

Caleb Harris

The Camp

My name is Carlos I signed for the camp offered to by America during the World War after all their working men had been sent off to fight a bloody war and decided to see if stealing Mexican men to work their farms and fields. The pay was more than any job I could afford in Mexico and was the best way for me and every other man with a farmer's education. It had been three weeks of working at the camp and this same routine had been built into my mind. Wake up in the cramped bed, which felt like it was stuffed with boulders my 6-foot body made the twin sized bed struggle to stand. and let out with my weight it didn't help the horrible crick in my back from hunching over much to pick the sunburnt tomatoes the shack stuffed end to end with beds of men. Stuffed tighter than cheap sardines as I try to get up my back stuck from sweat to the cheap sheets like a mouse to a sticky pad. I and the fellow workers when going to work in the field the sun slowly walked across the sky releasing a fiery heat that was only slightly interrupted by the thin straw hat that insides as soaked in sweat. It's tightly sound waves of straw had become loose it looked almost sad from the sweat and the moving to block the sun. By just standing my body would feel moist and sticky from the humidity that could almost be swum through as I began to pick the tomatoes with montage reception I picked and to fill boxes with tomatoes pulling my sore muscles that wear being pulled like a man in between two horses it was Friday, so we got our pay it was less than what was promised but it was more than anything I could dream of at home I tried to send it all to my family but half of it is taken just trying to send the money back home but I didn't care how hard I worked how bad my condition where I didn't care if they give me less money than promised I don't care I only care about that I just care about my family.

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- twin bed
- pallet on the ground

Braceros



✓ Hats
✓

mystudentdashboard.com

What is the color?
How are they wearing them

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I Woke up in the cramped bed which felt like it was stuffed with boulders, it didn't help the ~~horbal~~ ^{horbal} crick in my back from hunching over much to pick the sunburnt tomatoes, the shacks stuffed end to with beds of men. Stuffed tighter than cheap sardines as try to get up my back stuck from sweat to the cheap sheets like a mouse to a sticky pad. Me and the fellow workers win go work in the field the sun slowly walked across the sky releasing a fiery heat that was only slightly interrupted by thin straw hat that insides as soaked in sweat its tightly sound waves of straw had become loose and was ~~holding~~ ^{holding} ~~haning~~ ^{haning} together by two or three thread by just standing my body would feel moist and sticky from the humidity that could almost be swam through as I began to pick the tomtes ^{three} with montage reception I picked and to fill boxes with tomatoes pulling my sore muscles that wear pulling like a man in between two horses it was friday so we got are pay it was less than what was promised

Draft 1:

- Watch for Capital letters where it should not be.

- check Spelling

- Watch spacing

You are off to a good start.

Cornell Notes

Topic/Objective:

Name:

C91, 10



Class/Period:

Date:

Essential Question:

Questions:

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Summary:

Smithsonian 'Creating American Stories' Vignette

Task: Create an original vignette, poem, or song in response to a painting using figurative language and sensory details. Now that you have been visited by a guest expert, attended the Smithsonian Art Museum, and analyzed a paired informational text and painting, use this background knowledge to create a vignette. Your vignette must create an impression of a character, object, idea, or setting from the painting you choose. Your vignette should also incorporate details from the informational text in a creative way. These vignettes will be collected and printed in a book titled 'Creating American Stories' and you will have the opportunity to read your work in a ceremony at the Smithsonian Art Museum in the spring if you are selected by judges at the Smithsonian.

Unpack the Prompt

Question: What is the task asking me to SHOW that I KNOW?

to write a vignette

Task: What is the question asking me to DO in my response?

to write a vignette

Rewrite the task in your own words:

right a short scene. Not a plot. To set a scene, song, etc.

What is a Vignette?

A vignette is a small scene or descriptive passage focusing on one particular moment or giving an impression about an idea, character, setting, mood, or an object. A vignette is neither a plot nor a full narrative description, but a carefully crafted written sketch that might be part of some larger work or complete description in itself. Literally, vignette is a French word that means little vine.

Think of your vignette like it is a written photograph or painting, or just one scene from a longer movie. You do not have to include a plot, so do not be concerned with a beginning, middle, and end structure. Paint a picture with words.

Format: Font size 12 Times New Roman
Single Space

Title: You are free to name your Vignette

Google Doc Title: 18-19 Smithsonian Creating American Stories

CHECKLIST: Use the list below to keep track of the steps in the process.

- Choose a painting you viewed at the Smithsonian to write about
- Read the info text that is paired with the painting
- Complete your Vignette Brainstorm
- Complete all required brainstorm
- Write your vignette draft
- Peer-Edit your vignette draft with a partner
- Type your vignette and turn in for teacher feedback
- Revise your vignette based on teacher feedback and turn in the final draft

Caleb

Rubric

Learning Target	4-Exceeded Expectations-	3-Met Expectations	2-Approaching Expectations	1-Did not meet Expectation
8.W.3c I can appropriately and accurately use narrative techniques to develop experiences, events, and/or characters (i.e. dialogue, pacing, description, and reflection).	My vignette expresses an authentic and original impression of a character, setting, idea, mood, or object in the painting. My vignette creatively incorporates details from the info text	My vignette clearly expresses an impression of a character, setting, idea, mood, or object in the painting. My vignette clearly incorporates details from the info text	My vignette minimally expresses an impression of a character, setting, idea, mood, or object in the painting. My vignette attempts to incorporate details from the info text	My vignette does not clearly express an impression of a character, setting, idea, mood, or object in the painting. My vignette does not incorporate details from the info text
8.W.3a I can engage the reader by establishing a context and point of view and introducing narrators/characters	My vignette creatively establishes a unique point of view that helps the reader imagine the life experiences of a character from the painting.	My vignette established a clear point of view that helps the reader imagine the life experiences of a character from the painting.	My vignette attempts to establish a clear point of view that helps the reader imagine the life experiences of a character from the painting.	My vignette does not establish a clear point of view that helps the reader imagine the life experiences of a character from the painting.
8.W.3e I can use precise words and phrases, relevant descriptive details, and sensory language to capture the action, experience, and events	My vignette creatively and uniquely uses figurative language and sensory details that show the reader instead of telling the reader.	My vignette effectively uses figurative language and sensory details that show the reader instead of telling the reader.	My vignette attempts to use figurative language and sensory details that show the reader instead of telling the reader: Add Sensory description sight/speech/taste/smell	My vignette does not use figurative language and sensory details and tells the reader instead of showing the reader.
HOS: Participants in Revision and Critique-I will produce multiple drafts, use rubrics and feedback/critique given of my work in order to improve quality.	My work clearly demonstrates evidence of completing all of the steps in the writing process and is ready for publication.	My work clearly demonstrates evidence of completing all of the steps in the writing process.	My work demonstrates minimal evidence of completing all of the steps in the writing process.	My work is incomplete with limited or no evidence of completing all of the steps in the writing process.

2

2.4

2.5

2.4

Finish your work