

THE NEW AMERICANS

Series Guide and
Activity Book



THE NEW AMERICANS



community connections project



Series Guide and Activity Book

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I. Introduction

This guide is designed to support discussion and exploration of the complex issues facing immigrants and refugees who enter the United States today as seen through the stories that unfold in *THE NEW AMERICANS*. The guide offers structured activities that prompt viewers to look at the commonalities and differences among immigrant transitions to life in the United States and to use this examination to reflect on their own beliefs and experiences. The guide is intended for use in community college, vocational training, adult basic education and community contexts, where immigrant and U.S.-born viewers can share their hopes, fears and views of immigration and what it means to be an American. For professionals in education, health and public safety, the guide also invites discussion of challenges and strategies for working effectively with racially and ethnically diverse populations.

The stories presented in *THE NEW AMERICANS* are stories of individuals, not stories put together from bits and pieces in order to broadly represent specific groups or cultures. These stories allow us to observe the lives of diverse immigrants and refugees in different parts of the United States. They also prompt us to examine patterns across those experiences—how the social constructs of race, class and gender impact the individual options and experiences.

The Making of THE NEW AMERICANS, Kartemquin Educational Films



A. Filmmaker's Statement

We started production of *THE NEW AMERICANS* series in 1997, before our subjects may have even considered migrating to the United States. What has transpired in the last 6 years is an amazing journey - not only for the people in the film, but for all of us involved in telling their stories.

We selected subjects who reflect the diverse range of today's mostly non-European influx - in terms of race and ethnicity, economics and education, reasons for coming to America, and geography in both the countries of origin and where they settled here in the United States. Collectively, these unfolding stories of contemporary immigrants contain within them both America's long and complicated history of immigration and its equally complicated and compelling present reality. However, we recognize that there are other stories to be told and important viewpoints to be expressed. No single story or group of stories can ever hope to encompass the entire immigrant or refugee experience. And some viewers will crave the bigger picture.

That's exactly what we want—viewers craving more background information, history, politics, and cultural experiences of these and other immigrants and refugee groups in America. We also want viewers to think of their own role in the history of immigration, and their role today as neighbors and peers to others from different lands. To answer and encourage that response, we are thrilled that our partners are launching such a wide-ranging and ambitious outreach and civic engagement campaign. As we near completion on the series, we are thrilled that the outreach will take *THE NEW AMERICANS* to places the film itself could never reach on its own.

B. Series Overview

Episode 1: In the first two-hour episode, we introduce three of the five stories. These stories begin in Palestine, Nigeria and the Dominican Republic, focusing on the forces that bring three different groups of people to America—marriage and pursuit of a new life for a Palestinian woman; safety from political violence for members of the Nigerian Ogoni tribe; and economic opportunity for two Dominican baseball prospects. This episode establishes the sense of national identity within these people before they find themselves transformed into "immigrants."

Episode 2: This two-hour episode focuses on the immigrants' separation from their homelands and their arrival in the United States—specifically, Chicago and Montana. As the immigrants establish new lives, the major themes are work, language and culture shock. A new family from Guanajuato, Mexico, is also introduced, led by Pedro Flores, a Mexican meatpacker living seasonally in Kansas.

Episode 3: The final three-hour episode introduces a computer programmer as he prepares to leave a lucrative job in Bangalore, India, to pursue exciting new opportunities in the Silicon Valley. This episode also explores the critical next phase for all of the characters as they continue their quest for success. Will these new Americans find better jobs, happily reunite their families and make lasting homes in their new land?

(Extended episode summaries written by the filmmakers are available at www.itvs.org/outreach/newamericans/episodes.html)

C. How to Use This Guide

Although this guide supports many ways of viewing THE NEW AMERICANS, the greatest insights come to those who see the entire series. It is over the course of the multiple episodes that stories unfold, themes surface, dreams change and issues become clear. Dynamics that might go unnoticed in one segment stand out boldly over time.

The guide supports discussion of individual episodes, the entire series or specific scenes. Audiences may be community groups, immigrant students or professionals in training. For each situation, there are structured opportunities for viewers to analyze, compare and evaluate their perceptions and to strategize ways to take action.

Additional sections of the guide support further research (on issues raised in the program), taking action (individual and community), awareness-building (for professionals working with immigrants and refugees) and English language and civics instruction.

Summary of the Guide

Preparing to Facilitate

This section prepares facilitators to guide a community or classroom discussion of THE NEW AMERICANS. It includes a set of reminders about what you need to do to prepare for and facilitate an open, respectful, thought-provoking dialogue among diverse participants.

Viewing and Discussion Activities

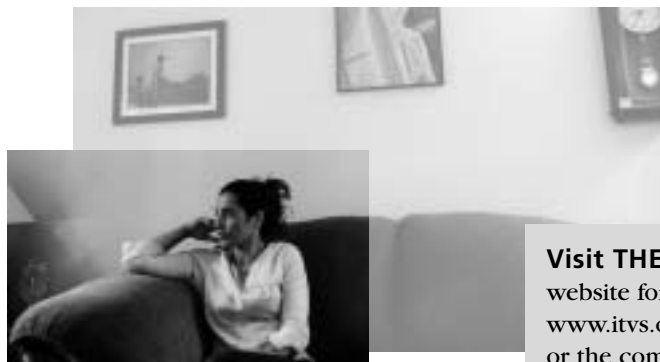
This section outlines a guided process for viewing and discussing THE NEW AMERICANS series. It provides activities to prepare community audiences for viewing, discussion questions for each episode and an array of follow-up activities that range from individual reflection to community action.

Activities for English Speakers of Other Languages (ESOL) Settings

This section outlines activities a teacher can use to prepare ESOL students to understand and engage with specific scenes and issues from the film.

Professional Development for Educators and Health Care and Mental Health Care Providers

The professional development section draws upon key scenes to use as prompts for analyzing the challenges of providing effective services cross-culturally. The activities invite the three professional groups to evaluate the interactions in the film and to strategize alternatives with the intention of addressing their own cultural competency.



Visit THE NEW AMERICANS

website for additional information at www.itvs.org/outreach/newamericans/ or the companion website at www.pbs.org/newamericans for interactive activities and complimentary content.

Appendices

Throughout the guide, we will reference activities that are in the appendices at the end of the guide. Each of the activities can be adapted for a variety of settings, including an ESOL classroom, a community forum or professional development training.

Resources for Further Research

Students, community organizations, and education and health professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from THE NEW AMERICANS at www.itvs.org/outreach/newamericans/guide

Evaluation

Users of THE NEW AMERICANS Series Guide and participants in the community engagement and educational outreach activities have an opportunity to give feedback and measure outcomes.

www.itvs.org/outreach/newamericans/guide

II. Preparing to Facilitate

Effective facilitation looks easy when done well, yet requires the coordinated use of several skills at the same time—active listening, thinking ahead, paying attention to the needs of individuals while moving the whole group forward and monitoring ground rules, to name a few. It becomes much easier, however, when you are well-prepared and have thought ahead of time about the event and the audience. The reminders below can help facilitators thoroughly prepare to guide a thoughtful and engaging discussion of *THE NEW AMERICANS*.



A. Preparing for the Viewing Session

- Work with a co-facilitator and create a diverse facilitation team (immigrant/nonimmigrant/refugee) to reflect the diversity of the participants and to model cross-cultural collaboration.
- Learn what you can about your audience before the viewing: Who will be there? How many will be there? What is your audience's level of awareness and activism on immigration issues? What are their goals and objectives for viewing *THE NEW AMERICANS*? (See "Introductory Activities" in Section III for ways to learn about the participants at the beginning of the session.)
- View the series and read the guide's discussion questions beforehand so that you are not processing your own reactions at the same time that you are trying to facilitate a discussion.
- Prioritize the discussion questions you want to use in advance, taking into account your audience.
- Visit the viewing space to survey the seating arrangement and the technical setup.
- Prepare the agenda, materials and handouts in advance. Have a newsprint pad, magic markers and masking tape available for activities.

B. Creating an Inclusive and Welcoming Environment

- Let people know the purpose and time frame for the session, including the length of the segment they will be viewing. End the session on time unless you've negotiated a change with the group.
- Set ground rules as a group to establish shared ownership of the process and a shared understanding of the expectations. The ground rules should be written on newsprint and put on the wall where everyone can refer to them during the discussion. Some useful ground rules to suggest are:
 - Listen actively, with full attention.
 - Work to understand others' perspectives.
 - Avoid generalizations; speak from personal experience.
 - Respect our limited time; try not to repeat what has already been said.
 - Respect confidentiality.
 - Encourage and invite participants who haven't had a chance to contribute to the discussion.
 - Beware of turning the discussion into a dialogue between you and each speaker.
- Let people know that the issues up for discussion may evoke challenging emotions and assure them that they can choose not to participate in any activity.
- Allow participants to talk in pairs or small groups before whole-group discussions. This gives them a chance to refine their ideas before sharing them more publicly.
- In mixed groups, immigrants and nonimmigrants may respond to different issues in the program (or respond differently to the same issues) and may like to have some time to process their reactions separately. Consider splitting the group—by male/female, immigrant/U.S.-born, or other categories that might help people feel more comfortable—for part of the discussion time.

C. Facilitating the Discussion

- Let the interests of the group guide the discussion topics.
- Appreciate that silences might be necessary thinking time—avoid jumping in to fill them.
- Model a spirit of inquiry and seek to truly understand each person's views.

D. Working with Video

- Test your setup to see that it is in good working order and connected properly and that you are comfortable with the equipment. Cue tape to the correct starting point and use the counter on the VCR in case you want to return to a particular point on the tape.
- Take into consideration that the program is multilingual and includes English subtitles. Make sure that the screen is large enough to accommodate subtitles and that the audio is clear enough for the audience to be able to discern a variety of accents.

III. Viewing and Discussion Activities

This section is the facilitator's guide to community and classroom viewing and discussion of THE NEW AMERICANS series. The objectives of this section are to

- create a solid foundation for viewing by sharing our purposes, questions, knowledge and experiences.
- support an open exchange of ideas and perspectives through guided discussion.
- encourage reflection on our own beliefs, attitudes and experiences.
- consider ways in which we can use what we learn to take individual and community action.



A. Introductory Activities

Whether meeting once or over several sessions, it's important to build a sense of community before discussing the program. Start by providing an opportunity for people to introduce themselves, especially if you're working with a multi-cultural or multilingual group or bringing together two groups. Thank people for coming and invite them to introduce themselves by saying their names and where they are from or where their parents or grandparents are from.

1. Clarifying Goals and Purposes

- Invite participants—working first in pairs, then as a whole group—to talk about why they're interested in seeing THE NEW AMERICANS. What brought them to this screening? Write responses on newsprint.
- Share the host organization's goals for bringing people together for this viewing.
- Note where the host and audience goals overlap—these are the priority goals.

2. Getting to Know Each Other

Taking into consideration the available time, select one of the activities below to continue developing the group connections that will support open inquiry and dialogue. Suggest a time limit for each introduction.

