

Video Guide



racebridgesstudio.com/video-guide/



difference *& belonging*

A GUIDE TO THE RACEBRIDGES
VIDEO COLLECTION



INTRODUCTION



... Seeking to Build Bridges ...

The RaceBridgesStudio.com site contains hundreds of ideas, texts, lesson plans and videos about race relations and diversity. These free resources are tools to help leaders, teachers, parents and anyone of good will to explore the challenge of creating bridges of cooperation and community in a very diverse and often polarized world.

Difference & Belonging: A Video Guide

Part of this site is our collection of over 220 short videos of original stories told by professional storytellers about inclusion and separation. Difference & Belonging is the name of this guide to assist you in finding your way through the content of the dozens of storyteller videos.

In the pages that follow you will find the storyteller names, themes, summaries of the stories, discussion questions and, of course, links to view the many moving stories by our contributing RaceBridges storytellers. If you are new to the RaceBridgesStudio.com site go to the overall themes of the stories starting on page 29 of this guide.

Difference & Belonging has been written with a particular focus for classroom and school use. But, with user-creativity, the units can be further adapted for adult groups or personal reflection. This video guide makes it easy to navigate and find the story that is just right for your students or community members.

Download and print the entire Guide or just the pages for the stories you'll be discussing. Just reading through this new video guide will also give you a variety of ideas for stories you can tell as well. Each of the videos comes with a transcript. The texts of the stories are also downloadable.

We thank our contributing storytellers for this glorious gathering of original short stories. They speak of the rich variety and differences we find in our amazing human race and the continuing struggle and journey to belong.

Enjoy!

Susan O'Halloran: Producer
susanoohalloran.com

Father Derek Simons S.V.D.: Executive Producer
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The Story You Live (John Brown's Fatal Decision)	Doug Lipman
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What's a Mexican?	Olga Loya
When a Japanese City Person Moves into a Small Town in America	Karin Amano
When Summer Came: Summer Vacations in the Segregated South	Gwendolyn Hilary
Where Are You From?	Arif Choudhury
Who is a Friend? German-Jewish Reconciliation After the Holocaust	Gail Rosen
Who Knows What Children Make of These Things?	Milbre Burch
Why Am I A Jew?	Gerald Fierst
Why Do You Want to go to College?	Olga Loya
Will You Please NOT Marry Me? – Adventures In Cross-Cultural Dating	Csenge Virág Zalka
Worn Out Blinders: A Soldiers Story After D-day in Normandy, France	Carol Kerman
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You Never Know What the End Will Be	Diane Ferlatte

Zebra Children: A Guide to Interracial Dating from the Archy Jamjun
Closet for Immigrants and their Children

Contributing Storytellers



VIDEO GUIDES



1966 Caracas, Venezuela: Day One of Junior High For An American Girl

By: Angela Lloyd

Link: <https://racebridgesstudio.com/video/1966-caracas-venezuela-day-one-of-junior-high-for-an-american-girl/>

Video: <https://youtu.be/4h5SFbwKfI0>

Story Summary:

Moving to junior high opens Angela's eyes to a society and culture that she had been living in Venezuela, and yet from which she was separate. Her story tells a universal truth: we think we are the only ones telling ourselves "We do not belong here."

Discussion Questions:

- Were there times at school when you felt out of place?
- Who helped you and what specifically did they do? What kinds of things did you do to help yourself?
- How could you help others at your school, workplace, place of worship, neighborhood and so on feel that they belong?

Resource:

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Living and Traveling Abroad

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A Black American Son's Survival Lessons

By: Sheila Arnold

Link: <https://racebridgesstudio.com/video/a-black-american-sons-survival-lessons/>

Video: <https://youtu.be/A1c1Th40JVE>

Story Summary:

A frantic call from Sheila Arnold's son during his freshmen year in college turns into a moment to remember all that she had to teach him about growing up black, and what he had learned about crossing bridges in spite of people's perceptions.

Discussion Questions:

- Have you ever had someone treat you differently because of your color, sex, or religion? How did it feel and how did you respond?
- Why do you think that people treat people differently because of color, sex or religion? How do we help people to change? Can legislation change the way we treat others? Why or why not?
- Have you ever read a book that made you want to learn more about its subject, or moved you to make a difference? What was that book and what did it encourage you to do?
- Do different groups sit together in the cafeteria at your workplace or school? Do different people interact with each other? If not, do you think people should mix at least part of the time? What can you do about it?

Resource:

- 42: *The Jackie Robinson Story* by Aaron Rosenburg. Jackie Robinson met with more public racism than many people. Read his story and how he dealt with this.
- *Anti-racism Children's Books* – <http://www.amazon.com/Anti-Racism-Books-for-Children>
- *Anti-sexism Children's Books* – <http://www.goodreads.com/genres/anti-sexist-children-s-books>
- *Faith: Many Beliefs, So Much in Common* by Richard & Michele Steckel. The Steckels traveled the world photographing children who practice their faith in many ways.

Themes:

African American/Africans, Bullying, Education and Life Lessons, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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A Brilliant Day: A Dutch Woman's Courageous Travels in Nazi Occupied Holland

By: Peter LeGrand

Link: <https://racebridgesstudio.com/video/a-brilliant-day-a-dutch-womans-courageous-travels-in-nazi-occupied-holland/>

Video: <https://youtu.be/JEy8O9CNOvM>

Story Summary:

This story weaves present day observations with the true accounts of Peter's grandmother, a Dutch Jew, and the incredible journeys she went through during the time of Nazi occupied Holland during World War II.

Discussion Questions:

- It has been discussed that current U.S. politics have re-awakened themes related to the Holocaust. Some of these themes are, but are not limited to: racial profiling, racial prejudice, and racial superiority. In light of the story presented here, do you agree with this premise? Why or why not?
- How are different groups in the United States classified through stereotypes? How do stereotypes exert power just as the Star of David was used as a means of control?
- The Germans have not been the only country to use racial profiling in their history. For example, during World War II, the United States employed internment camps for people of Japanese descent while the United States fought a war against the country of Japan. This resulted in a sudden and severe segregation of Japanese American citizens during the war. Discuss what factors might go into a country's or society's decision making in using such tactics. How can we guard against such things? Are tactics like this being used today?
- Discuss the relevance of the Holocaust experience to modern life today. Points to consider: A. Is a modern-day Holocaust possible? B. If so, how would this take place? C. Could modern technology (Cellular phones, Internet, etc.,) contribute to or prevent such a reoccurrence? D. Is the war on terror an influence here? E. Has a modern-day Holocaust already occurred, or is one occurring in the world now?
- Are poverty and lack of education factors in race relations? Why or why not? What factors contribute to negative race relations and even genocide? What factors contribute to positive race relations?
- Do you see solutions to problems raised by the questions above? In whatever way that is most powerful to you, (Art, music, writing, story telling, etc.,) present what you see as a problem and any solutions you see. Try to back up your solutions factually if possible.

Resource:

The Missing Stories by Elise Dubois, Copyright 2008, by GigaBoek.nl
A Brilliant Day by Peter R. LeGrand, Copyright 2016.

Themes:

Education and Life Lessons, European American/Whites, Jewish American/Jews

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A Change of Heart: Muslims & Whites Crossing Cultures in a Memphis Neighborhood

By: Kate Dudding

Link: <https://racebridgesstudio.com/video/a-change-of-heart-muslims-whites-crossing-cultures-in-a-memphis-neighborhood/>

Video: https://youtu.be/uU_LBZG8iAA

Story Summary:

When the Muslims buy property for a new building, they thought they'd have difficulty proving that they were a peaceful community. When the pastor of the Methodist church across the street learns of the purchase, he doesn't know what he should do.

Discussion Questions:

- What caused Pastor Steve and Mark to change their minds? Why do you think not all Christians react to Muslims in the same way the Heartsong congregation did?
- What do you do or could you do to support Muslim Americans?
- Do you believe we have a responsibility to offer role models to others? Have you ever been in a situation where you were the only person who looked like you? What did you do and what happened?

Resource:

- <https://upstanders.starbucks.com/episodes/04-the-mosque-across-the-street.html>
- <http://www.memphisfriendshipfoundation.org/>
- <http://givingbackpodcast.com/100-heartsong-church-memphis-islamic-center-welcomes-steve-stone-bashar-shala/>
- <https://youtu.be/kYembGqZF94> – A youtube video with the people in the story

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Housing/Neighborhoods, Interfaith, Muslim Americans/Muslims, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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A Child's Eye View

By: Cynthia Changaris

Link: <https://racebridgesstudio.com/video/a-childs-eye-view/>

Video: <https://youtu.be/b0vpf3ip-eM>

Story Summary:

In South Carolina during Jim Crow, Cynthia Changaris is baffled by why black people get to ride in the “best part” of the bus with the great view out the rear window or why her playmate dies because he couldn't get to a "colored hospital" in time.

Discussion Questions:

- How did white children in the Jim Crow South learn to treat people unfairly? As a young child what were Cynthia's parents teaching her?
- When were you first aware of color? When did you first become aware of injustice? How did you learn who was supposed to be “superior” and who was “inferior”?
- Are transportation and health systems free of discrimination today?
- Why are churches and other places of worship still so segregated today?

Resource:

- *Remembering Jim Crow: African Americans Tell About Life in the Segregated South* by William Henry Chafe and Raymond Gavins
- *Deluxe Jim Crow: Civil Rights and the American Health Policy, 1935-1954* by Karen Kruse Thomas

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Taking a Stand and Peacemaking

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A Crack in the Wall: Moving Beyond Racial Conditioning

By: Gene Unterschuetz

Link: <https://racebridgesstudio.com/video/a-crack-in-the-wall-moving-beyond-racial-conditioning/>

Video: <https://youtu.be/VOPRSf6TvJ8>

Story Summary:

A white man has an experience at a copy shop that causes him to examine the negative impact racial conditioning has had on him and he becomes painfully aware of his subconscious denial and patronizing attitude towards them.

Discussion Questions:

- How is it possible for a white person to be unaware of systemic unjust treatment of African Americans?
- Discuss how racial conditioning can cause white Americans to deny the systemic injustice that for African Americans is all too real.
- Why is being treated in a patronizing way so devastating?
- What are the rewards of connecting cross-racially?

Resource:

- *Savage Inequalities, Death at an Early Age and The Shame of a Nation* by Jonathan Kozol
- *Honky* by Dalton Conley
- *True Colors* – ABC Prime Time Live 1994
- *Longing: Stories of Racial Healing* by Phyllis and Gene Unterschuetz

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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A Father's Gift

By: Noa Baum

Link: <https://racebridgesstudio.com/video/a-fathers-gift/>

Video: <https://youtu.be/-tAqmD7vRiA>

Story Summary:

In 1965, there was a war between India and Pakistan and Bilal wanted to know “Why is there all this hate?” This is the true story of a special gift Dr. Bilal Ahmed, a Pakistani Muslim, received from his father when he was thirteen.

Discussion Questions:

- How important was the father’s gift to his 13-year old son? How many years before the son really understood the conversation?
- The child did not want to go into the dim, old-smelling room. As a metaphor, the room can stand for how difficult is it to tackle issues of social justice and bring them into the light. How important is it to talk about difficult subjects? What are the risks? What are the rewards?
- How important is it for each person to demonstrate leadership in the social action arena? What keeps us from acting?

Resource:

Pakistanis in America by Stacy Taus-Bolstad

Themes:

Education and Life Lessons, Living and Traveling Abroad, Muslim Americans/Muslims, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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A Gift from Refugee Children

By: Charlotte Blake Alston

Link: <https://racebridgesstudio.com/video/a-gift-from-refugee-children/>

Video: <https://youtu.be/DMPV-Rh9QKc>

Story Summary:

Charlotte Blake Alston and colleague, Steve Tunick, chaperone 12 African and Jewish American teenagers for a cultural immersion trip abroad in Senegal in Africa. They receive a lesson about common humanity from a group of local children.

Discussion Questions:

- What lessons have you learned in unexpected places from those you considered the least likely teachers?
- What encounter or experience resulted in a complete shift in your perspective or caused you to let go of long and firmly held assumptions, beliefs, ideologies, and their accompanying behaviors?
- In what ways do you consistently manifest your deepest understandings about life and humanity in your life, your work, your activism, your one-on-one interactions with all whom you encounter?
- How do you think you'd survive if you suddenly had to leave your home? What would you try to take with you? Who would you most rely on?

Resource:

- *The Ignored Cries of Pain and Injustice* from Mauritania by Sidi Sene
- *Mauritania (Cultures of the World)* by Ettagale Blauer

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Living and Traveling Abroad, Taking a Stand and Peacemaking

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A Jewish Boy's Dream: The Holocaust Reunites a Father and Son

By: Doug Lipman

Link: <https://racebridgesstudio.com/video/a-jewish-boys-dream-the-holocaust-reunites-a-father-and-son/>

Video: <https://youtu.be/D7WXt0A8pDE>

Story Summary:

Doug's father was disowned for marrying a Christian woman. When Doug's father is part of the liberation of a concentration camp in WWII can he and Doug's grandfather reconcile?

Discussion Questions:

- Why was Doug 's father so keen to get his father's approval?
- What biases drove Doug's grandfather to disown his son?
- Why do you think Doug's grandfather finally heard his son?
- Do you think there are any issues on which families shouldn't or couldn't reconcile?

Resource:

- *Interfaith Families: Personal Stories of Jewish-Christian Intermarriage* by Jane Kaplan
- *GIs Remember: Liberating the Concentration Camps* by Robert Abzug

Themes:

Family and Childhood, Interfaith, Jewish American/Jews, Taking a Stand and Peacemaking, War

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A Jewish Woman and Her German Friend

By: Cindy Rivka Marshall

Link: <https://racebridgesstudio.com/video/a-jewish-woman-and-her-german-friend/>

Video: <https://youtu.be/3-JUGapyRF4>

Story Summary:

Cindy is an American Jewish college student studying in Paris when she meets Sabine, a German student. Their friendship feels almost illicit in the wake of World War II and the Holocaust. How does Sabine prove to be an ally?

Discussion Questions:

- After World War II, why didn't German schools teach about the Holocaust?
- When did German schools begin to teach young people about the Nazis and the Holocaust?
- Why might Jewish families in the U.S. in the aftermath of WWII have been wary of traveling to Germany or being friends with Germans?
- Have you ever traveled outside of the U.S. and experienced others' assumptions about Americans?
- Discuss stereotypes you might have about people from various countries and cultures. Are the stereotypes based in truth? How are stereotypes hurtful or harmful?
- Describe a time when you were an ally, or someone was an ally to you.

Resource:

Facing History and Ourselves

Themes:

Crossing Cultures, Jewish American/Jews, Living and Traveling Abroad, Stereotypes and Discrimination

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A Journey Story

By: Patricia Coffie

Link: <https://racebridgesstudio.com/video/a-journey-story/>

Video: <https://youtu.be/j36bHWCWbfY>

Story Summary:

Patricia Coffie, learns that traveling to understanding is part of traveling from one physical place to another. Some colleagues give her feedback on a joke she told and help her realize that change, based on understanding, takes action.

Discussion Questions:

- Have you had the opportunity to examine your assumptions about race? Have you taken the opportunity?
- When you listen, do you listen for reaffirmation of what you already think you know or do you listen to learn something new?
- Can learning take place all your life long?
- Can you hear one thing while others hear something different?

Resource:

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Taking a Stand and Peacemaking

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A Letter From Gold Mountain

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/a-letter-from-gold-mountain/>

Video: <https://youtu.be/HI9OF0GbPaA>

Story Summary:

Two young men leave China and voyage to Gam Saan, Gold Mountain (San Francisco) America, in 1850. One of them writes a letter home to tell of their adventures, misfortunes, and of a promise to his best friend, which he could not keep.

Discussion Questions:

- Why would people, who are born in one country, decide to move and live in another country with a different language, culture, food, religions, and traditions?
- When moving to another country, why is it important to learn the language spoken in that country?
- Is it important to hold onto the language and culture of your ancestors? What do you say when someone asks you, “Who are you?”
- What superstitions, traditions, or customs do you and your family have regarding the death of a loved one?

Resource:

- Chinese Exclusion Act, The American Experience, PBS (Season 30, Episode 6, 1 hour 51 minutes) Chapter 1: <https://www.pbs.org/video/chinese-exclusion-act-chapter-1-ie5iod/>
- The Virtual Museum of the City of San Francisco, <http://www.sfmuseum.org/hist6/chinhate.html>
- Asian Americans in Washington State, University of Washington, Center for the Study of the Pacific Northwest
- *“Files Found in Oregon Detail Massacre of Chinese,”* The New York Times, 1995, <https://www.nytimes.com/1995/08/20/us/files-found-in-oregon-detail-massacre-of-chinese.html>

Themes:

Asian Americans/Asians, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination

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A Link in the Circle: Learning to Lean on My Indonesian Family

By: Arianna Ross

Link: <https://racebridgesstudio.com/video/a-link-in-the-circle-learning-to-lean-on-my-indonesian-family/>

Video: https://youtu.be/h03W__JpsKA

Story Summary:

What is it like to be so immersed in a culture that a lady on the bus and the bus driver become family? While Arianna Ross travelled alone through Indonesia, she discovered that sometimes family is defined by a connection and not blood.

Discussion Questions:

- Where in your life have strangers become family?
- How do the people in the island of Banda Aceh, Indonesia define family?
- When the police stopped the bus that Arianna was on and searched people, what were they looking for and how did “strangers” protect Arianna?

Resource:

- *Folk Tales From Bali and Lombok* by Margaret Alibasah
- *Folk Tales from Indonesia* by Dra Aman

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Identity, Living and Traveling Abroad, Taking a Stand and Peacemaking

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A Real Friend

By: Jennifer Munro

Link: <https://racebridgesstudio.com/video/a-real-friend/>

Video: <https://youtu.be/snKEbrpwz0>

Story Summary:

A funny and touching story about two girls who live in a socially divided village in the heart of the industrial English Midlands. On one unusual day, they transcend the barrier that separates them the joy of that brief friendship is long remembered.

Discussion Questions:

- What does it mean to be working class or middle class? Alternatively, what is the difference between being a blue-collar or white-collar worker?
- Have you ever felt inferior because of the clothes you wear? How did this make you feel?
- Have you ever made someone else feel inferior because of the way he or she looked? How did this make you feel?
- How does Mrs. Giannopoulos feel about the storyteller, and what kind of woman might she be?
- The games the two girls liked to play were very different. How were they different? What does this tell you about the two girls?
- Whom would you rather be: the storyteller or Diane? Why?
- What cultural markers identify this as an English story? Were any terms confusing or new to you?

Resource:

- The Outsiders by S. E. Hinton
- Short Stories about Class: <http://www.shortstoryguide.com/short-stories-about-class/>

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods

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A Second Language: A Time to Laugh, a Time to Understand

By: Antonio Rocha

Link: <https://racebridgesstudio.com/video/a-second-language-a-time-to-laugh-a-time-to-understand/>

Video: <https://youtu.be/yQARtrceR4U>

Story Summary:

This is a story about learning a second language. It is about trying to use the little you know to communicate which many times creates funny and colorful misunderstandings.

Discussion Questions:

- If you did learn a new language, please tell about a time you misused a word or created one that does not exist.
- Do you speak or have tried to learn a second language? Did you learn the new language or did you stop altogether?
- What was the outcome of Antonio's attempts to learn English?
- Do you think that making mistakes can help you learn better? If so, why?

Resource:

- Learning a Second Language by The Open University
- Learning New Languages: A Guide to Second Language Acquisition by Tom Scovel

Themes:

Crossing Cultures, Education and Life Lessons, Languages, Latino Americans/Latinos, Living and Traveling Abroad

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A Simple Story about History...and Courage

By: Dovie Thomason

Link: <https://racebridgesstudio.com/video/a-simple-story-about-historyand-courage/>

Video: https://youtu.be/RKso1lbD_Vg

Story Summary:

Dovie weaves history within her narratives to engage listeners in the context of her life experiences as Native American. What happens when a narrative is described both as “massacre” and “victory”? Are we responsible for our ancestors’ actions?

Discussion Questions:

- Can you imagine a meeting with someone who shares an historical event with you, but from the opposing side?
- What would you feel you wanted to say to them?
- What would you want to hear them say to you?
- What current Native American/U.S. issues are you aware of today? Would it make a difference in resolving conflicts if people approached opposing views as Dovie and this man did?

Resource:

- An Indigenous Peoples' History of the United States by Roxanne Dunbar-Ortiz
- The Inconvenient Indian: A Curious Account of Native People in North America by Thomas King

Themes:

First Nations/Native Americans, Taking a Stand and Peacemaking, War

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A Tale of Two Weddings

By: Michele Carlo

Link: <https://racebridgesstudio.com/video/a-tale-of-two-weddings/>

Video: <https://www.youtube.com/watch?v=jctEx03zKmM>

Story Summary:

"A Tale of Two Weddings" comically—and poignantly—captures the story of two similar, yet different weddings in Michele's family. What does intermarriage mean? Is cultural insecurity really a thing? Could a story like this still happen today?

Discussion Questions:

- Why do you think there's an implied (albeit lovingly portrayed) rivalry between two members of the same ethnic group (Puerto Rican and Dominican) who basically share the same culture? Is there a similar thing between Afro-Caribbean immigrants and African-Americans? The Irish and English? Italians and Sicilians? Northern Americans and Southern? City folk and country folk? How is it the same? How is it different? Are there any others you can think of? Discuss.
- What are your thoughts about marrying or partnering with someone from another culture? Do you think it's not as much of a big deal now as it may have been 25-30 years ago? (The story takes place in the 1990s.) How have perspectives changed since then? Or have they?
- What is it about music, singing and good food that helps people of different backgrounds relax and want to know each other?
- Why do you think the cousins thought less of Michele because a Jewish boyfriend ""was all she could get""? Do you think they were correct? Out of line? How would you feel/react if you overheard a similar conversation today?
- What do you think of Michele's takeaway? That after all her identity crises: "in the end it doesn't matter who you marry as long as you're secure of who you are."
- What does it mean to be secure with who you are? Is that something you learn, something you have in you already, or both?
- Michele's story takes place in New York City. Can you see any similar situations happening where you live? If so, why, and between whom? If not, why not?

Resource:

- *Definitely Hispanic: Growing Up Latino and Celebrating What Unites Us* by LeJuan James
- *Jewish/Christian Marriage: The Best of Both Worlds* by Andrew Ferrier

Themes:

Crossing Cultures, Education and Life Lessons, Identity, Interfaith, Jewish American/Jews, Latino Americans/Latinos

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A Twice Saved Life

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/a-twice-saved-life/>

Video: <https://youtu.be/QQCwf5DU6Kg>

Story Summary:

Solly Ganor, a Lithuanian Jew, was a boy when Germany invaded his country in 1940. He was eventually sent to Dachau and was rescued by members of the 100th Battalion/442nd Regimental Combat Team, the all-Japanese American unit.

Discussion Questions:

- What if an environmental disaster occurred in Canada and forced millions of Canadians south across the border into the US. Would you open your house to take in some refugees who have nothing? What would you give up to share with them?
- What if an environmental disaster occurred in Mexico and forced millions of Mexicans across the border into the US, would you open your house to some refugees who had nothing? Would your behavior be different than your reaction to the Canadian refugees? Why?
- People who lived through WWII are passing away. In a few years, there will no longer be any eyewitnesses to the events of recent history. How do we know what happened in Civil War, in Medieval Europe, at the building of the Pyramids in Egypt? How is history preserved? How does the past affect our present and future?
- If you and your family were sent to an incarceration camp, would you volunteer to fight for the U.S.? Would you serve, if drafted into the Military? Would you remained loyal to the U.S.?

Resource:

- *Light One Candle: A Survivor's Tale* by Solly Ganor
- *Visas and Virtue*, Visual Communications, Cedar Grove Production, 26 minutes, 1997, (1997 Academy Award, Best Live Action Short Film)
- *Okage Sama De (I am what I am because of you.)* A DVD by Alton Chung

Themes:

Asian Americans/Asians, Interfaith, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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A Twist of Fate: My Jewish Father in World War II

By: Heather Forest, Ph.D.

Link: <https://racebridgesstudio.com/video/a-twist-of-fate-my-jewish-father-in-world-war-ii/>

Video: <https://youtu.be/k2p1L6FEvZg>

Story Summary:

Heather tells of the odd twist of fate that saved her father's life when he, along with all the other Jewish teenagers in his neighborhood, gave up their personal life plans and enlisted in the U.S. army to go fight Hitler in 1942.

Discussion Questions:

- Many European Jews tried to immigrate to the U.S. to escape the atrocities of the Nazis. Quotas, xenophobia, and anti-semitism were barriers to being able to immigrate to the U.S. at that time. Do you see any parallels to today's immigration crisis where persecuted people from war torn countries are having difficulty seeking refuge in the US?
- Has a skill you happen to have ever been useful in your life in unexpected ways?
- Have you ever followed your parent's practical advice and found that it was helpful or even life changing?

Resource:

- Website – <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007652>
- The letters referred to in this story were references to people attempting to reach out to relatives to find work as well as housing in the U.S. to meet strict immigration rules. Quotas limited the number of Jewish immigrants allowed to flee to the U.S.: "The economic crisis known as the Great Depression led then President Herbert Hoover to mandate that immigrants had to prove that they would not become a 'public charge,' disqualifying people who could not financially support themselves indefinitely. Public opinion, motivated by economic fear, xenophobia, antisemitism, and isolationism, did not favor any increase in immigration to the United States, even as it became clear that Nazi Germany was targeting Jews for persecution."

Themes:

Family and Childhood, Jewish American/Jews, War, Workplace

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A White Girl Learns about the Black History of Australia

By: Anne E Stewart

Link: <https://racebridgesstudio.com/video/a-white-girl-learns-about-the-black-history-of-australia/>

Video: <https://youtu.be/LDWjm1xqai0>

Story Summary:

In the early 1980's, Anne got a job as a children's librarian in the Northern Territory of Australia. With a middle-class white background, she was to learn much about the black history of Australia. Have race relations changed in the last forty years?

Discussion Questions:

- What came as a surprise to the storyteller when she moved to the Northern Territory of Australia?
- What did she learn about the history and country she calls home when she moved to the Northern Territory?
- What do you know about the Jim Crow laws that were enforced in the southern United States of America in the 19th and 20th century?
- How would you try to educate people about changing and re-naming English names of rivers, mountains and so forth to aboriginal names?

Resource:

- A map of Aboriginal Australia: <https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>
- Learn more about the Larrakia people: <http://larrakia.com/about/the-larrakia-people/>
- Learn more about the Dja Dja Wurrung nation: <http://www.djadjawurrung.com.au/>
- Learn more about Cultural heritage and environmental services: <http://djandak.com.au/>
- Read more about the storyteller's experiences in the Northern Territory of Australia: <http://www.anneestewart.com.au/uploads/1/0/4/9/10491755/from-daylesford-to-nhulunbuy.pdf>

Themes:

Crossing Cultures, Education and Life Lessons, First Nations/Native Americans, Identity, Taking a Stand and Peacemaking

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A Window of Beauty: A Story of Courage from the Holocaust

By: Nancy Shapiro-Pikelny

Link: <https://racebridgesstudio.com/video/a-window-of-beauty-a-story-of-courage-from-the-holocaust/>

Video: https://youtu.be/SPFk_OQE6wY

Story Summary:

Nancy tells an excerpt from “A Window of Beauty,” a story inspired by the experiences of a young girl, her remarkable teacher and their secret art classes in the Terezin Concentration Camp in Czechoslovakia during World War II.

Discussion Questions:

- The story of Friedl and Rutie tells of the deep relationship between teacher and student. One child described the experience of being in Friedl’s secret art classes in the concentration camp at Terezin: *“Friedl. We called her Friedl. Everything was forgotten for a couple of hours. We forgot all the troubles we had.”* What was Friedl’s legacy as a teacher? What memorable teacher in your own life was a rescuer or a life changer for you?
- How does a human being survive a tragedy such as the Holocaust?
- In what way is artistic expression – the creation of poetry, art or music and so forth – a form of resistance against oppression? How does it compare to the uprising of the Jews in the Warsaw ghetto during WWII?

Resource:

- *I Never Saw Another Butterfly: Children’s Drawings and Poems from Terezin Concentration Camp, 1942-1944*, 2nd edition, 1993.
- *Fireflies in the Dark: The Story of Friedl Dicker Brandeis and the Children of Terezin* by Susan Goldman Rubin
- *Art, Music and Education as Strategies for Survival: Theresienstadt 1941 – 1945* edited by Anne. D. Dutlinger

Themes:

Education and Life Lessons, European American/Whites, Family and Childhood, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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A Yiddish King Lear

By: Judith Heineman

Link: <https://racebridgesstudio.com/video/a-yiddish-king-lear/>

Video: <https://youtu.be/DPbtsFBsWvE>

Story Summary:

Judith remembers that her grandfather, Oscar Markowitz, was an actor in the Yiddish Theatre at the turn of the 20th Century. A story about hard choices, hopes, dreams, racial persecution, and love!

Discussion Questions:

- If you have ever moved, gone to a new school, relocated to a new country or community, what have you brought with you? Why are these things important? These things can be memories, values, traditions – intangibles. A few special objects are often passed down from one generation to another and are cherished. Does your family have any of these items? If so, tell their stories! You can also discuss what you left behind and how that affects you.
- Describe a time when you have either experienced feeling like “the other” or perhaps excluded others. What prompted these situations?
- Who in your family is an unsung hero or heroine? How has this person influenced your life and/or helped you make important decisions? What might you like to learn more about this person?

Resource:

https://en.m.wikipedia.org/wiki/History_of_the_Jews_in_Romania

Themes:

Education and Life Lessons, European American/Whites, Family and Childhood, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Adventure: Undocumented Flight from Guatemala

By: Nestor Gomez

Link: <https://racebridgesstudio.com/video/adventure-undocumented-flight-from-guatemala/>

Video: <https://youtu.be/KA5JqVtLqZw>

Story Summary:

As a young boy, Nestor and his siblings cross the Guatemala/Mexico and Mexico/USA borders to join his parents in the USA.

Discussion Questions:

- The application process is long and sometimes too expensive for many people looking to emigrate. It also depends on the country from which you are emigrating. For instance, some countries have longer waiting periods than others for visas. If people cannot obtain documents, why do people make such a dangerous trips to get to the U.S.?
- Do you know people who have escaped war, famine, who have risked everything to be reunited with their families? If you were facing violence or starvation and such, would you think about leaving?
- What are some of the risks of getting caught by the immigration authorities?
- Do you know anyone who has been deported or incarcerated for trying to come to the U.S.? Do you think it's fair that if refugees are caught, they are never able to legally apply for U.S. citizenship?
- What are some of difficulties of adjusting to life in a new/different country?
- Besides the language, the newcomer has to learn the many different traditions, customs and idiosyncrasies of the country where they emigrated to without losing their own identities. What do you think would be the strangest aspect of American culture for a newcomer? What part of your identity would you never want to lose?

Resource:

- **Teenage Refugees from Guatemala Speak Out** by Gerald Hadden
- **The Quetzal in Flight: Guatemalan Refugee Families in the United States** by Noria Vlach
- Since 1990, GCIR has sought to influence philanthropy to make donations to programs that address the needs of the country's growing and increasingly diverse immigrant and refugee populations. Nestor was helped by this organization: <https://www.gcir.org/>

Themes:

Crossing Cultures, Family and Childhood, Immigration, Latino Americans/Latios

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Afternoon with Rachel, Holocaust survivor

By: Gene Tagaban

Link: <https://racebridgesstudio.com/video/afternoon-with-rachel-holocaust-survivor/>

Video: <https://youtu.be/9bRuxghaZO8>

Story Summary:

Gene speaks with a Holocaust survivor who asks, “Tell me about your people?” Gene tells her of the 1835 Indian Removal Act and how his ancestors were forced to leave their homes and walk 800 miles through the winter.

Discussion Questions:

- What do you think of Rachel’s statement: “My revenge: I am going to live a happy life – no one can take that from me.” What might this type of revenge give her that other types of revenge would not?
- How do we learn about and stay emotionally present to all the genocide in the past and in the world today? What gives us the strength to look at the worst in humankind?
- What can stop “ugly history” from repeating itself? How can we support those who have been through the worst imaginable horrors and those who are willing to speak about and learn from it?

Resource:

- *Trail of Tears: The Rise and Fall of the Cherokee Nation* by John Ehle
- *Holocaust Museum in Washington* by Jeshajaho Weinberg

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, First Nations/Native Americans, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Albuquerque

By: Gerald Fierst

Link: <https://racebridgesstudio.com/video/albuquerque/>

Video: <https://youtu.be/Xq9Pi-xwTNM>

Story Summary:

Growing up in New York City, Gerald Fierst's neighborhood was Jewish. But when he went to visit cousins who had retired to Albuquerque, he discovered that "we all look alike when we are the other."

Discussion Questions:

- Did you grow up in a neighborhood of people who were very similar to you? What are the advantages and disadvantages of growing up in homogenous communities?
- Why did the police officer not see that Gerry and his cousin looked very different from each other? How is it that we can look but not really see a person?

Resource:

- *A History of the Jews* by Paul Johnson
- *Anti-Semitism in America* by Harold E. Quinley and Charles Y. Glock

Themes:

Crossing Cultures, European American/Whites, Identity, Jewish American/Jews, Stereotypes and Discrimination

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ALEGRIA: WE ARE ONE

By: Leeny Del Seamonds

Link: <https://racebridgesstudio.com/video/alegria-we-are-one/>

Video: <https://youtu.be/znpoxVYnvPY>

Story Summary:

Alegria is Spanish for "happiness" and "joy." Listen as Leeny Del Seamonds sings of what happens when we respect everyone in spite of our differences.

Discussion Questions:

- *Alegria* is Spanish for joy and happiness. Can you say “joy” in another language?
- What other songs, perhaps in other languages, do you know about peace and uniting as one people?

Resource:

Themes:

Latino Americans/Latinos, Taking a Stand and Peacemaking

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America, the Land of Miracles

By: Noa Baum

Link: <https://racebridgesstudio.com/video/america-the-land-of-miracles/>

Video: <https://youtu.be/BOrfWmGABNY>

Story Summary:

Noa grew up in Jerusalem, where America was the most exotic place other than Mars. In the 5th grade, Noa's family left their home in Israel. She arrived in America speaking very little English. But miracles do happen...

Discussion Questions:

- Have you ever been a foreigner in a country where you didn't speak the language? What were some of the strange or incomprehensible things you encountered? What was funny, scary or most difficult?
- Do you know anyone for whom English is a second language? Can you imagine what it would feel like to not understand everyone around you? What are some things that you can do to help them feel more connected and welcomed?
- Besides words, humans use many non-verbal ways to create and convey meaning. Discuss the ways we communicate meaning other than spoken words? What impact does our tone of voice, facial expressions and attitude have on our words?
- Different cultures have different communication norms. What do you think are some of the norms that we have in America? Are there certain phrases or gestures that every culture uses?

Resource:

- Beyond Words: Lessons from a Non-English Speaker
- <http://noabaum.com/beyond-words-lessons-from-a-non-english-speaker/>
- How to Create a Welcoming Classroom Environment
- <http://www.colorincolorado.org/article/how-create-welcoming-classroom-environment>
- Documentary film – *I Learn America* <http://ilearnamerica.com/> (Trailer: <https://vimeo.com/58731601>)

Themes:

Crossing Cultures, Education and Life Lessons, Identity, Immigration, Jewish American/Jews, Languages, Living and Traveling Abroad, Taking a Stand and Peacemaking

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An African Native American Story

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/an-african-native-american-story/>

Video: <https://youtu.be/RHrqHJO9dJs>

Story Summary:

Many Africans and First Nations people bonded together during and after slavery in the Americas and in the Caribbean for protection, acceptance, friendship and love. As a result, many African descendants also share Native American ancestries.

Discussion Questions:

- Why does it matter that we learn to know and to love all of who and what we are? What often happens to people who don't?
- Does it really matter what we call ourselves? If so, why?
- State two potentially lifelong benefits of knowing the history of your ancestors. Can you feel or experience any of these benefits at work in your life today? If so, which one(s)?

Resource:

- *Circular Thought: An African Native American Traditional Understanding* by Nomad Winterhawk
- *Medicine Cards* by David Carson and Jamie Sams (A non-fiction book explaining the wisdom that First Nations people have gained by the observation of animals, insects and other creatures of the North American continent.)
- *Tell the World! Storytelling Across Language Barriers* by Margaret Read MacDonald

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Family and Childhood, First Nations/Native Americans, Stereotypes and Discrimination

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Ancient History? Do Stories of the Holocaust Matter?

By: Gail Rosen

Link: <https://racebridgesstudio.com/video/ancient-history-do-stories-of-the-holocaust-matter/>

Video: http://www.youtube.com/watch?v=8sbwTHv_UXI

Story Summary:

Gail Rosen tells the story of a Holocaust survivor. Why tell a story that's not your own? How does understanding others' stories help us think about our own place in history?

Discussion Questions:

- When you hear the word “history”, what do you think of? How is “history” separate from the present?
- When you hear a Holocaust survivor tell his or her own story, you hear an authentic witness to a part of that event. Do you think other people should tell those stories? Why or why not?
- There have been and continue to be people in the world who cause great suffering to others. There have been and continue to be people in the world who do great good. Hilda said that we all share a common humanity, with a potential for good or ill. She said, “This humanity that we all share is for each of us to look at, to deal with, and to transform, to make it into something that is noble.” What do you think that means? How do we do that?

Resource:

- <http://www.hildastory.org>
- www.compassionatelistening.org

Themes:

Education and Life Lessons, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Angels Looking Over Me: Transforming Years at St. Sabina's

By: Patricia J. Redd

Link: <https://racebridgesstudio.com/video/angels-looking-over-me-transforming-years-at-st-sabinas/>

Video: <https://youtu.be/8icz8q63tZ4>

Story Summary:

During the 1960's, Patricia Redd's family moved to the a new community in South Chicago. Hers was one of the first African- American families to integrate the parish school. Before long she begins to understand the effects of "white-flight."

Discussion Questions:

- What are the social and emotional effects caused by the decision of whites to abruptly leave a school rather than to figure out how to make integration work?
- In what respect has integration failed and why is there still so much negative reaction to this practice?
- Time alone has not taken care of the race problem; what steps are needed to begin the healing process?
- Who are the people in your life, outside of family, who have been brave enough to stand up for what is right? What have they done to demonstrate their courage?

Resource:

- *Remember: The Journey to School Integration* by Toni Morrison
- *Through My Eyes* by Ruby Bridges
- *Dear America: With the Might of Angels* by Andrea Davis Pinkney
- *Both Sides Now: The Story of School Desegregation's Graduates* by Amy Stuart Wells

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Another Way West

By: Jane Stenson

Link: <https://racebridgesstudio.com/video/another-way-west/>

Video: <https://youtu.be/TJHr4msMfco>

Story Summary:

At age 16, in 1855, Jane's great-grandfather sailed from N.Y. around the Horn to San Francisco where he was stranded! He took a job with Wells Fargo as a treasure agent in the Sacramento-Shasta Mining District, the home of the Shasta Indian Nation.

Discussion Questions:

- How did the varieties of available transportation and the movement of people in the mid-1800s contribute to the ‘opening of the West’? Martin Luther King said, “The arc of moral history is long, but it bends toward justice.” How does that quote fit with the opening of the West? How has social media changed the way we learn about how people are being oppressed today?
- If you were to create tableaux or pictures from this story, how might you picture the Shasta Nation? the miners? the Vigilance Committee? the U.S. Army? the Pony Express? How might you depict each group’s point of view and predicament?
- Because Brinck is a member of Jane’s family, when she tells this story to her grandchildren, what should she tell them? Why?

Resource:

- A biography of Jane’s Great Grandfather:
en.wikipedia.org/wiki/Elbert_Adrian_Brinckerhoff
- Website – About the Shasta Nation Territory: [Shasta-Trinity_National_Forest](https://www.fs.usda.gov/stnf)
- <https://www.fs.usda.gov/stnf>

Themes:

Crossing Cultures, European American/Whites, First Nations/Native Americans, Stereotypes and Discrimination, War

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Arriving in Bulgaria: Overturning Assumptions in the Communist Era

By: Priscilla Howe

Link: <https://racebridgesstudio.com/video/arriving-in-bulgaria-overturning-assumptions-in-the-communist-era/>

Video: <https://youtu.be/7miXY5s7crw>

Story Summary:

When Priscilla Howe traveled to Communist Bulgaria in the 1980s, she found herself in a difficult situation. She found help from a Bulgarian man who reminded her to look beyond appearances.

Discussion Questions:

- Can you think of a time when your assumptions about someone based on appearance were proved wrong?
- What do people assume about you based on what you look like? Are they right?
- Have you ever been helped by someone unexpected?
- Do you know the expression “pay it forward”? Have you ever done that?

Resource:

- http://www.huffingtonpost.com/john-feffer/remembering-the-calm-life_b_2671955.html
- <http://www.clarkhumanities.org/oralhistory/2006/1283.htm>

Themes:

Education and Life Lessons, Family and Childhood, Living and Traveling Abroad

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Atlanta's First Black Millionaire and His Crystal Palace

By: Chetter Galloway

Link: <https://racebridgesstudio.com/video/atlantas-first-black-millionaire-and-his-crystal-palace/>

Video: <https://youtu.be/uIQBlwPB6Lk>

Story Summary:

Alonzo F. Herndon owned a barbershop that catered to whites only. Because of the Jim Crow laws, the black people who worked at the barbershop and even Alonzo himself had to enter by the rear door. How did the 1906 Atlanta Race Riots affect Alonzo?

Discussion Questions:

- What are some of the differences and similarities in race relations between the Jim Crow era and today?
- What is the biggest challenge in dispelling stereotypes about other races?
- Why is racial identity such a complicated and discussed subject?
- What challenges and barriers existed in the Jim Crow era for people of color to excel in business and education?
- Aside from Alonzo Franklin Herndon, who are some other people of color from this era who made significant contributions to society?
- Why was the rising social class of blacks in the South a problem for the status quo?

Resource:

- <http://www.herndonhome.org/>
- *The Herndons* by Carol Merritt
- http://www.gpb.org/georgiastories/stories/race_riot_of_1906
- <https://www.npr.org/templates/story/story.php?storyId=6106285>

Themes:

African American/Africans, Stereotypes and Discrimination, Workplace

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Aunt Helen

By: Syd Lieberman

Link: <https://racebridgesstudio.com/video/aunt-helen/>

Video: <https://youtu.be/wSujsqMMOY8>

Story Summary:

A Jewish girl and her friend sneak away from the forced walk of the Nazis. They hide in a haystack and a farmer helps them until the drums toll. In the face of this innocence, what motivates the Nazi soldier? What compels the farmer to help?

Discussion Questions:

- Carrying the dead bodies inflicted with typhoid was unimaginable, and Helen was horrified, yet she carried the bodies. Why?
- What enabled Helen to live through such ordeals? Do you think you could have endured and survived all that Helen did?

Resource:

- Facing History and Ourselves: <http://www.facing.org/>
- United States Holocaust Museum: <http://www.ushmm.org/>
- *The Warmth of Other Suns* by Isabelle Wilkerson

Themes:

Family and Childhood, Jewish American/Jews, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Barak: Aboriginal Artist and Storyteller

By: Anne E Stewart

Link: <https://racebridgesstudio.com/video/barak-aboriginal-artist-and-storyteller/>

Video: https://youtu.be/ES6_TPn-6mc

Story Summary:

Anne knew nothing of the history of the First Nations people of Australia until she set on her path as a storyteller. Her journey to respect and understanding began at an exhibition by an aboriginal artist and charismatic storyteller, Berak Barak.

Discussion Questions:

- What year did Captain Cook claim Australia for King George III of Britain?
- John Batman bought the land around Melbourne, Victoria in 1835 off the Wurrundjeri tribe. Why was this sale deemed invalid?
- What were some of the sale items that Batman traded for the land?
- What was the name of the reserve permanently given to the aboriginal people in 1884?
- Does Australia have a treaty with its First Nation people?
- What did Barak feature in some of his paintings?

Resource:

- To read more about Barak and see some of his images:
<https://cv.vic.gov.au/stories/aboriginal-culture/william-barak/william-barak-king-of-the-yarra>
- Learn about the Victorian government's work on Treaty:
<https://www.vic.gov.au/aboriginalvictoria/treaty.html>
- More about treaty and self-determination in Australia:
<https://www.creativespirits.info/aboriginalculture/selldetermination/would-a-treaty-help-aboriginal-self-determination>

Themes:

Crossing Cultures, Education and Life Lessons, First Nations/Native Americans, Identity, Taking a Stand and Peacemaking

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Bartholomew

By: MaryGay Ducey

Link: <https://racebridgesstudio.com/video/bartholomew/>

Video: <https://youtu.be/p2rzA7ZVnWA>

Story Summary:

An African American man is a church custodian and familiar figure to the congregation. However, when it's rumored that African Americans will be attending church, suddenly the pleasant veneer of acceptance is exposed.

Discussion Questions:

- Why could the people in Mary Gay's congregation be welcoming to one African American man but feel threatened by other African Americans who would be seated with them as equals?
- How did churches become so segregated and why are so many still segregated today?

Resource:

- *Church Diversity: Sunday the Most Segregated Day of the Week* by Scott Williams
- *Segregated Sabbaths: Richard Allen and the Emergence of Independent Black Churches 1760-1840* by Carol V. R. George

Themes:

African American/Africans, European American/Whites, Stereotypes and Discrimination

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Be Human- Find the George Within You!

By: Sadika Kebbi

Link: <https://racebridgesstudio.com/video/be-human-find-the-george-within-you/>

Video: <https://youtu.be/b6E50hLapBU>

Story Summary:

Sadika witnessed the Lebanese civil war. The atrocities and the horrors can change a human being into a monster. Is there any hope for tolerance, love and forgiveness after such an experience? “Uncle George” made the difference.

Discussion Questions:

- Why would a city and country where people of different faiths that get along find itself in Civil War?
- What causes people to go to war over religion?
- How do people heal from traumas such as losing loved ones during a war?
- What in Uncle George’s character allowed him to risk his life to protect his friends?
Would you be willing to go to similar lengths to protect your friends?

