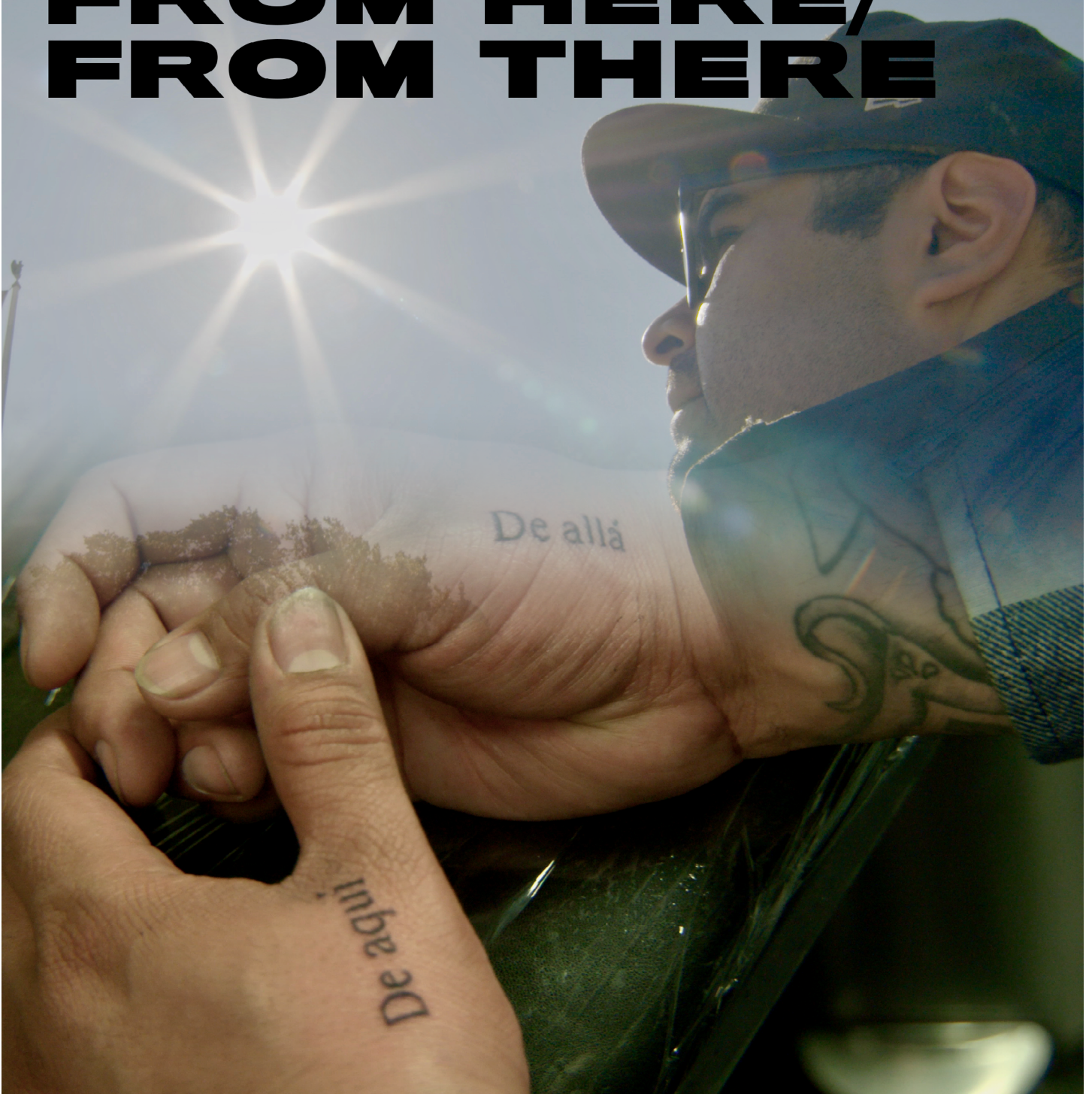




DOCLANDS

EDUCATION

# FROM HERE/ FROM THERE



**CURRICULUM GUIDE**  
GRADES: 8-12

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Dear Educators,

Thank you for attending the 8th Annual DocLands Documentary Film Festival screening of the documentary feature film *From Here/From There (De Aqui/De Alla)*. We are excited to return in our 2024 spring season with a combination of both in-theater screenings for local schools and online screenings for those of you joining us from afar.

