

Educational Study Guide



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Lesson Ideas

This resource is a collection of ideas from a few creative educators around the country who have found ways to incorporate the Lost Boys of Sudan story into their teaching. You may want to try these strategies out with your students or maybe reading about them will spark ideas of your own. If you have an approach for using *Lost Boys of Sudan* that you think other educators might enjoy hearing about, please email us at info@LostBoysFilm.com

- 3 **Community-based Learning and Composition** Katie Mills, PhD
English Composition College sophomores

- 5 **Colonialism/Imperialism and Point of View** Gwendolyn Paine
English/Social Science 10th grade

- 8 **Human Rights and Technology-based Learning** Andy Dobbie
Global Issues 9th grade

- 14 **School-wide, Colonial History, Religion, Current Affairs** Beck Larkin
Interdisciplinary 9-12th

- 16 **Current Global Issues, Problem-solving, Geography** Randy Majors
WorldGeography 9th grade

Additional Viewing and Reading

- 18 **Suggested Reading**
Books and films to help you further explore the themes raised in *Lost Boys of Sudan*.

- 20 **Additional Curriculum Resources**
A list of websites exploring the issues raised in the film.

Community-based Learning and Composition

By Katie Mills, PhD

English Composition
College sophomores

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Los Angeles, CA

In my sophomore composition class at Occidental College (a small, private, liberal arts college in Los Angeles, where I teach in the English Writing department), I find students enjoy writing about films. When I saw *Lost Boys of Sudan* at the Los Angeles Film Festival in 2003, I knew it would work well because the challenges faced by both young men were so immediate and touching. I felt that my 19-year-old students would gain perspective by seeing how badly Santino and Peter wanted an education. The view of America through the refugees' eyes also seemed rich with possibilities.

It was easy to create a community-based learning component to enhance the educational opportunity offered by the film. I did this in advance by calling the L.A. office of the International Rescue Committee (IRC). Kate Rath, the Resource Developer, came to my class to dispel the many myths and misconceptions about refugees and asylees and the type of circumstances they face when they finally come to the U.S. Kate did a great job, but for teachers who can't find a good community partner, this information is available at <http://www.theirc.org> and other web sites. That same night, we all screened the film together in one of Oxy's nice auditoriums. I encouraged my students to bring friends.

What surprised me was how much students were moved by the film. Sophomores could really relate to the hardships faced by Santino and Peter in setting up their own households, trying to make enough money to pay their bills, and juggling so many responsibilities.

Some students wanted to learn more about refugees, so one writing option for them was to interview a refugee. Since we're in L.A., there are plenty of refugees who are our neighbors, co-workers, or regular food servers, so students who wanted to do this easily found contacts. Furthermore, the IRC introduced us to Joan McNamara, owner of a chic West Hollywood restaurant, Joan's on 3rd, who has hired about five refugees; a few of us went to interview Joan and her employees—plus we had a great lunch. The film and these community-based options generated good discussions that lead to the complex analyses I'm trying to help students learn to craft. I even had a student who eventually wrote about his own experiences as a refugee, even though he chose not to discuss his experiences with the class. Another student became an IRC volunteer.

I showed the film again in Oxy's Multicultural Summer Institute, where students focused more on the racial tensions between the two refugees and African Americans. When I asked them to guess the race of the filmmakers, the black students correctly guessed that they were white. I thought that was interesting. It opened up a good discussion about representation—who has the power and responsibility for speaking up for the plight of people who need help? My colleague, Professor Donna Maeda, followed a discussion of the film with a great deconstruction of the State Department's June 2004 Trafficking in Persons Report. That was a great pairing, one I will be repeating this semester.

Colonialism/Imperialism and Point of View

By Gwendolyn Paine

English/Social Science
10th grade

English Core 3-4
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Marin, CA

Our students are sophomores in a “Core” program, meaning a grouping, in which the students have the same English and Social Science teachers and curriculum is interrelated. We are incorporating the film *Lost Boys of Sudan* into a unit where students are building an understanding of Colonialism and Imperialism and the literary devices of voice and point of view. Along with the film the students will be reading Barbara Kingslover’s *Poisonwood Bible* as well as African and Western poetry.

