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Herman Wallace was one of the longest-serving prisoners in solitary confinement in the United States—having spent more than 40 years in a 6-by-9-foot cell in Louisiana. Imprisoned in 1967 for a robbery he admits, he was subsequently sentenced to life for a killing he vehemently denies. *Herman’s House* is a feature documentary that follows the unlikely friendship between Herman Wallace and artist Jackie Sumell as they collaborate on an acclaimed art project exploring issues of home, justice and punishment in the United States.

**ABOUT THE FILMMAKER**

**ANGAD BHALLA**

**DIRECTOR**

Angad Bhalla uses film to highlight voices we rarely hear. After spending months with Indian villagers who had been resisting an alumina project backed by Alcan, a Canadian-based company, Angad produced his first independent film, *U.A.I.L. Go Back*, which was used as an organizing tool to pressure Alcan over its involvement. Angad has since produced videos for groups including Human Rights Watch and the Global March Against Child Labor. His short documentary on the lives of Indian street artists, *Writings on the Wall*, garnered awards at Worldfest Houston and the Columbus Film and Video Festival and was broadcast nationally on Canada’s Bravo! Network, India’s NDTV, and internationally on Al Jazeera English. *Herman’s House* is Bhalla’s first feature documentary.

**ABOUT THE CURRICULUM WRITER**

Christine Peng is a filmmaker and educator who has spent the past fourteen years foregrounding urgent and untold stories. Her recent films include *From Four Directions*, an exploration of the intersections of personal and national narratives in the Taiwanese diaspora, and *Atenco Vive*, a documentary chronicling an indigenous community’s resistance against efforts to displace residents of San Salvador Atenco in Mexico. Christine has helped produce films, write curriculum, and develop media arts programs for numerous institutions including A&E Television, Firelight Media, Global Action Project, Brooklyn Children’s Museum, Harlem Children’s Zone/ TRUCE, Sadie Nash Leadership Project, and the Maysles Documentary Center where she serves as the Education Director spearheading documentary programs that promote innovative storytelling and civic engagement.
Solitary confinement is the practice of isolating inmates in closed cells that measure, on average, 6 x 9 feet, for 22 to 24 hours a day. Meals generally come through slots in the solid steel doors, as does any communication with prison staff. Individuals in solitary confinement may be denied visits, telephone calls, television, reading materials, and art supplies. According to Solitary Watch, solitary confinement has become a control strategy of the first resort in many prisons, in which individuals can be placed in complete isolation for non-violent acts including ignoring orders, using profanity, participating in a work stoppage, or seeking to challenge prison conditions.

Before his passing on October 4, 2013, Herman Wallace, 71, was one of the longest-serving prisoners in solitary confinement in the United States—having spent more than 40 years in a 6-by-9-foot cell in the Louisiana State Penitentiary, the largest maximum-security prison in the country. The prison farm, previously a plantation called ‘Angola’ named after the home country from where the slaves were brought, was once known as the “bloodiest prison in America.”

In 1971, Herman Wallace, along with Albert Woodfox and Robert King, established the Angola Chapter of the Black Panther Party, the first prison chapter organizing to improve conditions on the inside. In 1972, Wallace and Woodfox were convicted for the murder of a prison guard, and King for another murder, landing all three in solitary confinement despite lack of evidence connecting them to the crimes. Claiming unjust prosecution for their attempt to improve prison conditions, the three men would come to be known as the political prisoners ‘Angola 3.’

Human Rights Watch estimates that approximately 20,000 prisoners are held in Supermax prisons, which are facilities dedicated to solitary confinement or near-solitary, and that at least 80,000 men, women and even children are being held in solitary confinement on any given day in US jails and prisons. A 2011 New York Bar Association study suggested that Supermax prisons constitute “torture under international law” and “cruel and unusual punishment under the U.S. Constitution.” Globally, the United States leads the world in producing prisoners—accounting for nearly a quarter of the world’s prisoners while making up less than five percent of the world’s population.

FILM IN CONTEXT

KEY WORDS

SOLITARY CONFINEMENT
The placement of an inmate in a Federal or state prison in isolation from other inmates, typically in closed cells that measure 6 x 9 feet, for 22 to 24 hours a day.