This year, our DocLands Education film selections continue to focus on increasingly relevant issues of global empathy and active citizenship, and we believe this film will be a powerful and engaging text to use in your classroom. These curricular materials are designed to get students to engage deeply with film by the common-core aligned skills of developing an evidence-based interpretation of a text.

The discussion questions on the following page offer a variety of options for fostering small-group or whole-class dialogue. If your students are already familiar with a process of writing evidence-based interpretive essays, consider using the suggested essay prompts for a short writing piece. Additionally, individual handouts for before and after viewing are provided as stand-alone activities to be used individually or in sequence, with a particular emphasis on social-emotional learning. We have also included a handout that provides some context for the film festival experience, which may help to introduce your screening experience.

Thank you so much for your tireless work!

Sincerely,

The CAFILM Education Team

# DISCUSSION QUESTIONS

1. What are the central issues addressed in this documentary? What new insight did you gain from the beginning to the end of the film?
2. What are some surprising facts you learned from this film? How do these facts shape your understanding of the central issue of the film?
3. Does this documentary feel objective and/or balanced in its presentation of the issues? Why or why not?
4. Describe a moment or a scene in the film that you found particularly disturbing or moving. What was it about the scene that was especially compelling for you?
5. What did you learn from this film you wish everyone knew? What would change if everyone knew it?
6. If you could require one person (or one group) to view this film, who would it be? What would you hope their main takeaway would be?
7. Were there any perspectives relevant to the central issues of the documentary that were not included? How would those voices have changed the film?
8. What is the significance of the film's title, *From Here/From There (De Aqui/De Alla)*? How does it relate to the film's themes and the film's message?
9. What does it mean to be American? Who or what embodies the "American Dream"? What is the "American Dream"?
10. Besides the fear of deportation, what are some other problems with the uncertain immigration status of undocumented young people known as Dreamers?
11. Dig a little deeper into the brief history of civil rights and the list of requirements for participating in DACA. How do these requirements isolate folks and influence how a government entity regards undocumented people and their experiences? How would you change or modify these requirements?
12. What are the risks of categorizing Dreamers as "good" immigrants vs. those who don't qualify as "bad" immigrants? Is there a need for comprehensive immigration reform that is more inclusive and less exclusive? What would this look like?

# INTERPRETIVE ESSAY PROMPTS

1. The film *From Here/From There (De Aqui/De Alla)* addresses the challenges of young Dreamers who are, in a sense, living in two places at the same time, straddling the duality of two cultures. How can young Dreamers reconcile their undocumented immigration status with a pathway to opportunity and freedom in America?
2. The film claims that what has brought about some of the most serious change in America is direct action by people, not congress, but by people. Research immigrant youth led and grassroots movements that you find on your own or that are mentioned in the film. How does the film reinforce the idea that when activism leads, the law might follow? How have these organizations and movements that you've researched played a big role in policy change?
3. Immigration continues to be at the forefront of American consciousness and most people have very strong and divisive opinions about it. Because DACA is still under attack, undocumented Dreamers are vulnerable to arbitrary laws and political policy changes. Address the need for comprehensive and compassionate immigration reform. How do you envision the policies to change? What steps would be necessary to advocate for a change in these policies?



