

**Series Guide and  
Activity Book**

Part 4

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## Appendix A: Glossary

*A glossary is available on the web site at [www.itvs.org/outreach/newamericans/guide](http://www.itvs.org/outreach/newamericans/guide)*



## Appendix B: A Story Chart

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

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

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

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

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

## Appendix C: Cultural Comparisons Worksheet

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

### Work

In the United States:

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

In my country:

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

### Fate and destiny

In the United States:

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

In my country:

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

### Parents and children

In the United States:

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

In my country:

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

### Police and the law

In the United States:

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

In my country:

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

### Courtship

In the United States:

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

In my country:

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

### The role of the patient

In the United States:

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

In my country:

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

### Attitude toward using your time

In the United States:

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

In my country:

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

### Gender roles

In the United States:

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

In my country:

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

### Individualism

In the United States:

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

In my country:

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

### Family

In the United States:

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

In my country:

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

Appendix C was adapted from an exercise entitled *Cultural Categories*, Cultural Orientation Resource Center, Center for Applied Linguistics. [www.culturorientation.net](http://www.culturorientation.net)

## Appendix D: Experience Charts

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

**Good things about my life in the United States**

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

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**Work in my country...**

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**Work in the United States...**

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**In my country, the police...**

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**In the United States, the police...**

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**In my country, men**

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**In the United States, men**

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**In my country, women**

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**In the United States, women**

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## Appendix E: Telling Our Own Stories

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

### My Story

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

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



### Collages and Drawings

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



## Appendix F: Learning About the Community

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

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

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

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

### My Neighborhood

How long have you lived here?

What do you like about living in this community?

What problems do you have in the neighborhood?

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

Where can you go to get help with these problems?

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

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

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

## Appendix G: Helping Others

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

### I. Using the Survey Information

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

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



### II. Creating a Resource Guide

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

### III. Sharing Lessons Learned

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

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

### IV. Choosing a Place to Live

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

#### Things to think about when you choose a place to live

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





**Ventura:**

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

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**Anjan:**

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

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### Need for Community

**Naima's mom:**

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

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**Ventura:**

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

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**Harsini:**

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

**Ngozi:**

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

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**Ricardo:**

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

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## **Immigrants at Work and School**

**Pedro:**

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

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**Anjan:**

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

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**Zina’s teacher:**

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

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**Refugee resettlement counselor:**

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

## Money and Success

**Anjan:**

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

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**Israel:**

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

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**Anjan’s father:**

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

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**Ngozi:**

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

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**Ricardo:**

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

### Resources for Further Research

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

### Evaluation

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

## Acknowledgements and Credits

THE NEW AMERICANS is produced by Kartemquin Films in association with the Independent Television Service (ITVS) with funds provided by the Corporation for Public Broadcasting. Additional funding was provided by The John D. and Catherine T. MacArthur Foundation, the Annie E. Casey Foundation and PBS. THE NEW AMERICANS is a presentation of ITVS in association with Latino Public Broadcasting (LPB) and Asian Women United/National Asian American Telecommunications Association (NAATA).

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

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

Visit the companion website at [www.pbs.org/newamericans](http://www.pbs.org/newamericans).  
Community outreach and educational resources and interactive activity map available at [www.itvs.org/outreach/newamericans](http://www.itvs.org/outreach/newamericans).

### ITVS's COMMUNITY CONNECTIONS PROJECT

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

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

**For more information about ITVS's Community Connections Project, contact [outreach@itvs.org](mailto:outreach@itvs.org) or [www.itvs.org/outreach](http://www.itvs.org/outreach).**

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