Resource:

- Sadika Kebbi TED talk: <https://www.youtube.com/watch?v=ee6JrASKiD0&feature=youtu.be>
- *War's Other Voices: Women Write on the Lebanese Civil War* by Miriam Cooke

Themes:

Family and Childhood, Identity, Interfaith, Muslim Americans/Muslims, Taking a Stand and Peacemaking, War

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Beach Drowning and Race Riot

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/beach-drowning-and-race-riot/>

Video: <https://youtu.be/SiRaNGCaPrE>

Story Summary:

In researching housing history in segregated Chicago, Sue learns about the 1919 Chicago race riot. She wonders why she has not heard the story before now.

Discussion Questions:

- Would you hide a family fleeing the violence during a riot?
- What led up to the riots? How were people turned against each other? Who benefitted from the separation of black and white?
- What choices confronted the city leaders after the 1919 race riot? What choices did they make? What were the consequences?
- What does it mean that segregation was “forced”?

Resource:

Race Riot: Chicago in Red Summer of 1919 by William M. Tuttle

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Because I'm Jewish, Doesn't Mean I Have Horns: An Encounter with Anti-Semitism in Appalachia

By: Laura Packer

Link: <https://racebridgesstudio.com/video/because-im-jewish-doesnt-mean-i-have-horns-an-encounter-with-anti-semitism-in-appalachia/>

Video: <https://youtu.be/leELbNRIWII>

Story Summary:

At 14, storyteller Laura Packer visited friends living in the rural south and encountered negative assumptions about Judaism for the first time.

Discussion Questions:

- What are some common false assumptions someone might make about you? How could you respond in ways that might help prove those assumptions wrong?
- Have you ever made assumptions about a person based on their religion, the color of their skin or something else about them? Is there a way you could let some of those assumptions go?
- How do you think you would have responded to this situation if you were Laura?

Resource:

- http://www.chabad.org/library/article_cdo/aid/2617031/jewish/10-Anti-Semitic-Myths.htm
- <https://www.ushmm.org/confront-antisemitism>
- <https://www.splcenter.org/20170814/ten-ways-fight-hate-community-response-guide>

Themes:

Crossing Cultures, Education and Life Lessons, Identity, Jewish American/Jews, Stereotypes and Discrimination

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Becoming a Woman of Color: Discovery in the Philippines

By: Rebecca Mabanglo-Mayor

Link: <https://racebridgesstudio.com/video/becoming-a-woman-of-color-discovery-in-the-philippines/>

Video: <https://youtu.be/YdoRckiU1yc>

Story Summary:

Rebecca, a Filipino American, grew up in nearly all-white neighborhoods and schools. In 2000, she began reconnecting with her Filipino heritage and became a woman of color.

Discussion Questions:

- What is the story of your family's immigration to North America and settlement? If your heritage is Native American, where did your tribe(s) live before colonization?
- Where in the world has your family lived? How are race and culture connected to those places?
- What are the stereotypes about your race, gender, economic status, or geographic location? Do you feel these stereotypes reflect who you are or create pressures to be something you are not?
- How often do you see yourself or your heritage portrayed in films? What do the main characters in these films look like and what do they have to do to succeed?

Resource:

- Filipino American National Historic Society – <http://fanhs-national.org/filam/>
- Women of Color in the United States – <http://www.catalyst.org/knowledge/women-color-united-states-0>
- *Brown Skin, White Minds: Filipino -/ American Postcolonial Psychology* by E.J.R. David

Themes:

Asian Americans/Asians, Education and Life Lessons, Identity, Immigration

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Being Black Enough: Bullying and Race Discrimination

By: Linda Gorham

Link: <https://racebridgesstudio.com/video/being-black-enough-bullying-and-race-discrimination/>

Video: <https://youtu.be/mCS3SM439sY>

Story Summary:

In kindergarten, Linda was told by her classmates, “You act white! You dress white! You have white people’s hair...” And then, the taunting began. It took Linda a long time to understand what it means to be black.

Discussion Questions:

- What did Linda’s father mean when he said, “You must be three times smarter to be equal”?
- How hard is it for a child to fit in when she moves around a lot?
- Was Linda bullied?
- What does it mean to be ‘Enough?’

Resource:

- *Same Family, Different Colors: Confronting Colorism in America’s Diverse Families* by Lori L. Tharps
- *Colorism Poems* by Sarah Webb
- *The Color Complex: The Politics of Skin Color in a New Millennium* by Kathy Russell and Midge Wilson

Themes:

African American/Africans, Bullying, Family and Childhood, Identity, Stereotypes and Discrimination

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Between Worlds

By: Olga Loya

Link: <https://racebridgesstudio.com/video/between-worlds/>

Video: <https://youtu.be/ObBG-Y-wgjs>

Story Summary:

At school Olga was taught not to speak Spanish or risk punishment. At the same time, her Japanese-American friends were able to learn the Japanese language and study its culture. How she could straddle multiple worlds too?

Discussion Questions:

- What are some different ways of being in Nepantla (between worlds)? For example, a teenager is neither a child nor a full adult. A child of divorced parents may feel as if he or she travels to different planets as he/she moves from one house to another.
- How do people keep their sense of self when they feel they are between worlds?
- What is your Nepantla?

Resource:

- *Borderlands / La Frontera: The New Mestiza* by Gloria Evangelina Anzaldúa
- *Nepantla: Essays from the Land in the Middle* by Pat Mora
- *I am Latino: The Beauty in Me* by Sandra L. Pinkney and Myles C. Pinkney

Themes:

Crossing Cultures, Family and Childhood, Identity, Languages, Latino Americans/Latinos

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Bittersweet: Mom's Story

By: Nancy Wang

Link: <https://racebridgesstudio.com/video/bittersweet-moms-story/>

Video: <https://youtu.be/HY0tzYbtmM8>

Story Summary:

Nancy dives into why her relationship with her mother has been one of ambivalence. Her journey is colored by the differences between Chinese and Western values and behaviors making it even more difficult to understand.

Discussion Questions:

- What are your ambivalent feelings toward your mom? Does she know about it? What would it take for you to sit down with your mom and have a talk with how you feel? What would be scary or uncomfortable about it? Are any of your challenges because of ethnic or generational or some other cultural difference?
- Have you ever seen your mother cry? Do you know why she was crying? Was it surprising to you and, if so, why?
- Can you imagine your mother as a child? a teenager? What do you think she was like when she was your age? Would she be a friend of yours?
- Have you ever sat with your mother and asked her to tell you about one of the most wonderful moments in her life? or the saddest? or one that changed her life? What would your relationship with her be like if you began to hear her stories?

Resource:

- *7 Differences between Chinese and American Culture*
- goldstarteachers.com/7-differences-between-chinese-and-american-culture/
- *Why Mothers and Daughters Can't Just Get Along*
- *The Art of Listening* – Traubman
- traubman.igc.org/listenfa.htm

Themes:

Asian Americans/Asians, Bullying, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Black & White: Stereotypes and Privilege

By: DiGgSy Twain

Link: <https://racebridgesstudio.com/video/black-white-stereotypes-and-privilege/>

Video: <https://youtu.be/5wkJ8Djd2uw>

Story Summary:

Diggsy Twain, an African American man, tells a friend about an encounter he had on a train and what he did to stop the stereotype that all black men are angry. Then after telling his story he realizes anyone can stereotype the "other."

Discussion Questions:

- What would you do if you were in Diggsy's place on the train? Would you get involved? What if you were the White woman or another passenger?
- Does your answer change if the passengers are black or white?
- What does it mean to you when the storyteller says "I realized Jason was white?"
- Do black people have to take on stereotypes? What stereotypes are made about white people?
- In what ways did the storyteller stereotype his white classmate?
- How are stereotypes about Diggsy and his white friends different? Why are the stereotypes different?
- What does Diggsy's reference to things "not always being so black and white" mean to you?
- How/Why are the articles (ABC and Chicago Tribune) about the train stabbing different?

Resource:

Two articles about the train stabbing to which Diggsy refers in his story:

<http://abc7chicago.com/news/woman-stabbed-to-death-on-cta-red-line/1398582/>

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Identity

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Brooklyn is Not America

By: Michele Carlo

Link: <https://racebridgesstudio.com/video/brooklyn-is-not-america/>

Video: <https://www.youtube.com/watch?v=dZl4UG0HSSc>

Story Summary:

New York City born-and-raised Michele goes on a trip to Paris, France, and learns what it means to be both a Nuyorican (a New York Puerto Rican) and an American in a way she didn't expect. And what does being "an American" really mean, anyway?

Discussion Questions:

- Michele describes being asked, "what are you," and "where do you come from," while growing up in New York City (NYC). NYC is a place where people from many different places come to live. Would those questions be asked where you live?
- When Michele tells her family she's going to visit Paris, France, they warn her the French "don't like Americans." After she sees her U.S. passport it hits her that she is a U.S. citizen in a more global way than she had previously thought. Did you ever have a similar realization about who you were and where you came from?
- When Michele realizes she is going to be alone in Paris, she resorts to combining her limited Spanish with her even more-limited French—and finds herself speaking Spanish more freely than ever before. Why do you think that was?
- At the bistro, Michele overhears a group of American tourists complain they can't get cheeseburgers and Bud Light. Do you think it was right for them to expect to get the same foods they had at home while they were visiting another country?
- When Michele confronts the waiter about spitting in the tourists' food, he asks, "Why do you care? What are you?" When she says she's an American also, he doesn't believe her. And when she says she's from Brooklyn, he says, "Brooklyn is not America!" What do you think that means?
- Michele defended those tourists because she realized that even if they were rude and ignorant, they were fellow Americans. She also reclaimed her Spanish by telling her family to quit criticizing her. If you have ever traveled away from home, did you learn something you didn't expect about the place, the people, or yourself? What was it? Did it change your perception/understanding about anything?
- Xenophobia is defined as fear of foreigners. What is a foreigner? What does that mean to you? Is it possible to feel like a foreigner in your own family/town/school?

Resource:

- *Fish Out of Agua: My Life on Neither Side of the (Subway) Tracks* by Michele Carlo
- *Foreign to Familiar* by Sarah A. Lanier
- *Pioneros: Puerto Ricans in New York City – 1892-1948 and 1948-1998* by Felix V. Matos-Rodriguez and Pedro Juan Hernandez

Themes:

Identity, Languages, Latino Americans/Latinos

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Brush the Dirt from My Heart

By: Connie Regan-Blake

Link: <https://racebridgesstudio.com/video/brush-the-dirt-from-my-heart/>

Video: <https://youtu.be/s2w0mRElep4>

Story Summary:

Connie Regan-Blake was invited to Uganda and speaks to many women about the horrors of war and how they cope with the ravages of AIDS. She listened to their profound and transformative stories. This is one out of many...

Discussion Questions:

- How do you distinguish between what is helpful and what is patronizing to another culture?
- When she was at her most desperate what kept Namakasa Rose alive and providing for her children?
- Poverty and social justice issues seem to go hand-in-hand; one of the social issues is health care, specifically about the AIDS epidemic in Africa. How did being diagnosed with AIDS actually become a turning point in Rose's health and her ability to support her family? What kind of support needs to be present for people to live full lives with AIDS?

Resource:

www.BeadForLife.org

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Living and Traveling Abroad, Taking a Stand and Peacemaking

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California's Arts-In-Corrections: Hope in the Midst of Madness

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/californias-arts-in-corrections-hope-in-the-midst-of-madness/>

Video: <https://youtu.be/hnn6I-PW1S4>

Story Summary:

Michael joins a program to teach storytelling in a California prison. He learns much about the men there as well as the power of storytelling.

Discussion Questions:

- How can the arts improve the situation for inmates in prison?
- Why is it important for men who are imprisoned to know that their stories are important?
- What role might storytelling play in parole hearings?

Resource:

California's Arts In Corrections website <http://www.cac.ca.gov/initiatives/aic.php>

Themes:

Crossing Cultures, Education and Life Lessons, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Castro Dolls and Familia

By: Leeny Del Seamonds

Link: <https://racebridgesstudio.com/video/castro-dolls-and-familia/>

Video: <https://www.youtube.com/watch?v=A-sXOaxaups>

Story Summary:

Leeny shares stories of her colorful, beloved family. Meet her charming Cuban Dad and his zany wife, Lorraine. Hear what happened when three-year-old Leeny receives an unusual souvenir from Cuba.

Discussion Questions:

- What was/is your family's opinion of Fidel Castro?
- Do you have any relatives living in Cuba?
- How do you feel about the United States working towards a closer relationship with Cuba? Do you plan to go there?
- Do you know the origin and story of your surname? Who were you named after?

Resource:

- www.biography.com/people/fidel-castro-9241487
- <http://wikitravel.org/en/Cuba>
- <https://www.lonelyplanet.com/cuba>

Themes:

Family and Childhood, Immigration, Latino Americans/Latios

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Changing Neighborhoods

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/changing-neighborhoods/>

Video: <https://youtu.be/UU47KTtQ6tU>

Story Summary:

Sue grew up hearing about “them” – the people who would come and take her and her neighbors’ homes in their all-white neighborhood. When her family watched the Friday night fights, it was made clear who was “the other” and who was “us.”

Discussion Questions:

- What activities did your family take part in that brought you closer together?
- To what “us” (or us-es) were you told, verbally or non-verbally, you belonged?
- Who were the “them”(or thems) when you were growing up?
- How did you make sense of racial dislike when you were younger?
- Were there areas of life where your community or family acted as though they were under attack?
- In what areas of life did/does your community or family take pride?

Resource:

- *American Apartheid: Segregation and the Making of the Underclass* by Douglas S. Massey and Nancy A. Denton
- *The South Side: A Portrait of Chicago and American Segregation* by Natalie Y. Moore

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination

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Chester Parker: Connecting—or Not—in a Time of Desegregation

By: Priscilla Howe

Link: <https://racebridgesstudio.com/video/chester-parker-connecting-or-not-in-a-time-of-desegregation/>

Video: <https://youtu.be/QwSrFZzAXj8>

Story Summary:

An African-American boy named Chester Parker helped Priscilla Howe feel less afraid in first grade. When their paths crossed years later, she missed the chance to connect with him again.

Discussion Questions:

- Do you remember the first time you were in an unfamiliar place with diverse groups of people? Did you feel scared, shy and out of place? Did anybody help you feel more included, or did you help anybody else feel more included?
- How do you feel when friends or family tease you?
- Have you ever missed a chance to make a real connection? What do you think Priscilla could have done differently? How do you think this experience changed her?

Resource:

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2014/10/response_engaging_with_class_race_in_the_classroom.html

Themes:

Education and Life Lessons, Family and Childhood, Living and Traveling Abroad

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Chinese Immigrants Help Complete the Transcontinental Railroad

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/chinese-immigrants-help-complete-the-transcontinental-railroad/>

Video: <https://youtu.be/z-vXZupr1-A>

Story Summary:

Two young men leave China and voyage to Gam Saan, Gold Mountain (San Francisco), America in 1850. They become two of the 12,000 Chinese who are hired by to help complete the first Transcontinental Railroad across the United States.

Discussion Questions:

- Why did the Chinese decide to come to Gam Saan, Gold Mountain, America?
- Why did the Chinese go to work for the Central Pacific Railroad?
- What kinds of things did the Chinese do to help build the first Transcontinental Railroad? What kind of obstacles did they have to overcome? What was meant by the phrase “Chinaman’s Chance?”
- How were the Chinese treated when the Central Pacific and Union Pacific Railroads met at Promontory, Utah in 1869?

Resource:

- Central Pacific Railroad Website, <http://cprr.org/Museum/Chinese.html>
- Chinese Railroad Workers, Stanford University,
<http://web.stanford.edu/group/chineserailroad/cgi-bin/wordpress/faqs/>

Themes:

Asian Americans/Asians, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination

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Chinese New Year's Frogs: A Collision of Culture and Nature

By: Linda Yemoto

Link: <https://racebridgesstudio.com/video/chinese-new-years-frogs-a-collision-of-culture-and-nature/>

Video: <https://youtu.be/LufMjwgB2Yg>

Story Summary:

“Ranger Linda” describes her encounter with a group of well-intentioned Chinese Americans bearing bullfrogs. This surprising incident illustrates how cultural differences can have unintended consequences.

Discussion Questions:

- What do you do when cultural customs clash?
- What is more important – cultural beliefs or environmental protection?
- Have you ever encountered a similar situation where a cultural practice clashed with what was best for the environment?

Resource:

- www.buddhism2z.com/content.php?id=504 A Guide to Buddhism A to Z: Animal Release
- <http://dnr.wi.gov/eek/job/naturalist.htm> A blog on what it's like to be a Park Naturalist

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, Identity, Interfaith, Taking a Stand and Peacemaking, Workplace

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Christmas Food Drive

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/christmas-food-drive/>

Video: <https://youtu.be/AXXBSaJ1SsA>

Story Summary:

During a high school Christmas food drive in 1965, Sue brings canned goods to a family living in Cabrini Green housing projects. Isn't that a good thing? Why would the family resent her?

Discussion Questions:

- What caused Sue to change her idea of charity? Is she saying people should never donate food and other items?
- What do you think she thought she and others should do instead of or in addition to donations?
- What does the phrase “charity is no substitute for justice” mean? What injustice did Sue see in these African American families’ lives?

Resource:

- *American Apartheid: Segregation and the Making of the Underclass* by Douglas S. Massey and Nancy A. Denton
- *Cabrini-Green and the Fate of American Public Housing* by Ben Austen
- *There Are No Children Here: The Story of Two Boys Growing Up in the Other America* by Alex Kotlowitz
- *Blueprint for Disaster: The Unraveling of Chicago Public Housing* by D. Bradford Hunt

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Stereotypes and Discrimination

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Cielito Lindo, Lovely Piece of Heaven: A Bully Tale

By: Leeny Del Seamonds

Link: <https://racebridgesstudio.com/video/cielito-lindo-lovely-piece-of-heaven-a-bully-tale/>

Video: https://youtu.be/1Dmpczc1U_8

Story Summary:

After years of being bullied in school and teased, especially by her sister, Leeny's Cuban grandmother teaches her a song and a Spanish phrase that changes Leeny's perspective on beauty and, therefore, on her life.

Discussion Questions:

- Have you ever been bullied? If so, for what reason? (race, religion, gender, beliefs, heredity, looks or others)
- How did that make you feel?
- How did you handle being bullied? Did you respond?
- Have you ever acted as a bully? Why do you think a person acts like a bully?
- Who are your heroes and family members who helped shape your life?

Resource:

- What Is Bullying? <https://www.stopbullying.gov>
- Bullying Facts, Effects and Statistics –
<https://www.medicinenet.com/bullying/article.htm>
- Dealing with Bullying – <https://kidshealth.org/en/teens/bullies.html>

Themes:

Bullying, Family and Childhood, Latino Americans/Latinos

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City Girls: North Side vs. South Side

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/city-girls-north-side-vs-south-side/>

Video: <https://youtu.be/GnDxO0K0JFg>

Story Summary:

In high school, Susan O'Halloran spent her first overnight away from her Chicago home and met people from different ethnic and racial groups. She learns that there is more to people and discovers layers of herself she had long been ignoring.

Discussion Questions:

- How have you been misjudged? How have others mis-labeled you and had you wrong?
- When have you misjudged others and then found out you were wrong?
- What do you think is better or worse about race relations today? Are their prejudices about different sides of town where you live? How do these stereotypes begin? What can you do about them?
- The girls were nervous to talk about race. Does it make you uncomfortable? What are the topics/stories/events that are not talked about or bring discomfort in your family or school? How can you create a space to talk about difficult issues and ask these questions?
- Do you have somewhere where you feel listened to and can say what you are truly feeling inside? What can you do to make your school even safer?
- Who could Joy, Patty and Susan have gone to for help? What individuals or organizations would have been supportive to them? Who do you trust? Where can you go to get trustworthy and/or professional help when you have a problem?

Resource:

- *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony Greenwald
- *Transforming Stress for Teens: The Heartmath Solution for Staying Cool Under Pressure* by Rollin McCraty and Stephen W. Lance

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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City of Hope

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/city-of-hope/>

Video: <https://youtu.be/cXVDK5o4rt8>

Story Summary:

In 2011, Susan O'Halloran meets a group of young people at an Occupy Chicago demonstration who are unaware of activists' movements in the past that occupied public lands. She shares with them the story of The 1968 Poor People's Campaign.

Discussion Questions:

- What do the two movements – the 1968 Poor People's Campaign and the 2011 Occupy Movement – have in common? How are they different?
- Why did Dr. King want the mule train to start in Marks, Mississippi? Why did he expand his involvement in the Civil Rights Movement to include all poor people?
- Has the Occupy Movement had an influence in politics and media? (For instance, Bernie Sanders presidential campaign and movies such as *The Big Short*)
- Is there any cause that you would camp out for in order to express your feelings and ideas?

Resource:

- *The 99%: How the Occupy Wall Street Movement is Changing America* by Clara Blumenkranz and Keith Gessen
- *Marks, Martin and the Mule Train: The Origins of the 1968 Poor People's Campaign* by Hillard Lawrence Lackey

Themes:

Civil Rights Movement, Education and Life Lessons, Taking a Stand and Peacemaking

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Close Encounters

By: Barbara Schutzgruber

Link: <https://racebridgesstudio.com/video/close-encounters/>

Video: <https://youtu.be/Kvd6b6l2Oq4>

Story Summary:

Small town meets big city. Boundaries are crossed and cultures collide when a Midwest family encounters the boys from New York City. Will they find common ground or confrontation?

Discussion Questions:

- When you meet someone new or go somewhere new, what do you notice first – the similarities or the differences?
- Has someone ever made an assumption about you that was incorrect? How did that make you feel?
- Have you ever changed a negative opinion about someone after you had gotten to know him or her better?

Resource:

- Elementary:
 - *Same, Same, but Different* by Jenny Sue Kostecki-Shaw
 - Everyday worlds might look different on the surface but with a closer look, they are actually similar.
- Elementary & Middle School:
 - *Snappy the Alligator (Did Not Ask to Be in This Book)* by Julie Falatko
 - Headed to the grocery store ... or PROWLING the forest for defenseless birds and fuzzy bunnies – what's the truth?
 - ‘*What Was I Scared Of?*’ from *Sneetches and Other Stories* by Dr. Seuss
 - This classic story delivers a timeless message about fear and tolerance.
- High School & Teenagers:
 - In 1964 the New York Times ran the headline “37 Who Saw Murder Didn’t Call the Police”. While it was true that some neighbors had heard Kitty Genovese’ cries for help, the portrayal of 37 witnesses standing by and doing nothing was not true and did not represent the facts of that night.
 - “*How Headlines Change the Way We Think*”
 - Maria Konikova, *The New Yorker*, December 17, 2014
 - <http://www.newyorker.com/science/maria-konnikova/headlines-change-way-think>

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Taking a Stand and Peacemaking

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Columbian Runaway: A Latina Pushes Back on the Role of Women

By: Jasmin Cardenas

Link: <https://racebridgesstudio.com/video/columbian-runaway-a-latina-pushes-back-on-the-role-of-women/>

Video: <https://youtu.be/fG9zg-jAUfc>

Story Summary:

Jasmin gets engaged and then questions about her identity and her role as a woman surface as she tries to weed through old world Latino expectations while being an educated American woman today.

Discussion Questions:

Resource:

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Identity, Latino Americans/Latinos, Stereotypes and Discrimination

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Come With Me and Be Free

By: Kate Dudding

Link: <https://racebridgesstudio.com/video/come-with-me-and-be-free/>

Video: <https://youtu.be/yQsUpE3F3uQ>

Story Summary:

Kate Dudding tells the story of Iqbal Masih, a 12-year-old boy in Pakistan who led thousands of children to freedom from 1993-1995. Even after his death, Iqbal went on to inspire other children that they too can make a difference.

Discussion Questions:

- Why did Iqbal keep running away from the factory where he worked?
- Why do you suppose that the Bonded Labor Liberation Front had to hold rallies in villages?
- What gave Iqbal the courage to sneak away from the factory to go to the Bonded Labor Liberation Front rally in his village?
- What must it have been like for Iqbal to travel to Boston to receive his Reebok's Youth in Action Human Rights award? What new experiences did he have to deal with?

Resource:

- A history of how Craig Kielberger learned of Iqbal and founded *Free the Children*
- <https://www.wecharity.org/about-we-charity/our-story/>
- *Iqbal Masih and the Crusaders Against Child Slavery* by Susan Kuklin

Themes:

Asian Americans/Asians, Living and Traveling Abroad, Taking a Stand and Peacemaking, Workplace

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Complexions of Love: Biracial Children and Folks Who Are Just “Too Dark”

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/complexions-of-love-biracial-children-and-folks-who-are-just-too-dark/>

Video: <https://youtu.be/cren2UznPqY>

Story Summary:

This story speaks of the imposed mental conditioning that inspires people to despise their own natural attributes. It also explores how this toxic conditioning has led to people seeing themselves as being “less than,” not as “beautiful.”

Discussion Questions:

- Consider these statements: “She’s dark *but* really pretty,” vs. “She’s dark *and* really pretty.” What do you think the inferences are when stated either way?
- Discuss the pros and cons of interracial or intercultural marriages.
- Discuss the pros and cons of interracial or intercultural adoptions.
- Would you find it odd to see a European-American girl with locks, African braids, corn rows or beads in her hair? Do you find it odd when you see an African American girl with straightened hair when you can tell that it’s probably not her natural texture? Discuss the implications of your responses to both.
- How might the way that people see themselves affect their sense of personal value, empowerment, their relationships or success in life, however that success is defined?

Resource:

- This article in the April 2016 issue of the American Academy of Child and Adolescent Psychology speaks to the rapidly growing number of mixed race families, as well as cross-cultural adoptions and the psycho-emotional needs these families face:
http://www.aacap.org/aacap/families_and_youth/facts_for_families/fff-guide/Multiracial-Children-071.aspx
- Collection of 88 Games and Activities to Celebrate Diversity Month (for youth and adults): <http://www.sbhihelp.org/files/Diversity88Ways.pdf>
- This excellent 4 ½ minute film begins with President Barack Obama speaking on his pride in claiming all of who he happens to be. It is followed by several young people of various cultures who speak to their experiences of being of mixed heritages in America.: <https://www.youtube.com/watch?v=21H9IA6MLHM>

- This 4-minute film features a mixed heritage couple raising twin boys and their aspirations for the children to grow up happy and well-supported. They speak to the artificiality of “race” as it is often referred to.: <https://www.youtube.com/watch?v=Pa3Ospkeyng>
- This is a 1 ½ minute slide show with background music that features photos of mixed heritage couples that demonstrate the attraction of men of other cultures to African American women.: <https://www.youtube.com/watch?v=iOAW4SH-2Vk>
- This TED Talk on YouTube was performed by Mama Edie’s niece, Kelli McLoud-Schingen, and is entitled “Identity: The Story of Me”. It is 18 minutes long and helps to sensitize the viewer to possibly unfamiliar issues of identity for African American women. Kelli happens to be married to a German American. The couple has two children.: <https://www.youtube.com/watch?v=n2nKENGttB0>

Themes:

African American/Africans, Crossing Cultures, Family and Childhood, Identity, Stereotypes and Discrimination

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Construction

By: Jim May

Link: <https://racebridgesstudio.com/video/construction/>

Video: https://youtu.be/SM4Plxi_JoI

Story Summary:

Storyteller Jim May relates his days working his way through school on a union construction crew; as well as the unions roll in softening the effects of classism and racism.

Discussion Questions:

- Have you ever worked in a menial job with someone without an education but found that they had much wisdom and sound advice based on their natural intelligence, intuition and life experience?
- Have you ever worked in a job where you were kept on but someone was let go in spite of the fact that they were as good a worker as you? Was there some kind of prejudice involved around race, gender, sexual orientation, class or age?
- What is your feeling about labor unions? What was their role in ushering in the 40-hour week, getting paid for overtime and ending child labor among other worker benefits?

Resource:

- *Working: People Talk About What They Do All Day and How They Feel About What They Do* by Studs Terkel
- *Working Class in America* by Eugene Debs
- *History of the U.S. Labor Movement: Labor Movement in the United States: Volume Two* by Phillip Foner
- *Trail Guide For A Crooked Heart* by Jim May (p. 12)

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Workplace

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Cost of Racism

By: Motoko Dworkin

Link: <https://racebridgesstudio.com/video/cost-of-racism/>

Video: <https://youtu.be/xh7e-lG39gc>

Story Summary:

As Motoko raises her Japanese son in the U.S., she is reminded of prejudice against Koreans in her own country, and discovers the importance of the language we use to create the world we live in.

Discussion Questions:

- How do prejudice and stereotypes affect your everyday life?
- Name instances when each of us can be both a victim and a victimizer.
- In what ways does language shape the way we think of others?

Resource:

- *Tales of Now & Zen* by Motoko. (Audio CD, www.folktales.net; 2006)
- *Diaspora without Homeland: Being Korean in Japan* edited by Sonia Ryang (University of California Press; 2009)

Themes:

Asian Americans/Asians, Bullying, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Culture Shock: An Israeli Immigrant Learns America

By: Noa Baum

Link: <https://racebridgesstudio.com/video/culture-shock-an-israeli-immigrant-learns-america/>

Video: <https://youtu.be/JU9-XcP7Pu0>

Story Summary:

Noa arrived from Israel in 1990 the month Iraq invaded Kuwait and threatened to attack Israel. Here is the story of learning to live in a culture where the perceptions of time, space and values are completely different from your own.

Discussion Questions:

- Was there a time when you felt like an alien in a culture you didn't understand? Have you felt misunderstood in a new/different place?
- What are the things we take for granted in our culture – what do we call 'normal'?
- How do you respond when you meet someone from another culture who behaves in ways that seem 'weird' or 'strange'? Do you 'write them off'? Try to avoid them? Are you curious to get to know more or wonder why they are so different?
- What are the things we can do to make someone who is a stranger feel more welcome?

Resource:

- <http://touchpointisrael.com/2016/04/15/differences-between-israeli-and-american-culture/>
- <https://medium.com/the-startup-nation/a-story-about-an-israeli-ukranian-working-at-google-nyc-df4cc1463215>
- https://www.vice.com/en_us/article/immigrants-explain-what-shocked-them-about-american-culture

Themes:

Crossing Cultures, Identity, Immigration, Jewish American/Jews, Living and Traveling Abroad

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Davy Crockett

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/davy-crockett/>

Video: <https://youtu.be/GJkELi8KGsE>

Story Summary:

As a five-year-old, Sue met a boy her age who was different from her. Sue's mother subtly lets Sue know that she is not to be friends with the boy.

Discussion Questions:

- When was the first time you met someone of another “race”? What effect did it have on you?
- What unspoken lessons around race have been transmitted to you?
- What does Sue mean when she says that it was “even more damaging” that she received a message from her mother that they and the place where they lived was “better”?
- How was Sue damaged by being taught that she, her family and her community were superior?

Resource:

- *Critical White Studies* by Richard Delgado and Jean Stefanci
- *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony Greenwald

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood

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December 7, 1941: An Eyewitness to the Attack on Pearl Harbor, Hawaii

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/december-7-1941-an-eyewitness-to-the-attack-on-pearl-harbor-hawaii/>

Video: <https://youtu.be/XxmzMu4azqA>

Story Summary:

Charles Ishikawa grew up in Plantation camps in Waipahu, Hawaii. He was just 14 years old when Japanese planes attacked Pearl Harbor on December 7, 1941. Afterward, he and his family worried if they were American enough.

Discussion Questions:

- Imagine your town was being attacked. You can see the planes dropping bombs and hear the explosions, but you appear to be in no danger. What do you do?
- Imagine soldiers are being stationed in your school. These soldiers can arrest anyone for any violations of the new laws and put them in jail. They seem to be watching you and your friends. What would you do? What would you do differently?
- Imagine that important people in your community are being arrested and taken away. Food is being rationed and travel is being restricted. The internet has been shut down and all cell phones must be turned in to the government. You must carry around an identification card at all times. How does all of this make you feel?
- Imagine that the government censors all newspapers, television and radio broadcasts, and reads your mail. They also read all of your e-mail, internet posts, track your internet activity, and listened in on all of your long-distance phone calls. How does this make you feel? What would you do differently?

Resource:

- VisitPearlHarbor.org March 8, 2017 The Attack on Pearl Harbor and its Aftermath
- Forbidden Photos Reveal What Life Was Like In Hawaii After Pearl Harbor. December 7, 2016. Huffington Post. huffingtonpost.com/entry/hawaii-pearl-harbor-attacks-photographs_us_58462170e4b055b313990dad
- *Pearl Harbor Child: A Child's View of Pearl Harbor from Attack to Peace* Revised Edition by Dorinda Nicholson. 2001. Woodson House Publishing. Raytown, MO.

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, War

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DIWALI — From Darkness to Light, Hindus in America—Happy New Year!

By: Archana Lal-Tabak, M.D.

Link: <https://racebridgesstudio.com/video/diwali-from-darkness-to-light-hindus-in-america-happy-new-year/>

Video: <https://youtu.be/RZhMDRBzcQo>

Story Summary:

Overcoming health issues and life and death challenges, from Darkness to Light describes the embodiment of the Indian festival of Lights/Diwali that welcomes in the “new” in each and every one of us in a beautiful way.

Discussion Questions:

- What other cultures include goddesses and talk about embodying the goddess energy? What does that mean?
- What is Diwali and what do people do on that day?
- What are some ways we can practice religious inclusion: as an individual, as a school or workplace and as a nation?

Resource:

- *Earth* a film directed by Deepa Mehta, Canada, 1998.
- *Oh My Goddess*, Sally Kempton, 1980, Yoga Journal
- <http://www.yogajournal.com/wisdom/1980>

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Interfaith

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Dogs and Hounds

By: Rev. Robert Jones

Link: <https://racebridgesstudio.com/video/dogs-and-hounds/>

Video: https://youtu.be/6bnbVedF_J4

Story Summary:

Rev. Jones describes how American Roots music tells a story. He plays a song called Lost John that tells the story of a man who escapes a chain gang to see his family. Listen carefully and you can hear the hounds chasing and the train a' coming.

Discussion Questions:

- What does Rev. Jones mean when he said that American Root Music (gospel, blues, country, western, Cajun, zydeco, folk, tejano, Native American) needs to be simple so that people can change it?
- What kinds of changes to this song would other musicians make?

Resource:

- *American Root Music* by Robert Santelli
- *Romancing the Folk: Public Memory and American Roots Music* by Benjamin Filene

Themes:

African American/Africans

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Dr. King Came to Town

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/dr-king-came-to-town/>

Video: https://youtu.be/g_dbC8yiVmo

Story Summary:

It was August 12th, 1966 and Dr. Martin Luther King was marching through Susan O'Halloran's south Chicago neighborhood. At the same time, the KKK heard the news and arrived in the same neighborhood, splitting it into two.

Discussion Questions:

- What effect does seeing constant images of violence in the media have on us?
- What did Sue mean by the observation that the Nazi Rally was “merely informational, as though all the persuading had already been done”?
- How do you think Sue felt being torn between her ideals (wanting everyone to love everyone) and her fears (if Open Housing worked, everyone in her neighborhood would be gone)? What did she mean when she said that she could feel the city’s dividing line tearing *her* in two?
- What difference do you think it would have made if Sue, at age sixteen, had understood what had caused housing segregation? What difference would it make today if we all knew about the history of forced segregation in our cities and the need for fair, open housing?
- With more knowledge, how might the choice between Sue’s ideals and her fears have been resolved? How would Sue’s neighbors have benefited from Open Housing as well? Who in the city gained from their unawareness of these benefits?
- The purposeful division between whites and people of color sets misunderstandings around race in motion. How can the different perspectives that whites and people of color experience living in segregated neighborhoods be resolved?

Resource:

- *Making the Second Ghetto: Race and Housing in Chicago 1940-1960* by Arnold R. Hirsch, Cambridge University Press
- *Confronting the Color Line: The Broken Promise of the Civil Rights Movement in Chicago* by Alan B. Anderson and George W. Pickering – University of Georgia Press
- *American Apartheid: Segregation and the Making of the Underclass* by Douglas S. Massey & Nancy A. Denton – Harvard University Press

- *Uprooting Racism: How White People Can Work for Racial Justice* by Paul Kivel – New Society Publishers
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* by James W. Loewen – Simon & Schuster

Themes:

African American/Africans, Civil Rights Movement, European American/Whites, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Election Night: How President Barack Obama's Elections Changed My Life

By: Donna Washington

Link: <https://racebridgesstudio.com/video/election-night-how-president-barack-obamas-elections-changed-my-life/>

Video: <https://youtu.be/KRIRTu0ZQtQ>

Story Summary:

The night Obama became president, Donna was a black woman in a very conservative part of the country. She discovered that it is possible be a foreigner in her own country. She also found out that the world is full of people with good hearts.

Discussion Questions:

- Have you ever been scared in a new place?
- Have you ever reached out to someone who was uncomfortable?
- What does it mean to be brave? Does it have anything to do with being scared?
- Have you ever felt like a group of people disliked you for no good reason? Who and why?

Resource:

- Books that deal with facing your fears: <http://www.the-best-childrens-books.org/books-about-courage.html>
- Article about things adults can do to encourage inclusivity and cultural understanding in their homes with their children. http://www.huffingtonpost.com/kristen-howerton/talking-to-kids-race-racism-books_b_2618305.html
- Blind Spot is a great book about looking at our hidden biases, prejudices, and faulty conclusions...and how to address them. <http://www.amazon.com/Blindspot-Hidden-Biases-Good-People/dp/0553804642>

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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English is Hard When You're the Only Black Boy in Iowa

By: Inanc Karacaylak

Link: <https://racebridgesstudio.com/video/english-is-hard-when-youre-the-only-black-boy-in-iowa/>

Video: https://youtu.be/hHd_g2PuvDk

Story Summary:

Inanc Karakaylak was sent from Turkey to Muscatine, Iowa as an Exchange Student where he experienced intense culture clashes, ridicule, and cold weather. However, he was blessed to have an amazing host family including Christian Minister, Hal Green.

Discussion Questions:

- How can we make it easier for international students to feel at home?
- Do you think one role model can change someone's future and destiny?
- Can humor be found in adverse situations and create change for the good?

Resource:

- Podcasts by Dr. Hal Green - <https://drhalgreen.com/category/podcasts/>
- Closer Than Your Own I: Meditations on Union with God by Dr. Hal Green
- Essential Sufism by Robert Frager and James Fadiman
- The Essential Rumi by Jala al-Din Rumi, Coleman Banks (translator)
- The Prophet by Khalil Gibran
- Movie: Monsieur Ibrahim with Omar Sharif

Themes:

Identity, Languages, Living and Traveling Abroad

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Escape to Freedom – Germany 1941

By: Judy Sima

Link: <https://racebridgesstudio.com/video/escape-to-freedom-germany-1941/>

Video: <https://youtu.be/pQhsL4FIlsc>

Story Summary:

Judy Sima's mother was a Jew in Germany during World War II. She faced the Gestapo following the Night of broken glass, escaped Germany and eventually helped gain her father's release from Buchenwald Concentration Camp. Hear her story...

Discussion Questions:

- What can you do to stop religious prejudice?
- What would you do if a family member was imprisoned because of his or her religion?
- What lessons have you gained from studying about the Holocaust?
- Should America accept refugees who are persecuted for their religious beliefs? Does it make a difference what that religion is?

Resource:

- Holocaust Education Network: Resources page.
<http://midwestholocaustconsortium.ning.com>
- United States Holocaust Memorial Museum. Resources for Educators,
<http://midwestholocaustconsortium.ning.com>
- Teaching about the Holocaust: a Selected Bibliography for Middle School Students.
University of Northern Iowa.
https://www.library.uni.edu/sites/default/files/youth/microsoft_word_-_holocaust_workshop_bibliography.pdf

Themes:

Immigration, Jewish American/Jews, Stereotypes and Discrimination, War

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Evacuation

By: Anne Shimojima

Link: <https://racebridgesstudio.com/video/evacuation/>

Video: <https://youtu.be/5pwUWGd0yHY>

Story Summary:

What if the U.S. went to war with your country of origin? Anne Shimojima tells of the difficult days following the attack on Pearl Harbor, when her Japanese-American family were forced to evacuate their home.

Discussion Questions:

- Imagine that your family had to leave its home in ten days. You can only take what you can carry. You may never return. What will you take and why? What will you have to leave behind that will break your heart to leave?
- What can we learn from the experience of the Japanese-Americans at this time when Muslim-Americans face so much prejudice?
- Being an American citizen gives us certain rights. If you lost your rights as the Japanese-Americans did in World War II, what are some of the actions you could take in response?

Resource:

- *Densho: The Japanese American Legacy Project* – The Densho Digital Archive contains 400 videotaped histories (fully transcribed, indexed, and searchable by keyword) and over 10,700 historic photos, documents, and newspapers. www.densho.org/
- *Personal Justice Denied; Report of the Commission on Wartime Relocation and Internment of Civilians*. The Civil Liberties Public Education Fund and University of Washington Press, 1997. Available at: books.google.com

Themes:

Asian Americans/Asians, Bullying, European American/Whites, Family and Childhood, Housing/Neighborhoods, Identity, Stereotypes and Discrimination, War

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Every Day is Basil Houpis Day: Bullying Doesn't Stop After High School

By: Robin Bady

Link: <https://racebridgesstudio.com/video/every-day-is-basil-houpis-day-bullying-doesnt-stop-after-high-school/>

Video: <https://youtu.be/vbVnWSsXfFE>

Story Summary:

Basil Houpis had just moved to the U.S. from Greece, and he was different. He barely spoke English, wore mismatched clothes and smelled funny. Everyone picked on him mercilessly. Is 30 years too long to take a stand?

Discussion Questions:

- Have you ever been bullied? Did anyone help you? How did you feel?
- Have you ever been a person who bullied another? Why? For how long? How did you feel? What did or could have stopped you?
- Have you ever been a bystander to bullying? What did you do? Why? How did you feel?

Resource:

- <http://www.stopbullying.gov/what-is-bullying/>
This federal government website has suggestions on how to handle bullying.
- Cyber Bullying Research Center <http://cyberbullying.us>
This website has good resources for cyber bullying prevention. It is targeted to parents, educators and students. They also have some good information on adult bullying.
- Words Wound/To Be Kind <http://wordswound.org>
Words Wound and To Be Kind are anti-cyber bullying initiatives started by three teens to combat bullying in their community and elsewhere. Inspiring!
- National Crime Prevention Council <https://www.ncpc.org/resources/cyberbullying/>
- This Emotional Life <http://www.pbs.org>thisemotionallife/topic/bullying/adult-bullying>
Information on PBS about adult bullying.

Themes:

Bullying, Immigration, Taking a Stand and Peacemaking

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Everybody and Nobody: Racial Default Thinking

By: Andy Offutt Irwin

Link: <https://racebridgesstudio.com/video/everybody-and-nobody-racial-default-thinking/>

Video: <https://youtu.be/JMUp-SUdyNg>

Story Summary:

When Andy was a child living in the Deep South, he visited some of his family in Colorado. A woman out there told Andy, “Everybody in Georgia is a bigot.” This put him on the road to thinking about Racial Default Thinking.

Discussion Questions:

- In what ways may you be guilty of “racial default” thinking and conversation?
- What does an “all-American” person look like?
- What does it mean to be ethnocentric? What are ways we can rise above ethnocentrism?

Resource:

- *Discrimination by Default: How Racism Becomes Routine* by Lu-in Wang
- *Invisible Man* by Ralph Ellison
- Report – *Structural Racism and Community Building*
- The Aspen Institute Roundtable on Community Change
- https://www.aspeninstitute.org/sites/default/files/content/docs/rcc/aspen_structural_racism2.pdf

Themes:

Crossing Cultures, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Exotic Food: The Legendary Origin of a Chinese American Dish

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/exotic-food-the-legendary-origin-of-a-chinese-american-dish/>

Video: <https://youtu.be/9bLdEQW2md4>

Story Summary:

Chinese food was considered to be “exotic” by the Lo Fan or White people in 1850s San Francisco. This story follows one of the legends surrounding the origins of a popular Chinese American dish, which for a good myth.

Discussion Questions:

- You have just arrived in a new country by yourself and are unfamiliar with the language or culture. You must find a place to stay, food to eat, and a job to earn money. What do you do?
- What is your favorite food? Is there a special way you like to have that dish prepared? What country or culture did that dish come from? What food makes you most think of home? How does it make you feel when you eat it?
- When did your ancestors first immigrate to the US? Where were your ancestors born? What did your grandfather and grandmother do for a living? Where did your father and mother grow up? In what cities have you lived?
- Why do you think the Chinese Americans had some fun feeding the white people leftovers? How does humor help relieve stress when people are being oppressed?
- You have travel to another country, can not speak the language, and have become separated from your parents. You are lost and have no money. What do you do? How would you like people to treat you? What would you like them to do for you?

Resource:

- *Chinese Immigrants in America: An Interactive History Adventure* by Kelley Hunsicker. 2008. Capstone Press, Mankato, MN.
- *The Gold Rush: Chinese Immigrants Come to America (1848 – 1882)* by Jeremy Thornton. 2004. PowerKids Press, New York
- snopes.com/food/origins/chopsuey.asp Chop Suey Origins

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Identity, Immigration, Stereotypes and Discrimination

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Expectations and Surprise: School Segregation and Tracking in the 1960s

By: Andy Offutt Irwin

Link: <https://racebridgesstudio.com/video/expectations-and-surprise-school-segregation-and-tracking-in-the-1960s/>

Video: <https://youtu.be/V-K4sbmS6Yc>

Story Summary:

Andy Offutt Irwin experienced school desegregation in the 1960s but students were “tracked” which led to a more subtle form of segregation. However, racial tracking led Andy to unexpected friendships.

Discussion Questions:

- How did legislation such as Brown v Board of Education bring about real social change?
- Do you think schools would have ever integrated without being forced to by law?
- How can tracking lower the expectations of students’ achievement?
- What legislation and school policies do you think are needed today?

Resource:

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Workplace

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Faster than Sooner

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/faster-than-sooner/>

Video: <https://youtu.be/muis-LTV2Ic>

Story Summary:

When Antonio Sacre was excluded from acting jobs due because he was either too ethnic or not ethnic enough, he began storytelling to pay the bills. Soon he encounters a grade school bully and discovers the power of bilingual storytelling.