## ADDITIONAL RESOURCES

### Get the Facts on the Dream Act

<https://obamawhitehouse.archives.gov/blog/2010/12/01/get-facts-dream-act>

### Why DACA and Dreamers are Forever in a State of Limbo

<https://www.nationalgeographic.com/culture/article/what-is-daca-who-are-dreamers>

### Support the Film: The Story

<https://fromherefromthere.com/the-story>

### Immigration Attorney at Center of Fight to Protect DACA Recipients

<https://scrippsnews.com/stories/immigration-attorney-fighting-to-protect-daca-recipients/>

### Democracy Now: Meet Dulce Garcia: DREAMer & Immigration Lawyer Who is Suing Trump for Ending DACA. Interview & Transcript

[www.democracynow.org/2017/9/19/meet\\_dulce\\_garcia\\_dreamer\\_immigration\\_lawyer](http://www.democracynow.org/2017/9/19/meet_dulce_garcia_dreamer_immigration_lawyer)

## STANDARDS

### Common Core State Standards ELA-Literacy

#### CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

#### CCSS.ELA-LITERACY.RI.9-10.7

Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

#### CCSS.ELA-LITERACY.RI.9-10.8

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

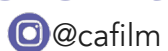
#### CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

## ABOUT CAFILM

The nonprofit California Film Institute celebrates and promotes film as art and education through year-round programming at the independent Christopher B. Smith Rafael Film Center, presentation of the acclaimed Mill Valley Film Festival and DocLands Documentary Film Festival, as well as cultivation of the next generation of filmmakers and audiences through CAFILM Education programs.

