes."

**Joel P. Engardio:** "Jehovah's Witnesses stood up for their own religious freedom. Even if their intention was not to help other groups, the impact shifted the Court's focus to protecting the unpopular and expanding rights for everyone: the right to speak freely on street corners and door to door; to publish an unconventional message without getting arrested; the right to be a conscientious objector of war; and the right of all patients seeking medical treatment to control what's done to their bodies."

**Dr. Michael Berenbaum:** “Jehovah’s Witnesses are fundamentalists who have an uncompromising faith. The largest question in our world today is whether people of uncompromising faith are going to destroy the other or embrace the other, whether people of uncompromising faith are going to see it is imperative to act out with violence toward the other or to act out with decency and dignity toward the other. So the question of our world may not be whether we’re going to have fundamentalism or whether fundamentalism is bad, but what type of fundamentalism we’re going to have.”

**Film Caption:** “Jehovah’s Witnesses are currently banned in 28 countries. They are litigating over 400 free speech and human rights cases worldwide.”

### **Family and Religious Differences**

**Delores Rasmussen:** “God, I hate to use the word ‘cult.’ I don’t like the word ‘cult,’ but that’s kind of the way it is. It’s not just a religion; it’s a way of life. The Jehovah’s Witnesses cut out the family. They-- It- it’s like a carving. They carve a niche that they fit in but, unless you become part of the niche, you’re out.”

**Audrey Thomas:** “I wish my mother would embrace the fact that we are doing something that works for us. Not that we’re doing it against her.”

### **Religion and Medical Ethics**

**Joel P. Engardio:** “Witnesses and doctors have been at odds ever since blood transfusions became common in the 1950s. Witnesses asked for alternative treatments. The medical establishment refused, often forcing blood on Jehovah’s Witnesses against their will. Witnesses felt they had a right to determine their own medical care. Doctors felt a religion had no right to let its members die.”

**Joel P. Engardio:** “A rare genetic disease has been attacking Seth’s liver since he was a teenager. Jehovah’s Witnesses accept most medical treatment. Seth takes 30 pills a day and gets nightly injections to keep his liver functioning. However, he’ll need a liver transplant and this is a problem. Seth wants the transplant but as a Jehovah’s Witness, he won’t take a blood transfusion—even his own, stored in advance.”

**Ralph Thomas:** “You certainly start thinking about, ‘Well, is this the right thing to do?’ And obviously as parents, you know, with Seth being 23 years old, uh, we didn’t make this decision by ourselves.”

**Joel P. Engardio:** “USC will perform Seth’s surgery to meet the religious needs of Jehovah’s Witnesses. In turn, the hospital gets to test out new technology on them. The aim is to limit blood loss to the point where most transfusions are unnecessary. USC thinks bloodless surgery should be the new standard for everyone. The threat of HIV and other viruses in the blood supply has given doctors an incentive to work with Witness patients.”

**Dr. Arthur Caplan:** “That led to this alliance between very strange bed fellows: Jehovah’s Witnesses, who never liked blood, didn’t want to use blood, and a scientific community trying to figure out how to do surgery without blood because it might be infected. So they came together in this bizarre confluence and said, ‘Let’s try and use less blood or no blood.’”

**Film Caption:** “142 U.S. hospitals now offer some version of bloodless surgery to all patients regardless of religious beliefs.”

## 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 (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.

### 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 8: Science, Technology and Society

- Analyze how science and technology influence the core values, beliefs and attitudes of society, and how core values, beliefs and attitudes of society shape scientific and technological change;
- Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals;
- Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures;

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

## GUIDE CREDITS

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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](http://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 [pbs.org/independentlens](http://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](http://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](http://pbskids.org)), continue to be parents' and teachers' most trusted learning environments for children. More information about PBS is available at [pbs.org](http://pbs.org), one of the leading dot-org Web sites on the Internet.