

Still Standing

EVC Study Guide

**Updated Version:
Poverty, Gentrification & Displacement**



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Acknowledgements

STUDY GUIDE

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STILL STANDING (the documentary) was produced by six New York City youth who participated in EVC's 2005-2006 Youth-Organizers Television (YO-TV) program.

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Introduction

The Educational Video Center is a non-profit youth media organization dedicated to teaching documentary video as a means to develop the artistic, critical literacy, and career skills of young people, while nurturing their idealism and commitment to social change. Founded in 1984, EVC has evolved from a single video workshop for teenagers from Manhattan's Lower East Side to become an internationally acclaimed leader in youth media and education. EVC's teaching methodology brings together the powerful traditions of student-centered progressive education and independent community documentary.

EVC CORE PROGRAMS

DOCUMENTARY WORKSHOP is a 15-week credit-bearing course that teaches high school students from underserved communities across New York City to research, shoot, and edit compelling documentaries that examine issues of immediate relevance in their lives.

YOUTH ORGANIZERS TELEVISION (YO-TV) is a ten-month pre-professional paid internship that jumpstarts the college and media careers of graduates of the Documentary Workshop.

EXTERNAL EDUCATION PROGRAMS provide workshops and resources in media production and EVC's methodology, including EVC's *Youth-Powered Video DVD Curriculum*, for K-12 teachers and after-school educators, nationally and abroad.

COMMUNITY ENGAGEMENT promotes civic engagement and social change through the distribution of EVC's youth-produced documentaries in collaboration with strategic partners. An important component of the Community Engagement program is the Youth Speakers Bureau, a group of EVC alumni who receive training in public speaking and facilitation skills and who use this training to lead screenings in local schools and community organizations and encourage audience members to engage with important social issues.

Guidelines For Using This Tape

EVC documentaries are powerful, and often deal with sensitive issues. For this reason, we recommend that you preview the *Still Standing* documentary and supporting materials before using them in the classroom. The curriculum we've prepared represents suggestions for using *Still Standing*. If any of the activities are not useful to you, feel free to modify them and design your own.

Before using these materials, consider the following questions.

- How similar/different are your students and their experiences from the students who made this video?
- How does this video relate to the subject you are teaching?
- What results do you hope to see from using this video?
- What concerns do you have about your students' responses to the issues raised in this video?
- What background information will your students need before viewing this tape?

Assumed in this guide are the following beliefs about teaching and learning:

- Writing deepens thinking and is one of the best ways to explore sensitive issues, even before discussion.
- All learning starts from the students' own experiences.
- Diversity of opinion is useful in a classroom and must be respected.
- Students can make a difference in the world.
- Students can learn from each other.
- Social issues and community problems are an integral part of the school curriculum.
- Students learn from a variety of methods.
- Students learn best through experience.
- An active viewing experience leads to a richer understanding of the documentary.

For many teachers, having students write or take notes while viewing is not something new. For others, this aspect of active viewing is a bit controversial. Some feel it gets in the way of their viewing experience, while others feel it enhances it. You may want to show the tape twice: the first time to view it, and the second time to complete the viewing exercise. Your comments and questions are always welcome. Contact us at info@evc.org.

Background Information

RUNNING TIME: This study guide has been revised for the 8-min Take Action version of *Still Standing*, which incorporates a discussion of gentrification, global displacement and poverty. If you are showing the full 50-min version or the 11-min classroom version, please use the original study guide (free download on the website). The Take Action version uses a lot of the footage from the classroom version, but includes updated footage of Ms. Gertrude 6 months later.

SYNOPSIS (8-MINUTE TAKE ACTION VERSION): *Still Standing* provides an intimate portrait of the challenges faced by Hurricane Katrina survivors six months after the storm. Ms. Gertrude is a determined grandmother struggling to return home and rebuild. Her story reveals all-too familiar issues in urban American communities: the neglect of poor and minority neighborhoods, the inadequacy of public assistance to provide long-term solutions, and the struggles necessary to bring about positive change.

