

WALT DISNEY
PICTURES PRESENTS
**AMERICA'S
HEART
&
SOUL**

*Teacher's Study
Guide*





INTRODUCTION

"Nothing great was ever achieved without enthusiasm."
Ralph Waldo Emerson, "Circles"



America's Heart & Soul is a film that celebrates the values that Americans hold dear. In an age where more and more pundits find themselves unable to speak of the greatness of America without using ironic quotation marks, producer and director Louis Schwartzberg has created a film that will rekindle a viewer's patriotism and love for the country.

Rather than push some political agenda, however, Schwartzberg stresses the essential goodness in Americans and the ways in which their country has allowed them the freedom to follow their dreams—and while some of these dreams may seem like they were born in storybooks, others are more down-to-earth. What a person's passion is is not as important as the enthusiasm one has for the passion itself—this is why the segment about a Kentucky rug weaver is as inspiring as the one about a Chicago-born Olympic boxer.

Some middle and high-school students may feel disconnected from the story of America; they read and learn about such events as the Revolutionary War, the Civil War or even the 1950s and feel that the people living then were not as sophisticated or savvy as they are today. However, America's Heart & Soul suggests that the fundamental values and desires of Americans have not drastically changed since the first rumblings of the Revolution were felt on the streets of Boston.

This study guide is designed to aid you, the classroom teacher, in sparking discussions about the film's structure, techniques and themes. Schwartzberg's combination of gorgeous photography and seamlessly edited portraits of authentic Americans revealing their hopes, frustrations and triumphs is guaranteed to generate dynamic conversations about the country and the people who make it so great.

*"Give me a condor's quill!
Give me Vesuvius' crater for
an inkstand!"*
Herman Melville, Moby Dick





These questions are designed to help you and your students “dive in” to the themes of America’s Heart & Soul. They may be altered and turned into journal assignments or completed in smaller groups. The topics of some of these Discussion Starters are explored more fully in other parts of this Study Guide.

- 1 Who was your favorite character? Why did this character’s story affect you?
- 2 What character struck you as the most eccentric? Did he or she seem less eccentric as the film progressed?
- 3 To what degree do director Louis Schwartzberg’s cinematography and editing affect the viewer?
- 4 If you had to describe the film to one who had never seen it, what would you say? What does your description reveal about the way you interpreted the film?
- 5 How does the film reflect Emerson’s idea that “Nothing great was ever achieved without enthusiasm?”
- 6 Which activity depicted in the film looks like it would be fun to try? Why?
- 7 What can you infer from the film about Louis Schwartzberg’s feelings about America?
- 8 How does the film treat different kinds of power: physical, mental, spiritual and artistic?
- 9 How is the film essentially structured like a traditional narrative or three-act play?
- 10 What does the film suggest about human limitations? How can they be faced and conquered?
- 11 Is your region of the country featured in the film? If so, what does Louis Schwartzberg stress about it through his cinematography?
- 12 Name some characters who make things; how does the film explore the importance of creativity?
- 13 What is your favorite image from the film? How does this image reflect the film’s themes and ideas?
- 14 What characters do you think displayed the greatest amount of self-discipline? What does the film suggest about the paradoxical relationship between discipline and freedom?
- 15 Which character in the film most reminds you of someone you know or admire? What qualities make these people admirable?
- 16 How does the film explore the rejuvenating nature of music?
- 17 How does the film explore the “big ideas” of America as found in the Declaration of Independence and the Constitution?
- 18 What does the film suggest about the importance of our past and future?
- 19 List any ten characters from the film and an adjective to describe each one. Then see if you can use these same adjectives to describe any other characters. What does any overlap suggest about how these people were chosen for the film?
- 20 Why did director Louis Schwartzberg choose this title for his film?



A younger or first-time viewer may first see the film and not grasp the many ways (both obvious and subtle) that the characters are connected. These activities are designed to get students thinking about these connections and, ultimately, the issues of Schwartzberg’s film.

Match Game

Have each student randomly choose two numbers between 1-25 and record these numbers in their notebooks. Next, distribute copies of the America’s Heart & Soul: Character List. Have students then see which characters correspond to their two chosen numbers and then brainstorm about how these characters are alike. You may then wish to have students share their pairs and ideas with the class, complete a short writing assignment in which the students offers a more detailed comparison or even create a short “play” in which these two characters speak to each other about their passions and values.