Discussion Questions:

- Antonio described how surprised he was to learn about the history and culture of many Latin American countries, but especially Mexico. What have you learned about another country or culture that surprised you or made you think differently? How might you do more of that learning?
- When Antonio tells stories switching back and forth between English and Spanish he sees students becoming more engaged. What might be the advantages of a fully bilingual education?
- When have you learned another person's story that has caused you to change your mind about him or her? How might you listen to others' stories more? How might you tell your own? How might we better encourage sharing our authentic stories?

Resource:

Be Bilingual: Practical Ideas for Multilingual Families by Annika Bourgogne

Themes:

Bullying, Crossing Cultures, Education and Life Lessons, Identity, Languages, Latino Americans/Latinos, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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Finding Josephus

By: Lyn Ford

Link: <https://racebridgesstudio.com/video/finding-josephus/>

Video: <https://youtu.be/ETzoYY9ho-s>

Story Summary:

When Lyn Ford was young, “Finding Josephus” was a “legend” told by her father. But curiosity and research brought forth its reality, and a connection both to the lesser-known history of the Underground Railroad and the heart of her father’s story.

Discussion Questions:

- What is your personal definition of a hero?
- What adjectives can describe Josephus’ actions?
- Compare those words to your definition of a hero.
- In tough and easy times, our choices define us. Yet we sometimes see ourselves only as the names others call us. Reflect on an action or inaction you’ve chosen to take on behalf of others, and yourself. Give that action or inaction a name. Is that who you are? Is that the person you want to be?

Resource:

- *Still I Rise* poem by Maya Angelou. From the collection AND STILL I RISE, originally published by Random House, Inc., 1978.
- *The Escape of Jane: A True Story of the Underground Railroad* by Henry Burke and Dick Croy. Boson Books, 1998.
- *What is Your Life’s Blueprint?* speech by Dr. Martin Luther King, Jr., October 26, 1967. Available to read at www.drmartinlutherkingjr.com/whatisyourlifesblueprint.htm.

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood

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Finding Light in the Dungeons of Ghana with Mother Mary Carter Smith

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/finding-light-in-the-dungeons-of-ghana-with-mother-mary-carter-smith/>

Video: <https://youtu.be/YxXn6FWdTZ8>

Story Summary:

When Mama Edie and Mother Mary Carter Smith enter the dark dungeons of Ghana, West Africa, where people were imprisoned for the Trans-Atlantic slave trade, unexpected things begin to occur.

Discussion Questions:

- What do you think life was like for Africans before the Trans-Atlantic Slave Trade?
- Slavery existed for many centuries in countries around the world. How was the Transatlantic Slave Trade different from the others?
- Name at least 5 rights that Africans were stripped of when they became enslaved.
- Are children of African descent still being impacted by slavery today? If so, how?
- Name some of the countries other than the US where African people were taken as slaves.
- How is the wealth enjoyed today by Europeans, North, South, Central and Caribbean Americans a reflection of the Trans-Atlantic Slave Trade?
- Have you ever found yourself in a terrible situation but then found a little glimmer of hope or direction that helped you to find your way through it? If not too personal, please describe.

Resource:

- *Henry's Freedom Box* by Kadir Nelson. The story of a young man who escaped to freedom from the slave south in the U.S. by shipping himself... in a box.
- *Of Thee I Sing: A Letter to My Daughters* by Barack Obama. Message of Past U.S. President Barack Obama in a beautifully illustrated book, teaching and encouraging his daughters to embrace all the diversity, unity, challenges and triumphs of living in the United States with strength, hope and knowledge, knowing too that they are unique and well-loved gifts to the world.
- *The African Origin of Civilization* by Cheikh Anta Diop (high school and older)
- *Classic Slave Narratives* Edited by Henry Louis Gates.
- *World's Great Men of Color* by J.A. Rogers. Vol 1: Asia and Africa, and Historical Figures Before Christ, Including Aesop, Hannibal and many others

- *A Child's Garden: A Story of Hope* by Michael Foreman. Story of a young boy in a war-torn land where he finds hope in a barely surviving vine that he coaxes back to life.
- *The Wisdom of the Elders* by Robert Fleming. Reflections “from the heart of African American Culture” on relationships, community, values, self-esteem, politics, self-determination, race and racism, healing love, laughter and change.

Themes:

African American/Africans, Crossing Cultures

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First Generation Chicagoan – No Pigeon Holing

By: Kucha Brownlee

Link: <https://racebridgesstudio.com/video/first-generation-chicagoan-no-pigeon-holing/>

Video: <https://youtu.be/o76W5IJWhrU>

Story Summary:

Kucha was born in the North, but her Southern family values and ties came North with her family. In this story, Kucha wonders why everyone feels the need to pigeon hole other people?

Discussion Questions:

- Have you ever made an assumption about a person just by looking at them which turned out to be way off?
- What assumptions can you make from listening to a person speak?
- Have you ever heard someone speak and when you met them they looked totally different than expected? Were the assumptions cultural? Positive? Negative? Why?
- When the look doesn't match the sound are you willing to find out why? Was it a pre-conceived idea that caused the difference? Where did your beliefs come from?
- List some stereotypes that people have about you? Your race? Your gender? Your lifestyle?

Resource:

- *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* by Steven Hahn
- *The Great Migration: From Rural South to Urban North* by Liz Sonneborn
- *Slavery by Another Name: The Re-enslavement of Blacks from the Civil War to World War II* by Douglas A. Blackmon

Themes:

African American/Africans, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Fit In or Stand Out: An African-American's Battle to Fit into White Culture

By: DiGgSy Twain

Link: <https://racebridgesstudio.com/video/fit-in-or-stand-out-an-african-americans-battle-to-fit-into-white-culture/>

Video: <https://youtu.be/m2y9txl1ow>

Story Summary:

As a teen E.B. liked being unique but his coaches wanted him to fit in. Then years later as an attorney he wants to hire someone who reminds him of himself. He decides to hire her and let her find out if she wants to fit in or standout.

Discussion Questions:

- What are the similarities between the storyteller's hometown and the legal community?
- What is the importance of the storyteller expressing his individuality in the white culture in which he finds himself?
- How do the storyteller's opinions compare to his barber, Mr. Matthews, on standing out from the white culture?
- How do the storyteller's opinions compare to his coaches on fitting into the white culture?
- Compare the 8th grade coach's opinion to the high school coach's opinion on standing out and fitting into the white culture.
- What are the similarities between high school coach's position on his dyed hair and storyteller's position on the black girl's dyed hair? Why is the storyteller conflicted about hiring the black girl with the red dyed hair?

Resource:

- *Black Faces in White Places: 10 Game-Changing Strategies to Achieve Success and Find Greatness* by Randall Pinkett
- *Between the World and Me* by Ta-Nehisi Coates

Themes:

African American/Africans, Bullying, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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Fond Memories and The Jane Addams Project

By: Andrea Fain

Link: <https://racebridgesstudio.com/video/fond-memories-and-the-jane-addams-project/>

Video: <https://youtu.be/49FKiipc8lg>

Story Summary:

This story is a piece of history from the 1950's. It tells of affordable housing and living in a particular neighborhood while providing some insight into the different ethnic groups that make up some of our communities.

Discussion Questions:

- How does living among different ethnic groups affect individuals?
- When you hear the word *housing projects* who or what comes across your mind?
- Does this story give new insight into what living in the projects was like? Cite examples.

Resource:

- *Project Girl* by Janet McDonald
- *Blue Print for Disaster: The Unraveling of Chicago Public Housing* by D. Bradford Hunt
- *American Apartheid: Segregation and the Making of the Underclass* by Douglas S. Massey and Nancy A. Denton

Themes:

African American/Africans, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination

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Four Moments

By: Loren Niemi

Link: <https://racebridgesstudio.com/video/four-moments/>

Video: <https://youtu.be/O6VanUivNkM>

Story Summary:

Loren learned what White privilege means when he was willing to look at how it worked every day - in a traffic stop, at the store and in community meetings. Once Loren saw it, how could he not question, "This is what we live with?"

Discussion Questions:

- When have you experienced a difference in how you are treated in everyday situations based on assumptions about the color of your skin? Are you given the "benefit of a doubt" or permission to act a particular way or not because you are a certain color?
- That first question can extend to differences based on gender, religion, class or ability. What power do we give or deny others based on our assumptions of appearance or cultural beliefs? Why do we make those assumptions? Where or how did we learn them?
- Once you recognize your privilege, what can you do to extend it to those without? Listen? Recognize others' experiences? Become an ally? Educate your peers? Work to change the systemic (legal and cultural) supports for privilege? What do you believe would make a difference? What are you willing to do?

Resource:

- *Everyday Racism: A Book for All Americans* by Annie Barnes
- *Reproducing Racism: How Everyday Choices Lock in White Advantage* by Daria Roithmayr
- *Between the World and Me* by Ta-Nehisi Coates
- *A Good Time for the Truth - Race in Minnesota*, Shin, Sun Yung editor. Minnesota Historical Society Press, St. Paul, MN 2016

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Identity, Stereotypes and Discrimination

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From Moon Cookies to Martin and Me

By: Lyn Ford

Link: <https://racebridgesstudio.com/video/from-moon-cookies-to-martin-and-me/>

Video: <https://youtu.be/ltHiEIPuvSE>

Story Summary:

This is a personal journey tale from Lyn's childhood living next door to a Holocaust survivor and, then, her adolescent small but mature steps into the greater Civil Rights Movement.

Discussion Questions:

- Ignorance can lead to misinterpretation of a story. As a child, Lyn misunderstood the meaning of numbers printed on skin. Discuss how stereotypes are misinterpretations based on superficial concepts.
- Fences aren't always made of wood; walls aren't always made of brick or stone. What fences separate your community, your neighborhood, or your heart from others who, superficially, seem "different"? What's the first step you can take to get beyond those fences?

Resource:

- *Letter from Birmingham Jail* Dr. Martin Luther King, Jr., April 16, 1963. Available to read at www.drmartinlutherkingjr.com/letterfrombirminghamjail.htm.
- *Survivor Stories* at Holocaust Learning, holocaustlearning.org/survivors.
- *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis.

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, Family and Childhood, Interfaith, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Grandma's Story

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/grandmas-story/>

Video: <https://youtu.be/33hC46e19Kc>

Story Summary:

After her Grandmother passes, Sue searches for her Grandmother's story. Her exploration takes her into Irish American history and, eventually, to Ireland to find her Grandmother's childhood home.

Discussion Questions:

- Have you ever interviewed a family member to collect family stories? Is there someone in your family you wish you had talked to more who is no longer with us?
- How would you feel if you had to support a family who lived somewhere else?
- Why did the British hate the Irish? How do groups who are Insiders justify their exclusion of the Outsider?
- Do you think it's a positive or negative thing that so many groups lost their culture in becoming American?

Resource:

The Irish Americans: A History by Jay P. Dolan

Themes:

European American/Whites, Family and Childhood, Immigration, Living and Traveling Abroad

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Grandpa's Story

By: Robert Kikuchi-Ynogo

Link: <https://racebridgesstudio.com/video/grandpas-story/>

Video: <https://youtu.be/JVou2IGvK0k>

Story Summary:

An American family gathers for a reunion with laughter, memories, and good ol' corn beef and cabbage. Suddenly, the father kneels before his family and sobs apologetically, "Your country has betrayed you."

Discussion Questions:

- What did it mean that the Japanese boy was the second son and there was "nothing for him in Japan?"
- Robert's Grandfather aligned himself with the U.S. Navy as a cook and received an honorable discharge. Later, he cries before his family and apologizes that he has left them with "No country." Is that true? Why or why not?
- What sort of values and biases does America show towards its citizens during WWII? What does the redress movement signify?

Resource:

Repairing America: An Account of the Japanese American Redress by William Minoru Hohri

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Stereotypes and Discrimination, War

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Grow to Give: An Interfaith Food Equity Project

By: Heather Forest, Ph.D.

Link: <https://racebridgesstudio.com/video/grow-to-give-an-interfaith-food-equity-project/>

Video: <https://youtu.be/N9NVLTPK7DI>

Story Summary:

The true tale of how storytelling inspired a group of diverse religious leaders in the town of Huntington, NY, to dig up their congregational lawns, grow vegetables tended by congregants, and then donate the produce to local food pantries.

Discussion Questions:

- Have you ever been “food insecure”? Have you ever not had food when you were hungry because you could not afford to buy it and did not have access to land upon which to grow it?
- Do you consider food equity a social justice issue?
- Is your town economically segregated? If so, where are the grocery stores located in your town? Are there as many comprehensive grocery stores in low income areas of town as in higher income areas?
- Are high and low income neighborhoods in your town racially or culturally segregated?
- Is having access to healthy food a right or a privilege in our society?
- Could you imagine creating a community garden in your town if one is not there already?

Resource:

- Hunger and Poverty Facts in America http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/hunger-and-poverty/hunger-and-poverty-fact-sheet.html?gclid=CjwKEAjw6e_IBRDvorfv2Ku79jMSJAAuiv9YaGmjktQH3jBQtHk4prElhQ8MyGHWyPvt4vIrh6Q0BoCtZ_w_wcB
- Short Movie about the Grow to Give Project <https://www.youtube.com/watch?v=GNvQBwMn4lw>
- Manual About How to Start a Community Service Garden <http://www.lican.org/wp-content/uploads/2017/01/LICAN-Grow-to-Give-Guide-v2.pdf>
- About Todmorden, UK- Incredible Edibles <http://www.dailymail.co.uk/femail/article-2072383/Eccentric-town-Todmorden-growing-ALL-veg.html>

Themes:

Education and Life Lessons, Interfaith, Taking a Stand and Peacemaking

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Guatemala 1993: When Hope Is Rekindled

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/guatemala-1993-when-hope-is-rekindled/>

Video: <https://youtu.be/ome9QzfcjrY>

Story Summary:

While visiting Guatemala with her teen sons, Susan O'Halloran hears stories of atrocities people are suffering because of Guatemala's civil war. A moment of grace and wisdom restores her sense of hope and dedication.

Discussion Questions:

- What role do private agencies, such as churches, play in advancing the cause of social justice? How much of their work is about poverty, how much about justice, how much about evangelism or are these ideas/situations completely enmeshed?
- When the nun says the children's "future is very bright" and "We are doing something about the causes," to what is she referring and do you agree?
- What cultural differences made this Guatemalan journey seem initially "hopeless" to this American storyteller? How did her perceptions change?

Resource:

Maya Cultural Activism in Guatemala (ILAS Critical Reflections on Latin America Series) by Edward F. Fischer and R. McKenna Brown

Themes:

Crossing Cultures, Education and Life Lessons, Latino Americans/Latinos, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Gumballs and the Brothers Three

By: Jim Brûlé

Link: <https://racebridgesstudio.com/video/gumballs-and-the-brothers-three/>

Video: <https://youtu.be/r-vMhi0TeLA>

Story Summary:

A Baptist, a Muslim, and a Jew visit a church three years in a row to promote inter-religious dialogue and understanding. The transformation of one angry congregant through the image of a gumball machine provides an enduring lesson for everyone.

Discussion Questions:

- Brainstorm a list of things that first seemed strange to you, but then turned out to be beautiful.
- If someone was angry at you and it didn't seem to be your fault, what are different strategies you could use to respond?
- If everyone was all the same, what would have to be different about who you are? What would you have to give up?

Resource:

Finding Peace through Spiritual Practice: The Interfaith Amigos' Guide to Personal, Social and Environmental Healing by Pastor Don Mackenzie, Rabbi Ted Falcon, and Imam Jamal Rahman

Themes:

European American/Whites, Interfaith, Jewish American/Jews, Muslim Americans/Muslims, Stereotypes and Discrimination

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Hamlet Goes to Jail: Life Changing Experiences that Occurred in 1959

By: Gwendolyn Hilary

Link: <https://racebridgesstudio.com/video/hamlet-goes-to-jail-life-changing-experiences-that-occurred-in-1959/>

Video: <https://youtu.be/3MjRPeSvbsg>

Story Summary:

The Chicago Public Schools were almost totally segregated in the 1950's when Gwen first integrated a South Side High School. She was in school but had an encounter with the police that threatened to overshadow her academic accomplishments.

Discussion Questions:

- What were some of the factors that kept the city of Chicago from integrating its schools before the 1960s?
- Discuss some reasons why many young people endured hostility and violence to integrate schools and other facilities. How were they able to overcome their fears?
- Why did Gwendolyn feel that she was representing her race when she attended the all white high school? Have you ever felt this kind of pressure?
- Have you, like Gwendolyn, made a decision to do something you know is not what you should? What were the consequences?

Resource:

- *Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High* by Melba Pattillo Beals (Ages 12 and up.)
- *Through my Eyes: The Autobiography of Ruby Bridges* by Ruby Bridges
- Ruby Bridges was a 6-year-old girl who helped end public school segregation in the South (Ages 9 and up.)
- *Ruby Bridges The Movie*

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination

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Hasan's Story: Escaping the Bosnian-Serbian War 1994

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/hasans-story-escaping-the-bosnian-serbian-war-1994/>

Video: <https://youtu.be/h7oAbdmpJk8>

Story Summary:

Hasan, a Muslim, was a college student in 1992 when the siege against his city, Sarajevo, began. He joined the Army of Bosnia but would do anything to escape and live in peace and freedom. A few of his many adventures are detailed in this excerpt.

Discussion Questions:

- What led to the break up of Yugoslavia in the 1990s?
- What would you do to escape a war? Could you leave your friends and family?
- What kept Hasan's and his friend's hopes alive?
- How has hardship helped you define who you are?

Resource:

- *Love Thy Neighbor: A Story of War* by Peter Maas
- *The Bosnia List: A Memoir of War, Exile, and Return* by Kenan Trebincevic and Susan Shapiro
- *Yugoslavia: Death of a Nation* by Laura Silber and Alan Little

Themes:

Crossing Cultures, European American/Whites, Family and Childhood, Immigration, Interfaith, Living and Traveling Abroad, Muslim Americans/Muslims, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Hauntings: Journey of an African American Teenager to a Southern Plantation

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/hauntings-journey-of-an-african-american-teenager-to-a-southern-plantation/>

Video: <https://youtu.be/qfMKFMW6L9c>

Story Summary:

This is a true story of the writer and the haunting experience she had at age 13 on a southern plantation near an old tree by the side of the road.

Discussion Questions:

- Imagine ways by which the existence of slavery, with all of its imposed conditions and traditions *legally* ending over 150 years ago, might still be culturally, socially, politically and spiritually impacting the lives of Black people today. Please describe.
- What are some of the differences and similarities of how slavery and colonialism in general affected the lives of Black people in the US as compared to enslaved people in places such as Cuba, Brazil, Haiti, Trinidad, Mexico, Venezuela, Puerto Rico... and Africa itself, even to this day?
- How can being a descendant of enslaved Africans – born in ANY country – affect the ways in which Black people see themselves and others outside of their cultures today?
- How do you think Black people might feel when repeatedly over the years they hear, “Slavery? Oh, that was so long ago. Why don’t you people just get over it?”
- Have you ever felt moved, affected or “haunted” by a person or situation that existed before you were even born? If so, please describe this experience and how it affected or even continues to affect you to this day.

Resource:

- *The Book of Negroes*, a novel by Lawrence Hill that describes the life of a young girl born into a Muslim family, living happily in a West African village. While enjoying a walk with her father through the forest, showing off her ability to balance the Qur'an on her head, they come upon people who looked quite different than they do. Little Aminata Diallo's life was forever changed...
- *Pre-Colonial Black Africa*, by Cheikh Anta Diop. This book provides a comparison of the political and social systems of Europe and Black Africa from antiquity, demonstrating the African contributions to the formation of modern states and to the development of Western civilization.

- *They Came Before Columbus*, by Professor Ivan Van Sertima. A journey through hard evidence reveals an African presence in North, South and Central America describing how Africans from the ancient empire of Mali came to these locations as merchants as early as 1311, prior to European arrivals and the slave trade.
- *When I Was a Slave: Memoirs from the Slave Narrative Collection*, edited by Norman Yetman.
- *The Souls of Black Folk*, by WEB DuBois. An inside look at how the spiritual tendencies of Black people have often contributed to both their strength and wisdom – before, throughout and beyond slavery – and yet a naiveté and trust in human nature that allowed for conquest.

Themes:

African American/Africans, Family and Childhood, Stereotypes and Discrimination

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Have Mouth Will Run It!

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/have-mouth-will-run-it/>

Video: https://youtu.be/D9Tmtkpyl_8

Story Summary:

Michael D. McCarty reflects on how he discovered the art of storytelling. Michael and several of his storytelling colleagues consider the impact of storytelling in schools, in prison settings and in the community.

Discussion Questions:

- In 1992, Michael asked himself, "What would I do as a profession if I were independently wealthy?" and came up with storytelling as his choice. Why might telling stories rise to the top as his first choice? How would you answer that question?
- Michael said, "Yes" to facilitating a storytelling workshop before he knew for sure he could do it. However, he said that his mother had taught him that if he could read, he could do anything. How can reading support someone in taking calculated risks?
- When hearing Michael tell stories, a little 10-year-old girl was able to laugh even though she had recently experienced a tragic loss. Has a story ever lifted your spirits? How are stories able to uplift and inspire people?
- Michael says that storytelling in the prisons helps the inmates "free their minds." Why would receiving acknowledgement and acceptance from their fellow inmates be important for these men? What difference could it make?
- Do you agree with Michael's colleague, Eric Cyrs, that our "brains are wired for story"? How do stories help us "transcend who we are in one moment to become more in the next"?
- How do stories allow us see the "differences in cultures" as well as the "similarities"? Have you read or heard a story that helped you see how you were similar and different from someone of a different culture?

Resource:

- National Storytelling Network (NSN) – Storytellers across the U.S. and globe join NSN to learn their craft, attend the annual conference and contribute to the monthly magazine. www.Storynet.org

- International Storytelling Center (ISC)– Based in Jonesborough, TN, ISC produces Storytelling Live! featuring a different professional storyteller every week for six afternoon performances April – October and the National Storytelling Festival where over 10,000 people gather to hear three days of stories (always the first full weekend in October). www.StorytellingCenter.net
- Belonging in the USA: Stories from Our Neighbors – This excerpt “The Story of Michael D. McCarty” is part of an award-winning series of documentaries about America’s freedom fighters. www.BelongingInTheUSA.com
- For a list of more storytelling organizations: <http://www.freebooknotes.com/storytelling-guide/>
- From Plot to Narrative by Elizabeth Ellis, Parkhurst Brothers Publishing
- Story Twisting: A Guide to Remixing & Reinventing Stories by Jeri Burns & Barry Marshall, Parkhurst Brothers Publishing
- Telling Your Own Stories by Donald David, August House Publishing
- The Story Factor by Annette Simmons, Cambridge Basic Books

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Taking a Stand and Peacemaking

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Hey, I'm Black Too! So, Where Do I Fit In?

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/hey-im-black-too-so-where-do-i-fit-in/>

Video: <https://youtu.be/DGuNITWNBzY>

Story Summary:

Mama Edie's new friend, Renee, grew up in a predominately white community during the Civil Rights years. When Renee attends college she learns the pain of being treated as an outsider by some of the other African American students.

Discussion Questions:

- Have you ever been in a situation where people made you feel that you were unwelcomed and that you didn't belong? Describe the situation. How did it make you feel? How did you respond to it? Did anyone stand by your right to be there? If so, who? Did you continue your friendship?
- Have you ever been a "pioneer," the "only one" or one of only a few like you in a situation, in your neighborhood or school? If so, what was the situation and describe what it was like.
- Are you comfortable in the skin you're in? Are you proud to be a part of your cultural group? If so, why? If not, why not?
- Have you ever had the opportunity to stand up for someone who was being bullied or treated unfairly? Did you? How do you feel about your decision and what was the end result? Looking back now, might you have responded differently?

Resource:

- *African American Wisdom* Edited by Reginald McKnight. Famous proverbs and anonymous quotes by African Americans from the time of Reconstruction through the 1990's to inspire courage, pride, self-love, a strong work ethic, discretion and a thirst for knowledge.
- *The Importance of Pot Liquor* by Jackie Torrence. Especially useful for children (and adults) who did not grow up in typical African American communities and may have missed out on some of the cultural wisdom and humor that has helped this culture to survive in especially trying times.
- *Brown Girl in the Ring: An Anthology of Song Games from the Eastern Caribbean* Collected by Alan Lomax, J.D. Elder & Bess Lomax Hawes. A celebration of Afro-Caribbeans through songs and games that serve to keep African Descendant cultures connected, proud and alive.

- *The Life & Works of Paul Laurence Dunbar* Collected by Lida Keck Wiggins. Poems written in African American Dialect and Standard English that demonstrate the creative skill required of African Americans not formally educated to bring feelings and images to life using blended linguistic influences of various cultures.

Themes:

African American/Africans, Bullying, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Hot Chili and Crackers: A Racial Stew with Danger

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/hot-chili-and-crackers-a-racial-stew-with-danger/>

Video: <https://youtu.be/PfAjKJwXhfM>

Story Summary:

In 1970 Mama Edie's Black Theater Ensemble travels to perform at a university in Iowa. After what had been a peaceful and joyful journey, the ensemble members come to realize that Civil Rights had not yet fully taken root, not even in the north.

Discussion Questions:

- Have you or has anyone in your family ever been in a situation where you felt not only unwelcome but in danger just because of the color of your skin? If so, what was the situation and what was it like?
- If someone was being mistreated because of their so-called race, gender, religion or ethnic heritage, do you think that you could speak up for them? If so, how would you go about it? If not, why not?
- How can we turn the anger of a painful past into something life giving and productive? What is the likely end result if we do not, if we don't find within ourselves a place of peace?

Resource:

- *The Invisible Man* by Ralph Ellison (A fictional tale of the mysterious journey into the experience of invisibility of an entire race of people.)
- *Black Like Me* by John Howard Griffin – a non-fiction book, also produced as a film, that reflects on the experiences of a European/white American who disguises himself as an African American.
- *Of Water and the Spirit* by Malidoma Patrice Some'

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, Stereotypes and Discrimination

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How Do You Say Blueberry in Spanish

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/how-do-you-say-blueberry-in-spanish/>

Video: <https://youtu.be/VhfyaV3cIZw>

Story Summary:

Antonio explores the challenges and joys of trying to raise a bilingual child. As anxious new parents, Antonio and his wife ask, “Are two languages better than one?” and find humor along the way.

Discussion Questions:

- Why did Antonio and his wife begin to doubt their choice of raising their son to be bilingual?
- What is the advantage of speaking more than one language?
- Two-way Immersion (TWI) classes or bilingual immersion classrooms are springing up in many urban/suburban communities where people new to America settle. What used to be a rare challenge for the public schools has become mandatory. Also, many English-only speakers want these programs because parents understand that their children’s world is much more global than the world in which they grew up. Would you put your child into classes that teach core subjects in a language other than English?

Resource:

An author who influenced Antonio in bilingual storytelling is Joe Hayes –
<http://www.amazon.com/Joe-Hayes/e/B001HCXU48>

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Languages, Latino Americans/Latinos, Taking a Stand and Peacemaking

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I Am Somebody

By: Linda Gorham

Link: <https://racebridgesstudio.com/video/i-am-somebody/>

Video: <https://www.youtube.com/watch?v=-o6KtNh0w1k>

Story Summary:

Reflecting on her family, storyteller Linda Gorham raises powerful images in celebration of her ancestors in “*I Am Somebody*. ” From a proud and determined father to a strong and devoted mother to a dedicated and intelligent grandfather, Linda shares bits of her life and family with listeners. As the story continues, it is clear that family has made her who she is. It is clear that family is most important to her.

Discussion Questions:

- What relatives did Linda remember?
- What images or pictures did she create that you can still remember? Why did they “stick” for you?
- What is important to you? Can you write a story/poem by starting each sentence with one of the following phrases: a) I Am Somebody who believes: b) I Am Somebody who is scared when: c) I Am Somebody who is happy (or sad) when: d) I Am Somebody who struggles with: e) I Am Somebody who is proud of: f) I Am Somebody who is proud to be from people who have: g) Add images that evoke the senses such as tastes, smells, textures, sights and sounds. End your story/poem with the words, “I Am Somebody.”
- Whether our life story has been a happy story or a difficult one, what difference does it make to claim the humor and strength of our past so that we can develop a sense of pride in who we are today?

Resource:

- Writing ideas for Teens: <https://www.pinterest.com/writeshop/writing-ideas-teens/>
- Ten Writing Truths for Reluctant Teen Writers <http://writeshop.com/10-writing-truths-tips-for-teens/>

Themes:

African American/Africans, Education and Life Lessons, Identity, Taking a Stand and Peacemaking

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I Am Tall for a Chinese Person

By: Archy Jamjun

Link: <https://racebridgesstudio.com/video/i-am-tall-for-a-chinese-person/>

Video: <https://youtu.be/boi5g4OHjrk>

Story Summary:

A server navigates the sometimes subtle and sometimes blunt racial comments he receives while working at a restaurant.

Discussion Questions:

- If you were in Archy's position, how would you react to the different situations presented in the story?
- Do you believe the world is divided by two kinds of people?
- Archy wishes that the people who were eating dinner with the rude man had said something. What difference would that have made to Archy?
- Do you speak up when you hear inappropriate comments? What's hard about doing that? What difference does it make when people take a stand?

Resource:

The Diary of a Part-Time Indian by Sherman Alexie

Themes:

Asian Americans/Asians, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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I Deserve To Be Here

By: Emily Hooper Lansana

Link: <https://racebridgesstudio.com/video/i-deserve-to-be-here/>

Video: <https://youtu.be/Ls4598ldMn0>

Story Summary:

Emily Hooper Lansana reminisces about how her life would be if she believed what others told her. In this story you will learn what racial justice is allowing everyone the opportunity to same opportunities to succeed.

Discussion Questions:

- What does it mean to belong? What kinds of things make us feel that we belong in a place? Are there things that we carry with us that impact our sense of belonging?
- What is the difference between belonging and entitlement?
- What can we do to create spaces that make people feel embraced and empowered rather than tolerated?
- If we open a door does that mean that people are welcome to come in? What can we do to make people feel welcome?

Resource:

- *Race Matters* by Cornel West
- *Why Busing Failed: Race, Media and the National Resistance to School Desegregation* by Matthew F. Delmont

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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I See Your Problem, John

By: John Wylder

Link: <https://racebridgesstudio.com/video/i-see-your-problem-john/>

Video: <https://youtu.be/u2GBfQYnjZ4>

Story Summary:

In the 1980's, John was an IT executive in a large bank based in Atlanta, Georgia. The bank received pressure to greatly increase workforce diversity. John turned to an African American friend for help and the friend's insight changed everything.

Discussion Questions:

- The Jim Crow era of segregation describes a specific time and type of discrimination. How did this era come about and how did the rules affect people's lives?
- What was the official cause of the end of the Jim Crow era? What is the difference between De Jure (legal discrimination) and De Facto (custom or in practice) discrimination?
- What other events were happening around the U.S. and the world in 1964 that may have lead to the passage of the Civil Rights Act of 1964?
- Do you think John's and his company's plan to diversify their staff was a good one? What else could they have done?

Resource:

- The movie "Green Book" 2018
- The movie "Hidden Figures" 2017
- Civil Rights Act 1964 - <https://www.britannica.com/event/Civil-Rights-Act-United-States-1964>
- Biographical information on Maynard Jackson, former mayor of Atlanta, Georgia - <https://www.britannica.com/biography/Maynard-Jackson>

Themes:

African American/Africans, Civil Rights Movement, Education and Life Lessons, Stereotypes and Discrimination, Workplace

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I Wanted To Be an Indian

By: Jo Radner

Link: <https://racebridgesstudio.com/video/i-wanted-to-be-an-indian/>

Video: <https://youtu.be/iiD-q7PPHGM>

Story Summary:

Stories about our ancestors help us understand who we are. Encountering troubling revelations about her forebears and their Indian neighbors in colonial New England, Jo Radner asks what it means to tell – and live with – her whole, complex history.

Discussion Questions:

- People say that in history, the winners get to tell the stories. How do we look beyond the winners' points of view to understand the past?
- What are the legacies of the early conflicts between Native Americans and Europeans?
- Is the Abenaki story of the Kcinu a viable model for bridging cultures? In practical terms, how might we treat "the other" as family?
- How might white Americans think about redressing past wrongs and responding to the contemporary situation of First Nations?

Resource:

- *New England's Generation: The Great Migration and the Formation of Society and Culture in the Seventeenth Century* by Virginia DeJohn Anderson
- *White Devil: A True Story of War, Savagery, and Vengeance in Colonial America* by Stephen Brumwell
- "Reading Abenaki Traditions and European Records of Rogers' Raid," by Marge Brucha Download from <http://www.vermontfolklifecenter.org/>
- *Distant Relations: How My Ancestors Colonized North America* by Victoria Freeman
- *Journals of Major Robert Rogers* (1769) repr. in *The Annotated and Illustrated Journals of Major Robert Rogers*, ed. Timothy J. Todish and Gary Zaboly. Fleischmanns, NY: Purple Mt. Press Ltd., 2002.
- www.nedoba.org (information concerning Wabanaki People of interior New England)

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, First Nations/Native Americans, Identity, Stereotypes and Discrimination

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I'm Gonna Let It Shine – It's In All of Us

By: Bill Harley

Link: <https://racebridgesstudio.com/video/im-gonna-let-it-shine-its-in-all-of-us/>

Video: https://youtu.be/74EsigD_xUY

Story Summary:

Bill Harley gathers a group of musicians together to record an album of Civil Rights freedom songs. However, they learn that they can't assume they are all on the same page or that underlying emotions and biases aren't in play.

Discussion Questions:

- Is it possible to separate ourselves from some of our beliefs? How do we create a dialogue in which we're able to admit our mistakes?
- What was it about Hollis Watkins that made him able to say things in a way that others could hear? Have you been in a situation where someone found a way to encourage dialogue and admit our failings? How did they do it?
- Do you think we all have prejudice in us?
- What made it difficult for the white musicians and the musicians of color to work together? What history and different life experiences stood between them?
- What is it about music that breaks down barriers?

Resource:

- Recording – “I’m Gonna Let it Shine – a Gathering of Voices for Freedom” available at Round River Records and www.billharley.com.
- *Sing for Freedom* by Guy and Candie Carawan (SingOut Publications) was the sourcebook for the recording.
- *Everybody Say Freedom* by Bob Reiser and Pete Seeger (Norton) tells the story of the songs used in the Civil Rights Movement
- *Parting the Waters* by Taylor Branch (stirring accounts of how songs were used in Civil Rights demonstrations and rallies)

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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If Only You Were Mexican

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/if-only-you-were-mexican/>

Video: <https://youtu.be/lCHovnHcN6U>

Story Summary:

A director tells Antonio that he would produce his play if only he was Mexican. This makes Antonio reflect on the importance of listening to stories outside our own ethnic groups.

Discussion Questions:

- It's important for communities such as Mexican-Americans to see plays written, directed and acted by Mexican-Americans. However, it's important to hear stories from other cultures as well. How does a teachers, parents and community theater directors balance both concerns?
- Do you know the folktales and history of your family's cultures? Did you hear them in school? From the adults around you? From books?
- How did knowing and learning the stories that have existed in your culture for hundreds of years affect you? Does it make you curious about other groups' stories?

Resource:

- *Mexican Folk Tales* by Anthony John Campos
- *Momentos Magicos/Magic Moments* by Olga Loya
- *Mexican American Theatre Then and Now* by Nicolas Kanellos

Themes:

Crossing Cultures, Identity, Latino Americans/Latinos, Living and Traveling Abroad, Taking a Stand and Peacemaking

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If You Cut Us, Don't We Bleed

By: Norah Dooley

Link: <https://racebridgesstudio.com/video/if-you-cut-us-dont-we-bleed/>

Video: <https://youtu.be/OglafIouSo4>

Story Summary:

A white high school student connects racial justice and the anti-war movement. After 4 white students are killed in OH, Norah joins a national strike. Days later, 2 black students are killed in MS. How would her largely white student body respond?

Discussion Questions:

- Demands of the May 1970 national student strike varied from campus to campus but across the U.S. three main themes were: 1) Ending the war and withdrawing all U.S. armed forces from Southeast Asia 2) Ending repression at home, particularly of African American activists 3) Abolishing campus links with the Defense Department and the military-industrial complex. What demands would you have made?
- On April 4, 1967, Dr. Martin Luther King addressed a crowd of 3,000 people at Riverside Church in New York City. His speech "Beyond Vietnam," pointed out that the war effort was "...taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem." In April 1967, champion boxer, Muhammad Ali, declared himself a conscientious objector and refused induction into the U.S. Army, famously saying, "I ain't got no quarrel with them Viet Cong." Ali had his passport and ability to travel, to box and, to make a living taken from him. When Dr. King further denounced the War, he quoted Ali in support of his position: "As Muhammad Ali puts it, ""we are all — black and brown and poor — victims of the same system of oppression."" What connections were being made between the liberation of African-Americans in the U.S. and the war in Vietnam?
- The Vietnam War continued for several more years and officially ended on April 30, 1975. What do you think the Brookline High School students accomplished or learned from their participation in the student strike, their protest of the deaths of Black students in Mississippi and in the anti-war movement?

Resource:

- **Student activism today:** After Parkland, FL shooting in 2018 -
<https://www.cnn.com/2018/03/26/us/march-for-our-lives/index.html> Sunrise Movement and Green New Deal, 2019 - <https://www.sunrisemovement.org/gnd> Climate Strike Sept 20, 2019 - <https://globalclimatestrike.net/greta-thunbergs-invitation-stand-with-us-on-september-20-and-beyond/>
- **Books on Kent State:** This We Know: A Chronology of the Shootings at Kent State, May 1970 Seeman Barbato, Davis et als, Kent State University Press, 2013
- **Books on Jackson State, May 15, 1970:** Lynch Street: The May 1970 Slayings of Jackson State College by Tim Spofford, Kent State U Press, 1988
- **Links to Articles Websites about the May 4th and May 15th killings:**
<https://www.kent.edu/may4kentstate50>
https://en.wikipedia.org/wiki/Jackson_State_killings
<https://www.zinnedproject.org/news/tdih/jackson-state-killings/>
<http://www.jsums.edu/universitycommunications/gibbs-green-shooting-may-15-1970/>
<https://www.npr.org/templates/story/story.php?storyId=126426361> Kent State University <https://www.kent.edu/may-4-1970> FBI <https://vault.fbi.gov/> (search: kent state shootings)
<https://www.ohio.com/photogallery/OH/20190503/NEWS/503009994/PH/1>
https://www.democracynow.org/2010/5/14/40_years_ago_police_kill_two
- **Black Panther Party links:** https://en.wikipedia.org/wiki/Ten-Point_Program
https://www.huffpost.com/entry/27-important-facts-everyone-should-know-about-the-black-panthers_n_56c4d853e4b08ffac1276462 Curriculum on May 4th 1970 Kent State <https://www.kent.edu/may4kentstate50/education-resources>
- **Articles on May 4, 1970, Kent State**
https://depts.washington.edu/moves/antiwar_may1970.shtml
<https://www.nytimes.com/1970/05/05/archives/antiwax-strike-plans-in-the-colleges-pick-up-student-and-faculty.html>
- **African American Liberation and Vietnam War:**
<https://kinginstitute.stanford.edu/encyclopedia/vietnam-war>
https://en.wikipedia.org/wiki/The_Black_Power_Mixtape_1967%E2%80%80

Themes:

African American/Africans, European American/Whites, War

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Images: How Stereotypes Impact Racial Conditioning

By: Gene Unterschuetz

Link: <https://racebridgesstudio.com/video/images-how-stereotypes-impact-racial-conditioning/>

Video: <https://youtu.be/VieWX378zdE>

Story Summary:

Images is a white man's reflection about the powerful and debilitating impact of the disparaging imagery that has been historically used to shape the perception of African Americans as dangerous. He vows to make a change.

Discussion Questions:

- Why have disparaging images been used to discredit African Americans throughout the history of the United States? How might those images impact a person's self esteem and his/her ability to gain access to the benefits of society? Cite some examples from our history.
- Why are disparaging images so injurious? Is it possible to free oneself from the harmful influence of disparaging images? How? What particular strength is needed to overcome the power of disparaging images?
- Do you think disparaging images played a role in the deaths of Trayvon Martin, Michael Brown and other unarmed young black men in recent years? How do disparaging images impact a person's sense of freedom?
- At what point in one's life does ignorance fail to be a valid excuse for hurtful thinking and behavior towards others?

Resource:

- Documentary: *Ethnic Notions* – California Newsreel 1987
- Book: *Black Like Me* by John Howard Griffin
- Book: *Between the World and Me* by Ta-Nehisi Coates
- Book: *Longing: Stories of Racial Healing* by Phyllis and Gene Unterschuetz

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination

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Immigrant Story

By: Nancy Wang

Link: <https://racebridgesstudio.com/video/immigrant-story/>

Video: <https://youtu.be/ECbTDbyu1el>

Story Summary:

This story reveals how a group of immigrants rallied with resilience and ingenuity so that the 7th generation of Chinese Americans thrives today.

Discussion Questions:

- Why is it important for Nancy to read about her family in a book? What does that book represent?
- The family originally emigrated from China for what reasons? And did they accomplish what they set out to do? Were there differences of opinion within the family toward their former and present country?
- What was a Celestial? Why were the Chinese given that name? By using the term Celestial, how/why does this separate the Chinese? Were the Chinese different from other settlers moving into California? How?

Resource:

The Chinese in America: A Narrative History by [Iris Chang](#)

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Immigration, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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In Belfast

By: Loren Niemi

Link: <https://racebridgesstudio.com/video/in-belfast/>

Video: <https://youtu.be/oieEpIIKeQk>

Story Summary:

Loren travels to North Ireland and is continually asked, “Are you Catholic or Protestant?” By the way that question is asked and answered, layers of cultural assumptions are revealed.

Discussion Questions:

- What is the fundamental assumption contained in asking, “Are you Catholic or Protestant?”
- What is the function of the joke in the context of the story and in relation to the larger issue of identity?
- How and why do people need to shed the assumptions of culture to “wage peace” or reconcile after loss?

Resource:

- *Lost Lives* by David McKittrick, Seamus Kelters, Brian Feeley and Chris Thornton
- *Religion, Identity and Politics in Northern Ireland: Boundaries of Belonging and Belief* by Claire Mitchell and Aldershot Ashgate – Helping People Forgive, David W. Augsburger

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Identity, Interfaith, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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In the Name of God Who Do You Seek

By: MaryGay Ducey

Link: <https://racebridgesstudio.com/video/in-the-name-of-god-who-do-you-seek/>

Video: https://youtu.be/NiR_yOPO45Q

Story Summary:

As part of a service project, Mary Gay and her best friend are to start a Girl Scout troop at a notorious reform school in New Orleans. As an adult, Mary Gay wishes she could go back to the school and ask for more for the girls.

Discussion Questions:

- Do you think it was helpful or patronizing for Mary Gay and her friend to volunteer at the reform school?
- How could Mary Gay and her friend been better prepared for and supported in their work?
- Where do you volunteer? How does one “help” without viewing those you work with as “one down”?

Resource:

- *Chicken Soup for the Soul – Volunteering & Giving Back: 101 Inspiring Stories of Purpose and Passion* by Amy Newmark and Carrie Morgridge
- *The Politics of Volunteering* by Nina Eliasoph
- *Your Mark on the World* by Devin D. Thorpe

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Incarceration

By: Anne Shimojima

Link: <https://racebridgesstudio.com/video/incarceration/>

Video: <https://youtu.be/aCcBQ3XgShg>

Story Summary:

How would the government treat your family if it went to war with your ancestors' country of origin? Anne Shimojima describes life in an incarceration camp for her Japanese-American family during World War II.

Discussion Questions:

- Imagine that you were in an incarceration camp in World War II. How would you answer Question 27 and 28 and why?
- How do you think the experience of living in an incarceration camp (when you have not done anything wrong) can affect a family and succeeding generations?
- How do you think the lack of privacy affected the people living in the camps?

Resource:

- Japanese American Relocation Digital Archives – University of California – Teacher created lesson plans for grades 4-12 based on photographs, letters, diaries, transcribed oral histories, and artwork of the camps –
www.calisphere.universityofcalifornia.edu/jarda/
- *Looking Like the Enemy; My Story of Imprisonment in Japanese American Internment Camps* by Mary Matsuda Gruenewald

Themes:

Asian Americans/Asians, Bullying, European American/Whites, Family and Childhood, Housing/Neighborhoods, Identity, Stereotypes and Discrimination, War

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It was 1966 in Warrensburg, Missouri

By: Joyce Slater

Link: <https://racebridgesstudio.com/video/it-was-1966-in-warrensburg-missouri/>

Video: <https://youtu.be/kX4rJ94CqV4>

Story Summary:

On Joyce's first day of college she met Catherine. Catherine was Black and Joyce was Caucasian. Their friendship was not a normal sight for small town, Missouri in 1966. How could Joyce ever really know the prejudice Catherine faced?

Discussion Questions:

- What type of discrimination are you faced with daily?
- What are your prejudices?
- Is the Civil Rights Act of 1964 still relevant?
- Do you know or have you heard of other ways people circumvented Jim Crow laws in the 1950s and 60s?

Resource:

- The Civil Rights Act of 1964
- *Speeches That Changed the World* by Mark Hawkins Dady (editor), Quercus Publishing, Plc, London England, 2010
- *To Kill a Mockingbird* by Harper Lee, Grand Central Publishing, New York, NY, 1982
- *Escape From Slavery, The Boyhood of Frederick Douglass in His Own Words* by Michael McClurdy (editor) Alfred A. Knopf, Inc., New York, NY, 1994
- *The Civil Rights Movement in America* by Patricia and Frederick McKissick, Children's Press, Inc., Chicago, IL, 1991
- *Witnesses to Freedom* by Belinda Rochelle, Penguin Putnam Trade, New York, NY, 1997

Themes:

African American/Africans, European American/Whites, Stereotypes and Discrimination

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Jack's Sketches: Laughter in an American Internment (Concentration) Camp

By: Grace "Megumi" Fleming

Link: <https://racebridgesstudio.com/video/jacks-sketches-laughter-in-an-american-internment-concentration-camp/>

Video: <https://youtu.be/oTGF-wR4vNU>

Story Summary:

Jack was just 16 when Japan bombed Pearl Harbor. He could not stop World War II or the U.S. Army forcing his family and 120,000 innocent Japanese Americans into concentration camps. Can Jack's humor and sketches help him "make the best of it"?