BACKGROUND ON HURRICANE KATRINA: Hurricane Katrina hit the Gulf Coast (Louisiana, Mississippi, and Alabama) on August 29, 2005. In the case of New Orleans, nearly one day after the storm, Lake Pontchartrain and Lake Borgne filled beyond their capacity, breached the levees, and flooded 80% of the city, catching many residents by surprise. Katrina was one of the deadliest and costliest hurricanes ever to hit the United States. Casualty figures throughout the Gulf range from 1,200 and 1,900, while damage estimates are approximated at \$90 billion.

Many believe Hurricane Katrina was a man-made disaster. 80% of New Orleans and 20% of the surrounding metropolitan area lie below sea level. In 2001, a FEMA report “ranked a major hurricane striking New Orleans as one of the three most likely potential disasters – after a terrorist attack in New York City and an earthquake in San Francisco (Nation, 9/18/06).” Studies conducted by FEMA and the Army Corps of Engineers years before Katrina predicted immense flooding and thousands of deaths by drowning, disease, and dehydration should a storm the size of Katrina hit. Still, little to no emergency planning was enacted.

EVACUATION & DISPLACEMENT: Fearing grave economic losses for city businesses, New Orleans Mayor Ray Nagin waited until August 28th – the day before Katrina hit – to order a mandatory evacuation. Of the 100,000 residents left behind, most came from the city’s poorest communities – predominantly Black, Latino, and Vietnamese communities. Many couldn’t afford gas, lodging, and other evacuation costs; and some were waiting on end of the month paychecks. While 1 in 4 New Orleanians did not own a car, there was no public transportation leaving the city.

Lack of preparedness also greatly affected the elderly, the sick, residents of institutions and correctional facilities, and all those unable to leave without assistance. Many were left behind, and an unrecorded number died in the storm.

For those who could not evacuate, Mayor Ray Nagin provided a temporary shelter in the New Orleans Superdome, a sports arena with seating for 26,000. While residents from the Lower Ninth Ward made up only 3% of the city's population, they represented a majority of the people who went to the Superdome for shelter. At that time, 98% of Lower Ninth Ward residents were Black and 36% lived below the poverty line. Overcrowding and grossly inadequate food, water, security, and health services received wide media coverage and helped bring the class and racial disparities between those who could and could not afford to leave New Orleans boldly into the public eye.

However, it's important to stress that these disparities existed before Katrina and still remain today. Before the storm, "rates of black infant mortality in Louisiana were on par with those of Sri Lanka; and black male life expectancy was the same as for men in Kyrgyzstan (Nation, 9/18/06)." Since the storm, New Orleans' poor and minority communities have faced the greatest challenges in an already challenging process of rebuilding. The Lower Ninth Ward was the only New Orleans neighborhood cordoned off by troops days after the storm. National Guard blocked the bridges and did not allow residents who ventured out for supplies to return home. Residents of other low-income communities, like the predominantly Vietnamese New Orleans East neighborhood, have had to commit acts of civil disobedience to return home and resettle. Many survivors from these neighborhoods have also reported unwarranted arrests for trespassing and looting and assaults by police. Newly imposed deadlines around demolition, gutting, and rebuilding also represent major barriers keeping low-income residents from returning home.

You may choose to introduce your students to key topics that will be discussed in the lessons later. These include gentrification, displacement and poverty. If you would like to define these topics now, please see Appendix B.

*Sources: 1) *The Race to Rebuild: The Color of Opportunity and the Future of New Orleans*. The Center for Social Inclusion, 2006. 2) Baum, Dan. "Letter From New Orleans." *The New Yorker*, 8/21/06. 3) Younge, Gary. "New Orleans Forsaken." *The Nation*, 9/18/06.

