

LPZ  
CINETECH  
PRESENTS

# THE HUDSON TRIBES

a film by John Marco Lopez  
Inspired by True Events



STUDY GUIDE  
FOR CLASSROOMS

# THE HUDSON TRIBES

## STUDY GUIDE FOR CLASSROOMS

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**HOW TO USE THIS GUIDE:** This study guide is designed for educators, school leaders, parents, students, and all others interested in learning more about media literacy as it pertains to specific themes, concepts, and theory related to the film being explored. The discussion prompts and optional activities are all aligned with Common Core Learning Standards and **specifically designed for High School and / or College Level students.** The ‘Resources for Further Exploration’ section provide opportunities for students and educators to further expand their knowledge and participation on topics related to the film.

The Study Guide is broken up into a number of self-contained segments, allowing educators the ability to choose where they want to enter the learning process. Educators have the option to shorten learning via the discussion prompts and key questions, and spend more time on the interactive activities. Educators can also simply use the guide as context before, during, and after viewing the film. Educators may also choose to extend the study guide over a series of a week if time permits. The in-class activities are all optional and can be easily tailored to your students’ specific needs and learning levels.



### MESSAGE FROM THE FILMMAKER

This story means a great deal to me. My mother lives in the town of Ramapo, New York - and I have close friends who went to public school there. What has been happening there for the last two decades is incredibly fascinating. The public schools are being shut down or stripped of their resources - in order to adequately support the growing youth population of the Hasidic Jewish community. You might ask yourself - how is this happening? It’s very simple - DEMOCRACY. Our fundamental American principles are at the heart of this story, and created the basis for my underlying theme - “Do you still believe in Democracy, when it’s not working for you?”. I feel my thesis is important because the Hasidic Jewish voters are legally following the laws of our land, by appointing their preferred representatives in an open and free election process. As a result, the East Ramapo School District board members are now almost entirely Hasidic or Orthodox Jewish - and they make decisions on how/where to allocate resources. This has led to outrage, vitriolic protests, and unfortunate anti-semitism from secular groups, primarily the African American and Hispanic population. The Hasidic Leadership says that other groups should have simply gone out and voted, while communities of color responded that there is little empathy and fairness being demonstrated by the Hasidic-led

school board. In my view, both parties have valid points - but now what?

As you can tell - the lines are blurred and the issue is very controversial. So much so, that the topic has reached a national audience - with the New York Times & NY Magazine reporting on it, as well as NPR’s renowned podcast titled “This American Life” dedicating an hour long special to the story. Clearly what is happening in this community should be explored - and I wanted to tackle it from an honest, loving, and compassionate perspective through the scripted narrative medium. My goal was to stay objective - not incriminate one side or the other - just present a series of dramatized scenes inspired by facts & circumstances - then delve deep into the personal journeys of my characters - and hopefully create a positive dialogue with audiences.

Our backdrop was the Hudson Valley, located in New York State and only 30 minutes outside of Manhattan. It is a classically enchanting and majestic place. From the sweeping rivers to its sprawling mountain ranges - this region has inspired centuries of poets, authors, and artists with its beauty and charm. Originally it was home to various Native American tribes with rich customs and traditions, then explored by European settlers, and ultimately developed into a vast suburban landscape during the great “white flight” of the 1950’s & 60’s.

Today, much has changed in some areas of the Hudson Valley. Large scale migrations of middle & upper middle class Caucasians back into

the urban areas has left a void of investment and infrastructure - leaving cheap real estate for immigrant families, African American communities, and Hasidic Jewish enclaves. This has created a fascinating yet volatile dynamic in the Hudson Valley - ripe with racial turmoil, poverty, crime, and corrupt politicians. Our film THE HUDSON TRIBES explores the harsh realities of this socioeconomic phenomena - also the love that can emerge and exist between them, and the individuals in each "tribe" who strive for something better. — JOHN MARCO LOPEZ

## ABOUT THE FILMMAKER

John Marco Lopez is an independent filmmaker with over ten years of experience working in various motion picture mediums and formats. From the outset, he began producing and directing music videos for popular recording artists, which subsequently garnered enthusiastic attention from various multimedia platforms. This recognition paved the way for the #1 Advertising Agency in the World - Grey New York - to acquire his services in the Broadcast Production team. Instantly, John began working with national brands, seven figure budgets, and large-scale union production crews. Ultimately, he produced & directed commercials for companies such as Canon, DirecTV, Radio Shack, and Febreze. John's passion for the motion picture medium has led to co-founding a production

company - LPZ Media. His first order of business was to write & direct "The Inquisition of Camilo Sanz", a full length feature film - which was picked up by HBO and Lions Gate Latino. His second motion picture, "The Hudson Tribes", starring Godfrey and Vanessa Rubio, is distributed by The Orchard and available on Amazon Prime among other platforms. Most recently, John has received acclaim for directing several online documentaries for Cadillac & Heineken- culminating in commissioned work for NIKE's ever-expanding digital presence of online viewers.

