

LEGACY STORYTELLING UNIT



LEVEL

These lesson plans may be used and adapted for students in middle school, high school and college courses.

TELLING THE STORIES OF FAMILY & COMMUNITY

This curriculum uses the film to inspire students to tell the stories of their own families and communities. It is designed so all can participate. Some students may not have access to grandparents or parents, but everyone belongs to one or more communities. Students simultaneously learn about history while learning valuable information and lessons about their own family and community. In these activities, students practice critical thinking and develop research and journalism skills. The story of Governor Pat Brown, as told by his granddaughter, examines the ways that his personal life and values intersected with important social, political and environmental events and issues including civil rights, national and international politics, water and farming policies, and education. In the same way that *California State of Mind: The Legacy of Pat Brown* portrays a life lived in a specific time and place in history, we encourage participants to think about how their subjects' lives are a product of a time and place, shaped by and grounded in history.

By exploring historical time and geographical place, students can better understand the conditions and legacies of past generations. Students are asked to make political, economic, environmental, and cultural connections. For young and old this is an opportunity to look at the ways that outside forces influence choices. For some students this will mean investigating an immigration story, or researching how the absence or presence of civil rights, work, and educational opportunities created barriers or possibilities for a family or community member. For others it might mean examining how a clean or polluted environment, a government policy or current events such as war, affected the subjects of their stories. All will sharpen research and investigation skills while immersing themselves in activities that allow them to uncover and share their own stories.

SUMMARY OF ACTIVITIES

Use the sequential activities under the LEGACY STORYTELLING PROJECT to build up to a final project. Use the SHORT STORYTELLING ACTIVITIES for a one class activity plus an optional homework or field activity. Combine activities from both sections depending on the needs of your students.

LEGACY STORYTELLING PROJECT	SHORT STORYTELLING ACTIVITIES
Intro to Storytelling Instructions (pg.2) <ul style="list-style-type: none">• <i>Storytelling in the Film Activity</i> (pg.3)• <i>Storytelling Terms & Brainstorm Activity</i> (pg.4)	What's in a Name? Instructions (pg.19) <ul style="list-style-type: none">• <i>What's In A Name? Activity</i> (pg.20)
Storytelling Toolbox Instructions (pg.5) <ul style="list-style-type: none">• <i>Storyteller Toolbox Handout</i> (pg.6)	Family Portrait Instructions (pg.21) <ul style="list-style-type: none">• <i>Family Portrait Activity</i> (pg.22)
Historical Context Instructions (pg.7) <ul style="list-style-type: none">• <i>Pat Brown Timeline Handout</i> (pg.8)• <i>Historical Context Activity</i> (pg.9)	Tracing Your Past Instructions (pg.23) <ul style="list-style-type: none">• <i>Tracing Your Past Activity</i> (pg.24)
Preparing to Interview Instructions (pg.10) <ul style="list-style-type: none">• <i>12 Interviewing Tips Handout</i> (pg.11-12)	Facing Challenges Instructions (pg.25) <ul style="list-style-type: none">• <i>Facing Challenges Activity</i> (pg.26)
Collecting Stories Instructions (pg.13) <ul style="list-style-type: none">• <i>Sample Interview Questions Handout</i> (pg.14-16)	Taking Risks Instructions (pg.27) <ul style="list-style-type: none">• <i>Taking Risks Activity</i> (pg.28)
Present Your Project Instructions (pg.17) <ul style="list-style-type: none">• <i>Present Your Project Handout</i> (pg.18)	Making Changes Instructions (pg.29) <ul style="list-style-type: none">• <i>Making Changes Activity</i> (pg.30)
	Our Stories, Our Legacies Instructions (pg.31) <ul style="list-style-type: none">• <i>Our Stories, Our Legacies Activity</i> (pg.32)

ACTIVITY TIME: 30-55 minutes

Outcomes

These two activities provide a basic introduction to storytelling. Participants will come away with a better understanding of point of view and how stories connect to time and place. They will brainstorm about a story they would like to tell.

Materials

- ✓ *Storytelling in the Film Activity* (pg.3) - 1 copy per student
- ✓ *Storytelling Terms & Brainstorm Activity* (pg.4) - 1 copy per student
- ✓ Board and Markers

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

GET STARTED

INTRODUCE (5 minutes)

- Introduce the idea of storytelling as it appears in the film and in general. Sample introduction:
We are going to look at how we can tell the stories of our grandparents, great aunts and uncles, parents, or older community members. First we'll look at the storytelling we saw in the film California State of Mind. Then we'll talk about how people tell stories, and how we are going to prepare to do our LEGACY STORYTELLING PROJECT

PAIR & GROUP ACTIVITY (15 minutes)

- Break up into pairs or small groups and work together to fill out the *Storytelling in the Film Activity*.

WHOLE CLASS (15 minutes)

- Bring the groups back together and review what they discovered by looking at the *Storytelling in The Film Activity*.
- Discuss: *Why do we tell stories? As investigators why is it important to understand our bias? How can learning about important people in our lives teach us about our identities, communities and histories?*
- Give students the *Storytelling Terms and Brainstorm Activity*, and make sure they understand terms and concepts such as point of view, biography, character, research, and connecting stories with time and place.

GO FURTHER

CLASS OR FIELD ACTIVITY (20 minutes)

Beginning your own LEGACY STORYTELLING PROJECT

- Students brainstorm using *Storytelling Terms & Brainstorm Activity* about a person that they would like to make the subject of their own LEGACY STORYTELLING PROJECT.
- Students share their selected topic with the class.

Storytelling in the Film

ACTIVITY

“We all have stories. Everyone has someone in their family or community with an amazing story.”

- *Sascha Rice, Filmmaker*



QUESTIONS

1. How well did Sascha know her grandfather Pat Brown?
2. Why was it important to Sascha to tell the story of her grandfather?
3. Who are the main characters in the story?
4. List the different stages and events in Pat Brown's life that Sascha covered in this biographical film.
5. Do you think she learned anything about herself? Give some examples.
6. Do you think Sascha agreed with everything her grandfather did as governor?
7. In your opinion why is it important for younger generations to learn about their family and community legacies?
8. How did Sascha go about learning about Pat Brown's life? Who did she talk to, where did she go and how did she find out more about his story and legacy?
9. Make a list of all the archival materials, sources and people Sascha used as sources to make the film about Governor Pat Brown's life.

