

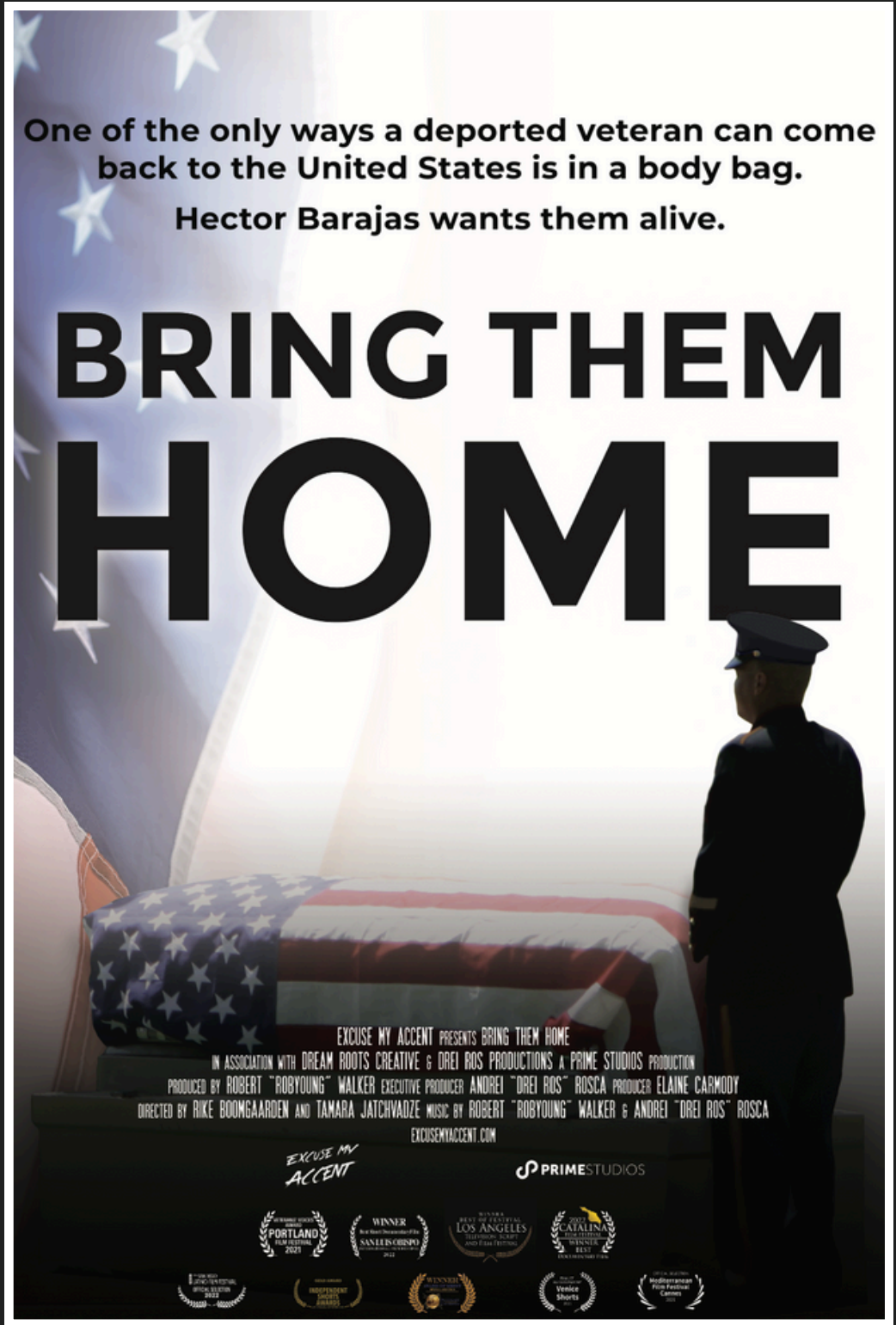
# BRING THEM HOME

## HIGH SCHOOL DISCUSSION GUIDE

One of the only ways a deported veteran can come back to the United States is in a body bag.

Hector Barajas wants them alive.