Panel Discussion

Distribute copies of the Character List and assign students the roles of different characters. (Each student will assume the role of one character.) Then have a small number of students (5 or 6) sit in front of the class and complete a “panel discussion” with both the teacher and students playing “host.” Panelists should respond in character to questions from the “hosts”; questions such as, “What do you find to be so thrilling about your life?” “How has where you live affected you?” may provoke interesting responses. After one “panel” has spoken for a while you can create new panels with different characters.

Quotation Grab-Bag

Cut the 15 different quotations on the America’s Heart & Soul: Quotations sheet into separate strips, fold them and put them into a bag. (All of the quotations are taken from the film or accompanying book.) Then have students (alone or working in smaller teams) select a quotation at random and brainstorm some ways in which the characters from the film reflect or embody the quotation’s idea. (You may want to distribute copies of the America’s Heart & Soul: Character List to jog students’ memories.) Finally, have each student or team present their ideas to the class or in the form of a short writing assignment.

Arresting Images

The book of photographs that accompanies America’s Heart & Soul is filled with striking images both from the film and the director’s travels across the country. Have students select a favorite photograph (or assign them one of your choosing) and begin a discussion about the ways in which the photograph “speaks” to them: What is emphasized about the photograph’s subject? What is the photograph’s theme? (You may even wish to do this before you show the film.) Then have students either compose short prose or poetic pieces based on the photographs—or have students use their own cameras to create, as a class, their own book in which they reveal the “heart and soul” of their schools or communities.



CHARACTER CONNECTIONS



A Day in the Life

Ask students to select a character that they find particularly interesting or inspiring. Then have students compose fictional entries from their chosen character's journals. The purpose is to have students imagine what a "day in the life" of these characters would be like. What are some of the character's frustrations? Inspirations? Triumphs? Ultimately, you may wish to discuss the ways in which imagining a character's daily life and thoughts allows the viewer to better understand what makes the character so inspiring.



Big Ideas and "Regular Folks"

While describing his occupation, oil well firefighter Ace Barnes remarks, "We're just common folks. We're firefighters." One of director Louis Schwartzberg's aims in making America's Heart & Soul was to celebrate the ways in which "common folks" do uncommon things. To generate a discussion of how the film explores this idea, put the following words on the chalkboard (with plenty of room between them): BRAVERY, PASSION, HEART, SOUL, FREEDOM, MOBILITY and LOVE. Ask students to then, as a class, silently approach the board and write the names of characters in the film who they feel embody one of these abstract ideas. After all students have had a chance to write some names, examine the results: are any names repeated in different categories? Are there any characters whose stories seem to defy what some feel "common folks" can accomplish? Ultimately, you may wish to discuss how these "big ideas" are intertwined.

"The World Don't Bother Me None"

The original song written and performed by John Mellencamp for America's Heart & Soul reflects the energy and attitude of the film itself. Ask students to consider the song's title and refrain as suggestive of the film's characters and how many of them have overcome the adversity they found in "the world": How do people such as Ace Barnes, Michael Bennet, Erik Weißenmayer and Rick and Dick Hoyt prove that incredible things may be achieved if people refuse to let "the world" bother or discourage them?



AMERICA'S HEART & SOUL: QUOTATIONS



"Cherish your freedom." Roudy Roudebush, Horse Wrangler

"It's not just one kind of food or one kind of music or one kind of landscape. It's the wonderful diversity of this country that makes this place so great."

Mark Savoy, Accordion Maker

"There's nothing more important than watching your children grow up. Learn new things every day." George Woodard, Jr., Dairy Farmer

"I guess making hats is just my way of speaking to the world."
Alexander Conley III, Hatmaker

"I don't know what the answer is . . . but I know it's not quitting."
James Andreozzi, Steel Worker

"Laughing. It works universally for everybody and it's the best therapy in the world. If you're laughing, you're probably happy."
Paul Stone, Explosive Artist

"I wish I had a dime for every smile I get. I'd be wealthy."
Larry Fuentes, Car Artist

"To me it isn't junk. It's rusty gold." Dan Klennart, Junk Artist

"Once something is gone, it becomes extinct and unless you recreate or preserve it they get lost forever. So it's important to keep the past alive."
Kenwood Cassens, Pilot

"I want to see your eyes opening up with not the shades or shadows covering them, but love beaming with light from your eyes, which tells me it's coming from your soul. I want that. Heart and soul."
Reverend Cecil Williams, Glide Memorial Church