Storytelling Terms & Brainstorm

ACTIVITY

“Looking at my grandfather’s life taught me about history and where I come from. We can learn so much from looking at the unique stories in our own backyards.”

- *Sascha Rice, Filmmaker*



STORYTELLING TERMS

- point of view
- narrator
- biography
- character
- subject
- interviewee
- research
- context (time and place)
- sources
- primary sources
- fact checking
- medium
- archival material

BRAINSTORM

Whose story would you like to investigate?

- Is there someone in your life you want to learn more about?
- Is there a family member who has had an interesting experience that you think might make a good story?
- Is there someone who has inspired you or made a difference in your life?
- Is there a historical figure whose story is untold or not well known?
- What questions do you have about this person’s life?
- What do you know about them already?
- What do you know about the social, political, economic and environmental history of the time they were growing up?

ACTIVITY TIME: 30 minutes

Outcomes

This activity provides a comprehensive introduction to the various sources and resources one might use to research a subject. Additionally, it provides a basic introduction to the various ways one can present their findings. This is designed for groups that have already selected a focus for their project.

Materials

- ✓ *Storyteller Toolbox Handout* (pg.6) - 1 copy per student
- ✓ Board and Markers

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

GET STARTED

MAKE LISTS OF STORYTELLING METHODS & RESOURCES (15 minutes)

- Tell the whole class or small groups to brainstorm two lists:
 - 1) Make a list of all the ways you can present your story, for example, you can write an essay.
 - 2) Make list of all the possible sources you can use to learn about a person's life. Use *California State of Mind* as a launching off point to look at types of sources to use. For example, you can use an old newspaper. What sources can you use if the person you are researching is no longer alive, or if there is no one else to interview who is still alive?

REVIEW HANDOUT (15 minutes)

- Pass out and *Storyteller Toolbox Handout* have students review in pairs or as a whole class.
- Teacher reviews with the whole class to check for comprehension. Students can add to the lists.
- Ask students to review and makes notes on the sources they hope to use and ask them to identify one to three possible presentation modes that they would like to consider.
- Give feedback and troubleshoot.

Storyteller Toolbox

HANDOUT

“I was lucky because my grandfather’s life was well documented, but some of the greatest sources were things that most families have: personal photographs, home movies, letters, diaries, and, most importantly, the people who remembered him.”

- *Sascha Rice, Filmmaker*



“Learn more about the context of your subject’s life by visiting where they lived, or by using books, Google maps, old photos, and websites.”

- *Sascha Rice, Filmmaker*

SOURCES & RESOURCES

Interviewing

relatives
friends
work colleagues
neighbors
historians
teachers

Archival

home movies
photographs
old newspapers

Mementos

clothes
things that belonged to this person
furniture, utensils or family recipes
memorabilia: trophies, buttons, awards, etc.

Primary Resources

letters
diaries
quotes/mottos

Research

google maps
history books
encyclopedia (*Note: Wikipedia is a tertiary source, and should be used with caution.*)
historical films
community historians
religious and civic leaders
town and city records and histories
libraries

RESEARCH TOOLS

audio recording
photographing
videotaping
writing notes
sketching

PRESENTATION POSSIBILITIES

written
timeline
graphic novel
video
photo essay
semi-fictional
oral history
essay
art presentation
website
scrapbook
memoir/monologue
historical fiction

CITING SOURCES

bibliography
quoting
credit sources
permission to use excerpts

Historical Context

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

This activity provides students a way to ground their subject in a specific historical time period.

Materials

- ✓ *Pat Brown Timeline Handout* (pg.8) - 1 copy per student
- ✓ *Historical Context Activity* (pg.9) - 1 copy per student
- ✓ Board and Markers, Internet, Library, History Books

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

GET STARTED

REVIEW PAT BROWN TIMELINE

DISCUSS (10 minutes)

- Use the discussion questions in *Historical Context Activity* to help students analyze Pat Brown's life and how the time and place in which he lived influenced his life.

CREATE A TIMELINE (30 minutes or homework assignment)