Discussion Questions:

- What happened to Japanese aliens and Japanese Americans during World War II that affected or abridged constitutional principles? Can a similar event happen today?
- Who were in positions of power to affect the forced removal of Japanese Americans? Who has the power to remove Americans of particular ethnic groups now?
- What ideas, attitudes and feelings did those in power have about persons of Japanese ancestry? Is there racism among people of power in the United States now?
- What economic, political or social developments in U.S. history precipitated mass stereotyping of Japanese Americans during World War II? Is there similar stereotyping today?
- How might art and artistic expression have relieved tension and provided outlets for creativity for incarcerated Japanese Americans? How does art educate the generations born after the incarceration?
- Although the term "internment" is often used in literature, technically, "internment" refers to the detention of enemy aliens during time of war. Since 2/3 of the population imprisoned in the U.S. camps were American, many feel "concentration" camps is more accurate. "Concentration" camp is the term many use to describe the imprisonment, torture and death of Jews and others by the Nazis during WWII. Others say the more appropriate term is "death camps." What difference does it make what terms are used? Why would people want the most accurate descriptions of these camps?

Resource:

- Books: Poston Camp II, Block 211 by Jack Matsuoka. Asian American Curriculum Project, Inc. aacp@asianamericanbooks.com Pearl Harbor: Opposing Viewpoints by Deborah Bachrach Executive Order 9066: The Internment of 110,000 Japanese Americans by Maisie Conrat and Richard Conrat Japanese Americans: From Relocation to Redress by Roger Daniel's, Sandra C. Taylor, and Harry H. L. Kitano, editors Beyond Words: Images from America's Concentration Camps by Deborah Gensensway and Mindy Roseman Farewell to Manzanar by Jeanne Houston Lone Heart Mountain by Estelle Ishigo Drawing the Line: Poems by Lawson Fusao Inada Obasan by Joy Kogawa, Baseball Saved Us by Ken Mochizuki, Dom Lee (illustrator) No No Boy by John Okada Citizen 13600 by Mine Okubo I am an American by Jerry Stanley Go For Broke by Chester Tanaka And Justice for All: An Oral History of the Japanese American Detention Camps by John Tateishi Journey to Topaz by Mitsuye Yamada Years of Infamy: The Untold Story of America's Concentration Camps by Michi Weglyn Reminiscing in Swingtime, Japanese Americans In American Popular Music 1925-1960 by George Yoshida
- Places Worth Visiting: Japanese American National Library - San Francisco, California Japanese American National Museum - Los Angeles, California Japanese American Museum of San Jose - San Jose, California Manzanar National Historical Site - the site of Manzanar War Relocation Center, with a visitor center - near Independence, California National Japanese American Historical Society - San Francisco, California Topaz Museum - a museum near the site of Topaz War Relocation Center - near Delta, Utah Tule Lake National Monument - a museum near the site of Tule Lake War Relocation Center in Butte County Fairgrounds in Tulelake, California War Relocation Authority Photographs 1942-1945
- For discussions about political terminology and euphemisms addressing detention of Japanese Americans during World War II, please refer to: Civil Liberties Public Education Fund and Densho Project.

Themes:

Asian Americans/Asians, Family and Childhood, Stereotypes and Discrimination, War

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Jimmy Nessar

By: Elaine Muray

Link: <https://racebridgesstudio.com/video/jimmy-nessar/>

Video: <https://youtu.be/rsTArbaxd7Y>

Story Summary:

An unlikely friendship is formed in a small-town barbershop. The friendship is not one that can openly flourish due to racism in the town. The story illustrates how one stands firmly and humbly in the face of racism while always willing to give back.

Discussion Questions:

- Have there been any changes in the past 50 years - would Jimmy be more accepted into the community today?
- What do you know about the culture and religion of Lebanon? How does this play into the story?
- If you were Jimmy, how would you have handled the different ways in which he was discriminated against?
- Is there anywhere in the US that the discrimination against Jimmy would not have likely happened in the 1960s? Why or why not?
- Is it possible that if Jimmy had a different job, that he wouldn't be treated as he was? What kind of job would that be?
- Do you think there is a reason that Jimmy had the job as a mobile vendor?

Resource:

Looking West: The Journey of a Lebanese-American Immigrant by Albert Nasib Badre

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Housing/Neighborhoods, Identity, Immigration, Muslim Americans/Muslims, Stereotypes and Discrimination, Workplace

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John Henry

By: Jim May

Link: <https://racebridgesstudio.com/video/john-henry/>

Video: <https://youtu.be/OMEMJO7eaNE>

Story Summary:

This is a true story set in rural McHenry County, Illinois in the 1920s and 1930s about John Henry Higler, a man who claimed to be former slave who assimilated into an all white farm community.

Discussion Questions:

- Can you imagine living and working in a community where there was no one who shared your background and “race”?
- Do you think this account of John Henry being a beloved member of a white farming community in the early part of the 20th century is hopeful or simply a story that whites told to assuage their guilt about white privilege?
- Have you ever gone to a graveyard and imagined the stories behind the people buried there?

Resource:

- United Farm Workers Latino and Black farm workers activism – <http://www.ufw.org/>
- *The Farm on Nippersink Creek* by Jim May (pp.145-149)
- *Running With The Horsemen* by Ferrell Sams. A novel about farm work in the south and relationships between the races.

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Identity

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Just Hair: Finding Out the Importance of Your True Roots

By: Diane Macklin

Link: <https://racebridgesstudio.com/video/just-hair-finding-out-the-importance-of-your-true-roots/>

Video: <https://youtu.be/rgpwDMpmsyU>

Story Summary:

A chance encounter is an unexpected blessing for a teenager, who discovers that true strength is rooted within, extending down into the roots of the ancestors.

Discussion Questions:

- There are many forms of laughter: discomfort, joy, fear, amusement, sarcastic, etc. What type of laughter would you attribute to the students in the library? What dynamic did it set up between them and Diane? What are a few responses you would have had to the situation?
- Invisibility is a much-desired attribute among superheroes. However, there are times when we, too, search for the cloak of concealment. When have you ever wanted to be “invisible”? In what situation and for what purpose?
- The themes of belonging, identity, shame, and protecting one’s self can be found in the story of each human being. What other themes did you connect to in this story? Did the story help you to remember something that is or has happened to you?

Resource:

- *Every Tongue Got to Confess* by Zora Neale Hurston
- *African American Folk Tales for Young Readers* by Richard Young and Judy Dockrey Young
- *Pink and Say* by Patricia Polacco

Themes:

African American/Africans, Bullying, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Just Not Muslim Enough

By: Arif Choudhury

Link: <https://racebridgesstudio.com/video/just-not-muslim-enough/>

Video: <https://youtu.be/AZm-MzEz4-c>

Story Summary:

Sometimes we forget about the diversity that exists within a faith and within a family. In this story, Arif is reminded of how he is different from some of the relatives in his Muslim family.

Discussion Questions:

- Why would those within a similar group judge each other as to whether they are Muslim enough, Black enough, Manly enough and so forth?
- What are some of the differences within your ethnic or religious group? What is most misunderstood about your group?

Resource:

- *All-American: 45 American Men on Being Muslim* by Wajahat Wali and Zahra T Suratwala
- *Muslim Communities in North America* by Yvonne Hadda and Jane Idleman Smith

Themes:

Family and Childhood, Identity, Muslim Americans/Muslims

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Learning at the Dinner Table

By: Bill Harley

Link: <https://racebridgesstudio.com/video/learning-at-the-dinner-table/>

Video: <https://youtu.be/gdV9U5rYWk4>

Story Summary:

Bill's mother and father came from families at the opposite ends of the political spectrum. One Thanksgiving dinner, Bill's father stands up to in-laws making bigoted comments and Bill learns a valuable lesson about taking a stand.

Discussion Questions:

- What lessons about race and other differences have you learned from your family? What spoken and unspoken beliefs are there?
- Are you aware of different racial and ethnic beliefs in your family? Are there examples of tolerance and intolerance clashing?
- Have you ever been in a situation where someone speaks outright prejudice and racism or speaks in coded intolerant language? What are different ways of approaching that language or belief when you hear it?

Resource:

Racism Learned at an Early Age Through Racial Scripting by Robert Williams

Themes:

Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Learning Long Division and White Superiority from My “Sweet” Third Grade Teacher

By: La’Ron Williams

Link: <https://racebridgesstudio.com/video/learning-long-division-and-white-superiority-from-my-sweet-third-grade-teacher/>

Video: <https://youtu.be/wzbZGePAdbU>

Story Summary:

In the early 1960s, a Black student feels relief to encounter a White teacher who operates without apparent bias. However, he soon discovers that, in spite of her kind heart, his teacher unknowingly perpetuates White superiority.

Discussion Questions:

- One of the major points of this story is that in the United States “Whiteness” acts as an *invisible, unspoken, socially unacknowledged* set of cultural, political, educational, etc. *standards* by which we all are forced to live. Since those standards aren’t talked about, they are perceived to constitute a neutral, normal, and (if you are White) *benign* quality of life. As the story relates, that doesn’t work for everyone.
- Try this: If you *self-identify* or are *socially identified* as “White” – Over the next day, *without forcing the issue*, try to make a mental note of how many “White” images you see versus images of everyone else. Look for things like “White” mannequins in stores, “White” people on product labels, images of “White” people in books and magazines, on medical charts and TV shows, in ads on billboards and buses. Before hearing the author’s story, were you ever self-conscious of those things?
- To read and do: Roger Bannister is credited with being the first man to run a mile in under four minutes. Matthew Henson is purported to be the first man to reach the summit of the North Pole. Read a book or a few of the numerous online accounts of each of these men’s lives. Why do you suppose *absolutely none* of the literature on Bannister ever calls him the first “White” man to run a sub four-minute mile? In contrast, why do you suppose *all* of the literature on Henson calls him the first “Black” (or African-American) man to reach the North Pole?

- Did you know? . . . The first woman in space (1963) was Russian Cosmonaut, Valentina Tereshkova. Twenty years later, the first American woman in space was Sally Ride. Consult a variety of sources and read their stories . . . Notice that *there is absolutely no mention in any of their histories* about them being “White”. The first Black woman in space was Mae Jemison in 1992. The first Latina in space, in 1993, was Ellen Ochoa. The first Japanese woman in space was Chiaki Mukai in 1994. Consult a variety of sources and read about them. Notice that *every single account* of their stories mentions their “race”. To what do you ascribe these different treatments?

Resource:

- *The Right Hand of Privilege* by Steven Jones, PHD.
jonesandassociatesconsulting.com. Jones & Associates Consulting, Inc.
- *Privilege Revealed: How Invisible Preference Undermines America* by Stephanie M. Wildman (Introduction, Chapter 1 “Making Systems of Privilege Visible”, and Chapter 7 “The Quest for Justice: The Rule of Law and Invisible systems of Privilege”)
- *Understanding White Privilege* from the *Teaching/Learning Social Justice* series (Chapter 2 “What’s In It For Us: Why We Would Explore What it Means to be White”)
- *Anti-Bias Curriculum: Tools for Empowering Young Children* by Louise Derman Sparks and the A.B.C. Task Force
- *Beyond Heroes and Holidays: A Practical Guide to K – 12 Anti-Racist, Multicultural Education and Staff Development* by Lee, Mankart, and Okazawa-Rey
- *Eight Habits of the Heart* by Taulbert Clifton

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, Workplace

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Listening to My Neighborhood: A White Woman, Gentrification, and Belonging

By: Julie Ganey

Link: <https://racebridgesstudio.com/video/listening-to-my-neighborhood-a-white-woman-gentrification-and-belonging/>

Video: <https://youtu.be/1nGvWVvC5Uk>

Story Summary:

A white woman moves into a rapidly gentrifying neighborhood with, initially, very little curiosity about the community that resides there. Her assumptions about what it means to belong are challenged.

Discussion Questions:

- What does the storyteller's phrase "understanding begins in misunderstanding" mean?
- Have you ever been in a situation where you were the only person who looked like you? What did you do and what happened?
- What supports were needed in Julie's neighborhood so that the long-standing residents didn't feel misplaced or overrun and the new residents understood how they were perceived? What might everyone do to build bridges and create community?

Resource:

There Goes the Hood: Views of Gentrification from the Ground Up by Lance Freeman

Themes:

Crossing Cultures, European American/Whites, Housing/Neighborhoods, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Looking at My Yearbooks

By: Shanta Nurullah

Link: <https://racebridgesstudio.com/video/looking-at-my-yearbooks/>

Video: https://youtu.be/SioQ_w0nHeY

Story Summary:

Looking at high school yearbooks, Shanta reflects on the changes of her childhood neighborhood and as an adult, with a larger understanding of the times – blockbusting and other pressures – the sting of being “the other” remains.

Discussion Questions:

- What stories can photo albums or school yearbooks tell you about the people in your family or neighborhood?
- How do you feel when you realize that someone doesn't like you?
- What keeps you strong when you're in uncomfortable situations?
- How does your family influence your ideas and feelings about people from different backgrounds or cultures?

Resource:

- *Between the World and Me* by Ta-Nehisi Coates
- *The Bluest Eye* by Tony Morrison
- *Seed Folks* by Paul Fleischman

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination

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Looking for Papito

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/looking-for-papito/>

Video: https://youtu.be/9xL_sr6eF30

Story Summary:

As a Cuban and Irish American child, Antonio deals with being “too ethnic” or “not ethnic enough”. By trial and error and with the support of his family, Antonio reclaims all of his ethnic heritage and his Spanish language.

Discussion Questions:

- Do you think Antonio is white or brown? What does he think he is?
- What could Antonio have done when he was teased about speaking Spanish? Have you ever hidden parts of your cultural background to “fit in”?
- Does each group who comes to this country eventually lose its culture? What is gained and what is lost from assimilation?

Resource:

- *How the Garcia Girls Lost Their Accent* by Julia Alvarez
- *America Is Her Name* by Luis J. Rodriguez

Themes:

Crossing Cultures, European American/Whites, Family and Childhood, Identity, Languages, Latino Americans/Latinos, Stereotypes and Discrimination

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Loss and Acceptance

By: Karin Amano

Link: <https://racebridgesstudio.com/video/loss-and-acceptance/>

Video: <https://youtu.be/EyUpAa0woZE>

Story Summary:

Karin had been a practical Asian woman and everything had been happening exactly as she planned until tragedy struck. With the help of storytelling in a support group to writing her Japanese blog she was able to overcome grief.

Discussion Questions:

- If an unfortunate life event happened to you, how would you react to it? What is the best way to cope with emotions such as grief or anger?
- What do you think would be the best way to express sympathy to the person who just lost her unborn baby?
- How does storytelling help to heal people?
- How does storytelling help to heal people?

Resource:

- *Empty Arms: Coping with Miscarriage, Stillbirth and Infant Death* by Sherokee Ilse
- *Healing After Loss: Daily Meditations for Working Through Grief* by Martha W. Hickman
- *Something Happened: A Book for Children and Parents Who Have Experienced Pregnancy Loss* by Cathy Blanford

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, Family and Childhood

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Loving Someone Tall: A Conversation With My Father About Race

By: Laura Packer

Link: <https://racebridgesstudio.com/video/loving-someone-tall-a-conversation-with-my-father-about-race/>

Video: <https://youtu.be/-NS03hxWwoc>

Story Summary:

When Laura fell in love with Kevin, she was certain her liberal family would love him, too. Imagine her surprise when Laura and her father needed to negotiate his discomfort with her sweetheart's differences

Discussion Questions:

- What do you think Laura's Dad felt during their conversation? What do you think Laura's Mom thought?
- Do you think things are any easier for bi-racial couples today?
- What do you think Laura should have done when her parents were upset about the German man she was dating? Do you think her dad had a point?
- How would you feel if your child married someone of a different race or religion?
- Do you think Laura should have told Kevin about the conversation?

Resource:

Just Don't Marry One: Interracial Dating, Marriage, and Parenting

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Lurking in the Silence: The KKK Haunts A Michigan Town

By: Jeff Doyle

Link: <https://racebridgesstudio.com/video/lurking-in-the-silence-the-kkk-haunts-a-michigan-town/>

Video: <https://youtu.be/LCS86TVkczM>

Story Summary:

The small town of Howell has a secret. Its reputation has been tainted by the once Grand Dragon of the Ku Klux Klan, Robert Miles. Jeff and his wife make the decision to move to Howell as they ponder how they can make a difference.

Discussion Questions:

- Do you consider race when you choose a place to live?
- What lurks in the silence in your town?
- What is our responsibility when it comes to fighting racism?
- What do you feel you can do to make a positive difference? Do you do it?

Resource:

- <http://www.michiganradio.org/post/why-howell-considered-kkk-capital-michigan>
- https://www.mlive.com/news/ann-arbor/index.ssf/2014/03/a_tale_of_two_towns_newest_rac.html
- <https://www.nytimes.com/2005/05/23/us/auctioning-memories-in-a-town-haunted-by-the-klan.html>
- <https://www.livingstondaily.com/story/news/local/community/howell/2018/01/24/officials-condemn-racist-fliers-distributed-downtown-howell/1063353001/>
- https://www.mlive.com/news/ann-arbor/index.ssf/2014/03/howell_schools_take_corrective.html

Themes:

European American/Whites, Housing/Neighborhoods, Taking a Stand and Peacemaking

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Mama Said

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/mama-said/>

Video: https://youtu.be/gh_HfviM9rU

Story Summary:

Michael's mother models the importance and love of reading, but, mostly importantly, the value of kindness. When Michael tours in Brazil, he discovers that his mother was teaching the students there as well.

Discussion Questions:

- What is the power of positive reinforcement?
- What was learned from the “Tea & Pound Cake” encounter?
- How is reading the key to making your dreams become reality?

Resource:

Live Your Dreams by Les Brown

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Martin and Me – A Coming of Age Story

By: Steven H. Hobbs

Link: <https://racebridgesstudio.com/video/martin-and-me-a-coming-of-age-story/>

Video: <https://youtu.be/9tSf6vLnVZw>

Story Summary:

Growing up, Steven was involved in Boy Scouts and his church and as a teen he advocated for community development in his New Jersey neighborhood. But could he get involved in the rising black militancy of the late 1960s?

Discussion Questions:

- Why was Steven called “too white” by some of his friends? What is “acting white” and how has racism perpetuated these no-win choices of how white or black someone is?
- Steven’s neighborhood didn’t have comparable city services such as garbage pickup and water and sewer service. How did the city justify this uneven treatment and what was Steven’s Youth group able to do in the face of this discrimination?
- If you were African American in the 1960s would you have become involved with the Black Power movement? In what ways might you show your pride in your African American heritage? For what reasons might you become involved in peaceful protests such as school walkouts or be tempted to participate in more militant actions?
- Do you think Steven made the right decision to go to school after Dr. King was assassinated in 1968? How did Steven’s family influence his decisions?
- In what ways are we still reaching for Dr. King’s “beloved community”? Do you think it’s an attainable ideal?

Resource:

- *Black Against Empire: The History and Politics of the Black Panther Party* by Joshua Bloom and Waldo Martin
- *Death of a King: The Real Story of Dr. Martin Luther King’s Final Year* by Tavis Smiley and David Ritz
- *A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr.* by Clayborne Carson and Kris Shepard

Themes:

African American/Africans, Bullying, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, Family and Childhood, Housing/Neighborhoods, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Mary McLeod Bethune: An American Educator and Civil Rights Leader

By: Elizabeth Ellis

Link: <https://racebridgesstudio.com/video/mary-mcleod-bethune-an-american-educator-and-civil-rights-leader/>

Video: <https://youtu.be/D2FIScl1wO0>

Story Summary:

In this excerpt from a longer story, Elizabeth tells of the time Mary McLeod Bethune faced down the Ku Klux Klan to provide education for African-American girls.

Discussion Questions:

- If you read a biographical sketch of Mary McLeod Bethune on the internet, it will tell you a lot about her accomplishments. You won't read much about her challenges. Why do you think that is the case?
- Which was a greater challenge to Mary McLeod Bethune – racism or poverty? How are the two linked?
- How does secrecy protect hate? Is there a connection between this and cyber bullying today? What is that connection?

Resource:

- *Mary McLeod Bethune* by Elouise Greenfield – a picture book illustrated by Jerry Pinkney
- www.marybethuneacademy.org

Themes:

African American/Africans, Civil Rights Movement, Education and Life Lessons, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Mattie's Story: From Darkness into the Light

By: Earliana "Earl" McLaurin

Link: <https://racebridgesstudio.com/video/matties-story-from-darkness-into-the-light/>

Video: <https://youtu.be/dPfJbsvhK6A>

Story Summary:

Dreading spending the summer with her strong willed grandmother, a young Earliana learns the true strength in “black beauty”. She finds that no matter how different we may look, we all have the capacity to feel and be kind to one another.

Discussion Questions:

- Within a family, how do the (significant) adults teach a child to ‘look at’ or ‘see’ the world? In this family how did the grandmother teach the child? How did Miss Mattie teach the child? Might the understanding have a different outcome?
- In the story there was emphasis on the color of the child’s face and neck, and on the contrasting colors of Miss Mattie’s skin. Is this a story about perceptions of skin color and race or is this a story about family?

Resource:

- *The Color Complex: The Politics of Skin Color Among African Americans* by Kathy Russell
- *Shifting: The Double Lives of Black Women in America* by Charisse Jones

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood, Identity

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Memorial: Youth Violence Then and Now – Part 1 of 2

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/memorial-youth-violence-then-and-now-part-1-of-2/>

Video: <https://youtu.be/wgrTMcRV-Tk>

Story Summary:

While attending a memorial service for children who died through gun violence sparks memories. Susan O'Halloran as well as others ask the continuing questions: what is our part in ending violence? Will it ever end?

Discussion Questions:

- What are the causes of violent deaths in America? People are always responsible for their own actions, but how does America's legacy of segregation and discrimination play into violence?
- Are you for more restrictions on guns? More policing? How would greater educational and job opportunities affect violence?
- If you could be Mayor of a large U.S. city, what would you do to curb violence?
- Do you believe as Sue says that "these are all our children"? Why would someone in one part of a town be concerned with what happens in another part? How are we connected to one another? How does violence affect even the more "peaceful" parts of town?
- Do you believe as Sue says that "these are all our children"? Why would someone in one part of a town be concerned with what happens in another part? How are we connected to one another? How does violence affect even the more "peaceful" parts of town?

Resource:

- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander and Cornell West
- *Youth Violence: Theory, Prevention and Intervention* by Kathryn Seifert, PhD

Themes:

African American/Africans, Asian Americans/Asians, Crossing Cultures, European American/Whites, Family and Childhood, First Nations/Native Americans, Latino Americans/Latinos, Taking a Stand and Peacemaking

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Memorial: Youth Violence Then and Now – Part 2 of 2

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/memorial-youth-violence-then-and-now-part-2-of-2/>

Video: <https://youtu.be/fH-yOI-8r5Y>

Story Summary:

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Themes:

African American/Africans, Asian Americans/Asians, Crossing Cultures, European American/Whites, Family and Childhood, First Nations/Native Americans, Taking a Stand and Peacemaking

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Mexicans in Church

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/mexicans-in-church/>

Video: <https://youtu.be/6-W8n6z08gY>

Story Summary:

In Los Angeles Antonio goes to church with Mexican-American families where he finds people who are deeply into the ritual and their passion for their religion makes him proud.

Discussion Questions:

- Do you go to a faith-based service of some kind? Is your church, temple, synagogue or mosque primarily one ethnic group? How do the ethnic cultures and religions in your community mix, influence and play off of one another?
- Why does going to a Mexican-American community's church make Antonio proud to be Catholic?

Resource:

- *Latino Catholicism: Transformation in America's Largest Church* by Timothy Matovina
- *Mexican-American Catholics* by Eduardo C. Fernandez

Themes:

Crossing Cultures, Education and Life Lessons, Interfaith, Latino Americans/Latinos

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Mexicans Say No to Despair

By: Valentina Ortiz

Link: <https://racebridgesstudio.com/video/mexicans-say-no-to-despair/>

Video: <https://youtu.be/PcrEUIPMqpM>

Story Summary:

Mexico is at war. This war is not about drugs but about mining and fracking. “The disappeared” is a new expression; it refers to those who just vanished from the streets. The 27,000 men and women who “disappeared” in 2017, will they reappear one day?

Discussion Questions:

- Why do you think Mexican migration to the United States has increased in the past years?
- The Mexican government has sold 2/3 of the country’s lands to the mining companies of England, France, Canada, China and the United States but these lands are those that the peasants of Mexico use to grow their food or they are part of National Parks, forests and jungles. What do you think is the result of a mining company coming into a small rural area in Mexico?
- Some say the long-term effects of fracking are devastating for the land. Do you know what these are? Do you think it is a good idea for this to go on in the world? Why or why not?
- Shell oil is what is extracted during the fracking process. Do you think it is a good idea to keep using fossil fuels to tend to our needs, regardless of global warming?
- Mining and fracking companies use millions of gallons of clean water; after they use it the liquid is permanently polluted. What do you think happens when a community loses the river that provides the water it uses?
- Why do we hear so little about the “disappeared” in Mexico? Do you think there is anything you can do to help stop injustice in other countries?

Resource:

- The Ayotzinapa Case – Centro Prodh, <http://centroprodh.org.mx/en/?p=483>
- *I Couldn’t Even Imagine That They Would Kill Us: An Oral History of the Attacks Against the Students of Ayotzinapa*, City Lights Open Media by John Gibler
- “The Missing 43:...” New Yorker magazine, <https://www.newyorker.com/news/news-desk/the-missing-forty-three-the-governments-case-collapses>
- “The Ayotzinapa Case Forensic Arquitecture”, <https://www.forensic-architecture.org/case/ayotzinapa/>

- *The Drug Cartels Do Not Exist, Drug Traffic and Culture in Mexico* by Owaldo Zavala

Themes:

Latino Americans/Latinos, Taking a Stand and Peacemaking, War

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Milwaukee BBQ

By: Loren Niemi

Link: <https://racebridgesstudio.com/video/milwaukee-bbq/>

Video: <https://youtu.be/l-Kvs3MrNDY>

Story Summary:

Loren who is white goes to a BBQ place in an all black neighborhood and comes to understand prejudice in a direct and personal way.

Discussion Questions:

- How does prejudice play out in the day to day in this story?
- What role do the police play in this story and what role do the police play in your cultural experience?
- When have you found yourself to be the wrong person by virtue of color, religion, ethnic origin or sexual identity in an uncomfortable circumstance?

Resource:

- *Between the World and Me* by Ta-Nehisi Coates
- *Civil Rights Activism in Milwaukee: South Side Struggles in the 60's and '70's* by Paul Geenen

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Miss No Name: Struggles for Justice

By: Jay O'Callahan

Link: <https://racebridgesstudio.com/video/miss-no-name-struggles-for-justice/>

Video: <https://www.youtube.com/watch?v=b4YwSPffb9c>

Story Summary:

Jay shares storyteller Brother Blue's (Dr. Hugh Morgan Hill) experience as an African American soldier in World War II in the Jim Crow South.

Discussion Questions:

- Have you experienced injustice?
- Tell of a time someone helped you when you were treated unfairly.
- What are the injustices in American society today?

Resource:

- *Sayin' Somethin' Stories from the National Association of Black Storytellers*, Copyright 2006.
- *The Autobiography of Malcolm X*, Random House Publishing

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Mixing It Up

By: Laura Simms

Link: <https://racebridgesstudio.com/video/mixing-it-up/>

Video: https://youtu.be/4_yNKI4-4Zk

Story Summary:

In schools, racial violence often stems from learned bias. Listening to one another is an antidote to the gap between people and transforms bias into deep concern and creative change.

Discussion Questions:

- Have you ever been misunderstood? Has someone either assumed something about you or misread what you said or did? Can you tell about that experience?
- What do you think happens when we know something about another person's life that engages us with empathy or interest (especially if only moments before we had decided he or she was not a good person?)
- What is the difference between listening to a story and reading a story?

Resource:

School Violence in Context: Culture, Neighborhood, Family, School and Gender by Rami Benbenishty and Ron Avi Astor

Themes:

Crossing Cultures, Education and Life Lessons, Stereotypes and Discrimination, Workplace

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More Alike than Not

By: Arif Choudhury , Gerald Fierst ,and Susan O'Halloran

Link: <https://racebridgesstudio.com/video/more-alike-than-not/>

Video: <https://youtu.be/5wM0V2zsyNA>

Story Summary:

Through exploring misconceptions and common threads such as immigration and disagreements within their own religions, these three tellers bring alive their distinct histories and our common humanity.

Discussion Questions:

- What were you taught about other faith traditions? Were you given accurate information or misinformation?
- What groups do you identify with? Do you ever feel as though you don't fit in in your own group?
- Why do people condemn, fear or stereotype people from different religions?
- Is there a religion you'd like to learn more about? What similarities between the major world religions might surprise you?

Resource:

Religious Tolerance and World Religions by Jacob Neusner and Bruce Chilton

Themes:

Crossing Cultures, Identity, Interfaith, Taking a Stand and Peacemaking

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Mother Jones: The Most Dangerous Woman in America

By: Pippa White

Link: <https://racebridgesstudio.com/video/mother-jones-the-most-dangerous-woman-in-america/>

Video: <https://youtu.be/fTOZIDNhEg0>

Story Summary:

“I’m not a humanitarian,” she replied. “I’m a hell-raiser!” And she was. She was over fifty years old, weighed one hundred pounds, and was under five feet tall yet the United States Government called her, “the Most Dangerous Woman in America.”

Discussion Questions:

- We hear a lot today about resistance. Was what Mother Jones did “resistance?” Why or why not?
- One hundred years ago, many children worked ten and twelve hour days, seven days a week. And they worked for pennies. Think back to when you were seven, eight or nine years old. How would work like this have affected you? How might you be different today if that had been your fate?
- Child Labor was a scourge. How do you think it happened? Why would people stand by and allow little children to do hours and hours of monotonous, dangerous work day in and day out? (Hints: pay, immigration, ignorance)

Resource:

- *Autobiography of Mother Jones*—Charles Kerr and Co. Publishers, Chicago, IL
- *Speeches and Writings of Mother Jones* – University of Pittsburgh Press, Pittsburgh, PA
- You can visit Mother Jones grave and memorial in the Union Miners’ Cemetery in Mount Olive, Missouri, not far from St. Louis. In 1898, eleven miners had been gunned down in nearby Virden, Illinois during a riot that broke out during a strike. The Union Miners’ Cemetery was created to honor those men, and other hardworking people who fought for workers’ rights.

Themes:

Immigration, Taking a Stand and Peacemaking, Workplace

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Mr. D's Class

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/mr-ds-class/>

Video: <https://youtu.be/bX5VJGnuZxI>

Story Summary:

Thirty teens from twenty countries, one Jewish teacher, and one Cuban-Irish-American storyteller work with one of the poorest and most challenging high schools in Los Angeles. Will fear stop the project, or will they stand together?

Discussion Questions:

- Why did the class attitude and atmosphere change when students started sharing their own stories?
- Why was it important for the students to have the experience of their lives being witnessed and appreciated by others?
- What difference do you think the publication of their stories made to the students that year and the years that followed?

Resource:

- *The Situation and the Story: The Art of Personal Narrative* by Vivian Gornick
- *The Power of Personal Storytelling* by Jack Maguire

Themes:

Crossing Cultures, Education and Life Lessons, Identity, Latino Americans/Latinos, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Music to Dream of Cuba By

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/music-to-dream-of-cuba-by/>

Video: <https://youtu.be/ziEh6WA0Y9Q>

Story Summary:

Antonio's father listened to classical music that transported him back to his beloved Cuba. Antonio thinks of listening to music in the future with his son and the memories and scenes the music will evoke.

Discussion Questions:

- Why do you think Antonio's father rarely talked about his time in Cuba?
- How did the music make it possible for Antonio's father to share a little bit of his childhood memories?
- What music moves you? What pictures does it create in your imagination?

Resource:

- *The Vintage Guide to Classical Music* by Jan Swafford
- *How to Listen to Great Music: A Guide to Its History, Culture and Heart* by Robert Greenberg
- *Waiting for Snow in Havana: Confessions of a Cuban Boy* by Carlos Eire

Themes:

Education and Life Lessons, Family and Childhood, Latino Americans/Latinos

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My Brother's Keeper: A Teenager Works to Free Manuel Salazar from Death Row

By: Jasmin Cardenas

Link: <https://racebridgesstudio.com/video/my-brothers-keeper-a-teenager-works-to-free-manuel-salazar-from-death-row/>

Video: <https://youtu.be/ndhUgl9F8mc>

Story Summary:

Can a teenager make an impact in a world full of injustice? Jasmin looks back to a time when she joined the cause to free a young Mexican-American artist, Manuel Salazar, who sat on death row falsely accused of killing a police officer.

Discussion Questions:

- What forces in Jasmin's life caused her to care about the young prisoner on Death Row named Manuel Salazar? Who played an important role in helping her to volunteer in the ways she did? Why did she choose Art and Theater as her vehicle for action?
- The play Jasmin and her group created encouraged people to sign a petition to support Manuel's Freedom. What technical advancements exist today that were not available in the 1990's that could help in creating civic action and discourse?
- This legal case had two clearly different narratives depending on whose perspective was being considered. Can you compare and contrast these different perspectives? How do we decide what's "true"?

Resource:

Themes:

Education and Life Lessons, Family and Childhood, Latino Americans/Latinos, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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My Chinese Grandfather

By: Brenda Wong Aoki

Link: <https://racebridgesstudio.com/video/my-chinese-grandfather/>

Video: <https://youtu.be/sdPqrKiANXQ>

Story Summary:

Brenda's grandfather collects, dries and sells seaweed along the coast of California. When she is older, she finds his ways strange and the work hard, but the two find unique ways of talking and enjoying each other's company.

Discussion Questions:

- What service did Brenda's Grandfather provide? Why do you think he lived the simple life he did?
- Do you have any relatives whose language, cultural customs or ways of making a living are very different from yours?
- Do you have any relatives you wish you had spent more time with? If you had an extra few days with them right now, what would you ask them? How would you want to spend your time with them?

Resource:

- *Chinese Americans: The Immigrant Experience* by Peter Kwong and Dusanka Miscevic
- *Chinese American Voices: From the Gold Rush to the Present* by Judy Yung and Gordon H. Chang
- *Driven Out: The Forgotten War Against Chinese Americans* by Jean Pflaezer
- *The Chinese in America: From Gold Mountain to the New Millennium* edited by Susie Lan Casel You can read an excerpt from the book and on page 161, you can see a photo of Brenda (the teen with the glasses), her younger sister, her aunts and her Grandmother with her Grandpa, George Lum, drying seaweed. There is a picture of How Long on page 163. In the actual book, on page 167, the little boys in the photo are Brenda's uncles. Excerpt and photos at: <http://bit.ly/SeaweedGatherers>

Themes:

Asian Americans/Asians, Civil Rights Movement, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Languages, Workplace

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My Civil Rights Moment

By: Beth Ohlsson

Link: <https://racebridgesstudio.com/video/my-civil-rights-moment/>

Video: <https://youtu.be/SvWupPrbCLk>

Story Summary:

After the assassination of Martin Luther King, Jr., Beth realized that the fight for civil rights was happening right in her own home. When she discovered the prejudice of her family, she had a choice to make. Her family's beliefs? Or her own?

Discussion Questions:

- What rights did the Civil Rights Acts of 1964 and 1968 provide for people of color?
- Why was there such conflict over civil rights even after these laws were passed?
- Beth wanting to date a young man of color caused the turmoil of this story. Why was that such an outrageous request? What, if anything, has changed since then? When Beth realized she would never go out with Ward Brown, she saw herself as a hypocrite. Do you agree with her assessment of herself, or do you see her differently?
- When Beth realized she would never go out with Ward Brown, she saw herself as a hypocrite. Do you agree with her assessment of herself, or do you see her differently?
- What similarities do you see between the political climate of Beth's world and the political climate of today?

Resource:

Black Like Me by John Howard Griffin and Robert Bonazzi

Themes:

Crossing Cultures, European American/Whites, Family and Childhood, Stereotypes and Discrimination

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My Father's Race Against Discrimination: Anti-Semitism in the 1930s Track and Field

By: Carol Kerman

Link: <https://racebridgesstudio.com/video/my-fathers-race-against-discrimination-anti-semitism-in-the-1930s-track-and-field/>

Video: https://youtu.be/K_AFpRG2ixI

Story Summary:

Carol's father is told he is not permitted to run on the track team at the University of Pennsylvania. Two Jewish runners in the 1936 Berlin Olympics are not permitted to participate relays. All are Jewish and all three have the same coach.

Discussion Questions:

- In the story, Jesse Owens spoke up and told the coach, "Coach, I've won my 3 gold medals, I'm tired. Let Marty and Sam run." The coach pointed a finger at him and said, "You'll do as you're told." Why do you think the coach wanted the Black men to run in the Olympics but not the Jewish athletes? By deciding not to let Marty and Sam run, of what do you think Coach Robertson was afraid or resisting?
- What could Stanley's teammates have said or done to enable Stanley to race in all the track meets in which he was not allowed to run? Would you have been willing to stand up against discrimination even if it meant not running for the team?
- The ending quote in the story by William Lloyd Garrison was important to Stanley. How do you think its importance related to the discrimination he encountered?
- Do you think what happened to Marty Glickman and Sam Stoller could ever happen again in today's Olympics?

Resource:

- The Nazi Olympics: Jewish Athletes. Holocaust Museum, n.d. Web. 13 Sept. 2013.
- *Ghost Runners* by Robert Rubenstein

Themes:

Crossing Cultures, European American/Whites, Identity, Jewish American/Jews, Taking a Stand and Peacemaking

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My Japanese Parents' Unromantic Marriage

By: Karin Amano

Link: <https://racebridgesstudio.com/video/my-japanese-parents-unromantic-marriage/>

Video: https://youtu.be/_3j6u896lz4

Story Summary:

Karin never dreamed about marriage growing up because of her Japanese parents' unromantic arranged marriage. But when her father had a severe stroke, her mother struggled every day for months to teach him the basics - reading, walking and talking.

Discussion Questions:

- Have you ever observed your parents' marriage style? What do you think is the secret of a successful marriage?
- Have you ever researched your family history? Are you interested in finding out about your parents' childhood or your family roots?
- Did you find any cultural differences between Japanese and American cultures in Karin's story?

Resource:

- *Japan-Culture Smart!: The Essential Guide to Customs & Culture* by Paul Norbury
- *Picture Bride* by Yoshiko Uchida
- *My Stroke of Insight: A Brain Scientist's Personal Journey* by Jill Bolte Taylor

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, Family and Childhood

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My Life as an Engrish to English Translator: Learning to Accept My Korean Immigrant Mother

By: Elizabeth Gomez

Link: <https://racebridgesstudio.com/video/my-life-as-an-engrish-to-english-translator-learning-to-accept-my-korean-immigrant-mother/>

Video: <https://youtu.be/Pi6lT70uLJY>

Story Summary:

A story about Elizabeth, an “Army brat”, who must navigate the world for her Korean immigrant mother. Through this process she learns to stop being embarrassed by her mother and shifts to standing up for her.

Discussion Questions:

- How many of you are recent immigrants or have immigrant parents?
- What are the daily struggles you have or that you see your parents and other family members going through?
- If you have immigrant parents, are there times you are embarrassed by them? Can you share examples and reflect on from where the embarrassment comes?
- What steps can you take to make you and/or your parents’ transition in America easier?
- What do people who have been here longer need to understand and how can they be a support to new immigrants?

Resource:

- *Learning a New Land* by Carola Suarez-Orozco
- *Korean Immigrants and the Challenge of Adjustment* by Moon H. Jo

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Immigration, Languages, Latino Americans/Latinos, Stereotypes and Discrimination

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My Long Hair

By: Motoko Dworkin

Link: <https://racebridgesstudio.com/video/my-long-hair/>

Video: <https://youtu.be/6Hu96l5t-O4>

Story Summary:

Motoko tells a story about her own experience of sexual harassment in Japan, how she was trapped into silence imposed by her culture, and how storytelling helped her break through the silence and heal herself.

Discussion Questions:

- As a teenager in Japan, Motoko had times when she did not feel safe. What kept her from feeling safe?
- Do you feel safe? What precautions do you take for your own safety?
- What can each of us do to help others feel safe and live safely?

Resource:

- *Like a Lotus Flower: Girlhood Tales from Japan* by Motoko. (Audio CD, www.folktales.net; 2009)
- *Unbroken Thread: An Anthology of Plays by Asian American Women* edited by Roberto Uno

Themes:

Asian Americans/Asians, Bullying, Family and Childhood, Identity, Stereotypes and Discrimination

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My Names: Gender Expectations for a Taiwanese Woman

By: Ada Cheng

Link: <https://racebridgesstudio.com/video/my-names-gender-expectations-for-a-taiwanese-woman/>

Video: <https://youtu.be/JqkbBpi-ptk>

Story Summary:

Ada Cheng explains the meanings of her Chinese name: Shu-Ju, and the connection to expectations of her parents and their Chinese culture. She details why she chose to stay with the name Ada and what the name means to life and identity.

Discussion Questions:

- How do parents come up with names for their children in Taiwan? What do names represent?
- What does Ada's original Taiwanese name tell you about gender norms in Taiwan?
- Why is changing her name important to Ada, her identity and her life?

Resource:

- *Growing Up in Three Cultures: A Personal Journey of a Taiwanese-American Woman* by Dora Shu-fang Dien
- *Getting Saved in America: Taiwanese Immigration and Religious Experience* by Carolyn Chen
- *Fresh Off the Boat: A Memoir* by Eddie Huang

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, Family and Childhood, Identity, Immigration, Languages, Living and Traveling Abroad

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My Parents' Three Migrations

By: Kiran Singh Shira

Link: <https://racebridgesstudio.com/video/my-parents-three-migrations/>

Video: <https://youtu.be/JrzIhmuHLO8>

Story Summary:

Kiran shares the stories he heard about his parents' three migrations from India to Uganda to England.

Discussion Questions:

- If a story plays a part in your identity – what is it and why do you use it to state who you are? Is there more than one story we can use to claim or identify who we are?
- What is your family migration story? Does it matter or not?
- What are some of the challenging moments in your life? How did you handle them? Could the challenges you faced and the solutions you created be a story that you tell?
- Can you describe the story of a world you'd like to see and live in?

Resource:

- *Idi Amin: Lion of Africa* by Manzoor Moghal
- *Immigrants Settling in the City: Ugandan Asians in Leicester* by Valerie Maret

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Identity, Immigration, Living and Traveling Abroad

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Name Calling at Masonville Elementary: Hurtful Words Forgiven

By: Sheila Arnold

Link: <https://racebridgesstudio.com/video/name-calling-at-masonville-elementary-hurtful-words-forgiven/>

Video: https://youtu.be/4fKyg0QZZ_E

Story Summary:

As a 4th grader, Sheila was given a new nickname – the “N” word – and how that nickname resulted in an unlikely friendship, and down the road, led to forgiveness and reconciliation.

Discussion Questions:

- Have you ever been called a derogatory name? How did it make you feel? What did you do when called that name?
- Have you ever called someone a derogatory name? How did that make you feel then? How do you feel about what you said after hearing this story?
- Finish this statement: Forgiveness is... Explain your answer.
- How can you make someone new to your school, church, club or organization feel welcome and at ease?

Resource:

- *Warriors Don't Cry* by Melba Beals Patill – a book about another very different integration of a school. (Perfect for Middle School Students.)
- *The Story of Ruby Bridges* by Ruby Bridges – a children's book about the integration of an Elementary School
- List of books about name calling for all ages:
<http://www.welcomingschools.org/pages/books-on-name-calling-bullying/>
- “No Name Calling Week” January 16 to 20, 2017 resources at:
<http://www.glsen.org/nonamecallingweek>

Themes:

African American/Africans, Bullying, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Navajo Code Talker

By: Gene Tagaban

Link: <https://racebridgesstudio.com/video/navajo-code-talker/>

Video: <https://youtu.be/-RLACE88jn0>

Story Summary:

During WWII the Navajo Code Talkers created a code that was never broken. But in the past, the Navajo were forced off their reservations into boarding schools where they were told not to speak their language or practice their culture.

Discussion Questions:

- Why did the U.S. switch its policy toward the Navajo's native language?
- The Navajo were not allowed to speak of their role in WWII until 1968. What effect do you think it had that those fighting alongside American Indians during the War were unaware of their critical contribution?

Resource:

- *The First and Only Memoir by One of the Original Navajo Code Talkers* by Chester Nez and Judith Schiess Avila
- *Code Talk: A Novel About the Navajo Marine of World War Two* by Joseph Bruchac

Themes:

Crossing Cultures, European American/Whites, First Nations/Native Americans, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Negotiating the Narrows

By: Susan Klein

Link: <https://racebridgesstudio.com/video/negotiating-the-narrows/>

Video: <https://www.youtube.com/watch?v=wTbiXnqPIPk>

Story Summary:

As a young child in the 1950s, Susan Klein, raised Methodist, was intrigued by the mysterious practices of her Roman Catholic friends and neighbors. Susan's growing awareness of religious difference and how it might indicate value—someone is better, someone is worse—caused her to understand how some in her community might viewed her friendship with an African American girl.

Discussion Questions:

- Susan described in great detail her fascination with the “old ones” in her neighborhood who practiced the Catholic faith. What differences in those around you did you notice as a child? How did you experience those differences—were they intriguing, frightening, off-putting, or something else? Were differences embraced or suspect in your family?
- Why do you think Susan assumed there was something wrong with her and her religious denomination? Is her reaction familiar to you? What might this tell us about children’s understanding of differences?
- What might have instigated Susan’s schoolmates to turn on her and call her a “Nazi”?
- Susan experienced a serious dis-connect between what she was learning at church and how adults in her life behaved. Tell a time when you experienced a similar difference between what people say and what people do.