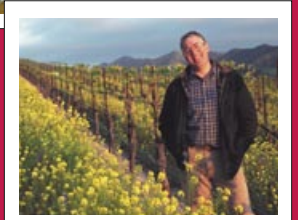
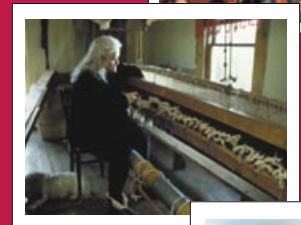
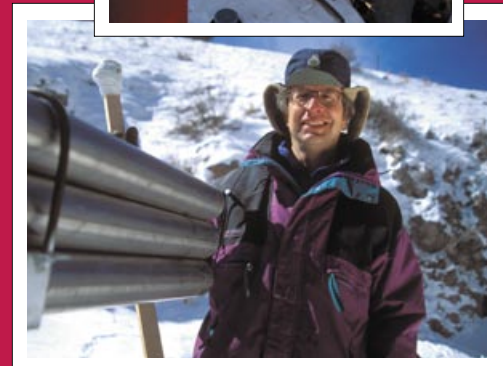
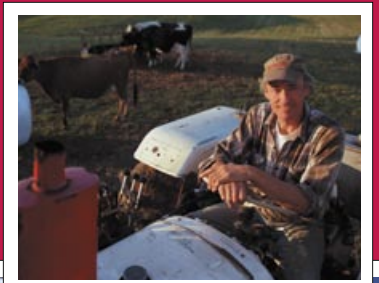
"For me, all the great things that have ever come to me have come from reaching out, and I think life is just a process of reaching out into the darkness."
Erik Weißenmayer, Blind Climber

"To live free or die is not just an empty slogan on a license plate."
John Harrigan, Newspaper Editor

"It really gives you a rush." Patty Wagstaff, Aerobatic Pilot

"I've been broke many times, but I've never been poor."
Minnie Yancy, Rug Weaver

"I love growing grapes . . . and I don't think it's the kind of thing you can learn to do in 25 or 30 years. I think it takes a lifetime."
Ed Holt, Grape Grower



THEMATIC CONNECTIONS



A first-time, younger viewer may not immediately grasp the themes of the film or some of the more subtle ways in which its characters are connected. These activities are designed to promote examinations of the film's specific themes.

Mobility is Freedom

Begin by asking students to identify all the characters who literally “move”—you will most likely receive replies that include the following names:

John “Yac” Yacobellis (bike messenger)

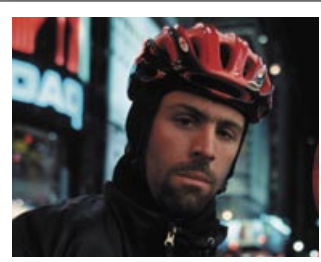
Patty Wagstaff (aerobatic pilot)

Amelia Rudolph (cliff dancer)

The Vasquez Family (salsa dancers)

Erik Weihenmayer (blind climber)

Rick and Dick Hoyt (Boston Marathon runners)



Discuss the ways in which these characters' mobility reflects their personalities as well as their values: What does a viewer come to understand about why Amelia Rudolph loves cliff dancing or why Patty Wagstaff loves completing such challenging stunts? You may want to refer to some or all of the following quotations from the film:

“I always felt like a leaf floating in the wind; even though it's the most freedom you could ever have, it's also the most structured, because in aerobatic flying, one mistake could be your last.”

Patty Wagstaff (Aerobatic Pilot)

“Mobility is freedom.”

Rick Hoyt (Boston Marathon runner and father of Dick Hoyt)

“Once I'm anchored in and understand the system, I'm free.”

Amelia Rudolph (Cliff Dancer)

After a discussion of the thrills of literal mobility, consider one about figurative mobility: Which characters have figuratively “moved” in order to pursue their passions? The following is a partial list of characters whose stories explore the importance of figurative mobility:

Roudy Roudebush (moved from alcoholism to sobriety)

Mosie Burks (moved from daughter to mother of six)

Ben Cohen (moved from frequently-fired odd-jobber to CEO of Ben & Jerry's)

Welton Steelworkers (moved from employees to owners)

Michael Bennet (moved from convict to Captain of U.S. Olympic Boxing Team)

Ask students to consider the effects of these “moves” on the characters: how did changes in the directions of their lives lead to greater freedom and self-fulfillment? Finally, ask students to compose (and perhaps share) some of their own “Stories of Movement” in which they detail some of the literal and figurative movements they have experienced.