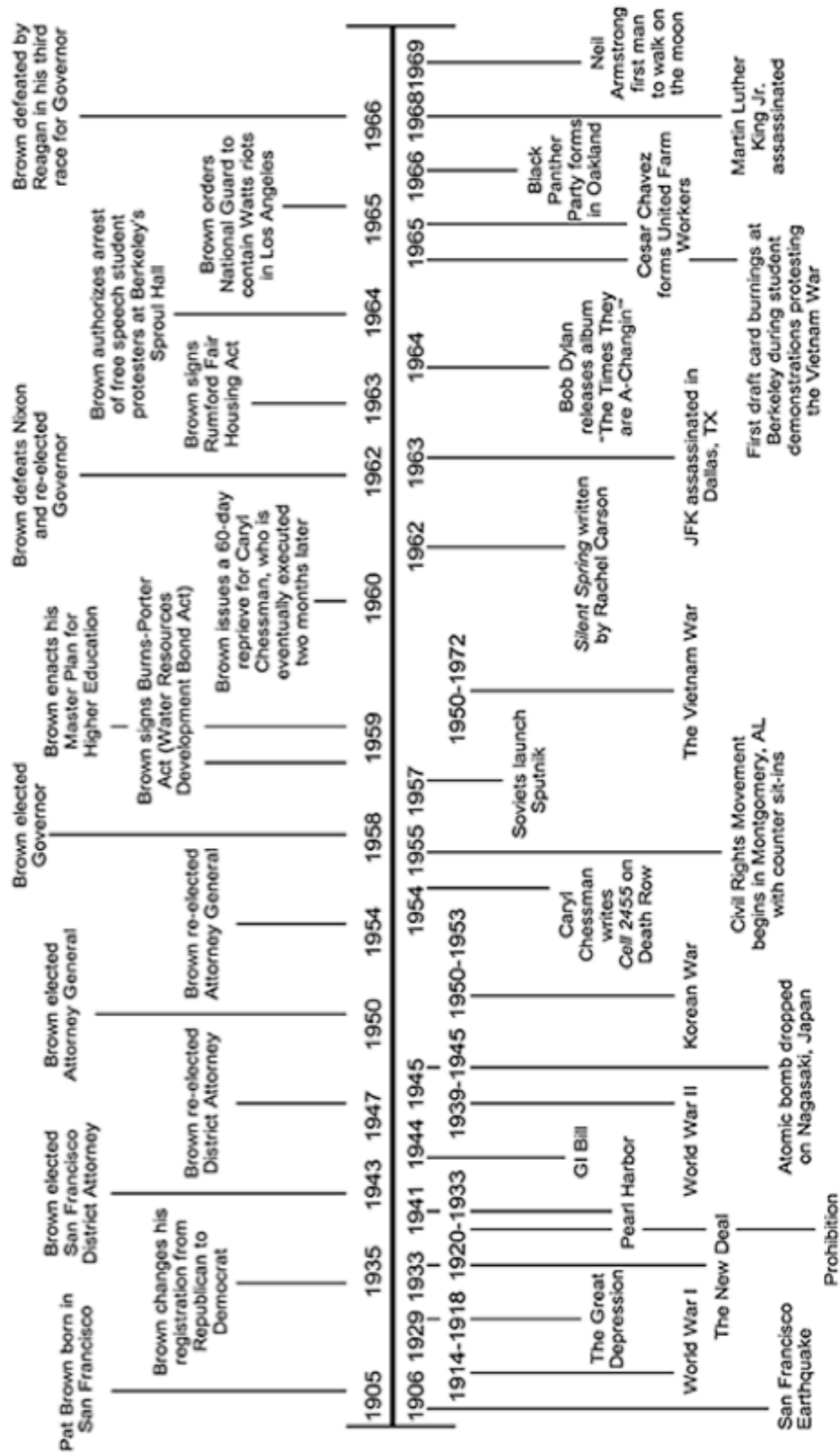
- Review the information on *Historical Context Activity* in the "Create A Timeline For Your Subject" section.
- Have students either use a computer or hand draw a rough draft of their timeline.
- Have students save this timeline so that over the course of their research they can continue to fill in details.

Pat Brown Timeline

HANDOUT



Highlights in the Pat Brown Years



Historical Context

ACTIVITY

“Studying history, studying the past, helps you understand yourself, it helps you understand California, it helps you understand the world.”

- **Jerry Brown, Governor**



DISCUSS

Discuss the *Pat Brown Timeline Handout*

- What do you notice about this timeline?
- Describe the difference between the top of the timeline and the bottom.
- Events shape a person, how did the events of Pat Brown's life shape him?
- What information might you add?
- In telling the story of your subject, what historical events would you add to a timeline of your subject's life?
- If your subject's time period corresponds with Pat Brown's era, what historical events not on the Pat Brown timeline are relevant to your subject? For example, missing is a key event in American History: the internment of the Japanese Americans. This was a major event that did not affect Pat Brown directly, but if you were telling the story of a Japanese American, this event would play a major role in your subject's life.

CREATE A TIMELINE FOR YOUR SUBJECT

Create a timeline like Pat Brown's for your subject's life.

- On the bottom half show important local and world events.
- Consider these possible events: Were there natural disasters: earthquakes, fires, storms?; Were there wars? Were there important events like the gold rush or internet boom? Was there a big change like a freeway or railroad being built or a new business coming to town? Was there an epidemic or a new technology introduced? What do you know about the social, political, economic and environmental history of the time your subject was growing up?
- On the top half fill in the key life events of the person you are investigating.
- Consider these events: birth, marriage, the birth of children, big events, big changes, turning points, death, loss, successes, adventures, moves, etc.

Tips:

- Use books, teacher suggestions, or websites to identify key historical events for the era of your subject. Look at family records or ask the family members of your subject to identify key events.
- Sketch in the details; you will need time to find exact details and dates, but use this exercise to identify areas where you want to follow up with interviewees or do research. As you discover more about your subject, this document will continue to evolve, and will be refined throughout the investigative process.

RECOMMENDED WEBSITES

<http://kclibrary.lonestar.edu/decades.html>

<http://www.timelines.info/>

<http://www.infoplease.com/ipa/A0001196.html>

<http://www.infoplease.com/ipa/A0902416.html>

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/catimeln.htm>

<http://www.shgresources.com/ca/timeline/>

Preparing to Interview

TEACHER INSTRUCTIONS



ACTIVITY TIME: 45-60 minutes

Outcomes

This activity provides tips on interviewing and how to conduct a successful interview.

Materials

- ✓ *12 Interviewing Tips Handout* (pgs. 11-12) - 1 copy per student
- ✓ *Sample Interview Questions Handout* (pgs.14-16) - 1 copy per student
- ✓ Board and Markers, Internet, Library, History Books

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

READ & DISCUSS (15 minutes)

- Have students take turns reading aloud from the *12 Interviewing Tips Handout*
- Allow for discussion and questions after reading

PARTNER & CLASS ACTIVITY (30 minutes)

- Practice interviewing your partner. Leave time for sharing experience with group.
- Instructor may select a topic (like a funny childhood memory, a favorite trip, a time you lost something special, a time you were injured).
- Next, participants use *Sample Interview Questions Handout* as starting point for questions.
- Share findings and experience with group. What part was most challenging? What was fun? What was surprising? What was easy? Where did you get stuck?

12 Interviewing Tips

HANDOUT

“You don’t need a grandfather who was a governor to have an incredible story about where you came from.

We all have stories. Everyone has someone in their family or community with an amazing story.”

- *Sascha Rice, Filmmaker*



1. **Good listeners encourage great storytelling.**

When a speaker feels that the listener is interested, he or she is more inspired to share. A good listener gives full attention, tries not to interrupt or contradict the facts of the story, makes eye contact and focuses on the storyteller.