### Follow the California Film Institute on social media



@cafilm



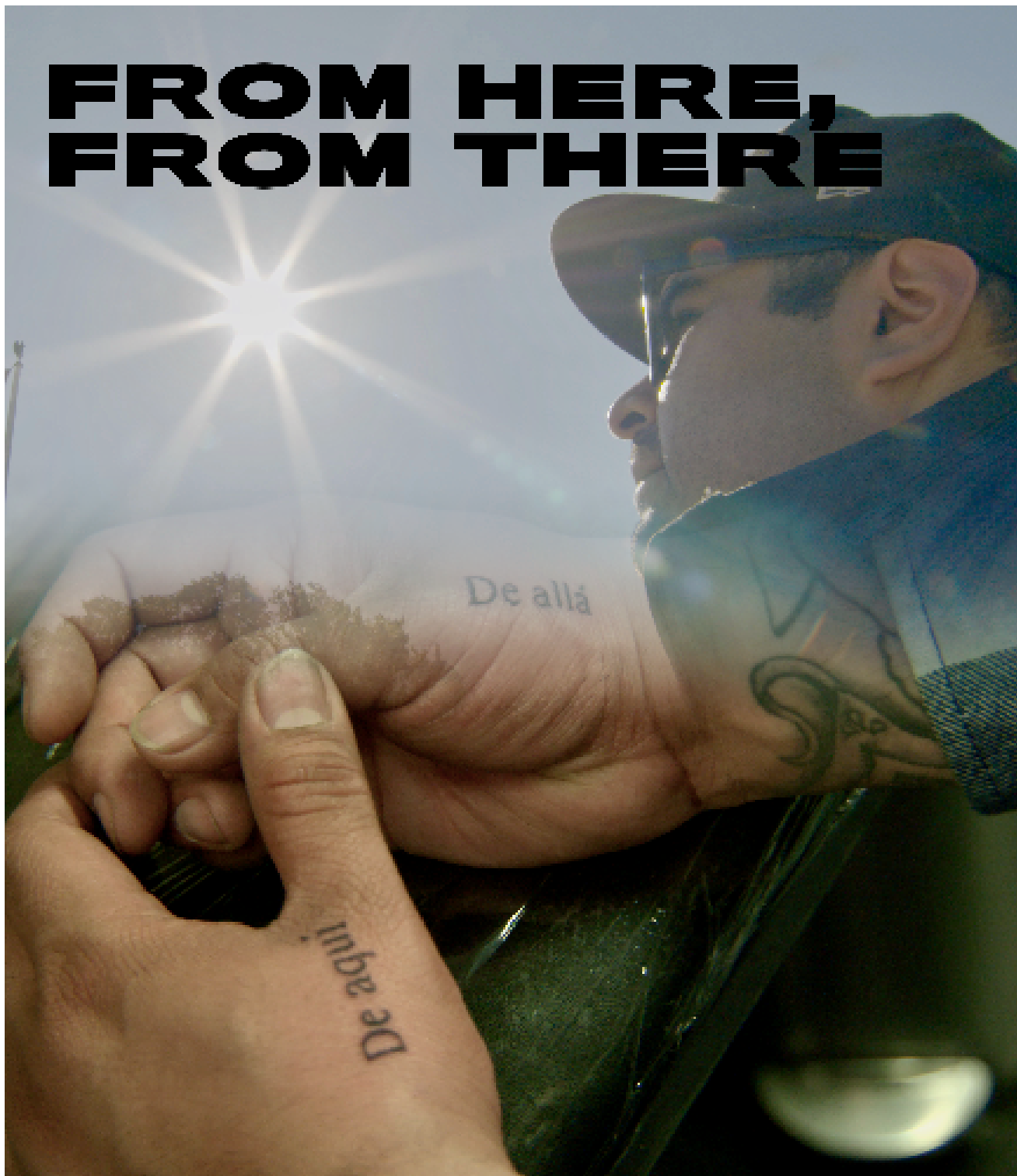
@californiafilminstitute



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californiafilminstitute



## ABOUT THE FILM

When ICE threatens 700,000 fellow Dreamers, Luis Cortes Romero fights back and wins, becoming the first undocumented attorney to argue a case at the Supreme Court. Set for release amidst this volatile election year and ongoing DACA threats, *From Here/From There (De Aquí/De Alla)* is a timely documentary that highlights the urgent need for compassionate immigration reform.

## ABOUT THE DIRECTOR MARLENE “MO” MORRIS

Mo Morris is an award-winning filmmaker and founder of Galewind Films, LLC. Her films have appeared on PBS, streaming platforms (e.g. iTunes, YouTube, Amazon, AppleTV), and in schools, universities and community centers internationally. The documentary film *From There, From Here* is an inspiring story about Luis Cortes Romero, a charismatic immigration attorney and DACA recipient, who is the first undocumented immigrant to argue a case at the United States Supreme Court. Her directorial debut feature, *A New Color* (Mill Valley Film Festival Audience Favorite award) about activist artist and educator Edythe Boone, was broadcast on PBS World's Emmy and Peabody award-winning America ReFramed series. The short film *Tomorrow We Carry On/Manana Seguimos* won best short documentary in the “Migrant Voices Today” Film Challenge at the San Diego Latino Film Festival. Mo Morris's approach to filmmaking is informed by ten years as an immigration attorney and decades of experience as a mediator and social justice organizer. She is a former Bay Area Video Coalition MediaMaker Fellow and winner of the CINE Golden Eagle Award.



## A BRIEF HISTORY OF CIVIL RIGHTS DACA AND THE DREAM ACT

In response to the failure of the DREAM Act legislation to pass both houses of Congress, President Obama initiated the immigration policy known as the Deferred Action for Childhood Arrivals in 2012. DACA provides a 2-year deferment from deportation actions and provides eligibility for a work permit. The requirements for participating in DACA are:

- Under the age of 31 as of June 15, 2012;
- Entered the United States by the 16th birthday;
- Continuous residence in the United States since June 15, 2007;
- Physically present in the United States on June 15, 2012 and at the time of the request for consideration under DACA
- Had no lawful status on June 15, 2012;
- Currently in school, graduated or obtained a certificate of complete from a high school, or have obtained a GED, or honorably discharged veteran of the Coast Guard or Armed Forces of the United States, and;
- Have not been convicted of a felony, significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety.

# BEFORE VIEWING ANTICIPATION GUIDE

## Directions:

The film you are about to watch showcases how undocumented attorney Luis Cortes Romero fights back and wins when ICE threatens 700,00 fellow Dreamers as the migrant crisis continues to be at the forefront of American consciousness and DACA remains under attack.

