

## APPENDIX

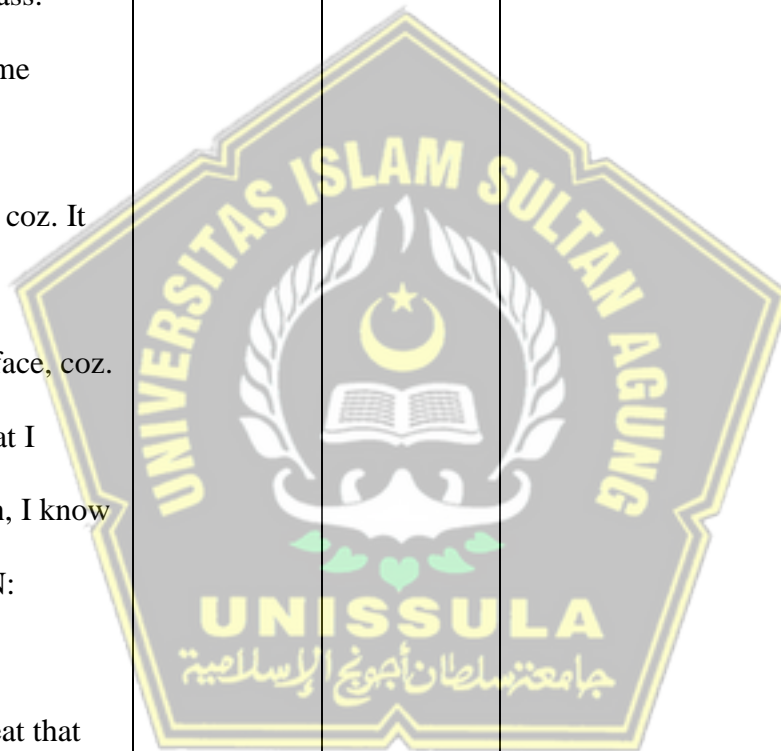
### 1. How is the racial discrimination seen in the American society of life as portrayed in the film *Freedom Writer*?

No.	Quotes	Forms	Minutes	References	Comments
1.	<p>TV REPORTERS: There have been shots fired. Total civil unrest is happening throughout the Los Angeles area. Dozens of police are running down the streets. Smoke reigned over the entire city. We're telling anybody who's in downtown South Central. There are 38 dead and more. The EMT are having a hard time getting in where truck driver Reginald Denny was pulled from his vehicle.</p>	Monologue	0.00.36— 0.00.53	<p>Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being black means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648).</p>	<p>The monologue delivered by TV reporter that shows the chaos between races that is happening in America. The conflict between races lead to some deaths and mess in the streets and public areas.</p>

2.	<p>TV REPORTERS: The city resembles a war zone. Crowds gathered at Parker Center downtown here in Hollywood, where looters have struck many businesses.</p> <p>There have been 3,600 structural fires. Thick, black smoke rising from the countless fires in Hollywood, downtown, Compton, Watts and Long Beach.</p>	Monologue	0.00.55— 0.01.20	<p>Being a Black people in U.S society. It means being prepared for anti-Black action by White people. In most places and most of the time. It can happen in a matter of days, weeks, months, or years. Being black means undergoing various types of racial discrimination from the cradle to the grave (qtd. in Burt et al. 648).</p>	<p>In the America, there's so many crimes happens where people start to attack each other in the street. The city itself become a war zone for the people who live there.</p>
3.	<p>EVA: When I got my initiation into the gang life, I became third generation. They beat you so you won't break. They are my family.</p>	Monologue	0.02.45— 0.03.57	<p>The term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are</p>	<p>Eva is one of the main character in the movie. She explain her view of the war that she is facing now. She explains how</p>