Before Viewing the Tape

PREPARATION: It is important for you to watch *Still Standing* before showing it in class. This will make your preparation and post-discussion more fruitful. Make sure your students will have paper for note taking and that you will have markers and poster paper (or you can use the chalkboard). Test out the TV and DVD player and make sure the TV volume is set to a good level. Ideally, all students will sit close enough to the TV that they can read all the captions in the video. If this isn't possible, we recommend that you use your remote to pause the video long enough to read important captions aloud.

UNDERSTANDING DOCUMENTARIES: If necessary, familiarize your students with the concept of documentary film. Here are a few guiding questions:

- Have you seen a documentary film before?
- Based on what you have seen, what is a documentary film?
- Why do you think someone would want to create a documentary?
- How are they different from other kinds of films?

Here are some points that you may want to incorporate into this discussion:

- Documentary films are often referred to as "documentaries" or "docs."
- Docs are significantly different from narrative or fiction feature films (even the feature films that are based on true stories).
- Mainly, documentaries are different because they record events as they happen, without a script or actors.
- Documentary filmmakers incorporate several resources in order to accurately report the truth. Examples include the use of archival footage (of past and present people or events); interviews with experts in the field they're working on; interviews with the general public or members of a community to gather opinions or information on a subject.

WARM-UP ACTIVITY "DIVERSITY PURSUIT": (10 minutes)

Explain to students that they are going to play a game that is similar to Bingo. The game is called "Diversity Pursuit." Hand out the "Diversity Pursuit" worksheet to each student (Appendix C). Explain the game to the students:

- The object of this game is to fill up the pursuit card with students' names.
- Students will be walking around looking for a classmate for whom the statement in the box on the card is true. For example, if the box says, "Has more than three sisters," then each student will walk around the room and look for another student who has more than three sisters to sign that box. Students are not allowed to write down anyone's name except their own.

- Students may sign each other's card only once. (If you have a smaller class you may decide to have students sign more than one box.)
- Students are allowed to sign ONE of their own boxes, if it is true for them (similar to a FREE SPACE).
- A student can call out "Finished" or "Diversity" when they have found classmates to fill out the entire card.
- You can choose to have the student share their answers with the class.
- You can stop the game here or, time permitting, continue until each student fills up most of his/her card.

You can use the following questions to help process the "Diversity Pursuit" game:

- Was it easy asking people about themselves? Why or why not?
- What did you find out about other students?
- What was the best way for you to find out more information about your classmates?
- Why do you think we played "Diversity Pursuit?"

OPTIONAL BRAINSTORM: (if class time allows)

Write down three words on the board and have students say the first thing that comes to their minds when they hear these words: poverty, gentrification and displacement. Ask a few questions to get them thinking about the issues in the film:

- Do you see any changes occurring in your own neighborhoods?
- What are these and why do you think they are happening?
- What would you do if you and your family had to move to another state?
- What comes to your mind when you hear the word Katrina?

Lesson Plan

FOCUS QUESTION: How does Hurricane Katrina relate to issues of gentrification, displacement and poverty affecting communities across the United States and worldwide?

OBJECTIVES:

- To actively engage students in the stories of displaced Hurricane Katrina survivors.
- To show how Hurricane Katrina provides us with a unique opportunity to examine existing issues of gentrification, displacement and poverty in our own communities.
- To encourage students to link the issues within their communities to a larger global scale.

INTRODUCING THE DOCUMENTARY: (3 minutes)

It may be helpful to say a few words before watching *Still Standing*. Here are a few suggestions.

- This video was produced by six youth from the Educational Video Center in New York City.
- In March 2006, six months after Hurricane Katrina, these six youth traveled to New Orleans where they interviewed survivors, including Ms. Gertrude whose story we'll hear in the video.
- Ines Morales, one of the original six youth producers of *Still Standing*, returned to New Orleans in September 2006 to interview Ms. Gertrude Ross and to document the fact that her house had been bulldozed since the crew's original interview with Ms. Gertrude. Ines went on to edit this 8-minute cut of *Still Standing*, which incorporates the new footage.

