

Demographic Groups

Assign students a demographic group. Students will use the resources provided as well as outside sources they find on their own to write a narrative about a person immigrating to the Central Valley. Encourage students to write a narrative that is thought provoking. The narrative must include their character's background, what motivations their character has for immigrating to the US, whether they will be able to immigrate based on the current immigration laws that changed in 1965, what they plan to do once they get to Fresno, and what resources they have and what resources they lack.

Article. "[Essay: 1921-present: Modern California - Migration, Technology, Cities.](#)" Calisphere, University of California, 2011.

Article. Bill McEwen. "[Immigrants Built Fresno. And We're Better For It.](#)" GV Wire, January 8, 2018.

Article. "Valley Mosaic." Fresno Bee Time Capsule magazine, *The Fresno Bee*, January 1, 2000. Courtesy of Arte Americas.

Article. "[Migrants, asylum seekers, refugees and immigrants: What's the difference?](#)" Rescue.org, June 22, 2018.

North Africa: Algeria, Egypt, Ethiopia & Libya

Article. Ugwumba Eqbuta. "[The Migrant Crisis in Libya and The Nigeria Experience.](#)" African Centre for the Constructive Resolution of Disputes, January 2019.

Article. Sandra Tompkins. "Out of Ethiopia." *The Fresno Bee*, February 2, 1986. Mabelle Selland Research Papers, Fresno County Historical Society.

Article. Dennis Pollock. "All the Way From Ethiopia." *The Fresno Bee*, circa 1985. Mabelle Selland Research Papers, Fresno County Historical Society.

South Asia: Afghanistan, Bangladesh, India, Iran & Pakistan

Article. Zak Cheney-Rice. "[How Fresno, California, Became a Hotspot for Anti-Sikh Violence in America.](#)" Mic.com, January 20, 2016.

Article. Diana Kruzman. "[Thousands of Indians Facing Persecution Back Home Seek Refuge In California.](#)" LAist, September 2, 2019.

Document. "Who Are The Sikhs?" Mabelle Selland Research Papers, circa 1980. Fresno County Historical Society.

Document. "Portraits: Indian Sikhs." National Endowment for the Humanities presentation script, circa 1980. Mabelle Selland Collection, Fresno County Historical Society.

Booklet. Frank Lewis and Puran Stevens. "Iranian Refugees in America: A Cross-Cultural Perspective." U.S. Bahá'í Refugee Office, 1986. Mabelle Selland Collection, Fresno County Historical Society.

Southeast Asia: Cambodia, Laos, Thailand & Vietnam

Article. "The Hmong: A Struggle in the Sun" magazine. *The Fresno Bee*, circa 1985. Mabelle Selland Research Papers, Fresno County Historical Society.

Article. Jim Steinberg. "Viet Family's Fresno Reunion Ends 8-year Flight to Freedom." *The Fresno Bee*, circa 1980. Mabelle Selland Research Papers, Fresno County Historical Society.

Article. Donald E. Coleman. "A Hero's Rites in Fresno." and Jim Steinberg. "Common Woes," *The Fresno Bee*, circa 1990. Mabelle Selland Research Papers, Fresno County Historical Society.

Book Chapter. "Heritage of Diversity: Laotian Americans." Mabelle Selland Research Papers, Fresno County Historical Society.

Article. "What If My Parents Had Not Escaped Laos?" *The Fresno Bee*, January 19, 2008. Mabelle Selland Research Papers, Fresno County Historical Society.

East Asia: China, Japan, Korea, the Philippines & Taiwan

Document. Consul Tae Hee Park, Consulate General of the Republic of Korea, San Francisco. "Korea Today" speech, May 20, 1981. Mabelle Selland Research Papers, Fresno County Historical Society.

Article. "Land." *The Fresno Bee*, June 8, 1980. Mabelle Selland Research Papers, Fresno County Historical Society.

The Americas: El Salvador, Guatemala, Mexico, Nicaragua & Peru

Oral History. StoryCorps Oral History Interviews: [Immigration, California](#). StoryCorps Archive.

Oral History. "[A Child of DACA](#)." New Tech High School, Napa, California. Your Story, Our Story, Tenement Museum, 2019.

