

## Immigrant Poem for 2 Voices - Case Study Assessment/Narrative Writing

### Task:

We have explored the immigration experience through cultural fieldwork, documentary and historical fiction films, and current news stories. Now you will share what you have learned by writing a research-based, two-voice poem spoken by **immigrants from different periods** that expresses your ideas about how these people were impacted by the immigration process, challenges of assimilation, and the United States Constitution. In your poem, you will use details and quotes from the films you watched, the interviews & cultural research you conducted in San Francisco, and the news articles on current immigration issues you read. You may compare 2 different cultures or the same one from different time periods.

### Criteria for strong poems:

- Your poem explains at least one way that each character was impacted by
    - A. the immigration process
    - B. the challenges of assimilation and
    - C. the United States Constitution.
  - Your poem includes lines spoken by people of 2 minority groups whose immigration experiences were different: includes specific lines spoken separately by each character and shared lines spoken by both characters together.
  - In addition to the lines you think the characters might say, your poem includes specific textual evidence from **primary sources**.
  - Your poem will also include at least 1 quote and details based on the informational articles you read that show how the immigrants' stories connect to current immigration issues
  - You must organize your poem so it clearly expresses your view of the characters and their situations.
  - You must pay attention to mechanics appropriate to your poem (quotation marks, spelling).
  - You must include citations for the quotes you use and an MLA-formatted bibliography
- \*Use high-value words, eliminate the small, unnecessary and repetitive words because your poem must fit on one side of a page in no smaller than 11pt font. Yup, that's right - your poem must fit on one side of a page in no smaller than 11pt font.

**Research Notecatcher:**

	<b>Historical Immigrant</b>	<b>Current-day Immigrant</b>	<b>Source</b>
<b>Name, ethnicity, gender, year</b>			
<b>Why they chose to emigrate</b>			
<b>Journey experiences and locations (where did they start, how did they travel, what happened along the way)</b>			
<b>Immigration Station processing experience -where did they go through, how were they treated)</b>			
<b>How were they affected by US laws</b>			
<b>Assimilation experience (how well did they fit into American culture - Language issues? Cultural differences? Racism?)</b>			

Poem Planner

**My big idea or theme:**

(this is the poem's central message, a broad idea about life, not stated but inferred - *hope, despair, fear, curiosity, joy...*)

A compelling title that hints at your theme:		
Historical immigrant's name, ethnicity, gender, year		Current-day immigrant's name, ethnicity, gender, year
Immigrant 1 says this	<b><i>They both say (skip lines to show who is speaking)</i></b>	Immigrant 2 says this

**\*ADD MORE ROWS AS NEEDED\***

Immigrant Poem for 2 Voices

Poem Rubric	2 BELOW STANDARD Areas that need work	3 MEETING CRITERIA Standards for this performance	4 ADVANCED Student-Provided Evidence of Exceeding Standards
<p><b>Content LT:</b> I can describe the paths of immigrant and minority groups in the 19th Century.</p> <p><b>Learning Target:</b> I can write a research-based, two-voice poem spoken by immigrants from different periods that expresses my understanding about how these people were impacted by the immigration process, challenges of assimilation, and the United States Constitution.</p>		<p>Compares and contrasts historical and current account of 2 different immigrant experiences:</p> <ul style="list-style-type: none"> <li>● reason for coming to America</li> <li>● immigration process</li> <li>● Assimilation</li> <li>● Impacts of US law</li> </ul> <p>Connects past to present-day immigration issues.</p>	<p>Possibilities:</p> <ul style="list-style-type: none"> <li>● Develop the current piece further to give a public performance</li> <li>● Apply project standards in a different context to show a deeper understanding</li> <li>● Write another piece that extends understanding of the topic</li> <li>● Write a 3rd voice that introduces a new point-of-view (border agent, family member left behind, state governor, President...)</li> </ul>
<p><b>ELA LT:</b> Write narratives to develop real or imagined experiences or events using an effective technique, relevant descriptive details, and well-structured event sequences.</p>		<ul style="list-style-type: none"> <li>● Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters;</li> <li>● Sequence unfolds naturally and logically.</li> <li>● Uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</li> <li>● Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time-frame or setting to another, and show the relationships among experiences and events.</li> <li>● Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>● Provides a conclusion that follows from and reflects on the narrated experiences or events.</li> </ul>	
<p><b>ELA LT:</b> I can gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>		<ul style="list-style-type: none"> <li>● Characters/events are developed with historically accurate detail</li> <li>● Includes quotes cited from research resources</li> <li>● MLA FORMATTING-formatted bibliography with a minimum of: 1 documentary film /1 historical fiction film 1 news source 1 print source</li> </ul>	
<p><b>ELA LT:</b> I can use correct capitalization, punctuation, spelling, and grammar, using appropriate tools to self-edit errors.</p>		<ul style="list-style-type: none"> <li>● Correct capitalization, punctuation, and spelling, including the correction of all errors detected by Google doc spell check</li> <li>● Correct grammar usage, including the correction of all red-underlined errors detected by Google doc grammar check</li> </ul>	