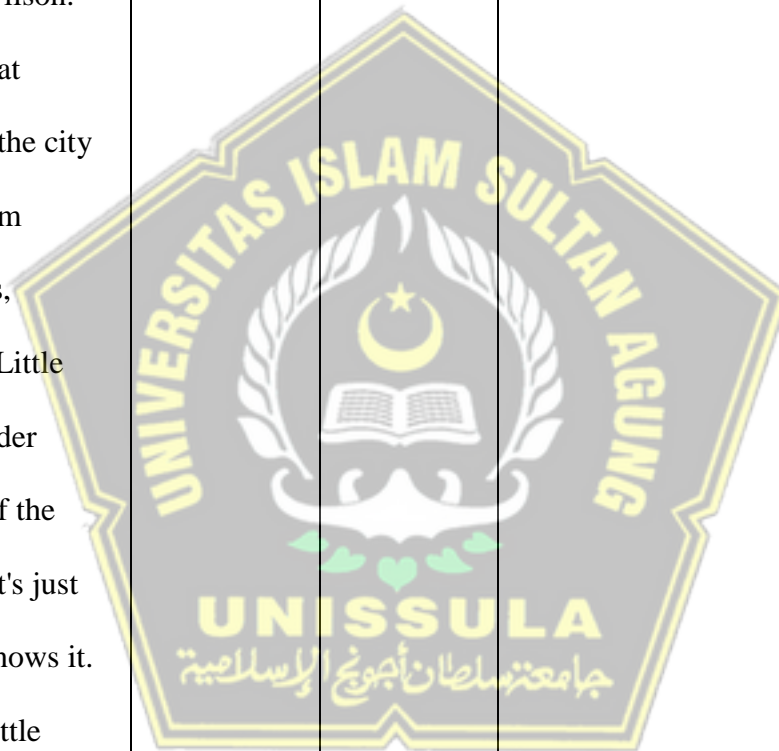
	<p>In Long Beach, it all comes down to what you look like. If you're Latino or Asian or black, you could get blasted any time you walk out your door.</p> <p>We fight each other for territory. We kill each other over race, pride and respect. We fight for what is ours.</p> <p>They think they're winning by jumping me now, but soon they're all going down. War has been declared.</p>			<p>considered to belong to a certain category or group (qtd.in Afigh 3).</p>	<p>other races would be in danger the moment the show up in public.</p>
4.	<p>JAMAL: Man, what am I doing in here? This whole ghetto ass class has got people in here looking like a bad rerun of Cops and shit. You know what I'm saying? It's true.</p>	<p>Dialogue</p>	<p>0.10.41— 0.10.56</p>	<p>The term discrimination refers to different treatment. It is usually unequal and detrimental. This applies to individuals who are</p>	<p>On Erin's first day of class, she faces hard time because she teaches the class that is in the lowest rank. It means she teaches</p>

<p>ERIN: Are you Jamal?</p> <p>JAMAL: Yeah.</p> <p>ERIN: Well, for some reason they have you registered in this class.</p> <p>JAMAL: Yeah, and that's some bullshit.</p> <p>ANDRE: It's the dumb class, coz. It means you're too dumb.</p> <p>JAMAL: Man, say it to my face, coz.</p> <p>ANDRE: I ju st did. See what I mean? Dumb. JAMAL: Man, I know you ain't talking to me! ERIN: Okay...</p> <p>JAMAL: Look, homey, I'll beat that ass, homeboy .</p> <p>ERIN: Can you please sit back down?</p>			<p>considered to belong to a certain category or group (qtd.in Afigh 3).</p>	<p>students from different kind of races and the class has been categorized as minors. One of Erin's black student, Jamal shows unfriendliness as soon as Erin enters the class. The reason of his rudeness because he is unhappy being there with other people from different races.</p>
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	<p>JAMAL: Look, I got your spot on the team. That's why you're over there wagging your tongue.</p> <p>ERIN: Please sit back in your seats.</p> <p>JAMAL: Look, your spot is good as gone. I don't know why you keep wasting your time coming to practice with them two-year-old Nikes on your feet!</p> <p>ANDRE: You don't know nothing about me, coz! Broke down my whole situation.</p>				
5.	<p>EVA (On her way to school, it's dark outside. Voice over): If it was up to me, I wouldn't even be in school. My probation officer threatened me,</p>	<p>Monologue</p>	<p>0.13.03— 0.14.05</p>	<p>According to Williams &amp; Mohammed, racial discrimination is differential treatment of members of other groups. It can be from</p>	<p>Eva thinks about how school is just like prison where the students are being divided based on</p>

