

By Nicole Newnham and David Grabias

# SENTENCED HOME

## EDUCATOR GUIDE

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



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# Activity 2

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



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

Many Uch



# Activity 2

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

**Objectives:** Students will:

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

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

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

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

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

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



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

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



**Extension Activities:**

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





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

## STUDENT HANDOUT A: WHAT'S YOUR OPINION?

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

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

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

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

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

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



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

## Student Handout B: Story Chart Activity

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

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

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

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



## TEACHER HANDOUT A: SUPPLEMENTAL MATERIALS

### All Activities:

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

### Activity 1 References:

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

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

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

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

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

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

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

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

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

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





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

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

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

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

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

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

### Online Resources for Step 6 Student Research

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

#### UNHRC: 2005 Global Refugee Trends

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

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

#### UNHRC: UN Refugee Agency

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

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

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

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

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



**Activity 2 References:**

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

**Immigrant Legal Resource Center**

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

**AlterNet**

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

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

**Immigration**

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

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

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

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

**New Standard News**

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

"Immigrants' Stories Expose Murkiness of Deportation Laws"

**CBS News**

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

"Missing Soldier's Wife Faces Deportation"

**New York Post**

[http://breakingnews.nypost.com/dynamic/stories/M/MEXICO\\_WRONGFUL\\_DEPORTATION?SITE=NYNYP&SECTION=HOME&TEMPLATE=DEFAULT&CTIME=2007-06-17-21-57-00](http://breakingnews.nypost.com/dynamic/stories/M/MEXICO_WRONGFUL_DEPORTATION?SITE=NYNYP&SECTION=HOME&TEMPLATE=DEFAULT&CTIME=2007-06-17-21-57-00)

"Mom Says Disabled Son Illegally Deported"

**Southern California Public Radio**

[http://www.scpr.org/news/stories/2007/03/26/08\\_bangladeshi\\_faces\\_de.html](http://www.scpr.org/news/stories/2007/03/26/08_bangladeshi_faces_de.html)

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

**National Public Radio**

<http://www.npr.org>



**Activity 3 References:**

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

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

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

—*Patricia Vroom, Immigration and Naturalization Service attorney*

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

—*Many Uch*

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

—*Many Uch*

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

—*Kim Ho Ma*

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

—*Hueng Ly, Many's mother*

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

—*Kim Ho Ma*

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

—*Kim Ho Ma*

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

—*Kim Ho Ma*



**Activity 4 References:**

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

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

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

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

—*Many Uch*

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

—*Kim Ho Ma*

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

—*Kim Ho Ma*

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

—*Patricia Vroom*

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

—*Patricia Vroom*

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

—*Many Uch*



## Teacher Handout B: Citizenship and Immigration Terminology

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

### **Khmer**

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

### **U.S. citizen**

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

### **Refugee**

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

### **Economic Migrants**

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

### **Visa**

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

### **Immigrant Visa**

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

### **Lawful Permanent Residence (Green Card)**

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

### **Temporary Visa**

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

### **Diversity Lottery**

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

### **Naturalization**

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



### Acceptance Theories

#### **Assimilation**

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

#### **Melting Pot Theory**

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

#### **Cultural Pluralism**

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





## SENTENCED HOME Quotes

### Culture

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

—*Many Uch*

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

—*Hueng Ly, Many's mother*

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

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

—*Bob Huppe, Many's teacher*

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

—*Many Uch*

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

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

### Deportation

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

—*Many Uch*

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

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

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

—Kim Ho Ma

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

—Kim Ho Ma

### Gangs

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

—Many Uch

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

—Kim Ho Ma

### Crime and Punishment

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

—Patricia Vroom, Immigration and Naturalization Service attorney

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

—Patricia Vroom, Immigration and Naturalization Service attorney

"We're the crumb of the bucket."

—Kim Ho Ma



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

—*Kim Ho Ma*

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

—*Many Uch*

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

—*Many Uch*

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

—*Patricia Vroom, Immigration and Naturalization Service attorney*

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

—*Many Uch*

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

—*Kim Ho Ma*

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

—*Many Uch*



### Services

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

—*Many Uch*

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

—*Many Uch*

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

—*Bob Huppe, Many's teacher*



## RECOMMENDED NATIONAL STANDARDS

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

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

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

#### Performance Expectation 1: Culture

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

#### Performance Expectation 4: Individual Development and Identity

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

#### Performance Expectation 6: Power, Authority and Governance

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

#### Performance Expectation 9: Global Connections

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

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



## GUIDE CREDITS

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Lisa Prososki is an independent educational consultant who taught middle school and high school English, social studies, reading and technology courses for 12 years. Prososki has worked extensively with PBS, authoring and editing many lesson plans for various PBS programs and TeacherSource.

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**About COMMUNITY CLASSROOM:**

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

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

**About ITVS:**

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

**About *Independent Lens*:**

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

**About KQED Education Network:**

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

**About PBS:**

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