- Have the participants break into small groups, then hand out world maps, affix a large map to a wall or set one in the middle of a table. Ask people to introduce themselves to their group and indicate on the map where they're from. Allow each person to decide what to talk about—ancestry, life journey, future plans and so on.
- (Model this activity first.) Within their small groups, ask individuals to choose an object they have with them and use it to describe something about U.S. culture or their home culture. For example, keys might represent U.S. culture to a Canadian immigrant who never locked her doors back home.

3. Drawing Out Knowledge

- Explain that the video explores the journeys of several immigrant and refugee families and tell where they are from (Mexico, Palestine, India, the Dominican Republic and Nigeria). Without revealing who went where, also tell the participants where the immigrants settled in the United States (primarily Chicago, Kansas, the Silicon Valley and Montana). Ask them to partner with someone they don't know and predict which family went where and to explain their prediction. As they compare answers in the large group, use the opportunity to draw out the group's knowledge about where immigrants and refugees are settling in the United States. Fill in knowledge gaps by providing information (immigration statistics, by state and by country, can be found at www.gcir.org).
- Ask viewers what they already know about the countries represented in THE NEW AMERICANS and why they think people might be leaving them. What are the factors pushing and pulling immigrants and refugees from these countries?
- Continue the discussion by asking viewers, "What issues do you think these immigrants and refugees will face as they make a life in the United States?" Document this brainstormed list to see how well the participants predicted the issues in the program.

See related activities: Appendix C: Cultural Comparisons Worksheet; Appendix D: Experience Charts; and Appendix E: Telling Our Stories.

4. Prepare to View

- Discuss the title of the program. What makes someone American? What's the difference between coming to America and becoming American?
- Present some background information about the series/episode. After the first viewing, start each viewing by having the group recap what came before and predict what will happen to the families in the episode they're about to view.
- Discuss and clarify the difference between immigrant, nonimmigrant and refugee.

(See Appendix A: Glossary.)

Extended episode summaries and a list of scenes are available at

www.itvs.org/outreach/newamericans/guide



B. Viewing and Discussion Process

Depending on the context and purpose for viewing THE NEW AMERICANS, participants may be watching a single episode, the entire series or selected scenes from the series. In any context, however, the activities described below can enrich the experience by helping viewers remember what they've seen, make connections to their own experience, reflect on their assumptions and expectations, consider diverse perspectives, and take action.

1. Preparing to View

Prepare people for viewing by introducing the segment, recapping what has come before it and building interest in the upcoming scenes. You can build interest by inviting viewers to ask questions or make predictions about what they're going to see. Eliciting people's own experiences and helping them articulate their own beliefs before they watch the program also helps them reflect on how their beliefs are being affirmed—or challenged—by the program. This guide includes previewing questions for each episode.

2. Viewing a Scene or an Episode

In almost all cases, the seven hours of THE NEW AMERICANS will be viewed in parts, either episodes, hours or individual scenes. Audiences watching over several sessions need an opportunity at the beginning of each sitting to "get back into it," to recall the situation of each individual and the developments in each story.

A story chart (see Appendix B: A Story Chart) can be helpful here as a way to remind viewers of where they are in the stories and of the key themes that have been raised.

In settings such as classrooms, where viewers are watching excerpted scenes, the facilitator needs to thoroughly set the context by introducing the subjects of the series and their backgrounds, filling in pertinent information about what has come before and clarifying why the scene has been chosen for viewing. Since everything will be new to these viewers, the clip probably will need to be shown more than once in order for them to capture all that's going on.

3. Post-Viewing Discussion Activity

After viewing, allow for a minute or two of quiet reflection or writing. You can prompt this by saying, "Before we start talking about the program, take a few minutes to think about or write about your strongest impressions of the program—which scenes stood out for you? Or make some additional notes in your story chart." You might also have people discuss their thoughts in pairs before the whole-group discussion begins. After a few minutes, ask if anyone has any reactions they'd like to share before you discuss their charts. Ask that others listen without responding until everyone has had a chance to share their first reflections. Then invite open discussion.

Review what people have written in their story charts, using their notes to build a shared understanding and a shared recollection of what happened in the program and to touch on aspects of the episode that were not noted in the initial reactions (this might include unmentioned storylines, positive developments unnoticed amidst the challenges, opportunities not seen and so on).

Finally, to supplement the conversation, refer to the list of discussion questions provided for each episode.

(See related activities in Appendix B: A Story Chart; Appendix C: Cultural Comparisons Worksheet; Appendix D: Experience Charts; Appendix E: Telling Our Own Stories; and Appendix F: Learning About the Community.)

C. Community Activity Options

After discussion of the program, viewers may want to continue thinking, learning and acting on the issues that feel most important to them. The activities below offer some possible directions for individual or group follow-up. They move from introspection to dialogue to action. Community groups can discuss and select the level of activity that best suits them.



1. Individual Reflection

It is useful to reflect on one's own beliefs and behaviors before thinking about taking action. This helps us appreciate our strengths and brings to the surface whatever attitudes may get in the way of effective collaboration.

- Review the immigrants' stories in your mind and think about the personal interactions the immigrants had with U.S.-born people. Which interactions did you like? Which made you uncomfortable? What would have improved these interactions?
- What did you observe about U.S. culture and values as you watched the series? How did you feel about them?
- Which of your perceptions about immigrant experiences were confirmed? Challenged?
- With which characters did you most identify? Which experience feels closest to your own?
- If you are U.S.-born, what privileges do you experience from this status?
- If you are foreign-born, note the settings in which you cross paths with those born in the United States and the ways that you do or do not interact with them. If you are U.S.-born, note the settings in which you cross paths with immigrants and the ways that you do or do not interact with them. Reflect on your observations.
- Think about your own workplace or community. What is done to make people of diverse backgrounds feel welcome? Not welcome?

Imagine that you are one of the people in the film. Pay attention to your interactions with people out in the world. How do you think your experience would be different? If you are white (whether immigrant or U.S.-born), try this exercise imagining that you are Israel or Ngozi.

2. Examining Our Beliefs

This activity is designed to allow all participants to express their views without engaging in debate. When they don't have to "defend" a position, they become better able to listen to one another and are often more open to revising their own opinions. The sample statements below are deliberate generalizations, intended to prompt participants to articulate more specific views and rationales. In this way, the group can explore the complexities of each issue.

For this activity, post signs reading "Agree," "Not Sure" and "Disagree" along one wall. Explain that after hearing a statement read, participants should stand near the sign that best describes their views. Volunteers representing each position are invited to state the reason for their choice, but participants are not allowed to respond to each other. As views are shared, participants are encouraged to move if they've been persuaded by someone else's opinion.

Begin with the statements below. Then invite participants to contribute statements that they would like the group to "discuss."

- Immigrants should only be able to work in the United States if they intend to stay here.
- It is the responsibility of our public institutions to accommodate all people, whether or not they speak fluent English.
- Immigrants use more of our resources than they contribute.
- The United States should limit the kinds and numbers of people who immigrate here based on what contributions they can make to U.S. society.
- The United States should be the world leader in accepting refugees.

3. Building Cross-Group Dialogue

Dialogue between U.S.-born and immigrant groups and among immigrant groups that live in distinct communities offers a powerful opportunity to identify common values, priorities and concerns; correct misperceptions; and hear and be heard. It's an opportunity to learn from each other, make human connections and place a human face on societal policies. However, open and constructive dialogue requires a level of trust and respect that may need to be built between the two participating groups.

Develop mutual trust between the groups by (1) asking participants to speak their intention to listen and be open to each other and (2) placing the focus on understanding varied perspectives rather than negotiating a common perspective. It's also important in the planning of a cross-group dialogue that the purpose of the meeting be clear to everyone. Why are the groups interested in talking? What do they hope to get out of it? Review Section II, "Preparing to Facilitate."



Use some of the activities outlined in Introductory Activities (part A of this section) to help people get to know each other. If the participants are from organized groups (faith-based groups, community groups, and so on), ask someone from each group to describe the group's work and concerns. Choose from among the activities below to structure your meeting.

a. Dialogue About the Program

With the participants in small mixed groups, ask them to

- share the impact the program had on them.
- share the questions that the program raised in their minds.

As a facilitator, try to keep them focused on their feelings and questions. They will have an opportunity for further discussion and analysis of issues afterward.

Reconvene as a large group. Ask for at least one volunteer from each small group to comment on what they learned as they listened in their group. Then invite further discussion by encouraging participants to add points about their own community's experience, to comment on issues raised in the program and so on.

b. Dialogue About Life Experience

Invite further conversations that compare experiences. Use topics from this list or topics suggested by participants.

- Being an outsider/not understanding
- Leaving home/moving
- Being in a group that gets labeled ("those ___ people")
- Finding support from allies
- Working
- Going to school or otherwise getting an education
- Dreams for and worries about offspring
- Family's migration (voluntary or forced)
- Being discriminated against

4. Listening First

Invite a panel of immigrants or refugees to talk about their experiences, or to speak in general about questions such as: "What drives people out from their countries, and what drives them to the United States in particular?" "What are the needs of immigrants and refugees once they get here?" "How can others be allies to your group?" "What do you never want to hear from others again about your group?"

First allow time for audience questions and discussion. Then allow time for immigrants and nonimmigrants to meet separately to debrief.

Nonimmigrants might discuss

- their reactions to what they've heard.
- their encounters and relationships with immigrants.

Immigrants might discuss

- their reactions to what they've heard.
- what it's like to talk about their experiences with nonimmigrants.

5. Taking Action

Action can take many forms, from developing educational materials to organizing events. All actions, however, begin by doing the homework of investigating community issues and building relationships.

a. Becoming Informed

i. Identify what you already know about

- the immigrant and refugee groups that live, work or study in your community.
- how the ethnic makeup of your community has changed over the last several years, what caused that change and how you feel about it.
- community organizations that are addressing immigrants' concerns or building community dialogue.
- past efforts related to immigrants' rights and social justice.
- local and state legislation impacting immigrants and refugees.

ii. Identify what you need to do to get further information. Who do you need to talk to find out more or gather diverse perspectives about these topics?

- **Community Research:** Call and visit community organizations in order to collect this information. Meet with a variety of community leaders.
- **Workshops:** Attend workshops, discussions and presentations on immigration policies and immigrant issues/rights. Bring in a guest speaker to answer the questions of your group.
- **Community Newspapers:** Read publications that serve diverse local communities (available at libraries). Explore the local concerns of various communities.



b. Planning for Action

- i. There are many things to consider when planning for action. Here are a few.

- Who are we? (Who do we represent? Not represent?)
- What is motivating us to take action?
- Which of the issues we've discussed do we believe affect our community? What other issues are present? Which are the most important to us and why?
- What do we want to communicate and to whom?
- What outcome are we looking for?
- How will we know if we've been effective?

- ii. Based on your action goals, develop a list of actions you will need to take. Consider, also, these possibilities for group action.

- Organize events that build dialogue across communities and create a sense of shared community.
- Challenge misinformation about immigrants.
- Consider and list those state and local community services and resources that make immigrants feel welcome and help them participate (translators, bilingual informational materials, bilingual education and so on).
- Develop and disseminate resource information to immigrant communities.
- Coordinate ongoing trainings and educational activities between immigrants/refugees, U.S.-born community members and service providers.
- Support the integration of immigrants and refugees in positions as service providers, board members and other change agents within institutions.
- Educate elected officials and other decision makers about the needs of immigrant/refugee communities.