Sample follow-up questions:

- Can you tell me more about that?
- What was that like for you?
- What else do you remember about that?
- What happened next?

2. **Make sure your subject doesn't get frustrated and knows it's OK if they don't remember.**

Many older people still have long-term memory even if they don't remember things that happened recently. Try asking questions about their friends or family, places they lived, their first school, their first job, or the best place they ever visited to jog their memory. Sample follow-up questions:

- Take your time, we're not in a rush
- There are no right or wrong answers, let's move on to another topic...
- Put them at ease by letting them know you there may be questions they don't have answers for. If you are recording them, let them know you will edit out any parts where they stumble or make mistakes.
- Try showing them a picture, a map, a family recipe, a song, or a memento. By relaxing them and taking the pressure off you can get them to open up.

3. **Help your interviewee feel comfortable.**

Before starting casually check in about how they are doing and enjoy a cup of tea together. You may learn valuable information in this moment that will inform the process. For example, they may have had a bad night sleep, they may have learned some important news, they may have a big event coming up. You can be a more sensitive interviewer if you know their state of mind.

Make sure they have water and are comfortable.

If the interviewee is hosting you in their home or space, be respectful and accept offers of tea, snack, or tours, respect their space.

Gage if they need a break. If you don't want to put them on the spot, you can say you need to break to change batteries if filming, look at your notes, etc.

4. **Help your interviewee by keeping them oriented.**

If possible share the interview questions with your interviewee before hand or let them know the topics you hope to cover. Schedule a time for the interview and let the interviewee know in advance if you would like to record them. Sometimes there may be resistance to being on camera. Audio recoding is highly valuable and often interviewees feel more relaxed without camera. During the interview keep them oriented:

- Now I'd like to talk about your early years, lets start with ...
- I'd like to circle back to something you talked about earlier ...
- I know we covered this, but I wanted to ask more about ...
- We are almost done, just a few more questions ...
-

5. **Be prepared, but then stay in the moment.**

Have your questions organized by topic or time period, but remember that questions may lead to an unexpected areas or discovery. Be open and allow the interview to flow naturally.

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12 Interviewing Tips

HANDOUT

“There are always obstacles and even self doubt. But just stay focused on why you’re telling this particular story.”

- *Sascha Rice, Filmmaker*



6. **If your subject doesn't want to talk about something, respect that.**
Some people have painful stories they don't want to remember. You need to be sensitive as they journey back in time to retrieve these memories.
You can always write about the things they don't want to share, as part of the way you describe them.
You can also ask other interviewees to fill in details later.
As you gain trust, you may be able to circle back and get more of the story later. Sometimes painful memories can be hard for a subject to relive and it's good to offer empathy and understanding.
7. **Sometimes the best questions to ask are the simplest ones, but avoid yes or no questions.**
Ask questions that allow for detail: What was that like? Where did that happen? How did that make you feel and why? When did you meet? Can you give an example of that?
8. **Do research and planning in advance so you know what information you are looking for.**
To make the interview a success, know the basic facts of the interviewee's life and the key history of their time period. Also select an area of interest so you can ask questions that reveal the information to tell the story you want to tell.
9. **When you want an interviewee to discuss a key topic be prepared to ask questions from different angles.**
Think of at least five different ways to ask the same question. Sometimes interviews simply don't find their story interesting and will gloss over details. For example when interviewing Jerry Brown about his father's race against Nixon, Sascha Rice wanted to highlight the drama of this moment. She might ask:
 - What do you remember about the Nixon/Brown race?
 - Were you involved in your father's campaign against Nixon? What was that like?
 - What do you remember about election night?
 - Can you tell us any stories about the Nixon campaign?
 - Can you talk about getting out the vote and what that was like?
10. **Come prepared with your questions written out and with pen and paper to take notes.**
If you are not able to make an audio or video recording of the interview take good notes and make sure you record the interviewee's full name, the date, and the location that the interview is being conducted.
11. **In general, keep the interview time between one and two hours.**
Sometimes interviewees can go longer and sometimes they only have stamina for 30 minutes. Be prepared to skip to most important questions if time is unexpectedly cut short.
12. **After the interview, thank them for their time.**
They have just given you a precious gift and you have an opportunity to show your appreciation. Saying thank you is respectful and good rapport between your and your interviewee will keep the door open for a follow up interview.

Collecting Stories

TEACHER INSTRUCTIONS

“There are always obstacles and even self doubt. But just stay focused on why you’re telling this particular story.”

- *Sascha Rice, Filmmaker*



ACTIVITY TIME: 45-60 minutes

Outcomes

This activity helps students prepare for interviewing their subject. This activity is designed for once participants have already chosen the focus of their LEGACY STORYTELLING PROJECT.

Materials

- ✓ *Sample Interview Questions Handout* (pgs.14-16) - 1 copy per student
- ✓ Board and Markers, Internet, Library, History Books

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

WRITING & CLASS ACTIVITY

- Have students consult *Sample Interview Questions Handout* and have them revise it to make their own questions.
- Ask participants to write ten main questions and identify three key areas of interest.
- Have students share questions with the group.
- Give feedback and troubleshoot.

Sample Interview Questions

HANDOUT

“Ask yourself how your subject’s story fits into a larger social history.”

- *Sascha Rice, Filmmaker*



DISCUSS

Here are some sample questions to use as a jumping off point. This would be too much subject area to cover in an interview. Rather, use these questions to help you identify the area of interest for your interview and customize them to your subject. In the story you are telling, consider what might be the most dramatic events, key turning points, interesting topics, funny stories, compelling stories, or unique details.

FAMILY/COMMUNITY BACKGROUND

When did your family come to America/California? Where did they come from? How did they get here? Why did they come? Are any family members still living abroad? Is your family indigenous to California?

What was happening in the world when you were born and growing up?

What was going on in California, the United States and the world when you were born?

What is your ethnic background?

What was your community like when you are growing up? What is it like now?

Where is your mom’s family from? Where is your dad’s family from?

Have you ever visited your ancestral homelands? What was that experience like?

