

LESSON 14:**CULMINATING WRITING PROJECT – REPORTING ON ANGEL ISLAND****Objective**

Students will pull together the information from their reading, previous lessons, and if possible a visit to the Angel Island Immigration Station to write a news story about Angel Island.

Focus Question

What would you write in a news story about Angel Island Immigration Station?

Grades

6-12

Time

Two 45 minute periods

Materials

Paper, a pen and, optional: grammar book and dictionary

Standards

California English-Language Arts Standards

Procedure

1. Before the end of this unit or leaving for their visit to the Angel Island Immigration Station, inform students of the writing project. Go over the information on the attached student worksheet so that the students have an opportunity to ask questions about the assignment. (Student worksheet information may be written on the white/blackboard or passed out as a handout to the students.) If students are going to the island inform them that they can take pictures, notes, and ask their guide questions to help with their assignment. Refer to a grammar book to discuss with students on how to write an effective story.

Points to cover might include:

- Finding a news story: Is your possible story timely? Does it have importance, a local angle, and human interest?
- Gathering details: How will you gather information? Will you interview people?
- Writing: Beginning paragraph: Lead paragraphs should grab your reader's attention and summarize the main points in your story. Middle: The main part of the story contains all the important details. Ending: Additional information completes the story.
- Revising and Editing: Check for grammatical, spelling, and factual errors. Add additional details if needed.

2. Students can use all their resources from this unit to write this story, i.e. poetry, case files, fieldtrip, oral history, and additional research on the web.
3. Following completion of the unit or the fieldtrip, have students write a rough draft of their news story during the next class period. You should allow for time for peer-editing at near the end of this period or at the beginning of the publishing period. (As the teacher you may opt to have students do a second draft before publishing.)

Possible topics for this assignment might include:

- A Historic Site Tells the Story of Chinese Immigrants
 - Volunteers Lead Tours of the Immigration Station
 - Restoration and Preservation Work on Angel Island Immigration Station
 - A Student Visits Angel Island
 - Students Compose Poetry Based on the Poems of Angel Island
4. Student articles should be finished using computer word processing software, if possible, or by handwriting a final copy. Students can include photographs taken during the fieldtrip or historic photographs to use as illustrations.

Assessment

The news stories may be evaluated on the following:

Turned in on time, first paragraph contains the 5 W's (who, what, where, when and how) and how to catch the reader's interest, following paragraphs include expansion information on the 5 W's and How, appropriate headline and effort (including lead hook and use of details).

Extension

Completed news stories may be displayed in the classroom or other appropriate area or put together to make class newspaper.

Prepared by Patricia B. Hartinger with the Angel Island Immigration Station Foundation.

STUDENT HANDOUT

Name _____ Date _____

**Culminating News Story
Angel Island Immigration Station**

Following the end of this unit on Angel Island Immigration Station, you will be expected to write a quality news story as might appear in a newspaper.

If you are visiting the Island feel free to take notes, photographs, or ask questions, which will help you with this assignment. Upon returning to the classroom, you will begin writing the rough draft of your story.

If you are not visiting the Island, you may use what we have covered in class about the Immigration Station, as well as other resources from books, magazines, and web sites that can help you with this assignment.

As you begin to write, remember that the first paragraph must hook the reader: Few newspaper readers read beyond that first paragraph. It is your job to make them want to find out more information in your succeeding paragraphs. Therefore, that first paragraph must give a summary of the main points of who, what, when, where, why, and how. The rest of your story will expand on the information you have collected on the five W's and how (who, what, where, when and how).

Be sure that your story is timely, as well as historical, has human interest, and appropriate details. When you have finished this draft, write a headline for the story. (If you are having trouble, your story might need a clearer focus.)

We will peer-edit your story, and you will be expected to publish it by either handwriting or typing a final copy. You may be required to do third draft.

Newspaper writing is quite different from some of the writing that you have done in the past. You should refer to any writing reference books that discuss writing newspaper articles.

Good luck!