Here are some actions that immigrant/refugee groups can take.

- Link up with other groups that represent immigrants or advocate for immigrant rights.
- Organize events that build a sense of community among immigrants and educate other immigrants about resources.
- Organize events to create public dialogue with decision makers about issues that your community cares about.
- Organize ongoing trainings related to current issues facing your communities.
- Investigate ways in which you can best use your skills to volunteer in the community.
- Build relationships with U.S.-born co-workers and neighbors.



Here are some actions that U.S.-born groups can take.

- Educate your community about immigrant issues (bring in speakers, share articles and so on) and how they connect to your community.
- Build relationships with immigrant co-workers and neighbors.
- Organize your community to work in solidarity with immigrant and refugee-serving organizations.
- Form an alliance organization with a local or state immigrant and refugee-serving organization.
- Learn about legislation that impacts immigrants and refugees.
- Investigate ways in which you can best use your skills to volunteer in the community.

Resources for Further Research

Students, community organizations, and education and health professionals can find additional research topics and references for further research into issues arising from the series at www.itvs.org/outreach/newamericans/guide

D. Discussion Questions for the Complete Series

The questions provided in this section, designed for those who view the entire series, address themes that emerge over the course of the three episodes and across individual stories. They invite reflection on the lessons learned about the immigrant/refugee experience—lessons about coping with unexpected realities, negotiating new identities, and making choices and decisions in an unfamiliar culture. They also explore how U.S.-born people react and adapt to the influx of newcomers and an increasingly diverse culture.

Before selecting questions for discussion, use the story chart (see Appendix B) to guide a review of the various stories, their similarities and differences, and the crosscutting themes that have emerged. Compare what actually happened in the stories to the predictions viewers made before watching. Then choose relevant discussion questions from this list. These are all intended for use after viewing.

- What was most striking to you about the program? What stands out as something you'll remember?
- All of the immigrant and refugee families in the film faced a variety of challenges. Which social or personal factors (gender? race? class? age? family support? other?) seemed to affect the people in each story?
- Which of them have reached their initial dream? How have others changed their dreams and expectations?
- Many of the immigrants and refugees in THE NEW AMERICANS face expectations and pressure around succeeding in the United States. How might this affect their experience and the choices they make here?
- What might their lives have been like if they had stayed in their home countries? What have they gained and what have they given up by immigrating to the United States?
- Do you think the people feel like "new Americans"? Why or why not?
- How successful have the immigrants and refugees been in creating a sense of community here?
- How has the presence or absence of an established ethnic community affected their experience here?
- What aspects of U.S. culture have these immigrants and refugees embraced? Rejected? Modified?
- What role does religion and spirituality play in how they have dealt with their transition?
- Many of them found support in an American friend or mentor. Who were these friends and what kind of support did they provide?
- How are the experiences of immigrant and refugee children different from adults? What issues are unique to them?
- How have personal relationships been strained by efforts to adjust here?
- What kinds of responses to immigrants have the U.S.-born shown during the series?
- What assistance and opportunities have been made available to the immigrants and refugees in the series? How did these affect their experiences? How have they made use of the supports and opportunities available to them? Which opportunities have they missed?
- What impact have these immigrants and refugees had on cultural understanding in their communities?
- People in the United States face cultural biases and expectations based on race. Where did you see this in the film?
- In the various stories, how did the role of the women and gender relations between the men and the women change after they were living in the United States? Not change?

E. Discussion Questions and Activities by Episode

The primary driver of the group discussions should be the viewers' interests and observations. The discussion questions here serve as a backup plan—a way to extend the discussion or to invite insights that haven't yet surfaced. Before turning to the questions, you may want to invite general reactions or use the story chart (see Appendix B) to recap the episode.

Below you will find a brief summary of each of the program's three episodes followed by questions for before and after viewing. The questions are clustered by story, and each group of questions relates to an hour-long segment in the episode. In addition to these questions, refer to the discussion activities in the appendices, particularly these.

- Appendix C: Cultural Comparisons Worksheet
- Appendix D: Experience Charts
- Appendix E: Telling Our Own Stories
- Appendix H: Discussion Quotes by Theme



Episode 1: Leaving for the Dream

(2 hours running time)

Summary

In the first two-hour episode, three of the five stories are introduced. These stories, which begin in Palestine, Nigeria and the Dominican Republic, focus on the forces that bring three different groups of people to America—marriage and pursuit of a new life for a Palestinian woman; safety from political violence for members of the Nigerian Ogoni tribe; and economic opportunity for two Dominican baseball prospects. This episode establishes the sense of national identity these individuals hold before they find themselves transformed into "immigrants."

Hour 1 Discussion Questions

Before Viewing

Have you ever left your birthplace to live somewhere else (in the same or another country)? How did you create a sense of "home" in the new place?

After Viewing

- Why is each person or family leaving for the United States? What's pulling them here? What's pushing them out of their countries? What role does the United States play in contributing to both the pull and the push factors?
- How do they expect life to be different in the United States (consider gender relations, race relations, quality of life and income)? What do they expect to find? Where did their expectations come from?
- Do you think they will find what they are looking for in the United States? What strengths and supports can they each draw upon?
- Who is sponsoring each newcomer? Why?
- How are the journeys of these characters tied to the sacrifice of others? How do you think this will impact their lives?

The DOMINICAN Story

- Why are baseball teams drawn to the Dominican Republic?
- What strategies and messages are used at the training camp to keep the ballplayers feeling both lucky to be there and afraid to fail? How are they treated?
- What things are they expected to do differently to become American?

**Hour 2 Discussion Questions****Before Viewing**

Talk about your first job. Have you ever had to take a job of lower status than your experience/education? Why or why not? Have you ever had to function in a language you didn't know well?

After Viewing**The NIGERIAN Story**

- How would you describe the experiences of Israel and Ngozi at their new jobs? How are workers treated differently at the two workplaces? What did you observe as some possible reasons for this?
- Why do Israel and Ngozi send money home, despite their low wage of \$7 per hour? Why do their relatives expect money?
- Israel often speaks about his fate being in God's hands. How do you think this belief will affect his life in the United States?
- How well does the health care system meet Israel and Ngozi's needs? What do the doctors learn from Israel about his health history? His culture? His current life? How well do they consider these factors when they develop a health care plan for him? What does the doctor's directive to "not work" mean for Israel?

The DOMINICAN Story

- While American players signed contracts for \$100,000 and \$350,000, Dominicans signed for \$5,000 and \$5,500. How does the coach rationalize this? Why do you think the Dominican players accept this? Why do you think the American players accept this?

The PALESTINIAN Story

- From what we see of Naima's daily life in Palestine, what makes her passage different from or the same as the others?

Episode 2: The Reality Sets In

(2 hours running time)

Summary

This two-hour episode focuses on the immigrants' separation from their homelands and arrival in the United States—specifically, Chicago and Montana. As the immigrants establish new lives, the major themes are work, language and culture shock. A new family from Guanajuato, Mexico, is also introduced, led by Pedro Flores, a Mexican meatpacker living seasonally in Kansas.

Hour 3 Discussion Questions

Before Viewing

Think of a time when you were aware of being part of a majority group, then of a time when you were aware of being part of a minority group. How does it feel different to be part of one or the other? What are the motivations to integrate? To stay with one's own group? Which did you do and why?

After Viewing

- In what ways do you see the characters being welcomed by the majority community? Not welcomed?
- What adjustments to the United States do you see individuals making? What difficulties are they having?

The **NIGERIAN** Story

- A co-worker of Israel makes a joke about starvation in Africa. What do you think it means to Israel? What do you think it means to Israel's other co-workers?
- Israel doesn't feel welcomed by his co-workers, so he eats with the foreman. What do you think this means to his co-workers? What does it mean for Israel?
- Israel and Qui, a Vietnamese co-worker, form a bond. Why do you think this happens? What do you think it means to their co-workers?
- What made Israel feel uncomfortable at the DMV on Chicago's North Side? What makes him feel more comfortable in the South Side office?
- Israel was shocked by the police harassment. Why? Where do immigrants get their expectations of what the police will be like?
- Barine says that she hides her knowledge and experience because "if you prove to them that you know too much, you'll be out." When black co-workers ask her if Africans wear clothes, she responds, "This is what white people want you to believe." What does she mean?
- Barine and her daughters experience strains in their relationships as they each adjust differently to American life. What does Barine want? What do her daughters want? How are Barine and her daughters expressing the stress that they feel in their new American lives?

The DOMINICAN Story

- Ramon is arrested for sexual assault of an American woman at a party. Who believes Ramon and who doesn't? What sentiments surface? How do things change for the Dominican players?
- In what ways do the Montana host family and their church welcome the Dominican players? How is this helpful to them? What other support might they need?
- Jose's and Ricardo's host mother in Montana says that communication is a problem, and she comments that "we just make believe we understand what each other is saying." What are the pros and cons of this strategy? Have you ever hidden your lack of understanding in this way?

The PALESTINIAN Story

- Hatem and Naima think differently about the possibility of peace in the Middle East and about their role in the struggle. What might explain their different perspectives?
- What aspects of being Palestinian seem most important to Naima? What aspects seem most important to Hatem? How do Hatem and Naima each relate to the strong Palestinian community in Chicago?

Hour 4 Discussion Questions**Before Viewing**

Think of a time when you were separated from your family. What was difficult? What was better? What were your family's reactions?

After Viewing**The NIGERIAN Story**

- Watching the video that Israel and Ngozi send home to Nigeria is a big event for their families. In what ways does it help to maintain their connection? In what ways does it illustrate a loosening connection?
- At the doctor's office, Israel and the doctor (who is also an immigrant) have different perceptions of the United States. What are they? What might explain their different perceptions?
- When the doctor insists on the greatness of America, Israel agrees despite his many grievances. Why do you think he does this?

The MEXICAN Story

- How has Pedro's being away in the United States for many years affected the family roles?
- What is forcing farmers out of Mexico? What role does the United States play in this phenomenon?
- Pedro says that Americans don't want to do the kind of hard, dirty work that immigrants do in the meatpacking plant. Do you think this is true? If so, why? How does this work both for and against immigrants?

Episode 3: Identity—Who Am I in the United States?

(3 hours running time)

Summary

The final three-hour episode introduces a computer programmer as he prepares to leave a lucrative job in Bangalore, India, to pursue exciting new opportunities in the Silicon Valley. This episode also explores the critical next phase for all of the immigrants and refugees as they continue their quest for success. Will these new Americans find better jobs, happily reunite their families and make lasting homes in their new land?



Hour 5 Discussion Questions

Before Viewing

Think of a time when you joined a new community where no one knew you (for example, a new job or a new neighborhood). What parts of your old identity did you bring along? Leave behind? In what ways did you become a different person? What assumptions do you think the new community made about who you would be?

