HTY 110HA Module 5 Essay

You will write and submit a 5-7 page essay (double-spaced, 12-point font) in MLA format addressing the prompts below.

In 1903 the following famous poem by Emma Lazarus was engraved and placed upon the Statue of Liberty in New York Harbor. Think about this poem's message. Did immigrants’ experiences reflect the hope and promise of this poem?

*The New Colossus*
*By Emma Lazarus*

*Not like the brazen giant of Greek fame,*  
*With conquering limbs astride from land to land;*  
*Here at our sea-washed, sunset gates shall stand*  
*A mighty woman with a torch, whose flame*  
*Is the imprisoned lightning, and her name*  
*Mother of Exiles. From her beacon-hand*  
*Glows world-wide welcome; her mild eyes command*  
*The air-bridged harbor that twin cities frame.*  
*"Keep ancient lands, your storied pomp!" cries she*  
*With silent lips. "Give me your tired, your poor,*  
*Your huddled masses yearning to breathe free,*  
*The wretched refuse of your teeming shore.*  
*Send these, the homeless, tempest-tost to me,*  
*I lift my lamp beside the golden door!"

In order to prepare and write this essay effectively, please address the following:

1. What is the message of this poem?  
   Click on this link to help you analyze the poem. After clicking on the link, click on the “Commentary” tab to learn about the meaning of the poem.  

2. Which immigrants’ experiences reflected the message of the poem? Provide specific examples from the readings, films, assignments, and AVPs.

3. Which immigrants’ experiences did not reflect the message of the poem? Provide specific examples from the readings, films, assignments, and AVPs.

The following is a template for writing the essay that you may use if you wish. Parts 2 and 3 can have as many paragraphs as you wish.

Part 1: Introductory paragraph
- State your thesis. For example: The poem The New Colossus by Emma Lazarus promises hope for immigrants coming to America, but did America really live up to the promise of this poem?
- Explain the meaning of the poem.
- Let the reader know where you stand on this question. Did immigrants’ experiences reflect the promises of the poem or not. Or did some immigrants have different experiences than others? Make sure your ending sentence lets the reader know what you plan to argue. Remember you do not have to choose one side or the other, you can argue that both sides are true if you wish.

Part 2: How did America live up to the poem’s promises? Provide specific examples.

Part 3: How did America fail to live up the poem’s promises? Provide specific examples.

Part 5: Closing paragraph. Restate your introduction in different words and make a final pronouncement about what the promise of the poem really meant for immigrants.

Submit this assignment to the Assignment box no later than Sunday 11:59PM EST/EDT. (This Dropbox basket is linked to Turnitin.) See the rubric on the next page for grading criteria.
**Essay Rubric:**

Levels correspond roughly to letter grades (4 = A, 1 = F)

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<th>Level</th>
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| **4 (90-100 pts)** | - Well-developed thesis directly addressing the topic.  
- Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question (as appropriate).  
- Outstanding grasp of general historical issues raised by topic.  
- Numerous specific examples demonstrate detailed knowledge of relevant history.  
- Extremely well organized, with a clear introduction, argument, and conclusion.  
- Well written in appropriate standard English; few grammatical errors or colloquialisms. |
| **3 (80-89 pts)** | - Clear thesis addressing the topic.  
- Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question (as appropriate), though may be unevenly developed.  
- Good grasp of general historical issues raised by topic.  
- Several specific examples demonstrate good knowledge of relevant history.  
- Well organized, with an introduction, argument, and conclusion.  
- Clearly written in appropriate standard English; some grammatical errors or colloquialisms. |
| **2 (60-79 pts)** | - Thesis indicates some aspect of the topic; more a restatement of than a point about the topic.  
- Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed.  
- Some grasp of general historical issues raised by topic, though some significant issues may be omitted.  
- Some specific examples demonstrate knowledge of relevant history; some clearly relevant examples omitted.  
- Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear.  
- Understandable, but contains several grammatical errors or colloquialisms. |
| **1 (0-59 pts)** | - No discernible thesis and/or serious misunderstanding of the topic.  
- Descriptive rather than analytical; marginally related to the topic; significant logical gaps.  
- Little grasp of general historical issues raised by topic.  
- Few and/or erroneous specific examples demonstrate little knowledge of relevant history.  
- Poorly organized: no clear introduction, argument, or conclusion.  
- Pattern of grammatical errors and/or inappropriate colloquialisms. |

**Total Points Earned: __________/100**

**Instructor comments:**