## ABOUT THE FILM

In a New York public school district torn apart by racial divides, corrupt politicians, and escalating violence, a young Hasidic man falls in love with a Hispanic woman, who teaches at the school his leaders are shutting down. "The Hudson Tribes" is a Socio-Political Crime Thriller, inspired by true events. During a contentious school board vote led by an Orthodox Jewish majority, a prominent leader in the Hasidic community is ruthlessly kidnapped by a local right-wing extremist. The brutal crime is witnessed by the curious eye of an unassuming Hasidic teenager, Avi, riding his bike through the quiet autumn night. The young man decides to withhold the information from the police in order to uncover the crime himself - only to realize that the woman he is infatuated with - is romantically involved with the violent kidnapper on a white nationalist campaign.

## FILM IN CONTEXT

THE HUDSON TRIBES was written & produced prior to and during the presidential election of Donald J. Trump. The film, inspired by the true events of the East Ramapo School District, draws parallels with the current Socio-Political climate of today - exploring the hotly contested themes of Social Justice, Racial Divides, Political Corruption, Public Education Rights, and the deep-seeded underbelly of American Hate Crimes.

The Hudson Tribes is a live-action thriller that beautifully captures the true essence of human struggle permeating through a contemporary underserved multi-ethnic American society. This film was shot entirely in the very same neighborhoods and political venues where many of these societal issues are taking place today. Through powerful dramatic performances and carefully crafted mise en scène, The Hudson Tribes cinematically explores the human conflict and pressures that arise once a volatile community with an already broken public school system is triggered by an agent of chaos and evil.

According to Willie Trotman, the former president of the Spring Valley NAACP, "tensions between a majority of East Ramapo board members and public school advocates have intensified over the past several years. East Ramapo is **a tinderbox threatening to burst into flames.**" The Hudson Tribes illustrates what violence and horrors lie ahead if and when political fairness, social equity, and racial harmony is not embraced by all opposing sides. The film's 'warning' message is one the filmmakers hope will inspire honest and healthy conversations that will ultimately #UniteTheTribes rather than further divide them.

Aaron Moeller of the Rockland County Times writes, "Precisely what makes 'The Hudson Tribes' a triumph is the direction Lopez takes to portray the interconnectedness of power in politics and the subtle ramifications of the law. In the newspapers, this story can be a bit subtler, i.e. who pays the bulk of property taxes, questionable school textbooks, maybe a stolen bike, and yes, hate crimes - those are all real issues. In the film we not only get a look into back door politics, we get a glimpse into the homes and lives of just about every represented demographic in Rockland County."

## DISCUSSION PROMPTS

### DISCUSSION PROMPT 1: THE AMERICAN EXPERIMENT - DEMOCRACY FOR ALL?

THE HUDSON TRIBES explores how delicate the American Experiment really is - on a micro provincial level - and how easily racial divisions can be stoked, driving us back into the antiquated habits of regressive tribalism. Upon drafting the U.S. Declaration of Independence, our forefathers empowered a democratic system to best address the necessary needs & concerns of a Majority demographic - while still honoring the social & educational needs of the Minority population. The self-evident truth that "all men are created equal; endowed by their creator with the right to life, liberty and the pursuit of happiness" remains the powerful philosophical and moral foundation of the American republic itself. Yet, as we are seeing today, the advance of freedom and democracy is oftentimes undermined by an urge to revert to a more conservative socio political ideology, at the expense of progress.

**REFLECTION:** *Explore and discuss your interpretation of Charles Francis Adams' quote, "The American Experiment is the most tremendous and far reaching engine of social change which has ever either blessed or cursed mankind". How would you say the American Experiment has blessed mankind? How has it cursed it?*

### DISCUSSION PROMPT 2: HATE CRIMES IN THE UNITED STATES - A SHARP RISE

A hate crime is a traditional offense like murder, arson, or vandalism with an added element of bias. For the purposes of collecting statistics, the FBI has defined a hate crime as a "criminal offense against a person or property motivated in whole or in part by an offender's bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity." According to a 2018 FBI report, hate crime reports increased 17 percent from 2016



to 2017, rising for the third consecutive year since 2015, as heated racial rhetoric and political actions have come to dominate the news. Of the more than 7,100 hate crimes reported in 2017, nearly three out of five were motivated by race and ethnicity, while religion and sexual orientation were the other two primary motivators. Most striking, a report published by the ADL's Center on Extremism notes that "2018 was a particularly active year for right-wing extremist murders: Every single extremist killing — from Pittsburgh to Parkland — had a link to right-wing extremism."

**REFLECTION:** Discuss your views / opinions on whether or not there is a direct cause and effect relationship between inciting political rhetoric and actual violence? Can words really lead to actions? Can violent, hateful language inflame people who are already inclined toward violence and focus their rage? Can one argue that the rise in recent hate crimes in the U.S. is directly linked to divisive political language covered by mainstream media?