After Viewing

The **DOMINICAN** Story

- Jose has been baptized Mormon at the request of his girlfriend and struggles in the Rookie League; Ricardo's career is taking off as he plays in the Minor League All-Star game; and Ramon, despite being innocent of the sexual assault charge, is dropped by the team and deported. What guidance and support were provided to these teenagers to help them understand and deal with the expectations and prejudices of a new culture?

The **MEXICAN** Story

- The Kansas school district shown in the film has seen a great influx of immigrants, reflected in a demographic jump from 10 percent to more than 50 percent of the student population. What supports does Kansas provide newcomers? Is this kind of support offered in your state or community? Why or why not?
- Do you think that schools should offer bilingual education in diverse communities? Why or why not?
- How do the various members of the Flores family feel about their migration? Who is most ambivalent? Why?

The INDIAN Story

- Anjan finds a bride through the Internet in India. What are their expectations of each other? What might be the challenges for them in the United States?
- Anjan's father describes the "brain drain" of educated workers leaving India for Europe and the United States. He is dismayed at "all the rich cream they are taking." What does he mean? Do you agree?
- In what ways does Anjan's education level make his immigrant experience different from the experience of others? In what ways is it the same?
- Anjan's father also critiques American notions of freedom. In what ways does he believe Americans are not free? What do you think of this critique?

The PALESTINIAN Story

- Hatem is not an immigrant himself; he was born in the United States to immigrant parents. What differences do you see between his attitudes and opinions and those of Naima toward the events happening in Palestine? Toward life in the United States?

Hour 6 Discussion Questions**Before Viewing**

As an adult, what factors have you considered in deciding where to live?

After Viewing

- How have the relationships between the men and women in these stories changed since you met them? In coming to the United States, what have the women given up? Gained? What have the men given up and gained?

The PALESTINIAN Story

- When Hatem tries to hang a poster of a crying woman, how does Naima respond? What does the poster of a crying Palestinian represent for each of them?

The MEXICAN Story

- What is the Flores family giving up by moving to California? What drives their decision? How does their decision-making when choosing where to live compare with yours?

The INDIAN Story

- In the tension between Anjan's materialist self and spiritual self, which do you think is dominant? Why? What makes it difficult to maintain balance between these two selves in this culture?

Hour 7 Discussion Questions

Before Viewing

In this episode, we see Anjan continue to struggle between the desire to lead a virtuous life and the yearning for material wealth. Based on your own experience, how would you advise him?



After Viewing

- How have these people's dreams changed since you first met them? In the final analysis, what adjectives would you use to describe the people you have been following?
- In this episode, we see one way that September 11 impacted the Arab American community. In what other ways have immigrants been affected by that event?

The **PALESTINIAN** Story

- In this segment, Hatem says, "I realized that for our marriage to work, the most important thing is that my wife accept who I am and I accept who she is." In what ways have we seen Hatem and Naima accept each other? How do they expect each other to change?
- Although Naima has taken many steps to establish a life here—going to school, getting a job, settling into a new house—she continues to talk about wanting to go home. Why do you think this is?
- Naima's family has suffered greatly in war-torn Palestine, where one brother died in an Israeli prison. Given this history, why do you think she takes and keeps a job in a Jewish daycare center?

The **MEXICAN** Story

- The Flores family is moving to California, where they will be doing arduous and potentially unsafe fieldwork alongside undocumented workers. The undocumented are the most vulnerable immigrants because their illegal status makes them hesitant to defend their rights or speak up against abuses. How does the plight of undocumented immigrant workers make all immigrants more vulnerable? All workers?

The **INDIAN** Story

- In Hour 6, Anjan said, "They think I'm going to become an American, but I'm not going to become one." In this hour he says, "Eventually, you become an American." What has changed for him? How is he becoming an American?
- Anjan says that he wants to "make both the base Anjan and the idealistic Anjan comfortable." Is this possible? How do we see his conflict played out in his family?

Learn more about what has happened to the families at www.pbs.org/newamericans.

Resources for Further Research

Students, community organizations, and education and health professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from THE NEW AMERICANS at www.itvs.org/outreach/newamericans/guide

Visit THE NEW AMERICANS outreach website

www.itvs.org/outreach/newamericans/, for additional information or the companion website at www.pbs.org/newamericans for interactive activities and complimentary content.

Evaluation

Users of THE NEW AMERICANS Series Guide and participants in the community engagement and educational outreach activities have an opportunity to give feedback and measure outcomes at www.itvs.org/outreach/newamericans/guide

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**Series Guide and
Activity Book**

Part 2

Part 2 Table of Contents

**IV. Activities for ESOL (English Speakers
of Other Languages) Settings**

- A. Clarifying Objectives
- B. Viewing Activities
- C. Research Topics for Students



THE NEW AMERICANS



community connections project



IV. Activities for ESOL (English Speakers of Other Languages) Settings

This section is intended to guide teachers in adult ESOL settings. However, THE NEW AMERICANS is equally relevant and compelling for Adult Basic Education (ABE) students, who may share similar struggles, be interested in learning more about immigrant experiences or be immigrants themselves. So ABE teachers also can draw from these activities to support viewing in their classes. (For additional activities suitable for both ESOL and ABE settings, see those in Section III, “Viewing and Discussion Activities.”)

The amount of time available in any adult education class is very limited. It is unlikely that you’ll be able to view the entire series in this setting, especially if you’re working with English language learners. More likely, you will choose one episode to view over multiple sessions, one story to follow through the series or one scene to discuss.

The activities below begin by exploring the issues and experiences that are most important to the students. This information will help you choose the most relevant clips to work with in class. After discussing the scenes, students may be motivated to tell their own stories, learn more about their communities, take some kind of action to support fellow immigrants or advocate for immigrant needs.



The activities and the program clips, which are in English or subtitled in English, presume a basic level of English—enough to participate in a simple conversation and comprehend short amounts of naturally paced English. The advantage of the video medium is that clips can be rewound and replayed as many times as necessary for students to grasp the language, find information or interpret the message.

(For further discussion of issues related to teaching immigrants and refugees, see Section V, "Professional Development for Educators and Health Care and Mental Health Care Providers.")

A. Clarifying Objectives

The activities in this section provide a structure for focused discussion and language practice that engages adults in reading, writing and conversation about ideas and experiences they find meaningful. The activities build on the knowledge and experience that adults bring, encourage analysis and interpretation of issues, and allow students to construct an understanding that comes from reflection and consideration of multiple perspectives.



B. Viewing Activities

1. Identifying Relevant Themes to Choose Clips

In order to select the scenes most relevant to your students, create opportunities for them to describe their own experiences and articulate their needs.

- Have students talk, write or draw in response to the prompts: "What is difficult about living in the United States?" "What is easy about living here?" "What do you like or not like about living in the United States?"
- Use Introductory Activity 2, Getting to Know Each Other, (in part A of Section III).
- Working as a group, use "mind maps" (also called semantic webs) to generate words and ideas that students associate with an evocative term, such as "police" or "English" or "children."
- Use the Cultural Comparisons Worksheet (Appendix C) to identify the cultural differences that seem most challenging for the group.

Based on what you learn about the students' priority interests and concerns and on the questions they asked, select the scenes you will use.

(Extended episode summaries written by the filmmakers are available at www.itvs.org/outreach/newamericans/episodes.html)

2. Drawing Out Knowledge

The key to successful viewing of the program with ESOL students is adequate preparation. Draw out as much as possible of their prior knowledge (of the context, the language and so on) and provide background information about the scene they're going to view so they're not trying to figure out too many things at once while viewing.

3. Preparing for Viewing

- Geography: For the featured scene, ask students to identify the country of origin and story location on a U.S. map. Have them predict what kinds of immigrants have settled in that U.S. location and why. Allow students to share their own experiences if they wish.
- History: Draw out student knowledge about relevant history or context.
- Orient the students by describing the scene and the people.
- Have them predict what will happen based on their own experiences of immigrating.
- Prepare students for the listening task by reviewing some of the English vocabulary and phrases they are going to hear. Write key information on the board for participants to see.

(Also see the recommended activity Experience Charts, Appendix D.)

4. Viewing

Show the full scene once through in its entirety and review what students understood. Based on this initial assessment, work on building viewing strategies (watching for context clues, listening for familiar vocabulary and so on) before replaying the scene or segments of the scene again. For additional practice, you can give students vocabulary cards of words they must listen for or items they must watch for (they raise their hands when these appear in the scene).

(Also see the recommended activity A Story Chart, Appendix B.)

5. Post-Viewing Discussion Questions

The following questions can be answered orally or in writing, depending on skill-practice needs.

- What was this scene about? Who were the people? What problems did you see? Are these familiar?
- What do you think the people can do about these problems?
- Who helped them (or can help them) with these problems?
- Think back to your predictions about what would happen in this scene. How do your predictions compare with what happened?
- Which experiences in the scene are like experiences you have had?
- If you could talk to the people in the film, what would you tell them?
- Predict what you think will happen next, what possible choices might come up and what the likely consequences of those choices would be.

(Also see the recommended activities Telling Our Own Stories, Appendix E; Learning About the Community, Appendix F; and Helping Others, Appendix G.)



6. ESOL Quote-Based Questions for Entire Series

Another way to prompt discussion is to invite participants to respond to quotes from the program. From the list below, select quotes that address topics of student interest or come from people they have met in the film. The questions that accompany each quote can be used either to prepare for discussion of the quote or afterward as a way to link the quote to the students' own experiences.

Some of these quotes may be difficult for students to read. Text difficulty is generally a function of three things: complexity of language, length of text and motivation/interest of the reader. If students are interested in these issues, they can be supported through these short texts by reviewing any new vocabulary and doing some prereading preparation (prediction, calling up background knowledge and so on). Alternatively, the teacher can read the quotes aloud.

Quotes

Barine: "Sometimes they ask the stupid questions like... 'Do they really wear clothes in Africa?' and I feel sad. I always tell them this is what the white people want you to believe."

What myths do Americans believe about people from your country?

Ventura: "I can't read, but I know things."

What do you think she means?

Ngozi: "Back in Nigeria, you have your parents, your sisters. They'll take care of your kids for you. You can go anyplace you want to. But here—nobody, no way. I've got to work when I come back from work. I take care of my kids. No time to read. Nothing."

Who helps you here?



Pedro: "In the course of eight hours, you have to cut up 3,800 cows into many parts. If I don't keep up with my pieces, it's hard on fellow workers. In that plant there are people from all over the world because I don't think Americans would want to get their hands dirty with that kind of work. There are people from Salvador, Honduras, Mexico, Asia. If it weren't for us, I think the plant would not exist."

Think of the immigrants you know. What kinds of jobs do they have? Do you agree with Pedro?

Anjan: "I'm sad that now I'm lost in this world, that I wasn't wise enough when I got lost to find my way, so I didn't have to put others to sorrow. It's like I'm in South Pole and I have just a compass, and I don't know how the compass works.... So many visions about life have changed. Very few things remain black and white."

In what ways is it easy for immigrants to "lose their way" in America?

Ricardo: "And when I get my first big paycheck, the first thing I'll do is buy a house for my mother."

How do immigrants you know help their families back home?

Israel: "In America I will be safe, because Americans will be able to take care of us."