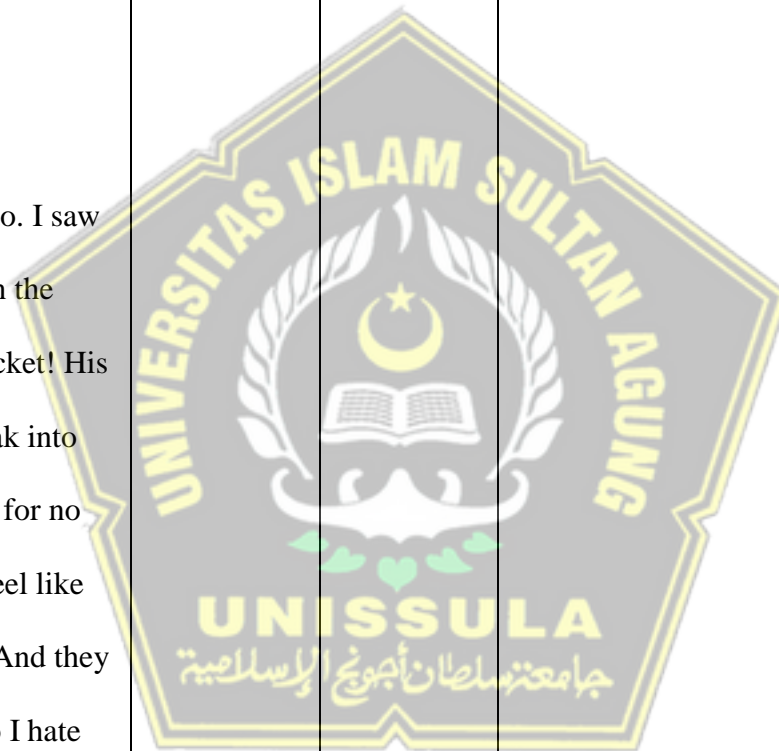
<p>telling me it was either school or boot camp. Dumbass. He thinks that the problems going on in Long Beach aren't going to touch me at Wilson. My PO doesn't understand that schools are like the city, and the city is just like a prison, all of them divided into separate sections, depending on tribes. There's Little Cambodia. The Ghetto. Wonder Bread Land. And us, South of the Border or Little Tijuana. That's just the way it is, and everyone knows it. But soon enough, you have little wannabes trying to hit you up at</p>			<p>individual or group (qtd. In Lee et al. 209).</p>	<p>their races. The tension between races are too obvious for her even in the school.</p>
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	<p>school, demanding respect they haven't earned.</p> <p>It looks like this, one tribe drifting quietly to another's territory without respect, as if to claim what isn't theirs.</p> <p>An outsider looking in would never see it, but we could feel it. Something was coming.</p>				
6.	<p>EVA: White people always wanting their respect like they deserve it for free.</p> <p>ERIN: I'm a teacher. It doesn't matter what color I am.</p> <p>EVA: It's all about color. It's about people deciding what you deserve, about people wanting what they don't</p>	Dialogue	0.33.14— 0.34.03	According to Williams & Mohammed, racial discrimination is differential treatment of members of other groups. It can be from individual or group (qtd. In Lee et al. 209).	This situation shows that white people do whatever they want to other races. In this dialogue, white people is breaking Eva's house as they like and taking Eva's father away.



<p>deserve, about whites thinking they run this world no matter what. You see, I hate white people.</p> <p>ERIN: You hate me?</p> <p>EVA: Yeah.</p> <p>ERIN: You don't know me.</p> <p>EVA: I know what you can do. I saw white cops shoot my friend in the back for reaching into his pocket! His pocket. I saw white cops break into my house and take my father for no reason except because they feel like it! Except because they can. And they can because they're white. So I hate white people on sight!</p>				
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**2. How are the strategies of a teacher to overcome the racial discrimination in America as seen in the film *Freedom Writer*?**



No.	Quotes	Forms	Minutes	References	Comments
1.	<p>ERIN: I have this idea. We're gonna be covering poetry. Who here likes Tupac Shakur?</p> <p>JAMAL: It's 2Pac.</p> <p>ERIN: 2Pac Shakur. Excuse me. Raise your hand. (Just two of them raise their hand) Really? I thought there'd be more fans. I have the lyrics to this song printed out. I want you to listen to this phrase I have up on the board. It's an example of an internal rhyme. What he does is very sophisticated and cool, actually.</p>	Dialogue	0.20.02— 0.20.30	<p><b>Role-playing</b> by Brown (Brown 21) is an adaptable action that permits understudies to communicate their assessment in a sensible circumstance. In role-playing, the understudies have an impact they don't play, in actuality. A multicultural pretend exercise permits students to be inundated in a social situation that makes them experience sentiments and real factors that they may not, in any case, be presented to. Thus by getting sorted out a role-playing action in</p>	<p>Erin starts to use new methods in teaching her multicultural class. She starts to have an idea by doing roleplaying by reading poetry. With two students raised their hands it is more than enough that they start to make some good feedback for her English class.</p>

