**Immigrant Project**

**Immigrant Letter (due Thursday, October 20)**: Imagine, you are a European immigrant migrating to the United States. Write a letter to your friend in your home country to explain your experience.

**Choose a character:**

❒ Maria Ciccone, age 9 from Naples, Italy, arrived at Ellis Island 1893

❒ Alexander Strach, age 10 from Koczany, Russia, arrive at Ellis Island 1914

**Choose your letter topic**



1. ***On the boat***: Look at the pictures above. Write a letter to your friend from your home country telling about your journey to Ellis Island on one of the ships that carried many European immigrants to Ellis Island. Describe your experience and how you felt. Include details of what you might have seen, heard, smelled, tasted and felt.
2. ***On Ellis Island***: Write a letter to your friend in your home country about your arrival to Ellis Island. What kinds of things did you do on Ellis Island? Describe at least 2 of the stations and what it was like to go through Ellis Island. Include details of what you might have seen, heard, smelled, tasted and felt.



1. ***On American soil:*** Write a letter to your friend in your home country about life after Ellis Island. What are you feeling now that you have landed on American soil? What are your future plans? Do you think it will be easy or difficult to be an American? This letter will include more predictions about what your life might be like.

**Presentation**

On Thursday, October 20. Come to class dressed as your character and read your letter aloud. You will be marking your peers.

**Costumes**



**Boys**

Hats: in the early 1900s, most men did not go outside without a hat. Try to find an old hat (not a baseball or cowboy hat). The hats that are flat toward the front and button down in the front are perfect for the early 1900s

Clothing: A long sleeve dress shirt with a coat (not a winter parka or hooded coat) works well. Also, a sweater would work. If you do not have a coat or sweater, just wear a nice long sleeve shirt (no designs, logos, or words on the front or back). For pants, you could wear an old pair of jeans, a pair of dress pants, or a pair of dark pants. No sweat shirts, sweatpants, or athletic warm ups.

Shoes: Wear dark shoes (no tennis shoes or sneakers unless they are completely dark- no white or other colors on them). You could also wear boots (not cowboy) if you have them.

Suitcase/luggage: Try to find an old looking suitcase or cloth or leather bag. Do not bring a gym bag or a book bag.



**Girls**

Hats/Headwear: in the early 1900s, most women did not go outside without a covering over their heads. Many immigrant women wore a scarf over their head.

Clothing: a long dress is what nearly every immigrant woman wore. If you do not have a long dress (not a prom dress or ball gown), then wear a long sleeve shirt or sweater. If you have a shawl, to wear also, that would look authentic. Do not wear bright colors since only the wealthy could afford bright colored clothing.

Shoes: Wear dark shoes (no tennis shoes or sneakers unless they are completely dark- no white or other colors on them). You could also wear boots (not cowboy) if you have them.

Suitcase/luggage: Try to find an old looking suitcase or cloth or leather bag. Do not bring a gym bag or a book bag.

**Presentation Marking Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **5** | **3** | **1** | **Total** |
| **Costume** | Student dressed in character and paid attention to all details. | Student made some effort to dress in character and included some details. | Student made little or no effort to dress in character. |  |
| **Voice** | Presented in a fluent manner, loud and clear voice that was easy to understand. | Presented in a moderate voice, and was easy to understand. Sometimes the voice wasn’t clear. | Presented in a soft manner that was not easy to hear or difficult to understand. |  |
| **Eye Contact** | Made eye contact with the audience throughout their presentation. | Sometimes made eye contact with the audience. | Little or no eye contact with the audience. |  |

/15 marks

**Immigration Letter**

**Marking Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Category** | **5** | **3** | **1** | **Total** |
| **Ideas** | Letter is clear and focused. It holds the reader’s attention. Relevant anecdotes and details enrich the letter. | The writer is beginning to define the topic, even though development is still basic or general. | The letter has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. |  |
| **Organization** | The organizational structure of the letter showcases the main idea of the letter; includes a catchy introduction and a satisfying conclusion. | The organizational structure is strong enough to move the reader through the text without too much confusion. | The writing lacks a clear sense of direction. |  |
| **Voice** | The writer speaks directly to the reader so they are engaged and compelling. | The writer seems sincere, but not fully engaged or involved. The letter is pleasant and personable but not compelling. | The writer seems uninvolved with the topic and the audience. |  |
| **Word Choice** | Words used are precise, interesting and natural. | Language is functional, even if it lacks much energy. | Writer struggles with a limited vocabulary |  |
| **Sentence Fluency** | Writing has an easy flow and rhythm. Sentences are well constructed. | Writing has a steady beat, but tends to be more pleasant or businesslike than musical. | Reader has to practice quite a bit in order to give this paper a fair reading. |  |
| **Conventions** | Writer has **good** grasp of spelling, punctuation, capitalization, grammar usage and paragraphing. | Writer has **some** grasp of spelling, punctuation, capitalization, grammar usage and paragraphing. | Errors in spelling, punctuation, capitalization, usage and grammar and paragraphing are too distracting for the reader and make it difficult to read. |  |

/30 marks