The Power In-Between

At one point during her segment, cliff dancer Amelia Rudolph remarks, “There is a lot of power in things that are between things.” This remark applies perfectly to the power of the Bandaloop Cliff Dancers, since they are “in-between” climbers and dancers. The initially-seeming odd combination of passions is what gives cliff dancing its power and beauty.

Ask students to consider the ways in which *America's Heart & Soul* explores “the power” of “in-between things.” Which characters combine two types of materials or passions to produce a powerful new endeavor? The actions of characters such as Paul Stone (Explosive Artist) and Dan Klennart (Junk Artist) may be good starting points for a discussion before moving into ones about other characters who have found an “in-between” among more abstract things, such as religion and music (Mosie Brooks), prison and the Olympics (Michael Bennet) or business and pleasure (Ben Cohen).

Finding One's Passion

In the book *America's Heart & Soul*, director Louis Schwartzberg remarks: When people watch *America's Heart & Soul* or read this book, I hope they hear the call to “find their passion.” If you find your passion, I think you'll be happy, it will rejuvenate your soul, and you can still make a living.

After reviewing the above quotation with your students, ask them to identify the segments of the film that they found to be especially poignant, inspiring—or just plain fun. Then ask your students to consider the ways in which the film encourages the viewer to become as excited about the characters' passions as the passions themselves: How, for example, does the film's cinematography, editing and soundtrack convey Patty Wagstaff's rush of adrenaline when she performs her stunts? Then have students select other segments of the film and explain—in as much detail as possible—how the elements of successful filmmaking combine to convey the theme of the individual segment, whether it be the quiet introspection of Minnie Yancy as she weaves or the energy of the members of the Vasquez Family as they dance. Students may wish to review clips from the film or you may wish to show some in class while supplying your own “DVD commentary.”

Finally, ask students to identify one of their passions—or a passion they would love to pursue in the future. What is it about this passion that appeals to them? To what extent is the pursuit of this passion related to the freedoms we currently enjoy as Americans? Is there anything inhibiting their pursuit of their passions?





Music and America

Many of the characters in America's Heart & Soul are musicians and the film offers an array of musical styles:



Characters

Marc and Ann Savoy

Mosie Burks

George Woodard

Frank and Dave Pino

James and Troy Andrews

Danielle de Niese

David Krakauer

The Vasquez Family

Musical Genre

Cajun

Gospel

Bluegrass

Rock and Roll

Jazz

Opera

Klezmer

Salsa

However, the film never "votes" on which style is the most relevant or meaningful: the point is, of course, that each style of music speaks in different ways to those who have made it their passion. Ask students to identify all of the types of music that can be heard in America today—and to also identify as many sub-genres of the types as they can. Then begin a discussion of why director Louis Schwartzberg would include so much music in a film about America and how their favorite kinds of music reflect their personalities and passions.

The following activities ask students to re-examine a piece of writing, question its values or issues and then relate the text to the film. However, one does not have to be an English teacher to spark conversations about these texts and their relevance to *America's Heart & Soul*.

The Climates of the Country

In his 1782 work *Letters from an American Farmer*, Hector St. John De Crevecoeur asks, "What is an American?" Have your students meet in teams of 4 or 5 and brainstorm some possible answers to the question and then present their ideas to the class. After each team has presented, distribute copies of Handout 1: Crevecoeur's Response and ask the class to compare and contrast his reply with theirs.

You will notice that Crevecoeur's response reflects the tenor of his times (he only mentions emigration from Europe) but also, in his optimism, the spirit of our own—and that which is found throughout America's Heart & Soul.

After the class discussion, have students explain (again in groups or in writing) how America's Heart & Soul responds to the same question: According to the film, what qualities do Americans share? What do they value? How does the film explore the importance and significance of the "different climates" that Americans currently "inhabit"—whether these climates are literal (as with Paul Stone or Minnie Yancy) or more figurative (as with Michael Bennet or Reverend Cecil Williams)? Ultimately, you may want to have your students compose their own "Letters from an American Teenager" in which they describe what they find to be the current American values and assumptions.

The Songs of Americans at Work

Many segments of America's Heart & Soul glorify work and the people who do it; some of these jobs are relatively common (such as a dairy farmer or bike messenger) while others are more removed from the mainstream (such as a horse wrangler or oil-well firefighter).