The *Lost Boys of Sudan* film is pertinent to the students’ ability to temporarily sustain their experiences, values and beliefs, to fully recognize the great struggles in Africa, the courage required to endure, to survive, to believe. The documentary—by its very nature of an authentic story, a human experience exposed—forces us to empathize and consider not only the truly remarkable plight of these boys in their journey, but also their arrival to America. Similar to Kingslover’s novel, we as observers (or readers) are confronted with the themes of captivity and freedom, of love and betrayal, as the boys leave their fragmented lives of friends and families, of country and identity behind and escape to pre and post-9/11 America with her great promise of freedom and liberty, as well as her grotesqueness of abundance and oblivion of their history. Similar to Kingslover’s cunning employment of literary voice and point of view, the directors of *Lost Boys of Sudan* offer an incisive and compelling telling of a story that until recent has been all but ignored and reveals our responsibility and burden as Americans in this tragedy.

- Students will be asked to identify how specifically voice and point of view work in the film and how it relates to Kingslover’s novel.
- Having seen *Lost Boys of Sudan* discuss the power of documentary.
- Students will also be asked to define the role of Americans in the film. Describe the relief effort, the actors, the motivation and complications.
- What is not told and why?
- The comparison of the previous life of these boys and their struggle to assimilate in America. Are their lives better, or worse, and in what ways?
- How does this relate to colonialism/imperialism?

(Note: students will be actively following conversations surrounding the Sudanese crisis and researching prior to viewing film as part of their Social Science curriculum.)

“I read the Children of Violence novels and began to understand how a person could write about the problems of the world in a compelling and beautiful way. And it seemed to me that was the most important thing I could ever do, if I could ever do that.”—Barbara Kingsolver

***The Poisonwood Bible* – Barbara Kingslover**

Each of you will be following one of the voices—Orleanna, Rachel, Adah, Leah, or Ruth May Price—throughout our study of *The Poisonwood Bible*. You will participate in two (2) literary groups: a group comprised of all students reading the same character as you; and, an assigned group of students representing each of the characters. Together as literary groups, and as a class in Socratic seminars, you will engage in a thoughtful exploration of the novel. Your reading responses for *The Poisonwood Bible* will be to trace the development of Kingsolver’s stated purpose as a writer, writing as a form of political activism. For each reading assignment, you will be asked to write a response in the form of analytical paragraphs, which evaluate Kingsolver’s philosophy to the actual text of *The Poisonwood Bible*.

1. As you read, on the right hand side of your Interactive Journal, identify four (4) passages that you feel demonstrate Kingsolver’s goal. Below is a partial list of elements in the novel for reflection of her goals:
 - Implications of the novel’s title phrase, “the poisonwood bible,” in connection with the main characters’ lives and the dominant themes
 - The character’s voices, the unique device of point of view and what each sister reveals about herself, her family, their relationships, and their lives in Africa
 - The significance of Kingsolver’s inclusion of the *Kikongo* word “nommo” and the concepts of being and naming; the Christian parallels to the constellation of meanings and beliefs assigned to “nommo”; the significance of the Christian names of the Price girls and their acquired *Kikongo* names
 - The theme of balance and thus, by implication, imbalance: historical, political, social and cultural; individual characters and their physical, emotional, spiritual and mental balance/imbalance
 - The cultural, social, and spiritual differences between Africa and America and Kingsolver’s implied assertions concerning these differences
 - The parallel of Nathan Price and his family and Tata Ndu’s relationship with his people, and the relationship with the Belgian and American authorities with the people of the Congo; also, the appropriateness of the political elements—fiction and historical
 - The double themes of captivity and freedom and love and betrayal in terms of the nature of confinement, oblivion, struggle and resolution
 - The definition of “justice,” for whom and by whom

2. For each reading assignment, as indicated below, choose two passages as concrete details for a 2CD analytical paragraph in which you evaluate the text in terms of Kingsolver’s goal.

Reading Assignments:

During our course of study we will be using a supplementary poetry reader of both Western and African Colonialism and Imperialism poetry, and the disparate perspectives and themes revealed.

Preview of Final Project:

Your final project for this unit of study will be a group performance art piece coordinated with your Social Science class, demonstrating your understanding of the themes of Colonialism and Imperialism, and the literary devices of voice and point of view, and how these devices translate to film. Your group will be assigned a historical account, which you will be asked to further research. You will then be given a bibliography of resources for related Western literature and African oral traditions such as proverbs, parallels, and stories, relevant Western and African art, and various historical accounts. You will then prepare and film a dramatic interpretation of the account through a cross-cultural combination of Western literary forms and African creative expression that elucidates your experience with the essential elements of the text and unit of study.

