

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.



**KQED**  
education network



CENTER FOR  
**ASIAN AMERICAN MEDIA**

[WWW.PBS.ORG/INDEPENDENTLENS/CLASSROOM](http://WWW.PBS.ORG/INDEPENDENTLENS/CLASSROOM)

**[i]NDEPENDENTLENS**

## HOW TO USE THIS GUIDE & FILM

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

### GRADE LEVEL

9–12, College

### SUBJECT AREAS

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

### ACTIVITIES

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

#### Activity 1: Facing Deportation: Two Cambodian Refugees

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

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

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

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

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

### A Reminder to Teachers and Educators

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

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

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

### ITVS COMMUNITY CLASSROOM VIDEO MODULES

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

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

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

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

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



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

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

#### Get the CLASSROOM Video Modules:

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

#### Get The SENTENCED HOME DVD:

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

#### ITVS COMMUNITY CLASSROOM SENTENCED HOME Materials

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

#### Websites

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

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

- **Hate Free Zone**

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

- **Southeast Asia Resource Action Center**

[http://www.searac.org/cambrepbak6\\_02.html](http://www.searac.org/cambrepbak6_02.html) – SEARAC is a national advocacy organization working to advance the interests of Cambodians, Laotians and Vietnamese Americans through leadership development, capacity-building and community empowerment. The website provides background information on deportation of Cambodian American refugees and resources for community members facing deportation.

- **NPR.org**

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

- **Zmag**

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

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

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

#### A Reminder to Teachers and Educators

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



# Activity 4

Understanding Immigration Issues  
(90-120 minutes + assignments)



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

Many Uch





# Activity 4

## Understanding Immigration Issues (90-120 minutes + assignments)

**Objectives:** Students will:

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

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

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

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

### Procedures

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

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



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

### Extension Activities:

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



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

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

### YEAR IMMIGRATION POLICIES/EVENTS

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



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

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

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





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

## Student Handout E: Commission Hearing Guidelines

### Members of the Commission

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

### Presentations

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

### Rebuttals

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

### Commission Conference

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



## TEACHER HANDOUT A: SUPPLEMENTAL MATERIALS

### All Activities:

- ITVS COMMUNITY & CLASSROOM Resources: [www.itvs.org/outreach/sentencedhome/](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*



## SENTENCED HOME Quotes

### Culture

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

—*Many Uch*

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

—*Hueng Ly, Many's mother*

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

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

—*Bob Huppe, Many's teacher*

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

—*Many Uch*

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

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

### Deportation

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

—*Many Uch*

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

—*Kim Ho Ma*

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

—*Kim Ho Ma*



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

—Kim Ho Ma

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

—Kim Ho Ma

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

—Kim Ho Ma

### Gangs

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

—Many Uch

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

—Kim Ho Ma

### Crime and Punishment

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

—Patricia Vroom, Immigration and Naturalization Service attorney

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

—Patricia Vroom, Immigration and Naturalization Service attorney

"We're the crumb of the bucket."

—Kim Ho Ma



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

—*Kim Ho Ma*

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

—*Many Uch*

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

—*Many Uch*

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

—*Patricia Vroom, Immigration and Naturalization Service attorney*

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

—*Many Uch*

"I'm three thousand \*\*\* miles away, you know what I'm saying? You made it happen, you know what I'm saying? To deport a \*\*\* like me, who you accepted with loving arms, and open arms, you know what I'm saying? To your \*\*\* country, you know what I'm saying? As your \*\*\* permanent residency, you know what I'm saying? As your \*\*\* child, you know what I'm saying? Of the killing field and \*\*\*. You accepted me with open arms, you know what I'm saying? You accepted me with 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

### Curricula Writer

#### Lisa Prososki

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.

### Content Manager

#### Susan Latton

Susan Latton is an independent consultant specializing in public health and public media collaborations. Latton develops campaign strategies, resources and national partnerships for ITVS COMMUNITY CINEMA.

### Advisor

#### Phitsamay Sychitkokhong Uy

Phitsamay Sychitkokhong Uy is a research associate at the Education Development Center. Originally born in Laos, she taught for ten years as an elementary teacher, literacy specialist and Asian American studies instructor. She is currently working on her dissertation at Harvard University investigating the dropout rates of Southeast Asian American students.

### ITVS STAFF

#### Associate Director of Communications

#### Duong-Chi Do

#### National Community Relations Coordinator

#### Caiti Crum

### COMMUNITY CLASSROOM National Advisors

Carole Lester: American Association of Community Colleges; Renee McKee: 4-H; Joyce E. Harris: National Association for Multicultural Education; Garland F. Pierce: National Council of Churches; Wendell Bourne & Michael Yell: National Council for the Social Studies; Dale Allender: National Council of Teachers of English; Ken Garcia-Gonzales: KQED; Donelle Blubaugh & Jenny Bradbury, PBS



**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.