### DISCUSSION PROMPT 3: THE POWER OF THE SCHOOL BOARD - A BROAD SCOPE OF WORK

East Ramapo is governed by a Board of Education composed of nine members elected by the community, each for a term of three years. The Board is responsible for the scope, depth and quality of education in the district. It is the policy-making body for the school district. As elected officials, they: Select a Superintendent of Schools as the chief executive officer of the District, adopt goals and objectives, evaluate the effectiveness of district programs and services, establish policies for the operation of the district, appoint professional and non-certificated personnel and set salaries, develop a budget consistent with educational needs and community resources, levy taxes, set educational policy, approve the appointment of all school district personnel and contracts, and communicate the progress and needs of the District to the community.

**REFLECTION:** Considering the extensive and demanding responsibilities of school board members, what qualifications and / or skill-sets would you say are vital for a qualified candidate? Discuss the potential pros and cons of regional and local school districts having the autonomy to manage their own educational policies without the

direct control of the state. When is it appropriate for the state or federal government to intervene in regional school board matters?

### DISCUSSION PROMPT 4: THE WHITE NATIONALIST MOVEMENT - THE ALT-RIGHT MANIFESTO

In recent years, national news coverage has focused on the growth of the white power movement in America, which has lived in the shadows for decades due to efforts from the federal government aiming to quell a rise in Hate Crimes and Domestic Terrorism. Through countless FBI reports, we learn that in the 1970s and 1980s, there emerged a strong sense of betrayal and anti-multiculturalism as a result of the Vietnam War that inspired several generations of white nationalists, white supremacists, and separatist paramilitary / militia groups. These self-proclaimed "soldiers" are highly organized and motivated by a deeply troubling worldview driven by white supremacy, anti-communism, and radical faith. In 1995, the country witnessed the dangers of domestic terrorism when a right-wing terrorist group carried out the devastating Oklahoma City bombing. Today under President Trump, a growing white nationalist sentiment and message has become much more mainstream than in previous years, suggesting that efforts to defeat such divisive and violent ideology has been entirely undermined by current political rhetoric. According to the ADL's Center on Extremism report, "Every year, police uncover and prevent a wide range of extremist plots and conspiracies with lethal intentions".

**REFLECTION:** In Greg Johnson's controversial book, "The White Nationalist Manifesto", he argues that "implicit White Nationalism is the animating principle of the growing populist-nationalist movements across the white world" and believes "we will inevitably move from implicit to explicit racial advocacy." Johnson adds that "when our rising consciousness exceeds the liberal declining ability to control us, then we win."

What happens when an Agent of Chaos takes advantage of a fragile political system? How can Community Leadership hold these different ethnic communities together - while a nefarious force tries to bait them into conflict with one another in order to win back an ethnocentric control - through methods of violence, hate, and fear mongering?

### DISCUSSION PROMPT 5: HASHTAGGING SOCIAL JUSTICE - A CALL FOR UNITY

As social media engagement among the youth continues to rise, students are becoming increasingly exposed to and involved in hashtag campaigns related to themes of identity, diversity, justice and social action. For example, #BlackLivesMatter has sparked international conversation and action around racial justice, anti-blackness and police brutality. In the Hudson Valley, for example, high school students have rallied behind the #StrongEastRamapo social media campaign as a means "to fight for the children of East Ramapo who don't have a voice on their own school board". While some have criticized the exploitation of digital activism, others believe that it is an effective tool in spreading awareness, influencing calls to action and providing people with access to information in real time.

**REFLECTION:** Share and discuss any notable viral social justice hashtag campaigns that you have come across in recent years. Try to explore the origin of such hashtags and evaluate the themes related to these campaigns. How can social media hashtags be used as tools to create and share digital content? How can young people create and use social media hashtags to develop awareness and agency related to social activism?

## KEY QUESTIONS

**1** Our characters in THE HUDSON TRIBES reflect the complicated Moral & Ethical dilemmas which they are being confronted with. Is self-preservation more valuable than upholding the greater good of an entire community? In your opinion, what is the social fabric which grants us the virtuous tools for progress?

**2** Who are the heroes in THE HUDSON TRIBES that stand up for Social Justice - in the face of grave danger, ridicule, or disenfranchisement? Who are the Dark Forces at work here - that seek to undermine the communal well-being of others, in order to secure their long established positions of Power?

**3** Our protagonists represent the two disputed tribes (SECULAR VS. HASIDISM) - who have both been manipulated into conflict with one another - by our Agent of Chaos (Shane). How does the white nationalist agenda benefit from a hyper-tribal, historically underrepresented, and socially conflicted community? In the last couple of years, do you believe that we have become a more racially tolerant country, or have we become increasingly racially intolerant? Explain.



**4** How has the digital age, with the rise of social media and personal mobile devices, help put a spotlight on the historically pervasive trends of white nationalism, racism, anti-semitism, and hate crimes?

**5** This precipice of unity - rising above hate & vitriol - is the fundamental bedrock of our story's purpose: Bringing human beings together through love and respect. How can fictionally dramatizing the nature and implication of a violent hate crime through the motion picture medium, help an audience explore difficult social and political themes through healthy dialogue and open debate?

**6** Social Equality vs. Social Equity — What is the difference between these terms and how does the film dramatically explore each concept?

**7** Fear of Difference — Why are we afraid of those who we perceive to be unlike ourselves? Is an inherent fear of others who are different from us a byproduct of human nature or is it a learned behavior? What is Shane's motivation in kidnapping Abraham Talbot? What is he trying to do or prove?