What traditions have been passed down in your family?

Are there any important family stories? Jokes? Songs?

PARENTS

What were your parents like?

How was your relationship with your parents?

Did you get into trouble? What was the worst thing you ever did?

Do you have any siblings? What were they like growing up?

Can you describe your father or mother as you remember them from your childhood?

Do you remember any relatives, grandparents, aunts or uncles? Who were your favorite cousins?

Do you remember any of the stories they used to tell you? Any songs they sang?

Who was the best cook in the family?

Did anyone in the family do anything unusual or look unusual?

CHILDHOOD

What is your earliest memory?

Where did you grow up? Can you describe the house in which you lived when you were a child?

Do you remember the room in which you slept as a child?

Can you describe the houses in your neighborhood?

What kind of neighborhood did you live in, what kind of community was it?

Where was your favorite place to visit when you were a child?

What is your best memory of childhood? Worst?

Where did you go when you wanted to hide?

Did you have a nickname? How’d you get it?

Who were your best friends? What were they like?

How would you describe a perfect day when you were young?

What did you think your life would be like when you were older?

Do you have any favorite stories from your childhood?

How would you describe yourself as a child? Were you happy?

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Sample Interview Questions

HANDOUT

"Do your research in advance so you know what to ask your interviewees."

- *Sascha Rice, Filmmaker*



CONTEXT: POLITICS, SOCIAL CLASS, ETHNIC BACKGROUND, CURRENT EVENTS

How did your gender, ethnicity, religion or economic class affect your experience growing up?

For example, was it hard to be a woman growing up when you did?

What was it like being Asian or black or Latino or white?

What was it like being Christian or Muslim or an Atheist?

Were you rich or poor? What was that like?

Did you have access to good schools? Why or why not?

Did you and your family have access to good housing? Why or why not?

Were you and your family able to attend college or university? Why or why not?

What kind of civil rights did you and your family have?

Did you, your family or community belong to a particular political party? Did you vote?

Were there any times that you, your family or community experienced discrimination personally or otherwise?

What major events were happening in the United States and the world (ex. war, social or civil changes, natural disasters)?

What was the environment like at that time? Did you have access to clean drinking water? Was there air pollution?

What did you think about government as you were growing up, and what do you think about it now? Is it a good thing?

Does it help people? Do you feel like you are part of the political process?

LIFE STYLE

Did you go to a church, synagogue or temple? If so, what was it like for you?

What were your favorite holidays? Did you have special holiday customs or foods?

Where did you go to shop for food or clothes?

Where did you go for fun and recreation?

What kind of appliances, furniture, cars, music, magazines, television shows, and music did you have in your life?

Did you ever go on a vacation? Where? Who went with you? What did you do for fun?

Who were the important celebrities of your time, and what did you think of them?

SCHOOL

Where did you go to school? Did you enjoy school?

What kind of student were you?

What would you do for fun?

How would your classmates remember you?

Are you still friends with anyone from that time in your life?

What are your best memories of grade school/high school/college/graduate school? Worst memories?

Was there a teacher or teachers who had a particularly strong influence on your life?

Do you have any favorite stories from school?

MARRIAGE & WORK

How did you meet your spouse? How long did you know each other before you were married? Can you describe your wedding?

Do you have any children? Can you share some of your experiences of raising a family?

What do you do for a living?

Tell me about how you got into your line of work.

Do you like your job?

What did you think you were going to be when you grew up?

How did you earn a living when you were young? What was your first job?

What did you want to be when you grew up?

What lessons has your work taught you?

If you could do anything now, what would you do? Why?

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Sample Interview Questions

HANDOUT

“Stories are grounded in time and place.”

- *Sascha Rice, Filmmaker*



MILITARY (if applicable)

Were you in the military?

Did you go to war? What was it like?

How did war change you?

During your service, can you recall times when you were afraid?

What are your strongest memories from your time in the military?

What lessons did you learn from this time in your life?

LIFE & LEGACY

Who was the most important person in your life? Tell me about him or her?

Who has been the biggest influence on your life? What lessons did they teach you?

Who has been the kindest to you in your life? Who was the meanest?

What are the most important lessons you've learned?

How did you rise above and get beyond obstacles in your life?

Do you have a motto?

Tell me a story when you were tested, taught an important lesson, or successfully handled some of life's challenges.

What was the happiest moment of your life? The saddest?

What do you want your legacy to be?

What is your American dream?

Are there any words of wisdom you'd like to pass along to me?

What are you proudest of in your life?

When in life have you felt most alone, or hopeless?

Was there a problem or situation that you never thought would change? How did it?

How has your life turned out differently than what you'd imagined?

How do you want people to remember you? Is there any message that you'd like to leave behind?

Do you have any regrets?

What are your hopes for your future?

FINAL QUESTIONS

Is there anything you haven't mentioned but want to tell me now?

Is there another experience, event, story, memory you would like to share?

Present Your Project

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40 minutes

Outcomes

This activity helps students decide the best medium to present their LEGACY STORYTELLING PROJECT

Materials

- ✓ *Present Your Project Handout* (pg.18) - 1 copy per student
- ✓ Board and Markers, Internet, Library, History Books

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

CLASS ACTIVITY (40 minutes)

- Have students consult *Present Your Project Handout* and facilitate a discussion about the different challenges and possibilities of each type of presentation.
- Ask participants to select a possible form of presentation and have them list challenges and opportunities that come along with the medium they have chosen (ex. cost, time, tools, access, etc.).
- Ask students: *What are you good at (writing, photography, technology)? Where do you need help? How might you share your project with the larger community?* (Sharing with the community may be built into the class or workshop, but if not, the group might come up with a way to collaborate to bring stories to local community.)
- Have students share questions with the group.
- Give feedback and troubleshoot.

Present Your Project

HANDOUT

“There are lots of ways to tell a story. Figure out how to share what you’ve learned....Make it your own and most importantly share it.”

