

FICTIONAL AUTOBIOGRAPHY PROJECT

Due: 5/30/11 Points 50

The purpose of this assignment is not only to directly tie historical events into a framework, but more importantly, to place yourself into the mind and life of a European immigrant.

Please write a fictional autobiography in the first person, i.e. "I live" "I hope for" etc. This is a *fictional* account so it should NOT be based on any single individual's life – but rather, based on the shared experiences of a cultural immigrant group. This is also a creative imagination exercise; therefore, all of the small intimate details of your autobiography are up to you. You must base your account, however, with historical accuracy. For example, if you plan on writing about an Irish immigrant from the 1840s, the reason for coming to the United States can not be because a factory took your job, but rather due to the Potato Blight. Likewise, if you are arriving to this country prior to 1892, you did not arrive through Ellis Island as it wasn't functioning as an immigration port yet.

You must include research in your project. You need to use at least three secondary sources and two primary source. You may use our class textbook as one of your secondary sources. A primary source does not have to be a scholarly source, meaning, you may use an old photograph, a replica of a ticket on a steamship, a newspaper advertisement, a pamphlet used to entice immigration, etc. You must incorporate the primary sources into your story. Additionally, your immigrant should have lived in the United States for a minimum of 5 years before your autobiography begins. Your immigrant may arrive anytime between 1776 and 1924. Your completed project should be 6-8 pages. In class we will read an autobiography of Rachel Calof, a Russian Jewish homesteader in North Dakota. Her book will serve as an example of what type of story you *can* create.

Your project will be graded on originality, understanding and empathy of the immigrant experience, historical accuracy, your sources used and grammar.

Following is a list of questions that should be answered within your project:

Group A Questions: (Points 5) Due: 3/28/11

What is your gender? How old are you? Are you married? Do you have children? Did you travel to America with your family? Upon answering these questions, please give an explanation for your answers, i.e. why did you pick your age?

Group B Questions: (Points 5) Due: 4/06/11

What is your country of origin and what is your religion? What are your reasons for leaving? What year are you arriving in America and why did you choose America? How did you get to America?

Other questions to ponder and discuss within your fictional autobiography are (but not limited to):

What is your name and where do you live

Type of living arrangement (i.e. farm, tenement, etc.)

How do you make a living

Do you like your job

How did you learn English

How is your family adjusting

Did America meet your expectations

Are you glad you came

What are your hopes for your children

Are you worried about losing your cultural identity

How do you plan on teaching your children your cultural traditions

Do you feel like an American
 Do you ever dream of returning home
 Would you do anything differently

Annotated Bibliography: (Points 10) Due: 5/09/11

You will be supplied with a worksheet from the Glendale Community College Library on how to write an annotated bibliography. You will need to write one for your three secondary sources and for your two primary sources. Explain how these sources will help you write your fictional autobiography.

FINAL PROJECT (Points 30) Due: 5/30/11

Your final project will be graded with the following rubric:

| | 20% | 40% | 60% | 80% | 100% | Total |
|---|--|--|---|---|---|-----------|
| Grammar/Format Correct Spelling, punctuation, sentence, paragraph structure & correct page length | 1 points Complete lack of grammar structure, not enough pages. | 2 points Grammar needs a lot of work. I strongly recommend attending a basic grammar workshop. | 3 points Quite a few grammatical errors; attending a basic grammar workshop or a good proofreading would help | 4 points Few grammatical errors, a good proofreading would help and/or not enough pages | 5 points Excellent Work, very few or no grammatical errors. Correct page length | 5 |
| Use of Sources Adequate and proper use of sources; 2 secondary & 1 primary | 1 points Missing all sources | 2 points Only one source used and/or it did not support your paper topic | 3 points Only two sources used and/or they did support your paper | 4 points Three sources used but they did not support your paper topic | 5 points Excellent use of sources that supported your paper and/or subject matter | 5 |
| Personal Voice Paper shows originality, a clear thoughtfulness applied to the topic and empathy toward your subject matter. | 2 points Complete lack of a personal voice. | 4 points Paper only displayed one aspect of originality, thoughtfulness and/or empathy. | 6 points Paper only displayed two aspects of originality, thoughtfulness and/or empathy. | 8 points Good job with originality, thoughtfulness and empathy. | 10 points Excellent job with originality, thoughtfulness and empathy. | 10 |
| Historical Accuracy Paper shows a deep understanding of your ethnic group including issues such as race, geography, religion and economics. | 2 points Complete lack of accuracy or understanding. | 4 points Your paper showed some, but very little historical data. | 6 points Your paper had adequate historical detail, but needed more in-depth understanding of issues. | 8 points Paper displays a good understanding of historical detail and how they relate to your subject matter. | 10 points Paper displays an excellent understanding of historical details and how they relate to your subject matter. | 10 |
| Total | | | | | | 30 |