Before you came, did you think Americans, or America, would take care of you? If so, in what ways? If not, why not?

Pedro: "What I want to give [my children] is like an inheritance. Because I have nothing else to give them other than those papers so they can cross and seek their future."

How do you hope your children benefit from living in America?

Zina's teacher: "I have maybe two or three African students in each class. They're very respectful children. I wish I had more of them."

What are the pros and cons of raising children in the United States?

Jihad's Friend 1: "The United States, that is what's best for me.... What I want as a human being I can't achieve in Palestine. I want a good life, good education and good work and to find my dignity through work."

Jihad's Friend 2: "He's the first person I've met that's going to look for his dignity in the States."

Jihad's Friend 3: "I will tell you, you will not find dignity there."

What does Friend 3 mean? Do you agree with him?

Israel: "Your life is controlled in every way. I have something hanging on my neck every day. I got to pay, what do they call it, credit. I need credit, I need credit, good credit. Good credit every day."

What is "credit"? Why do you think it controls his life? Is this a common problem?

Israel's brother: "Today when you leave here and enter that bus to go to the airport, be determined. Be ready to work. If you don't succeed, Ogoni has failed. Your success is your family success, it's your village success. If you fail, it is your family failure, it is Ogoni failure. We are all failed. May the Lord be with you as you go."

How do you think Israel feels when he hears this? What did your friends or family tell you when you left your country?

Israel: "Once in America, [your family] just feel[s] you have all the money in the world. So when you tell them, 'Look, this country is hard, it's really difficult,' that you're struggling to survive yourself, then just see how they think about you...all they want you to do is get them some money."

What do you think Israel's relatives would think of him if he didn't send money?



C. Research Topics for Students

THE NEW AMERICANS can only touch on the myriad cross-cultural, geopolitical, social and practical issues that contribute to global migration and the ambivalence of the United States toward immigrants and refugees. Each country has its own historical context behind the reasons its people leave and the goals they have for life in the United States. Academic settings provide a forum for students to research and analyze these contexts through the circumstances of the people in THE NEW AMERICANS, in order for them to develop informed views on immigrant and refugee issues.

To find a list of research topics, check “Resources for Further Research” at www.itvs.org/outreach/newamericans/guide

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**Series Guide and
Activity Book**

Part 3

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- V. Professional Development for Educators and Health Care and Mental Health Care Providers**
 - A. Educators
 - B. Health Care Providers
 - C. Mental Health Care Providers



V. Professional Development for Educators and Health Care and Mental Health Care Providers

The activities in this section address the challenges of working with diverse communities, dealing with cross-cultural and language issues, and providing quality service to all members of the community. These discussions are intended to draw out the knowledge and expertise that educators and health care and mental health care professionals already bring to these challenges and to outline the systemic support that would help all professionals work and communicate more effectively with all populations. This set of professionals was chosen because their work is reflected in the stories of THE NEW AMERICANS and because they are likely to interact with immigrants and refugees in every community.



The purpose of these activities is to

- share professional experiences working with immigrants and refugees.
- share strategies to address cross-cultural and linguistic challenges.
- build multicultural competence by learning about immigrant experiences.

The activities are organized by profession and center on one or more short scenes from the series. Depending on the time available, participants can focus only on the key scene or draw upon additional scenes to explore a variety of relevant issues. To reinforce the insights that emerge from these discussions, we suggest that cross-cultural and language issues be integrated into the entire training curriculum. The aim is to build awareness so that professionals continue to ask themselves, "How might X approach need to be modified in working with a different community?" or "What cultural assumptions do we need to be careful about making when we do Y?"

Each of the three professions has a section with its own objectives, key scenes and discussion topics. But all three sections begin with asking participants to name the challenges they anticipate and end with addressing the barriers that get in the way of full, effective community service.

A. Educators

Immigrant and refugee adults seek education for a variety of purposes, but primarily for English, job skills or academic development (basic education or higher education). They may be grouped with other newcomers in ESOL or vocational ESOL classes or be mixed in with English speakers in job training or academic settings. In any of these contexts, language and culture are factors in shaping the relationship between teachers and students and in framing their expectations of one another. In addition to these cross-cultural issues, teachers may be unaware of the many factors that affect immigrants' and refugees' ability to attend and thrive in a classroom, factors such as trauma from past experiences of violence, gender expectations that place family before education, lack of control over shifting work schedules and so on.



The objectives of this section are to help educators of adult immigrants and refugees

- identify factors that affect immigrant and refugee learning and participation.
- recognize the linguistic and cultural competencies necessary to work with immigrant students.
- consider ways to build upon the language and experience of immigrant students.

1. Your Experience

In pairs, talk about one interaction with an immigrant or refugee student that was successful and one that was not. What were the factors that contributed to each? Compile a whole-group list of all of these factors.

2. Viewing and Discussing Key Scenes

Prepare participants for viewing by setting the context for what they're about to see.

Ask them to note when any factor from their group-generated list appears in the scene. Have participants share those observations after viewing the scene.

Then choose from these discussion questions.

Example Scene: Ngozi in nursing class

[Episode 1, Hour 2]

Discussion Questions

- What do you see happening here? What went well? What didn't go well?
- It is likely that Ngozi told the teachers that she understood what they were teaching her. Why might she do that?
- Has this interaction with the teacher helped Ngozi learn the information? What might help her?
- What strategies might the teacher use to give Ngozi the extra support she needs?
- What strategies might a teacher use to distinguish between language difficulties and learning disabilities?
- Why is it that immigrants and refugees who learned English in their home countries may still struggle to express themselves and to comprehend conversations in some settings? What are the implications for the way we assess their learning?

- Immigrant and refugee students often struggle in unexpected ways with academic tasks. For example, Ngozi is extremely motivated to become a nurse's assistant and finds every means to study, yet she still struggles with her coursework. What must we consider in assessing the sources of immigrant students' learning struggles? What must be considered in supporting their academic success?

Example Scene: Israel and Ngozi at the Immigrant Counseling Office and the Public Aid Office

[Episode 1, Hour 1]

Discussion Questions

- In the Immigrant Counseling Office, how well do the "students" seem to be learning from the counselor? What signals are you observing? How might it be harder to read the signals across cultures?
- How would you assess the effectiveness of the Public Aid officer's lesson about the link card? What advice would you give her about "teaching" immigrant clients?
- The officer asks if they have any questions, a common strategy teachers use for checking student comprehension. Is it likely that immigrant clients will have questions for her? Why or why not? What other strategies can educators use to check that they've been understood?

Example Scene: Naima in English class

[Episode 3, Hour 5]

Discussion Questions

- How well do you think this ESOL class is meeting Naima's learning needs? How can you tell?
- Naima enjoys her English class, but then doesn't want to speak English with Hatem. What factors support or hamper language learners speaking English outside of class?
- What ambivalence might immigrants or refugees have about learning English?
- How might ambivalence about being here affect their learning?



3. Exploring Other Education Themes

For discussion of additional education issues that affect quality service to immigrants, select from these topics.

a. Cultural Assumptions

What assumptions about education (for example, about teaching approaches or the level of formality in the classroom) might affect a student's ability to learn in a new culture?

b. Use of Native Language

What is the role of native languages in the classroom? When are they helpful? When are they not?

c. Teaching Approaches

In what ways can finding out about the lives of immigrant and refugee students help you teach them more effectively? In what ways can this information be integrated into the course curriculum?

d. Educational Content

Besides communication skills, what skills and knowledge are needed to be educationally successful? How do immigrant students learn these?

e. Barriers to Learning

- What are some barriers to learning that may impact immigrant and refugee students particularly? What is the teacher's role in addressing those barriers?
- Immigrant and refugee children often have experienced a great deal of educational instability, including interruptions in their education and different types of school settings. Refugee children in particular have probably experienced trauma and deprivation, especially if they have spent time in a refugee camp. What struggles might they experience in school, in addition to the expected challenge of mastering English? When they do struggle, how can we assess the source of the difficulty? What supports do they need to be successful?

4. Structural Factors

What are the structural or institutional factors that affect your ability to deliver quality service to immigrant students? If participants have difficulty generating a list, prompt them with these questions.

- What training have you received in working with immigrants and refugees?
- How much time do you have to communicate fully with all students?
- How much multilingual support is available to you?
- What kind of resources and support would you want to see for yourself and others?
- What venues are available to address these issues?

Resources for Further Research

Students, community organizations, and education and health professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from THE NEW AMERICANS at www.itvs.org/outreach/newamericans/guide

B. Health Care Providers

When considering how best to serve immigrant and refugee patients, health care providers often focus on the impact that language differences have on provider-patient communication. This is a legitimate concern because even fluent English speakers may be unfamiliar with medical terminology. Moreover, even when an interpreter is available, communication gaps may emerge if providers are not accustomed to interacting through an intermediary.

However, in addition to these linguistic factors, it is equally critical to consider the impact that culturally based differences have on beliefs about medical care. Like any discipline, medicine rests on an often tacit set of assumptions: in this case, about what constitutes health, what causes illness, how healing occurs, how medical care is accessed and how to develop a collaborative relationship with one's patients. Health care providers must challenge themselves to identify these assumptions and question their universality, then explore how to negotiate a shared understanding of medical care with their patients.

Just as educators must take into account the unique experiences that have shaped the lives of immigrants and refugees, so must health care providers. Accurate assessment requires providers to know what diseases are endemic to the area of the world from which their patients have migrated, what health risks may be associated with their current occupational settings and what stressors are present in their daily lives. Immigrants and refugees who have experienced violence and/or state-sponsored torture may struggle with trusting their health care providers and may even associate the medical setting with prior trauma (a physician is present at a staggering percentage of torture sessions). This section can help health care practitioners find ways to gently and sensitively uncover this information and learn about the skills necessary for providing optimal health care to immigrants and refugees.

The objectives of this section are to help health care professionals

- identify the health risks associated with immigrant and refugee populations.
- identify risk factors for health problems in this population.
- recognize the linguistic and cultural competencies necessary to work with immigrant clients.
- be aware of the information that must be gathered to accurately assess immigrant clients' needs and plan effective interventions.

1. Your Experience

In pairs, talk about one interaction with an immigrant or refugee family that was successful and one that was not. What were the factors that contributed to each? What issues prompted these clients to seek services? Compile a whole-group list of factors that contributed to the success of the interaction and issues that precipitated the contact.



2. Viewing and Discussing Key Scenes

Prepare participants for viewing by setting the context for what they're about to see.

Ask them to note when any factor from their group-generated list appears in the scene. Have them share their observations after they view the scene.

Then choose from these discussion questions.



Example Scene: Israel's experience at the doctor's

[Episode 1, Hour 2]

Discussion Questions

- What assumptions does the doctor make about Israel's past health care?
- What do the doctors learn from Israel about his health history? His culture? His current life? How well do they consider these factors when they develop a health care plan for him?
- How should a patient's immigration experience affect how the provider carries out a medical interview and physical examination?
- What did the provider do to enhance or diminish establishing a trusting relationship with the patient?
- What does the doctor's directive to "not work" mean for Israel?
- What do you predict will happen to Israel in terms of his health?
- What are Israel's and Ngozi's reactions to Western "preventive medicine"?
- How well has the health care system met Israel and Ngozi's needs, from both their and the public health perspective?
- What would be helpful for immigrants to know about the health care system? How can this information be communicated to them?
- What do you think would be helpful for health care professionals to know about immigrants?
- How does stereotyping occur and how does it affect interaction with patients?