SCREEN STILL STANDING: (8 min)

Write the following question on the board and then ask students to write down their responses while they watch. "Who is Ms. Gertrude and what are some of the challenges she faces in trying to rebuild her home?"

AFTER VIEWING THE DOCUMENTARY: (15 minutes)

Ask students to share their responses either as a group or in small groups.

Who is Ms. Gertrude? What do we learn about her from the documentary?

Possible Answers:

- Ms. Gertrude is a life-long resident of New Orleans.
- Ms. Gertrude bought her home 11 years ago with money she received after her 18-year-old daughter died in a car accident.
- After the storm, Ms. Gertrude evacuated to Houston, Texas.

What are some of the problems Ms. Gertrude faced in rebuilding her home? (Make sure to write students' responses on the board in preparation for the next question.)

Possible Answers:

- Ms. Gertrude couldn't afford to hire a contractor and did most of the house gutting on her own.
- Ms. Gertrude has asthma and has to use a pump several times a day to help with breathing, especially after gutting out her home.
- Although Ms. Gertrude has homeowners' insurance, she still had not received her claim money six months after the storm.
- Ms. Gertrude's neighbors called the city and told them she is building without a permit. She feels that her white neighbors did this because they don't want her ("a strong black woman") to stay.
- The government ultimately tore down what was left of her home and then billed her over \$20,000 for the (unwanted) demolition of her own home.

Which of Ms. Gertrude's problems (those just listed) were caused by the hurricane and which were caused by unrelated issues? (Write an H beside problems related to the hurricane and U beside unrelated issues.)

Problems related to the hurricane (Possible Answers):

- Ms. Gertrude's home was badly damaged in the storm and must be rebuilt.

Problems unrelated to the hurricane (Possible Answers):

- Ms. Gertrude's insurance payment hasn't come through.
- Ms. Gertrude can't afford to hire help and has to gut her house by herself.
- Ms. Gertrude's asthma is getting worse because of the work she's doing on her house.
- Ms. Gertrude's neighbors called the city and told them she was building without a permit, something that could have resulted in heavy fines.
- Racial tension in Ms. Gertrude's neighborhood makes Ms. Gertrude feel that her neighbors don't want her to come back and rebuild.

Lesson Plan Continued

UNDERSTANDING POVERTY: (10 minutes)

Have your students define poverty. You can use the following as an example.

Poverty is:

- The state or condition of having little or no money, goods, or means of support; condition of being poor; indigence.
- A deficiency of necessary or desirable ingredients, qualities, scantiness; insufficiency.

Would some of these problems go away for Ms. Gertrude if money wasn't an issue? Why or why not?

Would some of these problems go away if Ms. Gertrude had the help and support of her neighbors? Why doesn't she have this support?

(Read the following aloud or paraphrase in your own words.)

While the hurricane has been extremely difficult for all New Orleans residents, low-income communities have faced the greatest challenges in returning home and rebuilding. The majority of low-income communities in New Orleans are communities of color: African-American, Latino, and Vietnamese. Many people are afraid that the racial diversity of the neighborhood will greatly decrease if communities of color are not supported in coming back to New Orleans – that people of color will be forced to leave because they can't afford the costs of rebuilding.

CONNECTING KATRINA TO GENTRIFICATION: (10 minutes)

Ask students if they have experienced any changes in their neighborhoods over the years. What are some of these changes? If some of the changes include rent prices going up, families who have been there for a while being kicked out, more affluent families coming in, etc., lead them into a discussion about gentrification. Although this is a difficult term, you can use examples to help them understand the concept.