- *Sascha Rice, Filmmaker*



WAYS TO PRESENT

Written

Essay
Memoir/Monologue
Historical Fiction
Book

Mixed Media Presentation

Timeline
Graphic Novel
Website
Scrapbook
Online Portfolio
Poster

Audio/Visual

Video/Film
Oral History
Recorded Interview (audio or video)
Song

Art Presentation

Photo Essay
Collage
painting

Add your ideas:

WAYS TO SHARE

Host a screening of short videos
Create a magazine, blog or zine
Plan a community event
Make an installation at school or town/city hall
Host a parent's night
Coffee shop reading or show

Add your ideas:

What's in a Name?

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

This activity provides a great starting point for storytellers of all ages to explore storytelling

Materials

- ✓ Board and Markers
- ✓ *What's in a Name? Activity* (pg.20) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

You may use *California State of Mind* as a launching off point to think about the importance of a character's name, or you can skip the background and jump immediately into the activity.

READING & WRITING EXERCISE

Have participants read about Pat Brown's name and write about their own name using the reading and writing questions on the *What's in a Name? Activity*.

SHARE

Bring participants together to share work. Either share with a partner or share with whole group. Encourage discussion to build connections. How are experiences similar or different?

FIELD ACTIVITY

Students can use the questions to learn about a member of their community. Ask a parent, grandparent, or favorite community elder about their name.

What's in a Name?

ACTIVITY



READ

Edmund G. Brown received his nickname “Pat” when he was a young boy after he gave a rousing speech when he was selling Liberty Bonds during the Great War. Little Edmund ended the speech with an impassioned declaration: “Give me liberty or give me death!” a quote from the American Revolution-era statesman Patrick Henry. His peers recognized young Edmund’s patriotic and political nature. The nickname also reveals the national climate during Pat Brown’s early years. Selling Liberty Bonds to raise money for the war effort was emblematic of the self-sacrificing, “total war” in which *everyone*, even kids like Pat Brown, were involved in the war effort. Later, as he grew older, many people thought Pat was Irish because of this nickname. While only part of his family came from Ireland, he often emphasized his Irish heritage because this gave him a political advantage with Irish Americans. Learning about his nickname tells us a lot about Pat Brown and the time in which he lived.

WRITE ABOUT YOUR NAME

Where did your name come from? Are there others in your family who share the same name? Do you have a nickname? Is there a special story related to how you got your name? What does your name mean? How does it make you feel? Do people ever get your name wrong? How does that make you feel?

Family Portrait

TEACHER INSTRUCTIONS



ACTIVITY TIME: 20/45/85 minutes

Outcomes

This activity provides a great starting point for storytellers of all ages to engage in the process of storytelling, enquiring and discovering along the way

Materials

- ✓ Board and Markers
- ✓ Drawing and Collage Materials (optional)
- ✓ *Family Portrait Activity* (pg.22) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video
- Students may bring in a family photo to use

INSTRUCTIONS

CLASS ACTIVITY (10- 20 minutes)

Have participants brainstorm about objects they might use to learn more about their subject. If they cannot find a photo, ask them to think about other items that can be used to tell a story and are connected to their family history. Suggest things like: a memento, audio recording, home movie, piece of war memorabilia, postcard, or letter. You may refer to the *Storyteller Toolbox Handout*.

Give students the *Family Portrait Activity* and review.

CLASS OR FIELD ACTIVITY

Students can do the *Family Portrait Activity* in or outside of class depending on whether they have their family photo or object with them.

VARIATIONS

DRAWING & DISCUSSION (45 minutes)

Draw a picture of a person or place; tell a story about where this person came from. Leave time to share drawing and stories.

Encourage discussion to build connections. How are experiences similar or different?

COLLAGE & DISCUSSION (85 minutes)

Look through old magazines and make a collage: find pictures and words that tell about your family, or the person you chose. The intention is to tell a story about where you come from. Leave time to share collage and stories.

Encourage discussion to build connections. How are experiences similar or different?

Family Portrait

ACTIVITY



BRAINSTORM

Think about an object that you can use to tell a story about your family.

READ

Sometimes we run into roadblocks and we simply can't find sources to give us the details of our ancestors. If this is the case, using a historical painting or a family portrait can be a great window into a time and place. A snapshot is a frozen moment in time that can be a crystallization of family dynamics and circumstance.

WRITE & DISCUSS

- Find a picture of your subject or an important object related to your subject.
- What stories do you know about this person?
- Is this how they always dressed or was this special attire?
- What was the occasion for the photo? Who took the picture? Who else is in the picture?
- What do you imagine they might be saying or thinking?
- Look for clues in the photo about what may have been the motivating factors that influenced this person's life path? (For example consider: were they the oldest or the youngest in a family? Were they the smallest or tallest? Prettiest or oddest? Did they come from a family with lots of challenges? What were their parents like? How did their environment shape them?)
- What questions does this raise? What do you imagine their life was like?

Tracing Your Past

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

The options in this activity provides a great starting point for storytellers of all ages to connect stories with places.

Materials

- ✓ Board and Markers
- ✓ *Tracing Your Past Activity* (pg.24) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

CLASS ACTIVITY (10 minutes)

Have students read background on Pat Brown in *Tracing Your Past Activity* and discuss how place influences who we are. Assign one or several of the activities laid out in the in the *Tracing Your Past Activity*

SHARE

With any of the options you can bring participants together to share work. Either break into pairs and have students share work with a partner or share with the whole group. Encourage discussion to build connections. How are experiences similar or different?

NOTE: These options can be used as simple writing exercise or can be expanded into a multimedia project, poster, book, piece of art, or film.

RESOURCES

<http://kclibrary.lonestar.edu/decades.html>

<http://www.timelines.info/>

<http://www.infoplease.com/ipa/A0001196.html>

<http://www.infoplease.com/ipa/A0902416.html>

<http://www.worldatlas.com/webimage/countrys/namerica/usstates/catimeln.htm>

<http://www.shgresources.com/ca/timeline/>

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

www.ancestry.org

Tracing Your Past

ACTIVITY



READ

In the short film *Stories and Legacies* Kathleen Brown talks about her family's immigration story: "My parent's families came to California truly to find a better life. He came across in a wagon train, they ran out of food, they got to the great desert, they had to leave things behind..."