				the class, the teacher can acquire issues of the subjects identified with religion, current theme, or something identified with history which is generally hard to disclose to the understudies in the class.	
2.	ERIN: You know something? I saw a picture just like this once in a museum. Only it wasn't a black man, it was a Jewish man. And instead of the big lips, he had a really big nose, like a rat's nose. But he wasn't just one particular Jewish man, this was a drawing of all Jews. And these	Dialogue	0.30.05— 0.31.50	<b>Exposure to different language and culture</b> Culture alludes to the traditions, rituals, beliefs, and values that are normal and shared among a gathering of individuals. Each individual is a piece of one culture or the other. Along these lines, the primary objective of multicultural	In this situation, Tito draws a big lips for black students. Erin finds out and she start to make comparison to a holocaust history about Jewish people. Eventually, her students starts to pay some

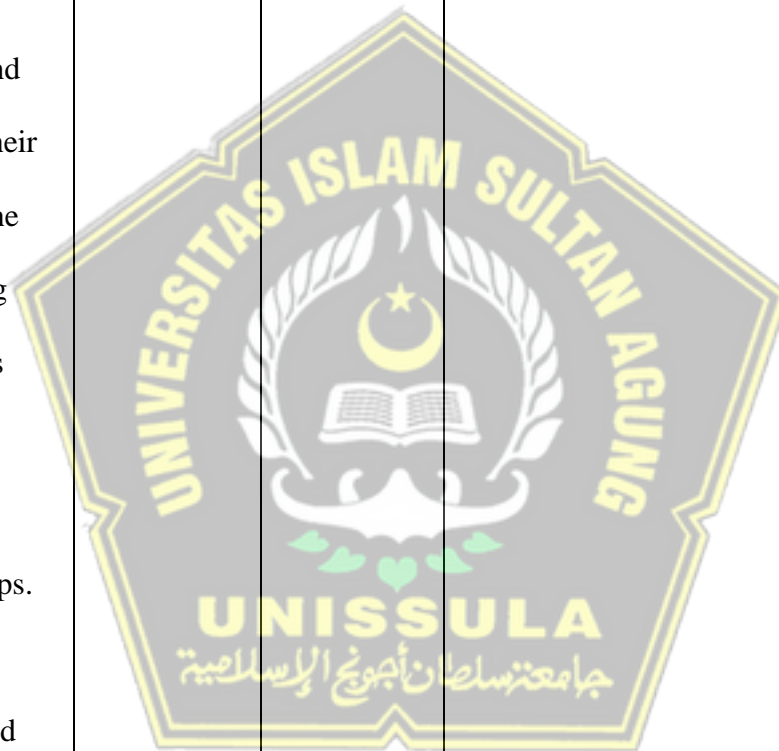
<p>drawings were put in the newspapers by the most famous gang in history.</p> <p>STUDENT: That's us, dawg.</p> <p>ERIN: You think you know all about gangs? You're amateurs. This gang would put you all to shame. And they started out poor and angry, and everybody looked down on them. Until one man decided to give them some pride, an identity and somebody to blame. You take over neighborhoods? That's nothing compared to them. They took over countries. And you wanna</p>			<p>instruction ought to help the youngsters with perceiving contrasts just as likenesses among individual understudies. Permitting kids to investigate shifting society's sets out open doors for them to see that in any event, when different understudies have various traditions, dialects, and languages (Brown 21).</p>	<p>attention about the Holocaust story. This is the first time her students shows interest in her class. Erin herself starts to look for the Diary of Ann Frank and she wants to make the students read them.</p>
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know how? They just wiped out everybody else. STUDENTS: Yeah, Yeah.

ERIN: Yeah, they wiped out everybody they didn't like, and everybody they blamed for their life being hard. And one of the ways they did it was by doing this. See, they'd print pictures like this in the newspapers.

Jewish people with big, long noses. Blacks with big , fat lips.

They'd also publish scientific evidence that proved Jews and blacks were the lowest form of human species.