PRISON FARM
A correctional facility where inmates are forced to labor directly for the government or are leased to private entities to do manual labor such as agriculture, logging, or fishing. Other non-agricultural prison labor can include making license plates or data processing.

SUPERMAX PRISON
Short for “super-maximum security,” these are prison facilities dedicated to solitary confinement or near-solitary conditions for inmates.

CRUEL AND UNUSUAL PUNISHMENT
Punishment prohibited by the 8th Amendment to the U.S. Constitution; includes torture, degradation, or punishment exceeding the crime committed.

THE BLACK PANTHERS
Also known as the Black Panther Party for Self-Defense, was a revolutionary organization from the 1960s through the 1980s that believed in serving the needs of the oppressed in their communities and affecting change through a range of programs designed to raise consciousness, educate people on their rights, alleviate poverty, and support the self-determination of all black and oppressed people.

ANGOLA 3
Refers to Herman Wallace, Albert Woodfox, and Robert King—three inmates in the Louisiana State “Angola” Penitentiary, who were placed in solitary confinement in 1972 when Wallace and Woodfox were convicted for the murder of a prison guard, and King for another murder, despite lack of evidence connecting them to the crimes. The three men and their network of supporters claim the unjust prosecution is punishment for their role in establishing the Angola Chapter of the Black Panther Party, the first prison chapter organizing to improve conditions from the inside.

POLITICAL PRISONER
A person who has been imprisoned for holding or advocating dissenting political views.

PRISON-INDUSTRIAL COMPLEX
A term used to attribute the escalating expansion of the US inmate population to the overlapping interests of government and private entities that prioritize incarceration as the solution to social, political and economic issues. Central to this is the manner in which media, law enforcement, the criminal justice system, and private corporations frame and benefit from the narrative around criminalization and punishment.
RESTORATIVE JUSTICE
An approach to justice that considers crime and wrongdoing to be an offense against an individual or community, rather than the state, thereby emphasizing a process where victims, offenders, and community members are encouraged to participate in identifying the harm that has occurred, and propose steps to “repair the harm.”

BEYOND WALLS
Solitary confinement is the practice of isolating inmates in closed cells for 22 to 24 hours a day, virtually depriving them of any human contact for any given period of time. What types of challenges must prisoners face when placed in solitary confinement? Why do you think Jackie was moved to connect with Herman? In what ways did Herman and Jackie’s friendship and artistic collaboration defy this imposed isolation? Do you know of other situations in which a person or a group can become isolated—physically, culturally, socially, economically? What is the role of art in going beyond walls?

DEFINING CRIME AND PUNISHMENT
The Bureau of Justice Statistics has shown that Louisiana has the highest rate of imprisonment in the United States, including being one of nine states where prisoners are serving life without parole sentences for non-violent offences. Louisiana is also the third poorest state in the nation. In what ways does poverty affect issues of crime and punishment in our judicial system? Do you think there is any correlation between speaking out and punishment? What does an ideal justice system look like? Who should be involved in determining crime and punishment?

FAMILY
In the film we learn of both Herman and Jackie’s biological and chosen families. What effect does Herman’s imprisonment and solitary confinement have on his biological and chosen family? How do Jackie’s family relations evolve while working on this project with Herman? What other pressures are affecting their biological and chosen families (i.e. hurricane, poverty, death of family members, domestic abuse)? What types of relationships do you have with biological and chosen family? What pressures affect your family, and how do you overcome them?

HOME AND FREEDOM
By sharing his vision of a dream home, we come to understand what Herman has been through and what he believes in. How does Herman’s notion of home change over the course of his life? Where does freedom exist in Herman’s vision of home? How does sharing visions of home bring people together? Are there instances where notions of home divide or exclude people?

STANDING UP FOR THE TRUTH
Herman risks losing his relationship with his sister Vickie, his closest and most loyal family member, by publicizing her son’s confession to a murder so that an innocent man is not wrongly convicted. If you were in Herman’s shoes, what would you have done? Were there other instances in Herman’s life where he chose to “do the right thing”? Have you ever done something you felt was right, despite the difficulty or potential consequences?