**8** The Jewish Question - Should Jewish Americans be given the rights and compensation of traditional minority groups or be considered as a part of 'white America'?

**9** What are some important factors / requirements that should be taken into account when electing a school board official? Should Bella's character be appointed to the school board? Does she have what it takes to succeed in the world of politics? Why or why not?

**10** In your opinion, can racial divides in the U.S. ever be mended? What are some systemic barriers that are currently in place preventing social and racial unity? What are some systematic solutions that we can enact? What did you think was the overall message of the film? Explain.



## IN-CLASS ACTIVITIES (OPTIONAL)

### THIS IS WHAT DEMOCRACY LOOKS LIKE?

#### Part A: Learn About School Boards

This section aims to help educators teach students the structure, work and makeup of school boards. Here is where the problems and politics of how school boards become corrupted/manipulated will be introduced, using the East Ramapo School District as a case study. It also serves as an introduction and background to the film's content.

Educators should reference the East Ramapo Central School District for a comprehensive examination on the School Board policies, responsibilities, and code of conduct:

<https://www.ercsd.org/>

#### Part B: Respond Creatively

##### PROJECT OPTION ONE:

Continuing with East Ramapo as a case study, students will be tasked with redesigning an ideal school board. Who would the ideal representatives be for the demographics presented? What would an equitable distribution of voice and power look like?

Students can work independently or in a group to develop character studies through creative writing and portraiture elements.

##### PROJECT OPTION TWO:

Students create a mock school board and engage in a debate.

The class represents the Rockland County Board of Education and has a total education budget of \$5,000,000. Which of the fields below should we invest in?

- 1. The Arts (\$2,000,000)**
- 2. Sports and Athletics (\$1,500,000)**
- 3. Science Textbooks and Equipment (\$1,000,000)**
- 4. After-School Programs, includes free tutoring (\$2,500,000)**
- 5. Increasing Teacher Salaries (\$1,500,000)**
- 6. Healthier School Food (\$500,000)**
- 7. Free Calculators for all Students (\$1,000,000)**
- 8. Air Conditioned School Buses (\$1,000,000)**

The class then elects a 6-member board of volunteer students with 1 mayor who appoints the chairman. The board then appoints a Superintendent, who will advocate and provide arguments to the board on how to best appropriate funds. The board gathers, and in fishbowl manner, each member has only 30 seconds to make their case on what they want funded. The chairman and the mayor have the final say on where the money goes to.

## Part C: Advocate Through Action

Students learn how to contact their local school board (for example, via writing emails or attending a town hall), and to discover what issues are being discussed in their community. Educators can present options for ways students might engage advocacy projects/events that ensure their voices and opinions are heard.

## Part D: Take It Further

Make the connection to the national conversation — how does the local school board represent issues of democracy at large? This can be a section that invites educators to introduce ways democracy gets corrupted on larger scales, with a particular eye on representation of identity — voter suppression, gerrymandering, etc.

# BRIDGING ISLANDS OF DIFFERENCES

## Part A: Learn About the Crown Heights Riots

Mirroring the violence between people of color and Hasidic communities depicted in *The Hudson Tribes*, The Crown Heights riots were a series of violent eruptions between the Black and Jewish populations in 1991. Students learn, through news articles and other primary sources, about this historical event. By examining root causes of the tension, students unpack the escalation to violence and the methods the community used to heal. This plan will also serve as an introduction and background to the film's content.

Students can read the New York Times Article: *A Boy's Death Ignites Clashes in Crown Heights*  
<https://www.nytimes.com/1991/08/21/nyregion/a-boy-s-death-ignites-clashes-in-crown-heights.html>

## Part B: Respond Creatively

Through a guided process, students locate a person in the class who shares a different identity than them, i.e. political party, religion, race, gender, etc. Using a series of guided questions crafted and shared by a facilitator, students interview their peers to learn more about their experiences — paying attention to both differences and similarities.

## Part C: Advocate Through Action

Students identify an issue that causes separation in their community, and plan an event or series of events that aims to bridge differences and foster dialogue. Example to share: IntegrateNYC which uses a variety of advocacy methods and tactics to address issues of school segregation in NYC.

## Part D: Take It Further

Make the connection to the national conversation — our modern American landscape is deeply split by politics, which has become an identity as important as race, class and gender. How might we begin to imagine bridging these divides?

# HOW MEDIA SHAPES OUR REALITY

## Part A: Learn About the Role of Media

Using examples from *The Hudson Tribes*, this section supports educators in framing ways media can shape our reality, and guide students in becoming more discerning and media literate. Expanding to today's conversation on fake news, the defunding of news outlets (and who funds the news) and social media's role in spreading clickbait, students engage in exercises that help them to parse through the confusing landscape of media. Is the news biased? Students will learn the potential agendas behind reporting, and how that funnels into our understanding of world events, political candidates, etc..