The following definition and examples can be used as a guide:

Gentrification is the buying and renovation of houses and stores in deteriorated urban neighborhoods by upper- or middle-income families or individuals, thus improving property values but often displacing low-income families and small businesses. Examples (or consequences) include the following:

- Demographic shifts - the average income increases; the decline of racial minorities; the average household reduces in size

- More households with higher incomes result in increased real estate values - so higher rent, prices for homes and property taxes.
- The character and culture of a neighborhood can change completely. Have students experienced a change in the culture of their communities?
- Long-standing residents can no longer afford to live there and have to leave. Their homes then get "fixed up" and rented or sold for much higher prices.

DAY TWO: If time allows, we strongly recommend the following lesson as a follow-up class.

TAKING A STAND: (15 minutes)

Place five sheets of paper around the room, each with one of the following statements: *Strongly Agree, Somewhat Agree, Unsure, Somewhat Disagree, Strongly Disagree*. Read two or three of the following points to the students and ask them to 'take a stand' by the sheet that best reflects their point of view.

1. Gentrification is a good thing.
2. The government treats people differently based on class and race.
3. People who live in poverty are responsible for their own circumstances.
4. Communities are responsible for the people in them.

After each point, ask one or two students who either agreed or disagreed to say why they chose to stand where they did, encouraging debate and allowing students the chance to present persuasive arguments about their choice.

THE GREAT DEBATE: (15-20 minutes)

Use the questions that arise out of "Taking A Stand" to have a class debate.

- Divide the class into 2 groups.
- Assign jobs - writer, speaker, etc.
- Set ground rules to ensure people are treated with respect.
- After the debate, ask if anyone has been swayed/changed their opinions.

REASONS FOR DISPLACEMENT: (10 minutes)

Use the following facts and info to discuss displacement.

Displacement can be defined as:

- The act of taking the place of another especially using underhanded tactics;
- An event in which something is displaced without rotation;
- The act of uniform movement.

Ask students to identify some of the reasons for displacement worldwide. Can they think of specific examples for each of the following?

- Natural Disaster
- War
- Development-induced
- Genocide
- Population redistribution - gentrification

Ask students to identify some of the potential risks intrinsic to displacement.

Examples include:

- Landlessness
- Joblessness
- Homelessness
- Marginalization
- Food insecurity
- Increased morbidity and mortality
- Loss of access to common property
- Social disintegration

Others have suggested the addition of other risks such as the loss of access to public services, loss of access to schooling for school-age children, and the loss or abuse of human rights.

If you have more time to discuss displacement on a global scale, please see Appendix B for ideas on incorporating internally displaced persons (IDPs) and a human rights approach to displacement.

TAKE ACTION: (5 minutes)

Download and print, if possible, EVC's Take Action flyer for different ways students can get involved. Have them brainstorm additional ways.

Have students be specific about **one** thing they can do to raise awareness or take action against the issues discussed in the film.

You can find it on our website: <http://www.evc.org/programs/community/take-action>

TRIVIA GAME: (10-15 minutes)

If you have time and would like to discuss displacement on a global scale, please see Appendices D & E - a trivia handout and cheat sheet for the teacher.

Appendix A: Resources

WEB RESOURCES:

America's Second Harvest

<http://www.secondharvest.org>

AmeriCares Foundation

<http://www.americares.org>

Common Ground

<http://www.commongroundrelief.org>

Direct Relief International

<http://www.directrelief.org>

FEMA (Federal Emergency Management Agency)

<http://www.fema.gov/news/newsrelease.fema?id=18473>

Habitat for Humanity International

<http://www.habitat.org>

Hurricane Katrina Survivors

<http://www.hurricane-katrina-survivors.com/forum/>

Samaritan's Purse

<http://www.samaritanspurse.org>

Wikipedia

http://en.wikipedia.org/wiki/Hurricane_Katrina/

NEWS ARTICLES & REPORTS:

Baum, Dan. "Letter From New Orleans." *The New Yorker*, 8/21/06.

Cisneros, Henry G. "Affordable, Stable Homes Are Key to Rebuilding New Orleans." *The Dallas Morning News*, 8/29/06.

