

“Where are you *from* from?”

DISCUSSION GUIDE

A PART OF THE PROJECT
WITHWINGS
AND ROOTS

DISCUSSION GUIDE

ABOUT THE FILM

Through the voices of ten young people living in Berlin, Germany; and New York, USA, **Where are you from from?** highlights the insight of children of immigrants in two societies struggling with migration and national identity. Residing on different continents but sharing similar questions and experiences, the interviewees reflect on their families' immigration process, growing up with multiple cultures, and how they see themselves today. The video is a tool to lead discussions on complex identities, the impact of immigration, and many forms of racism, in the context of both societies' increasing diversity. Both the film and accompanying discussion guide have been created especially for use with high schools students, in university classrooms, and in community settings.

Genre: Documentary | Length: 22 Min | Year: 2010

THEMES

- Identity (national, cultural, racial, religious, hybrid, multiple)
- Immigration in the USA and Germany
- Racism, xenophobia, prejudice, discrimination, and school bullying
- Assimilation and integration

AWARDS

- o Erasmus Euro Media Award, Special Award for Culture of Diversity, 2011
- o Berlin Alliance for Democracy and Tolerance, winner: Competition "Active for Democracy and Tolerance"
- o Recommended by the Federal State Media Center of Baden-Württemberg, Germany

ABOUT THE PROJECT

WITH WINGS AND ROOTS is a multipronged documentary and new media project that tells the stories of children of immigrants from diverse backgrounds facing questions of assimilation and identity. In an era of unprecedented global migration, the project takes a unique transnational approach, juxtaposing two societies currently struggling with immigration and national identity. Through the voices of children of immigrants in New York and Berlin, the project highlights how young people across the globe are re-imagining culture, race, citizenship and belonging. Please visit our [website](#) for more information.

CONTACT reimaginebelonging.org | withwingsandroots.com | info@withwingsandroots.com

FEEDBACK

We are committed to refining our materials and resources in order to make them as useful as possible to educators and community members. If you plan use our materials, **please take a few minutes afterwards to share your experience** by filling out short form on our website reimaginebelonging.org/whereareyoufromfrom. Your feedback will help us to better meet our communities' needs.

SUGGESTED QUESTIONS FOR DISCUSSION (High School Classroom Screening)

- 1) What connects the young people in the film?ⁱ
- 2) Why do you think that this film included the stories of young people in Germany and the United States?
- 3) Who are immigrants and refugees? Can you name some of the different reasons and ways that the young people in the film mentioned that their families left their countries? ⁱⁱ
- 4) The second section focuses on the experiences and challenges faced by the interviewees during childhood. Can you name a few? Can you relate to any of those?ⁱⁱⁱ
- 5) Ipek talked about segregation between German and Turkish students in her school. Sonny talked about being teased at school because of being a Sikh. How is the situation in your school with segregation and bias-based bullying?
 - a) Are young people being bullied or teased because of having a different racial/ethnic/or cultural background? Because of their skin color? Because of having an accent? Because of having a different religion? Other reasons such as sexual orientation, gender, or disability?
 - b) Are groups segregated? How and why?
 - c) What can you or your schools do to improve this situation?
- 6) The interviewees talk about racism in school and outside of school. Can you describe some of the different forms it took? ^{iv}
 - a) Can you relate to any of these stories?
 - b) Would any of you like to share stories of experiencing racism or prejudice? How did you feel? How did you respond?
 - c) If you have never experienced prejudice, why do you think that is?^v
- 7) The first section focuses on the identities of the interviewees. The interviewees see themselves in different ways: while Derya says she sees herself as “German-Turkish,” Sonny says he feels disconnected from the term “American.”
 - a) What is identity?
 - b) What kinds of identities did the interviewees talk about? ^{vi}
 - c) Did you relate to how any of the young people in the film saw themselves? Why or why not?
 - d) In the past, have you struggled with how to identify yourself?
 - e) How do you see yourself today?
- 8) Why do you think the director made this film? What could be her goals?
- 9) Did you like the film? Why or why not?

NOTES FOR FACILITATORS

ⁱ These can be very literal or more subjective answers – eg: “They are all children of immigrants.” “They are all the same age.” Or “They all struggled with discrimination somehow.”