Example Scene: Ngozi's experience at the doctor's

[Episode 1, Hour 2]

Discussion Questions

- Ngozi struggles with the information that she's a tuberculosis carrier. Since she comes from a country where there is no treatment for latent TB, how do you explain the difference between latent and active TB to her so that she will not feel scared or stigmatized and will be willing to pay the cost of the medications even though only one out of ten untreated latent cases ever become active?
- What issues does the scene raise about patients coming from cultures where they're not used to having medical information or making medical decisions?
- How do you think people unfamiliar with health issues of refugees and immigrants will treat Ngozi if they learn she is a TB carrier? How will other Nigerians treat her and her family if they learn she has TB?
- It is likely that Ngozi told the medical staff that she understood the information they were giving her about TB. Did she? What could they do to make sure?

Example Scene: Pedro talking about working conditions in the meatpacking plant

[Episode 2, Hour 4]

Discussion Questions

- Among low-wage immigrant workers, what work-related health issues might be pertinent to screen for?
- What questions would a provider need to ask Pedro in order to develop an effective—one that he will be able to carry out—treatment plan for his repetitive stress injury?

Example Scene: Nora speaking of pesticide exposure

[Episode 3, Hour 4]

Discussion Questions

- Among farm workers, what work-related health issues might be pertinent to screen for?
- What questions would a provider need to ask Nora in order to develop an effective—one that she will be able to carry out—treatment plan for her pesticide exposure?
- What is a provider's role in intervening when a community of patients are put at risk?



3. Exploring Other Health Care Themes

For discussion of additional health issues that affect quality of care to immigrants, select from these topics and scenes.

a. Cultural Expectations of Health Care

What do providers tend to assume patients know about the health care system? About the patient/provider relationship? Western medicine?

Scene: Israel's doctor's appointment

b. Communication Issues

What difficulties have you had communicating with immigrant/refugee patients? What difficulties do you think immigrant patients have had communicating with you? What are the additional barriers you have faced with limited English proficient patients when you used interpreters? How does an interpreter affect the process?

Scenes: Ngozi's interpretation of her TB results; orientation at the welfare office for LINKS cards

Comprehension during everyday social encounters in a new language is a challenge. Understanding the more technical language used in encounters with professionals can be even more difficult. What can we do to ensure that immigrants and refugees are fully comprehending conversations in mental health settings?

Scenes: Chicago public assistance office; Israel and Ngozi at the doctor's office (high blood pressure and TB scene)

c. Physical Health

- What are your screening protocols for immigrants? What are your sources of information for learning about the epidemiology of the endemic diseases of the region from which the patient comes?
- Is our standard intake interview sufficient for understanding the previous life experiences of an immigrant or refugee? What additional questions may we need to ask? How is this information relevant to diagnosis and intervention?

d. Gender Issues

What "hidden" health issues might be present for immigrant and refugee women? Have you dealt with the reluctance of some immigrant patients to have providers of the opposite gender?

Scenes: Ventura talking about loneliness; Anjan speaking of role expectations

e. Mental Health

For detailed activities for mental health care providers, see upcoming part C.



4. Structural Factors

What are the structural or institutional factors that affect your ability to deliver quality care to immigrant and refugee patients? If participants have difficulty generating a list, prompt them with these questions.

- What training in working with immigrants and refugees have you received?
- How much time do you have to communicate fully with all patients?
- How much multilingual support is available to you?
- What guidelines regarding the use of professional interpreters are you aware of? What guidelines regarding the use of family members (especially children) as interpreters are you aware of? Why do you think these guidelines were created?
- What training have you received in occupational health and safety, including in OSHA regulations?
- What resources and support would you want to see for yourself and others?
- What venues are available to address these issues?

C. Mental Health Care Providers

Although none of the immigrants or refugees in *THE NEW AMERICANS* utilized mental health services, the film illustrates a number of issues relevant to the mental health field.

The objectives of this section are to help mental health professionals

- identify the stressors associated with acculturation.
- become familiar with personal and family issues frequently associated with the immigration experience.
- identify risk factors for mental health problems in this population.
- recognize the linguistic and cultural competencies necessary to work with immigrant clients.
- be aware of the information that must be gathered to accurately assess immigrant clients' needs and plan effective interventions.
- anticipate possible barriers to building a trusting therapeutic relationship and overcome these potential barriers.

1. Your Experience

In pairs, talk about one interaction with an immigrant or refugee family that was successful and one that was not. What were the factors that contributed to each? What issues were prompting these clients to seek services? Compile a whole-group list of factors that contribute to the success of the interaction and issues that precipitated the contact.

2. Viewing and Discussing Key Scenes

a. Barine and Her Daughters

Participants will view several scenes of Barine and her daughters, with discussion questions interspersed after each scene. The intent is to simulate the gradual unfolding of information about a family as it would be revealed over time in treatment sessions, from the "presenting problem" to history gathering to the final outcome. The goals are (1) to recognize intergenerational conflict in a refugee family, (2) to attempt to empathize with both "sides" in the conflict, and (3) to reflect on how to help each generation better understand the other's perspective. Often in family situations such as Barine's, the professional's empathy gravitates more readily toward the teens in the family, while the parent is perceived as unwilling to be flexible and/or unwilling to face the realities of raising children in the United States. To intervene effectively, however, the therapist must be able to ally with both sides. Knowing more about the parent's life in the homeland, the culture in which the parent was raised, tragedies experienced and personal struggles in the United States may put what initially seems like rigid parenting practices into a new light.

Prepare participants for viewing by setting the context for what they're about to see.

Ask them to note when any factor from their group-generated list appears in the scene. Have them share their observations after they view each scene.



Then choose from these discussion questions.

Example Scene: Tensions between Barine and her daughters



Discussion Questions

- What is your first impression of Barine? What are her strengths? What would be the challenges of forming a relationship with her?
- What complaints do Barine and her daughters voice about each other? Play the roles of Nini and Zina. Describe your struggles to get along with your peers and your mother's reaction to them. Play the role of Barine and explain your approach to parenting in the United States.
- The intergenerational tension we witness between Barine and her daughters is frequently seen in families who are new Americans. Why do conflicts such as theirs occur? On first impression, who are you pulled to "side" with? How can we find ways to ally with both sides in the family rift and to promote understanding between the generations?
- After Nini has a run-in with one of her teachers, her counselor Ginger says to her, "You've become what you told me you didn't want to become: an American student." What does this imply about Nini's own acculturation goals? Does it suggest any common ground between Nini and her mother?
- Adolescence is a trying time for many U.S.-born families. What additional challenges are faced by teens and parents who are new Americans? What struggles are Nini and Zina facing at school and with their peers?
- What strategies do we usually advise parents to use in dealing with their teens? How would these strategies need to be modified when working with immigrant and refugee families?
- Acculturation inevitably involves renegotiating one's sense of personal and ethnocultural identity. This is a process of making decisions (conscious and unconscious) about what parts of one's home culture to retain and what aspects of the mainstream culture to embrace. Immigrant teens may feel pressured by their families to maintain cultural traditions at the same time that they are pulled to assimilate into the world of their U.S.-born peers. Evidence suggests that developing an integrated or bicultural ethnic identity—preserving significant aspects of one's home culture and also participating in "American" culture—is associated with a healthy adjustment to life in the United States. How would you utilize this information if you were working with Barine and her daughters?
- School-based counselors have a unique vantage point from which to positively intervene in the lives of immigrant youth. Not only can they observe students' struggles firsthand, but they also can offer assistance in the students' natural environment, without the perceived stigma that seeking specialized mental health services may entail. What are some ways that counselors and other school personnel can help address the conflicts that can arise between U.S.-born and immigrant and refugee teens in schools?
- What other supports exist or could potentially be recruited to help the family resolve their conflicts?

Example Scenes: Barine's return to Nigeria; Barine oversees preparations for a dinner; Barine at Ken's funeral

Discussion Questions

- What do you learn about Barine in these scenes that helps you understand her better? For example, what has changed in her life since moving to the United States? How do you think her change in status and her grief have affected the way she parents her daughters? How does the loss of a closer community impact her personally and affect her family life?
- How does Barine describe her emotional life since the death of her brother and her own exile from Nigeria? What has been her approach to coping with the trauma of these events? How effective has it been? If Barine was your client, would you attempt to help her change this style of coping?
- Have your perceptions of Barine changed at all after seeing her on her "home turf" and hearing her describe the events that forced her out of Nigeria?



Example Scene: Nini and Zini's graduation

Discussion Questions

Provide this context: In the interim between the last scene and this scene, Barine has enrolled in a computer class to prepare for opening her own restaurant someday, is becoming a Mary Kay Cosmetics salesperson under the guidance of a successful Nigerian-American businesswoman who wants to bring more African women into the company, and is on the verge of buying her own home.

- How is Barine's attitude toward her daughters' "rebellion" different in this scene? What do you think accounts for the difference?
- What can we learn about some of the factors that fuel intergenerational conflict in immigrant and refugee families?

b. The Flores Family

Participants will view several scenes of the Flores family, before and after their arrival in the United States. Pedro Flores, like many immigrants and refugees, has endured a prolonged and painful separation from his family in order to work in the United States. The family treasures his infrequent visits and dreads his departures. Their yearning to live together again is tempered by his wife Ventura's ambivalence about leaving Mexico. The scenes portray another variation on the way parent-child relationships—as well as marital relationships—can be strained by different rates of acculturation among members of immigrant families. The goals are to reflect on (1) what factors put an immigrant at risk for a difficult adjustment to life in the United States; (2) how a long period of living apart can change the dynamics within an immigrant family; and (3) how a parent's acculturative stress can unintentionally put her children at risk for future difficulties.

Example Scenes: Pedro's visit home; Ventura struggling to sign the visa application; saying good-bye to Ventura's father

Discussion Questions

- What are your first impressions of Pedro, Ventura, Nora and Pedrito? What are their respective roles in the family?
- How has the long separation affected Pedro and Ventura's relationship?
- What does going to America mean for each family member? What are their hopes? Their reservations?
- Who do you predict will have the easiest time adjusting to life in the United States? Who do you think will have the most difficult time?

Example Scene: The Flores family after six months in Garden City, Kansas

Discussion Questions

- Contrast the family as they appear now with how they appeared in prior scenes. How has the move to America affected their relationships? Is this what you predicted?
- What factors are contributing to Ventura's distress?
- How is her sadness affecting her parenting and decision making for the family? What is the potential impact of the move to California on the children?
- What supports would be helpful to Ventura? How accessible are these supports to her?
- Nora is unhappy with the decision to move, but does not challenge it. Why not?

Example Scene: The family's arrival in California

Discussion Questions

- What is the emotional state of each of the family members after their move to California?
- What resources are now available to them? What new problems will they face?
- What do you predict for each of the family members?



