

When the Road Bends... tales of a GYPSY CARAVAN
(Educational DVD package)

VIEWING INSTRUCTIONS FOR TEACHERS:

You will probably want to show the educational version of the film (86 mins), which was aired on PBS. In case class time allows, we also provide you with the full feature film to screen (111 mins) as it was shown in cinemas.

If screening time is not that long, then we provide you with two options:

(i) Feature documentary – screening in 3 sessions

We suggest places to divide the feature film (111 mins) so that you can screen it in 3 sessions of less than 40 minutes each.

(ii) Educational version of film (86 mins) –

We give you instructions for skipping parts of the film so you can screen it in about 70 mins

111 minute feature documentary – suggestions for screening in 3 sessions

Time Intervals and Topics for Discussion

PART 1: 00:00—38:06 (Introductions in NYC to end of Taraf at home scene)

- What is a Gypsy? Where do Gypsies come from? Think about roots in India, and how that has shaped Gypsy music and social/cultural mentality.
- How are Gypsies understood and portrayed? By others? By each other?
- Introduction to information about Gypsy persecution in the Holocaust. Why have historians directed their studies on the Holocaust away from Roma persecution? Is it simply a numbers game (death toll of certain groups), or are there other factors at work?
- An overall introduction to Gypsy music. How are the groups similar/different? How does their identity as a dispersed and misunderstood people affect their music?

PART 2: 38:07—75:00 (From Esma music video to Juana's song)

- Esma discusses her late husband and 46 adopted children. What is the importance of family for Esma and how does it affect her music? How is it affected by her Romani heritage.
- Music for Romani musicians can be an integral early-childhood activity, built into the patterns of every day life. Compare to formal music lessons many children take part in now.
- Two Fanfare players discuss past interactions they had with the Turkish and Germans. Was playing music in these scenarios a symbol of lower social status or just a means of surviving? Both? Discuss playing music out of necessity as opposed to recreationally.
- Discuss poverty in Romania vs. idea of fancy hotels in America. Which lifestyle is more "free"? Does it depend on perspective?
- Harish (the Knees Dancer) also took up dancing out of necessity. Can music or dance develop creatively if the artist is pushing him or herself to make money? Does financial necessity help? Are there examples in your culture, country or family, of people who have supported themselves financially through music or art?
- India—music as a tradition to be passed down; as a form of oral history. How does this compare to oral histories and musical historiography in your culture/country?
- Juana's family and religion. How do music and religion have similar roles in saving Juana from destructive times with her family? Can music make religion more fun or accessible?

PART 3: 00:75:01—111:00 (From Robert's wedding to grand finale)

- Romani wedding and family—conflict of old culture and modern views (a marriage at 13). Family is very important to the Roma people. It is uncommon and often frowned upon to marry non-Gypsies (Gadjé). Compare and contrast the conflicts surrounding Robert's wedding to his 13-year-old bride, and Esma's marriage to her husband Stevo.
- Policies and outreach for Roma refugees (Esma benefit concert). Many other religious and ethnic groups have a homeland. Roma do not. Discuss what it means for a people?
- Politics and plight of Roma in Romania (Fanfare at home). Should governments in countries with significant Roma populations (Macedonia, Romania, Hungary, Italy, Spain, etc...) make outreach efforts to compensate for the societal and cultural disenfranchisement their Roma people have endured?
- Diverse Gypsy faces. What image do you conjure up when you hear the word "Gypsy"? What is Gypsy music? Can we even define this people? Do Roma share, at least from what one observes in the film, common personality traits?

Instructions to MANUALLY SHORTEN educational version of Film
Guide to film chapters - & possible ways to shorten it.

We highly recommend that you screen the full film (86 mins educational version) — but if it must be shown in limited classroom time, this guide tells you where to hit Fast Forward  to next chapter so you can shorten it (to about 70 mins).

e.g. when DVD player shows 13mins 26 seconds, hit  'skip to next chapter' button ONE TIME.

Chapter 1 [00:00] – INDIAN ORIGINS (2 mins)

Children sing in the Rajasthan desert. Roma origins are traced back to India.

(Theme: Ethnomusicology)

Chapter 2 [02:10] – INTRODUCTIONS (4 mins)

New York. We meet 5 Bands from India, Spain, Macedonia, Romania.