Human rights and technology-based learning

By Andy Dobbie

Global Issues

9th grade

Andy Dobbie

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I have been teaching at Jeannette Junior High School for the past three years, this being my second year teaching my current “Global Issues” course to ninth graders. Jeannette is a large, suburban, ethnically diverse public school in an upper middle class community. Global Issues is a relatively new class in our district that deals with such issues as: terrorism, the environment, global economics and human rights issues.

It is under the scope of our human rights unit and discussion of refugee issues, that I introduced the story of the Lost Boys will be introduced to my classroom. I became familiar with the plight of the Lost Boys through searching for a technologically based unit for my students. Through searches on the internet, I came across the site of Global Education Motivators at www.gemngo.org that offers teleconferencing opportunities to schools. We originally planned a teleconference with United Nations officials when the GEM coordinator told me about the Lost Boys and that two of them are currently enrolled at a local university and they do the teleconferences as well. When I learned that there was a new movie on the story of the boys, I became even more excited about sharing it all with my students. I’ve been teaching for only four years, but I can easily say that I’ve never had a film get such a positive reaction from my students, as well as from the other teachers I’ve invited to watch.

The teaching of the Lost Boys lasts for seven class periods and begins with a showing of the brief “60 Minutes” segment on the story of the boys. From there, students engage in a series of activities to expand their knowledge of the Lost Boys, the Sudan, and refugees. Students map out the journey of the boys, as well as create a timeline of the experience of a lost boy. They also learn more about refugees in general through information provided by the United Nations High Commission on Refugees. With that background knowledge, my students are presented with *The Lost Boys of Sudan* film. The entire film is shown over two class periods. At the conclusion of the film, students write an essay on the difficulties encountered by the boys in the film and what kind of things could be done to make the experiences of refugees relocated to the U.S. easier. The showing of the film also introduces the students to the accents of the Sudanese men and hopefully making them more familiar with their speech when we conduct the teleconference. Prior to the teleconference, each student will draft five possible questions to ask. The teleconference, lasting about an hour, gives the background story of the two individuals, their subsequent experience in the United States to conclude with questions from my students.

One of the goals of my global issues class is to teach students that the world is much larger than their local community and things that happen on the other side of the globe can impact them greatly. The story of the Lost Boys, the teleconference and the *Lost Boys of Sudan* film will definitely serve that purpose.

The film is so powerful on so many levels for my students. Next year, I plan on helping a student team put together a district-wide fundraising activity to benefit refugees in the U.S.

The Lost Boys of Sudan -An Interactive IRC Experience-

Background: The Lost Boys of Sudan are a group of thousands of young Sudanese boys and men that were forced to flee their homeland due to Civil War. Most of these boys lost their families in the conflict and were only left with each other. Their perilous journey took them throughout war-torn Sudan, Ethiopia, Kenya and Uganda where they not only dodged bullets, but also the wildlife, the heat, and the hunger of the journey. After years of wandering and living in refugee camps, the stories of the boys reached the United States where various charitable organizations helped thousands of boys to enter the United States.

Prior to the IRC: The teacher may want to show the new documentary “Lost Boys of Sudan” in their classrooms. This will be broadcast on PBS on September 28, 2004 at 10 PM. This will give the students ample background on the issue as well as preparing them to listen to the accents that the Sudanese will have when we teleconference with them. Prior to seeing the movie, students should read some background information about the Sudan and place this event in historical context since the country has been hit with so many wars since independence. There are two attachments that are provided re: present-day events in the region. Both of these are taken from CNN student news which is available to our teachers by simply registering your school. Students should also prepare questions to ask the ‘Lost Boys.’

At the IRC: Depending on the scheduling of the teleconference, students will either attend the stations first, or see the teleconference.

Stations (see the information below)

1) Refugee Information: Students will use the information found in the packet as well as the CIA World Factbook to complete the given worksheets. (approx 20 minutes)

2) Mapping: Students will work with a map of the Southern Sudan region as well as one of the United States to trace the boys’ journey. (approx 20 minutes)

3) Journey Timeline: Students will read a personal narrative of one lost boy. From that, they will create a timeline of that boy’s life using the Tom Snyder Timeliner software. (approx 20 minutes)

Teleconference

The teleconference will be with one or two ‘lost boys’ currently attending Chestnut Hill College in Philadelphia, Pennsylvania. The teleconference will last approximately 40 minutes.

1) The “lost boys” will give a presentation on their story and what it is like to a child of war and poverty, as well as what it means to be a refugee.

2) Following the presentation, the class will interact with the “Lost Boys and ask them questions.

Back at school Post Activity: Students will write an editorial about refugees and how they feel this problem can be resolved.