Read each statement below. If you agree with the statement, explain why in the left-hand box under the Agree column. If you disagree, explain why in the box under the Disagree column. If you can see both sides of the issue, then explain your rationale for each side in the appropriate box.

AGREE	STATEMENT	DISAGREE
	You can come to America and become American.	
	Immigrants make America great by enriching and strengthening the fabric of American life	
	Neither race nor place of birth should affect the opportunity for immigrant families to build a life together and stay together in America.	



# BEFORE VIEWING ANTICIPATION GUIDE

**AGREE**

**STATEMENT**

**DISAGREE**

DACA, or the Deferred Action for Childhood Arrivals, influences how a government entity views undocumented people and their experiences.

It makes no sense to deport talented young Dreamers, who for all intents and purposes, are Americans.

Dreamers who meet the requirements of DACA are "good" immigrants, while those who don't meet the requirements are "bad."

In a country that values home and family, it is not only cruel, but counterproductive, to separate families because of arbitrary laws.

# DURING VIEWING ELEMENTS OF DOCUMENTARY

## Directions:

The elements of documentary are the different types of sound and image used to explore the subject of the film. There are six basic elements that can be found in all documentaries, though a film might not use all of them. While viewing, use the chart below to record impactful moments and scenes from the film in the appropriate box based on what element of documentary filmmaking is used. Then, after viewing, briefly analyze which of the elements were used most effectively in this film.

NARRATION	ACTUALITY FOOTAGE	ARCHIVAL MATERIALS
Narration is the spoken word heard throughout a film. Sometimes the narrator is a person in the film, and sometimes it is a disconnected observer.	Actuality footage refers to the unscripted footage recorded in the making of the documentary.	Archival materials are the pieces of film, video, photographs, documents, and sound recordings that were created for other uses, prior to the documentary.
ON-SCREEN TEXT	INTERVIEWS	ANIMATIONS/REENACTMENTS
Text is often used throughout a documentary to provide important facts, identify people, and present additional information.	Interviews are the recorded conversations with a person who has some connection to, or knowledge about the subject of the film.	Documentaries will sometimes use animation or staged recreations of situations and events in order to tell a story.

Which of the elements of documentary filmmaking were used most effectively in this film?	Explain Your Reasoning

# AFTER VIEWING RESPONSE QUESTIONS

**Directions:**

Respond to each question, referring to specific scenes, events, and dialogue from the film as evidence for your interpretation.

1. According to the film, why has DACA been a game changer for so many undocumented young people in this country? How does it continue to offer hope and a path toward opportunity and freedom for Dreamers? Why does it remain controversial and under attack?

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2. As an undocumented immigrant and Dreamer, what obstacles did Luis Cortes Romero face on his path to becoming a lawyer in this country? What important similarities and differences are fellow Dreamers facing in their own pursuit of the American Dream?

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3. What did you learn about Daniel Ramirez from the film? What details of his story stood out to you and why was this such an important, groundbreaking case? How is it representative of the battle other young Dreamers are facing and fighting?

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4. What did the plaintiffs of the case Dulce Garcia vs. The United States have in common? What do they represent for the future of immigration in this country? Why were these individuals so important in the fight against rescinding DACA?

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## AFTER VIEWING RESPONSE QUESTIONS

5. When Luis Cortes Romero agreed to take on the case, he wanted to make sure that it didn't convey the message that Dreamers are the "good" immigrants and shouldn't have to continuously risk deportation, while immigrants who do not qualify for DACA are "bad" or less worthy of opportunities in this country. What are the dangers of this value judgment and how might this influence the general public's perspective? How do these labels affect the lived experiences of undocumented people in this country?

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6. Why is an undocumented lawyer's story of arguing a case for young Dreamers at the Supreme Court so significant? How is the subject of this documentary so timely and why is the story of the plaintiffs involved so important to consider going forward with immigration policy?

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7. Consider the effectiveness of the butterfly motif in the film. What does it symbolize and how does it connect and contribute to the message communicated in the film?

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8. Revisit your responses on the Anticipation Guide. Has your opinion on any statement changed? Explain what details from the movie either changed or affirmed your prior knowledge and beliefs.