VIDEO MODULES

1. WHAT KIND OF HOUSE DOES A MAN IN SOLITARY DREAM ABOUT
   (00:02:43 - 00:06:25)

2. FOR GUESTS TO BE ABLE TO SMILE
   (00:08:14 - 00:10:07)

3. DEFINING CRIME AND PUNISHMENT
   (00:13:45 - 00:18:56)

4. FAMILY AND PRESSURES
   (00:22:40 - 00:27:20)

5. HOW FAR WE’VE COME
   (00:39:35 - 00:44:17)

6. THE RIGHT THING TO DO
   (00:45:18 - 00:48:50)
Human Rights Watch estimates that approximately 20,000 prisoners are held in Supermax prisons, which are facilities dedicated to solitary confinement or near-solitary conditions, and that at least 80,000 men, women and even children are being held in solitary confinement on any given day in US jails and prisons. This lesson introduces the practice and ethical concerns of solitary confinement by asking students to relate it to their own understandings of home.

PART A WHAT IS HOME?

When you think of the concept of “home,” what comes to mind? What does it look like? How does it feel? Is home a physical place for you? How do relationships, your racial make-up, ethnicity, gender, sexuality, and family history affect your idea of home?

Take a few minutes to draw or free write what home means to you. After students are done, have them tape up their drawings and free writes around the room, and ask students to silently walk around and look at each other’s pieces.

Discuss
• Were there any similarities in the drawings and free writes that stood out to you?
• Any differences that you noticed?
• Do you think there are any universal concepts of home?
• Do ideas of home bring us closer, or keep us apart?
• Can your concept of home be altered by external factors (i.e. other people, economics, current events, etc)?

PART B BEYOND WALLS

Make a 6 x 9 foot rectangle with masking tape on the floor.

Ask students if they are familiar with the term solitary confinement. Explain that solitary confinement is the practice of isolating inmates in closed cells that measure, on average, 6 x 9 feet, for 22 to 24 hours a day. Imposed at the discretion of prison staff, individuals may be sent to solitary confinement and denied visits, telephone calls, reading materials, and other activities for an indefinite period of time.

Have students look at the 6 x 9 foot rectangle on the floor and imagine it is their physical home for an indefinite period of time.

Discuss
• How does physical space affect your relationship to home?
• What elements from your initial drawing/ free write would you be able to hold onto in a limited physical space such as this?
• What would you do, and what would you need, to maintain your connection to home?
• Do you think it is ethical to keep a person locked up in these conditions?
In this lesson we will explore the experiential and statistical impact of incarceration in the United States, and reflect on our society’s approach to defining crime and punishment.

**PART A IMPACT OF INCARCERATION**

Hand out the “Layers of Impact Worksheet” and explain that students are going to explore the impact of incarceration in our lives and in society.

In the layer labeled “Individuals”, ask students to name individuals impacted by incarceration (i.e. inmates, families, guards, educators, etc).

In “Institutions,” ask students to name organizations and other entities that are connected to prisons (i.e. courts, police, schools, government, social services, media, corporations, activist organizations, etc)

In “Ideas,” ask students to identify larger concepts that are associated with individuals and institutions impacted by incarceration (i.e. fear, violence, racism, war on drugs, crime, money, etc).

When students are finished, have them share one layer at a time, discussing:

- What are the different ways in which the individuals named are impacted by incarceration? How would you characterize their relationships to each other? Any differences that you noticed?
- How do the various institutions approach their work with the prison system? Are there similarities in their approach? Differences?
- What do the ideas mentioned tell us about how we perceive incarceration in our society? Where do these ideas come from?
- Are there questions or thoughts about incarceration that are not commonplace in our society?

**PART B BEING NUMBER ONE**

Let students know that the world’s prison population is currently about 8 million.

Write the following numbers on a whiteboard/ chalkboard. How many people do you think are locked up in United States right now? Take guesses from students.

200,000 (two hundred thousand)

2.3 MILLION (two point three million)

4.9 MILLION (four point nine million)

6.9 MILLION (six point nine million)

The answer is 2.3 million, meaning the US holds 1/4 of the world’s prison population, while making up less than 5% of the world’s world general population. The US has the highest rate of incarceration, locking up people faster than any other country in the world.