Resource:

Catholics and Protestants: What’s the Difference? By Richard B. Ramsay

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Interfaith, Stereotypes and Discrimination

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Next Town

By: Diane Ferlatte

Link: <https://racebridgesstudio.com/video/next-town/>

Video: <https://youtu.be/57EQyy9Cc8U>

Story Summary:

While traveling from California to Louisiana, Diane's family stops at a restaurant. A "whites only" sign hangs near the door and Diane's family, all black, must eat in the kitchen. She learns about prejudice and how to keep in high spirits that day.

Discussion Questions:

- What did you think the title "Next Town" referred to when you first read it? How do you react to the title now that you know how it was used?
- Diane's parents left Louisiana to escape the segregated south, which oppressed African Americans with Jim Crow laws and threats of violence. Why do you think they returned every summer? Why do you think some African Americans stayed in the south?
- Diane learns significant lessons on the day she describes in this story. She learns that people can hate her without even knowing her and that there are people such as her parents who maintain their integrity even in the face of such hate. When have you faced irrational prejudice in yourself or others? How did you deal with it?

Resource:

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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No Aguantara

By: Carrie Sue Ayvar

Link: <https://racebridgesstudio.com/video/no-aguantara/>

Video: <https://youtu.be/Gxdogoir53s>

Story Summary:

When Carrie Sue and her fiancé decided to marry there were many who thought their relationship would not last long – including the representative from the U.S. Embassy in Mexico who was handling their visa.

Discussion Questions:

- What do you judge people on when you first meet them? Have you ever made a judgment about a person only to realize when you get to know them better that you were completely wrong about them? If so, did you discover anything about yourself?
- Do you think that we learn things about ourselves when we meet people who are different from us? Why do you think that?
- Many people, including the American Visa Clerk objected to Carrie Sue and Facundo's relationship. Why do you think it mattered to the other people?
- Why do you think many were surprised that their families did not disapprove of the relationship?

Resource:

- *In Their Own Words: Drama with Young English Language Learners* by Dan Kelin – a resource for anyone working with 2nd language learners
- *The Earth Mass* by Joseph Pintauro and Alicia Bay Laurel (Carrie Sue and her husband used a poem from this collection in their wedding ceremony and still try to follow its advice.)

Themes:

Crossing Cultures, Immigration, Languages, Latino Americans/Latinos, Living and Traveling Abroad, Taking a Stand and Peacemaking

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No Friends but the Mountains

By: Diane Edgecomb

Link: <https://racebridgesstudio.com/video/no-friends-but-the-mountains/>

Video: <https://youtu.be/pXGPjIdxiNs>

Story Summary:

An encounter with a young, Kurdish refugee leaves Diane face to face with how her government is perceived outside of her own country. How could this brief exchange, where neither could speak the other's language, lead to a lifetime of advocacy?

Discussion Questions:

- Are individual citizens responsible for the actions of their governments? If your answer is no, can you think of any exceptions? If your answer is yes, are there any situations in which individuals are clearly not responsible?
- Imagine that you have just been forbidden to speak and write your language, draw a series of pictures of how this would feel.
- Try to communicate with a partner without using any words.
- The language that we receive from our parents, and from our ancestry is called our “mother tongue.” Is your mother tongue different than the language of the predominant culture around you? If so, how does that make you feel? If not, how do you feel when you are around people whose language you do not understand or do not speak well?
- What are some of the unique sayings you may have heard from your parents or grandparents that are part of your culture and heritage? List some of those unusual words and phrases and reflect on how they help to define your family’s values or sensibilities.
- In Turkey, confessions of those who have been tortured are accepted as evidence in a court of law. Make an argument for and against this practice
- If you were forced to escape your country because of persecution and could only take a small sack of belongings with you, what would you take?

Resource:

A Fire in My Heart: Kurdish Tales retold by Diane Edgecomb, <https://www.abcclio.com/ABC-CLIOCorporate/product.aspx?pc=F2000P>

Themes:

Crossing Cultures, Living and Traveling Abroad, Taking a Stand and Peacemaking

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Not By the Sword: How a Cantor and His Family Transformed a Klansman

By: Pippa White

Link: <https://racebridgesstudio.com/video/not-by-the-sword-how-a-cantor-and-his-family-transformed-a-klansman/>

Video: <https://youtu.be/OWzH6mZIJtw>

Story Summary:

In 1991 a Jewish cantor and his family were threatened and harassed by the Grand Dragon of the state Ku Klux Klan. How did they deal with the hatred and bigotry, and still redeem a life? Based on the book, Not By the Sword by Kathryn Watterson.

Discussion Questions:

- Is this a story about religious transformation or about how isolated people need caring relationships?
- What does this story say about the power of words and the means of spreading those words? How does anonymity protect the speaker? How do the cantor's 'public' words spread his message?
- Would you have considered inviting the former KKK member to live in your home? How was the family able to open their door and their hearts to a man who had hurt so many?

Resource:

Not By the Sword by Kathryn Waterson, Simon & Schuster, 1995; University of Nebraska Press, 2012.

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Interfaith, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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On the Bus: Saved By an Angel

By: Jon Spelman

Link: <https://racebridgesstudio.com/video/on-the-bus-saved-by-an-angel/>

Video: <https://youtu.be/5iflnxG1uDo>

Story Summary:

A woman tells Jon a story about how a stranger saved her from arrest and worse but leaves before she completes her story. As Jon reflects, he asks: are we prepared to help a stranger when they need us most?

Discussion Questions:

- Brainstorm a list of things you can do for others that shows kindness.
- When have you been afraid? What did or could someone have done to alleviate your fears?
- Why did the perfect stranger on the bus protect the young girl? Would you have done similarly?

Resource:

Random Acts of Kindness Then and Now: The 20th Anniversary of a Simple Idea That Changes Lives by Editors of Conari Press and M.J. Ryan

Themes:

Education and Life Lessons, Family and Childhood, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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On the Train to the Japanese American Incarceration Camps

By: Brenda Wong Aoki

Link: <https://racebridgesstudio.com/video/on-the-train-to-the-japanese-american-incarceration-camps/>

Video: <https://youtu.be/Bmdx0O9gYb0>

Story Summary:

During WWII a Japanese American nurse is forced to leave her belongings and home to be imprisoned in an incarceration camp. Traveling to the camps a baby who should have been in the hospital takes a turn. The end-result is out of the nurse's hands.

Discussion Questions:

- If you had to suddenly leave everything you owned and loved behind and could only take one suitcase with you, what would you take?
- How was it that American citizens could suddenly lose their citizenship rights to own their homes, their businesses and receive due process before being imprisoned? Do you think it could ever happen again?
- How was the propaganda against Japanese American citizens during WWII like the fear and prejudices against Muslim American citizens we see today?

Resource:

- *Densho: The Japanese American Legacy Project* – archives of over 400 videotaped histories of Japanese Americans
- The National Park Service histories of internment: <https://www.nps.gov/search/?affiliate=nps&query=japanese%20internment>

Themes:

Asian Americans/Asians, Family and Childhood, Identity, Immigration, Stereotypes and Discrimination, War

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Onara

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/onara/>

Video: <https://youtu.be/hrdnTXRaeZ4>

Story Summary:

Based on a true story, a young girl wonders about the difference between “hakujin” (white people) and “nihonjin” (Japanese people) while in an internment camp in WWII. She speculates as to why hakujin do not onara (a euphemism for “passing gas”).

Discussion Questions:

- You have been ordered to move out of your house in two weeks and can only take one suitcase weighing 50 pounds. You will be gone for an unknown period of time for an unknown destination. There are no stores where you are going, no Internet or cell phone or cable service, and very little electricity. What will you take with you?
- Meals in the camps were served in large mess halls like the cafeteria in your school. What would be the advantages and disadvantages of serving meals in this way? How would you feel about eating in a cafeteria for all of your meals for the next year?
- The incarceration (internment) camps were surrounded by guard towers, barbed wire fences, and soldiers with rifles. Do you think such measures were necessary? Why were they implemented? How would you feel if you had to live under those conditions? How do you think it would change you?

Resource:

- *Farewell to Manzanar* by Jeanne Wakatsuki
- *Years of Infamy: The Untold Story of America's Concentration Camps* by Michi Weglyn.

Themes:

Asian Americans/Asians, Education and Life Lessons, European American/Whites, Identity, War

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Passing for WASP

By: Carol Birch

Link: <https://racebridgesstudio.com/video/passing-for-wasp/>

Video: <https://youtu.be/v5ull2e1kXY>

Story Summary:

Carol believes: “To build a bridge from one culture into another and make pluralism a cause for celebration, we have to have one foot firmly planted in who we are.” When exploring her Polish and Scottish roots, she wonders, am I living what I teach?

Discussion Questions:

- What is a WASP and why is that word part of American history?
- Why are many students who are identified as “white” unaware of their ethnic heritages? It seems from the story that there is a hierarchy of “whiteness;” is this accurate in your experience?
- The storyteller accepted many last names in the story – her original name, her father’s name-switch, her husband’s name. Finally, she went back to what name and why? Why is so much consideration given to a name?

Resource:

- *How the Irish Became White* by Noel Ignatiev
- *Uprooting Racism: How White People Can Work for Racial Justice* by Paul Kivel

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Taking a Stand and Peacemaking

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Peacemaking Beyond Borders – An Israeli Palestinian Friendship

By: Noa Baum

Link: <https://racebridgesstudio.com/video/peacemaking-beyond-borders-an-israeli-palestinian-friendship/>

Video: <https://youtu.be/823rSpxUIOY>

Story Summary:

Noa grew up in Jerusalem, Israel. In America, she met a Palestinian woman, only on the “other side”. Their friendship inspired her to tell the stories of their families that echo the contradicting national narratives of their people.

Discussion Questions:

- What do you already know and think about the Israeli/Palestinian conflict? Do you have opinions? Do you have any mental picture of an Israeli or a Palestinian?
- How do we form opinions? What is “history”? Who decides what goes in and what stays out? Can we ever know the “whole story” about anything?
- The following quotations are very important to Noa Baum. Discuss each one with reference to her story and to your own experiences:
 - “An enemy is one whose story we have not heard.” —*Gene Knudsen-Hoffman*
 - “People become the stories they hear and the stories they tell.” —*Elie Wiesel*
 - “You must be the change you wish to see in the world.” —*Gandhi*

Resource:

- *A Land Twice Promised – An Israeli Woman’s Quest for Peace* (Familius 2016)
- *A Land Twice Promised* DVD and Book – <http://bit.ly/LandTwiceDVD> and *A Land Twice Promised: An Israeli Woman’s Quest for Peace*

Themes:

Interfaith, Jewish American/Jews, Taking a Stand and Peacemaking, War

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Penny for Your Thoughts

By: Diane Ferlatte

Link: <https://racebridgesstudio.com/video/penny-for-your-thoughts/>

Video: <https://youtu.be/7xZuWbzCUX0>

Story Summary:

Diane Ferlatte white man at a restaurant and tries to be friendly. When he responds with a grunt she labels him a "mean old white man." Later she learns his story and the importance of reaching across barriers of race, age and culture.

Discussion Questions:

- What do you think inspired Ferlatte to speak to the old man? How would you have felt if you had been Ferlatte, and the old man had grunted at you? What would you have thought about him?
- Have you ever tried to reach across a barrier (race, age, language, class, etc.) with someone you didn't know? How did it go? Did you learn from that experience?
- Ferlatte manages her own initial reaction against the man. How does she do that? Have you ever had to talk to yourself to get yourself to think differently? When? Did it work?

Resource:

The Nature of Prejudice: 25th Anniversary Edition by Gordon W. Allport and Kenneth Clark

Themes:

African American/Africans, Education and Life Lessons, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Plastic Glory

By: Linda Gorham

Link: <https://racebridgesstudio.com/video/plastic-glory/>

Video: <https://youtu.be/TXzXTRWLRkU>

Story Summary:

Linda's grandmother covered everything with plastic. Everything ... chairs, tables, lampshades, even the sofa and throw pillow. But who would suspect this would set off a painful memory of the Vietnam War for Linda's father?

Discussion Questions:

- What intrigues you about the home of your grandparents or other older people? What do you smell, taste, hear, or touch when you visit their homes?
- How does the description of food add to the visual image of the dining room scene?
- Were you surprised at the twist near the end of the story? How did her father's reaction to the popping sound affect you?
- Do you know someone who has fought overseas in a war? Have you ever talked with them about their experiences? If you could, what would you ask?
- The term 'shell shock' has been changed to 'post-traumatic stress disorder (PTSD)'. What do you know about it?

Resource:

- *The Things They Cannot Say: Stories Soldiers Won't Tell You about What They've Seen, Done or Failed to Do in War* by Kevin Sites
- *Once a Warrior—Always a Warrior: Navigating the Transition from Combat to Home—including Combat Stress, PTSD, and MTBI* by Charles Hoge
- *What It Is Like To Go To War* by Karl Marlantes

Themes:

African American/Africans, Family and Childhood, Living and Traveling Abroad, War

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Precious Lord

By: Rev. Robert Jones

Link: <https://racebridgesstudio.com/video/precious-lord/>

Video: <https://youtu.be/RykxB7GeX10>

Story Summary:

Robert Jones talks about the roots of Gospel music and the influence of Thomas A. Dorsey and Mahalia Jackson.

Discussion Questions:

- Gospel is a blend of spirituals, blues and African rhythm. How do musical forms morph into their next evolution?
- What was happening in the U.S. and for African Americans as Gospel music evolved? How did Gospel music provide comfort and artistic expression for African Americans?

Resource:

- *People Get Ready!: A New History of Black Gospel Music* by Robert Darden
- *Thomas A. Dorsey Father of Black Gospel an Interview* by Robert L. Taylor
- *Mahalia Jackson: Born to Sing Gospel Music* by Evelyn Witter

Themes:

African American/Africans, Crossing Cultures

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Privilege, Protest, and the Environment Stories Now and Then

By: Heather Forest, Ph.D.

Link: <https://racebridgesstudio.com/video/privilege-protest-and-the-environment-stories-now-and-then/>

Video: <https://youtu.be/j7Hj91PuG-0>

Story Summary:

White suburbanites shut down a nuclear power plant on Long Island, NY. while indigenous people on the Standing Rock Reservation were unable to stop the construction of the Dakota Access oil pipeline on sacred native lands. Environmental racism?

Discussion Questions:

- The Dakota Access Oil Pipeline was originally to traverse an area close to the Capital city of Bismarck, North Dakota. Public complaint that the pipeline posed a threat to the city's drinking water resulted in the Army Corps of Engineers' rerouting of the pipeline through the Standing Rock Indian reservation instead. Why do you think the city dwellers were successful in their complaint?
- What does NIMBY mean?
- What is environmental racism? What would you do if a toxic dump site was placed on your street corner without your consent?

Resource:

- Articles about the Shoreham Protest, 1979
<https://suffolk-times.timesreview.com/2019/06/at-look-back-at-the-shoreham-nuclear-plant-protest-40-years-later/> <https://popularresistance.org/the-battle-to-stop-the-shoreham-nuclear-plant-revisited/>
<http://large.stanford.edu/courses/2018/ph241/gilbey1/>
- About the Standing Rock Reservation Protests of the Dakota Access Pipeline
<https://americanindian.si.edu/nk360/plains-treaties/dapl>
https://en.wikipedia.org/wiki/Dakota_Access_Pipeline_protests
- About Environmental Racism <http://www.pollutionissues.com/Ec-Fi/Environmental-Racism.html> <http://greenaction.org/what-is-environmental-justice/>
- NIMBY-Not in My Backyard Phenomenon <https://www.britannica.com/topic/Not-in-My-Backyard-Phenomenon>

Themes:

European American/Whites, First Nations/Native Americans, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Racism on the Road and Into the Next Generation

By: Brenda Wong Aoki

Link: <https://racebridgesstudio.com/video/racism-on-the-road-and-into-the-next-generation/>

Video: <https://youtu.be/vbbZGDh0zXw>

Story Summary:

Brenda performs a song in Japanese and is told to stop using “demonic language” and is called “a witch.” Unfortunately, bias and ignorance is also visited on the next generation when her son is mistaken for another Japanese American student.

Discussion Questions:

- Why do some people approach differences with curiosity and respect and others react with ignorance and hate?
- What would you do in Brenda’s place if you had been confronted with similar statements and actions? Have you experienced similar slights and biases?
- Brenda is disappointed that her son is experiencing similar prejudices and invisibility? Do you think race relations are improving or getting worse? Why or why not?

Resource:

- *Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives* by Howard J. Ross
- *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji

Themes:

Asian Americans/Asians, Bullying, Crossing Cultures, Education and Life Lessons, Family and Childhood, Identity, Stereotypes and Discrimination, Workplace

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Raising a Glass to My Teachers

By: Pam Faro

Link: <https://racebridgesstudio.com/video/raising-a-glass-to-my-teachers/>

Video: https://youtu.be/WP0b_qZRSZM

Story Summary:

Pam Faro grew up in very white central Wisconsin. Decades later, over a glass of wine with family, she learned that something she'd always done innocently was racially hurtful. How could a class taken way back in high school be of any help?

Discussion Questions:

- Have you ever had a class in school that really made a difference in your life? What was the class, and what was the difference it made for you? Have you had a teacher who really made a difference in your life? Who was he or she, and what did they do that was so impactful for you?
- Is the phrase white privilege familiar to you? What do you think it means? Some people reject the notion of white privilege – why, do you think they do so? What do you think about it?
- What do you think of the notion that “One definition of ‘white privilege’ is that ‘white history’ is part of the core curriculum while ‘others’ history is an elective” (if available at all)?
- Outside of school or any other formal kind of class, think of someone from whom you have learned something important – a family member, friend, clergy person, coach, or even maybe a stranger. What did you learn, and how? Did they tell you something, or did you learn from observing them?
- When you offend someone, what is the best way to recover the relationship? Has anyone ever offended you? What did they do that helped or didn’t help?

Resource:

- *Bury My Heart at Wounded Knee* by Dee Brown
- *Custer Died for Your Sins* by Vine Deloria, Jr
- *Autobiography of Malcolm X* by Malcolm X and Alex Haley
- *Roots* by Alex Haley
- *Invisible Man* by Ralph Ellison
- *LaRaza* by Stan Steiner

- List of Asian-American history children's books:
<https://www.scholastic.com/teachers/articles/teaching-content/asian-american-history-books>
- List of indigenous children's books: <http://www.cbc.ca/parents/learning/view/10-beautiful-indigenous-childrens-books-to-add-to-your-library>

Themes:

Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination

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Reflections on Minidoka

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/reflections-on-minidoka/>

Video: https://youtu.be/dcktQY7Ad_Y

Story Summary:

Alton Takiyama-Chung visits the remains of the Minidoka Relocation Center, one of the internment campus used to incarcerate Japanese Americans during WWII. There he meets an 89-year-old woman who had been incarcerated at Minidoka years before.

Discussion Questions:

- You are being moved your home, perhaps for years for an unknown location with unknown weather. You can take one suite case weighing no more than 50 lb. when packed and can take no electronics. There will be no shops, Internet, or cell phone service where you are going. What would put in your suite case?
- The U.S. Government has forced you and your family from your home and into a camp surrounded by barbed wire and armed guards. They have questioned your loyalty to the U.S., but now have asked you to join the U.S. Army to fight, and perhaps die, for the country. Your parents speak a different language and you are the only one in your family who can speak their language and English. What do you do?
- The U.S. has been attacked, many people have died, and most of the perpetrators are from one nation. Everyone is afraid that there will be more attacks. Some people want to gather all people from that country who live in the U.S. in one place to watch them. Others disagree. What do you feel needs to be done for you to feel safe?
- Have you ever asked the elders of your family what it was like for them growing up? Have your parents or grandparents had experiences you would like to write about? What kind of stories would you write?

Resource:

- *Densho Website* (www.densho.org) Started in 1996, Densho is a nonprofit organization dedicated to documenting oral histories from Japanese Americans who were incarcerated during World War II and, more broadly, to educate, preserve, collaborate and inspire action for equity.
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston (Boston: Houghton Mifflin, 1973). This is a memoir by Jeanne Wakatsuki Houston and James D. Houston of Japanese American experience during and after the World War II internment.

- *Baseball Saved Us* by Ken Mochitsuki (Lee & Low Book, 1993) Shorty and his family, along with thousands of Japanese Americans, are sent to an internment camp in the desert after the attack on Pearl Harbor. Shorty and his father decide to build a baseball diamond and form a league to boost the spirits of the internees. Shorty learns that he is playing not only to win, but also to gain dignity and self-respect.
- *Hawaii Nisei Story* Webpage (www.nisei.hawaii.edu) Nisei is Japanese for the second generation of Japanese Americans, those born in the US. This is an interactive website with videos, photos, and oral histories of Japanese Americans from Hawaii during WWII. Stories include those from the 100th Battalion, the 442nd Regimental Combat Team the Military Intelligence Service, the 1399 Engineers, and the Varsity Victory Volunteers, and others.

Themes:

Asian Americans/Asians, Living and Traveling Abroad, Stereotypes and Discrimination, War

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Remembering and Celebrating Cuba

By: Antonio Sacre

Link: <https://racebridgesstudio.com/video/remembering-and-celebrating-cuba/>

Video: <https://youtu.be/mkSMPgTL54E>

Story Summary:

When Antonio Sacre asks his Cuban father about his country his questions are met with silence. While traveling to Mexico to absorb the culture, Antonio suddenly realizes he has not done so in Cuba. It is then that the doors of communication open.

Discussion Questions:

Resource:

Themes:

Latino Americans/Latinos

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Remembering Lisa Derman

By: Jim May

Link: <https://racebridgesstudio.com/video/remembering-lisa-derman/>

Video: <https://youtu.be/Dddvl0dRdeQ>

Story Summary:

Jim May remembers holocaust survivor, Lisa Derman, who died suddenly of a heart attack while telling a the story that had defined her contributions to the fight against anti-Semitism, as well as against genocide the world over.

Discussion Questions:

Resource:

- Website – For information about the memorial and photos for the Lisa Derman Holocaust Memorial in Spring Grove, IL erected where Lisa told her heroic and heart-breaking story for the last time, see: http://www.springgrovillage.com/wp-content/uploads/2013/04/Lisa_Derman_Story_Article.pdf
- Website – Newspaper Obituary:
<http://www.legacy.com/obituaries/chicagotribune/obituary.aspx?pid=423285>
- Video of the last moments of Lisa Derman's life: <http://bit.ly/LisaDerman>
- *Trail Guide For A Crooked Heart* by Jim May (pp. 42-44 and 84-90)

Themes:

Education and Life Lessons, Family and Childhood, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Riding the Dog: A Talmudic Christmas in the Suburbs

By: Joseph Sobol

Link: <https://racebridgesstudio.com/video/riding-the-dog-a-talmudic-christmas-in-the-suburbs/>

Video: <https://youtu.be/L5hGB1emHxc>

Story Summary:

Joseph's father and neighbor debate whether a Jewish family should have a Christmas tree. Meanwhile Joseph gets into mischief resulting in an overturned tree and a proclamation.

Discussion Questions:

- What is the difference between orthodox, conservative and reform Judaism? Jewish identity can have religious, ethnic, cultural, linguistic, and national components to it – what does it mean that Joseph's father was raised in a non-religious, sectarian Jewish household? Are you a member of a religious or cultural group that has different ways of practicing within it?
- Why would Joseph's family want to have a Christmas tree even though they weren't Christians?
- Joseph mentions people who were his father's heroes – Emma Goldman, Tolstoy, Gandhi? What did these people have in common?

Resource:

- *Who is a Jew? An Introduction to a Complex Question* by Rabbi Juan Bejarano-Gutierrez
- *The Many Faces of Judaism: Orthodox, Conservative, Reconstructionist and Reform* by Gilbert S Rosenthal

Themes:

Crossing Cultures, Family and Childhood, Jewish American/Jews

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Ripples: From a Field in Mississippi to General Motors in New York

By: Diane Macklin

Link: <https://racebridgesstudio.com/video/ripples-from-a-field-in-mississippi-to-general-motors-in-new-york/>

Video: <https://youtu.be/8IOzjquHEU8>

Story Summary:

April 4, 1968 may have ended a dream with the assassination of Dr. Martin Luther King, Jr. However, another began in a young woman who pushed past despair, journeying from Mississippi to New York City, to discover that the “dream” lived on in her.

Discussion Questions:

- Dr. King is associated with bringing together people of various ethnic backgrounds. While the message of equality was a theme of the Civil Rights Movement, a critical part of the movement centered around employment – compensation, fairness, availability, and equity. How are there still struggles around employment issues in the U.S. and the world?
- Each person has been given a talent – teaching, preaching, engineering, drawing, you name it! What are the talents you have been given and how have they helped someone else or you in an unexpected way?
- Travel can reveal a new perspective about one’s self, others, and places. Where have your travels brought you? How has something you experienced or seen changed your perspective?
- The Great Migration refers to the exodus of African Americans from the American South, seeking a variety of opportunities, new beginnings, and work during the 20th century. This departure from “home” enabled families to unite and offered a different future to the next generation. What sacrifice did those who left the South make for the next generation? What opportunities did future generations have? In your family, how did one generation make a sacrifice that benefitted the next generation(s)?

Resource:

- *America Street: A Multicultural Anthology of Stories* edited by Anne Mazer
- *Seeds of Change* by Jen Cullerton Johnson
- *Voice of Freedom – Fannie Lou Hamer: Spirit of the Civil Rights Movement* by Carole Boston Weatherford
- *28 Days: Moments in Black History that Changed the World* by Charles R. Smith, Jr.
- *The Warmth of Other Suns* by Isabel Wilkerson

Themes:

African American/Africans, Crossing Cultures, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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Roots to Rap

By: Rev. Robert Jones

Link: <https://racebridgesstudio.com/video/roots-to-rap/>

Video: https://youtu.be/JKP2mzYyK_I

Story Summary:

Rev. Jones gives a rousing illustration of how today's rap music has evolved from the blues and earlier musical forms.

Discussion Questions:

- Rap music has roots in jazz, blues, R&B and zydeco. How did these earlier art forms influence the beginning of hip-hop as well as today's rap music?
- Rap is a musical art form but also a culture. What do you think are the positives and negatives of this culture?

Resource:

Hip-Hop in Houston: The Origin and the Legacy by Maco L. Faniel

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination

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Rosa

By: Linda Gorham

Link: <https://racebridgesstudio.com/video/rosa/>

Video: <https://youtu.be/HD53YsXijE8>

Story Summary:

Linda Gorham tells the story of Rosa Park's 1955 stand against racial injustice through: Claudette Colvin (a 15-year-old who nine months earlier refused to give up her bus seat), James Blake (the bus driver), and Rosa Parks herself.

Discussion Questions:

- Given the climate of violence Rosa Parks faced, would you have had the courage to do what she and the other people of the Civil Rights Movement did? Have you ever stood up for something you believe in? What happened?
- Would you have been one of the people involved in the Civil Rights movement? How would you have helped?
- Many Whites thought things were unfair in this country and supported the Civil Rights Movement yet were afraid to say so to their own spouses, families or neighbors. When have you felt afraid to share your beliefs?

Resource:

- Film – *Mighty Times: The Legacy of Rosa Parks* by Hudson & Houston produced by Teaching Tolerance and Tell the Truth Pictures.
- *Rosa Parks: My Story* by Rosa Parks and Jim Haskins. In this straightforward, compelling autobiography, Rosa Parks talks candidly about the civil rights movement and her active role in it.
- *Rosa Parks: A Life* by Douglas Brinkley. Historian Douglas Brinkley follows this thoughtful and devout woman from her childhood in Jim Crow Alabama through her early involvement in the NAACP to her epochal moment of courage and her afterlife as a beloved (and resented) icon of the civil rights movement.

Themes:

African American/Africans, Civil Rights Movement, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Rosie the Riveter

By: Judith Black

Link: <https://racebridgesstudio.com/video/rosie-the-riveter/>

Video: <https://youtu.be/-i2S04YEDR0>

Story Summary:

During WWII many women took on the jobs and duties of men who had left for war. They were known simply as "Rosie." In this excerpt you'll meet an African American Rosie who fought racism, sexism and changed the nature of the 1944 workplace.

Discussion Questions:

- During WWII, 5 million women poured into the American workforce, and worked an average of 56 hours a week. These same women remained the primary homemakers, and caretakers for their children. What, if anything, has changed for working women today and why?
- During WWII, the nation and its industries desperately needed women to step up and take the jobs that men were leaving when they volunteered or were drafted for the armed forces. Can you name three of those industries? What difficulties did women, immigrants, and people of color have entering these industries? Did women remain at their work after the war? Why or why not?
- WWII was the first time in our national history that women, immigrants, and people of color were hired to do difficult, technical jobs that paid them well. Though many of these people had to sign a promise to give their jobs back to the white males when they returned from the war. How do you think that doing these jobs and experiencing a sense of equality changed the new workers?

Resource:

- *The Life and Times of Rosie the Riveter* by Marilyn Whitman
- *V Is For Victory: The American Home front During WWII* by Miriam Frank
- *Uncle Sam Wants You: Men and Women of WWII* by Sylvia Whitman

Themes:

Crossing Cultures, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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Sagebrush Santa: Christmas, 1942 in the Minidoka Internment Camp

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/sagebrush-santa-christmas-1942-in-the-minidoka-internment-camp/>

Video: <https://youtu.be/iUbEogxmz5w>

Story Summary:

Five-year-old Kiyoshi lives in world that has been turned upside down since Japan attacked Pearl Harbor. Since then his father was taken away and his family moved living briefly in a horse stall before ending up in a place called Minidoka.

Discussion Questions:

- You are sent to a remote location with no access to stores, schools, or libraries. You are away from most of your friends and are forced to stay in one place. There is no cell phone service, internet connection, and electricity is unreliable. What would you do to keep from being bored?
- Suppose that everyone in your class who wore the color purple on a particular day are told to go stand in one part of the room and everyone else are to stand in another part of the room. You are now told that those in the purple group are bad and are not to be trusted. Your best friend is in the purple group. How do you feel?
- Under what circumstances does the Government have the right to put people in jail without trial as they are suspected or have the potential of doing something wrong?
- Christmas is coming and you have no money to buy gifts nor are there stores nearby, and mail delivery is unreliable. Yet you want to give presents to your family. You have access to wood, paper, string, paint, rocks, glue, some desert plants, sand, some tools, and lots of time. What gifts would you make for your family?

Resource:

- *Hotel on the Corner of Bitter and Sweet: A Novel* by Jamie Ford. 2009. Ballantine Books, New York.
- Karen Yonemura Ramirez's Story: Life in Minidoka and Twin Falls. June 30, 2015. uprootedexhibit.com/2015/06/karen-yonemura-ramirezs-story-life-in-minidoka-and-twin-falls/
- Memories of Minidoka: Japanese-Americans Revisit Southern Idaho Internment Camp. boiseweekly.com/boise/memories-of-minidoka/Content?oid=1587086

Themes:

Asian Americans/Asians, Civil Rights Movement, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, War

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School of Invisibility

By: Charlotte Blake Alston

Link: <https://racebridgesstudio.com/video/school-of-invisibility/>

Video: <https://youtu.be/SS6yAm9hs-w>

Story Summary:

Charlotte Blake Alston accepts position at a Quaker school and expects she'll be part of a school committed to respect and equality for all members of the school community. But true equity, she finds, is awareness, sensitivity and diligence.

Discussion Questions:

- What do Quakers believe and what is their history in the United States?
- We can have good intentions yet have a very different impact on others. When have you unconsciously discriminated against others? When have you felt left out or treated as if you weren't as good as someone else?
- How do you show respect and create a sense of equality with others?

Resource:

- *The Quakers: A Very Short Introduction (Very Short Introductions)* by Pink Dandelion
- *Silent Racism: How Well-Meaning White People Perpetuate the Racial Divide* by Barbara Trepagnier

Themes:

African American/Africans, Education and Life Lessons, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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School Spirit

By: Erica Lann Clark

Link: <https://racebridgesstudio.com/video/school-spirit/>

Video: <https://youtu.be/fF0fjhIZGwE>

Story Summary:

In the Cold War era, in a high school without a soul, Erica experienced brief inclusion in the best girl's clique! Then, she was dropped and fell into hopeless disappointment and depressions. But with her father's help and the inspiration of a House on Un-American Activities Committee (HUAC) witness, she found her power and the school found its spirit.

Discussion Questions:

- How do cliques affect feelings of community in a class?
- How do cliques affect school “spirit”?
- Can you name some regional and national political “cliques” you’ve heard about, and tell what they do to the “spirit” of the people they affect?
- Have you heard of the House Un-American Activities Committee (HUAC), and do you know what HUAC set out to do in the 1940s and 1950s?

Resource:

- *Hoover and the Un-Americans: The FBI, HUAC and the Red Menace* by Kenneth O'Reilly.
- *Odd Girl Speaks Out: Girls Write about Bullies, Cliques, Popularity, and Jealousy* by Rachel Simmons

Themes:

Bullying, Crossing Cultures, Education and Life Lessons, Family and Childhood, Jewish American/Jews, Taking a Stand and Peacemaking

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Searching for My Appalachia: A Modern Jack Tale

By: Kevin Cordi

Link: <https://racebridgesstudio.com/video/searching-for-my-appalachia-a-modern-jack-tale/>

Video: <https://youtu.be/urO2KRXZmR4>

Story Summary:

In a chance encounter, Kevin Cordi meets someone others might classify as a “redneck.” Cordi begins a short conversation with this very pleasant man named Jack. Jack explains to Cordi about the nature of the term “redneck” and asks, “When did dirt and hard work become something bad?” In that moment, Cordi reconnects with and feels pride in his mountain heritage.

Discussion Questions:

- Why are we reluctant to peel back the layers to get to know who someone truly is?
- Are there stereotypes about groups to which you belong? How do you keep other's negative judgments out of your feelings about yourself and your group?

Resource:

- *The Jack Tales* by Richard Chase
- *Southern Jack Tales* by Donald Davis
- *High Mountains Rising: Appalachia in Time and Place* by Richard A. Straw and H. Tyler Blethen

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity

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Seeing the Other

By: Arif Choudhury

Link: <https://racebridgesstudio.com/video/seeing-the-other/>

Video: <https://youtu.be/PdrlpfS61fE>

Story Summary:

One day, 5-year old Arif learns how to play with a dreidel and learns about the differences between Christians and Jews.

Discussion Questions:

- How did Arif come to realize that there were “different kinds of white people”?
- Why weren’t the students also studying Arif’s religion?
- Growing up, what did you learn about Islam? Was Islam presented as one of the world’s major religions or as “an other”?

Resource:

- *A History of God: The 4000-Year Quest of Judaism, Christianity and Islam* by Karen Armstrong
- *No god by God: The Origins, Evolution and Future of Islam* by Reza Aslan

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Jewish American/Jews, Muslim Americans/Muslims

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Seriously... What Did You Call Me?!

By: Onawumi Jean Moss

Link: <https://racebridgesstudio.com/video/seriously-what-did-you-call-me/>

Video: <https://youtu.be/2n0nSISIkJA>

Story Summary:

While getting a passport Onawumi Jean discovered that her name is not on her birth certificate. Her aunt is able to clear up the mystery by disclosing a concession Onawumi's mother made to get along and keep her job in the Jim Crow South.

Discussion Questions:

- Why are names important? What do they say about our identity and the people who name us?
- How did Onawumi Jean's mother's concession help her "get along" in the Jim Crow South?
- If you were going to choose another name for yourself, what would it be and why?

Resource:

- *American Nightmare: The History of Jim Crow* by Jerrold M. Packard
- *The Name Book: Over 10,000 Names – Their Meanings Origins and Spiritual Significance* by Dorothy Astoria

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Shadowball

By: Bobby Norfolk

Link: <https://racebridgesstudio.com/video/shadowball/>

Video: <https://youtu.be/AlfnMkmsSJo>

Story Summary:

Bobby brings to life famed "Shadowball" baseball players such as Cool Papa Bell and Satchel Paige, as he explores their triumphs and sacrifices during segregated America in the 1920s-30s.

Discussion Questions:

- Compare and contrast the career of "Cool Papa" Bell to that of a white player of the same era. What white player would be comparable to "Cool Papa" Bell?
- How would Satchel Paige be treated if he were playing in major league baseball today?
- Was Satchel Paige "the first" to lobby as a free agent before Cat Fish Hunter and Curt Flood?

Resource:

Baseball: A Film by Ken Burns – DVD by PBS

Themes:

African American/Africans, Bullying, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Small City, Big City: Opportunities Grow with More Diversity

By: Shannon Cason

Link: <https://racebridgesstudio.com/video/small-city-big-city-opportunities-grow-with-more-diversity/>

Video: <https://youtu.be/uF7Ck3x3Ph4>

Story Summary:

A new workplace is sometimes like the first day at a new school. Differences aren't accepted quickly, and sometimes differences can make a person feel completely isolated if they aren't welcomed.

Discussion Questions:

- How could the new workplace environment been more welcoming to Shannon?
- What could Shannon have done to mesh better in the environment?
- Should workplaces be more diverse and reflect the surrounding community? Why?

Resource:

- *Makes Me Wanna Holler* by Nathan McCall
- *Black Men Ski* – Stew at TED –
https://www.ted.com/playlists/250/talks_to_help_you_understand_r

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking, Workplace

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Small Town Silence

By: Scott Whitehair

Link: <https://racebridgesstudio.com/video/small-town-silence/>

Video: <https://youtu.be/KBnpHThnDXw>

Story Summary:

A wannabe comedian in the suburbs of Pittsburgh finally meets a professional comic who is willing to take him under his wing. Will silence over the discovery of a small town's nasty racial secret destroy the friendship before it can even begin?

Discussion Questions:

- When was a time when you remained silent when you should have spoken up about discrimination? What caused you to stay silent?
- How could this situation have turned out differently? What effect could calling out the racism around us have on the people practicing it or on the people experiencing it?
- Have you ever observed the silence of others while you yourself were being treated poorly? How would you have wanted others to react or behave?

Resource:

- *Silent Racism: How Well-Meaning White People Perpetuate the Racial Divide* by Barbara Trepagnier
- Film – *Dear White People* (2014), Directed By Justin Simien

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Stereotypes and Discrimination

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Soul Food in a Southern Swamp: Bumming Fish and Crossing Boundaries

By: Doug Elliott

Link: <https://racebridgesstudio.com/video/soul-food-in-a-southern-swamp-bumming-fish-and-crossing-boundaries/>

Video: <https://youtu.be/rnJ-HSd67E8>

Story Summary:

After fishermen in the Okefenokee Swamp give Elliott two fierce looking mudfish, he finds himself on a hilarious cross cultural journey learning how to cook the fish, and later meets a number of challenges learning how to tell the tale.

Discussion Questions:

- Is “good ole boy” an ethnic slur?
- What does food and traditional cuisine mean to people in different cultures?
- What is soul food? What is a favorite food from your ethnic background?

Resource:

Everybody's Fishin'- A Cross-Cultural Fishing Extravaganza CD by Doug Elliott

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites

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Spanish on Sunday

By: Michele Carlo

Link: <https://racebridgesstudio.com/video/spanish-on-sunday/>

Video: <https://www.youtube.com/watch?v=e1ZfcsoqUcM>

Story Summary:

Soon after 10-year old Michele's great-grandmother dies, she gets lost at New York City's Puerto Rican Day Parade. What happens next confirms she doesn't fit in with her family or her people. Can you remember a time you felt you didn't belong?

Discussion Questions:

- Who were John F. Kennedy and Martin Luther King Jr., and why would these historical figures (along with Jesus) be important to Michele's family (and other Latinx families of that time)?
- Michele describes a Puerto Rican feast on the table in her abuela's (grandmother's) living room. Does your family cook in a similar way when a significant event happens? What types of food would your family make?
- Michele is shown an old family photograph that shows her mother as a child, her abuela as a young mother, and her gran-abuela (great-grandmother) as a strong, vital, beautiful woman. The photo changes Michele's perception of how she fits into her family. Have you ever seen an old family photograph? Did it surprise you? In looking at the photo, what had you never known or thought about before?
- In many Puerto Rican (and other Latinx families) it is not uncommon to have varying skin tones, facial features and hair textures among different family members. Why is that? Does everyone in your family look alike? Do you ever think about that? Does it matter?
- Have you ever been to an ethnic celebratory parade like NYC's Puerto Rican Day Parade? Did you like it? Did it make you feel like you belonged to your ethnic group and your family?
- If you have gone to such a parade, do you remember seeing people of different groups there? If so, what, if anything, did you think about that?
- After Michele gets lost at the parade and is brought to the bandshell, she swears she hears the loudspeaker describing her as a ""little redheaded white girl." Do you think she actually heard the announcement that way? Or do you think her new-found insecurity about her appearance may have caused her to mishear it?
- Michele is 10 years old at the time this story happens. How does the perception and understanding of a 10-year-old differ than someone who is a teenager or adult?

- Has your perception and understanding changed since you were 10 years old? If so, how (and what) made it change?

Resource:

- *Fish Out of Agua: My Life on Neither Side of the (Subway) Tracks* by Michele Carlo
- *Foreign to Familiar* by Sarah A. Lanier
- *Pioneros: Puerto Ricans in New York City – 1892-1948 and 1948-1998* by Felix V. Matos-Rodriguez and Pedro Juan Hernandez

Themes:

Identity, Languages, Latino Americans/Latinos

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Spark Matsunaga: U.S. Senator and Warrior Poet

By: Alton Takiyama-Chung

Link: <https://racebridgesstudio.com/video/spark-matsunaga-u-s-senator-and-warrior-poet/>

Video: <https://youtu.be/NmhCAJwfdsU>

Story Summary:

Spark Matsunaga was a member of the 100th Battalion in WWII. He was elected to be a U.S. Senator from Hawaii and spearheaded the Redress Act through the Senate compensating Japanese Americans who were incarcerated in the U.S. during WWII.

Discussion Questions:

- Spark was a warrior and a strong advocate for peace. What did he feel needed to happen for people to want peace?
- Why did Spark feel that poetry saved him after he was wounded in WWII?
- What is nemawashi and how did Spark use it with regards to the Redress Bill?
- What is Redress and why did Spark feel so strongly about it?

Resource:

Halloran, Richard, Sparky: Warrior, Peacemaker, Poet, Patriot (2002). Watermark Publishing, Honolulu, HI. 272 pages.

Themes:

Asian Americans/Asians, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination

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Sparta, Georgia

By: Gene Tagaban

Link: <https://racebridgesstudio.com/video/sparta-georgia/>

Video: <https://youtu.be/vnUDt-5WFVI>

Story Summary:

Gene travels across the country to see the land of his people. Along his journey, he meets a southern white couple on a backcountry dirt road and an old black man in Sparta, Georgia who fought with First Nations men during the Korean War.

Discussion Questions:

- How do we break up the biases we have about other people?
- Can travel be a way to open or confirm our ideas about other people?
- Where would you like to travel? How would you keep an open mind about the people you meet along the way?

Resource:

- *On the Road* by Jack Kerouac
- *The Smooth Traveler: Avoiding Cross-Cultural Mistakes at Home and Abroad* by Susan O'Halloran

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, First Nations/Native Americans, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Special Blends: A Youthful Perspective on Multi-Cultural, Multi-Ethnic Heritage

By: Amber Saskill , Autumn Joy Kornreich Saskill ,and Misty Saskill

Link: <https://racebridgesstudio.com/video/special-blends-a-youthful-perspective-on-multi-cultural-multi-ethnic-heritage/>

Video: <https://youtu.be/iG4Axn04UT8>

Story Summary:

Amber, Misty, and Autumn – three multi-ethnic sisters – offer a sneak peek into their thoughts about self-identification. These storytellers also share a medley of emotional experiences about how they have sometimes been viewed by others.

Discussion Questions:

- Should agencies require people of mixed heritage to check one box for their “race”? Why or why not?
- Does *not* choosing just one race imply that a person of multi-ethnic heritage is somehow denying any one part of his or her heritage? Explain.
- What are some challenges that may arise for multi-ethnic siblings?
- Some believe that since the number of people of mixed heritage has increased, that being “mixed” is no longer a “big thing”. Do you agree?

Resource:

- *What Are You?: Voices of Mixed-Race Young People* by Pearl Fuyo Gaskins, Editor
- *Multiracial Oath of Social Responsibility*
(<http://www.drmariaroot.com/doc/OathOfSocialResponsibility.pdf>)
- *Bill of Rights for People of Mixed Heritage*
(<http://www.drmariaroot.com/doc/BillOfRights.pdf>)
- *Mixed Heritage Aboriginal testimonies* (<http://www.stolengenerationstestimonies.com/>)

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Spring

By: Jim Stowell

Link: <https://racebridgesstudio.com/video/spring/>

Video: <https://youtu.be/Z3BHxdh0nAU>

Story Summary:

Storyteller Jim Stowell tells how an immigrant woman is faced with trials and hardships, and how she established a sense of pride and dignity for herself and her family.

Discussion Questions:

- What is an “illegal immigrant?”
- Why is a first home a dream come true? How does owning a home possibly change a family? A community?
- What is the difference between hope and dignity? How are they the similar? How does “hope” and “dignity” show up in the story? In your life?

Resource:

Illegal People: How Globalization Creates Migration and Criminalizes Immigrants by David Bacon

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Housing/Neighborhoods, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination

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Stan – A Story of a Holocaust Survivor

By: Dan Keding

Link: <https://racebridgesstudio.com/video/stan-a-story-of-a-holocaust-survivor/>

Video: <https://youtu.be/Ijk9X3not1I>

Story Summary:

This story is about learning about bigotry and the strength to conquer it and the wisdom that a young person can learn from a stranger who becomes a friend.

Discussion Questions:

- What makes Stan a strong man?
- What drew the teller to Stan? What lessons did Dan learn from Stan?

Resource:

- *From a Name to a Number: A Holocaust Survivor's Autobiography* by Alter Wiener
- *Displaced Persons: Growing Up American After the Holocaust* by Joseph Berger

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Jewish American/Jews, War

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Stand Up! Redlining During the Great Migration and Marching in Marquette Park with Dr. Martin Luther King

By: Mama Edie McLoud Armstrong

Link: <https://racebridgesstudio.com/video/stand-up-redlining-during-the-great-migration-and-marching-in-marquette-park-with-dr-martin-luther-king/>

Video: <https://youtu.be/Mbw7zzMLKWM>

Story Summary:

Journey with Mama Edie as she relives her 1966 experience of marching with Dr. Martin Luther King, Jr. Ride the back of the train “up north” in the “Negro section” in search of a better life to only find Jim Crow blocking your way.