Appendix B: Definitions & Facts

DISPLACEMENT:

- The act of taking the place of another especially using underhanded tactics;
- An event in which something is displaced without rotation;
- The act of uniform movement.

GENTRIFICATION:

The buying and renovation of houses and stores in deteriorated urban neighborhoods by upper- or middle-income families or individuals, thus improving property values but often displacing low-income families and small businesses.

POVERTY:

- The state or condition of having little or no money, goods, or means of support; condition of being poor; indigence.
- A deficiency of necessary or desirable ingredients, qualities, scantiness; insufficiency.

GENOCIDE:

The deliberate and systematic extermination of a national, racial, political, or cultural group.

UNITED STATES DISASTER FACTS:

- Approximately 10,000 people died in the Galveston hurricane, making it the deadliest hurricane in US history.
- The San Francisco earthquake killed 3,000.
- The 1928 Hurricane that struck Florida's Lake Okeechobee killed 2,500
- Measured by acreage, the flood of 1927 had a greater impact than Katrina. But of course much of the flooded area in 1927 was rural and isolated. No city was devastated in 1927 as New Orleans was in 2005--no small thing! And in 1927, 637,000 people were displaced; in Katrina, more than a million.
- Katrina left over 90 billion dollars worth of damage.
- The hurricane of 1928 took a greater toll on black people. As Kleinberg noted, the '28 hurricane led to the biggest loss of black people in a single day again before Katrina.

Displacement Info:

As a result of Katrina, over 1 million New Orleanians evacuated to cities and communities across the United States, making this one of the largest displacements of U.S. citizens in our nation's history. By the one-year anniversary, 200,000 residents still had not returned home. June census figures showed that New Orleans' African American population had dropped by 42% since Katrina, causing many to fear that inequities in the rebuilding process will lead to a dramatic shift in the cultural and economic fabric of New Orleans.

Other twentieth century examples of mass displacement:

- 1906 San Francisco Earthquake
300,000 people relocated after the San Francisco earthquake. At the time, this earthquake represented our nation's worst natural disaster.
- 1927 The Great Flood
700,000 people were displaced after three months of rain in the Mississippi valley caused levees to overflow. 330,000 African Americans were not allowed to leave and, instead, were moved to 154 forced labor camps along the Mississippi.
- 1930s The Great Depression/Dust Bowl
After experiencing years of draught, 400,000 people were forced to leave their homes in the Great Plains regions. Many migrated to California.
- 1942 Japanese American Internment Camps
During World War II, 120,000 Japanese Americans were forced to leave their homes and move to internment camps.

INTERNALLY DISPLACED PERSONS:

- Internally displaced persons (IDP) are people forced to flee their homes but who, unlike refugees, remain within their country's borders.
- It is far more difficult to assess when *internal displacement* ends. There are over 24 million internally displaced persons (IDPs) in the world today. They do not have special legal status that ends at a particular time, unlike refugees where it is easier to assess when they become citizens again.
- The ending of displacement occurs not at one point in time but is a gradual process.
- Assessments sponsored by the World Bank have estimated that every year since 1990, roughly 10 million people worldwide have been displaced by infrastructural development projects for a variety of reasons
- In India alone, during the last 50 years, an estimated 25 million have been displaced by development projects. In that same period in China, development projects displaced more than 40 million people.

HUMAN RIGHTS APPROACH TO DISPLACEMENT:

- Formerly displaced persons do not suffer attacks, harassment, intimidation, persecution or any other form of punitive action upon return to their home communities or settlement in other locations.
- Formerly displaced persons are not subject to discrimination for reasons related to their displacement.
- Formerly displaced persons have full and non-discriminatory access to national and sub-national protection mechanisms, including police and courts.
- Formerly displaced persons have access to personal documentation, which typically is needed to access public services, to vote and for administrative purposes.
- Formerly displaced persons have access to mechanisms for property restitution or compensation regardless of whether they return or settle in the area where they found refuge or a new location.
- Formerly displaced persons enjoy without discrimination an adequate standard of living, including shelter, health care, food, water and other means of survival.
- Formerly displaced persons have been able to reunite with family members if they choose to do so.
- Formerly displaced persons are able to exercise the right to participate fully and equally in public affairs.