Standards & Benchmarks addressed.

UCS Grade Level 9 Benchmark 2, 4, 5 Human Rights

Evaluate historical and present day children’s rights violations. 1.4.HS.2 and 2.1.HS.1

Describe how religion and politics have been used to violate human rights. 1.1.HS.3 and 1.2.HS.3

Identify international organizations created to foster and expand human rights.

Interpret information provided on all types of maps. 5.1.HS.1-3

Interpret information from graphic sources. 5.1.HS.1-3
Dear Global Issues Teachers

Students analyze how current global issues have resulted from countries historical development. 1.1.HS.3 and 1.3.HS.3

Additional activities:

1) Write a letter about what it’s like in America from boys perspective. Letter is written to friends still waiting to get to US.

2) Distribute pictures of modern day stuff. Kids write about first encounter with their item. (From the perspective of boys.)

Lost Boys of Sudan

-Refugee Information -

Instructions: Use the PowerPoint presentation taken from the [United Nations High Commission on Refugees](#) and answer the following questions. All of the information about the different types of refugees is contained on the slides. Use the “arrow” buttons to go back and forward in the presentation.

I. Define the Following

1. Refugee:

2. Asylum Seekers

3. Returned Refugees

4. Internally Displaced Persons (IDP):

5. Stateless Persons:

Together, all of these people are considered ‘**people of concern**’

6. How many ‘people of concern’ were there in 2003? _____

II. List the top five ‘Countries of Origin’ for refugees in 2002 and their total number of refugees.

	Nation	Total Refugees
1)		
2)		
3)		
4)		
5)		

III. For the top four countries, you will use the CIA World Factbook to find some common bonds that may exist between nations with a large number of refugees. You will link to the internet when you go the last slide of the PowerPoint. Compare these countries with the United States.

	1)	2)	3)	4)	5) United States
Population Growth Rate					
Literacy rate (total pop.)					
Median Age (total pop.)					
GDP per Capita (total income divided by total population)					
Infant Mortality Rate					

For your Information: “The Rule of 72” - a growth rate of 1% will double in 72 years. A growth rate of 10% will double in 7.2 years. Populations grow fast with even low growth rates.

IV. Now, pick one of the five areas and create a chart to demonstrate the similarities among countries with high Refugee populations, and compare them to the United States. Be sure to label your graph appropriately.

Lost Boys of Sudan -A Personal Timeline-

Go to the website:

<http://www.redcross.org/news/in/africa/0108lostboyspage.html>

Scroll down toward the bottom and select **'first-hand account about one Lost Boy's journey'** by Daniel Garang. Read it and create a timeline of Daniel's journey from his birth to his arrival in the United States using a technology format: Inspiration, Word, or Appleworks. If using a word processing format, you may want to use a drawing document. Answer the following first:

Daniel's Life

1. Year Born: _____
2. Bombings of his village began: _____
3. Lost his family: _____
4. Life in the refugee camp: _____
5. War breaks out in Ethiopia: _____
6. Pochalla, Sudan: _____
7. Kakuma, Kenya: _____
8. Houston, Texas, USA: _____

Attach your timeline to this handout.

Write a short paragraph to reflect on the data: What does this timeline show about his life and the impact of being a refugee?

School-wide, colonial history, religion, current affairs

By Beck Larkin

Interdisciplinary

9-12th

Rebecca Larkin

Director of Student Programs

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Second Baptist School, a Christian college preparatory school in Houston, used *Lost Boys of Sudan* as a part of our Interdisciplinary Core program. In the Interdisciplinary Core program all upper-school students are required to read a contemporary work which is then studied in an interdisciplinary manner during the fall semester. As Director of Student Programs, I oversee selection of the book and supervise the attendant activities each year. Activities have included guest speakers, research projects, interviews, small group discussion, films, and fine arts presentations appropriate to the work selected each year.

In 2004, we selected *Escape from Slavery* by Francis Bok as the Core book. *Escape from Slavery* is Bok's story of the decade he was enslaved in Sudan (age 7-17), his eventual escape, and his subsequent life in the U.S. We required students to read the work over the summer. We began the school-wide study with a lecture on the history of Sudan presented by a local university professor of African history. She analyzed both ancient and modern colonial history which has led to the current civil war. The second guest speaker was a native Sudanese who gave students a more personal perspective of the religious aspects of the civil war. Our final speaker was the author, Francis Bok, who recounted his capture, enslavement, and escape.