Discussion Questions:

- What was the “Great Migration”? What were its benefits and its dangers?
- Discuss the differences between people who immigrate to another country in relative comfort with their own names, belongings, family members, languages, religions and freedom to practice their own cultural ways and those who immigrate by force in deplorable conditions, stripped of clothing, dignity, names, respect, family, land, religion, language and where the practice of one’s cultural ways may even be punishable by death. How might people’s lives evolve over many generations depending upon their first step away from home?
- Why was the march held in Marquette Park in 1966 with Dr. King significant and did it only benefit African Americans? Was its impact felt only in Chicago?
- Imagine how you think you might feel if you had been a Black person who was not allowed to buy housing in many parts of Chicago? What impact would it have had to be told where you and your family could and couldn’t live?
- Imagine how you think you might have felt as a White person on those streets of Marquette Park. Write a short essay about it. What were whites fighting for or against? What kind of information did they have or not have? Describe what happened while you were there, what you saw, what you heard and how it made you feel. Address how it makes you feel now about yourself, your own culture and about African Americans and their lives today, whether you are African American or not.
- How does a person become open and sensitive enough to understand someone else’s feelings or situation? What makes a person care enough to let go of ego, judgment and fear and want to listen and learn?
- When you see injustice, when is it time to stand up? Consider one scenario of injustice and describe how you might go about addressing it. How can you safely affect a positive change?

Resource:

- Article on The Great Migration and its socio-political and economic evolution from 1916 to 1970: <http://www.history.com/topics/black-history/great-migration>
- IMAN (Inner-City Muslim Network), a collaboration of intercultural and interfaith groups who have worked together to improve the quality of life for people in the Marquette Park Community. This organization spearheaded the 50th anniversary commemoration of the Marquette Park march: <http://www.mlkmemorialchicago.org/>
- Redlining – This link guides the reader to a digitally interactive map describing the existence and “reasons” for redlining, the discriminatory practice of limiting housing opportunities and related services for so-called minorities across the country.
<http://www.npr.org/sections/thetwo-way/2016/10/19/498536077/interactive-redlining-map-zooms-in-on-americas-history-of-discrimination>

Themes:

African American/Africans, Civil Rights Movement, Education and Life Lessons, European American/Whites, Family and Childhood, Housing/Neighborhoods, Taking a Stand and Peacemaking

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Standing on the Wall of Derry: An Irish American Confronts the Irish Conflict

By: Margaret Burk

Link: <https://racebridgesstudio.com/video/standing-on-the-wall-of-derry-an-irish-american-confronts-the-irish-conflict/>

Video: <https://youtu.be/BYmILAiyDQM>

Story Summary:

Finding herself on a historical tour of the Wall of Derry in Northern Ireland, Margaret discovers she is holding on to an ancestral hostility, the kind of hostility that perpetuates hatred, violence and war. Is this who she wants to be?

Discussion Questions:

- Are there prejudices you hold that come from your family?
- Has hearing another person's story or getting to know them ever changed how you feel about that person?
- Has an unexpected experience ever surprisingly changed the way you think or feel?
- What does Margaret mean that the Irish conflict wasn't just about religion? How is the Irish conflict similar and different from other civil wars?
- What do you think of the words Martin Luther King Jr. "**If we are to have peace on earth...our loyalties must transcend our race, our tribe, our class, and our nation. And this means we must develop a world perspective.**"
- What do you think of the words of the Dalai Lama XIV, "Peace does not mean an absence of conflicts; differences will always be there. Peace means solving these differences through peaceful means; through dialogue, education, knowledge; and through humane ways."

Resource:

- ***The Fight for Peace: The Secret Story Behind the Irish Peace Process*** by Eamonn Mallie and David McKittrick – The most detailed and authoritative account of the road to the Good Friday Agreement. A classic of its kind by two of Northern Ireland's finest.
- ***Trinity*** by Leon Uris – Gives the background to the ancient conflict between the trinity of nationalists, unionists and 'Brits' that painted Ireland's history in blood.
- ***The Faithful Tribe: An Intimate Portrait of the Loyal Institutions*** by Ruth Dudley Edwards – A Dublin Catholic goes Ulster native to produce a sympathetic and understanding portrayal of Protestant prisoners of history.

- **Ten Men Dead: The Story of the 1981 Hunger Strike** by David Beresford – The Iron Lady (Prime Minister Thatcher) versus the Iron Men, with short-term victory for Thatcher and a long-term victory for the Provos.
- **Galway Bay** by Mary Pat Kelly – The Great Starvation and the emigration from Ireland.
- **1916: A Novel of the Irish Rebellion** by Morgan Llywelyn
- **Bloody Sunday** (2002) a movie that tells the story of one of the most significant moments of The Troubles, the 1972 shootings in Derry, from the perspective of a key participant – Ivan Cooper, the leader of a movement to achieve a united Ireland through non-violent means.
- **Across the Divide in Northern Ireland** (2016) In this movie, a Catholic and a Protestant girl swap school uniforms in a fine short film produced as part of a project to teach children about the Irish Civil War called “The Troubles”
- **Selma** (2015) This movie depicts Dr. Martin Luther King’s nonviolent march from Selma to Montgomery, which eventually culminated in President Lyndon Johnson signing the Voting Rights Act of 1965.
- **The Belfast Project: An Overview Peace, Justice, and Oral History** –
http://www.democraticprogress.org/wp-content/uploads/2014/11/Belfast_Project-ENG-version.pdf
- <https://www.libraryjournal.com/?detailStory=boston-college-oral-history-project-faces-ongoing-legal-issues>
- **Our Shared Future** – <https://northernireland.foundation>

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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Storyteller Rap

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/storyteller-rap/>

Video: https://youtu.be/hH_6lbvSEQ

Story Summary:

Michael McCarty has a poem about the importance of reading, storytelling and what he learned from his mother.

Discussion Questions:

- Who inspires you?
- What can be said in rhyme that isn't expressed in a narrative?

Resource:

Story Smart: Using the Science of Story to Persuade, Influence, Inspire and Teach by Kendall Haven

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood

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Sudden Story

By: Laura Simms

Link: <https://racebridgesstudio.com/video/sudden-story/>

Video: <https://youtu.be/7cR15x9rjl>

Story Summary:

Laura Simms, tells a boy – an ex- child soldier from Sierra Leone, West Africa – a story in a taxicab. The story within this story relieves his misery and she discovers the power of the tale and reveals the boy's innate and potent resilience.

Discussion Questions:

- Would you have tried to keep the young man from Sierra Leone with you?
- Why was a story and this particular story helpful to the young man who was about to get on a plane to go back to his war-torn country?
- Did you expect the ending to the story? Why was this young man able to go on to have a family, an education and career success? How do you think he was able to rise above his experience as a child soldier?

Resource:

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- *Folktales from Around the World* by Jane Yolen
- Website – The Children Bill of Rights, 1996 <http://www.newciv.org/ncn/cbor.html>

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, Jewish American/Jews, Living and Traveling Abroad, Taking a Stand and Peacemaking, War, Workplace

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Surviving and Thriving: When Racism Destroyed 1920s Black Wall Street in Tulsa Oklahoma

By: Shanta Nurullah

Link: <https://racebridgesstudio.com/video/surviving-and-thriving-when-racism-destroyed-1920s-black-wall-street-in-tulsa-oklahoma/>

Video: <https://youtu.be/GqWDyHldJto>

Story Summary:

This family story describes Shanta's father and grandparents' escape from the 1921 Tulsa Oklahoma Massacre. Shanta's grandfather, a tailor, was forced to flee with his family to Chicago where he was able to re-establish his business.

Discussion Questions:

- What attitudes and choices led to the burning of Black Wall Street in Tulsa, Oklahoma?
- Why do people move away from home, leaving everyone and everything behind?
- Does your family share any migration stories?
- Had you heard of times and places where Black people were the wealthiest? Why or why not do you think?
- What are the keys to people being able to live peacefully in the same town or community?

Resource:

- ***Death in a Promised Land: The Tulsa Race Riot of 1921*** by Scott Ellsworth and John Hope Franklin
- ***The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921*** by Tim Madigan

Themes:

African American/Africans, European American/Whites, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Take Me To Your Leader

By: Yvonne Healy

Link: <https://racebridgesstudio.com/video/take-me-to-your-leader/>

Video: <https://youtu.be/3Zl6raxy4JY>

Story Summary:

During the McCarthy witch-hunts (a period of anti-communism intensity), the Cold War and the Space Race, Yvonne Healy describes how we learned to "blend" ethnic identities.

Discussion Questions:

- Why was Yvonne's family able to legally become naturalized citizens while other people came to the U.S. as "illegals"?
- How old do you think Yvonne needed to be before she understood what it meant to become a U.S. citizen?

Resource:

The Irish in America by Michael Coffey

Themes:

Crossing Cultures, European American/Whites, Family and Childhood, Immigration, Living and Traveling Abroad

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Tales – and Conversations – from Beyond the Ban

By: Milbre Burch

Link: <https://racebridgesstudio.com/video/tales-and-conversations-from-beyond-the-ban/>

Video: <https://youtu.be/2LCS2fT2umk>

Story Summary:

A college teacher learns traditional tales to advocate for international students whose countries have been targeted by an anti-Muslim travel ban. Interviewing the students about the tales they grew up hearing uncovers images that help them endure.

Discussion Questions:

- What stories from the oral tradition – or from your family tradition – contain images that have stayed with you across the years, particularly images that have helped you cope with difficulty in your life?
- What is it about oral tradition tales that allow us to consider the human condition at a safe distance, its foibles and its triumphs, when we might not be able to give the same consideration to a personal tale told to us?
- Discuss three ways that oral tradition tales might help you to reach across cultural borders that seem to exist between you and others.
- If you had to choose between studying abroad and seeing your family, what would you choose?
- What hardships did Milbre's students endure because of their single VISA status? Do you agree or disagree with their status and treatment as immigrants?

Resource:

- *Persian Folktales*, Alfred Kurti, trans., Gateshead: Northumberland Press Ltd., 1971. Print.
- *Folktales from Iraq*, Abdul-Haq Al -Ani, et al, Ealing London: Books & Books Limited, 1995. Print.
- “God Will Provide” (Libya) in *Arab Folktales*, Inea Bushnaq, New York: Pantheon, 1986. Print.
- *Folktales from Somalia*, Soomaaliyeed, Sheekoxariirooyin, Trans. Ahmen Arsan Hanghe. Göteborg: Elanders Digitaltryck, 2003. Print.
- “Yousif Al-Saffani” (Sudan) in *Arab Folktales*, Inea Bushnaq. New York: Pantheon, 1986.
- “Talking Turkeys” and “The King Who Changed His Ways” (Syria) in *Arab Folktales*, Inea Bushnaq. New York: Pantheon, 1986.

- *Spring of Wonder: Yemenite Folktales*, Shalom Ashbel. Tel Aviv: Contento, 2015. Print.

Themes:

Education and Life Lessons, Immigration, Living and Traveling Abroad

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Taming the Fire: A Black Heritage Search

By: Sheila Arnold

Link: <https://racebridgesstudio.com/video/taming-the-fire-a-black-heritage-search/>

Video: <https://youtu.be/PBy9kqmOwOA>

Story Summary:

One day an angry black girl stormed into history class and demanded to know why she had not heard about black inventors. Her favorite teacher, who was white, was faced with a decision and in making it an entire classroom of students was changed.

Discussion Questions:

- Was Sheila right in demanding to be taught more about people in her heritage? Why or why not? Should her teacher have changed her curriculum? Why or why not?
- What is an activist? How do you think you can be an activist in your community?
- Have you ever read a book that made you want to learn more about its subject, or moved you to make a difference? What was that book and what did it encourage you to do?
- What is your heritage? Make a list of the people from your heritage that you have learned about in school. Compare your list with other students. Who do you know on their list? Choose someone from another student's list who you do not recognize and research them.

Resource:

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Taylor Made Family: An Aunts Tale of Transracial Adoption

By: Nancy Donoval

Link: <https://racebridgesstudio.com/video/taylor-made-family-an-aunts-tale-of-transracial-adoption/>

Video: <https://youtu.be/aF53uFC1Tw0>

Story Summary:

When Nancy's sister adopts seven-year-old Taylor, aunt and niece find kindred spirits in each other. This story explores what makes us family and when the color of one's skin does and doesn't matter.

Discussion Questions:

- Transracial adoption, while becoming more common, remains controversial. What issues can you imagine experiencing (or have you experienced) if you were adopted into a family that doesn't look like you? How might it be different in an urban area vs. a rural area? How might it be different if the adoption is in infancy or as an older child? What are potential problems? What are potential benefits?
- How would you want your differences acknowledged and handled by your adoptive family? How could they support you, make you feel welcome, and find the balance of becoming part of the family while honoring the culture(s) of your birth? How can you imagine asking for what you need and want? What can you imagine a supportive, productive family meeting looking like?
- How would you want your friends/classmates to support you if you are (or were to be) part of a transracial, biracial or multiracial family? What are things they might say or do that would be helpful? What are things they might say or do that would be hurtful? How would you want them to ask you what you need/want in way that feel supportive? How could you bring it up to them?

Resource:

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Family and Childhood, Identity

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Tewas Go Home

By: Eldrena Duomo

Link: <https://racebridgesstudio.com/video/tewas-go-home/>

Video: <https://youtu.be/2KXHDp8O2DE>

Story Summary:

Eldrena is confused when she sees a poster and students say the same thing. She asks her Tewa-Hopi grandmother what the words mean. In the process she hears a story that teaches her about integrity no matter how much time passes.

Discussion Questions:

- Have you ever heard of the Tewas from Arizona or New Mexico?
- Have you ever heard of Trading Posts? Do you know their purpose?
- Has anyone ever made you feel uncomfortable or scared because of your heritage?
- Do you know your family stories? Has a story ever given you a sense of empowerment?
- When you have questions that make you uncomfortable, who do you go to?
- How do you think Eldrena would have felt if she did not seek wisdom from her grandmother?

Resource:

- *Resistance to Acculturation and Assimilation in an Indian Pueblo*, p 59 by Edward P. Dozier
- *Language Ideologies and Arizona Tewa Identity*, p 350-351 by Paul V Kroskrity

Themes:

Bullying, Crossing Cultures, Education and Life Lessons, Family and Childhood, First Nations/Native Americans, Housing/Neighborhoods, Identity, Languages, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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That Place Within Untarnished

By: Laura Simms

Link: <https://racebridgesstudio.com/video/that-place-within-untarnished/>

Video: <https://youtu.be/zRRgXes5zlQ>

Story Summary:

A woman from Rwanda tells of a child who faces a difficult choice when he finds himself face to face with the man who murdered his parents. Is there a place untouched by war, murderous alternatives and biases?

Discussion Questions:

- What surprised you the most about the story Laura and Ishmael heard about Rwanda?
- Do you think it is fair to have children fighting in wars?
- Most people want to know what are causes of war. What do you think are the causes of Peace?

Resource:

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah
- *Making Peace in Times of War* by Pema Chodron
- *The Trauma of Everyday Life* by Mark Epstein MD
- *A Human Being Died That Night: A South African Story of Forgiveness* by Pumla Gobodo-Madikizela
- *The Way of Council* by Jack Zimmerman

Themes:

African American/Africans, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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That's What My People Do: Facing Prejudice in a 1960s High School

By: Eunice Jarrett

Link: <https://racebridgesstudio.com/video/thats-what-my-people-do-facing-prejudice-in-a-1960s-high-school/>

Video: <https://youtu.be/zAqHYmtWCGA>

Story Summary:

High school students organizing a memorial service for a teacher triggers an emotional process for Eunice Jarrett who is asked to step out of her comfort zone, again. Family life and school life create race-related expectations.

Discussion Questions:

- How did expectations based on race shape the students' behavior at Eunice's school?
- Can you name talents or skills that are reflected in Eunice's family? What about your family? What gifts do you see in yourself and your relatives?
- What is the impact of constantly hearing stereotypes – positive or negative – about you and groups to which you belong?
- In this story, what makes a simple request to sing seem so troubling?

Resource:

- *March* by John Lewis, Andrew Aydin, Nate Powell (Three graphic novels)
- *A Raisin in the Sun* a play by Lorraine Hansberry
- Article in Northwest Indiana's newspaper about Eunice's sister, Annie Hicks, who was the first black teacher in Hammond, Indiana –
http://www.nwitimes.com/news/local/lake/hammond/hammond-s-first-black-teacher-speaks-of-need-for-tenacity/article_b902bcf1-db00-5d20-9589-52674ba792de.html
- Facts about school integration in the U.S. –
https://en.wikipedia.org/wiki/School_integration_in_the_United_States

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Book

By: Linda Gorham

Link: <https://racebridgesstudio.com/video/the-book/>

Video: <https://youtu.be/HbeNEQI5rRc>

Story Summary:

Linda's father had a little black book. He said it was written just for her and he said it was full of all the values she needed for a successful life. Linda loved it. She believed in it, but it took time to understand just what a gift it was.

Discussion Questions:

- Do your parents or caregivers have ‘words of wisdom’ they repeat all the time? What are they? What do they mean?
- Do you have favorite sayings? What makes them important?
- Linda’s father told her he had plans and dreams for her. What are your plans? Your dreams?
- Why is it important for adults to encourage young people?

Resource:

- *Dreams from My Father: A Story of Race and Inheritance* by Barack Obama
- *The Arms That Are Needed: Daughters Reflect on Fatherly Love* by Landra Glover
- *If: A Father’s Advice to His Son* by Rudyard Kipling

Themes:

African American/Africans, Education and Life Lessons, Family and Childhood

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The Boy Who Fell Between the Cracks: Bullying in the Junior High

By: Dan Keding

Link: <https://racebridgesstudio.com/video/the-boy-who-fell-between-the-cracks-bullying-in-the-junior-high/>

Video: <https://youtu.be/WU6EwjR5xjg>

Story Summary:

This story is about how a mentally-challenged young man teaches his classmates the meaning of acceptance and understanding.

Discussion Questions:

- Why did the students tease and bully William?
- What did William show them when he was on the lawn? Why did it change his classmates?

Resource:

- List of books about name calling for all ages:
<http://www.welcomingschools.org/pages/books-on-name-calling-bullying/>
- “No Name Calling Week” resources at: <http://www.nonamecallingweek.org>
- StopBullying.com: <http://www.stopbullying.gov/what-is-bullying/>
This federal government website has suggestions on how to handle bullying.
- Cyber bullying Research Center: <http://cyberbullying.us>
This website has good resources for cyber bullying prevention. It is targeted to parents, educators and students. They also have some good information on adult bullying.
- Words Wound/To Be Kind: <http://wordswound.org>
Words Wound and To Be Kind are anti-cyber bullying initiatives started by three teens to combat bullying in their community and elsewhere. Inspiring!

Themes:

Bullying, Education and Life Lessons, Family and Childhood

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The Bridge Collapse

By: Kevin Kling

Link: <https://racebridgesstudio.com/video/the-bridge-collapse/>

Video: <https://youtu.be/WpptbOhEMSA>

Story Summary:

A bridge collapses in Minneapolis and makes the news. While watching the stories from that day Kevin is aware of the great diversity in his city. Citizens of every color and creed were there to rescue and help people in the midst^[SEP] of tragedy.

Discussion Questions:

- Do you believe as Kevin's friend does that you can survive anything "with sense of humor and sense of self"? When have you had to use either or both to survive?
- What do you think are the different regional values and "senses of self" across the U.S.? Or, if you are from another country, how do regional differences show up in your country?
- How do tragedies bring out the best and worst in people? What causes regular people to do "heroic" actions?
- Why do immigrants from earlier times have prejudices against newer immigrants?

Resource:

- *Acts of Kindness: How to Make a Gentle Difference* by Meladee McCarty and Hanoch McCarty
- *Random Acts of Kindness: 365 Ways to Make the World a Nicer Place* by Danny Wallace

Themes:

Crossing Cultures, Immigration, Taking a Stand and Peacemaking

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The Brownlee's Migration

By: Kucha Brownlee

Link: <https://racebridgesstudio.com/video/the-brownlees-migration/>

Video: https://youtu.be/P45-aReLS_A

Story Summary:

Kucha's grandfather had a marketable skill after the Civil War. With plenty of hard work, life was good in Mississippi but one incident changed everything and suddenly the whole family became immigrants – packing up and moving out of Mississippi.

Discussion Questions:

- Would you pack up and move in hopes of a better life?
- Would you move quickly if you thought that you might be in danger?
- What would it take for your family to suddenly move out of state with no job offer or place to live already secured?
- Is there a bully in this story? If so, who? Is it the wealthy land owner? The renter? The 'white sheets'? Someone else?
- Why do you think the whole family moved and not just Paw and Mama Ella?

Resource:

- *The Warmth of Other Suns* by Isabel Wilkerson
- *Crusade for Justice: The Autobiography of Ida B. Wells* by Ida B. Wells and Alfreda M. Duster

Themes:

African American/Africans, Bullying, Family and Childhood, Immigration

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The Bus: Traveling from England to India, with the Hells Angels

By: Geraldine Buckley

Link: <https://racebridgesstudio.com/video/the-bus-traveling-from-england-to-india-with-the-hells-angels/>

Video: <https://youtu.be/6ACGm3bMt9Y>

Story Summary:

As the new Protestant Chaplain at a prison, Geraldine quickly realizes that the midweek Bible service has been overrun by the Crips – a violent, largely African-American gang. Can the midweek Bible service be saved?

Discussion Questions:

- America has more people incarcerated than any other nation in the world (both in number and per capita). Why do you think this is?
- According to an FBI report, in 2011 there were approximately 1.4 million people who were part of gangs, and more than 33,000 gangs were active in the United States. These numbers have since grown rapidly. What do you think has happened in this country to allow gangs to flourish?
- What do you think that you as an individual can do about both of these problems? What do you think that we as a nation can do about both of these problems?

Resource:

- *The Outsiders* by E. F. Hutton
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander.

Themes:

Crossing Cultures, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Colfax Louisiana Massacre: A Story about Reconstruction

By: Zahra Glenda Baker

Link: <https://racebridgesstudio.com/video/the-colfax-louisiana-massacre-a-story-about-reconstruction/>

Video: <https://youtu.be/cqXZo-FQ0Nw>

Story Summary:

This is Zahra's personal story of reconnecting with her siblings. On a journey back to their Louisiana birthplace, Zahra and her siblings uncover a story of an event that affects the lives of their family, community and the nation.

Discussion Questions:

- What did the 4 million African Americans after slavery need in order to transition into full citizenship?
- What systems needed to be in place to secure a life with dignity for the former enslaved African Americans?
- Why is it important to question the perspective of history's stories?
- Had you heard of the Colfax massacre? Why or why not?
- Why is it important to tell your own story?

Resource:

- ***Red River*** by Lalita Tademy
- ***The Untold Story of Black Power, White Terror, and the Death of Reconstruction*** by LeeAnna Keith
- ***The Day Freedom Died: The Colfax Massacre, the Supreme Court, and the Betrayal of Reconstruction*** by Charles Lane
- Smithsonian Online Magazine Article on the Colfax Massacre:
<http://www.smithsonianmag.com/smart-news/1873-colfax-massacre-crippled-reconstruction-180958746/>

Themes:

African American/Africans, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Complexity of Our Street – Burying the Unspoken

By: Laura Simms

Link: <https://racebridgesstudio.com/video/the-complexity-of-our-street-burying-the-unspoken/>

Video: <https://youtu.be/PzcH6JTjsmk>

Story Summary:

Laura grew up on a street with many kinds of Jews. As different as they were, they had one thing in common: no one talked about WW II or the Holocaust. Two young children find a way to memorialize the unspoken through a make believe graveyard.

Discussion Questions:

- As a child, what games did you play with other children?
- When you were growing up did you play with children from other races, gender or culture? What was the best part of getting to know others?
- When challenges in life and even deaths go unspoken how does that still affect the children?

Resource:

God, Faith & Identity from the Ashes: Reflections of Children and Grandchildren of Holocaust Survivors by Menachem Z. Rosensaft and Elie Wiesel

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking, War

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The Day the Nazis Came

By: Syd Lieberman

Link: <https://racebridgesstudio.com/video/the-day-the-nazis-came/>

Video: <https://youtu.be/YIq8ARSpQ8s>

Story Summary:

An excerpt from Syd Lieberman's book, Streets and Alleys, this is a true story of the day the Nazis spoke near Syd's home at Lovelace Park in Evanston, IL and Syd's surprising reaction.

Discussion Questions:

- Is it possible to be emotionally neutral when your family has been hurt by someone else? How do we channel rage in productive ways?
- What did Syd discover in himself that surprised him?
- What did Syd mean that there were “no victors” during this demonstration? Do you think Syd wishes he had made other choices that day? If Syd could do the day over, what would you advise Syd to do or not do?

Resource:

The Beast Reawakens: Fascism’s Resurgence from Hitler’s Spymasters to Today’s Neo-Nazi Groups by Martin A. Lee

Themes:

Education and Life Lessons, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Dirty Hands at Atwood's Farm

By: Dorothy Cleveland

Link: <https://racebridgesstudio.com/video/the-dirty-hands-at-atwoods-farm/>

Video: <https://youtu.be/QESEBva7VrM>

Story Summary:

One day during the 1950's, a mixed-race couple came to visit the Atwood's farm in rural Wisconsin. What happened to cause a young girl to question her mother's response to the couple?

Discussion Questions:

- What is the difference between subtle and blatant discrimination?
- Is the child's perspective credible? Is the mother's perspective credible?
- What role did the dad play in the situation?
- What do you think would have happened if the child had confronted her mother?

Resource:

- Interracial Marriage: Loving V. Virginia (Courting History) by Cathleen Small
- Loving: Interracial Intimacy in America and the Threat to White Supremacy by Sheryll Cashin

Themes:

African American/Africans, European American/Whites, Family and Childhood, Stereotypes and Discrimination

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The Immigration Process vs. Pre-Wedding Bliss

By: Arianna Ross

Link: <https://racebridgesstudio.com/video/the-immigration-process-vs-pre-wedding-bliss/>

Video: <https://youtu.be/iVvvs2mnHwY>

Story Summary:

To get married, Arianna and her fiancé had to prove that their love was real. Complexity arose as they entered the immigration process. As they hit barrier after barrier, they quickly learned the unpredictability of US immigration.

Discussion Questions:

- Where in your life have you had to navigate the U.S. government to solve a problem?
- How does Arianna manage the immigration process in the United States? What steps does Arianna take to manage the immigration process?
- What evidence does Arianna use to show she is “in love?” What evidence do you have that would show you love someone in your family?

Resource:

- <http://madeintoamerica.org/> (*A Collection of family stories*)
- *Immigration Stories by David A. Martin and Peter Schuck (Non-fiction)*
- *Mama's Nightingale: A Story of Immigration and Separation, By Edwidge Danticat*

Themes:

Crossing Cultures, European American/Whites, Immigration, Latino Americans/Latinos, Living and Traveling Abroad

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The Importance of Representation on Our Stages: Role Models for Young Audiences

By: Rives Collins

Link: <https://racebridgesstudio.com/video/the-importance-of-representation-on-our-stages-role-models-for-young-audiences/>

Video: <https://youtu.be/qmizgkjclfk>

Story Summary:

In this story, Rives Collins recalls his work directing plays for children and how, through them, he learns the importance of representation on our stages and the significance of role models for our children.

Discussion Questions:

- Rives says he has two important teachers in the story. Who were those teachers and what did they help Rives discover?
- What do you think Rives means by a ‘ME TOO’ moment? Why do you think they are important? What can happen if someone never experiences a ‘ME TOO’ moment?
- Tell us about a time you experienced a ‘ME TOO’ moment. Has there ever been a time when you wished for such a moment even when there didn’t seem to be one?
- Rives says he remembers the two important teachers to this day, but neither of them was a teacher in the traditional sense of the word. Tell us about a time you learned something significant from someone who wasn’t exactly a teacher? (a friend, a grandparent, a coach, etc.)

Resource:

- ***Amazing Grace*** by Mary Hoffman
- ***Multicultural Scenes for Young Actors*** by Craig Slaight and Jack Sharrar

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Identity, Stereotypes and Discrimination

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The Lei Queen Contest in Honolulu, Hawaii: A Small Incident

By: Jeff Gere

Link: <https://racebridgesstudio.com/video/the-lei-queen-contest-in-honolulu-hawaii-a-small-incident/>

Video: <https://youtu.be/-m7LzfwAdlM>

Story Summary:

In Hawaii, Jeff Gere meets a Samoan man, who tells him his history of crime and prison. “What turned your life around?” Jeff asked. What do you think can change the direction of a life? Listen, and Jeff will tell you what the Samoan man said.

Discussion Questions:

- Please identify on a world map Hawaii, Oahu.
- Google Hawaiian Lei, Lei Day Celebration.
- Do you believe that love can change the direction of a life, can improve it, and can give new meaning to another? If so, who has given you that sort of support in your life? If not, what do you make of this tale told by the Samoan man?
- Can you think of anything that can change a person’s path in life for the better? What can change it for the worse? Speak from your own experience or perhaps from someone you know or something you heard. What inspires change in people?

Resource:

- *Ka Lei: The Leis of Hawaii* by Marie A. McDonald
- *No Na Mamo: Traditional and Contemporary Hawaiian Beliefs and Practices* by Malcolm Naea Chun

Themes:

Asian Americans/Asians, Crossing Cultures

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The Nuns

By: Gerald Fierst

Link: <https://racebridgesstudio.com/video/the-nuns/>

Video: <https://youtu.be/j323hgzelZc>

Story Summary:

Growing up in his New York City Jewish neighborhood was a world of homogeneity for Gerry. But an occasional intrusion of “alien nuns” could be truly scary to a young child unfamiliar with other religions.

Discussion Questions:

- Have you ever reacted with the same kind of fear that Gerry and his friends had when they saw nuns? What could the adults have done to help the children understand who the nuns were?
- What allows someone to react with curiosity rather than fear to someone or something that is different?
- Does every group have prejudices and biases? Does being discriminated or misunderstood yourself lead to your being more open-minded about others?

Resource:

Catholic and Jews in Twentieth-Century America by Egal Feldman

Themes:

Crossing Cultures, Interfaith, Jewish American/Jews, Stereotypes and Discrimination

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The Oberlin Rescue of 1858

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/the-oberlin-rescue-of-1858/>

Video: <https://www.youtube.com/watch?v=37hINF7xkSc>

Story Summary:

John Price escapes from slavery in Kentucky and reached Oberlin, Ohio. There he sees Black shopkeepers and college students to he decides to stay. The problem is, a slaver catcher is coming for him.

Discussion Questions:

- Why was the Fugitive Slave Act enacted in 1850? What did it require of citizens and what was the punishment for disobeying this law?
- The Supreme Court upheld the Fugitive Slave Act. Five of the nine Supreme Court justices participated in slavery. How do you think their involvement with slavery affected their vote? Do you think it would have been possible for the judges to remain “impartial”?
- Why did President Buchanan’s administration decide it had to make an example of the Oberlin Rescuers? In what ways did the federal government’s plan to punish Oberlin backfire? What actions did the public take to show their support of the Rescuers?
- Susan tells a story set in the period when slavery existed in America. She tells this story without ever using the word “slave” (except to refer to the already-named Fugitive Slave Law). What difference does it make to talk about “a person who escaped slavery” or “a person who was captured and enslaved” rather than “a slave”? How does language hide responsibility? Give other examples such as calling an area a “ghetto” instead of a “dis-invested neighborhood.”
- Do we have a responsibility to make things “better”? What would you like to change? What would you be willing to do to make a difference?

Resource:

- *Oberlin, Hotbed of Abolitionism: College, Community, and the Fight for Freedom in Antebellum South* by J. Brent Morris
- *History of the Oberlin-Wellington Rescue* by Jacob R. Shipherd

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Other 9/11 Story

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/the-other-9-11-story/>

Video: <https://youtu.be/GOaWStL1Mzg>

Story Summary:

After the September 11, 2001 attacks on the World Trade Center and the Pentagon, demonstrations against Muslims arose in different parts of Chicago. One group of Chicagoans on the southwest side of the city decided to support their Muslim neighbors.

Discussion Questions:

- Why don't we hear the stories of what *is* working?
- The teachers taught the students about other times in history when people were stereotyped and scapegoated. Give an example of what they might have taught.
- Were the adults correct in keeping the students away from the (peaceful) demonstration of support? Was their alternative way to involve the students effective?
- Why is it important to show support to groups of people who are under attack?

Resource:

September 11, 2001: A Record of Tragedy, Herosim and Hope by Editors of New York Magazine

Themes:

Crossing Cultures, Interfaith, Muslim Americans/Muslims, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Other Block

By: Erica Lann Clark

Link: <https://racebridgesstudio.com/video/the-other-block/>

Video: <https://youtu.be/q-qsZGbQWrQ>

Story Summary:

In the melting pot of the very poor, Bed Stuy, Brooklyn, NY neighborhood, there lived Irish, Italians, Blacks, Polish, Jews and one Holocaust escapee kid -- Erica. Kids only played with their own kind on their own block, but since Erica didn't belong to any of those groups, she got to play with everybody. For Erica, that's how unexpected friendships (and unexpected prejudices) formed.

Discussion Questions:

- Were you ever “the only one” of your “kind” in your class or neighborhood? Were you excluded or included? How did being “the only one” make you feel?
- What are some ways you got to know someone new to your neighborhood or class?
- What are some ways you have helped someone different from you feel welcome and at ease in your school or in your community?

Resource:

- *Teaching Tolerance* a magazine for educators is published by the Southern Poverty Law Center. It has strategies by educators for educators. SPLC is dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for our nation's children.
- *Nobody Left To Hate: Teaching Compassion after Columbine* is a book by social psychologist Elliot Aronson. Social psychology is the scientific study of how people's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others.

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Identity, Jewish American/Jews, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Power of Love

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/the-power-of-love/>

Video: <https://youtu.be/OFEEDWJvUKc>

Story Summary:

When faced with a potentially explosive situation, Michael McCarty decides to let love guide his actions and words. The result is one that only love can achieve.

Discussion Questions:

Resource:

Themes:

Crossing Cultures, Living and Traveling Abroad

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The Promise: A Lesson in White Privilege

By: Phyllis Unterschuetz

Link: <https://racebridgesstudio.com/video/the-promise-a-lesson-in-white-privilege/>

Video: <https://youtu.be/A89xhMV63rQ>

Story Summary:

What happens when the warm connection between a black woman and a white woman is broken by insensitivity and unconscious white privilege? Are courage, honesty, forgiveness and hope enough to heal the separation?

Discussion Questions:

- Why do you think Kathryn and Georgia chose to tell Phyllis about the things they had to teach their sons?
- What might have caused Randa, the waitress in the story, to withdraw so suddenly after Phyllis promised that things would “get better”?
- What does Phyllis mean when she asks, “Is this one of the elements of white privilege – having the option to know the truth and then forget it because it doesn’t apply to my life?” What are some other elements of white privilege?
- What do you think happened in Randa’s mind or heart that allowed her to respond as she did to Phyllis’s apology?

Resource:

- <http://www.timwise.org/>
- <http://www.whiteprivilegeconference.com/>
- <http://www.RaceStoryRewrite.com/>

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Restaurant Story: A French American Becomes More Visible

By: Michael Parent

Link: <https://racebridgesstudio.com/video/the-restaurant-story-a-french-american-becomes-more-visible/>

Video: <https://youtu.be/UIHWnXfKHMA>

Story Summary:

Franco-Americans from Quebec assimilated into the larger Anglo culture in the United States as became more “invisible.” The story that Michael tells, as Jean-Paul Boisvert, shows a couple’s resistance to that “invisibility.”

Discussion Questions:

- Do you know when “your people” came to the United States? If you do not, is it because, in their effort to assimilate, they also became “invisible”?
- Were “your people” able to assimilate successfully? Or did they accommodate to the Anglo culture to the point where they became “invisible”?
- Did your grandparents or parents ever speak a language other than English? Were they able to learn English and also continue to speak their “native” language even if it was a dialect of the language rather than the “standard” version?
- Have you ever had to “bite your tongue” to fit in, or assimilate into a culture? Do you think it was wise of the narrator of the story *not* to “bite his tongue” and speak up?

Resource:

- *The Franco-Americans of Lewiston-Auburn* by Mary Rice-DeFosse and James Myall, The History Press, Charleston, S.C. 2015. (A lively exploration of the challenges of the French-speaking immigrants from Canada who came to work in the textile industry.)
- *The First Franco-Americans* by C. Stewart Doty, The University of Maine Press, Orono, ME 1985. (Well edited New England Life Histories from the Federal Writers’ Project.)

Themes:

Crossing Cultures, European American/Whites, Identity, Languages, Taking a Stand and Peacemaking

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The Spirit Survives (Part I — Gertrude Bonnin)

By: Dovie Thomason

Link: <https://racebridgesstudio.com/video/the-spirit-survives-part-i-gertrude-bonnin/>

Video: <https://youtu.be/amFm8DWu0so>

Story Summary:

Dovie shares her knowledge of the Indian Boarding School experiment with her daughter and us. She weaves history, biography, autobiography and personal reflection in the story that she never “wanted” to tell. But some stories need to be told...

Discussion Questions:

- Had you heard about the Indian Boarding schools? Why has this part of American history been largely hidden?
- What political and economic factors caused the U.S. Government to wage genocide against the First Nations?
- How does witnessing and speaking about tragedies such as this help heal the spirit? What made it possible for Dovie’s Grandfather to start speaking out? How and when do you tell young people about the oppression of their group by others?
- What factors in First Nation cultures supported families in surviving the unthinkable and continuing to thrive?

Resource:

- *Impressions of an Indian Childhood* by Zitkala-Sa
- *American Indian Stories* by Zitkala-Sa by Gertrude Bonnin

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, First Nations/Native Americans, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Spirit Survives (Part II — Grandpa)

By: Dovie Thomason

Link: <https://racebridgesstudio.com/video/the-spirit-survives-part-ii-grandpa/>

Video: https://youtu.be/O9_0BqCJGQU

Story Summary:

The “Indian Experiment” in education, the government boarding schools, is unknown to many Americans, yet affects us all. Following forty years of study of these stories, Dovie knew she had to share what she’d learned that would be essential to her daughter, and all of us. She weaves history, biography, autobiography and personal reflection in this story that she never “wanted” to tell. But there are some stories that need to be told...

Discussion Questions:

- Had you heard about the Indian Boarding schools? Why has this part of American history been largely hidden?
- What political and economic factors caused the U.S. Government to wage genocide against the First Nations?
- How does witnessing and speaking about tragedies such as this help heal the spirit? What made it possible for Dovie’s Grandfather to start speaking out? How and when do you tell young people about the oppression of their group by others?
- What factors in First Nation cultures supported families in surviving the unthinkable and continuing to thrive?

Resource:

- Impressions of an Indian Childhood by Zitkala-Sa
- American Indian Stories by Zitkala-Sa by Zitkala-Sa (Gertrude Bonnin)

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, First Nations/Native Americans, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Story of My Teacher

By: Kiran Singh Shira

Link: <https://racebridgesstudio.com/video/the-story-of-my-teacher/>

Video: <https://youtu.be/aTU3UyTOFE4>

Story Summary:

Kiran reveals his experiences with racism as one of the few brown boys in his town contrasted with the kindness of strangers as well as the inspiration he received from his storyteller teacher, Mr. George.

Discussion Questions:

- Is there a teacher, a parent, a movie star whose life story inspires you? If so, describe why.
- Recall a story you heard, a folktale or someone's personal story that influenced you. Why does it matter to you?
- We can all be the stories we want to see in the world. Do you agree with this or not? Explain your reasons and what would your story be?
- Why did Kiran talk about both racism and the kindness of strangers in one story? What do you think was his intention by doing so?

Resource:

https://issuu.com/partnersglobal/docs/storytelling_toolkit_final_2__pages

Themes:

Asian Americans/Asians, Bullying, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The Story on Our Skin: Looking for Identity Beyond Appearance

By: Christopher Agostino

Link: <https://racebridgesstudio.com/video/the-story-on-our-skin-looking-for-identity-beyond-appearance/>

Video: <https://youtu.be/xiT7iNAbjM>

Story Summary:

Since very early in history humans began to paint our skin with colors and symbols of who we are. Were we telling the world “look at my skin to see who I am”, or saying that since appearances can change, then true identity must lie deeper within us?

Discussion Questions:

- Why do you think that people have painted themselves since the beginning of human culture?
- Do people have different reasons for why they paint or mask themselves in different cultures?
- Is wearing makeup the same as painting a face? How do people paint themselves today?

Resource:

- *Transformations! The Story Behind the Painted Faces* by Christopher Agostino
- *How Art Made the World: A Journey to the Origins of Human Creativity* by Nigel Spivey
- *Tribes* by Art Wolfe
- *Body Decorations: A World Survey of Body Art* by Karl Gröning

Themes:

Identity

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The Story You Live (John Brown's Fatal Decision)

By: Doug Lipman

Link: <https://racebridgesstudio.com/video/the-story-you-live-john-browns-fatal-decision/>

Video: <https://youtu.be/FaXEc5UL3Io>

Story Summary:

Some people live their lives in such a way that the story of their life, after they die, accomplishes what they could not. This little-known story about U.S. abolitionist John Brown shows us his last, most courageous – and most effective - decision.

Discussion Questions:

- Is John Brown a hero or an outlaw?
- Why do you think some white people in the 1800s were able to see that slavery was wrong and others defended it?
- Do you think John Brown made the right choice to be a martyr for the abolitionist cause?
- What do you know about the abolitionist movement? Were you taught it in school? Why or why not?
- Would you like to inspire people now and after your death? In what way would you like to be remembered?

Resource:

- *John Brown, the Abolitionist: The Man Who Killed Slavery, Sparked the Civil War, and Seeded Civil Rights* by David S. Reynolds
- *John Brown 1800-1859: A Biography After Fifty Years (1910)* by Oswald Garrison Villard
- *Primary Accounts of John Brown, Abolitionist* by John Brown

Themes:

European American/Whites, Taking a Stand and Peacemaking, War

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The Strange System of Human Society: Creature Tells His Tale

By: Jon Spelman

Link: <https://racebridgesstudio.com/video/the-strange-system-of-human-society-creature-tells-his-tale/>

Video: <https://youtu.be/vVWdvved2pQ>

Story Summary:

In this excerpt, Jon Spelman uses Mary Shelley's elevated language as he moves from the Narrator's to the Creature's perspective to help us think about the ways we treat and classify each other. What are our basic responsibilities to one another?

Discussion Questions:

- Creature is instantly abandoned by his creator. What does it mean to be responsible for our creations (people, ideas, objects, attitudes, actions)?
- What people have you observed that seem like Creature — lonely, abandoned, rejected, poor, rootless, rejected, uneducated, misunderstood, feared?
- On what occasions have you felt a bit like Creature?
- Do you think that everyone at one time or another feels like an outsider?
- What can you/we do to help people feel that they belong?

Resource:

- *Frankenstein*, by Mary Shelley
- *Mary Shelley: The Dover Reader* by Mary Shelley

Themes:

Bullying, Crossing Cultures, European American/Whites, Identity

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The Teacher as Learner

By: Nancy Donoval

Link: <https://racebridgesstudio.com/video/the-teacher-as-learner/>

Video: <https://youtu.be/Xe2sF8GJtqg>

Story Summary:

Nancy shares some of her favorite teaching moments when students from different cultures turn the tables and teach her about stories from their cultures. Nancy learns just how challenging it is to communicate in another language.

Discussion Questions:

- What happened when the second graders taught Nancy the Spanish version of *The Little Old Lady Who Wasn't Afraid of Anything*? What were the benefits that for once the students were the language *teachers* instead of the language learners?
- What are some other ideas for reversing the roles of teacher and learner – particularly for students whose first language is not English?
- Why do you think the 7th graders were so eager to find and hear stories from their cultures of origin? How did telling *The Story of Tam and Cam* help the two Vietnamese students start telling stories about their life before coming to America?
- Does each group who comes to this country eventually lose its culture? What is gained and what is lost through assimilation or through holding on to one's culture?

Resource:

- *The Little Old Lady Who Was Not Afraid of Anything* by Linda William
- *La Viejecita Que No Le Tenia Miedo a Nada* (The Little Old Lady Who Was not Afraid of Anything, Spanish Edition) by Linda Williams, translation by Yolanda Noda
- The Oryx Multicultural Folktale Series – each book collects variants from many cultures of one tale type (*Cinderella* by Judy Sierra, *Beauties and Beasts* by Betsy Gould Hearn, *Tom Thumb* by Margaret Read MacDonald, *A Knock at the Door* by George Shannon)

Themes:

Crossing Cultures, Education and Life Lessons, Identity

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The Two Warriors

By: Dan Keding

Link: <https://racebridgesstudio.com/video/the-two-warriors/>

Video: <https://youtu.be/1k9h-qWZRG8>

Story Summary:

This story is about the meaninglessness of war and the commonality of all people. It also is about how two people can come to terms with each other and learn to accept their differences.

Discussion Questions:

- Why do you think the two warriors started to talk?
- What did they learn about each other as they talked?
- Why couldn't they continue fighting the next day?

Resource:

- *For Those Who Cannot Speak: The Criminal Futility of War* by Michael Walsh
- *The Futility of War* by Ernest McIvor and Chris Mundy
- *Spinning Tales, Weaving Hope: Stories of Peace, Justice & the Environment* edited by Ed Brody and Jay Goldspinner
- *Peace Tales: World Folktales to Talk About* by Margaret Read MacDonald
- *The Golden Axe and Other Folktales of Compassion and Greed* by Ruth Stotter
- *Story Solutions: Using Tales to Build Character & Teach Bully Prevention, Drug Prevention, & Conflict Resolution* by Kevin Strauss

Themes:

Crossing Cultures, Taking a Stand and Peacemaking, War

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The West Indies: Brer Rabbit Avoids Danger For A Black Family Traveling In America

By: Donna Washington

Link: <https://racebridgesstudio.com/video/the-west-indies-brer-rabbit-avoids-danger-for-a-black-family-traveling-in-america/>

Video: <https://youtu.be/GwZ0Pn7fJRs>

Story Summary:

Donna's father is quite a trickster, and one afternoon in the 1980's, while her large family was traveling through the south, they ran into a potentially dangerous situation. Donna's saved the lives of the family by utilizing his special skill.