ⁱⁱ *Ways*: Guest Worker Programs, Student Visas, Undocumented/ “Illegally”, Family Reunification, Asylum - Resettled Refugee or Asylee

ⁱⁱⁱ *Reasons*: Economic hardship, work opportunities, education, political persecution, war, gender oppression.

^{iv} Verbal insults, tracking in schools, assault, assumptions about intelligence, etc.

^v This question offers an important opportunity for young people to think about ways that they may have social privilege, not only how others are disadvantaged. You can ask targeted questions to explore privilege around race, immigration status, or other issues such as gender or disability. An accessible classroom tool for addressing white privilege is available here:

www.case.edu/president/aaction/UnpackingTheKnapsack.pdf

^{vi} National, cultural, religious, ethnic, racial, sexual, gender, hyphenated, mixed

SOURCES OF STATISTICS AND FACTS

Used in the film *Where are you from?*

1) 2:03 min

Berlin - 26% “Migrants” (immigrants, children or grandchildren of immigrants)

Source: Mikrozensus 2008: Zeitschrift für amtliche Statistik Berlin Brandenburg, Menschen mit Migrationshintergrund

2) 2:07 min

Berlin - 37% of youth are immigrants, children/grandchildren of immigrants

Source: Mikrozensus 2008: Zeitschrift für amtliche Statistik Berlin Brandenburg, Menschen mit Migrationshintergrund

3) 2:15

New York: 37% immigrants

Source: US Census Bureau, 2010

4) 2:19

New York: 50% of youth are children of immigrants

Source: Kasinitz, Philip, et. al. *Inheriting the City: The Children of Immigrants Come of Age*. Harvard University Press, Cambridge, Massachusetts, 2008.

5) 4:49

In 1965, after four decades of tough restrictions, the USA liberalized its immigration policy.

Source: To read about the Immigration and Nationality Act of 1965 (Hart-Celler Act, INS, Act of 1965, Pub.L. 89-236) which abolished the National Origins Formula that had been in place in the United States since the Immigration Act of 1924, please visit the Immigration History section of the resources below.

6) 4:52

In the next four decades, the number of immigrants has quadrupled.

Source: "Immigrants in the United States and the Current Economic Crisis", Demetrios G. Papademetriou and Aaron Terrazas, Migration Policy Institute, April 2009.

7) 4:55

In the 1950's and 1960's, both East & West Germany began recruiting millions of foreign workers through “Guest Worker” programs.

Source: To read about the numerous guest worker programs in the US and East and West Germany, please visit the resources listed below in “Immigration History.”

8) 5:05

In the 1980's and 1990's, Germany received several large waves of refugees, further diversifying the country.

Source: To read about refugees in Germany, visit <http://www.unhcr.org/>

9) 6:08

Germany is home to the most refugees in Europe.

Source: UN High Commissioner for Refugees Statistical Online Population Database, “2009 Global Trends” <http://www.unhcr.org/>

10) 6:12

The USA is home to the most refugees in North & South America.

Source: UN High Commissioner for Refugees Statistical Online Population Database, “2009 Global Trends”

<http://www.unhcr.org/>

11) 9:40mins

A 2009 study found that 26% of NYC students surveyed have experienced bias-based harassment in their schools.

Source: “Bias-based Harassment in New York City Public Schools: A Report Card on the Department of Education’s Implementation of Chancellor’s Regulation A-832,” the Sikh Coalition, the Coalition for Asian American Children and Families (CACF), and the Asian American Legal Defense and Education Fund (AALDEF). 2009

12) 9:48

According to an European Union study, the German educational system leads “to a high concentration of disadvantaged and/or discriminated pupils in the lowest educational tracks.”

Source: “Report on Racism and Xenophobia in the States of the EU,” European Union Agency for Fundamental Rights, 2007.