## Part B: Respond Creatively

### PROJECT OPTION ONE:

Through a guided process, students assemble a “creative” newspaper that juxtaposes “fake news”, well-researched news and clickbait articles on the same topics. In small groups, students must locate articles on an assigned topic and cut and paste them into a “zine” that shows the breadth of available “news” on each topic. In this creation, students will also be asked to create a cover and name for their “newspaper” and write a brief reflection on each piece of media they choose for inclusion.

### PROJECT OPTION TWO:

In small groups, students must research, write and present a convincing newscast to the class. Without knowing which groups were tasked with creating “fake news” or “real news”— peers must guess if the presentation was properly researched or a product of yellow journalism.

## Part C: Advocate Through Action

Social media is where most “fake news” is spread. Students design a social media campaign aimed at informing the public and peers on how to be more media literate and savvy.

## Part D: Take It Further

Examine the muckrakers of the Progressive Era. How were muckrakers using words and journalism to push forward agendas, and how can we connect this to the issues of our news today?



SHANE  
You mind? Tell you what, if I win,  
we split it. How's that sound?

(pause)

Do you realize how lucky we are?

(pause)

You're in the greatest country in  
the world. Men, great men, bled for  
the dirt that you walked on every  
day. You wouldn't know the first  
thing about being a patriot. A true  
American patriot. You ever heard of  
the founding fathers? Heroes who  
sailed across an ocean so that  
people like you could have the  
freedom to choose to whatever god  
they want to. And all they asked  
for was that you didn't come down  
on the next man's liberties; with  
your fake rules, and your tyranny.

(pause)

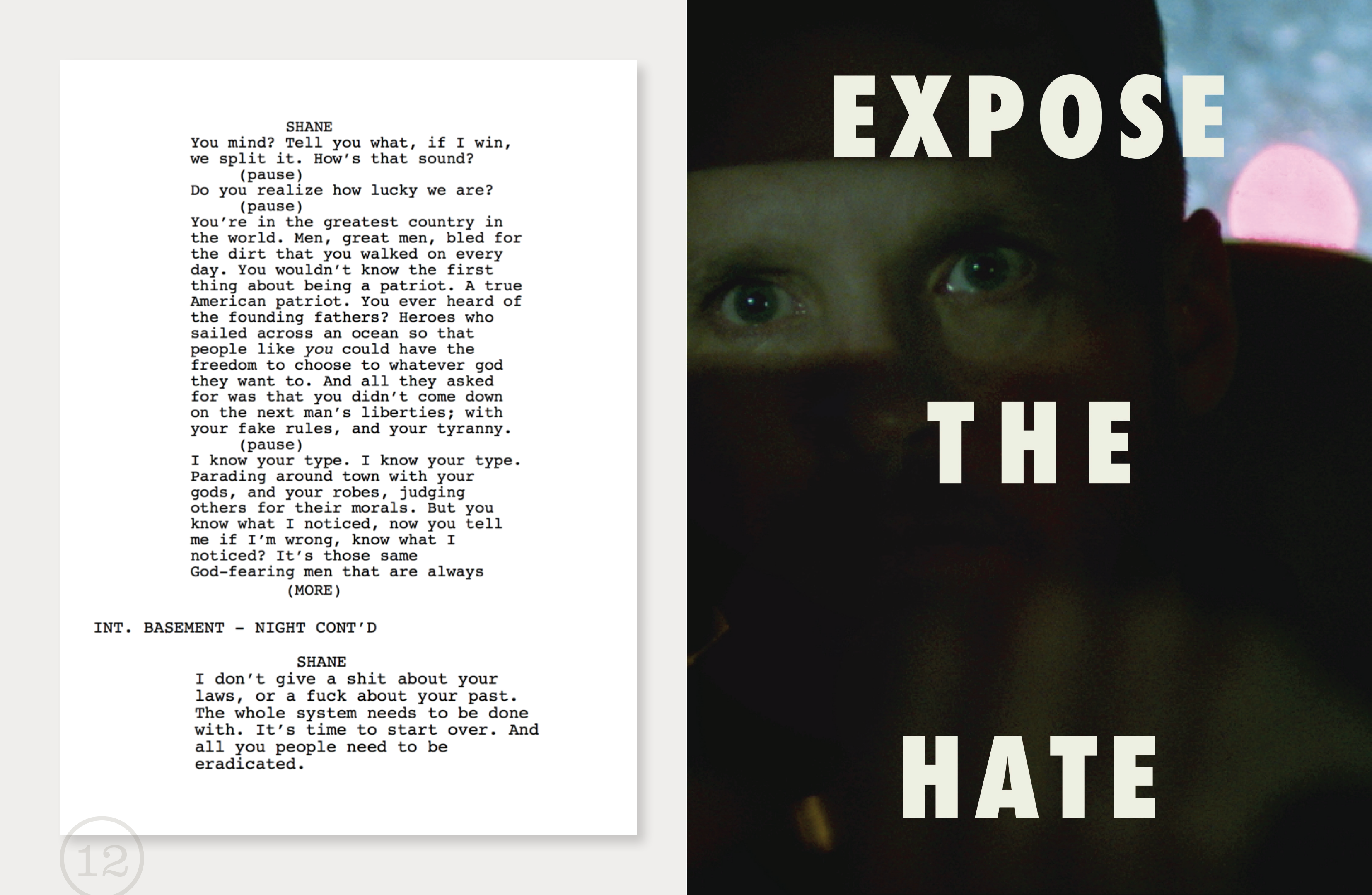
I know your type. I know your type.  
Parading around town with your  
gods, and your robes, judging  
others for their morals. But you  
know what I noticed, now you tell  
me if I'm wrong, know what I  
noticed? It's those same  
God-fearing men that are always

(MORE)

INT. BASEMENT - NIGHT CONT'D

SHANE

I don't give a shit about your  
laws, or a fuck about your past.  
The whole system needs to be done  
with. It's time to start over. And  
all you people need to be  
eradicated.