Discussion Questions If Both Scenes Are Viewed

- How are the parent-child tensions within each family different from each other? Different from the other families? How are they similar to each other and to the other families?
- Why do Nini and Zina "rebel" while Nora complies with her mother's wishes despite disagreeing?
- What approach would you take to help each family address their conflicts?

3. Exploring Other Mental Health Care Themes

a. Coping with Stress

We know that resilience in the face of stress is related to three factors: individual temperament, family support and social support outside of the family setting

- How do we see these factors operating to buffer the immigrants and refugees against the negative effects of stress? What coping styles seem to help each new American persist through difficult times while adjusting to life in the United States?
- How does the loss of extended family affect stress and coping? Which family members seem to bear the heaviest burden of this loss? What factors seem to mediate the distress it causes?
- In addition to traditional mental health services, what avenues for support and outreach could be mobilized to help immigrants cope?

b. Acculturative Stress and Cultural Bereavement

There are two types of distress specific to immigrants and refugees that have been discussed in the mental health literature. Acculturative stress refers to the emotional difficulties associated with the process of learning to function in a new linguistic and cultural environment. Cultural bereavement refers to the sense of grief an individual or community feels when they are cut off from their home culture.

Scenes: Just about any scene

How do you see these concepts being played out in the film? How can mental health professionals assess the impact of acculturative stress and cultural bereavement on immigrant and refugee clients?

Scene: Israel explaining the Nigerian saying "Man proposes, God disposes"

Israel makes frequent references to his life being controlled by God, rather than being in his own hands. In a mental health setting, we might consider this type of attribution overly passive or a way of relinquishing responsibility for one's own actions. Does this seem to be the case for Israel? What other interpretations could apply? Is it ever adaptive to believe that you are not in control of your own destiny?



c. Building the Therapeutic Relationship

Working with an immigrant or refugee client usually means trying to establish a relationship with someone who differs from you in significant ways, including race, ethnicity, native language, political views and cultural values. Part of the presenting problem may involve that person's negative feelings or ambivalence about being in the United States. How can you monitor your own reactions to your client to make sure these differences are not impeding your ability to form a working alliance?

Scenes: Barine talking about black Americans' questions about Africa; Israel's conversation in the waiting area at the driver's license office

What stereotypes and misunderstandings do white Americans and black Americans express about black Africans? How do you think it feels to be the object of these misunderstandings? How might this type of misconception on your part impact your therapeutic relationship with a client who is a new American? How can you learn more about an immigrant or refugee client's home country and culture? If you have expressed a misunderstanding, how can you repair the breach?

There are a number of reasons an immigrant or refugee client might hesitate to trust a mental health professional. What potential barriers to trust should we be cognizant of? In what ways might an immigrant client communicate their discomfort? How can mental health providers respond to this challenge?

In the immigrant and refugee population, mental health issues often manifest as medical concerns. Why do you think this is so? If you suspect a medical complaint really reflects a psychological issue, how can you discuss this in a way that will not confuse or alienate a client that is a new American?

d. Social and Family Relationship

Scenes: Video letter home; sending money home; Israel helping out at home
When Israel, Ngozi and Barine talk about life in Nigeria, they frequently mention their extended families. How might their ideas about family relationships and responsibilities differ from ours? In what ways does living in the United States transform their relationships with loved ones left behind? How must they shift their roles in the United States to cope with new demands?

Scenes: Barine and her daughters; the Flores family after the move to California

Immigrant and refugee children are often said to carry a double burden of stress, via their direct experience and vicariously through their parents' struggles. How do we see this illustrated in the film? What parental choices may unintentionally create a higher level of stress for their children?

Scenes: Ventura describing another woman answering Pedro's phone in the United States; talking with Pedro on the bus

How do prolonged family separations affect marital relationships in immigrant and refugee families?

Scene: Description of Ramon's arrest and its impact on his Latino teammates

After Ramon's arrest for alleged sexual assault, the Dodgers' host family coordinator describes the other Dominican ballplayers' reaction this way: "It was like seeing them close up, like seeing them disappear into themselves." Later, Ricardo says, "Racism exists not only because I'm white or you're black, but because you're Latino, you're of another culture."

How do encounters with racism and discrimination impact immigrants and refugees? What is the role of mental health providers in addressing racism and discrimination?

Resources for Further Research

Students, community organizations, and education and health professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from THE NEW AMERICANS at www.itvs.org/outreach/newamericans/

Visit THE NEW AMERICANS website, www.itvs.org/outreach/newamericans/, for additional information or the companion website at www.pbs.org/newamericans for interactive activities and complimentary content.

Evaluation

Users of THE NEW AMERICANS Series Guide and participants in the community engagement and educational outreach activities have an opportunity to give feedback and measure outcomes.

www.itvs.org/outreach/newamericans/guide

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To purchase the film: Home Vision Entertainment, 888/572-8918

A Special Broadcast of PBS's acclaimed *Independent Lens* series on March 29, 30 & 31 2004 at 9:00 PM on PBS. Check local listings at www.itvs.org.

Visit the companion website at www.pbs.org/newamericans.
Community outreach and educational resources and interactive activity map available at www.itvs.org/outreach/newamericans.

ITVS's COMMUNITY CONNECTIONS PROJECT

ITVS's Community Connections Project (CCP) is a public education and outreach project that transforms timely social issue independent films and public television broadcasts into tools that engage communities, convene public dialogues and support ongoing positive action—both locally and nationally.

For more than a decade, ITVS has provided independently produced programs to public television that take creative risks, advance issues and represent points of view not usually seen on television. In addition to funding, ITVS-CCP develops engaging national outreach campaigns to support a community's interest in educational development and to assure that these programs have lasting social impact.

For more information about ITVS's Community Connections Project, contact outreach@itvs.org or www.itvs.org/outreach.

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Part 4

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Appendix A: Glossary

A glossary is available on the web site at www.itvs.org/outreach/newamericans/guide



Appendix B: A Story Chart

In each episode of *The New Americans*, we follow people from several interwoven stories as they face numerous challenges and move through various stages of cultural adaptation. This story chart is useful for keeping track of the themes and events that occur in each story and episode. It is a memory aid to help viewers remember what they've just seen so that they can compare and analyze their understanding of the issues. It also serves as a chronicle that viewers can use to remind themselves of what happened in past segments, which is particularly useful for groups who are viewing the series over a number of sessions.

One way to use the chart is to divide viewers into six groups so that each small group together takes notes about the scene everyone is watching. Alternately, you can leave it up to individual viewers to jot down the points that are most important to them.

ESOL students may find it difficult to listen and take notes at the same time and will likely watch only short segments of an episode. Teachers might use the story chart as a structured way for the class to review what occurred in a scene.

Before viewing, explain the story chart's categories to the group and tell them how they can use it.

Appendix B: A Story Chart						
Story line	Why they came	What they expect to find	Challenges they face	Support systems/ opportunities	Choices made	
Nigeria: Israel and Ngozi						
Nigeria: Barine, Zina and Nini						
Dominican Republic: Ricardo, Jose, Ramon						
Palestine: Naima and Hatem						
Mexico: Pedro, Ventura, Nora, Pedrito						
India: Anjan and Harshini						

Appendix C: Cultural Comparisons Worksheet

The purpose of this activity is to prompt a discussion of cultural norms and to identify those that seem most challenging for participants. Though developed for an immigrant audience, any group will have things to say about these statements. Please note that the statements are generalizations about the dominant culture. They may not adequately describe the values of the many diverse subcultures within the country or every individual within the dominant culture.

Work

In the United States:

- Work is the priority.
- You do not have a right to a job.

In my country:

- Work is the priority.
- You do not have a right to a job.

Fate and destiny

In the United States:

- You control your own destiny.
- You can achieve whatever you want if you work hard.

In my country:

- You control your own destiny.
- You can achieve whatever you want if you work hard.

Parents and children

In the United States:

- Adults go out (to dinner, meetings, parties) without their children.
- Children have their own dreams for their futures.

In my country:

- Adults go out (to dinner, meetings, parties) without their children.
- Children have their own dreams for their futures.

Police and the law

In the United States:

- You are not supposed to offer the police money.
- Police are supposed to respect your civil rights.

In my country:

- You are not supposed to offer the police money.
- Police are supposed to respect your civil rights.

Courtship

In the United States:

- Young people choose their own partners.
- Young couples spend time alone.

In my country:

- Young people choose their own partners.
- Young couples spend time alone.

The role of the patient

In the United States:

- Patients ask the doctor questions.
- Patients make choices and decisions about their care.

In my country:

- Patients ask the doctor questions.
- Patients make choices and decisions about their care.

Attitude toward using your time

In the United States:

- Doing things is better than talking.
- Time is money.

In my country:

- Doing things is better than talking.
- Time is money.

Gender roles

In the United States:

- Women are expected to work outside the home and inside the home.
- Men are expected to share equally in child care and housekeeping.

In my country:

- Women are expected to work outside the home and inside the home.
- Men are expected to share equally in child care and housekeeping.

Individualism

In the United States:

- Each family needs to earn its own money and take care of its own needs.
- Each individual should follow his or her own dream.

In my country:

- Each family needs to earn its own money and take care of its own needs.
- Each individual should follow his or her own dream.

Family

In the United States:

- A family is parents and children.
- Children are expected to move out of the home at age 18.

In my country:

- A family is parents and children.
- Children are expected to move out of the home at age 18.

Appendix C was adapted from an exercise entitled *Cultural Categories*, Cultural Orientation Resource Center, Center for Applied Linguistics. www.culturorientation.net

Appendix D: Experience Charts

Charts are an effective way for language learners to note and compare experiences without having to generate complete sentences or full texts. They protect the privacy of individuals who would rather not speak about their personal experiences because they frame discussions generally or in the third person. Experience charts are a common tool in ESOL classrooms, but they can be used in any setting where a group wants to generate a list of ideas for discussion. Chart topics might include these.

Good things about my life in the United States

Not-so-good things about my life in the United States

Work in my country...

Work in the United States...

In my country, the police...

In the United States, the police...

In my country, men...

In the United States, men...

In my country, women...

In the United States, women...

Appendix E: Telling Our Own Stories

The evocative scenes from *The New Americans* will likely inspire immigrants and others to want to tell their own stories. These activities were designed for ESOL settings, but are easily adaptable for other contexts in which people want to share experiences.

My Story

To encourage those who want to tell their stories, explain that many immigrants and refugees were interviewed for this video. Ask: "If you were interviewed, what would you want to tell people about?" If students need further prompts, consider these.

- How did you learn how to do things here? Who helped you? What is still difficult?
- Are you the same person you were in your home country? How are you different? The same?
- What cultural traditions and values do you maintain? Which ones did you leave behind?



Collages and Drawings

Often students want to convey ideas or experiences that are beyond what they can communicate in English. Making a collage (an image constructed from magazine illustrations or just torn colored paper) and drawing are useful vehicles for this expression. The teacher can then help students put words and text to their illustrations, building vocabulary and practicing grammatical structures as they go. This activity works well with all groups (not just language learners) that want to explore their ideas through visual and creative forms.