# BRING THEM HOME



EXCUSE MY ACCENT PRESENTS BRING THEM HOME  
IN ASSOCIATION WITH DREAM ROOTS CREATIVE & DREI ROS PRODUCTIONS A PRIME STUDIOS PRODUCTION  
PRODUCED BY ROBERT "ROBYOUNG" WALKER EXECUTIVE PRODUCER ANDREI "DREI ROS" ROSCA PRODUCER ELAINE CARMODY  
DIRECTED BY RIKE BOOMGAARDEN AND TAMARA JATCHVADZE MUSIC BY ROBERT "ROBYOUNG" WALKER & ANDREI "DREI ROS" ROSCA  
EXCUSEMYACCENT.COM

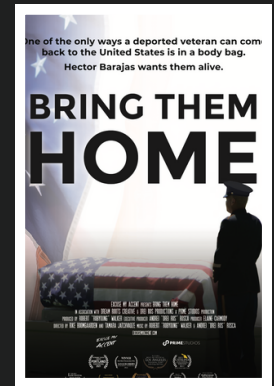


[BRINGTHEMHOMEFILM.COM](http://BRINGTHEMHOMEFILM.COM)

Created by  PRODUCTIONS & 



# PREFACE



1. The film begins by commemorating the sacrifices of veterans, highlighting their service and the gratitude owed to them. Reflect on how veterans are honored in your community. Do you feel these honors are adequate or symbolic? Why or why not?
2. In the film, Rob Young and other creators discuss how personal stories of deported veterans inspired their activism. Have you ever encountered a story that compelled you to take action? What was it, and what did you do?

## INTRODUCTION: THE DOUBLE PUNISHMENT

1. Why might immigrants want to join the U.S. military? How might this decision impact their families and communities?
2. Discuss the term "double punishment" as used by Hector Barajas in the film. What does this phrase mean in the context of deported veterans, and how might it differ from punishments experienced by civilians?
3. The film mentions how bureaucracy often prevents military service members from attaining citizenship. Why do you think this happens? How can this be addressed at the policy level?
4. Margaret Stock calls veteran deportation a "national security issue." What might she mean by this? Do you agree or disagree, and why?
5. The film discusses "moral injury," a psychological and emotional wound caused by violating one's deeply held moral beliefs. How might moral injury affect veterans who are deported?