EXPOSE

THE

HATE

# VIOLENCE MOTIVATED BY IDEOLOGY

## Part A: Learn About Domestic Extremism & Violence Driven by Ideology

ADL's Center on Extremism tracks all murders linked to domestic extremists, whether an ideological motive is evident or not. One important reason why is because it is oftentimes too difficult to know if ideology played a role in a killing or series of killings. With that said, the COE does in fact differentiate between those deaths, based on whether or not a primary or secondary ideological motive was evident, as shown below:

Of the 50 domestic extremist-related killings in 2018:

- **Right-wing extremists were responsible for 49 (or 98%).**
- **With white supremacists alone accounting for 39 (or 78%) of those murders.**
- **Anti-government extremists (primarily sovereign citizens) were responsible for eight (or 16%) of the deaths.**

## Part B: Respond Creatively

Students use a guided process to examine the characteristics of an individual subscribing to a white nationalist or white supremacist ideology. If you were a member of the law enforcement community, either at the local, state, or federal level, what signs might you look for in a potential perpetrator that would help determine if the crime committed was driven by white supremacist / extremist ideology?

Shane's character in *The Hudson Tribes* blurs the lines between ideological and non-ideological extremism. Would you consider Shane's acts of violence to be driven by ideology or is it entirely driven by non-ideological political motivations? Or is it both? Can you classify Shane's actions as Hate Crimes? Carefully watching Shane's actions in the film and examining his monologue(s), could you prove that Shane is in fact driven by a white supremacist ideology?

## Part C: Advocate Through Action

According to ADL's recommendations to help combat domestic extremism, "Every elementary and secondary school should promote activities that celebrate our nation's diversity and inclusivity - and regularly integrate anti-bias and anti-hate content into their curricula".

In a group, develop a lesson plan outline that teachers could use or reference for an elementary school classroom setting. How might you go about teaching young children about such complex topics as hate crimes, domestic extremism, and white nationalism?

## Part D: Take It Further

Individually or in a group, make a list of local and national non-profit / community-based organizations that are on the front lines of fighting the pervasive rise of right-wing, white supremacy hate groups in the U.S. How are these organizations working with community leaders and community members on ensuring the safety of ALL people?



# HOW ART IMITATES LIFE

## Inspired by True Events - Class Sessions: 1-2

Through an interview with the creators of *The Hudson Tribes*, students learn the considerations used to bring this story to life — what parts are borrowed, fictionalized and completely made up. Students, in turn, are tasked with bringing a news story to life through a one act screenplay or skit.

## Examining Conflicting Characters - Class Sessions: 1-2

Students use a guided process to examine the complexities and gray areas of characters in *The Hudson Tribes*. Why are conflicting characters compelling in stories and in what ways are we all conflicting characters in life?

## The Art of Filmmaking - Class Sessions: 1-2

With an emphasis on process and research, students are tasked with creating a treatment and/or a timeline for a film they would make bringing to life a classroom concept being explored (something that connects back to what they are learning about in English, History or Science.)

## Other Potential Assignments:

1. **Choose one aspect of the film (mise en scene, editing, acting, art direction, cinematography, casting, writing, etc.) and write a one page critique of it. Include what you appreciated and what you didn't appreciate. Explain what you'd do differently and what could be improved.**
2. **Write a full movie review of THE HUDSON TRIBES.**
3. **Write a two page analysis on what you thought the director's central idea of the film was. Use specific scenes, dialogue, and actions to support your claim.**
4. **Write a short film treatment about a real life event. If there is potential to make this into a good short film, then the student may write the full screenplay and produce it for the film production class.**



# KEY TERMS

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## **DEMOCRACY**

A system of government by the whole population or all the eligible members of a state, typically through elected representatives. “Rule of the majority” is sometimes referred to as democracy. Democracy is a system of processing conflicts in which outcomes depend on what participants do, but no single force controls what occurs and its outcomes.

## **DOMESTIC TERRORISM OR HOMEGROWN TERRORISM**

Terrorism targeting victims “within a country by a perpetrator with the same citizenship” as the victims. There are many definitions of terrorism, and no universally accepted definition. The United States Department of State defined terrorism in 2003 as “premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience.”

## **ANTISEMITISM**

Hostility to, prejudice, or discrimination against Jews. A person who holds such positions is called an anti-semite. Antisemitism is generally considered to be a form of racism. It has also been characterized as a political ideology which serves as an organizing principle and unites disparate groups which are opposed to liberalism.