Students completed study questions for each of the speakers and the book; they researched the major elements of Islam and Islamic history; summarized three news articles about Sudan; and watched the film, *Lost Boys of Sudan*. Finally, students met in small groups to discuss their reactions and attitudes in light of what they had learned. The program concluded with a comprehensive test.

Student response to the program was very positive. The fact that *Lost Boys of Sudan* was filmed partly in Houston added a very personal note for our students. We had to show the film in parts over a couple of days and actually ran out of time to finish it. The students opted to give up review time for the test in order to watch the conclusion of the film.

**2004 CORE
STUDY OF ESCAPE FROM SLAVERY**

Elements for study

Book

Escape from Slavery by Francis Bok

Speakers

Kairn Klieman, professor of African Studies, University of Houston, will speak on the history of Sudan.

Elias Wakoson, English instructor at Grayson College (Denison, TX), will speak on life in Sudan.

Francis Bok, author of *Escape from Slavery*

Film

Lost Boys of Sudan

Small Groups

Discussion/review of speakers and study questions over the book and

Islam handout

Quiz

Portfolio

The portfolio will include the following: completed study questions over the book, speakers, and Islam handout; and 3 summarized, current event articles about Sudan. Articles may be downloaded from the Internet, but must be from reputable news agencies or Questia (ex. major newspapers or transcripts from network (TV or radio) news programs).

Schedule (tentative)

Aug.	19	Dr. Kairn Klieman
	20	small group discussion of book, history, and Islam
	23	Elias Wakoson
	24	Francis Bok
	25	<i>Lost Boys of Sudan</i> shown in the classrooms with small groups
	27	film continued
	30	review
	31	quiz; portfolio due to small group leaders

Grading

25%	Small group participation
25%	Portfolio (includes completed study questions from readings and speakers and 3 articles and summaries about Sudan)
50%	Quiz

Current global issues, problem-solving, geography

By Randy Majors

World Geography

9th grade

Randy Majors

Fruita-Monument High School

Fruita, Colorado

My interest in the story of the Lost Boys and the horrible conditions for Sudanese refugees began in the spring of 2004. A local organization was hosting two Lost Boys in my community of Grand Junction. Both young men were part of the relocation efforts conducted on behalf of the Lost Boys of Sudan.

After hearing a first hand account of the Lost Boys story, I introduced my world geography students to the situations and events occurring in Sudan. My students conducted several research projects about main events in African history including the Lost Boys saga.

As helpless as I feel about the problems in Sudan it seems the best way I can help is to teach my students about the problems in Northern Africa. Increasing awareness is the first step in aiding those in need. Currently the Geography Club at Fruita-Monument High School is planning to host several viewings of *Lost Boys of Sudan* and perhaps invite the Lost Boys to return to speak to our school community.

“Lost Boys” Lesson Plan

Overview - This lesson is designed for a ninth grade world regional geography class. Fruita-Monument High School has an enrollment of approximately 1750 students. World regional geography is a two part class and is a required class.

National Geography Standards Addressed -

- Standard 4: The physical and human characteristics of place
- Standard 9: the characteristics, distribution, and migration of human populations on Earth’s surface
- Standard 12: The process, patterns, and functions of human settlement

Objectives –

- students will learn the physical geography of Northern Africa
- understand the current conflict within Sudan
- know the impact of the conflict on the people of the region
- use geography to solve real world crisis
- understand the problems immigrants have coming to the United States

Materials –

- Atlases
- World Maps
- Class set of Trip Report, Senator Brownback and Congressman Frank

Wolf. (Available online at: <http://www.house.gov/wolf>)

- BBC NEWS article Analysis: Reining in the militia by Koert Lindijer
- Background notes on Sudan
- Access to online resources periodicals

Lesson Plan

I. Student Research – In small groups students research the following topics

- The history of Sudan it's government.
- Who are the Janjaweed?
- What role does religion play in the region?
- List key political, military, and cultural events in Sudan in chronological order.
- Describe the climate and physical geography of Sudan.
- Identify the humanitarian crisis that current exists in Sudan.
- Research how have refugees received aid in past crisis situations.

II. Group Project – Once the problem has been identified create a plan of action to aid the Sudanese refugees. Some options might be...

- Send aid in the form of money
- Send aid in the form of machinery and goods
- Send only food, clothes and materials for shelter
- Supply military protection
- Invest in schools and hospitals
- Begin a campaign of relocating the refugees to the United States

III. After discussing the solutions view Lost Boys. Students would be supplied a viewing guide to complete while viewing the film.