In his 1855 collection *Leaves of Grass*, the poet Walt Whitman offered his readers his appreciation for the workers of America. Distribute copies of Handout 2: Whitman and Work and have the students read Whitman's poem "I Hear America Singing." (You may want to have them first read it to themselves and then in a "choral reading" as a group.)

Next, begin a conversation about the poem: what kinds of jobs does Whitman glorify here? How is working like singing—why would Whitman choose to examine labor in this light? How is the joy of music analogous to the joy of doing a job one loves? How does Schwartzberg's film "sing" of those who love what they do, many of whom are, literally, musicians? Finally, have students compose their own poems: they can write imitations of Whitman in which they use occupations from the film or the ones that are performed in their own towns, states or regions of the country.



The Land / People Connection

One major theme of America's Heart & Soul is the connection between the land and the people—how one influences the other. In his book that accompanies the film, director Louis Schwartzberg states, “The circular relationship between people and the land has always intrigued me. I think that people shape the land and the land shapes the people’s psyche.”

While this idea is not exclusive to America, it does have a long tradition in this country that can be traced back to the Native Americans. Distribute copies of Handout 3: The Navajo Origin Legend. (This is the story of how the Navajo were created.) After students read and annotate the handout, begin a discussion of what a reader can infer about the values of the Navajo: how does the Navajo Origin Legend reveal a deep reverence for what comes from nature as well as the spiritual connection between nature and man? What does the text suggest about the relationship between natural phenomena and human life?

Next begin a discussion of how America's Heart & Soul explores a similar connection: What people in the film reveal a deep connection with the land? How

does the film explore the ways in which the land has shaped these people's personalities and attitudes? Students might discuss their own sense of connection to the land as found in their everyday lives or when they visit majestic places like the ones shown in the film.

Here is a partial list of characters whose egments in the film reveal strong land /people connections:

Roudy Roudebush (horse wrangler)

Marc and Ann Savoy (Cajun musicians)

Minnie Yancy (rug weaver)

George Woodard (dairy farmer)

Ed Holt (grape grower)

Charles Jimmie, Sr. (Tinigit Elder)

Erik Weihenmayer (blind climber)

Of course, students can also discuss the ways in which characters such as bike messenger John “Yac” Yacobellis or the Reverend Cecil Williams reveal their connections to more urban landscapes. Ultimately, you may have students compose short pieces (in prose or verse) about their own connections to the land itself.



Simplify, Simplify

In 1845, a twenty-eight-year-old former teacher—Henry David Thoreau—moved into a small cabin that he built with his own hands on the outskirts of Concord, Massachusetts. For two years he lived in relative isolation, growing his own food, exploring the natural world and writing in his journals. 1854 saw the publication of his record of this period, *Walden or Life in the Woods*. Thoreau's book is a record of his trials and triumphs while attempting to be wholly self-sufficient; *Walden* also explores the discoveries Thoreau made about human contentment and the ways in which materialism can corrupt the human spirit.

Distribute copies of Handout 4: Simplify, Simplify and allow students some time to silently read and annotate the passage. Then begin a discussion of Thoreau's opinions of American life. While he wrote these words over 150 years ago, many of them still ring true today. What kind of life does Thoreau advocate here? What does he really mean when he urges the reader to “keep your accounts on your thumb-nail” or to only eat one meal a day? Do you agree with his objections to the speed at which we live our lives? What are some adverse effects of “living too fast?” According to Thoreau, what would a more slowly-paced life allow us to achieve?

To relate *Walden* to America's Heart & Soul, ask students to first identify characters who seem to be living their lives according to Thoreau's command, “Simplify, simplify.” Then ask students to discuss the ways in which these characters are living lives not “frittered away by detail” and what value and fulfillment they have found in “simplicity.” (Note that “simplicity” here has no negative connotations, as in the term “simple-minded.”) Ultimately, you may want to have students list the ways in which their own lives are “frittered away by detail” and then the ways in which a dose of “simplicity” may allow them to focus on what is truly important.



Crevecoeur's Response

“Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world. Americans are the western pilgrims, who are carrying along with them that great mass of arts, sciences, vigor, and industry which began long since in the east; they will finish the great circle. The Americans were once scattered all over Europe; here they are incorporated into one of the finest systems of population which has ever appeared, and which will hereafter become distinct by the power of the different climates they inhabit.”