Discussion Questions:

- Have you ever traveled to a new place and felt uncomfortable?
- Have you ever met a person who made you uncomfortable? What did they do?
- Have you ever seen another person being bullied because they are a different color or culture?
- Have you ever seen somebody use humor to get beyond an uncomfortable situation? Why do you think humor helps us through difficult situations?

Resource:

- More Brer Rabbit Tales: <http://americanfolklore.net/folklore/brer-rabbit/>
- Picture books for the K-5 that deal with race and racism:
<http://humaneeducation.org/blog/2014/06/26/14-childrens-picture-books-exploring-race-racism/>
- Great books for kids of all ages about segregation: <http://www.the-best-childrens-books.org/civil-rights-kids.html>

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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The White Boys: Korean-Puerto Rican Girl Seeks Anybody

By: Elizabeth Gomez

Link: <https://racebridgesstudio.com/video/the-white-boys-korean-puerto-rican-girl-seeks-anybody/>

Video: <https://youtu.be/GUkT-I0Dqbw>

Story Summary:

Elizabeth tells of her struggle to be comfortable with her own identity outside the boundaries of the racial norm. She describes the awkward struggles of adolescent love while discovering the acceptance of her own racial features.

Discussion Questions:

- Have any of you been asked “what” you are”? How did it make you feel?
- Do you find people attractive based on their skin color? Do you think people do the same to you?
- What do you find most unique or beautiful about your features?
- When do you identify who you are as a person based on your racial makeup? When is it not a factor?

Resource:

- *Beauty Begins: Making Peace with Your Reflection* by Chris Shook
- *The Beauty of Color* by Imam

Themes:

Asian Americans/Asians, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Latino Americans/Latinos, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Three Assassinations: Kennedy, King, Kennedy

By: Megan Hicks

Link: <https://racebridgesstudio.com/video/three-assassinations-kennedy-king-kennedy/>

Video: <https://youtu.be/9FhEad94k48>

Story Summary:

Megan was confused when her 9th grade classmates reacted differently to the assassination of President Kennedy than her family did. Who was right? She learns to listen to her heart to find what was truth for her.

Discussion Questions:

- Have you ever wondered how you're "supposed" to feel about a situation that makes you uncomfortable?
- How can you be friends with someone you disagree with?
- What's the difference between an argument and a debate?
- What happens when you realize you no longer believe some of the assumptions you grew up with?

Resource:

- *The President Has Been Shot!: The Assassination of John F. Kennedy* by James F. Swanson
- *The Watsons Go to Birmingham – 1963* by Christopher Paul Curtis
- *To Kill a Mockingbird* by Harper Lee

Themes:

Civil Rights Movement, Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Three Sisters

By: Jim Stowell

Link: <https://racebridgesstudio.com/video/three-sisters/>

Video: <https://youtu.be/c2j9Dy6lil0>

Story Summary:

In 1988 Jim and his wife lived with a family in Nicaragua. Jim learned about gratitude by watching how a young girl appreciated something as simple as a single piece of gum or a sheet of paper.

Discussion Questions:

- Why do you think the storyteller felt like he had “never been in a room with more hope” in his life?
- Does hope play a role in your life? If yes, in what way? Have you ever felt hopeless? What or who can bring you out of hopeless feelings?
- Why are the little girl and her family so poor? What is going on in the country of Nicaragua at the time of this story?

Resource:

Art, Truth and Politics by Harold Pinter. A Nobel Prize in Literature lecture in which he explains the Sandinista revolution.

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Latino Americans/Latinos, Living and Traveling Abroad

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Through the Eyes of York

By: Bobby Norfolk

Link: <https://racebridgesstudio.com/video/through-the-eyes-of-york/>

Video: <https://youtu.be/AEWKfHDCqEo>

Story Summary:

One man who was part of the Western exploration in the United States was an African American named York. While York was not always credited with his part, his contributions were a large part of Lewis and Clark's success.

Discussion Questions:

- How did York's experience of the Expedition vary from that of the other men?
- How was York instrumental to the success of the Expedition?
- What was Sacagawea's impact on the success of the trip?

Resource:

Themes:

African American/Africans, First Nations/Native Americans, Stereotypes and Discrimination

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Tipping the Scales

By: Robin Bady

Link: <https://racebridgesstudio.com/video/tipping-the-scales/>

Video: https://youtu.be/hQOXFZUFQ_g

Story Summary:

When camp started, tension was high between the Chinese kids and Black and Latino kids in Robin's group. But over the summer, the children began to let their defenses down and make new friends. That is, until Daniela returned.

Discussion Questions:

- Have you ever been bullied? What happened? How did you feel? What did you do?
- Have you ever stood up for someone who has been bullied? What happened?
- Have you ever been a person who bullied others? Why? What was going on for you?
- How would you handle a situation like the one in the story? Where would you stand?

Resource:

- StopBullying.com
 - <http://www.stopbullying.gov/what-is-bullying/>
 - This federal government website has suggestions on how to handle bullying.
- Cyber bullying Research Center
 - <http://cyberbullying.us>
 - This website has good resources for cyber bullying prevention. It is targeted to parents, educators and students. They also have some good information on adult bullying.
- Words Wound/To Be Kind
 - <http://wordswound.org>
 - Words Wound and To Be Kind are anti-cyber bullying initiatives started by three teens to combat bullying in their community and elsewhere. Inspiring!
- National Crime Prevention Council
 - <https://www.ncpc.org/resources/cyberbullying/>
- This Emotional Life
 - Information on PBS about adult bullying.
 - <http://www.pbs.org/thisemotionallife/topic/bullying/adult-bullying>

- Sue Black, certified bullying prevention specialist
 - <http://www.sue-black.com>
 - <http://www.sue-black.com/bullyprevention.html>
 - Sue Black is a remarkable storyteller as well as an expert on bullying issues. Her website is a must-go-to. She has a comprehensive book list!
- Karen Chace, storyteller, resource
 - Karen Chace is a resource for all things story and education.
 - <http://karenchace.blogspot.com/search?q=bullying>

Themes:

Bullying, Crossing Cultures, Education and Life Lessons, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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To Live or Not to Live in La Villita, Chicago: A Latina Struggles with Civic Responsibility

By: Jasmin Cardenas

Link: <https://racebridgesstudio.com/video/to-live-or-not-to-live-in-la-villita-chicago-a-latina-struggles-with-civic-responsibility/>

Video: <https://youtu.be/l13MjCJjA0g>

Story Summary:

Jasmin struggles with where to live: a culturally vibrant, but unsafe Mexican-American community -or- a picturesque middle class neighborhood where her son might be the only brown boy on the block.

Discussion Questions:

- What are the pros and cons to Jasmin moving back to the La Villita neighborhood?
- Do you believe we have a responsibility to offer role models to others?
- How and why are Jasmin's and her husband's perception of the Mexican American neighborhood different? How do couple's negotiate their cultural and other differences in respectful ways?

Resource:

Famous People of Hispanic Heritage: Contemporary Role Models for Minority Youth by Barbara J. Marvis

Themes:

Crossing Cultures, Housing/Neighborhoods, Latino Americans/Latios, Taking a Stand and Peacemaking

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To Prove You Are Legal: Immigration from Taiwan

By: Ada Cheng

Link: <https://racebridgesstudio.com/video/to-prove-you-are-legal-immigration-from-taiwan/>

Video: <https://youtu.be/FLncxHYw4vE>

Story Summary:

In this story, Ada Cheng explores her experience with the U.S. citizenship ceremony and vulnerability that immigrants are subject to during the process of becoming Americans. She also her experience with a guest, an older African American man.

Discussion Questions:

- How does this story help you understand the vulnerability immigrants face in the process of immigration and U.S. citizenship application?
- Why doesn't the legalization of citizenship status necessarily help reduce the prejudice and discrimination immigrants might face?
- What does it mean when the storyteller says her story and her African American colleague's story are connected yet very different? How?
- How does this story help you understand the citizenship process better?

Resource:

- *Growing Up in Three Cultures: A Personal Journey of a Taiwanese-American Woman* by Dora Shu-fang Dien
- *Getting Saved in America: Taiwanese Immigration and Religious Experience* by Carolyn Chen
- *Fresh Off the Boat: A Memoir* by Eddie Huang

Themes:

Asian Americans/Asians, Identity, Immigration

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Too Crazy to Know Better

By: Jay O'Callahan

Link: <https://racebridgesstudio.com/video/too-crazy-to-know-better/>

Video: <https://youtu.be/Yiztd5Gw2kc>

Story Summary:

Jay O'Callahan shares storyteller Sandra Harris's story of her involvement in the Civil Rights struggle in Birmingham, Alabama in 1963.

Discussion Questions:

- Why do people get involved in the cause of justice?
- Who do you know who has taken a risk for justice?
- When has the government taken the side of injustice? Why would this happen and what actions have people taken to change the government's position? What causes are people fighting for today?

Resource:

- *Miracle in Birmingham, a Civil Rights Memoir – 1954-1965* by W. Edward Harris
- *Eyes on the Prize: America's Civil Rights Years 1954-1965*, Public Television

Themes:

African American/Africans, Civil Rights Movement, Crossing Cultures, Education and Life Lessons, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Two Women: Alone in the Vast Alaskan Wilderness

By: Ingrid Nixon

Link: <https://racebridgesstudio.com/video/two-women-alone-in-the-vast-alaskan-wilderness/>

Video: <https://youtu.be/XySaA2TlrFY>

Story Summary:

When their hunting party was suddenly attacked by a rival group, two upper Kuskokwim women escaped the onslaught to find themselves alone on the wild Alaskan landscape. With slim resources in such a vast, unforgiving wilderness would they survive?

Discussion Questions:

- Today if you found yourself alone in the wilderness with no hope of immediate rescue, with just the clothes on your back, a knife, and the means to make fire, could you survive for an extended period of time (months)? Why or why not?
- The women in this story demonstrate what is called “Traditional Ecological Knowledge” (TEK). TEK is knowledge humans gain from a long association with a certain landscape—its seasonal rhythms, animals, etc. Is it important to retain this knowledge in this modern world?
- With so much information readily available to us with our smart phones and the Internet, it is said that we live in the Age of Information. Do you think the knowledge of the landscape, its wildlife and the seasons that these two women possessed is readily available on the World-Wide Web? How do you think you could learn the skills that these two women possessed?
- To live in modern society means you must rely on other people in order to survive, e.g. think of all the people involved in getting food to the grocery store for you to buy or people involved in the systems required to get fresh drinking water to your house. With others, brainstorm to create a web diagram that shows the people you rely on to help you survive day to day.
- When you think of a wild area—a vast landscape where animals and natural processes take place with little influence from people—do you think of it as a place worth preserving as it is or do you think humans could “improve” it in some way? Why?
- Indigenous people often express that they feel a special “connection” to a certain landscape because they have lived on or near it for so long, or their ancestors have done so. In your opinion, is this intangible connection valid? Do you think that this “connection” can be preserved even if the land is significantly altered? Do you feel a special connection with a place? Describe the place and explain why you feel that way.

- Imagine you are “The Decider”: A mining company would like to mine ore on the planet Mars that would bring 50 good-paying jobs for Earthlings for the foreseeable future. A group of Martians (who now live on Earth) say that the planet Mars is sacred to them and no mining should take place. As The Decider, what sort of things do you need to weigh on both sides to reach a decision? What if the mining will bring 500 good jobs to Earthlings? 1000 jobs? What if the mining company says that they will only be mining a little bit of Mars, that plenty of the planet will be left undisturbed?

Resource:

- A History of the people of the Upper Kuskokwim who live in Nikolai and Telida, Alaska by Raymond L. Collins, September 2000, Revised January 2004.
- The following link is to various articles that explore aspects of Traditional Ecological Knowledge: <https://www.nps.gov/subjects/tek/tek-vs-western-science.htm>
- TEK website maintained by the University of Alaska Fairbanks:
<http://www.ankn.uaf.edu/IKS/tek.html>
- Link to information about Alaska Native groups: <http://www.alaskanative.net>
- Information about Telida, Alaska: https://en.wikipedia.org/wiki/Telida,_Alaska
- Other stories of people and their connections to the Alaska landscape are available by following this National Park Service link: <https://www.nps.gov/locations/alaska/native-culture.htm>
- Information from the National Park Services on how “subsistence” activities preserve TEK and connections with the landscape:
<https://www.nps.gov/subjects/alaskasubsistence/index.htm>
- *Native People of Alaska: Traditional Living in a Northern Land* by Stephen J. Langdon
- *Make Prayers to the Raven: A Koyukon View of the Northern Forest* by Richard K. Nelson

Themes:

Education and Life Lessons, First Nations/Native Americans

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Undocumented Journey: An Educational Dream Realized for Illegal Immigrants

By: Marsha Wong

Link: <https://racebridgesstudio.com/video/undocumented-journey-an-educational-dream-realized-for-illegal-immigrants/>

Video: <https://youtu.be/J6a8cD08yng>

Story Summary:

In 1972, Marsha worked for the Peace Corp in Jamaica and became friendly with a neighbor named Yvonne. By casually mentioning the town she lived near Marsha set in motion a dream that Yvonne would sacrifice everything to fulfill.

Discussion Questions:

- Why do you think Yvonne latched on to the idea of the importance of education for her children?
- One of Yvonne's children went on to study medicine at Harvard. Do you think Yvonne and her husband felt their sacrifices were worth it? What did the U.S. gain by having Yvonne's children well educated?
- Does the outcome of this story influence your thinking about "illegal immigration"?

Resource:

- *One Hand Does Not Catch a Buffalo: 50 Years of Amazing Peace Corps Stories* by Aaron Barlow
- *The Dead Yard: A Story of Modern Jamaica* by Ian Thomson

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Unsung Hero: How My Uncle Was Saved from the KKK

By: Sadarri Saskill

Link: <https://racebridgesstudio.com/video/unsung-hero-how-my-uncle-was-saved-from-the-kkk/>

Video: <https://youtu.be/HNAqA0ucQmw>

Story Summary:

In Springs, Mississippi in the late 1920's Sadarri's Uncle Carl was set to be lynched for "speaking out of turn." An unlikely hero saves Carl's life.

Discussion Questions:

- What effects did the jailing of Carl and the actions of the KKK have on his family?
- Why is the story called *Unsung Hero*?
- Was the deputy the only hero in the story? Explain. What does being a true hero mean to you?

Resource:

- *They Called Themselves the KKK* by Susan Campbell Bartoletti
- *Getting Away with Murder: The True Story of the Emmett Till Case* by Chris Crowe
- *Simeon's Story: An Eyewitness Account of the Kidnapping of Emmett Till* by Simeon Wright and Herb Boyd
- Online Resource: <http://www.myhero.com/go/home.asp>

Themes:

African American/Africans, European American/Whites, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Urban Renewal and Vanport, Oregon in the 1940s

By: Chetter Galloway

Link: <https://racebridgesstudio.com/video/urban-renewal-and-vanport-oregon-in-the-1940s/>

Video: <https://youtu.be/v5KER7O1Gjk>

Story Summary:

During World War II, a young African-American couple relocates from Georgia to Vanport, Oregon in pursuit of the American dream. But the dream turns into a nightmare due to a major catastrophe and they have to decide if they should move back home.

Discussion Questions:

- Who was Henry Kaiser and what was his role in World War II?
- What were the names of the trains called that took African Americans across the country to Vanport?
- What is the origin of the name “Vanport”?
- What is a Liberty Ship?
- What year did the flood happen that destroyed Vanport, Oregon?
- What is redlining and what is its significance in Portland, Oregon during the 1950s?

Resource:

- *African Americans of Portland* by Kimberly Stowers Moreland
- <https://www.vanportmosaic.org/>
- <http://www.oregonblackpioneers.org/>

Themes:

African American/Africans, Family and Childhood, Housing/Neighborhoods, Stereotypes and Discrimination, Workplace

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Vietnamese Refugees: An American Immigration Story

By: Susan O'Halloran

Link: <https://racebridgesstudio.com/video/vietnamese-refugees-an-american-immigration-story/>

Video: <https://youtu.be/GMF6v5RQfQg>

Story Summary:

At an event honoring Vietnamese Americans, a young man shares his American immigrant story. The community of listeners that storytelling creates makes a new country feel like home.

Discussion Questions:

- America and Canada represent a moral ideal for some people in other parts of the world. What is that ideal?
- Even in miserable surroundings people seek friendship; what does this say about our human need for connection? Neal and Tom were friends, yet Neal had no idea of his friend's torment. How do we choose what to share and what to keep private from our friends?
- Why had Neal had not told Tom's story before the storytelling workshop? How did it help him to share his story?

Resource:

- *The Vietnamese Americans (The New Americans)* by Hien Duc Do
- *The Vietnamese 1.5 Generation: Stories of War, Revolution, Flight and New Beginnings* by Sucheng Chan

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Identity, Immigration, Living and Traveling Abroad, Taking a Stand and Peacemaking, War

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Vindication

By: Michael D. McCarty

Link: <https://racebridgesstudio.com/video/vindication/>

Video: <https://youtu.be/CTjbmgEUM2E>

Story Summary:

Michael and some classmates hold a walk out due to limited black history curricula and are expelled. Decades later, Michael is brought back to the school to receive his high school diploma and the school's gratitude.

Discussion Questions:

- What were the motivations for the school walkout?
- What inspired Greg Meyers, who hadn't had any contact with McCarty or Tyler for decades, to create a movement to get St. Ignatius High School to apologize and give them their diplomas?
- Was the walkout the best way to get the school to listen? Was making their point and getting expelled worth the victory McCarty and Tyler experienced years later?

Resource:

Black Against Empire: The History and Politics of the Black Panther Party by Joshua Bloom and Waldo Martin

Themes:

African American/Africans, Education and Life Lessons, European American/Whites, Identity, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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We Don't Match: Experiences of a Transracial Adoptive Family

By: Cindy Rivka Marshall

Link: <https://racebridgesstudio.com/video/we-dont-match-experiences-of-a-transracial-adoptive-family/>

Video: <https://youtu.be/PWtOVnea2Wk>

Story Summary:

A transracial, non-traditional family (two white women with one biological child and one adopted child who was born in China) have dealt with many rude questions and often have not been perceived as a family.

Discussion Questions:

- When have you felt “different” from others around you?
- When have people made false assumptions about you or the people you love?
- When have you realized you made false assumptions based on appearance?
- Describe a time when you experienced being in the minority in a group. How often does that occur in your life?
- Do you think there is a stigma attached to being adopted?
- What issues come up for transracial families? What might it be like for children being raised by parents from a different culture?
- What makes a family?
- Name some of the different kinds of families you know about.

Resource:

- This site is geared towards helping elementary schools welcome diverse families, but many resources and lesson plans are useful for all ages,
<http://www.welcomingschools.org/>
- The How-to-Adopt and Adoption Parenting Network, <https://www.adoptivefamilies.com/>
- Families with Children from China has chapters all over the world,
<http://www.fccne.org/>
- Donaldson Adoption Institute, <https://www.adoptioninstitute.org/>
- <https://www.nationalcenteronadoptionandpermanency.net/ncap-resources/transracial-adoption-resources>

Themes:

Crossing Cultures, Family and Childhood, Identity, Living and Traveling Abroad

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What a Tall, White, American Woman Learned from a Small, Brown, Andean Girl

By: Pam Faro

Link: <https://racebridgesstudio.com/video/what-a-tall-white-american-woman-learned-from-a-small-brown-andean-girl/>

Video: <https://youtu.be/4inZcqt7sWY>

Story Summary:

Pam remembers her experience of being an American immigrant to Ecuador, and how she was treated by a young girl. What can we learn from this young girl's behavior?

Discussion Questions:

- Have you ever tried to communicate with someone when neither of you spoke the same language? What tactics or work arounds did you try? What worked? What didn't work? If you've never experienced that, imagine what you would do in such a situation... How could you make yourself understood, and how would you understand the other person?
- Can you think of a time when you have been somewhere new, where it seemed everything was unfamiliar (even if you understood the language) – the buildings, the trees and plants, the stores, the way people interacted, the food, maybe the language...anything else? How did that make you feel? How did you respond? Were you comfortable? Excited? Confused? Exhausted? Energized? What else?
- If you ever get the chance to spend time with someone from a very different place who is unfamiliar with your home or town or area, how might you help them? What things could you do to make them feel welcome?

Resource:

- A list of children's literature on the immigrant experience:
https://www.amightygirl.com/blog/?p=12855&utm_source=newsletter&utm_medium=email&utm_campaign=20180715&ts=20180715
- Film – *The Namesake*
- <http://www.ecuadorexplorer.com/html/book-novelskids.html>
- <http://coloursofus.com/6-childrens-books-set-in-ecuador/>

Themes:

Crossing Cultures, Education and Life Lessons, Living and Traveling Abroad

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What's a Mexican?

By: Olga Loya

Link: <https://racebridgesstudio.com/video/whats-a-mexican/>

Video: <https://youtu.be/LQ1jYmru8-M>

Story Summary:

Olga explores the various labels for her ethnic group: Mexican, American, Mexican American, Latina, Chicana and so on. In doing so, she finds out how she wants to define herself and her pride in her cultural life.

Discussion Questions:

- How do you define your culture?
- Growing up were you satisfied with your culture? If so, why or why not?
- Who was an influential person for you when you were growing up that helped you to accept all parts of yourself and your background?

Resource:

- *Becoming Mexican American: Ethnicity, culture, and Identity in Chicano Los Angeles, 1900-1945* by George J Sanchez
- *Tell the World – Storytelling Across Language Barriers* edited by Margaret Read MacDonald
- *En Mi Familia (In My Family)* by Carmen Loza Garza

Themes:

Civil Rights Movement, Education and Life Lessons, Family and Childhood, Identity, Languages, Latino Americans/Latinos, Taking a Stand and Peacemaking

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When a Japanese City Person Moves into a Small Town in America

By: Karin Amano

Link: <https://racebridgesstudio.com/video/when-a-japanese-city-person-moves-into-a-small-town-in-america/>

Video: <https://youtu.be/iiJBfRntwN0>

Story Summary:

For the first time Karin moves to a small city. She is worried about fitting in but everyone seems friendly and open-minded, until she has a troubling encounter with racism. She tells her husband and three friends and gets very different responses.

Discussion Questions:

- Have you lived in a small town in the U.S.? If so, how was the racial ratio in that town? How often did you see minorities there and what did you think about different groups? How were your parents talking about them?
- What would you do if your friends were making fun of people who belong to a minority group?
- What do you think can be done to make your community more welcoming to people from different backgrounds?

Resource:

- *Strangers from a Different Shore: A History of Asian Americans*, Updated and Revised Edition by Ronald Takaki
- *Yellow: Race in America Beyond Black and White* by Frank H. Wu

Themes:

Asian Americans/Asians, Bullying, Crossing Cultures, Housing/Neighborhoods, Identity, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination

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When Summer Came: Summer Vacations in the Segregated South

By: Gwendolyn Hilary

Link: <https://racebridgesstudio.com/video/when-summer-came-summer-vacations-in-the-segregated-south/>

Video: <https://youtu.be/UCKWvq9SzJg>

Story Summary:

During the 1950s, Gwen's mother, like many African American parents, sent her children down south for the summer. Gwen remembers the rich experiences with her grandparents on the farm as well as painful and dangerous racist encounters.

Discussion Questions:

- Why would African Americans send their children back down South in the summertime, after they had left behind the discrimination and mistreatment they often endured while living there?
- Have you ever experienced or seen others experience racism or discrimination of any kind? Describe the experience and how you reacted or coped with it.
- What are some ways that people can become advocates or builders of acceptance of others who are discriminated against in our society?

Resource:

Themes:

African American/Africans, Crossing Cultures, Education and Life Lessons, European American/Whites, Family and Childhood, Identity, Stereotypes and Discrimination

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Where Are You From?

By: Arif Choudhury

Link: <https://racebridgesstudio.com/video/where-are-you-from/>

Video: <https://youtu.be/FOQDaKePlig>

Story Summary:

Bangladeshi-American Muslim storyteller, Arif Choudhury, shares stories about growing up as the only “brown-skinned boy” in the neighborhood and how 9-11 changed how others might perceive him and his family.

Discussion Questions:

- What's the difference between an interrogation and a conversation? How do we be curious about one another but not pressure someone to represent their whole group or feel that they're being examined and objectified?
- Did you ever wonder about your own identity? How did you resolve your questions and confusion?
- Has your understanding or behavior towards Muslims changed over the years? In what ways?

Resource:

Article from DiversityInc.com: *Muslims – Do They Really Hate Us?* <http://bit.ly/1792obY>

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Identity, Muslim Americans/Muslims

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Who is a Friend? German-Jewish Reconciliation After the Holocaust

By: Gail Rosen

Link: <https://racebridgesstudio.com/video/who-is-a-friend-german-jewish-reconciliation-after-the-holocaust/>

Video: <https://youtu.be/mtHoFBxJWwl>

Story Summary:

Who is my friend and who is my enemy? Gail Rosen, a Jewish storyteller, goes to Germany and makes a surprising connection to a German man who lived through WWII.

Discussion Questions:

- Do you think people make assumptions or judgments about you based on how you look? What might they be? What do people think they know about you by looking at you? How could they be right and how could they be wrong?
- Can you tell of a time when you made assumptions or judgments about a person, but learned to think differently of that person later? How did that happen?
- How do you choose your friends? What qualities do you value in a friend?

Resource:

- <http://www.hildastory.org>
- www.compassionatelistening.org

Themes:

Crossing Cultures, Education and Life Lessons, European American/Whites, Interfaith, Jewish American/Jews, Taking a Stand and Peacemaking

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Who Knows What Children Make of These Things?

By: Milbre Burch

Link: <https://racebridgesstudio.com/video/who-knows-what-children-make-of-these-things/>

Video: <https://youtu.be/QZyaOsWdM98>

Story Summary:

In three short anecdotes, the teller (Milbre as a child) and her small daughter, Elizabeth, try to make sense of a world in which we are taught to fear “the other”.

Discussion Questions:

- Why did Milbre’s mother think that Milbre had put her friend, Debbie, in danger?
- Have you ever had to tell a younger child about the realities of racism and violence? How did you balance the concern for wanting to protect their innocence and the need to prepare them for some of the harsh realities of life?
- What do you think of Elizabeth’s comment: “Even the bad guys and bullies can be painted on the mailbox”? Do you think this is just childish well wishing or is it possible to include everyone in our definition of family?

Resource:

- *Starting Small: Teaching Tolerance in Preschool and the Early Grades* by Teaching Tolerance Project and Vivian Gussin Paley
- *Raising the Rainbow Generation: Teaching Your Children to Be Successful in a Multicultural Society* by Dr. Darlene Hopson
- www.MulticulturalKidBlogs.com
- Milbre used these folktale collections to work on her longer show from which this video excerpt is a part:
 - *Peace Tales – World Folktales to Talk about* by Margaret Read MacDonald
 - *Tales from Afghanistan* by Amina Shah
 - *Arab Folktales* translated and edited by Inea Bushnaq

Themes:

Education and Life Lessons, European American/Whites, Family and Childhood, Stereotypes and Discrimination

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Why Am I A Jew?

By: Gerald Fierst

Link: <https://racebridgesstudio.com/video/why-am-i-a-jew/>

Video: <https://youtu.be/DiWuNU9Vqlg>

Story Summary:

Gerry Fierst says, "religion connects us to all who have gone before and all who will come after we are gone." As he grows older he hear the words of his ancestors and passes the tradition of the blowing of the shofar on to his children.

Discussion Questions:

- How important is it to you to have a conscious spiritual life?
- How important is it to you to express your spirituality in a religious community?
- What do you know about the great diversity of expression and experience within Judaism?

Resource:

- An article about being culturally Jewish: <http://circle.org/cultural-jews-release>
- *In Every Tongue: The Racial & Ethnic Diversity of the Jewish People* by Diane Tobin

Themes:

Family and Childhood, Identity, Jewish American/Jews

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Why Do You Want to go to College?

By: Olga Loya

Link: <https://racebridgesstudio.com/video/why-do-you-want-to-go-to-college/>

Video: <https://youtu.be/5sGt3po-lJw>

Story Summary:

In high school, Olga was told by her counselor that her Mexican family was too poor for her to go to college. Hear how she found a way around this negative advice.

Discussion Questions:

- Have you ever had someone give you negative advice? How did you respond?
- What is a good way to handle negative advice?
- What were the “favors” Olga’s counselor and shorthand teacher did for her?
- Why did the college students make fun of Olga?
- What was Olga’s reaction?

Resource:

- *Growing up in East Los Angeles* by Olga Loya
- *Land of the Cosmic Race* by Christina A Sue
- *Mexican White Boy* by Matt de la Pena
- *Who Are You?* By Mimi Fox

Themes:

Crossing Cultures, Education and Life Lessons, Family and Childhood, Identity, Languages, Latino Americans/Latinos, Stereotypes and Discrimination

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Will You Please NOT Marry Me? – Adventures In Cross-Cultural Dating

By: Csenge Virág Zalka

Link: <https://racebridgesstudio.com/video/will-you-please-not-marry-me-adventures-in-cross-cultural-dating/>

Video: <https://youtu.be/Kq-v3gurzac>

Story Summary:

A single girl from Eastern Europe goes to the USA to study, she faces assumptions made about green cards, marriages of convenience, and other things she was unprepared for.

Discussion Questions:

- What is a ‘marriage of convenience’ and why do people think it is beneficial for an immigrant?
- How would you describe marriage in your own culture? List marriage customs and traditions from other cultures that are different from yours and speculate about the reasons for these differences.
- What do we find out about the definition of ‘love’ from the story? What other definitions can you think of?

Resource:

- The Subjective Atlas of Hungary (<http://szubjektivatlasz.kibu.hu/?lang=en>)
- Information for International Students who marry US citizens (<http://iss.washington.edu/marrying-citizen>)

Themes:

Crossing Cultures, European American/Whites, Identity, Immigration, Living and Traveling Abroad, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Worn Out Blinders: A Soldiers Story After D-day in Normandy, France

By: Carol Kerman

Link: <https://racebridgesstudio.com/video/worn-out-blinders-a-soldiers-story-after-d-day-in-normandy-france/>

Video: <https://youtu.be/wmdvoX4bAUA>

Story Summary:

Talking about World War II was hard for Carol's father despite his three Purple Hearts. He shares his story of anti-Semitism, his sense of Jewish identity with a stranger in Paris and how he survived the front lines by wearing "blinders."

Discussion Questions:

- Why do you think Carol's father, and soldiers today may not want to talk about their experience during war? Should we respect their silence or encourage them to talk?
- Carol's father talked about wearing "blinders" to get through the hard times. Have you ever had a time in your life when in order to move ahead, you had to "wear blinders?"
- The Red Cross volunteer handed out Mezuzahs and Crosses to the injured soldiers. What comfort was she hoping to bring them from these objects?
- Carol's father shares that his Sargent asked him to take off his helmet so he could see his horns. Many commentators say that this myth of Jews having horns started with a mistranslation in the Bible. Why do you think rumors and anti-Semitic myths are perpetuated today?
- St. Lo was flattened in one night and the writer Samuel Becker described it as "The Capital of the Ruins." Besides the physical city being destroyed, what other type of ruins exists from war?

Resource:

- *The Complete Short Prose of Samuel Beckett* by Samuel Beckett
- The Battle of St. Lo Published 2012 Video overview of the Battle of Saint Lo July 7-21, 1944. <https://www.youtube.com/watch?v=ROQmFOX5Ikg>

Themes:

Crossing Cultures, European American/Whites, Identity, Interfaith, Jewish American/Jews, Stereotypes and Discrimination

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You Are Good for Him

By: Sarah Beth Nelson

Link: <https://racebridgesstudio.com/video/you-are-good-for-him/>

Video: <https://youtu.be/rrTc6V7XLFw>

Story Summary:

Friendly lunchtime religious debates with Sarah Beth's high school band friends turned serious when her religious identity was called into question. Would she be able to lose her religion but keep her friends?

Discussion Questions:

- Teens are often especially interested in existential issues such as questions of religion. What spiritual discussions and/or explorations are you having now or do you remember from your teen years?
- This story took place before social media. How do you think social media has impacted the way people talk about their different religious views today?
- How have you handled (or how might you handle) a conversation that made you wonder whether you actually belonged in your religion?

Resource:

Table Manners for Discussing God, His Works and His Ways by Glenn R. Kreider

Themes:

European American/Whites, Identity

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You Never Know What the End Will Be

By: Diane Ferlatte

Link: <https://racebridgesstudio.com/video/you-never-know-what-the-end-will-be/>

Video: <https://youtu.be/YxjD9-h5aWw>

Story Summary:

In 1972 Diane marries "outside her race" and her mother-in-law refuses to attend the wedding, among other things. What happens to the family's relationship afterward is anyone's guess. A story of hope and a reminder that love conquers many things.

Discussion Questions:

- Since most cities and neighborhoods are not integrated in a balanced manner, or are, in fact, still segregated, what are the ramifications for an interracial couple and their children when they live in a non-integrated neighborhood, where the churches, schools, etc. are either predominantly one group or the other?
- In a Black/White marriage, for example, one or maybe both spouses may not feel totally comfortable in the social/cultural setting of the other spouse. For instance, the white spouse may feel ill at ease being the only white person at a Black party or in a Black church, or vice versa. Do you think this situation might apply more to one spouse than the other, and, if so, how might that affect their marriage and other choices they make?
- Many biracial or mixed race young people identify themselves as such, yet almost all Black/White biracial young people identify themselves as Black, period. Why do you think this is true? What historical forces encouraged this identification? What happens to the child who doesn't look "Black"?

Resource:

http://www.youtube.com/watch?v=iduMoffZ_54 – 30 minute presentation by Diane at the International Storytelling Conference in 2013

Themes:

African American/Africans, Crossing Cultures, European American/Whites, Family and Childhood, Stereotypes and Discrimination, Taking a Stand and Peacemaking

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Zebra Children: A Guide to Interracial Dating from the Closet for Immigrants and their Children

By: Archy Jamjun

Link: <https://racebridgesstudio.com/video/zebra-children-a-guide-to-interracial-dating-from-the-closet-for-immigrants-and-their-children/>

Video: <https://youtu.be/mytwRpqPCdo>

Story Summary:

When in high school, Archy and his Thai family get into a fight about him dating a black girl. Years later, when Archy states he is gay, he finds that his mother's racial attitudes have conveniently changed.

Discussion Questions:

- What kind of discussions about race have you had with your family?
- Have you ever dated outside of your “race” and how did your family feel about it?
- How do you react when you feel like someone is being racist or spreading racist ideas?

Resource:

- Network TV Show: *Fresh Off the Boat*
- *The Namesake* by Jumphia Lahiri
- *The Kitchen God’s Wife* by Amy Tan

Themes:

Asian Americans/Asians, Crossing Cultures, Family and Childhood, Identity, Stereotypes and Discrimination

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CONTRIBUTING STORYTELLERS



■ Christopher Agostino

Christopher Agostino has enjoyed a 30-year adventure in theater, storytelling, facepainting and bodypainting as chronicled in his book Transformations! The Story Behind the Painted Faces. He combines these arts in a unique performance style called StoryFaces. This piece is a synthesis of lessons learned through his explorations of world cultures and the art of transformation. Before Cave Walls...the story on our skin is a full-length educational presentation on the history and cultural significance of masks and body art. Samantha Desom, medical student, models for the story.

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■ Charlotte Blake Alston

Charlotte Blake Alston is a storyteller, narrator, instrumentalist and singer who performs in venues throughout North America and abroad including the John F. Kennedy Center for the Performing Arts, the Smithsonian Institution, the Kimmel Center, the Women of the Word Festival in Cape Town, South Africa, a refugee camp in northern Senegal plus prisons, detention centers and major festivals, museums, universities and concert halls.

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■ **Karin Amano**

Originally from Japan, **Karin Amano** was trained in Japanese traditional song, dance, and theater. After performing in numerous Japanese theaters and on TV, she moved to New York City and performed in off-off Broadway productions including Shakespeare plays, one-woman shows, storytelling, and musicals. From 1997 to 2000, she also emceed the Enjoy Japan Festival at Carnegie Hall. She was hired as an actor by Walt Disney World in Florida in 1999 and performed as a full-time actor/storyteller at Epcot till 2010. She still performs there as a storyteller for Holidays Around the World every year. Recently she has been telling Japanese Folktales at cultural festivals, Young Authors Conference, Asian American Storytelling Summit, schools and libraries in Chicago, St. Louis, Kansas City and Orlando.

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■ **Brenda Wong Aoki**

Brenda Wong Aoki is a writer, performer and recording artist. Weaving together Japanese Noh and Kyogen theater, dance and everyday life experience her plays have been produced in the U.S. Japan, China, Singapore, Australia and Austria. She has been awarded National Endowment Theater Fellowships, Drama-logue Awards, INDIE awards for Best Spoken Word recordings, a Critics' Circle Award, and continued ASCAP Innovation Awards for new libretto. She is the first nationally recognized Asian Pacific Storyteller in the nation (NSN Circle of Excellence Award 2014). She is a founding faculty member of the Institute for Diversity in the Arts (IDA) at Stanford University and continues to teach and perform internationally.

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■ **Mama Edie McLoud Armstrong**

Mama Edie McLoud Armstrong, an African Native American, is a bilingual storyteller, voiceover artist and percussionist of the Drum Divas. She travels the world, weaving songs into stories in Yoruba, Twi, Sanskrit, English, Cherokee, Sign Language and Spanish. She seamlessly blends Spanish and English into tailor-made interactive performances for students and adults. She was awarded a National Storytelling Network Grant and a RaceBridges Fellowship for her residency “What About the Children?”

encouraging refugee children to tell their own stories. Mama Edie’s personal, historical and folk tales encourage self-knowledge and empowerment, learning to see the light in everyone, and daring all to make a difference.

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■ **Sheila Arnold**

Sheila Arnold has been gifted by God with performance skills and has been using this talent since she was eight years old. Since 2003 she has been a full-time Storyteller traveling through the United States and sharing a variety of stories – “whatever tells good in her mouth”, as well as doing Historic Character Presentations and Christian Monologues.

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■ Carrie Sue Ayvar

Carrie Sue Ayvar, an award winning, Arabic surnamed, Eastern European Jewish woman from Pittsburgh, PA tells stories that flow effortlessly between Spanish and English. As a storyteller, speaker, Teaching Artist and Chautauqua Scholar, she loves to connect people, languages and cultures via shared stories. Believing, as her grandfather taught her, that “If you don’t know the trees, you may be lost in the forest, but if you don’t know the stories, you may be lost in life”, she guides her listeners through cross-cultural experiences in her performances at venues large and small throughout the U.S. and Mexico.

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■ Robin Bady

Award winning storyteller/playwright **Robin Bady** is based in Brooklyn, and performs and teaches across the United States and Europe. Her repertoire includes world tales, Jewish stories, social satire, oral histories, literature, ghost experiences and personal stories.

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■ Zahra Glenda Baker

Zahra Glenda Baker is a vocalist, storyteller and teaching artist. She has worked in collaboration with musicians, poets and storytellers for the past 30 years. She loves to research and to connect personal experiences with historical events and political action. She has long-term partnerships with Emily Hooper Lansana as a partner in their Performance duo: In the Spirit. She also enjoys a musical and storytelling partnership with Shanta Nurullah as ShaZah.

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■ Noa Baum

Born and raised in Jerusalem, **Noa Baum** trained in theatre at Te-Aviv University, studied acting with Uta Hagen and received an MA in Educational Theater from NYU. Since 1982, she's performed and led workshops internationally and created award-winning CDs. Her one-woman show and new memoir *A Land Twice Promised-An Israeli Woman's Quest for Peace* recounts her journey from girlhood in post-Holocaust Israel to her adult encounter with "the other." She's a recipient of multiple Individual Artist Awards from The Maryland State Arts Council and The Arts and Humanities Council of Montgomery County.

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■ Carol Birch

Carol Birch is an internationally acclaimed storyteller, author, workshop leader, lecturer, recording artist, and director of storytelling recordings who has been a featured storyteller six times at the National Storytelling Festival in Jonesborough, Tennessee. Her concerts for adults include the story of Lou Gehrig and works by John Steinbeck and Ray Bradbury, while others celebrate immigrants, women, and love.

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■ Judith Black

Judith Black's wide-ranging repertoire includes adult theater pieces, original stories based on the real lives of America's unsung heroes and heroines, stories for religious communities, women's stories, and programs for school audiences that include traditional folklore and original pieces. She also leads workshops for students, educators, storytellers, religious educators, and natural and historic interpreters.

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■ **Kucha Brownlee**

Kucha Brownlee is a rogue English major who believes in sharing stories—from books, from experiences, from history, from the news, wherever the messages that resonate with truth and beauty can be found. She shares stories and songs with all age groups and believes that the more we know about one another, the more likely we are to realize that we have more in common than differences. She is co-founder of Ase: The Chicago Association of Black Storytellers and works with youth, teaching storytelling.

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■ **Jim Brulé**

Jim Brulé is a transformational storyteller with a focus on multifaith dialogue. His students span the globe: his online school has been operating for several years. He also leads multifaith study and dialogue groups across the country. Jim believes that the right kinds of stories told skillfully with an open heart can be the basis for healing the rifts within us and between us.

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■ **Geraldine Buckley**

British born **Geraldine Buckley** is an award-winning storyteller, speaker, writer and educator who shares folk tales, and true stories based on her own globe-trotting adventures, at festivals, schools, theatres, house-concerts, colleges and conferences. Until January 2010 Geraldine was a chaplain at the largest men's prison in Maryland and she is currently developing middle school storytelling projects and curriculum aimed at keeping at-risk teenagers out of jail. Known for her warmth, wit and humor, Geraldine lives in Frederick, Maryland, but she is an audience favorite on three continents – her most recent trip was a storytelling and speaking tour of New Zealand.

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■ **Milbre Burch**

An internationally known performer, a produced playwright, a published poet and fiction writer, a lauded director and dramaturg, an award-winning recording artist, a storytelling revival archivist, an educator, and scholar, **Milbre Burch** is a storyteller in every sense of the word. In 2012 her teaching and touring schedule took her to Seville, Spain, Dublin, Ireland, Shropshire, England and Washington, DC. She received an NSN Oracle Award in 1999 and was nominated for a spoken word GRAMMY in 2007.

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■ **Margaret Burk**

Margaret Burk is a storyteller and writer. She believes there is power in story to touch the heart, embolden the spirit, and remind us of the greatest of human potential! Margaret is President of Illinois Storytelling Inc. and co-hosts two monthly storytelling venues in Oak Park/River Forest, IL. Margaret has co-authored four books on scripture for children.

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■ **Jasmin Cardenas**

Jasmin Cardenas is a bilingual storyteller and 1st generation American born to Colombian parents. Her repertoire includes ancient myths and legends from the Americas, as well as person stories, for all ages that tell about the joys and challenges of growing up bi-cultural. A recipient of The Race Bridges Storytelling Fellowship, Jasmin performed this story at the 2016 National Storytelling Festival as an Exchange Place teller.

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■ Michele Carlo

Michele Carlo has told stories across the U.S., including Storytelling at the Provincetown Playhouse, The Clearwater Arts & Music Festival, NEST's Share the Fire Conference, The Moth Mainstage, on NPR (Latino USA), and the PBS TV series "Stories from the Stage." She is the author of the memoir "Fish Out Of Agua: My life on neither side of the (subway) tracks," which is also a 55-minute solo show.

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■ Shannon Cason

Shannon Cason is a writer and award-winning storyteller. He has shared his stories on large stages, dive bars, and small living rooms. Shannon is Chicago's first Moth GrandSLAM champion and has hosted shows for The Moth throughout the country. He has been heard on NPR, WBEZ, WGN and many other programs and podcasts. He hosts his own storytelling podcast called Homemade Stories, available on iTunes.

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■ Cynthia Changaris

Cynthia Changaris heard stories as an adult for the first time at the Corn Island Storytelling festival in 1983. She became immediately connected to Storytelling and has been studying stories and telling ever since. Cynthia believes stories connect us to each other, to our past, to our future, and celebrates our common humanity.

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■ Ada Cheng

Ada Cheng was a tenured professor in sociology at DePaul University in Chicago for 15 years. Her areas of expertise included gender, sexuality, immigration, and race. She resigned from her position to become a full-time storyteller, improviser, and a standup comic. She is a one-time Moth story slam winner, a presenter at National Storytelling Network's Conference, and a runner-up at Bughouse Square Debates.

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■ Arif Choudhury

Arif Choudhury is a storyteller, filmmaker, and stand-up comic who shares a tapestry of stories about growing up in one of the Chicago area's few Bangladeshi-Muslim families. Focusing on issues of ethnic and religious identity, immigration, assimilation and diversity, Choudhury explores the humor in how we think about and relate to one another.

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■ Erica Lann Clark

Erica Lann Clark's has performed in storytelling festivals, as an Artist in the Schools, and as a scholar in residence with congregations of many faiths. She is the Associate Director of Storytelling for Stagebridge, a senior theater company based in Oakland, and she hosts a storytelling radio show on KKUP Cupertino, 91.5 FM.

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❷ Dorothy Cleveland

Dorothy Cleveland tells German and Russian folktales and personal tales that show the dark shadows and ironies of life. She is the co-author with Barbara Schutzgruber of “Beyond the Sword Maiden: A Storyteller’s Introduction to the Heroine’s Journey” and is the Administrator/Conference Coordinator for Northlands Storytelling Network. She holds a MLS in Women’s Leadership Through Story.

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❸ Patricia Coffie

Patricia Coffie was born interested and Iowan. Her storytelling is filled with love and laughter and sometimes tears from a heart that belongs to the Midwest, USA.

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❹ Rives Collins

Rives Collins is a storyteller, a theatre director, and an Associate Professor at Northwestern University. He recently offered the keynote address at the National Conference of the National Storytelling Network, a talk that he will be reprising at an international symposium in South Africa in the spring of 2017. He is the co-author of *The Power of Story: Teaching Through Storytelling*, and is especially fond of telling stories to children and families.