All the numbers have history behind them. Can anyone guess what each signifies?
200,000 represents the number of people that were locked up in the U.S. in 1970. In 30 years, the prison population has increased from 200,000 to 2 million, a 1000% jump.

4.8 million represents the number of people who are on parole or probation.

6.9 million represents the number of people locked up and people on parole or probation.

Discuss
• Why do you think the US has so many people locked up?
• Who do you think fills up our prison system?

PART C CRIME AND PUNISHMENT
Have students read an article about cities that have passed laws allowing the incarceration of homeless people sleeping on streets.

Examples:
Tampa, Florida
www.alternet.org/tampa-florida-homeless-people-thrown-jail-forsleeping

Columbia, South Carolina
www.huffingtonpost.com/2013/08/22/columbia-south-carolina-criminalizes-homelessness_n_3795397.html

Discuss
• In what ways does poverty affect issues of crime and punishment in our judicial system? (i.e. being criminalized for being poor, legal counsel lacking adequate resources to properly defend client, etc)
• What does an ideal justice system look like? Who would be involved in defining crime? Who would be involved in determining the system of accountability?
Before his passing on October 4, 2013, Herman Wallace was one of the longest-serving prisoners in solitary confinement in the United States—having spent more than 41 years in a 6-by-9-foot cell in the Louisiana State Penitentiary, the largest maximum-security prison in the country. In this lesson, students will explore the ways in which Herman’s past experiences shaped his circumstances and paved the way for the vision he has of his future.

**PART A**  **BODY LIFE CHART**

Screen Video Module 1 - “What Kind of House Does a Man in Solitary Dream About” (00:02:43 - 00:06:25), Video Module 2 - “For Guests To Be Able To Smile” (00:08:14 - 00:10:07)

Discuss

• What types of media, people, ideas influenced Herman over the course of his life?
• How have Herman and Jackie impacted each other’s lives through their friendship and artistic collaboration?

Hand out Body Life Chart. Have students fill out influences from their past, as well as their future vision for themselves. Have students share with a partner when they finish.

**PART B** **WALL OF REVOLUTIONARY FAME**

Break students up into 5 groups. Have each group research one of Herman’s portraits from his wall of revolutionary fame - Gabriel Prosser, Denmark Vesey, Nat Turner, John Brown and Harriet Tubman.

Have each group report back on their chosen historical figure.

Discuss

• What does it mean to be revolutionary?
• Why do you think Herman chose these specific figures for his wall?
• What pressing social injustices remain today?
• What strategies exist for people committed to progressive social change?
• Who is on your wall of revolutionary fame, and why?

**Extension Activity: Your Wall of Revolutionary Fame**

Have students create a poster, or series of posters, of people they would place on their revolutionary wall of fame. You can choose to share with your students the work of Emory Douglas, Minister of Culture for the Black Panther Party, whose graphic art was featured prominently in The Black Panther newspaper in the 1960s and 1970s.

Once complete, hang the posters for other students and teachers to see.
POST-SCREENING LESSON 4

AFFECTING CHANGE

Time: 60 minutes

Tools: Paper, Pens/Colored Pencils, Black Panther Ten Point Plan (Handout), Computer with Internet and Printer (optional), Glue, Markers, Magazines and art supplies for collage activity (optional), Mozilla Popcorn (optional), Video Module 3- “Defining Crime and Punishment” (00:13:45 - 00:18:56), Video Module 4- “Family and Pressures” (00:22:40 - 00:27:20), Video Module 5- “How Far We’ve Come” (00:39:35 - 00:44:17), Video Module 6- “The Right Thing to Do” (00:45:18 - 00:48:50)

The Black Panther Party for Self-Defense was a revolutionary organization in the 1960s-1980s that believed in serving the needs of the oppressed people in their communities and affecting change through a range of programs designed to raise consciousness, educate people on their rights, alleviate poverty, and support the self-determination of all black and oppressed people.