Hector St. John De Crevecoeur,
Letters from an American Farmer (1782)



Whitman and Work

I HEAR America singing, the varied carols I hear;

Those of mechanics—each one singing his, as it should be,
blithe and strong;

The carpenter singing his, as he measures his plank or beam,

The mason singing his, as he makes ready for work,
or leaves off work;

The boatman singing what belongs to him in his boat—the
deckhand singing on the steamboat deck;

The shoemaker singing as he sits on his bench—the hatter
singing as he stands;

The wood-cutter's song—the ploughboy's, on his way in the
morning, or at the noon intermission, or at sundown;

The delicious singing of the mother—or of the young wife at
work—or of the girl sewing or washing—Each singing what
belongs to her, and to none else;

The day what belongs to the day—At night, the party of young
fellows, robust, friendly,

Singing, with open mouths, their strong melodious songs.

Walt Whitman,
Leaves of Grass (1854)



The Navajo Origin Legend

When the gods first appeared, Blue Body and Black Body each carried a sacred buckskin. White Body carried two ears of corn, one yellow and one white. The gods laid one buckskin on the ground with the head to the west, and on this they placed the two ears of corn with their tips to the east. Over the corn they spread the other buckskin with its head to the east. Under the white ear they put the feather of a white eagle; under the yellow ear the feather of a yellow eagle. Then they told the people to stand back and allow the wind to enter. Between the skins the white wind blew from the east and the yellow wind from the west. While the wind was blowing, eight gods called the Mirage People came and walked around the objects on the ground four times. As they walked, the eagle feathers, whose tips stuck out from the buckskins, were seen to move. When the Mirage People finished their walk, the upper buckskin was lifted. The ears of corn had disappeared; a man and a woman lay in their place.

The white ear of corn had become the man, the yellow ear had become a woman: First Man and First Woman. It was the wind that gave them life, and it is the wind that comes out of our mouths now that gives us life. When this ceases to blow, we die. In the tips of our fingers we see the trail of the wind: it shows us where the wind blew when our ancestors were created.



Simplify, Simplify

Our life is frittered away by detail. Simplicity, simplicity, simplicity! I say, let your affairs be as two or three, and not a hundred or a thousand; instead of a million count half a dozen, and keep your accounts on your thumb-nail. Simplify, simplify. Instead of three meals a day, if it be necessary eat but one; instead of a hundred dishes, five; and reduce other things in proportion.

The nation itself, with all its so-called internal improvements, which, by the way, are all external and superficial, is an unwieldy and overgrown establishment, cluttered with furniture and tripped up by its own traps, ruined by luxury and heedless expense, by want of calculation and a worthy aim, as the million households in the land; and the only cure for it as for them is in a rigid economy. It lives too fast. Why should we live with such hurry and waste of life? We are determined to be starved before we are hungry. Men say that a stitch in time saves nine, and so they take a thousand stitches to-day to save nine tomorrow.

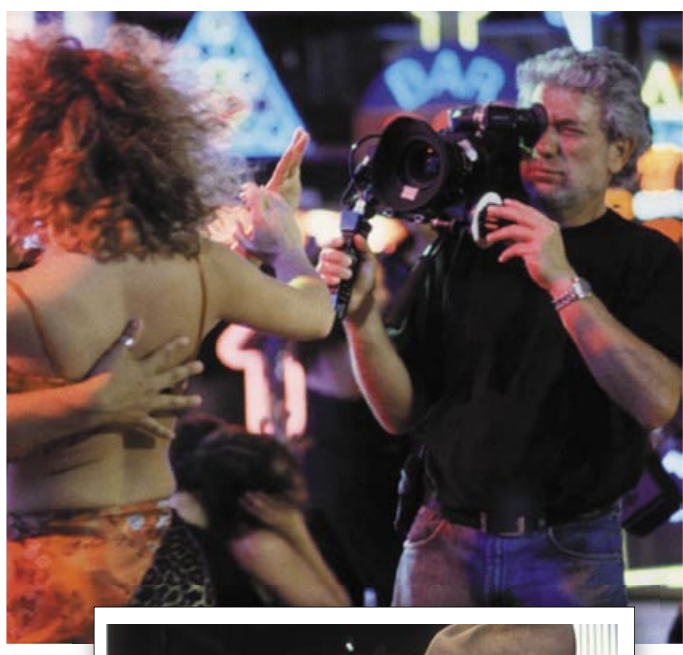
BIGGER, LONG-TERM PROJECTS



These projects use *America's Heart & Soul* as a starting point and require more time to complete.