Sold out tickets for Gypsy music in New York!

(Theme: Identity/Pride + Anthropology)

Chapter 3 [06:20] – ON TOUR & ANTHEM (7 / 10 mins)

Roma National Anthem sung by Esma. Romani soundman & band members compare experience in USA & abroad. *Fanfare* perform. New York tourism. Tour bus hits the road, and Esma does a phone interview. *Maharaja* perform *Kimero*.

(Theme: Identity/Pride + Ethnomusicology)

@ 13:26  SKIP TO Chapter 4

Chapter 4 [16:37] – FLAMENCO (4½ / 6½ mins)

Grand Finale rehearsal. Different groups clash. *Antonio el Pipa* & Juana – “Duende” talk...

Flamenco comes from Gypsies – performance.

(Theme: Ethnomusicology)

@ 21:09  SKIP TO Chapter 5

Chapter 5 [23:04] – TARAF & NICOLAE (7 mins)

We meet Romanian string ensemble *Taraf de Haïdouks*. Their friend and fan, Johnny Depp, talks of racism & the Holocaust. *Taraf* perform... visit home village with elder violinist Nicolae Neascu.

(Themes: Family + Human Rights/Prejudice)

Chapter 6 [30:19] – ESMA & CHILDREN (3½ mins)

Esma Redzepova in 1960s music video... back to Macedonia.

She talks about love and her late husband – rebellious to marry non-Gypsy. 47 children!

(Themes: Family + Rites of Passage)

Chapter 7 [34:14] – FANFARE CIOCARLIA & SLAVERY (3½ mins)

Fanfare in concert. Go home to northern Romania... discuss slavery, first concerts, & village life.

(Theme: Romani History + Prejudice/Human Rights)

Chapter 8 [38:43] – HARISH THE KNEES DANCER (5 / 11 mins)

Maharaja's Harish dances. At home in India he talks about his caste, family and art.

(Theme: Family + Finances)

@ 43:50 ►► SKIP TO Chapter 10 (missing out Ch.9)

Chapter 9 [43:50] – ANTONIO'S SPAIN (5 ½ mins)

Juana dances, Antonio choreographs.

He goes with wife & child (in pink) to fair in Jerez de la Frontera.

(Theme: Family + Education/Anthropology)

Chapter 10 [49:34] – LANGUAGE & RAJASTHANI RAPPING (5 mins)

Esma & Juana discuss Romani language. *Maharaja* 'rap' on bus... elders 'rap' their History in India. One song started by girl in desert hut... moves to *Maharaja* stage performance... to Techno remix.

(Theme: Ethnomusicology + Education/Anthropology)

Chapter 11 [54:43] – JUANA & SCHOOL (3 / 5 mins)

Juana, who is illiterate, takes her son to school. Talks of family problems, drugs, and religion.

(Theme: Education/Anthropology + Family/Rites of Passage)

@ 57:50 ►► SKIP TO Chapter 12

Chapter 12 [59:54] – CALIU & WEDDING (5 / 7 mins)

Caliu marries his son to 13-year old fiancée. Caliu joined *Taraf* to support family in time of trouble.

(Themes: Family/Rites of Passage + Finances)

@ 1:05:30 ►► SKIP TO Chapter 13

Chapter 13 [01:06:49] – MONEY & REFUGEES (7½ / 10 mins)

Fanfare musicians at market – talk of money, slavery & discrimination. Esma sings a mourning song... speaks about Kosovo refugees, the Holocaust & her father's past and suffering.

(Theme: Roma Rights/Human Rights + Finances)

@ 1:14:16 ►► SKIP TO Chapter 14

Chapter 14 [01:16:43] – I AM A GYPSY (3 mins)

A montage of many different faces... identity & diversity of the Roma people.

(Theme: Identity/Pride)

Chapter 15 [01:19:33] – FUNERAL (4 mins)

Nicolae Neacsu is mourned. Caliu and other villagers play music all night.

(Theme: Family/Rites of Passage)

Chapter 16 [01:23:33] – FINALE (3 mins)

Grand Finale. Farewells. End Credits + Quotes

(Theme: Ethnomusicology + Education/Anthropology)