PART A EMPOWERED/ DIEMPOWERED

Ask students to spend a few minutes thinking of one moment when they felt empowered, and one moment where they felt disempowered. The empowered moment can be something they accomplished, something they stood up for, something they received. The disempowered moment can be something that happened in their family, from a stranger, at school, in the street. What was each experience, and how did they feel? What did they do in each circumstance?

Have them draw or free write each experience. Once students are finished, ask a few people to share what they wrote.

Discuss
• Was it easier to think of one type of experience over the other?
• How have these experiences shaped who you are today?
• Are there other stories of empowerment or disempowerment from history that have had an impact on you?

PART B MAKING A PLATFORM

The Angola 3 and their community of supporters claim they were placed in solitary confinement as a result of their efforts to organize and improve the conditions inside Angola Prison.

As a class read The Black Panther Party’s Ten Point Platform out loud.

Discuss
• How do you think the original principles of The Black Panther Party’s Ten Point Platform would be adapted to reflect the needs and demands of inmates facing inhumane prison conditions?
• Given the restrictive environment and constant surveillance in prisons, how do you think inmates can organize for change?
• Can you think of any instances in history where individuals or groups were facing injustice and deplorable conditions but were able to change their situations?
PART C ART FOR CHANGE

Herman’s House, released in July 2013, was the third film to come out about the Angola 3 case - the others were 3 Black Panthers and The Last Slave Plantation, released in 2006, and In The Land of the Free, released in 2010.

On October 1, 2013 - Herman Wallace was finally released from prison after 41 years of being in solitary confinement.

Discuss

• What do you think was the impact of Jackie and Herman’s artistic collaboration in light of these other art projects about the Angola 3 case?
• Are there particular art mediums or forms of expression that you feel are most effective to advocate for social change? Explain.

Chose from one of the activities below to further engage with the information and ideas explored through this film.

Write a letter for Amnesty International’s (http://www.amnestyusa.org) campaign calling for the release of Albert Woodfox, the last remaining Angola 3 member still in solitary confinement, or write a letter to advocate more broadly for an end to solitary confinement.

Make a collage reflecting your thoughts on solitary confinement, the prison industrial complex, or the concept of political prisoners. Begin by free writing some words and images that come to mind, then source the images on the Internet and print them out.

Create a video response of your thoughts and opinions about solitary confinement, or specifically on the case Albert Woodfox. For classrooms equipped with Internet, try using Mozilla Popcorn (https://popcorn.webmaker.org) to create your video.

Develop your Ten Point Platform for a just and fair world today.
RESOURCES FOR STUDENTS & TEACHERS

FURTHER READING
IF YOU ARE INTERESTED IN LEARNING MORE ABOUT SOME OF THE ISSUES PRESENTED IN THE FILM, CHECK OUT THESE BOOKS.

Jailhouse Lawyers: Prisoners Defending Prisoners v. The USA By Mumia Abu-Jamal
Award-winning journalist and death-row inmate Mumia Abu-Jamal presents the stories and reflections of fellow prisoners-turned-advocates who have learned to use the court system to represent other prisoners—many uneducated or illiterate—and in some cases, to win their freedom.

The New Jim Crow: Mass Incarceration in the Age of Colorblindness By Michelle Alexander
As the United States celebrates its “triumph over race” with the election of Barack Obama, the majority of black men in major urban areas are under correctional control or saddled with criminal records for life. The New Jim Crow is an account of the rebirth of a caste-like system in the United States, one that has resulted in millions of African Americans locked behind bars and then relegated to a permanent second-class status—denied the very rights supposedly won in the Civil Rights Movement.

Soledad Brother: The Prison Letters of George Jackson
A collection of Jackson’s letters from prison, Soledad Brother is an outspoken condemnation of the racism of white America and a powerful appraisal of the prison system that failed to break his spirit but eventually took his life. Jackson’s letters make palpable the intense feelings of anger and rebellion that filled black men in America’s prisons in the 1960s. But even removed from the social and political firestorms of the 1960s, Jackson’s story still resonates for its portrait of a man taking a stand even while locked down.

FURTHER WATCHING
IF YOU LIKED THIS FILM, YOU MIGHT ALSO LIKE SOME OF THESE OTHER FILMS.