	<p>Jews and blacks were more like animals. And because they were just like animals it didn't really matter whether they lived or died. In fact, life would be a whole lot better if they were all dead. That's how a holocaust happens. And that's what you all think of each other.</p>				
3.	<p>ERIN: We're gonna play a game, all right? It's a lot of fun. I promise. Look, you can either sit in your seats reacting those workbooks, or you can play a game. Either way, you're in here till the bell rings.</p>	Dialogue	0.41.12— 0.41.49	<p><b>Knowledge of student's background</b></p> <p>For a successful multicultural classroom setting one of the most essential thing is knowledge of diverse cultures. The teacher should set aside out effort to get</p>	<p>Erin has the strategy to know her students background by doing the Line game. She will starts to ask questions and she examine each students.</p>

<p>Okay. This is called the Line Game. I'm gonna ask you a question. If that question applies to you, you step onto the line, and then step back away for the next question. Easy, right?</p> <p>STUDENT: Yeah, whatever.</p> <p>ERIN: The first question, how many of you have the new Snoop Dogg album? (Most of them step forward)</p> <p>JAMAL: (to other student): Did you steal it?</p> <p>ERIN: Okay, back away. Next question, how many of you have seen Boyz n the Hood?</p>			<p>familiar with the foundation of the class understudies. Information on the conventions, convictions, values, customs, food propensities, financial status for aiding in understanding the understudies in a superior way. This information should then be imparted to youngsters by consolidating them into the learning encounters. The understudies ought to be urged to pose inquiries that assist them with understanding other people who have a foundation unique in relation to their own. Educators</p>	
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				may find out about cultures and examine their student's culture (Brown 21).	
4.	<p>ERIN: Now, I have something for each of you. Everyone has their own story, and it's important for you to tell your own story, even to yourself. So, what we're going to do is we're gonna write every day in these journal s.</p> <p>You can write about whatever you want, the past, the present, the future.</p> <p>You can write it like a diary, or you can write songs, poems, any good thing, bad thing, anything.</p>	Monologue	0.45.38— 0.46.53		<p>Another thing that Erin tries to do is giving a journal for her students. At first, she says that this journal won't be graded. Also this journal won't be read by her, but she gives her students an option if they want Erin to read their journal, they have to put it on the locker. As soon as days passed, Erin starts to collect the</p>



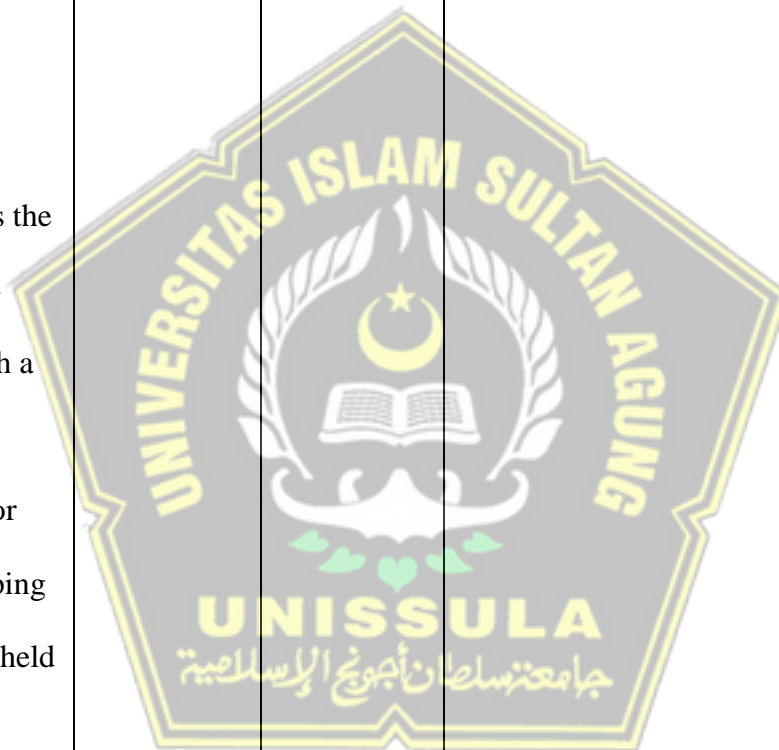
	<p>But you have to write every day.</p> <p>Keep a pen nearby. Whenever you feel the inspiration. And they won't be graded. How can I give an A or a B for writing the truth, right?</p> <p>And I will not read them unless you give me permission. I will need to see that you've made an entry, but I'll just do this, skim to see that you wrote that day.</p>				<p>journal and start to learn more each of her students.</p>
5.	<p>(Cut to class 203. The students have their book in their hands)</p> <p>TITO: These books are brand new.</p> <p>BRANDY: I know.</p>	Dialogue	0.56.04— 0.56.50	<p><b>Cooperative learning</b></p> <p>The environment of the classroom should help students from minority societies in creating participation and social abilities.</p>	<p>Now that the class shows some improvement. Erin buys book with her own money for her students. She pick a book that</p>