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# EXTENSION ACTIVITY

## ISSUES, INDIVIDUALS, IMPACTS

### Directions:

1. Identify the central issue in the film and explain it in detail in the central box.
2. Select two individuals in the film or in real life who have a connection to that issue.
3. Identify three ways that issue impacts each individual, or ways that individual impacts the issue.

INDIVIDUAL ONE	ISSUE	INDIVIDUAL TWO
Impact 1:		Impact 1:
Impact 2:		Impact 2:
Impact 3:		Impact 3:

# AFTER VIEWING VALUES, IDENTITIES, ACTIONS

## Directions:

This thinking routine is for digging a little deeper into the rich, civic aspects of documentary film. Take some time to reflect more deeply on the film. Use the chart below to record your responses, citing evidence and examples from the film.

VALUES	
<p><b>What values does this film invite you to think about?</b> Values are kinds of things that people value – fairness, justice, safety, respect, traditions, a nation or group a person belongs to, creativity, culture, anything like that.</p>	

IDENTITIES	
<p><b>What is this film speaking about? Who is this film trying to speak to? These are not necessarily the same people.</b> Dig a little deeper with these questions: Is anyone left out of the story that should be in it? Do you fit into this story or not so much? How or why?</p>	

ACTIONS	
<p><b>What actions might this film encourage?</b> Actions could include doing something concrete or refraining from doing something, and just learning more about the issue. Dig a little deeper with these questions: Who's actions are already involved or could be – yours, others, what others? How or why?</p>	

A Thinking Routine Borrowed from Harvard Project Zero, Harvard Graduate School of Education  
<https://pz.harvard.edu/thinking-routines>

# EXTENSION ACTIVITY

## SO CHANGE IT! SOCIAL JUSTICE & YOUTH EMPOWERMENT

*From Here/From There (De Aqui/De Alla)* reminds us that the greatest civil rights victories in this country were not won by lawyers but by those stories the lawyers were able to tell. The film claims that when activism leads, the law follows. Imagine this is the moment you have the power and influence to shift America to the promise it's supposed to be.

**Task:** Develop and deliver a two-minute speech about an issue you feel passionately about. It's an opportunity for you to explore the issues impacting your own community, and make your voice heard about the change you would like to see.

**Prompt:** What is the most important issue facing your community?

**Step One:** Answer the following questions to explore an issue you are passionate about.

1. What are you most proud of in your community? This could be your school, city, society, or country?
2. What would you change in your community, if you could? List as many things as you can think of.
3. Now, choose the one you feel the most strongly about. Write it here and explain why you are so passionate about it.
4. Who is impacted by this issue?
5. Why should people care about addressing this issue?
6. What would it look like if this issue were addressed?

**Step Two:** Write your speech using persuasive appeals.

**Step Three:** Present your speech to the class.

**Step Four:** Consider continuing your social justice and youth empowerment work by turning your speech into a podcast or a longer article and submitting it to a news organization in your community.

## Suggested Structure

### Introduction

- Hook/Lead-In Statement-Introduction of Topic
- Three Main Points
- Thesis Statement/Claim

### Body

- First Point + Evidence + Discussion/Commentary
- Second Point + Evidence + Discussion/Commentary
- Third Point + Evidence + Discussion/Commentary

### Conclusion

- General Summary and Restatement of Thesis/Claim
- Restatement of Main Points/Argument
- Wrap-Up/Extension or Yes, And!

## **EXTENSION ACTIVITY: DIG DEEPER ON IMMIGRANT YOUTH-LED AND GRASSROOTS MOVEMENTS**

### **Directions:**

The film claims that what has brought about some of the most serious change in America is direct action by people, not congress, but by people. Research immigrant youth led and grassroots movements that you find on your own or that are mentioned in the film. Use the Reporter's Notebook to record your findings.

### **Prompt:**

How does the film reinforce the idea that when activism leads, the law might follow? How have these organizations and movements that you've researched play a big role in policy change?