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■ Kevin Cordi

For over twenty years, **Kevin Cordi** has told stories in over forty states, England, and Japan. His story work has been commissioned by the National Youth Storytelling Hall of Fame, Newsweek, and The Kennedy Center for the Performing Arts. As a story teacher he is considered one of the nation's primary advocates for youth storytelling.

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■ Leeny Del Seamonds

Leeny Del Seamonds is a multi award-winning, internationally acclaimed master performer of Hispanic/Latino, original and World stories spiced with exquisite mime, a cornucopia of characters, and love of people. With a twinkle in her eye and fire in her heart, Leeny breathes life into her stories, as she masterfully and effortlessly springs from one story character to another.

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■ Nancy Donoval

Nancy Donoval is the 2010 National Story Slam Champion. Coming to storytelling 26 years ago from a background as a theater director, she is a highly respected storyteller and story coach specializing in finding humor in the hard stuff. Nancy tours her one-woman show "The Road to Shameless" to campuses nationwide to promote sexual violence prevention. Originally from Chicago, she now makes her home in Minneapolis.

Email: Nancy@NancyDonoval.com

Website: <http://www.NancyDonoval.com>

■ **Norah Dooley**

Norah Dooley is a storyteller, children's author and educator. She's a co-founder of massmouth.org and the first Boston storyslams. Through StoriesLive.org she teaches people of all ages, especially high school students, the value of their own stories. During the summer she tells stories with ReadBoston.org and SaveTheHarbor.org. activist teaches storytelling at Lesley University.

Email: ndooley@storieslive.org

Website: <http://norahdooley.com>

■ **Jeff Doyle**

Jeff Doyle started telling stories to kids around the campfire, beginning with his favorite, The Blue Ape. His tales are wild, funny, and sometimes scary, but all keep you on the edge of your seat! He is a father, a dreamer, and an average guy who sometimes looks at things through the eyes of a 13-year-old boy. He takes joy in finding stories and humor in everyday life to which audiences can relate.

Email: Jeff@myblueape.com

Website: <http://www.myblueape.com>

■ **MaryGay Ducey**

MaryGay Ducey learned about stories in the best way possible from family. Descended from Southern women who treasured a sassy mouth, she grew up in New Orleans with its rituals and play. She has appeared twice at the National Storytelling Festival and on Mister Roger' Neighborhood. She is also a children's librarian in Oakland, California.

Email: not available

Website: not available

■ **Kate Dudding**

Kate Dudding has told stories since 1995 and has a special interest in giving voice to people from the past, people who have made a difference in their communities and the world. Kate has created two websites advocating for storytelling in education: *Storytelling It's News!* and *Storytelling in Schools*.

Email: katedudding@albany.twcbc.com

Website: <http://www.KateDudding.com>

■ **Eldrena Duomo**

Eldrena Duomo is a professional storyteller who travels throughout the United States sharing stories from her American Indian background and presents workshops on creative writing and storytelling. Her experience as a storyteller began as a child listening to her Pueblo family members and other adults in her community tell stories about life experiences, history and folktales. Today, Eldrena continues to develop stories of her own unique creation which stand to become as much a part of her rich heritage as the traditional stories she grew up with.

Email: bluecorn_teller@hotmail.com

Website: <http://www.nastoryteller.blogspot.com>

■ **Motoko Dworkin**

Parent' Choice Award winner **Motoko Dworkin** blends her hilarious and poignant tales from Asia with mime, songs and origami. A native of Osaka, Japan, Motoko has performed in schools, libraries, and festivals across the U.S. since 1993. Her featured appearances include PB' "Mr. Roger' Neighborhood"□, the National Storytelling Festival, and Carnegie Kids in Miyazaki, sponsored by Carnegie Hall.

Email: motoko@folktales.net

Website: <http://www.folktales.net>

■ **Diane Edgecomb**

Winner of the first Oracle Award for Storytelling Excellence in the Northeast, Diane is known for the passion and depth of her work whether embodying a true story or bringing renewed meaning to traditional tales. An author as well as a storyteller, she has written the first book of Kurdish folktales in English, *A Fire in My Heart: Kurdish Tales*, gathering them in the remote mountains of Kurdistan. Winner of the first Oracle Award for Storytelling Excellence in the Northeast, **Diane Edgecomb** is known for the passion and depth of her work whether embodying a true story or bringing renewed meaning to traditional tales. An author as well as a storyteller, she has written the first book of Kurdish folktales in English, *A Fire in My Heart: Kurdish Tales*, gathering them in the remote mountains of Kurdistan.

Email: dedge@livingmyth.com

Website: <http://www.livingmyth.com>

■ **Doug Elliott**

Whether he's singing about catfish, pontificating on possums, extolling the virtues of dandelions, pondering the "nature" in human nature, telling wild snake tales or wailing out a jivey harmonica tune, storyteller, **Doug Elliott**, will take you on an unforgettable, multifaceted cultural tour of North America's back country.

Email: doug@dougelliott.com

Website: <http://www.dougelliott.com>

■ **Elizabeth Ellis**

Telling personal tales, Appalachian and Texas tales, and stories of heroic American women, **Elizabeth Ellis**'s storytelling journey has taken her from her local library to as far away as New Zealand. Her workshops, storytelling intensives, and interactive keynotes open doors for participants to communicate on a deeper level, and her school and library performances enhance curriculum, promote character education, stimulate reading, and celebrate diversity.

Email: storyellis@sbcglobal.net

Website: <http://www.ElizabethEllis.com>

■ **Andrea Fain**

Andrea Fain is a storyteller and published poet. She spent many years working in Chicago Public Schools and even more years working as a community activist. Her stories and poetry capture real life moments and weave in memories from her past. She tells it “like it is”□ and “like it was”□.

Email: andrefain@sbcglobal.net

Website: <http://www.storytelling.org/directory>

■ **Pam Faro**

Since 1988, **Pam Faro** has performed and taught across the U.S. and overseas in Australia, Canada, Germany, Italy and the UK. She offers dynamic, interactive workshops on interfaith storytelling, intro & advanced storytelling skills, biblical storytelling, and more. Pam tells world folktales, bilingual cuentos, and personal/historical stories, including the story of her great-uncle who survived the Titanic.

Email: pamfaro@storycrossings.com

Website: <http://storycrossings.com/>

■ **Diane Ferlatte**

Diane Ferlatte continues to focus on schools and libraries as much as possible because she believes this is where the tradition of storytelling is to be nurtured and the lessons of the stories most need to be heard. In fact, she was honored to be featured in *Language of Literature*, McDougal Littell’s latest textbook series for middle school grades.

Email: diane@dianeferlatte.com

Website: <http://www.dianeferlatte.com>

■ **Gerald Fierst**

Gerald Fierst is one of America's most acclaimed storytellers. As a performer, he has appeared throughout the US, in Europe, and in Asia, telling original stories, stories from his own Jewish tradition, and stories from world folklore; as a writer and teacher, he has worked for school systems and universities across the US, leading workshops for teachers and students in writing and performance. He has served as a Co-director of the Mid-Atlantic Storytellers' Gathering, as a member of the board of The New York Storytelling Center, and as artistic director of the Jewish Storytelling Center at the 92nd St Y in NYC.

Email: gerald@geraldfierst.com

Website: <http://www.geraldfierst.com>

■ **Grace "Megumi" Fleming**

Grace "Megumi" Fleming grew up in a rich and confusing bicultural bilingual family in both Japan and the United States. Curiosity about power, humor, happiness, and health lead her to explore visual arts, intergenerational patterns, storytelling, and mountain biking. She loves connecting with people of all ages and backgrounds in her work and play by listening to their stories and telling her own.

Email: 408-807-7488

Website: <http://www.MegumiTales.com>

■ **Lyn Ford**

A fourth generation storyteller, **Lyn Ford** shares stories seasoned with humor, hope, and her multicultural African American family's storytelling wisdom. She is an Ohio teaching artist who has facilitated workshops for literacy, early childhood education, storytelling, and diversity events across the country.

Email: friedtales@aol.com

Website: <http://www.storytellerlynford.com>

■ **Heather Forest, Ph.D.**

Heather Forest, Ph.D. is a noted storyteller, musician, recording artist, children's book author, and storytelling educator. For the past thirty-five years, she has toured her performance repertoire of world folktales told in a fusion of original music, guitar, poetry, prose and the sung and spoken word to theatres, schools, conferences and major storytelling festivals throughout the United States and abroad. An award-winning author, she has published seven children's picture books, three folktale anthologies, eight audio recordings of storytelling and a popular educational web site Story Arts Online.

Email: heather@storyarts.org

Website: <http://www.HeatherForest.com>

■ **Chetter Galloway**

Animated! Engaging! Energetic! These are a few words to describe storyteller **Chetter Galloway**. The Virginia native is the youngest of ten children and remembers his father telling stories on road trips. Chetter performs as both a living history interpreter and as a storyteller throughout the United States. He is also a Djembe percussionist who invites you to "Feel the rhythm and live the story!"

Email: chettergalloway@gmail.com

Website: <http://chettergalloway.com/>

■ **Julie Ganey**

Julie Ganey is an actress and writer in Chicago, where her original solo shows *The Half-Life of Magic* and *Love Thy Neighbor...till it hurts* have received multiple productions. She is a company member at 2nd Story, a professional collective of writers and storymakers, and her work has appeared in their recently published anthology and also on NPR. Julie is especially proud of her work as a teaching artist with students of all ages.

Email: julie.ganey@gmail.com

Website: <http://www.julieganey.com>

■ **Jeff Gere**

Jeff Gere is a master storyteller & puppeteer. Gere is the retired Drama Specialist for the City & County of Honolulu's Parks Department. He founded, produced & hosted the Talk Story Festival for 27 years, Hawaii's largest storytelling event. His Talk Story Radio program aired on Hawaii Public Radio with 13,000 listeners each week. Jeff constantly performs in Hawaii & remains creatively active.

Email: jeffgere1031@gmail.com

Website: <http://www.jeffgere.com>

▲ **Elizabeth Gomez**

Elizabeth Gomez is a Chicago-based comedian, storyteller, writer, and experienced napper. She is a founder of the Windy City Rollers (all female roller derby league); cast member of the Kates; storytelling teacher for Fear Experiment; and has performed at The Laugh Factory, Drop Comedy Club, Zanies, and Chicago Women's Funny Festival. Her biggest dream is to live the rest of her life without tucking her skirt into her pantyhose.

Email: juanna.rumbel@gmail.com

Website: <https://www.thatelizabethgomez.com/>

▲ **Nestor Gomez**

Nestor Gomez was born in Guatemala and has lived as a naturalized citizen in Chicago for the last twenty plus years. He is currently working on a novel, a collection of poems and a solo storytelling show.

Email: soyoycharlando@aol.com

Website: <http://www.nestorgomezstoryteller.com>

■ Linda Gorham

For the past 25 years, **Linda Gorham**. has engaged audiences with interactive folktales, distinctive myths, notably twisted fairy tales, riveting well-researched? historical stories, and humorously heartfelt stories about family life. In 2016 Linda was awarded the Distinguished National Service Award by the National Storytelling Network. She also received the Linda Jenkins Brown Nia Award for Service from the National Association of Black Storytellers. Linda was a 2016 ‘Featured Teller’ at the Timpanogos Storytelling Festival in Orem, Utah and as a ‘New Voice Teller’ at the National Storytelling Festival in Jonesborough, Tennessee and a “Teller in Residence” at the International Storytelling Center in 2015.

Email: Lgorham3@gmail.com

Website: <http://www.lindagorham.com>

■ Bill Harley

Bill Harley is a storyteller, songwriter and author known for his work with families and children. He has won two Grammys for his spoken word recordings. His recording of Freedom Songs, I’m Gonna Let It Shine was named a best album of the year by Entertainment Weekly.

Email: info@billharley.com

Website: <http://www.billharley.com>

■ Yvonne Healy

Yvonne Healy was born in Ireland, but grew up on an American Main Street with Irish language, stories and culture. Her unique tales come from Irish myth, folk life and history. She has spent decades in professional storytelling, writing, acting, and improvisation and teaching college courses, conference workshops, and artist residencies.

Email: stories@YHealy.com

Website: <http://www.IrishStoryTeller.US>

■ Judith Heineman

Judith Heineman's stories include tales of the Jewish tradition and around the world, the darker side of traditional fairy tales, and nature-based myths and legends. With musician Daniel Marcotte, she presents songs and stories from ancient Mesopotamia and Egypt. Her work has been commissioned by the Oriental Institute Museum at the University of Chicago, the Chicago Historical Society, and the Museum of Science and Industry, among others.

Email: JuHeStories@aol.com

Website: <http://www.storytelling.org/heineman>

■ Megan Hicks

Megan Hicks is a storyteller, writer, and mixed media “trash artist.” □ Her storytelling credits include the National Storytelling Festival, regional festivals, schools and libraries throughout the U.S., and tours on three continents. She lives in Philadelphia, Pennsylvania.

Email: megan@meganhicks.com

Website: <http://www.meganhicks.com>

■ Gwendolyn Hilary

Gwendolyn Hilary, former librarian and educator, has been sharing stories that spark the imagination and touch the soul for more than 25 years. She regularly performs with Enoch Williamson, world-renowned musician, and together they create an energetic fusion of music and the spoken word. Gwen especially enjoys sharing multicultural folktales and the history, contributions, and power.

Email: ghilary@sbcglobal.net

Website: <http://www.storytelling.org/gwenhilary>

■ **Steven H. Hobbs**

Steven H. Hobbs is a storyteller, educator, lawyer, poet, ethicist, historian, quilter, entrepreneur, consultant, actor, community organizer, and world traveler. Steven sees himself as a storyframer, one who structures stories around history, law, entrepreneurship, culture and life. He likes to share stories of wisdom, humor and the triumph of the human spirit.

Email: shobbsstoryframer@gmail.com

Website: not available

■ **Priscilla Howe**

Priscilla Howe has a gift for sizing up audiences and delivering a whopping good time. A former librarian, she has been a full-time storyteller since 1993. She's not easy to pigeonhole Priscilla is as comfortable with kids in Juvenile Detention as she is with preschoolers as she is with elders in retirement communities. She tells a mix of stories from books, folktales and her own stories, most with a generous dollop of humor. Priscilla lives in Lawrence, Kansas and travels the region, the country and the world telling stories.

Email: priscilla@priscillahowe.com

Website: <http://www.priscillahowe.com>

■ **Andy Offutt Irwin**

Andy Offutt Irwin is a storyteller/singer/songwriter who is a sixth-generation native of Covington, Georgia. He loves living in the New South.

Email: andy@andyirwin.com

Website: <http://www.andyirwin.com>

✉ Archy Jamjun

Archy Jamjun is a writer and storyteller from Chicago. He is a graduate of Second City's Writing Program and an MFA candidate in Creative Writing at Roosevelt University. In 2015, he won The Moth Grand Slam in Chicago. His fictional story *Jai Awn* was published by The Coachella Review's Summer 2016 Edition and you can see more of Archy's work on YouTube. You can find Archy on Twitter – @ArchyArchJ.

Email: ArchyJam@gmail.com

Website: not available

✉ Eunice Jarrett

Eunice Jarrett listened to personal stories of family and friends for many years before she knew social storytelling was “a thing.” □ Retired from classroom teaching and mental health work, she studies and performs stand-up comedy and storytelling in the Midwest.

Email: ednarandom100@gmail.com

Website: not available

✉ Rev. Robert Jones

Rev. Robert Jones has more than twenty years of experience as a performer, musician, storyteller, radio producer/host and music educator. He has opened for and played with some of the finest musicians in the world. Still, Robert considers his greatest honor to be his call to the gospel of ministry. He currently performs with his wife of twenty-two years, **Sister Bernice Jones**.

Email: rojoblues@sbcglobal.net

Website: <http://www.revrobertjones.com>

■ **Inanc Karacaylak**

Inanc ‘Ino’ Karacaylak a Turkish immigrant turned U.S. citizen teaches kite boarding. His friends often refer to him as the Al-Kiter. His experiences across the world from a child to an adult paired with his quick wit and hilarious interpretations give his stand-up comedy and storytelling audiences consistent, quotable, laugh-out-loud memorable experiences that leave you with a smile.

Email: inocomedy@gmail.com

Website: not available

■ **Sadika Kebbi**

Sadika Kebbi is a John C. Maxwell licensed and certified coach, speaker, corporate trainer and workshop designer. In 2017, Sadika started her own NGO, called ‘Kun Enssan’ or ‘Be Human’ whose main objective is peace building through storytelling and public speaking to bridge the gaps between communities of different religious, social and political backgrounds.

Email: Doukak@gmail.com

Website: <http://www.sadikakebbi.com>

■ **Dan Keding**

Storyteller, author, musician and educator **Dan Keding** grew up with his Croatian grandmother filling him with the stories of the old country. He has pursued this passion for over forty years telling at some of the most prestigious venues both nationally and internationally. He has won numerous awards including the ALA Notable Recording for Children, nine Storytelling World Awards, and two Anne Izard Storytelling Choice Awards. In 2000 he was awarded The Circle of Excellence by the National Storytelling Network. Dan is an adjunct lecturer at the University of Illinois in the Graduate School of Library and Information Science. He has over a dozen recordings and six published books and travels worldwide telling stories. He lives in Urbana, Illinois with his wife, Tandy Lacy, and their Australian Shepherd, Mac.

Email: dantale@earthlink.net

Website: <http://www.dankeding.com>

■ Carol Kerman

Carol Kerman is a storyteller, story educator and drama specialist. Her folktales are full of energy and engage the audience to participate through chants and movement and help children be “smart from the heart.” □ Her personal stories hope to spark in her listeners their own stories.

Email: carolkerman@gmail.com

Website: <http://www.storytelling.org/directory>

■ Robert Kikuchi-Ynogo

Robert Kikuchi-Ynogo, together with his storyteller wife, Nancy Wang, founded Eth-Noh-Tec in 1982. This is a kinetic story theater company based in San Francisco, weaving [tec] together distinctive cultural elements of the East and West [eth] to create new possibilities [noh]. Eth-Noh-Tec produces and performs contemporary presentations of traditional folktales from the many countries and cultures of Asia through storytelling, theater, dance, and music. Robert is available for performances in schools and colleges solo, or with his wife as Eth-NohTec.

Email: contact@ethnohtec.org

Website: <http://www.ethnohtec.org>

■ Susan Klein

Susan Klein is noted for a variety of presentations involving Story. She tours her one woman shows internationally in theaters, at conferences, and at special events. Her highly acclaimed storytelling and memoir writing workshops are held annually on Martha’s Vineyard and around the nation and in Europe. Her substantial repertoire includes selections from the world body of folklore and myth, literary stories, rites of passage and love stories for adults of all ages.

Email: susan@susanklein.net

Website: <http://www.susanklein.net>

■ Kevin Kling

Kevin Kling, playwright, author, and storyteller, has had his plays and adaptations performed around the world. His commentaries can be heard on NPR's *All Things Considered* and he has been awarded numerous arts grants and fellowships. He travels around the globe to numerous storytelling festivals and residencies and has released a number of CD collections of his stories.

Email: maryeludington@gmail.com

Website: <http://www.KevinKling.com>

■ Archana Lal-Tabak, M.D.

Archana Lal-Tabak, M.D. is an Integrative Physician, Storyteller, Speaker, Writer, and Visual Artist. Archana completed the Honors Program in Medicine at Northwestern University and practices Ayurveda, Homeopathy, Holistic Psychiatry, Nutrition and Mind-Body-Soul Integration into Wellness & Wholeness. She is often a guest on television, radio and speaks to groups throughout the U.S.. She is a Co-Founder of Heart of Transformation Wellness Institute in Evanston, IL with her husband, Jim. Archana was raised in a Punjabi Hindu family from India and now practices Interfaith & Trans-denominational Spirituality.

Email: laltabak@mac.com

Website: <http://www.bodymindmedicine.com>

■ Emily Hooper Lansana

Emily Hooper Lansana, noted storyteller and educator, is the former Director of Education at Lincoln Center Theater. Her experience includes teaching storytelling and performance at: Columbia College, Chicago State University, the University of Chicago, The Guild Complex and in the Public School Schools. In addition to her performance work, she currently serves as Arts-in-Education consultant for ETA Creative Arts Foundation and Muntu Dance Theater.

Email: Qelansana@aol.com

Website: not available

■ Peter LeGrand

biography not available

Email: not available

Website: not available

■ Syd Lieberman

Syd Lieberman is an internationally acclaimed storyteller, an author, and an award-winning teacher. Many of his best-loved stories deal with growing up and raising a family in Chicago. He is also known for his original historical pieces and his signature versions of Jewish and literary tales. Syd's work has garnered awards from ALA, Parent's Choice, and Storytelling World. He has taught storytelling at the Kennedy Center and Disney World, and received commissions from NASA; the Smithsonian Institution; Johnstown, Pennsylvania; Historic Philadelphia; and the Van Andel Museum Center.

Email: not available

Website: <http://www.sydlieberman.com>

■ Doug Lipman

In 1970, Doug Lipman was a struggling teacher of troubled adolescents. He had given up connecting with them when one day, by accident, he found himself telling them a story. They responded! Doug has been helping others (around the U.S. and abroad) achieve similar effects through storytelling, ever since. He holds the NSN Lifetime Achievement Award as well as awards for his 15 CDs and 4 books.

In 1970, Doug Lipman was a struggling teacher of troubled adolescents. He had given up connecting with them when one day, by accident, he found himself telling them a story. They responded! Doug has been helping others (around the U.S. and abroad) achieve similar effects through storytelling, ever since. He holds the NSN Lifetime Achievement Award as well as awards for his 15 CDs and 4 books.

Email: Doug.racebridges@storydynamics.com

Website: <http://storydynamicsstore.com>

■ **Angela Lloyd**

“Diagonally parked in a parallel world”□, **Angela Lloyd** sees the art of storytelling as a way to tell what we see. A teaching artist, worker of the word and musician, Angela was raised abroad with three languages: English, Spanish and music.

Email: storyboat@aol.com

Website: <http://www.angelalloyd.com>

■ **Olga Loya**

Before she was a storyteller, Latina American **Olga Loya** was many things. Like many of her storytelling colleagues, she spent years working as a teacher. (She even founded her own alternative school after a few years in the public school system.) The classroom is a gateway for many professional performers who learned their trade in front of a demanding audience of students.

Email: info@olgaloya.com

Website: <http://www.olgaloya.com>

■ **Rebecca Mabanglo-Mayor**

Rebecca Mabanglo-Mayor has been performing stories based on Filipino folktales and Filipino-American history as a member of the Bellingham Storyteller’s Guild since 2004. As a creative, culturally-inspired entertainer with a Tagalog/Ilocano/Pangasinan heritage, she encourages others to celebrate their uniqueness within community. She has worked closely with indigenous peoples of the Philippines, British Columbia, Canada, and Coast Salish Nations to advocate the preservation of traditional knowledge through story. A desire for wholeness drives her art and weaves past and present, folktale with fact, and subjectivity with objectivity, into works that entertain and enliven others.

Email: teller@rebeccamabanglomayor.com

Website: <http://www.rebeccamabanglomayor.com>

■ Diane Macklin

Diane Macklin storyteller has delighted audiences for over 15 years, sharing tales through a “dynamic”□ style seasoned with rhythm, sounds, and movement, engaging listeners of all ages. She has performed from Massachusetts to California for venues such as the National Air and Space Museum, Cincinnati’s Playhouse in the Park, Wolf Trap’s Theatre-in-the-Woods, and the National Storytelling Festival’s Exchange Place. As a performer, certified educator, and writer, Diane believes in “Making a difference, One Story at a Time.”□

Email: lunarmac@yahoo.com

Website: <http://www.dianemacklin.com>

■ Cindy Rivka Marshall

Cindy Rivka Marshall aims to “reach, teach and change with stories.”□ Her performances, consultation and trainings in the use of story modalities address the needs of congregations, schools, organizations and individuals. Cindy facilitates groups to share stories and she coaches individuals to craft stories, with the goals of enhancing learning experiences and building community.

Email: cindy@cindymarshall.com

Website: <http://www.cindymarshall.com>

■ Jim May

Jim May is an Emmy award-winning storyteller, teacher, and author. As a professional storyteller for over twenty-five years, Jim has told stories to all ages across the United States, and in Canada and Europe. He is available for assemblies, writing/storytelling residencies as well as author visits and staff training. His keynote and training venues have included the American Library Association, Illinois Reading Council, Texas Library Association, National Park Service, Austin Library System (Texas), Illinois Teenage Institute, and numerous school districts.

Email: jimmaystories@gmail.com

Website: <http://jimmaystoryteller.com/>

■ Michael McCarty

Michael D. McCarty (“Have Mouth Will Run It”™) is a multicultural storyteller of African, African-American and International Folk tales, Historical tales, Stories of Science, Spiritual stories as well as stories of the brilliant and absolutely stupid things he has done in his life. His stories inform, educate, inspire and amuse. His storytelling style is energetic and enthusiastic.

Email: agriot@earthlink.net

Website: <http://www.havemouthwillrunit.com>

■ Earliana "Earl"□ McLaurin

Earliana “Earl”□ McLaurin is a Chicago-based actor, writer, and teaching artist. Earliana has worked with such companies as Stockyard’s Theatre Project, Hell in a Handbag Productions, and is a company member with 2nd Story storytelling collective.

Email: earliana@2ndstory.com

Website: <http://www.earlianamclaurin.com>

■ Onawumi Jean Moss

Onawumi Jean Moss is a storyteller, narrator, keynote speaker and author.”“This talking book and rhythm master encourages pride of heritage, appreciation of cultural differences and recognition of kinship. “Onawumi’s sponsor-supported solo performances, keynotes, workshops and residencies inspire imagination, motivation, reflection and inquiry.

Email: ojmoss@amherst.edu

Website: <http://www.onawumi.com>

■ **Jennifer Munro**

Jennifer Munro, storyteller, author, and educator, has performed at major festivals across the nation and in 2017 received the Barbara Reed Award for her work supporting the Connecticut Storytelling Festival. She has produced two Storytelling World award-winning CDs and a book, Aunty Lily and other Delightfully Perverse Stories, published by Parkhurst Brothers in 2016.

Email: jennie.munro@comcast.net

Website: <http://www.jennifermunro.net>

■ **Elaine Muray**

Elaine Muray integrates movement and narration to deliver tales from around the world as well as personal stories for ages 5-100. She has performed and led workshops at festivals and conferences both nationally and internationally. Her DVD, Embodied and Enchanted: Physical Tales from Elaine Muray took the Storytelling World Resource Award in the DVD category.

Email: elaine@embodiedvoicestoryarts.com

Website: <http://www.embodiedvoicestoryarts.com>

■ **Sarah Beth Nelson**

“She could have been crowned queen of unabashed honesty for even saying those words into a public microphone.” (Mo Culberson, The Regs Magazine) **Sarah Beth Nelson, PhD.** studies the reality (true, personal, edgy) storytelling movement. She also performs at open mics such as Atlanta’s Carapace and The Moth. She shares the stories of her life with “unabashed honesty.”

Email: voxfabularum@gmail.com

Website: <http://voxfabularum.com/>

■ Loren Niemi

Loren Niemi has spent 41 years creating, performing and teaching stories that matter. He has worked with organizations and marginalized communities on civic engagement and message framing. His books include “Inviting the Wolf In: Thinking About Difficult Stories” co-authored with Elizabeth Ellis. In 2016, he received National Storytelling Network’s 2016 Lifetime Achievement award.

Email: niemistory@aol.com

Website: <http://www.lorenNiemistories.com>

■ Ingrid Nixon

Ingrid Nixon is a world-traveling storyteller who whisks listeners away on journeys of the imagination. She performs on international expeditions and at venues around the country, including the National Storytelling Festival. Her traditional Grimm's and personal stories recordings are Storytelling World award winners. She has lived and worked in Alaska much of the time as a National Park Service ranger.

Email: stories@ingridnixon.com

Website: <http://Ingridnixon.com>

■ Bobby Norfolk

Bobby Norfolk’s national and international community and educational programs promote positive character education traits and cultural diversity, literacy, drug awareness, nature, and history. He delights audiences with his first person living history and musical programs, and his workshops and keynotes are favorites among educators, corporations, festivals, and conventions.

Email: bobbylnorfolk@aol.com

Website: <http://www.BobbyNorfolk.com>

■ **Shanta Nurullah**

Shanta Nurullah is a nationally known storyteller who blends traditional folktales, contemporary stories, and world instruments in exciting and inspiring presentations. Since 1978 Shanta has been presenting storytelling programs at festivals, colleges, museums, schools and libraries throughout the U.S. She brings a unique blend of music and message to her work.

Email: jmurdock@artistsofnote.com

Website: <http://artistsofnote.com/shanta>

■ **Jay O'Callahan**

Jay O'Callahan, recipient of a National Endowment for the Arts fellowship, has performed his original work with the Boston Symphony Orchestra, at the Abbey Theatre in Dublin, Lincoln Center and in theatres throughout the United States. Time Magazine called his work “genius.”□

Email: Jay@ocallahan.com

Website: <http://www.ocallahan.com>

■ **Susan O'Halloran**

Susan O'Halloran is an author, story artist and keynote speaker dealing with issues of race, equity and creating community. For over 40 years, she has designed and facilitated Diversity & Inclusion seminars and leads an online membership site: Becoming a More Racially-Confident Teacher. She is producer/director of the video stories on RacebridgesStudio.com.

Email: susan@susanohalloran.com

Website: <http://www.SusanOHalloran.com>

■ **Beth Ohlsson**

Beth Ohlsson tells stories at festivals, libraries, churches, addiction treatment centers, jails and prisons. She also teaches storytelling to incarcerated individuals helping them use the power of story to build bridges with their families. She is the author of “Distilling Hope: 12 Stories to Distill the 12 Steps of Recovery.”

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■ **Valentina Ortiz**

Valentina Ortiz is a storyteller, musician and writer; four books and four records show her intense work. She has toured Mexico and other countries with her bilingual storytelling and one women music and story concerts. As a musician she specializes in Latin and Mexican percussion playing for the past 25 years. She has directed the nonprofit Zazanilli Cuentos A.C. since 2007.

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Website: <http://www.valentinaortiz.com>

▲ **Laura Packer**

The daughter of a writer and librarian, **Laura Packer** has been telling stories her whole life. She has told and taught around the world and is the winner of the Brother Blue Award and the National Storytelling Network’s Oracle Award. When she isn’t telling or teaching, Laura works with organizations to help them understand the value of storytelling and listening.

Email: laura@laurapacker.com

Website: <http://www.laurapacker.com>

■ Michael Parent

A native Mainer of French-Canadian descent, **Michael Parent** has performed as a storyteller and singer, in both English and French, throughout the United States, and beyond, since 1977. He has been featured at many events, including the National Storytelling Festival in Jonesborough, Tennessee, and international events in France, England, Ireland, Poland, and New Zealand. In addition to his performances in schools, libraries, theaters, and festivals, Michael also leads storytelling, story writing, and performance workshops.

Email: michaelparent@maine.rr.com

Website: <http://MichaelParentStorytelling>

■ Jo Radner

Over the past fifteen years, **Jo Radner** has performed in theaters, festivals, conferences, schools, colleges, and at community events. She creates personal and family tales as well as stories about the people and history of Maine. She leads storytelling workshops for children and adults and also conducts fieldwork and oral history projects for communities, veteran' organizations, and other groups.

Email: jo@joradner.com

Website: <http://www.JoRadner.com>

■ Patricia J. Redd

Patricia J. Redd, given the storytelling name of Serenity, has captivated diverse audiences of all ages with style and grace. She has been telling stories professionally for over 15 years and tells tales of yesterday, transforming tomorrows through folk, cultural and personal stories. An educator for over 30 years, she has been a teacher, has held leadership roles as principal for both the private and public sector; currently she is the Director of Community Schools for the University of Chicago School of Social Service Administration.

Email: styteller@yahoo.com

Website: <http://www.serenitytales.org>

■ Connie Regan-Blake

Connie Regan-Blake has entertained audiences in 47 states and 16 countries, bringing the wisdom, humor, and drama of stories to main stage concert halls, libraries, and the corporate world. She has been featured on seven award-winning recordings, both as a solo artist and a member of the acclaimed *Folktellers* duo, and at the nation's top folk music and storytelling festivals.

Email: connie@storywindow.com

Website: <http://www.storywindow.com>

■ Antonio Rocha

Antonio Rocha, a native of Brazil, began his career in the performing arts in 1985. His unique solo shows of stories and mime have been performed from Singapore to Hawaii and many places in between including ten countries on five continents.

Email: rochact@maine.rr.com

Website: <http://www.storyinmotion.com>

■ Gail Rosen

Gail Rosen trained in theater and special education and as a bereavement facilitator and educator, she leads hospice and adult bereavement camps. Her programs include Jewish storytelling, Holocaust oral history, wisdom stories, folk tales, literary stories, and personal adventures. Gail is the founder of the Healing Story Alliance, a special interest group of the National Storytelling Network.

Email: Gail@GailRosen.com

Website: <http://www.GailRosen.com>

■ Arianna Ross

Arianna Ross and her company, Story Tapestries, create international, dynamic programs that weave the power of storytelling, dance, theatre, and music. She is known for her ability to entertain and educate children and adults with equal success. For over 14 years, Arianna has performed and taught workshops across the United States, India, and Brazil in festivals, concert halls, colleges, libraries and schools.

Email: administrator@storytapestries.com

Website: <http://www.storytapestries.com>

■ Antonio Sacre

Antonio Sacre, born in Boston to a Cuban father and Irish-American mother, is an internationally touring writer, storyteller, and solo performance artist based in Los Angeles. He earned a BA in English from Boston College and an MA in Theater Arts from Northwestern University. He has performed at the National Book Festival at the Library of Congress, the Kennedy Center, the National Storytelling Festival, and museums, schools, libraries, and festivals internationally.

Email: asacre@earthlink.net

Website: <http://www.antoniosacre.com>

■ Amber Saskill

Born in Evanston, Illinois, **Amber Saskill** is a talented storyteller who has performed stories and songs in English, Spanish, French and Russian in schools, museums, libraries and festivals around the world. As a youth, in the year 2000 the National Storytelling Youth Olympics Committee chose Amber from among thousands to be the National Ambassador of youth storytellers. As an adult, she continues to perform individually and with her family that is one of the premiere multilingual storytelling troupes in America.

Email: jesuislenergie1@yahoo.com

Website: <http://www.globaltales.com>

■ **Autumn Joy Kornreich Saskill**

Florida born **Autumn Joy Kornreich Saskill** is an eighteen year-old college junior currently studying to be an interpreter for the Deaf. Recipient of national awards for excellence in youth storytelling, Autumn has told stories to many groups including the National Storytelling Pre-Conference (St. Louis, MO); Ebony Talent Association (Chicago, IL); the Sterling, IL Storytelling Festival, and the National Association of Black Storytellers Festival (Atlanta, GA); and has presented her own workshop series, The Art of Creating Stories, for hundreds of children from area schools. Autumn uses her special gifts as a singer, pianist, professional voice-over artist and multilingual Storyteller to embody the talent of today's youth.

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■ **Misty Saskill**

Misty Saskill is a storyteller and poet par excellence that is fluent in Spanish and Haitian Creole and has spent extensive time as a workshop presenter and volunteer in the Dominican Republic. She is part of a multilingual storytelling family that brings a unique blend of language, music, movement, and teaching to their high demand interactive tandem-tag-team performances. Misty has been recognized throughout the United States for her storytelling and poetry and is published in the National Association of Black Storyteller' anthology, Sayin'.

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■ **Sadarri Saskill**

Sadarri Saskill is a Chicago-born writer, educator and multilingual storyteller whose work is seasoned with cultural richness and diversity. Sadarri is part of a vivacious family of teaching artists offering programs worldwide for audiences of all ages; taking her performances to places like Haiti, Spain, France and North America including the Exchange Place at the National Storytelling Festival and the International Storytelling Center both in Jonesborough, TN; NABS Festivals in San Diego and Atlanta; and the International Art of Storytelling Festival in Miami. Specializing in multi-cultural literacy, their stories and songs have also been showcased in numerous award-winning audio and video recordings.

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■ **Barbara Schutzgruber**

For **Barbara Schutzgruber**, stories are the threads that connect the world. A freelance performer since 1985, she performs for audiences of all ages across the United States, weaving images from the depths of your imagination and sharing the threads of life through folktales, ballads, and personal stories of resilience. As a recording artist, she has won two Parents' Choice Gold Awards, an American Library Association Notable Award, and two Storytelling World Awards.

Email: barb@weavestory.com

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■ **Nancy Shapiro-Pikelny**

Nancy Shapiro-Pikelny is a teacher, storyteller and “oral archaeologist” who uncovers and brings to the stage, narrative layers of history, folktales and family legends. Her stories come from Jewish life in Eastern Europe to the Middle East, her ancestor’s immigrant experiences in America and her original work. Nancy has performed at schools, libraries and community events, including the National Storytelling Festival Exchange Place, Piccolo Spoleto, the Chicago Jewish Folk Arts Festival and the Illinois Holocaust Museum and Education Center.

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■ Anne Shimojima

Like many Japanese-American families, **Anne Shimojima**'s family didn't talk about their experiences during World War II. Gathering family photographs and interviewing a 91-year-old aunt opened the way to uncovering the story, and helped Anne to articulate her own identity as a Japanese-American. Anne performs folk tales, literary stories, and historical pieces in schools, libraries, museums, and festivals, and gives workshops on the use of storytelling in education and the creation of family history projects.

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Website: <http://www.anneshimojima.com>

■ Kiran Singh Shira

Kiran Singh Sirah is President of the International Storytelling Center, producers of the world-acclaimed National Storytelling Festival, based in Jonesborough, Tennessee. Kiran has established a number of award-winning arts, cultural and human rights programs used in the UK, Scotland and Northern Ireland. As a previous Rotary Peace Fellow Kiran's many presentations have included a keynote address at the UN headquarters, entitled Telling Stories That Matter a project that encourages the use of arts, culture and diverse storytelling within the international peace building community.

Email: kiran@storytellingcenter.net

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■ Judy Sima

Judy Sima is one of Michigan's favorite award-winning storytellers, author, and teaching artist. She has been featured at conferences and festivals, schools and libraries across the country. She is co-author of *Raising Voices: Creating Youth Storytelling Groups and Troupes*.

Email: Judy@JudySima.com

Website: <http://www.JudySima.com>

■ **Laura Simms**

Laura Simms is an internationally-renowned storyteller, writer and advocate for healing, transformation and community change through engaged storytelling and mindfulness as compassionate action. This author of six books performs worldwide and is the artistic director of the Hans Christian Andersen Storytelling Center and the founder of GIRLS WRITE HAITI.

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Website: <http://www.LauraSimms.com>

■ **Joyce Slater**

For 25 years, **Joyce Slater** has been telling the stories she loves: fairy tales, folktales, ghost stories or true tales about her life in Kansas City. She is the Artistic Director of the KC Storytelling Celebration and the President of MO-TELL, a Missouri storytelling guild. She is the recipient of the NSN Oracle Award for Service and Leadership and the Oracle Award for Distinguished National Service.

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Website: <http://www.slatertales.com>

■ **Joseph Sobol**

Joseph Sobol is a storyteller, musician, folklorist, and author of “The Storyteller’ Journey: An American Revival,” a history of the American storytelling movement. Since 2000 he has directed the Graduate Program in Storytelling at East Tennessee State University. He is currently Director of the George Ewart Evans Centre for Storytelling Research at University of South Wales.

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■ **Jon Spelman**

Jon Spelman's thirty years as a performer, storyteller, writer, teacher, and coach have won him awards and acclaim. He has developed more than thirty-two hours of narrative performance material, which he performs throughout the United States and Europe, and his work has been commissioned by Ford's Theatre, The Kennedy Center for the Performing Arts, and The Smithsonian Institution, among others. Jon also offers master classes and school and community residencies.

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Website: <http://www.JonSpelman.com>

■ **Jane Stenson**

Jane Stenson is a storyteller, author, and master teacher who instills world folktales and personal stories with images and metaphors crafted from her love of nature and belief in diversity. Her stories stimulate and inspire her listeners to think more humanistically about each other and their place in the world. Jane is the co-author of three books on storytelling in the classroom.

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■ **Anne E Stewart**

Anne E Stewart is an acclaimed Australian storyteller with an international reputation. A versatile performer, Anne has the energy and voice to engage any audience. Her focus is on the shared stories of Australia honouring Indigenous, Celtic, Asian and World stories. She has been invited guest at Storytelling festivals throughout Australia, Iran, East Timor, the UK, Mexico and Colombia.

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■ **Jim Stowell**

Jim Stowell, award-winning actor, writer, director, and storyteller, has been producing theater in the Twin Cities for forty years. He has taught creative writing, performance, playwriting, and storytelling here and abroad. Jim has also written and performed eleven one-man plays and twelve full-cast plays.

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■ **Gene Tagaban**

Gene Tagaban, “One Crazy Raven,” is Cherokee, Tlingit and Filipino. For over 25 years, Gene has worked as an influential storyteller, trainer, speaker, mentor and performer. Through his culture and traditions, Gene facilitates workshops and gatherings, nationally and internationally, on empowerment, leadership, relationship, communication, self-awareness, prevention, spirit and honor to participants of all ages.

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■ **Alton Takiyama-Chung**

Alton Takiyama-Chung grew up with the stories, superstitions, and magic of the Hawaiian Islands. This combined with his Japanese and Korean roots, gives him a unique perspective to tell cultural tales and personal stories with a deep sense of reverence and authenticity.

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■ Dovie Thomason

Dovie Thomason learned Indian stories from her Apache and Lakota relatives, and has performed throughout the United States and internationally in schools, libraries, conferences, powwows, and festivals. The National Endowment has recognized her commitment to traditional cultural arts and education as a Master Traditional Teaching Artists for the Arts and she is a winner of the Parent' Choice Gold Award, Storytelling World Honors Award, and the American Library Association/Booklist Editor's Choice Award for her recordings of traditional Native stories.

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■ DiGgSy Twain

DiGgSy Twain is a dreamer that envisions a world where people are more empathetic by understanding each other. He believes storytelling is a powerful tool to help people understand each other so he is on a mission to tell stories in the hopes that people will join him in promoting creativity, understanding, and silliness.

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■ Gene Unterschuetz

Gene Unterschuetz has been studying the dynamics of race since 1990 and engaged in field research on racial conditioning for the past 15 years. He and his wife, Phyllis, have traveled extensively around the country telling stories of their personal struggles to overcome their own racial conditioning. These anecdotes eventually became the basis for their book, *Longing: Stories of Racial Healing*, which was published in May 2010.

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■ **Phyllis Unterschuetz**

Phyllis Unterschuetz is the co-author with her husband Gene of Longing: Stories of Racial Healing, a white couple's personal account of a journey that pulled them out of their comfortable notions about race and into the lives of people of African descent, where they faced their greatest challenge their own racial conditioning. She has been engaged in field research on the dynamics of race for the past 15 years, sharing her stories of healing for organizations around the country. Phyllis is also a founding member of the Race Story ReWrite Project, a movement to claim authorship of our collective race story and write a new ending that reflects our inherent nobility.

Email: info@RaceStoryRewrite.com

Website: <http://www.RaceStoryReWrite.com>

■ **Nancy Wang**

Nancy Wang, together with her storyteller husband Robert Kikuchi-Ynogo founded Eth-Noh-Tec in 1982. This is a kinetic story theater company based in San Francisco, weaving [tec] together distinctive cultural elements of the East and West [eth] to create new possibilities [noh]. Eth-Noh-Tec produces and performs contemporary presentations of traditional folktales from the many countries and cultures of Asia through storytelling, theater, dance, and music. Nancy Wang is available for performances in schools and colleges solo, or with her husband as Eth-NohTec.

Email: contact@ethnohtec.org

Website: <http://www.ethnohtec.org>

■ **Donna Washington**

Donna Washington has been a storyteller for twenty-seven years. She's traveled the world sharing stories with anyone who will listen. She lives in Durham, NC with her husband/business manager, and two cats named Love Bug, and Flash.

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Website: <http://www.dlwstoryteller.com>

■ **Pippa White**

Pippa White calls her One's Company Productions "part storytelling, part theatre, part history." □ Her true stories are those of immigrants, pioneers, Orphan Train Riders, resistance fighters, reformers and other brave individuals who seek to better the world. She has performed in 31 states.

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■ **Scott Whitehair**

Scott Whitehair is an international storyteller, producer, and instructor living in Chicago, Illinois. Scott has been featured on NPR, Risk! Podcast, Sirius XM, as well as other media. He is producer of *This Much Is True* and *StoryLabChicago* and on the Board of the National Storytelling Network.

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Website: <http://www.scottwhitehair.com>

■ **La'Ron Williams**

Nationally acclaimed storyteller, **La'Ron Williams**, shares stories that are educational, musical, and highly participatory. Drawing inspiration from the lessons of struggle, perseverance, and survival of Africans in the Western Hemisphere, William's stories are noted for their ability to offer hope, and to provide alternatives to despair.

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■ **Marsha Wong**

Marsha Wong has been telling stories all of her life. She has traveled around the world collecting and creating stories to fill her trunk. Her stories will educate, enlighten and entertain you in the most enthusiastic manner.

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Website: <http://marshawongstoryteller.com>

▀ **John Wylder**

John Wylder is a retired renaissance man having been a banker, instructor, computer security professional, tour guide, author, and sports judge. He is now telling stories he has learned from all those worlds. The themes love, resilience, school days and sports are his favorite topics. John lives in Lake Owego, Oregon with the love of his life and their two cats.

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▀ **Linda Yemoto**

For more than 30 years, **Linda Yemoto** was “Ranger Linda” to thousands of kids and adults in the San Francisco Bay Area. Now retired from her career as a Park Naturalist, she continues to tell stories that convey an appreciation of natural and cultural history. Linda is Chair of the annual Bay Area Storytelling Festival.

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▀ **Csenge Virág Zalka**

Csenge Virág Zalka is a storyteller and former Fulbright student from Hungary, currently working on her PhD studies in the USA. She performs internationally, telling folktales and legends in three languages. As a storyteller and author she focuses on the merging of oral tradition and popular culture.

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