Appendix F: Learning About the Community

This is the classroom version—it is more modest in scope—of the activity Taking Action (under Community Activity Options in Section III, "Viewing and Discussion Activities"). It is one way of lowering the wall between the classroom and community.

During classroom discussion, you may learn that students have a limited awareness of the resources available to them. A community research or survey project is one way to build this awareness and to give students opportunities to interact with a variety of community members and English-speakers. I. To begin, find out what the group already knows about their community. Have them discuss these questions.

- Who lives there?
- How is the neighborhood changing?
- What do people like about living there? What problems are there? Who can help residents address those concerns?

To supplement what they already know, these questions can be turned into a simple community survey. Here is an example.

My Neighborhood

How long have you lived here?

What do you like about living in this community?

What problems do you have in the neighborhood?

Where and when do you talk to each other about these problems?

Where can you go to get help with these problems?

II. Together, figure out the logistics of carrying out the survey. Make sure the project is realistic and doable. Work with students to help them figure out who they would like to interview and how they might carry out the project (in pairs? how many interviews? and so on). Students can practice, using the questionnaire on each other and on their teachers.

III. Have students carry out the interviews, then report back to the class about what they learned. The class should analyze the results as a group and think about how they can use the information.

- What were the biggest problems in the community?
- Are residents talking to each other?
- Do residents know where to go for help?

Appendix G: Helping Others

This ESOL class activity builds off the community research described in Appendix F, Learning About the Community.

I. Using the Survey Information

Building on the community survey, have the class think about how they can use the information they've gathered to help the community. What information does the community need? What information does the community need decision makers to have? Consider these project possibilities.

- Create a resource guide so that community members know whom to contact about various problems.
- Send the information obtained from the community survey to local government representatives and ask for a reply or a class visit.
- Plan a public service project based on needs identified by the survey.



II. Creating a Resource Guide

As a class, have students identify the institutions and systems that the people in THE NEW AMERICANS have had to navigate. Add other institutions or services that class members are familiar with. Create categories (for example, health care, employment, fuel assistance and so on), then have the students break into groups and research the support services available to help immigrants, refugees and others navigate these systems. Each group can contribute their information to a class-generated resource guide.

III. Sharing Lessons Learned

Have immigrant and refugee students share their advice with newcomers by writing a “What I Wish I Had Known When I Arrived in the United States” guide. Topics might include these.

- *Community*
What do you do to create a feeling of home here? How do you build community here?
- *Work*
How is work here different from the work in the country you came from? What rights do you, as an immigrant worker, have?
- *Finding Work*
How do you find work here? How do you get better jobs?
- *Family*
How do you help your children succeed in this culture without losing the culture of the country they came from? How do you keep your family connected when they are far apart?
- *School*
How do you learn about how the school system works? Who can you talk to at the school? How can you prepare your children to succeed at school?
- *Health Care*
How do you find health care you can afford? What services are free?

IV. Choosing a Place to Live

One of the choices that newcomers have to make is where to live. There are many factors to consider in making this decision. Use this chart to identify the factors that are most important to you and talk about why.

Things to think about when you choose a place to live

Schools	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Jobs	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Affordability	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Services for immigrants	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Health care	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
People who speak my language live there	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Place of worship	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Nearby grocery store	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Personal needs (e.g., hair care, launderette)	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Public transportation	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Services for the elderly	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me
Other	<input type="checkbox"/> Very important to me	<input type="checkbox"/> Not very important to me



Appendix H: Discussion Quotes by Theme

Another way to prompt discussion is to invite participants to respond to quotes from THE NEW AMERICANS. This invitation to comment on another person's thought more naturally mirrors the way discussion begins in everyday life and engages viewers in dialogue with the voices of the people in the scenes they view.

The quotes have been clustered by theme. Select the cluster of quotes that best reflects the interests identified by participants or have the group choose the theme. Then hand out copies of the selected quotes for one of the following activities.

I. Discuss Reactions

Give participants a few quiet minutes to reflect on the quotes. Then ask individuals to pick the one that most captured their interest and to tell the group why. There's no need to look for consensus. The point of the activity is to hear a range of responses and consider multiple interpretations.

II. Discuss Themes

Ask participants to read the collection of quotes to themselves or ask various individuals to read one aloud (or the facilitator can read them aloud).

Encourage participants to jot down their reactions to the quotes as they read or hear them. These questions may help them express their reactions.

- What themes, images or words come to mind as you consider these quotes together?
- How would you summarize the ideas or issues that they raise?

Quotes by Theme

Hopes and Dreams

Ricardo:

“And when I get my first big paycheck, the first thing I'll do is buy a house for my mother.”

Pedro:

“What I want to give them is like an inheritance. Because I have nothing else to give them other than those papers so they can cross and seek their future.”

Anjan:

“Lots of Indians are coming out here dreaming that they'll be multimillionaires, multibillionaires. It's very much possible. And you can invest in stock so easily out here. Few clicks you can make lots of money. The doors are open for me to do lots of things. It's exciting times.”

Israel's brother:

“Today when you leave here and enter that bus to go to the airport, be determined. Be ready to work. If you don't succeed, Ogoni has failed. Your success is your family success, it's your village success. If you fail, it is your family failure, it is Ogoni failure. We are all failed. May the Lord be with you as you go.”



Israel:

“My kids feel America is their country. They have high hopes. All I want is, just let them grow up here. Try to make their own life the way they want to make it, decide what they want in life. At this moment, he's an American. I'm Nigerian. You see two countries living in the same home.”

Jibad's Friend 1:

“The United States, that is what's best for me... What I want as a human being I can't achieve in Palestine. I want a good life, good education and good work and to find my dignity through work.”

Jibad's Friend 2:

“He's the first person I've met that's going to look for his dignity in the States.”

Jibad's Friend 3:

“I will tell you, you will not find dignity there.”

Jose's mother:

“For someone who has always had everything, to be told you can't go to the U.S. is no big deal. But poor people's dreams are very deep things.”

Frustration

Barine:

“Sometimes they ask the stupid questions like... 'Do they really wear clothes in Africa?' and I feel sad. I always tell them this is what the white people want you to believe.”

Ventura: *“I can't read, but I know things.”*

Hatem: *“Speak English.”*

Naima: *“Okay. I hate you.”*

Hatem: *“Do you think that's funny at all?”*

Naima: *“No, it's not funny.”*

Hatem: *“It's not funny at all.”*

Naima: *“You want me to speak English, I'll speak English.”*

Ventura:

“I'm here with my husband, we're all together... but I still miss Mexico. I'm confused. Everything is different here. Sometimes I it's not worth the grief.”



Ventura:

“I’m here with my husband, we’re all together... but I still miss Mexico. I’m confused. Everything is different here. Sometimes I it’s not worth the grief.”

Anjan:

“I’m sad that now I’m lost in this world, that I wasn’t wise enough when I got lost to find my way, so I didn’t have to put others to sorrow. It’s like I’m in South Pole and I have just a compass, and I don’t know how the compass works... . So many visions about life have changed. Very few things remain black and white.”

Need for Community

Naima’s mom:

“Old people stay home here. It’s good for people who work, time passes... . Back home I used to walk around, visit people... . Back home I go everywhere alone... but here I just stay home and don’t do much.”

Ventura:

“I have no one to talk to. Pedro, at least, has work. He comes home, he eats, we talk, he sleeps. Life is varied for him. He gets distracted at work, but it’s not the same for me. I keep all my worries inside my heart. I have all this inside and no one to talk to.”

Harsini:

“I stay at home the whole day sitting in four walls. I don’t have a car. I cried a lot initially. I have wanted to go back to India. I feel very lonely sometimes.”

Ngozi:

“Back in Nigeria, you have your parents, your sisters. They’ll take care of your kids for you. You can go anyplace you want to. But here... nobody, no way. I’ve got to work when I come back from work. I take care of my kids. No time to read. Nothing.”

Ricardo:

“Racism exists not only because I’m white or you’re black, but because you’re Latino, you’re of another culture.”

Immigrants at Work and School

Pedro:

“In the course of eight hours, you have to cut up 3,800 cows into many parts. If I don’t keep up with my pieces, it’s hard on fellow workers. In that plant there are people from all over the world because I don’t think Americans would want to get their hands dirty with that kind of work. There are people from Salvador, Honduras, Mexico, Asia. If it weren’t for us, I think the plant would not exist.”

Anjan:

“If I wanted to go back, okay, well, that’s something else. Forced to go back is like kicking out a guest. You make money out of us while we’re here and the moment you don’t want us, kick out. That’s not Indian way of doing things.”

Zina’s teacher:

“I have maybe two or three African students in each class. They’re very respectful children. I wish I had more of them.”

Refugee resettlement counselor:

“We have something in common with black Americans. Because of the color of our skin... we have to be one, but also there are differences between the African immigrants and African Americans and that is the culture.”

Money and Success

Anjan:

“I don’t know, there is some strange kind of pressure on me to get her lots of things... . And because I have to get her lots of things, I have to earn more... . And because I have to earn more, I have to sacrifice more of my home life. I don’t know, it’s a vicious circle.”

Israel:

“Surely I’ll go back to my country one day. And they’ll ask me, ‘What did you bring from America?’ I don’t have to tell them I was doing punch press work all my life.”

Anjan’s father:

“I am sorry to say... I have a very low estimate of the American people. I feel sorry for them... with power, with money, they are poor people, they are very, very poor. ‘I have done it! I did it! It is I, I, I, I.’ They think that ‘I’ has brought them to this level. But how it has spoiled them, they don’t realize.”

Ngozi:

“We have to help our people back at home. They believe we are doing something and we are living fine here, so we have to help them, too.”

Ricardo:

“Everything depends on two things, dedication and luck—mainly luck.”

Resources for Further Research

Students, community organizations, and education and health professionals can find additional resources and references on relevant topics and web links to related organizations for further exploration into issues arising from THE NEW AMERICANS at www.itvs.org/outreach/newamericans/guide

Evaluation

Users of THE NEW AMERICANS Series Guide and participants in the community engagement and educational outreach activities have an opportunity to give feedback and measure outcomes at www.itvs.org/outreach/newamericans/guide

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To purchase the film: Home Vision Entertainment, 888/572-8918

A Special Broadcast of PBS's acclaimed *Independent Lens* series on March 29, 30 & 31 2004 at 9:00 PM on PBS. Check local listings at www.itvs.org.

Visit the companion website at www.pbs.org/newamericans.

Community outreach and educational resources and interactive activity map available at www.itvs.org/outreach/newamericans.

ITVS's COMMUNITY CONNECTIONS PROJECT

ITVS's Community Connections Project (CCP) is a public education and outreach project that transforms timely social issue independent films and public television broadcasts into tools that engage communities, convene public dialogues and support ongoing positive action—both locally and nationally.

For more than a decade, ITVS has provided independently produced programs to public television that take creative risks, advance issues and represent points of view not usually seen on television. In addition to funding, ITVS-CCP develops engaging national outreach campaigns to support a community's interest in educational development and to assure that these programs have lasting social impact.

For more information about ITVS's Community Connections Project, contact outreach@itvs.org or www.itvs.org/outreach.

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