Capturing People's Passions

Part of what makes *America's Heart & Soul* so moving is the ways in which it invites its viewers to share the characters' passions. If you teach computer or visual arts or have any students who are familiar with digital cameras or computer programs like imovie or iphoto, have them create short films in which they celebrate a fellow student's passion the way that Louis Schwartzberg does in *America's Heart & Soul*. If enough students become involved, organize a mini "film festival" in which the films are screened.



Where We Come From

During his interview, Cajun musician Mark Savoy remarks that people should know where they come from and "the languages that their ancestors spoke." He also mentions how his children are living in the house once inhabited by their ancestors. Many characters in *America's Heart & Soul* speak of the importance of tradition: figures like Charles Jimmie, Sr. and David Krakauer also stress the importance of their ancestors.

Ask students to use the web and their relatives to research their own roots and prepare a presentation about what they have learned. Ultimately, students should be able to reflect upon how a knowledge of their ancestors can enrich their lives and allow themselves to feel a part of something bigger than themselves.

Passion and Art

Several of the characters in *America's Heart & Soul* are artists who produce literal objects (Minnie Yancy, Dan Klennart) or music (Frank and Dave Pino, David Krakauer); others become their own "works of art" by engaging in activities that allow them to pursue their passions (Amelia Rudolph, the Vasquez Family). Ask students to create their own objects or "artworks" that reflect their passions and loves. Then have them present these objects to the class, talking about them in the ways in which characters from *America's Heart & Soul* speak of theirs.

CHARACTER LIST

Character	Occupation/Passion	State
Roudy Roudebush	Horse Wrangler	Colorado
Marc and Ann Savoy	Cajun Musicians	Louisiana
Mosie Burks	Gospel Singer	Mississippi
Minnie Yancy	Rug Weaver	Kentucky
George Woodard, Jr.	Dairy Farmer	Vermont
Ben Cohen	Founder, Ben & Jerry's	Vermont
Ed Holt	Grape Grower	California
Ace Barnes and James Turpin	Oil Well Firefighters	New Mexico
Welton Steelworkers	Steelworkers	West Virginia
Frank and Dave Pino	Rock Musicians	Massachusetts
John "Yac" Yacobellis	Bike Messenger	New York
James and Troy Andrews	Jazz Musicians	Louisiana
Paul Stone	Explosive Artist	Colorado
Patty Wagstaff	Aerobatic Pilot	Florida
Amelia Rudolph	Cliff Dancer	California
Dan Klennart	Junk Artist	Washington
Charles Jimmie, Sr.	Tingit Elder	Alaska
David Krakauer	Klezmer Musician	New York
The Vasquez Family	Salsa Dancers	California
Michael Bennet	Olympic Boxer	Illinois
Erik Weihenmayer	Blind Climber	Colorado
Reverend Cecil Williams	Pastor	California
Rick and Dick Hoyt	Marathon Runners	Massachusetts



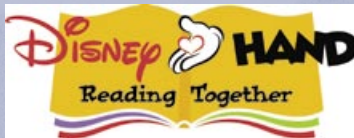


Disney Teacher Awards celebrates creativity in teaching and salutes educators with honoraria of over \$700,000 to the selected teachers and their schools.

The program includes extensive professional development for the Honorees and outreach to teachers around the country, including the approximately 150,000 teachers nominated each year. Since 1989, Disney has honored more than 500 teachers and contributed more than \$25 million to teachers and schools through its learning-related outreach.

**RAISE YOUR
HANDS**
TO CELEBRATE TEACHERS!

DisneyHand Teacher Appreciation Kits have been sent to all elementary and middle schools in the U.S. - these evergreen kits are designed to help schools thank their teachers in creative ways that honor the profession.



DisneyHand Reading Together is designed to encourage adults and children to read together in ways that are both engaging and effective. In order to help insure that children have access to books, Disney Publishing Worldwide has donated more than eight million books to disadvantaged children through non-profit First Book. Disney is also proud to join with the NBA as the book sponsor for their Read to Achieve program and has supported the expansion of Reach Out and Read in the Los Angeles area.

*For information on all of our outreach projects and programs, please
visit www.disneyhand.com*