## **SCHOOL BOARD OR BOARD OF EDUCATION**

The board of directors, board of trustees of a school, local school district or equivalent. The elected council determines the educational policy in a small regional area, such as a city, county, state, or province. The United States Constitution reserved educational authority in the hands of the states pursuant to the Tenth Amendment, wherein most states have passed such authority to local school boards.

## **HATE CRIME**

A prejudice-motivated crime which occurs when a perpetrator targets a victim because of his or her membership (or perceived membership) in a certain social group, race, and/or religion.

## **SOCIAL EQUITY**

A concept that applies concerns of justice and fairness to social policy. Since the 1960s, the concept of social equity has been used in a variety of institutional contexts, including education and public administration.

## **TRIBALISM**

The state of being organized by, or advocating for, tribes or tribal lifestyles. Human evolution has primarily occurred in small groups, as opposed to mass societies, and humans naturally maintain a social network. In popular culture, tribalism may also refer to a way of thinking or behaving in which people are loyal to their social group above all else, or derogatorily, a type of discrimination or animosity based upon group differences.

## **WHITE NATIONALISM**

A type of nationalism or pan-nationalism which espouses the belief that white people are a race and seeks to develop and maintain a white national identity. Its proponents identify with and are attached to the concept of a white nation. They hold that white people should maintain their majority in majority-white countries, maintain their political and economic dominance, and that their cultures should be foremost. Many white nationalists believe that miscegenation, multiculturalism, immigration of nonwhites and low birth rates among whites are threatening the white race, and some believe these things are being promoted as part of an attempted white genocide.

## **HASIDISM ALSO REFERRED TO AS HASIDIC JUDAISM**

A Jewish religious sub-group within Ultra-Orthodox (“Haredi”) Judaism, and is noted for its religious conservatism and social seclusion. Its members adhere closely both to Orthodox Jewish practice – with the movement’s own unique emphases – and the traditions of Eastern European Jews, so much so that many of the latter, including various special styles of dress and the use of the Yiddish language, are nowadays associated almost exclusively with Hasidism.

## **REFORM JUDAISM ALSO KNOWN AS LIBERAL JUDAISM OR PROGRESSIVE JUDAISM**

A major Jewish denomination that is characterized by a lesser stress on ritual and personal observance, regarding Jewish Law as non-binding and the individual Jew as autonomous, and openness to external influences and progressive values.

## **SOCIAL JUSTICE**

A concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and social privileges.

## **YESHIVA**

A Jewish educational institution, considered as private schools in the U.S., that focuses on the study of traditional religious texts, primarily the Talmud and the Torah. Historically, yeshivas were attended by males only.

## **PUBLIC EDUCATION ALSO KNOWN AS STATE SCHOOLS**

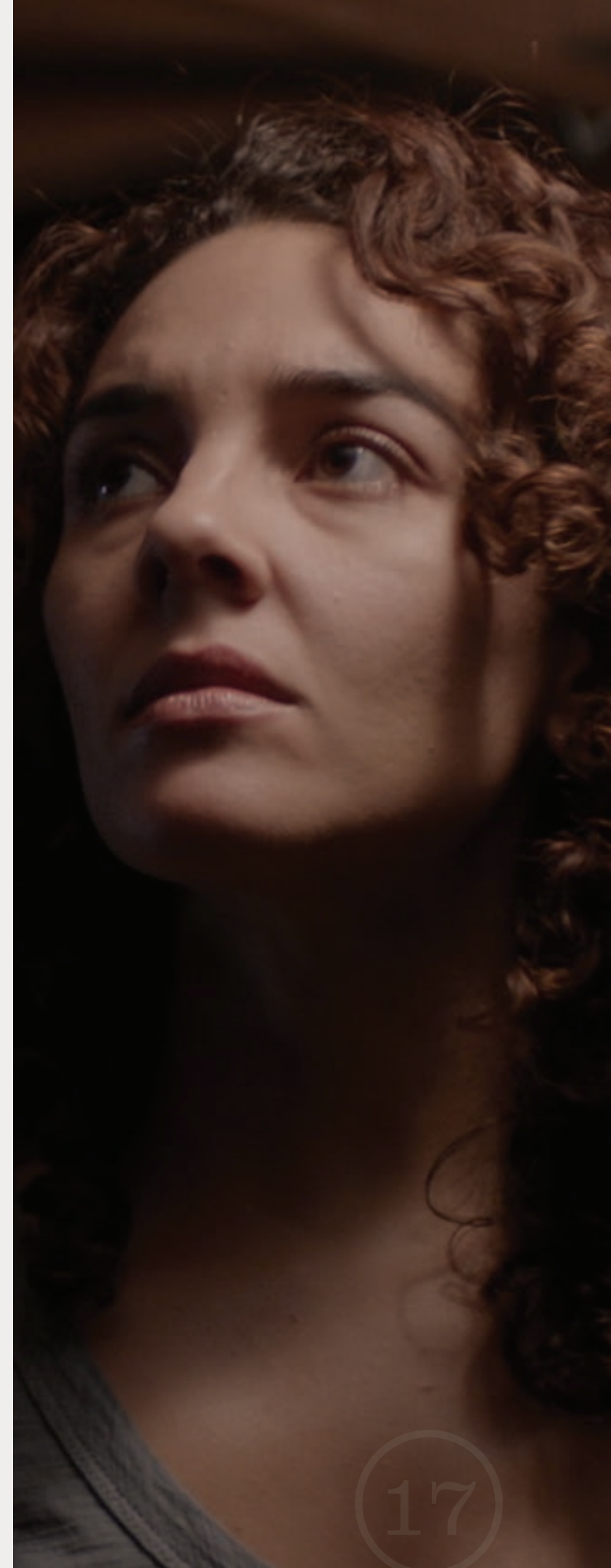
Generally primary or secondary schools mandated for or offered to all children without charge, funded in whole or in part by taxation. These schools are generally inclusive in admitting all students within the geographical area that they serve.

