

Immigration Unit Project

Choose three of the following immigration texts that were studied* in class:

- “Coming to America” by Janet Bode
- “First Stop: Ellis Island” (includes all of the text and pictures on those pages)
- “After Ellis Island: A Triumph of the Human Spirit”
- “Where Did They Settle?” (includes all parts of the graph/chart)
- “The New Colossus” by Emma Lazarus
- “America” by Neil Diamond
- The Arrival by Shaun Tan*

*optional text that was not studied in class

For each of the three that you've chosen, you will create a mini poster that includes:

1. The work's title and author (if there is an author listed—see above)
2. Some kind of picture (must be in color if hand-drawn) that represents *what that text shows/says about immigration* (see Tip 1)
3. A caption for the picture that explains *how* the picture accurately reflects the text's portrayal of immigration, including a clear and specific connection/reference to the text for support (see Tip 4)
4. Finally, a thorough statement that explains *how* that text shaped your thoughts/perceptions/opinions on immigration, using clear/specific references to the text for support (see Tips 2 and 4)

General information:

- Each “poster” for each text can be on a separate sheet of blank paper, all stapled together, or all of them can be on a single poster board.
- All text must be neatly written or otherwise be typed.
- The four points listed above may be presented in any order, but the “caption” and “thoughts” must be labeled as such.
- Captions and statements must be in complete sentences.
- Neatness is important. If you don't consider yourself much of an artist, you can print out pictures (outside of class) and neatly glue/tape them to your poster. Color for hand-drawn pictures will be considered under the heading of neatness, as it will be considered incomplete without color. Incomplete sentences for the captions and statements will receive the deduction for the same reason. Similarly, the page for your “poster” should look filled and/or balanced, meaning that all of the information should not be cluttered in one part of the page, etc.
- No quotes need to be used for this project. Summary and paraphrase are far more efficient here.

Tips:

1. Remember that your visual and caption are about what the text says about *immigration*. Be careful not to simply draw what the text is about. For example, drawing the Statue of Liberty really does not show what a text says about immigration. Similarly, drawing the country of America or the American flag does not illustrate what the song “America” says about immigration. Keep your visuals specific to what the text says about *immigration*. Then explain your picture and reasoning with your caption. It all must come back to *immigration*. TO HELP, ANSWER THESE TWO QUESTIONS:
 - What does the text say/show/suggest about immigration?
 - How can/should you draw that idea?
2. For the sentences that detail how the text shaped your thoughts/opinions on immigration, answer the following questions in some manner: 1) Did the text add to, change, or confirm your thoughts/opinions on immigrants or immigration? How did it do that? Refer to the text in your answers, though no quotes are necessary.
3. Remember that a single sentence, quote, or picture, etc., from a text does not usually represent the entire text's statement on immigration. When you have multiple quotes, find the common thread that they all seem to share to find the central statement. This will be true most especially for “Coming to America” and “First Stop: Ellis Island.”
4. Both the captions and your thoughts should have clear and specific references to the text to support your answer. These shouldn't really be quotes, but a clear reference to a specific event or idea in the text that illustrates your idea. This can easily be achieved by saying something like, “For example, when it talked about...”

Scoring Breakdown and Rubric

Point Breakdowns:

Title and Author (1 pt)

- Present (1 pt)
- Any part missing (0 pts)

Visual and Caption (5 pts)

- Visual effectively and accurately illustrates the text's portrayal of immigration and caption effectively explains how/why, with clear/specific tie back to the text (5 pts)
- (a) Visual somewhat represents text's portrayal of immigration but is clearly tied back *or* (b) visual and caption are fitting but lack clear/specific tie back to the text/has only vague tie back (4 pts)
- (a) Visual and caption are hyperspecific *or* (b) caption does not adequately explain how/why the picture is appropriate (3 pts)
- Visual and caption essentially off-topic/inaccurate to the text (2 pts)
- No caption (1 pt)

Thoughts and Opinions (5 pts)

- Sentences clearly/effectively explain how the text shaped student's thoughts/feelings/opinions on immigration. Reflects the content and ideas of the text in its explanation and uses clear/specific references to the text to support (5 pts)
- (a) Sentences somewhat explain how the text shaped student's thoughts/feelings/opinions on immigration *or* (b) somewhat reflects the content and ideas of the text in its explanation and uses accurate but somewhat vague references to the text as support (4 pts)
- Sentences barely or ineffectively explain how the text shaped student's thoughts/opinions on immigration (3 pts)
- Sentences do not reflect the ideas or content of the text/are off-topic (2 pts)

Deductions

- Neatness/Completion Deductions occur if part of the requirements are incomplete, such as (a) no color for hand-drawn pictures, (b) drawn pictures or handwritten text appear especially sloppy, (c) incomplete sentences, (d) no labels for captions and thoughts, etc. (from -1 to -3)

Poster 1

- Title/Author (1) _____
- Visual/Caption (5) _____
- Thoughts/Opinions (5) _____
 - Deduction - _____

Poster 2

- Title/Author (1) _____
- Visual/Caption (5) _____
- Thoughts/Opinions (5) _____
 - Deduction - _____

Poster 3

- Title/Author (1) _____
- Visual/Caption (5) _____
- Thoughts/Opinions (5) _____
 - Deduction - _____

Total

_____/33