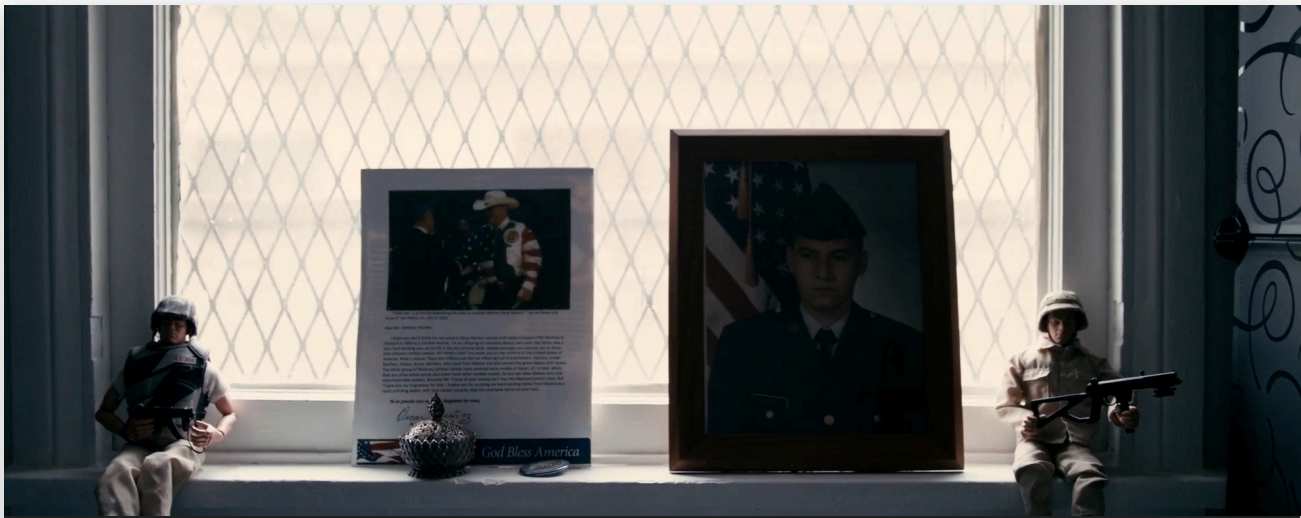


## **PART 1: THE HISTORICAL AND POLITICAL CONTEXT**

1. According to the film, deportation laws were tightened significantly in the 1990s. Research and discuss the political or social events during that period that led to these changes.
2. The film highlights cases where veterans were deported after serving their prison sentences. What does this say about how we treat veterans compared to other immigrants?
3. Discuss the quote from the film: "We volunteered to protect the United States of America, and they just forgot about us." What does this sentiment reveal about the relationship between deported veterans and the country they served?

## **PART 2: SOCIAL AND PERSONAL IMPACTS**

1. Veterans in the film describe returning to civilian life as a struggle. What unique challenges do you think deported veterans face compared to veterans who remain in the U.S.?
2. How might the experiences of deported veterans affect their families, especially children, who are left behind?
3. The support house in Tijuana serves as a refuge for deported veterans. How might spaces like this help individuals reclaim dignity and hope?
4. Why do you think some deported veterans choose to fight for their rights and others may feel resigned? What factors might influence their decisions?



### **PART 3: ADVOCACY AND CHANGE**

1. The film discusses legislative efforts like the Veteran Service Recognition Act and Strengthening Citizenship Services for Veterans Act. Why might advocacy for deported veterans be a bipartisan issue?
2. How do you think public pressure—like the media coverage seen in the film—affects policy change?
3. What role do veterans like Hector Barajas play in bringing awareness to this issue? How might their leadership inspire others?
4. Imagine you're a policymaker tasked with drafting a new law to support deported veterans. What would your law include? How would you ensure its success?

### **PART 4: LOOKING FORWARD**

1. What lessons from the stories of deported veterans can be applied to other marginalized communities?
2. The film ends with messages of resilience and hope. How can schools, communities, and organizations build on these themes to create change?





# ACTIVITIES

1. **Write a Reflective Essay:** Based on the film, write about how the story of a specific veteran affected your understanding of patriotism.
2. **Journal Reflection:** Write a short journal entry imagining how it would feel to serve a country and then be asked to leave it.
3. **Create a Timeline:** Outline the history of laws and policies that have contributed to the deportation of veterans since the 1990s.
4. **Research Project:** Investigate the role of immigrants in the U.S. military. Present your findings to the class.
5. **Role Play:** In pairs, simulate a meeting between a deported veteran and a U.S. legislator discussing a path to citizenship.
6. **Art for Advocacy:** Design a poster or social media graphic that raises awareness about deported veterans.
7. **Poetry and Storytelling:** Write a poem or short story imagining the life of a deported veteran separated from their family.
8. **Community Engagement:** Research local organizations that support veterans or immigrants and find ways to volunteer.
9. **Policy Proposal:** Write a mock bill that could prevent veteran deportation. Present it to your peers for feedback.
10. **Interactive Discussion:** Facilitate a panel or group discussion about how military service shapes identity and belonging.
11. **Media Analysis:** Watch news segments or read articles on deported veterans and analyze how the media frames the issue.



## FOR FURTHER DISCUSSION

1. Research the stories of veterans who successfully regained U.S. citizenship. What challenges did they overcome?
2. Write a letter to a legislator advocating for policies to prevent veteran deportation.
3. Organize a classroom debate on whether the U.S. government owes more to veterans than other immigrants.

## ADDITIONAL RESOURCES

1. Look up UC Berkeley Law School Veterans Law Practicum's recent report on deportation of veterans: [Veterans Law Practicum - Berkeley Law](#)
2. Look up the "[Veteran Service and Recognition Act](#)" (H.4569) and the "[Strengthening Citizenship Services for Veterans Act](#)" (H.R.8851). How might these bills help deported veterans? Have your representatives co-sponsored either?
3. Read "[A U.S. Army Veteran, Deported Almost 20 years ago, Finds Home](#)" by the Washington Post to learn more about the steps the Biden Administration is taking to help deported veterans (2024)
4. Watch [American Exile](#)
5. Read Hector Barajas' Congressional [testimony](#) to the "Committee on the Judiciary Subcommittee on Immigration and Citizenship" on the issue of veteran deportation (2019)
6. Watch Jordan Klepper's segment on deported veterans [here](#) (2019)
7. Read "[A deported veteran just became a US citizen. Wait ... what?](#)" by CNN Politics for more information about how Hector Barajas got his citizenship (2018)
8. Read "[Discharged, then Discarded](#)" by the ACLU of California for a comprehensive portrait of the experiences of deported veterans (2016)
9. Look up [Deported Veterans Diaspora Mural](#) project