<p>ERIN: Okay, guys, gals. Listen up. The only problem with this book is it's about a gang member and there's violence in it, so you may not be able to read it as part of the curriculum. So, I'm going to try my best to get permission, all right?</p> <p>(Meeting in the Long Beach Unified School District)</p> <p>ERIN: It's been a little difficult getting their attention. Up until recently, the only thing they hated more than each other was me.</p>			<p>The overall thought behind agreeable learning is that making a little heterogeneous group of students so they can dominate the different parts of a specific errand. Moreover, cooperative learning have been helpful as an asset to have solid and steady beneficial outcomes on the social connection between socially various students (Brown 21).</p>	<p>contains violence because she know that this kind of book will make them understand more about the bad effect from hating difference races.</p>
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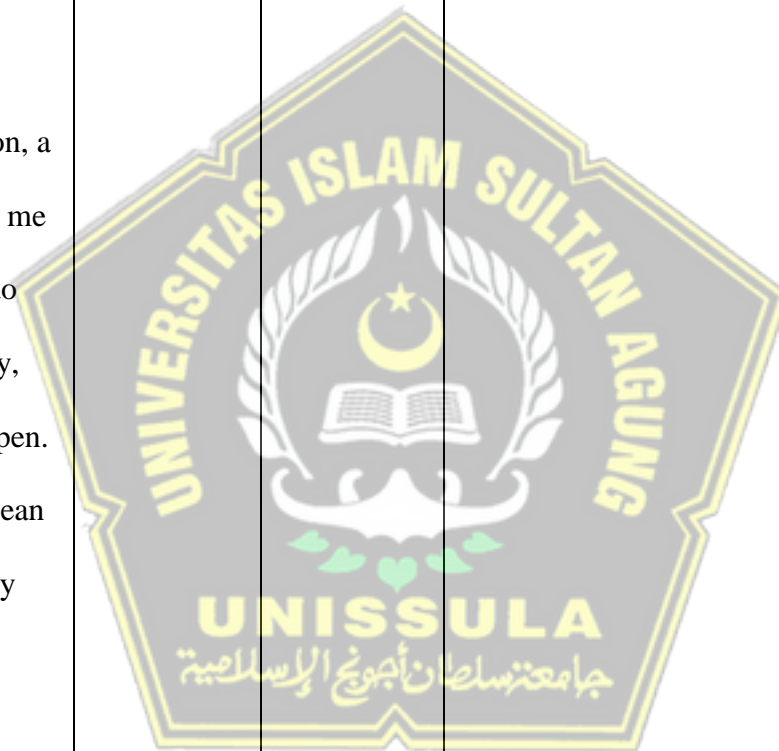
	<p>MR. CARL: Well, you united them and that's a step. What can I do for you?</p> <p>ERIN: I want to do more with them, and I need the support of someone in power.</p>				
6.	<p>GLORIA: Man, I've had boyfriends since I was, like, 11, you know.</p> <p>JAMAL: I believe you .</p> <p>GLORIA: Shut up. Okay, well, I was always the person That was gonna get pregnant before I turned 16 and drop out. Like my mom.... Ain't gonna happen.</p>	Dialogue	1.11.43— 1.12.50	<p><b>Group discussion</b></p> <p>Group discussion invigorates thinking. It is a fantastic system for upgrading student's inspiration. They give freedoms to students to rehearse various abilities including the capacity to explain and shield positions and think about an alternate perspective. The discussion is an</p>	<p>It was the first day of school after holiday. Erin ask her students to take four books that they will discuss on this semester. She also make “Toast of Change” for he student. She hopes that every person will have a better change. After that, one by</p>