THE UNITED NATION'S HUMAN RIGHTS PRINCIPLES promise housing, food, water, education, counseling, and long-term development assistance for internally displaced disaster survivors. Many national organizing groups are calling attention to this policy and demanding that the United States, as a U.N. member, provide the same aid for Katrina survivors.

Appendix C: "Diversity Pursuit"

<p>Has a family member with a disability</p> <hr/>	<p>Has learned about diversity before</p> <hr/>	<p>Speaks more than one language</p> <hr/>	<p>Listens to the same type of music you do</p> <hr/>	<p>Has experienced prejudice</p> <hr/>
<p>Has more than one race or culture in their family</p> <hr/>	<p>Has read a book about a group of people different from him/herself</p> <hr/>	<p>Has assisted someone with a disability</p> <hr/>	<p>Has more than two sisters</p> <hr/>	<p>Wears clothing unique to his/her culture</p> <hr/>
<p>Has a close friend of the opposite gender</p> <hr/>	<p>Has a name with religious or cultural significance</p> <hr/>	<p>Has ever been treated differently because of the way he/she looks</p> <hr/>	<p>Likes Italian food</p> <hr/>	<p>Has traveled to another country</p> <hr/>
<p>Is an only child</p> <hr/>	<p>Celebrates holidays that are different from yours</p> <hr/>	<p>Knows sign language</p> <hr/>	<p>Does their homework</p> <hr/>	<p>Was born in another country</p> <hr/>

Appendix D: Trivia Sheet- Student

1. If the United States had employed this human rights framework domestically, as it has done within the international context, displaced Gulf Coast residents would be entitled to significant benefits.
 2. According to Federal government figures, approximately 200,000 people were evacuated from the Gulf Coast Region to places such as Texas, Florida, Georgia, and Washington, D.C. Of the more than 400,000 residents who lived in New Orleans prior to Katrina, approximately 350,000 lived in areas that were damaged by the storm, with 25% of those individuals being African American.
 3. Today in Zimbabwe, hundreds of thousands of people are internally displaced and destitute, because of a war.
 4. Adults forced from their homes for two weeks or more by Hurricanes Katrina or Rita were much more likely to report mental health and substance abuse problems than those who were not similarly dislocated, according to a report by researchers at RTI International.
 5. The Film *Brazil, 1988, 150min, doc., Portuguese with English subtitles*, is a beautiful interracial love story that documents current race relations in contemporary Brazil.
 6. Most observers in Seattle and across urban America have been concerned about the racial displacement that seems to inevitably follow gentrification. The gentrification of the Central District, and much of Seattle, is about jobs. What is clear is that thousands of African Americans have been displaced from the city's oldest identifiably African American community.
 7. Gentrification, or urban gentrification, is a phenomenon in which low-cost, physically deteriorated neighborhoods undergo physical renovation and a decrease in property values, along with an influx of wealthier residents who may displace the prior residents.
 8. Proponents of gentrification focus on the benefits of urban renewal, such as renewed investment in physically deteriorating locales, improved access to lending capital for low-income mortgage seekers as their property values increase, increased revenue to local governments from property taxes and community activism.
 9. Critics of gentrification often cite the human cost to the neighborhood's lower-income residents. The increases in rent often result in the dispersal of communities whose members find that housing in the area is very affordable.
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Appendix E: Trivia Sheet- Teacher

1. If the United States had employed this human rights framework domestically, as it has done within the international context, displaced Gulf Coast residents would be entitled to significant benefits. **TRUE**

For example, they would be entitled to housing throughout all phases of their displacement, rather than the six, nine, or 12 months arbitrarily permitted by FEMA. Furthermore, the Guiding Principles explicitly prohibit discrimination, particularly “when the affected areas have preexisting patterns of discrimination.”