# COURSE RUBRIC

CRITERIA	EXEMPLARY (4)	PROFICIENT (3)	DEVELOPING (2)	EMERGING (1)
<b>COMPREHENSION OF CONTENT</b>	Demonstrates a deep and accurate understanding of the film's themes, issues, and key events.	Shows a clear understanding of most themes, issues, and key events in the film.	Displays a basic understanding with some inaccuracies or missing key details.	Limited or inaccurate understanding of the film's themes and events.
<b>CRITICAL THINKING</b>	Offers insightful analysis and makes strong connections between the film and broader social issues.	Provides thoughtful analysis with some connections to broader social issues.	Analysis is somewhat superficial or connections to broader issues are unclear.	Minimal or no analysis of the film, with little to no connection to broader issues.
<b>ENGAGEMENT WITH ACTIVITIES</b>	Actively participates in discussions, activities, and assignments with exceptional effort.	Participates in discussions and activities with consistent effort.	Participation is inconsistent or shows minimal effort in discussions and activities.	Little to no participation or effort in discussions, activities, or assignments.
<b>REFLECTION AND PERSONAL CONNECTION</b>	Reflection demonstrates personal growth, deep empathy, and meaningful connections to the content.	Reflection shows some personal growth and connection to the content.	Reflection is basic, with limited personal connection to the content.	Reflection is minimal or lacks personal connection to the content.
<b>COMMUNICATION SKILLS</b>	Communicates ideas clearly and persuasively, using specific examples from the film to support points.	Communicates ideas effectively with some use of examples from the film	Communication is unclear or lacks sufficient examples from the film.	Communication is unclear, disorganized, or unsupported by examples.
<b>CREATIVITY AND ORIGINALITY</b>	Demonstrates exceptional creativity and originality in assignments or projects (e.g., essays, posters, or discussions).	Shows creativity and originality in assignments or projects.	Creativity is basic, with limited originality in assignments or projects.	Assignments or projects lack creativity and originality.
<b>TIMELINESS AND COMPLETENESS</b>	All assignments and activities are submitted on time and completed with attention to detail.	Assignments and activities are mostly on time and completed with effort.	Assignments or activities are late or incomplete, with minimal effort.	Assignments or activities are mostly incomplete or not submitted.



# ORGANIZATIONS

[Defend Our Vets](#)

[Deported Veterans Support House](#)

[Immigrant Defenders Law Center](#)

[Black Deported Veterans of America](#)

[Repatriate Our Patriots](#)

[Unified US Deported Veterans](#)

[Green Card Veterans](#)

[Deported Veterans Diaspora Mural project](#)

[Excuse My Accent](#)





## ABOUT THE GUIDES WRITERS

**Rob Young** is an award-winning filmmaker and Creative Producer with over 20 years of experience in film and event production. He is the founder of Excuse My Accent, a media company that creates impactful films and events that inspire social change. Rob's work centers around building awareness of issues like veteran deportation, as seen in his documentaries *Bring Them Home* and *Honor The Promise*. He utilizes storytelling to elevate underrepresented voices and foster meaningful discussions that drive action.

**Andrew Steinberg** is an experienced grassroots organizer and researcher passionate about combining law, policy, and community organizing to create transformative change. He graduated magna cum laude from Brown University, where his studies focused on the history of deported veterans and their advocacy. He is active in the deported veteran movement and serves on the Deported Veterans Support House board. He is completing a concurrent Juris Doctor degree at Georgetown Law and a Master in Public Policy at the Harvard Kennedy School.

### Additional Credits

*Bring Them Home* published by Excuse My Accent