WRITE & DISCUSS

- A) Write about how your school, friends, home, neighborhood, city, state and country have shaped who you are. What political and social events have happened in your life? How do they affect who you are, your actions and your life philosophy?
- B) Draw a map of your school, neighborhood, and home. Then write about where you come from. What is your favorite place? What places are safe? What places are scary? What places are special? Is there a forbidden place? What is your place?

FIELD ACTIVITY

- A) Use the questions above to explore the place where your relatives come from. Ask your parent, grandparent, or favorite community elder about where they come from, what happened during their lifetime, and how it shaped them.
- B) Draw a family tree and explore your roots. Ask a relative to trace your family history or use the web to find out more about your roots. Pick one relative or branch of your family tree to focus on. Write about what events motivated them to come to America, any family traditions or food that still is shared, share any stories you know about how they came here.

Facing Challenges

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

This activity helps storytellers of all ages look deeper into their subject's life and understand how challenges shape life experiences.

Materials

- ✓ Board and Markers
- ✓ *Facing Challenges Activity* (pg.26) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

Use the film as a way to focus participants' understanding of how challenges shape life experience. Discuss Pat Brown's life and look at the challenges he faced or look at some of the other subjects in the film and discuss the challenges they faced.

DISCUSSION PROMPTS (10 minutes)

Have students respond to the following questions that focus on the way Pat Brown and others in the film faced challenges.

- What were some of the greatest obstacles that Pat Brown dealt with during his early years?
- What are some of the challenges he faced during his time as governor?
- How did this struggle shape who he became and how did it inform his priorities and decisions?
- How did Pat Brown's life choices affect his children and the choices they made?
- What challenges did the farmworkers face?
- What were the challenges of the Californians living in Watts?
- What were the obstacles that the students at Berkeley faced?

WRITING EXERCISE (30 minutes)

Have participants write about a challenge they face using the *Facing Challenges Activity*.

SHARE

Bring participants together to share work. Either break into pairs and have students share work with a partner or share with the whole group. Encourage discussion to build connections. How are experiences similar or different?

FIELD ACTIVITY

Have students ask a parent, grandparent, or favorite community elder about obstacles and challenges they faced.

Facing Challenges

ACTIVITY

“A lot of politicians are afraid of conflict, and you know, Gandhi says, ‘Conflict isn’t necessarily bad because in order to make changes you have to have conflict.’”

- *Dolores Huerta, United Farm Workers Co-founder*



READ

Pat Brown dealt with challenges in his early years. According to Brown, he grew up in a “tough” neighborhood, his father had “financial difficulties,” and he couldn’t afford to go to college. These events informed who Pat Brown became and shaped his choices and goals.

Excerpt from the film *California State of Mind*:

PAT BROWN: I had enough recommendations to go to college, but my father’s having financial difficulties. I didn’t wanna tell them I didn’t have enough money. I wanted to let them think I was stupid ...

SASCHA NARRATION: He often talked about how he had never gone to college, but I didn’t realize that it was because he couldn’t afford it.

ETHAN RARICK: He’d gone straight from high school to law school. Something you couldn’t do today but you could then.

PAT BROWN: Not having taken English or history in college. I’ve always suffered from somewhat of an inferiority complex with college people.

Definition: An “inferiority complex” is a term used to describe a persistent feeling of low self-esteem, being less than another, or of not measuring up. After a significant failure, one can develop the belief that they will never be able to compensate for their weakness.

WRITE

- What is a challenge that you faced?
- Describe a major challenge and how it affected your life.
- What did you do to handle this challenge?
- What did you do to build yourself up and move past this obstacle?
- How did others help you to overcome obstacles? Or how did others made it more difficult?
- If you are still dealing with this challenge, what are ways you might overcome it or who can you ask for help?

FIELD ACTIVITY

Ask your parent, grandparent, or favorite community elder about obstacles and challenges they faced. Use the questions above to help learn more about your subject.

Taking Risks

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

This activity helps storytellers of all ages look deeper into their subject's life and understand how taking risks shapes a person's life.

Materials

- ✓ Board and Markers
- ✓ *Taking Risks Activity* (pg.28) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

GET STARTED

INTRODUCE

Lead a discussion on risk taking and brainstorm examples from the film. Discuss how taking risks takes courage and builds character.

PAIR DISCUSSION

Have students answer discussion questions on the *Taking Risks Activity*.
Teacher may opt to have students make a chart of positive or negative outcomes

WRITING EXERCISE

Participants write about a time they took a risk using the writing questions on the *Taking Risks Activity*.

SHARE

Bring participants together to share work. Either break into pairs and share with a partner or share with whole group. Encourage discussion to build connections. How are experiences similar or different?

FIELD ACTIVITY

Students use the questions in *Taking Risks Activity* to learn about how someone from their community took an important risk. Ask a parent, grandparent, or favorite community elder about a time when they took a risk.

Taking Risks

ACTIVITY

“We must dare to dream, to do, and to build.”

- *Pat Brown, Governor*



READ

In the film, Karen Bass observes that Pat Brown took risks that were unpopular and controversial yet he took those risks because he believed he was doing the right thing. There were other people in the film who took risks and faced challenges as well: farmworkers, students, people fighting for civil rights, and even the filmmaker took a risk in sharing her family's story.

DISCUSS

- What were the greatest risks that Pat Brown took while he was governor?
- Which risks resulted in positive outcomes and which resulted in negative outcomes?
- Assess and evaluate Brown's political risk taking.
- Do you believe that it is necessary to take risks when you believe something is morally right even though it may be unpopular?
- What are some examples of other leaders who took risks because they believed that it was the right thing to do?
- What are the risks we take as storytellers of our own lives or of our own family and community stories?

WRITE

- Write about a time you took a stand that felt risky. Describe what happened.
- Did you get the outcome you hoped for?
- How did you feel about it?
- What did others feel or think about it?
- Why did you take the risk?
- Was it worth it? What did you learn from that experience?
- Would you do it again?

