



HANDOUT

Lesson 3 of the Geography Curriculum

What's in a Name?

Statement	Before Viewing the Film	After Viewing the Film
<i>It is racist to call American citizens refugees.</i> —Jesse Jackson		
<i>Brian Williams of NBC reported that upon arrival at Louis Armstrong International Airport on his first visit to New Orleans many years ago, the captain said, "Welcome to New Orleans. You are now leaving the United States."</i> —Clark (2006)		
<i>We still don't know how many of our fellow Americans lost their lives in the Katrina catastrophe... They are not refugees. They are survivors and we, the people, will not let them stand alone.</i> —Oprah Winfrey		
<i>I guess maybe that's how the Iraqis feel some of the time.</i> —Cynthia Hedge-Morell		
<i>Truth be told, they were evacuees and refugees and survivors. All three.</i> —Douglas Brinkley		
<i>I felt very much like a refugee: homeless, aimless, and with little more than a handful of clothes in the way of material possessions... this was strengthened by supportive messages I received from a family who as children had been forced to abandon their homes precipitously in the wake of Germany's occupation of France in 1940. As refugees in their own land they had endured fear, hunger, privation, and grief yet they had survived.</i> —Adeline Masquelier		
<i>Displaced Americans [would be a better term]. Refugees are people who do not have the protection of their government.</i> —Nicole Wilett, spokeswoman for the U.S. Committee for Refugees		

a refugee while being a U.S. citizen redefine the notion of what kind of country the United States is? Is this the kind of country we want to be?

Taking Action

Option A: Students conduct oral histories with older citizens in their communities based on this lesson. They ask the elderly about their experiences of moving, coping with catastrophe, and being an outsider in a new community. Ask these individuals what they know and what they think about the federal government's response to the situation in New Orleans. Is it alike or different from anything they experienced in their own lives? If they lived through the Great Depression, ask them how local, state, and federal government agencies responded during that crisis.

Option B: Students will brainstorm a list of actions that they might take to provide support and comfort to victims of Hurricane Katrina. Once the list has been established, teachers may have students develop these proposals into social action projects.

- See the HBO Web site for *When the Levees Broke* for some options for these projects: http://www.hbo.com/docs/programs/whentheleveesbroke/?ntrack_para1=leftnav_category6_show4
- See the Operation Assist Web site: <http://chf.childrenshealthfund.org/site/PageServer?pagename=hurricaneresponse>
- See the Common Ground Relief Web site: <http://www.commongroundrelief.org/>
- See the Acorn New Orleans Web site: <http://www.acorn.org/index.php?id=8219>