FILM CREDITS

Director/Producer/Editor: Christina Antonakos-Wallace

Co-Producer: Joroni Film

Support: Checkpoint Charlie Foundation

Music: Oja for Sunchild Productions with Lenae Harris and Sonny Singh

Production Team: Irati Elorrieta Agirre, Masayo Kajimura, Jacqueline Görden, Josephine

Landertinger Forero, Hinna Jafri, Alejandro Naranjo, Amanda Nguyen, Inga Pfaferott, Yagi Taffere, Canan Turan

Post-Production Coordinator: Canan Turan

Contributing Editors: Gregor Bartsch, Gabriel Berretta

Assistant Editor: Siyawash Jekta

Translation: Nevin Duran, Olga Gerstenberger, Regina Knoll, Jennifer Theodor, Canan Turan

GLOSSARY OF TERMS

Immigrant: A person who migrates to another country, usually for permanent residence.

Second-Generation Immigrant: a child of immigrant parents. The designation between 2nd-and 1st generation immigrants is often confused in the USA, and children of immigrants are often referred to as ‘1st-generation.’

Migration-Background: An umbrella term used in Germany to describe a person living in Germany whose ethnic background is not German due to some sort of migration, including immigrants, children or grandchildren of immigrants.

Undocumented Immigrant: a person who does not have lawful immigration status. Undocumented immigrants are also often referred to “illegal aliens”, which is considered to be a derogatory and dehumanizing term.

Refugee: a person who is unable or unwilling to return to his or her country of origin because of well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. Special protections are available to refugees to seek asylum in other countries, as outlined by the UN Convention for the Protection of Refugees.

Guest Worker Programs: government-supported programs that permit employers to sponsor non-citizens as workers, usually for a designated period of time. Both Germany (East and West) and the USA have sponsored Guest worker programs in the past. In the case of West Germany, there was no designated time period for the stay of “guest workers”, many of whom brought their families and became permanent German residents and citizens. It is widely accepted that this designation as “Guest Workers,” despite individuals’ long-term residence, created significant social problems in Germany.

Bias-Based Harassment: an intentional act of bullying or intimidation that negatively affects an individual to learn or participate in work or school activities. The harassment may be based on a person’s race, color, creed, ethnicity, national origin, citizenship/immigration status, class background, religion, gender, gender identity or expression, sexual orientation, disability, body size, or other reason.

European Union (EU): is an economic and political union of 27 member countries located primarily in within Europe that are committed to regional integration

School Tracking: a term used to describe the separation of pupils by academic ability into groups for all subjects within a school.

GED (General Educational Development): a group of subject tests which, when passed, certify that the taker has US American or Canadian high school-level academic skills. Only individuals who have *not* earned a high school diploma may take the GED tests, therefore, it is often regarded as a lower level certification than a high school diploma.

Roma: the largest ethnic minority group across Europe. Roma have been living in Europe since the 1300’s. There are a number of sub-groups of Roma including Sinti, who live in Central Europe, and have been present within Germany for 600 years. As a minority group, Roma are confronted with racist discrimination and social exclusion throughout Europe. In Germany, Roma and Sinti were among the groups persecuted by the Nazi’s during World War II. It is estimated that between 220,000 and 500,000 Roma people were killed. Roma and Sinti people are often referred to as **Gypsies**, which is considered to be a derogatory word.

Sikh: a follower of Sikhism. Sikhism is the fifth largest religion in the world, with over 20 million followers. It originated in 15th century in Punjab, a region of India, and is a monotheistic religion. Sikhs are often recognized by their distinctly wrapped turbans, which are worn as a symbol of faith and cover their unshorn hair. Sikhs have been the target of significant hate crimes, particularly after 9/11, including several murders in the USA.

Farsi: the primary language spoken in the country of Iran.

RESOURCES ON THE INTERNET

ANTI-DISCRIMINATION EDUCATION

Teaching Tolerance (English Only)

Founded in 1991 by the [Southern Poverty Law Center](#), Teaching Tolerance is a non-profit organization dedicated to reducing prejudice, improving intergroup relations and supporting equitable school experiences for young people in the USA. They provide free educational materials to teachers and other school practitioners in the U.S. and abroad.

<http://www.tolerance.org/activities>

Antidiskriminierungs Network, Badenwürttemberg (German Only)

A German NGO for diversity and against discrimination. Their website has a number of valuable resources for educators.