FIELD ACTIVITY

Use the questions above to learn about how someone from your community took an important risk. Ask your parent, grandparent, or favorite community elder about a time when they took a risk. Use the questions above to help your interviewee explore the question.

Making Changes

TEACHER INSTRUCTIONS



ACTIVITY TIME: 40-60 minutes

Outcomes

This activity helps storytellers of all ages look deeper into their subject's life and understand how making changes shapes a person's life.

Materials

- ✓ Board and Markers
- ✓ *Making Changes Activity* (pg.30) - 1 copy per student

Prior to Activity

- Watch the documentary *California State of Mind* and the 5 minute *Stories & Legacies* video

INSTRUCTIONS

GROUP DISCUSSION

Lead a discussion with students about the idea of transformation and how history is often about change and struggle. Overcoming obstacles makes a story interesting. Talk about the different moments in the film where Pat Brown or other groups made changes.

WRITING EXERCISE

Have participants write about a time they made a change using the writing questions on the *Making Changes Activity*

SHARE

Bring participants together to share work. Either break into pairs and have students share work with a partner or share with the whole group. Encourage discussion to build connections. How are experiences similar or different?

FIELD ACTIVITY

Students may use the questions in the *Making Changes Activity* to find out more about the life of someone from their community. Ask parent, grandparent, or favorite community elder about a big change in their life. (Did they move, change their religion or job, get involved in politics, join the military, travel to a new place?) Did this event change their opinions in any way?

Making Changes

ACTIVITY

“If you look around your community, your state and you wanna see things changed, well how do you think that's gonna happen? It's gonna happen when people decide to step up and change.”

- **Karen Bass, Congresswoman**



READ

Governor Pat Brown got the “political bug” at an early age, but he made changes along the way.

Excerpt from California State of Mind:

Kathleen Brown: “He thought that your political party was like a religion that you didn’t change it, but he was so inspired by Roosevelt and what he was doing during the New Deal to revitalize our economy... that he converted to the Democratic Party.”

WRITE

- Write about a time when you made a change.
- Did you ever make a big change from one point of view or belief to another? When? Why? What happened?
- What made you change your point of view?
- Did you have to win others over to your point of view?
- Was there a world event that influenced or inspired you to change how you think?

FIELD ACTIVITY

Use the questions above to find out more about the life of someone from your community. Ask your parent, grandparent, or favorite community elder about a big change in their life. (Did they move, change their religion or job, get involved in politics, join the military, travel to a new place?) Did this event change their opinions in any way?

ACTIVITY TIME: 40-60 minutes

Outcomes

This activity helps storytellers of all ages look deeper into their subject's life and understand the importance of legacies

Materials

- ✓ Board and Markers
- ✓ *Our Stories, Our Legacies Activity* (pg.32) - 1 copy per student

Prior to Activity

- Watch the documentary California State of Mind and the 5 minute Stories & Legacies video

INSTRUCTIONS

PAIR OR GROUP DISCUSSION (10 minutes)

Have students discuss the meaning of legacy and have participants brainstorm examples from the film about the different ways Pat Brown left a legacy.

WRITING EXERCISE

Have participants write about Governor Pat Brown's legacy and their own legacy using the writing questions on *Our Stories, Our Legacy Activity*.

SHARE

Bring participants together to share work. Either break into pairs and have students share work with a partner or share with the whole group. Encourage discussion to build connections. How are experiences similar or different?

FIELD ACTIVITY

Tell students: *Choose a family or community member who you would like to learn more about. You have two options depending on whether the family or community member you have chosen is still living.*

Option A: If you choose a family or community member who is still living, find out more about them directly by asking the following questions: What impact have you had on your community? What family traditions are important in your family? Do you have a family motto? What are the sayings you hear all the time in your family? What advice or warnings did your family give you? Then find someone else who can be a secondary source (another family or community member who knows about the person you are researching) to help you learn even more about the person you are researching. Ask the secondary source these same questions.

Option B: If you choose a family or community member who is deceased, find someone who knew them so you can gather information second-hand. Interview the person who knew the deceased family or community member by asking the following questions regarding the person you want to learn more about: What impact did they have on their community? What family traditions were important in their family? Did they have a family motto? What sayings did they hear all the time in their family? What advice or warnings did their family give them?

Our Stories, Our Legacies

ACTIVITY

“Everyone leaves a legacy. We can learn so much from looking at the unique stories in our own backyards.”

- *Sascha Rice, Filmmaker*



REFLECT

Legacy can be defined as anything handed down from the past, as from an ancestor or predecessor. In legal terms, a legacy is a “gift” of property like money, jewelry, or land; but it can be valuable to consider what other gifts we have.

- What were some of the ways Pat Brown left a legacy?
- What were some of the ways other people in the film left a legacy? César Chávez? Martin Luther King, Jr.? Governor Jerry Brown? Byron Rumsford?

WRITE

- Pat Brown loved politics and wanted all his children to be leaders, what family traditions are important in your family or community?
- Does your family or community have dreams for you? What are those hopes?
- Do you have a family motto?
- What are some sayings you hear all the time in your family or community? What advice or warnings did your family or community give you?
- What do you hope you will be remembered for? What are your dreams?
- What are three words that you hope people will say about you after you are gone?

FIELD ACTIVITY

Choose a family or community member who you would like to learn more about. You have two options depending on whether the family or community member you have chosen is still living.

Option A: If you chose a family or community member who is still living, find out more about them directly by asking the following questions: What impact have you had on your community? What family traditions are important in your family? Do you have a family motto? What are the sayings you hear all the time in your family? What advice or warnings did your family give you? Then find someone else who can be a secondary source (another family or community member who knows about the person you are researching) to help you learn even more about the person you are researching. Ask the secondary source these same questions.

Option B: If you choose a family or community member who is deceased, find someone who knew them so you can gather information second-hand. Interview the person who knew the deceased family or community member by asking the following questions regarding the person you want to learn more about: What impact did they have on their community? What family traditions were important in their family? Did they have a family motto? What sayings did they hear all the time in their family? What advice or warnings did their family give them?