<p>BRANDY: Nobody ever listens to a teenager. Everybody thinks you should be happy just because you're young. They don't see the wars that we fight every single day. And one day, my war will end. And I will not die. And I will not tolerate abuse from anyone. I am strong.</p> <p>MARCUS: My mom's kicked me out when I got jumped into the gang life. But I'd like her to see me graduate. I'd like to be 18.</p> <p>MIGUEL: Ms. G? Can I read something from my diary?</p> <p>ERIN: That'd be great.</p>			<p>ideal spot to create students capacity to utilize literary proof. In gathering conversations, students work with numerous thoughts. Along these lines, the educators should utilize discussion on current themes which can start a discussion and help create students addressing, top to bottom investigation of circumstances, and advancement of sensible reasoning (Brown 21).</p>	<p>one students start to make a speech and the other will listen full of respect. After that, each students hugs each other.</p>
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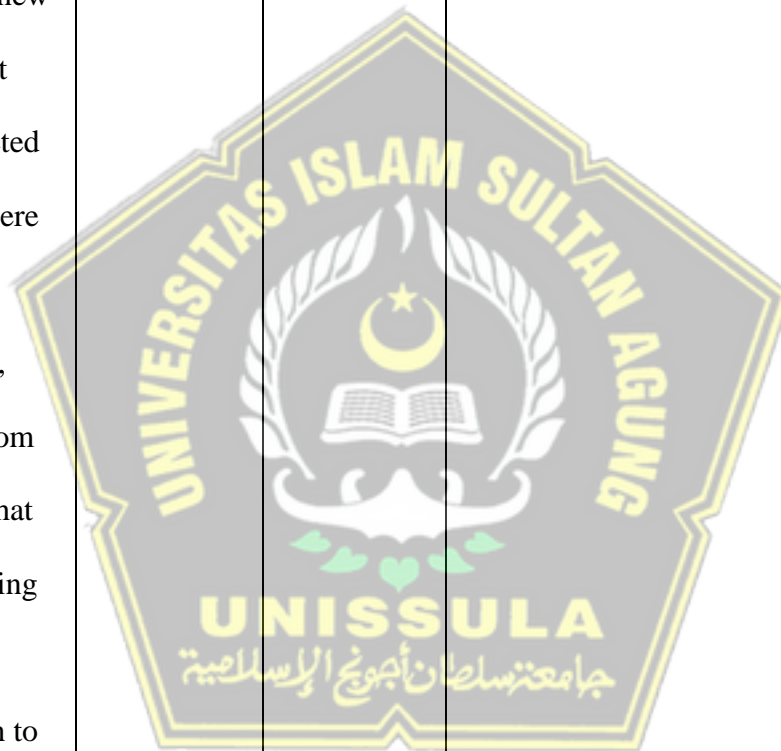
<p>JAMAL (whispering to Gloria)</p> <p>Who is he?</p> <p>GLORIA: Man, he's been with us from freshman year, fool.</p> <p>JAMAL: What's his name?</p> <p>GLORIA: I don't know.</p> <p>MIGUEL: "This summer was the worst summer in my short 14 years of life. It all started with a phone call. My mother was crying and begging, asking for more time as if she were gasping for her last breath of air. She held me as tight as she could and cried. Her tears hit my shirt like bu Bets and told me we were</p>				
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<p>being evicted. She kept apologizing to me. I thought, 'I have no home. I should have asked for something less expensive at Christmas.'</p> <p>On the morning of the eviction, a hard knock on the door woke me up. The sheriff was there to do his job. I looked up at the sky, waiting for something to happen.</p> <p>My mother has no family to lean on, no money coming in. Why bother coming to school or getting good grades if I'm homeless?</p>				
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The bus stops in front of the school. I feel like throwing up. I'm wearing clothes from last year, some old shoes and no new haircut. I kept thinking I'd get laughed at. "Instead, I'm greeted by a couple of friends who were in my English class last year. And it hits me, Mrs. Gruwell, "my crazy English teacher from last year, is the only person that made me think of hope. Talking with friends about last year's English and our trips, I began to feel better. I receive my schedule and the first teacher is Mrs.





<p>Gruwell in Room 203. I walk into the room and feel as though all the problems in life are not so important anymore. I am home.</p> <p>ERIN: Yes, you are.</p>				
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