<http://mittendrinundaussenvor.de/>

IMMIGRATION HISTORY

The Ellis Island Foundation “The Peopling of America” (English Only)

From 1892-1954, over twelve million immigrants entered the United States through the portal of Ellis Island, New York. Today Ellis Island is an immigration museum, and their website has a number of resources, including an immigration timeline of the USA. The site also provides an opportunity for individuals to research their family genealogy - a great way to involve individuals whose families may have immigrated during earlier periods in USA with immigration today.

http://www.ellisland.org/immexp/wseix_4_3.asp

Bundeszentrale für politische Bildung (German Only)

(Federal Center for Political Education) A German- government agency that provides resources for individuals to address political issues. Their site has an overview of migration in Germany, as well as many additional resources.

<http://www.bpb.de/themen/8T2L6Z,0,0,Migration.html>

Museum of Migration –Germany (German and English)

Since 1990, DOMiT – the Documentation Center and Museum of Migration in Germany – has been collecting documents and material concerning the history of migration to Germany. The Migrations Museum site offers information on the history of German migration, including several online exhibitions.

<http://www.domid.org/>

US Government (English Only)

This is an official publication of the US Department of State, which has not only a history of immigration, facts and figures, but also reflects the positions of the USA government on questions of immigration and national identity today.

<http://www.america.gov/publications/ejournalusa/0208.html>

US Library of Congress (English Only)

The library of Congress has a number of valuable resources for teachers on immigration to the USA including lesson plans and primary source sets for teachers.

<http://www.loc.gov/teachers/classroommaterials/themes/immigration/>

COMMUNITY ORGANIZATIONS:

The below organizations are umbrella groups through which you can find many local organizations working against racism and for immigrant rights.

United for Intercultural Action: *European Network Against Nationalism, Racism, and Fascism and in Support of Migrants and Refugee* (German, English, and more)

A Europe-wide network of non-governmental organizations (NGOs) working to support an anti-racist and anti-discrimination vision. Their website is in English, German, French, Spanish, and Russian and includes an up-to-date listing of antiracist NGOs and events happening throughout Europe.

<http://www.unitedagainstracism.org/>

American Civil Liberties Union (English Only)

The ACLU is the largest organization working for civil rights in the United States. Immigrant rights and racial justice are among their primary focus areas.

<http://www.aclu.org/immigrants-rights>

National Network for Immigrant and Refugee Rights (English and Spanish)

is a national organization composed of local coalitions and immigrant, refugee, community, religious, civil rights and labor organizations and activists. It serves as a forum to share information and analysis, to educate communities and the general public, and to develop and coordinate plans of action on important immigrant and refugee issues.

<http://www.nnirr.org/>

VIDEO GAMES

Frontiers. You've reached Fortress Europe (English only)

Frontiers is a free web-based multiplayer computer game that enables its players to experience life as a refugee on the borderline of Europe: Race for the Moroccan-Spanish fence line in Ceuta and make it safely to the other side. The game provides an interactive way to learn about immigration in Europe.

<http://www.frontiers-game.com/>

ICED: (English Only)

Iced is a computer game in which players take the roles of immigrant teens attempting to become a US citizens. The video game has been created by Breakthrough.tv, an innovative, international human rights organization that uses popular culture, media, and community mobilization to transform public attitudes and advance equality, justice, and dignity. Accompanying discussion guide and educational materials for ICED are available at:

<http://www.breakthrough.tv/educate/educational-materials>

<http://www.icedgame.com>

CONTEMPORARY MIGRATION ISSUES

Migration Citizenship Education (website is only in English, but with many links to German resources)

an information platform developed by Network Migration in Europe that provides free online access to learning resources on migration, minority and human rights, and in European Citizenship Education on a European and national level.

<http://www.migrationeducation.org/home.0.html>

Centre for Migration Studies, New York (English only)

CMS is a non-governmental organization (NGO) with special consultative status to the United Nations. It is committed to facilitating the study of sociodemographic, historical, economic, political, legislative and pastoral aspects of human migration and refugee movements.

<http://www.cmsny.org/>

The Migrant Integration Policy Index (English Only)

The Migrant Integration Policy Index (MIPEX) is a long-term project, which evaluates and compares what governments are doing to promote the integration of migrants in all European Union Member States and several non-European Union countries. It uses over 100 policy indicators to create a multi-dimensional picture of migrants' opportunities to participate in European societies.

<http://www.integrationindex.eu/>