## **SCHOOL BOARD MONITOR**

A state appointed education expert/administrator who is tasked with supporting and monitoring the day to day objectives and decisions of a failing regional school district and its board members.

## **SECULAR**

Denoting attitudes, activities, or other things that have no religious or spiritual basis. Secular things are not religious. Anything not affiliated with a church or faith can be called secular. Secularity is the state of being separate from religion, or of not being exclusively allied with or against any particular religion.



## RESOURCES FOR FURTHER EXPLORATION

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### The Hudson Tribes Official Film Website

[www.thehudsontribes.com](http://www.thehudsontribes.com)

### The Hudson Tribes is not a Documentary

<https://www.rocklandtimes.com/2016/11/23/the-hudson-tribes-is-not-a-documentary/>

### This American Life - NPR

<https://www.thisamericanlife.org/534/a-not-so-simple-majority>

### Strong East Ramapo

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

### Assembly Bill A5355A: 2015-2016 Legislative Session

<http://open.nysenate.gov/legislation/bill/A5355-2015>

### Opportunity Deferred: A Report on the East Ramapo Central School District December 14, 2015

<https://www.regents.nysed.gov/common/regents/files/East%20Ramapo%20Report%20Pub.pdf>

### ADL: Independent Monitor a “Necessary First Step” to Restoring Confidence in the East Ramapo School District

<https://nynj.adl.org/news/adl-independent-monitor-a-necessary-first-step-to-restoring-confidence-in-the-east-ramapo-school-district/>

### The New York Times - “When A School Board Victimizes Kids”

<http://nyti.ms/1SV8RhY>

### The Jewish Daily Forward - “An Immoral Use of Jewish Power in Upstate New York”

<http://forward.com/opinion/national/309145/in-east-ramapo-an-immoral-use-of-jewish-power/>

### ADL Concerned Over Increase and Nature of Anti-Semitic Incidents in Rockland County

<https://nynj.adl.org/news/adl-concerned-over-increase-and-nature-of-anti-semitic-incidents-in-rockland-county/>

### New York Magazine - “Them and Them”

<http://nymag.com/news/features/east-ramapo-hasidim-2013-4/index1.html>

### A report from the Center on Extremism, January 2019 - Murder and Extremism in the United States in 2018

<https://www.adl.org/murder-and-extremism-2018>



## CREDITS

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**ABOUT LPZ CINTECH** LPZ CINETECH, LTD is a non-profit, film & media arts education institute designed to teach “digital native” students from historically underrepresented communities, the art, craft, and process of making movies, while also helping build a strong bridge between our classrooms and the ever expanding film and television industry.

**ABOUT LPZ MEDIA** Founded in 2010 as a full service Film Production Company based in New York City - LPZ Media has produced a wide range of powerful story-driven content for consumers around the world - from Feature Length Movies, Documentaries, Music Videos, and TV Commercials for some of the most recognizable brands today. Collectively their work has been featured on various multimedia platforms - such as YouTube “Trending”, Vimeo Staff Picks, and The Smithsonian Institute - as well as having been featured on broadcast Networks such as HBO, MTV, and FOX.

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### STUDY GUIDE MADE POSSIBLE BY



# COMMON CORE LEARNING STANDARDS (CCLS) ALIGNMENT

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## **CCSS.ELA-LITERACY.CCRA.SL.1**

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## **CCSS.ELA-LITERACY.CCRA.SL.2**

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

## **CCSS.ELA-LITERACY.RI.11-12.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

## **CCSS.ELA-LITERACY.RI.11-12.2**

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

## **CCSS.ELA-LITERACY.RI.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## **CCSS.ELA-LITERACY.CCRA.R.7**

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## **CCSS.ELA-LITERACY.CCRA.R.8**

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

## **CCSS.ELA-LITERACY.CCRA.R.10**

Read and comprehend complex literary and informational texts independently and proficiently.

## **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## **CCSS.ELA-LITERACY.CCRA.W.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **CCSS.ELA-LITERACY.CCRA.W.10**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# UNITE

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# TRIBES

**LPZ  
CINETECH**

[www.lpzcintech.org](http://www.lpzcintech.org)