In the Land of the Free (2010)
A feature documentary that examines the story of Herman Wallace, Albert Woodfox and Robert King, known as the Angola 3, who appear to have been targeted by the prison authorities for being members of the Black Panther Party.

What We Want, What We Believe: The Black Panther Party Library (2006)
Formed in 1967, the Newsreel film collective was dedicated to chronicling and analyzing current events. In their time, they produced more than three dozen films throughout the US and abroad. By working directly with the Black Panthers, Newsreel was able to explore realities often ignored by traditional media outlets, while producing documents that the Panthers could use in organizing their own communities. The results speak for themselves and stand as true testimonials to the spirit of community self-defense and political savvy the Panthers are celebrated--and were targeted--for.

The Murder of Fred Hampton (1971)
This film began as a portrait of Hampton and the Illinois Black Panther Party, but halfway through the shoot, Hampton was murdered. In an infamous moment in Chicago history and politics, over a dozen policeman burst into Hampton’s apartment while its occupants were sleeping, killing Hampton and fellow Panther Mark Clark and brutalizing the other occupants. Filmmakers Mike Gray and Howard Alk arrived a few hours later to shoot film footage of the crime scene that was later used to contradict news reports and police testimony. Recently restored The Murder of Fred Hampton is a chilling slice of American history.

Central Park Five (2012)
The Central Park Five tells the story of the five black and Latino teenagers from Harlem who were wrongly convicted of raping a white woman in New York City’s Central Park in 1989. The film chronicles The Central Park Jogger case, for the first time from the perspective of these five teenagers whose lives were upended by this miscarriage of justice.
GET INVOLVED
CRAVING MORE HANDS ON EXPERIENCE? CHECK OUT THESE ORGANIZATIONS.

Solitary Watch
A web-based project aimed at bringing the widespread use of solitary confinement out of the shadows and into the light of the public square.
solitarywatch.com

The Innocence Project
A national litigation and public policy organization dedicated to exonerating wrongfully convicted people through DNA testing and reforming the criminal justice system to prevent future injustice.
innocenceproject.org

Critical Resistance
A national organization dedicated to opposing the expansion of the prison industrial complex
criticalresistance.org

Center for Court Innovation
A public/private partnership between the New York State Unified Court System and the Fund for the City of New York that helps the justice system aid victims, reduce crime, strengthen neighborhoods, and improve public trust in justice.
courtinnovation.org
BLACK PANTHER PARTY’S TEN POINT PLAN

1. We want freedom. We want power to determine the destiny of our black and oppressed communities. We believe that Black and oppressed people will not be free until we are able to determine our destinies in our own communities ourselves, by fully controlling all the institutions which exist in our communities.

2. We want full employment for our people. We believe that the federal government is responsible and obligated to give every person employment or a guaranteed income. We believe that if the American businessmen will not give full employment, then the technology and means of production should be taken from the businessmen and placed in the community so that the people of the community can organize and employ all of its people and give a high standard of living.

3. We want an end to the robbery by the capitalists of our black and oppressed communities. We believe that this racist government has robbed us and now we are demanding the overdue debt of forty acres and two mules. Forty acres and two mules were promised 100 years ago as restitution for slave labor and mass murder of Black people. We will accept the payment in currency which will be distributed to our many communities. The American racist has taken part in the slaughter of our fifty million Black people. Therefore, we feel this is a modest demand that we make.

4. We want decent housing, fit for the shelter of human beings. We believe that if the landlords will not give decent housing to our Black and oppressed communities, then housing and the land should be made into cooperatives so that the people in our communities, with government aid, can build and make decent housing for the people.

5. We want decent education for our people that exposes the true nature of this decadent American society, we want education that teaches us our true history and our role in the present-day society. We believe in an educational system that will give to our people a knowledge of the self. If you do not have knowledge of yourself and your position in the society and in the world, then you will have little chance to know anything else.

6. We want completely free health care for all black and oppressed people. We believe that the government must provide, free of charge, for the people, health facilities which will not only treat our illnesses, most of which have come about as a result of our oppression, but which will also develop preventive medical programs to guarantee our future survival. We believe that mass health education and research programs must be developed to give all Black and oppressed people access to advanced scientific and medical information, so we may provide ourselves with proper medical attention and care.