IV. Concluding Activity

- Have students return to their groups and allow them to make changes in their original plans of actions. Each group would then share their plans to the class.
- Have students complete a timed writing activity using the following prompts –
 1. Is America really the "Land of Plenty"?
 2. What were some of the misconceptions the Lost Boys had about the United States?
 3. What skills did the Lost Boys possess that allowed them to become successful in the United States?
 4. What were the largest hurdles for the Lost Boys that Americans perhaps take for granted?
 5. After viewing the program, what changes would you make to Sudanese relocation efforts?

Suggested Reading List

The books and films below may help you further explore the themes raised in *Lost Boys of Sudan*.

- BOOKS
- The Middle of Everywhere : the World's Refugees Come to Our Town***
by Mary Pipher
New York : Harcourt, c2002 Harvest Books
ISBN 0156027372
- A Problem from Hell : America and the Age of Genocide***
by Samantha Power
New York : Perennial, 2003
ISBN 0060541644
- Emma's War***
by Deborah Scroggins
New York : Pantheon Books, c2002.
ISBN 0375703772
- Migrations***
by Sebastião Salgado
Aperture; (April 5, 2000)
ISBN 0893818917
- They Want to Pour Fire on Us From the Sky***
The Flight of the Lost Boys from Sudan
by Alephonsion Deng, Benson Deng, & Benjamin Ajak with Judy Bernstein
Public Affairs
ISBN 1-58648-269-6 June 2005
- Dinka of the Sudan***
by Francis Mading Deng
Waveland Press; Reprint edition (February 1, 1984)
ISBN 0881330825
- War and Slavery in Sudan***
by Jok Madut Jok
Ethnography of Political Violence
ISBN 0-8122-1762-4
- Slave***
by Mende Nezer and Damien Lewis
PublicAffairs, 2004
ISBN 1586482122
- Escape from Slavery: The True Story of My Ten Years in Captivity and My Journey to Freedom in America***
by Francis Bok
ISBN 0312306245

Intergroup Relations in the U.S. – Promising Practices

NCCJ National Conference for Community and Justice

<http://www.nccj.org>

ISBN 0-9665452-2-2

One Day We Had to Run!

The children's stories and paintings give a striking picture of the experiences of refugee children through their own eyes.

Published in association with Evans Brothers & UNHCR

ISBN 0 237 52095 8

FILMS ***REFUGEE*** – Follows three young men from San Francisco's Tenderloin district as they travel to Cambodia to find their families.

Spencer Nakasako and Mike Siv

<http://www.naatanet.org>

<http://www.refugeethemovie.com>

Well-Founded Fear – Provides a behind the scenes look at the INS and the system that decides which political refugees get to stay in America and which ones get sent back.

Michael Camerini and Shari Robertson

<http://www.wellfoundedfear.org>

Daughter from Danang – A young Asian American woman from Tennessee returns to Vietnam to reunite with her birth mother.

Gail Dolgin and Vicente Franco

<http://www.daughterfromdanang.com>

First Person Plural – A woman adopted from Korea by American parents as a small girl, returns to Korea to unite her biological and adoptive families.

Deann Borshay Lim

<http://www.naatanet.org>

New Americans – Series follows a group of immigrants and refugees of different nationalities as they learn what it means to be new Americans in the 21st century.

Kartemquin Films

<http://www.pbs.org/independentlens/newamericans>

La Ciudad/The City – Four stories of present day immigrant life in New York's Latino community.

David Riker

<http://www.zeitgeistfilms.com>

Additional Curriculum Resources

The issues raised in the film can be found on the following websites.

Lost Boys of Sudan POV/PBS site

<http://www.pbs.org/pov/lostboysofsudan>

NewsHour Sudan Genocide

http://www.pbs.org/newshour/extra/teachers/lessonplans/world/sudan_genocide.html

Teen Experiences of War

<http://www.itvs.org/beyondthefire/>

An Interactive Web Series on the Concept of Borders

<http://www.pov.org/borders>

Role of Ethnic Identity in Society

<http://www.pbs.org/wnet/cryfromthegrave/lessons/lesson2.html>

Refugees

<http://www.amnestyusa.org/education/lessonplans/refugees.html>

The Immigrant Experience Modern

<http://www.pbs.org/independentlens/newamericans/foreducators.html>

The Immigrant Experience Historical- Library of Congress

<http://memory.loc.gov/learn/lessons/theme.html>

The Immigrant Experience Historical - Angel Island

<http://www.aiisf.org/resources#teachers>