Oral History. "[Nacatamal](#)." New Tech High School, Napa, California. Your Story, Our Story, Tenement Museum, 2019.

Oral History. "[Dreamer](#)." California State University, Channel Islands,

Camarillo, California. Your Story, Our Story, Tenement Museum, Brooklyn, New York.

Oral History. "[My Family](#)." California State University, Channel Islands, Camarillo, California. Your Story, Our Story, Tenement Museum.

Oral History. "[Passport, Cruxifix](#)." Los Angeles, California. Your Story, Our Story, Tenement Museum.

Oral History. "[Passport](#)." Santa Ana, California. Your Story, Our Story, Tenement Museum.

Oral History. "[Cadillac Deville 98](#)." Anaheim, California. Your Story, Our Story, Tenement Museum.

Oral History. "[American Dream](#)." Los Angeles, California. Your Story, Our Story, Tenement Museum.

Assessment Rubric for Immigration Narrative

Criteria	Exposition & Conclusion	Narrative Techniques & Development	Organization, Fluency & Style	Grammar & Punctuation	Resources & Presentation
4- Exceeds Expectations	<ul style="list-style-type: none"> • Distinct & notable personality and style engages & orients the reader. • Narrative focuses on a compelling, well-defined experience. • Effective & creative exposition sets up the narrative and draws in the reader. • Skillful conclusion artfully follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Skillful descriptions employ "show, don't tell." • Vivid sensory details bring narrative to life. • Clear and effective story conventions make narrative flow naturally. 	<ul style="list-style-type: none"> • Effective transitions clarify the relationship between ideas. • Skillfully fluent sentences (varied syntax) enhance ideas. 	<ul style="list-style-type: none"> • Generally free of errors. 	<ul style="list-style-type: none"> • Mastery of academic integrity. • Accurately credits others' work with accurate & complete citations. • Accurate style & formatting
3- Above Expectations	<ul style="list-style-type: none"> • Evident & appropriate personality and style orients the reader. • Narrative focuses on an adequately defined experience. • Adequate exposition sets up the narrative and draws in the reader. • Adequate conclusion follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Adequate & appropriate descriptions employ "show, don't tell." • Adequate sensory details often bring narrative to life. • Mostly clear story conventions. 	<ul style="list-style-type: none"> • Adequate transitions suggest the relationship between ideas. • Mostly fluent sentences (some varied syntax) convey ideas. 	<ul style="list-style-type: none"> • A few errors. 	<ul style="list-style-type: none"> • Attempt to master academic integrity. • Mostly credits others' work with mostly accurate citations. • Mostly accurate style & formatting
2- Meets Expectations	<ul style="list-style-type: none"> • Weak or occasionally inappropriate personality and style. • -Narrative has an inconsistent focus on the experience. • -Vague &/or weak exposition. • -Vague &/or weak conclusion that follows from what is experienced, observed, or resolved over the course of the narrative. 	<ul style="list-style-type: none"> • Weak descriptions that mostly "tell, don't show." • -Vague &/or weak descriptive details • -Sometimes vague story conventions somewhat confuse narrative. 	<ul style="list-style-type: none"> • Ineffective transitions show the relationship between some ideas. • An accumulation of run-on, choppy, or incomplete sentences impedes clarity of ideas. 	<ul style="list-style-type: none"> • Some errors. 	<ul style="list-style-type: none"> • Inconsistent mastery of academic integrity. • Inconsistent credit to work of others with few citations. • Inconsistent style & formatting
1- Below Expectations	<ul style="list-style-type: none"> • Personality & style lacks individuality; may be inappropriate. • Narrative has an unidentifiable focus on an experience. • One sentence or non-existent exposition. • One sentence or non-existent conclusion. 	<ul style="list-style-type: none"> • Ineffective descriptions and details. • -Mostly vague &/or incorrect story conventions make narrative very confusing. 	<ul style="list-style-type: none"> • Incorrect or no transitions. • Pervasive run-on, choppy, or incomplete sentences prevents clarity of ideas. 	<ul style="list-style-type: none"> • Pervasive errors. 	<ul style="list-style-type: none"> • Inaccurate or no credit to work of others with no citations. • -Inaccurate or nonexistent style & formatting