2. According to Federal government figures, approximately 200,000 people were evacuated from the Gulf Coast Region to places such as Texas, Florida, Georgia, and Washington, D.C. Of the more than 400,000 residents who lived in New Orleans prior to Katrina, approximately 350,000 lived in areas that were damaged by the storm, with 25% of those individuals being African American.

FALSE 75% were African American

Also Note: 29.2% living below the national poverty line (which was calculated at an income of \$19,350 for a family of four in 2005). http://www.amnestyusa.org/Human-Rights-for-Katrina-Survivors/The-Facts-The-Right-of-Return/page.do?id=1106659&n1=3&n2=850&n3=708_-_edn6

3. Today in Zimbabwe, hundreds of thousands of people are internally displaced and destitute, because of a war. **FALSE**

Also Note: In fact their own government has forcibly evicted them, demolished their homes, and destroyed their property and their livelihoods. These acts, totally unjustifiable under international law, have been widely condemned.

4. Adults forced from their homes for two weeks or more by Hurricanes Katrina or Rita were much more likely to report mental health and substance abuse problems than those who were not similarly dislocated, according to a report by researchers at RTI International. **TRUE**

5. The Film, *Brazil, 1988, 150min, doc., Portuguese with English subtitles*, is a beautiful interracial love story that documents current race relations in contemporary Brazil.

FALSE In fact it is startling look at the racial situation of Black Brazilians in contemporary Brazil. The director asks the following question to Black Brazilians from diverse walks of life -- musicians, politicians, activists, people in government, ambassadors, social workers, sport stars, actors, street kids, farmers. He discusses displacement of blacks in Bahia.

6. Most observers in Seattle and across urban America have been concerned about the racial displacement that seems to inevitably follow gentrification. The gentrification of the Central District, and much of Seattle, is about jobs. What is clear is that thousands of African Americans have been displaced from the city's oldest identifiable African American community. **FALSE**

Note: The issue has been about class and race.

7. Gentrification, or urban gentrification, is a phenomenon in which low-cost, physically deteriorated neighborhoods undergo physical renovation and a decrease in property values, along with an influx of wealthier residents who may displace the prior residents. **FALSE**

Note: Increased property value

8. Proponents of gentrification focus on the benefits of urban renewal, such as renewed investment in physically deteriorating locales, improved access to lending capital for low-income mortgage seekers as their property values increase, increased revenue to local governments from property taxes and community activism. **TRUE**

9. Critics of gentrification often cite the human cost to the neighborhood's lower-income residents. The increases in rent often result in the dispersal of communities whose members find that housing in the area is very affordable. **FALSE**

Note: rent increases

Appendix F: Youth Producers Talk

WHAT INSPIRED YOU & EVC TO MAKE THIS FILM?

In December 2005, the EVC Youth Organizers Television (YO-TV) crew began interviewing Katrina evacuees living in temporary housing in hotels in Queens, New York. In February 2006, the crew organized a trip to New Orleans to meet with survivors there, to document the aftermath of Katrina six months later, and to contrast the experience of survivors in New York City and in New Orleans. The observations the crew made below – taken from their video diaries in New Orleans – express why they felt it was important to make the *Still Standing* documentary. The gap in what they had understood of the New York City survivors’ experiences was bridged by what they saw and experienced themselves in New Orleans.

“It was like a ghost town. There was a community, but there were no people. There were houses, cars, but there were no people. I felt like I was in a scary movie or something. I walked down the streets in the Ninth Ward, and there was so much devastation. It was like the day after the storm. No one had done anything.”
Adrienne Morraz, YO-TV Producer

“A lot of people think, Katrina, old story. Not true! Six months later a lot of things have not been solved. There are many places without electricity, only one public school open. They’re still finding bodies.”
Luis Arcentales, YO-TV Producer