### **Suggested Resources:**

United We Dream - Largest Immigrant Youth Network

<https://unitedwedream.org/who-we-are/our-story/>

Nakasec - Asian American Youth Leadership Network - Nakasec

<https://nakasec.org/>

UndocuBlack - A network and safe space for current and formerly undocumented Black immigrants to thrive

<https://undocublack.org/>

Familia TQLM - Trans Queer Liberation Movement

<https://famiatqlm.org/programs/>

FWD.US Policy Reports - What happens if DACA ends?

<https://www.fwd.us/news/what-if-daca-ends/>

Make the Road New York - Organizing for Dignity and Justice For Immigrant Families

<https://maketheroadny.org/issue/immigration/>

Direct service scholarship resources

<https://www.thedream.us/>

Immigrants Rising - Direct service for mental health, legal, entrepreneurial support

<https://immigrantsrising.org/>

Presidents Alliance - News and Issues affection DACA and Dreamers

[https://www.presidentsalliance.org/issues/?fwp\\_post\\_categories=daca-and-dreamers](https://www.presidentsalliance.org/issues/?fwp_post_categories=daca-and-dreamers)



# EXTENSION ACTIVITY

## REPORTER'S NOTEBOOK

Research Topic:

Source:

Identify the issue, situation, story, or dilemma here:

	WHAT I LEARNED/WHAT IS CLEAR	WHAT I NEED TO RESEARCH FURTHER
<b>FACTS &amp; EVENTS</b> What happened?		
<b>THOUGHTS &amp; FEELINGS</b> How did the people involved think or feel about it?		

My Best Judgment on the Issue:

# EXTENSION ACTIVITY

## IMMIGRATION REFORM

**Directions:** Dig a little deeper into the requirements for participating in DACA. Review the list and consider the legislation that provides a 2-year deferment from deportation actions and provides eligibility for a work permit.

**Prompt:** In a country that prides itself on the values of home and family, this legislation isn't enough for undocumented immigrants to live without the fear of deportation and being separated from home and family. This means there is an urgent need for comprehensive and compassionate immigration reform. How would you change or modify the requirements as they are right now? Rewrite the legislation, outlining a new version of a DREAM Act as you envision it. Your immigration policy should include a descriptive overview with objectives or goals, and requirements for participating in the program as an undocumented immigrant.

### A Brief History of Civil Rights: DACA and the DREAM Act

In response to the failure of the DREAM Act legislation to pass both houses of Congress, President Obama initiated the immigration policy known as the Deferred Action for Childhood Arrivals in 2012. DACA provides a 2-year deferment from deportation actions and provides eligibility for a work permit. The requirements for participating in DACA are:

- Under the age of 31 as of June 15, 2012;
- Entered the United States by the 16th birthday;
- Continuous residence in the United States since June 15, 2007;
- Physically present in the United States on June 15, 2012 and at the time of the request for consideration under DACA
- Had no lawful status on June 15, 2012;
- Currently in school, graduated or obtained a certificate of complete from a high school, or have obtained a GED, or honorably discharged veteran of the Coast Guard or Armed Forces of the United States, and;
- Have not been convicted of a felony, significant misdemeanor, or three or more misdemeanors, and do not otherwise pose a threat to national security or public safety.



# EXTENSION ACTIVITY

## FILM REVIEW

### Directions:

After watching the documentary feature *From Here/From There (De Aqui/De Alla)*, write a review of the film.

While a film review is an evaluation of a movie, it is not simply a viewer-response expressing the writer's feelings about the film. Instead, a film review attempts to do three things for the reader:

1. **Summarize** what the film is about (the story)
2. **Interpret** the film/filmmakers' intended meaning (the themes and claims)
3. **Evaluate** whether the film is successful in expressing the intended meaning (its effectiveness in conveying the themes and claims)

A review will support its perspective with evidence from the film, such as descriptions of important moments, characters, and scenes.