7. We want an immediate end to police brutality and murder of black people, other people of color, all oppressed people inside the United States. We believe that the racist and fascist government of the United States uses its domestic enforcement agencies to carry out its program of oppression against black people, other people of color and poor people inside the United States. We believe it is our right, therefore, to defend ourselves against such armed forces and that all Black and oppressed people should be armed for self defense of our homes and communities against these fascist police forces.

8. We want an immediate end to all wars of aggression. We believe that the various conflicts which exist around the world stem directly from the aggressive desire of the United States ruling circle and government to force its domination upon the oppressed people of the world. We believe that if the United States government or its lackeys do not cease these aggressive wars it is the right of the people to defend themselves by any means necessary against their aggressors.

9. We want freedom for all black and oppressed people now held in U. S. federal, state, county, city and military prisons and jails. We want trials by a jury of peers for all persons charged with so-called crimes under the laws of this country. We believe that the many Black and poor oppressed people now held in United States prisons and jails have not received fair and impartial trials under a racist and fascist judicial system and should be free from incarceration. We believe in the ultimate elimination of all wretched, inhuman penal institutions, because the masses of men and women imprisoned inside the United States or by the United States military are the victims of oppressive conditions which are the real cause of their imprisonment. We believe that when persons are brought to trial they must be guaranteed, by the United States, juries of their peers, attorneys of their choice and freedom from imprisonment while awaiting trial.

10. We want land, bread, housing, education, clothing, justice, peace and people’s community control of modern technology. When, in the course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are most disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpation, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security.
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<th>PAST EXPERIENCES</th>
<th>FUTURE VISION</th>
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<td>Eyes</td>
<td>What you’ve seen in life that shaped who you are.</td>
<td>What you want to see in the future, visions you have for your community.</td>
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<td>Ears</td>
<td>What you heard in life that influenced you (music, speech, quotes).</td>
<td>What do you want the next generation to hear that will positively influence them?</td>
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<td>Head</td>
<td>People, teachers, ideas that have had a big impact on you.</td>
<td>How would you like to make an impact on people?</td>
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<td>Heart</td>
<td>Important people, relationships, things that you love who make you who you are.</td>
<td>What type of love will you need to flourish in your future?</td>
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<td>Hand</td>
<td>What have you created or built?</td>
<td>What do you want to create or build?</td>
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<td>Muscles</td>
<td>What are your sources of inspiration, support, strength, and power?</td>
<td>How will you continue to grow and build on who you are?</td>
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<td>Liver</td>
<td>Where our bodies store the toxic stuff. What are some unhealthy things you have struggled with in your life?</td>
<td>What challenges are in the way of you reaching your dreams?</td>
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<td>Feet</td>
<td>Real and symbolic places you feet have taken you that shape who you are.</td>
<td>Places you’re trying to get to in life.</td>
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IDES
Concepts that are associated with individuals and institutions impacted by incarceration

INSTITUTIONS
Organizations and other entities that are connected to prisons

INDIVIDUALS
People impacted by incarceration
TRIBECA YOUTH SCREENING SERIES® STAFF

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ABOUT TRIBECA YOUTH SCREENING SERIES®
Tribeca Youth Screening Series® is a media literacy program begun in 2006 by the Tribeca Film Institute®. The academic year is divided into two series, screened from September through June in partnership with national and neighborhood partners. These screenings are augmented by in-class sessions led by a Tribeca Teaching Artist, who works with a film-specific curriculum written and edited by a team formed through Tribeca Film Institute®. Schools are selected based on relationship, location, and need; in 2012 we will be working in eight schools in New York and New Jersey. Connect and download free curricula at TRIBECAFILMINSTITUTE.ORG

ADDITIONAL PROGRAM SUPPORT PROVIDED BY:

Honorable Margaret S. Chin,
New York City Council

The Tribeca Film Institute® (TFI) is a year-round nonprofit arts organization that empowers working filmmakers through grants, professional development and resources, while also helping New York City students discover independent film and filmmaking.