## Suggested Structure

### Introduction

- Introduce the film: title, director, and any relevant credentials (award wins for the film, other films by the director, origins for the film's story, etc.).
- Summarize what the film is about - briefly, and without any "spoilers" that give away plot twists and surprises.

### Body

- Offer an interpretation of what the film/director is trying to say through this story. In other words, what is the film's theme, message, or primary claim?

### Conclusion

- Evaluate whether the film is successful or not in conveying its intended message.
- Identify who the intended audience is and how effective the film is in meeting their needs. Is the film for a particular age group or social group?

Final Tip: Make sure to include some critical appraisal of the film in the first and last sentence, but try to weave it throughout the review as well.



# ABOUT FILM FESTIVALS



A post-screening Q&A at the DocLands Documentary Film Festival.

## What is a film festival?

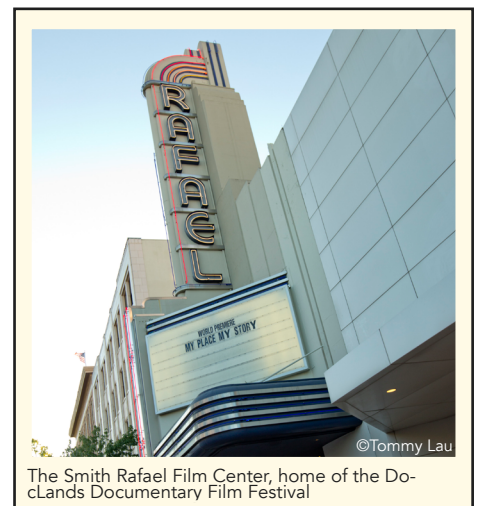
A film festival is an event in which multiple movies are presented over the course of one or several days. Depending on the size of the festival, all of the screenings may take place in a single theater or may involve multiple venues throughout a city. Festivals also include special events like panel discussions with filmmakers and actors. Typically, filmmakers submit their works to a festival, where a team of curators selects the best entries for inclusion in the festival. For independent and international filmmakers, festivals are often an important way to raise awareness of a film, generate an audience, and/or attract a studio to purchase the rights to distribute a film in a wide-

er release. Acceptance into a major festival can add significant prestige to a film, with some festival awards (such as the Cannes Film Festival's Palme d'Or) considered among the highest honors a film can receive.

There are many film festivals throughout the world, with some focusing on particular themes, such as highlighting LGBTQ films/filmmakers, specific cultural groups, or particular genres. While some of the more famous festivals may be in distant locations, there are hundreds of small festivals spread through every corner of the world and, increasingly, festivals are using streaming access to make it easier for the public to view their curated programs.

## History of the DocLands Documentary Film Festival

Presented by the California Film Institute, DocLands is a vibrant celebration of nonfiction storytelling held annually in Marin County, California. Expanding upon the exchange of ideas and inspiration through captivating screenings, networking, and engaging conversations, DocLands strives to foster dialogue, inspire connections, and build an inclusive community around the art of documentary filmmaking. DocLands aims to illuminate filmmakers' diverse perspectives and ignite a passion for exploring real-world issues by showcasing compelling stories and the thought-provoking insights behind them. Join us as we embark on a journey to discover, connect, and celebrate the power of documentary cinema.



The Smith Rafael Film Center, home of the DocLands Documentary Film Festival

## Questions to Consider:

1. What is the purpose of a film festival? What are the benefits for filmmakers? For the audience? For the community?
2. How might the films at a festival differ from the films available to watch at your local movie theater?
3. What qualities do you think festival curators might look for in a film? If you are watching a festival film with a class/school group, what aspects of the film do you think made it appealing to the curators?

## Get Involved!

Many film festivals have student film categories. If you are a filmmaker, explore FilmFreeway ([www.filmfreeway.com](http://www.filmfreeway.com)) for a database of worldwide film festivals where you can submit your film. California Film Institute also offers many opportunities for volunteering at the annual DocLands Documentary Film Festival and Mill Valley Film Festival. Find out more at <https://www.cafilm.org/volunteer/>.