

LEARNING STRATEGIES:

Previewing, Marking the Text, Think-Pair-Share, SOAPStone

My Notes

Learning Targets

- Analyze multiple forms of communication (an illustration, a speech, and a poem) to identify major ideas.
- Generate a definition with textual support.

Before Reading

1. The Statue of Liberty has long been a welcoming figure to the millions of immigrants who have come to the United States of America. What feelings or thoughts do you think people might have when looking at the Statue of Liberty for the first time as a new arrival to this country?



Source: “An ocean steamer passing the Statue of Liberty: Scene on the Steerage Deck,” from *Frank Leslie’s Illustrated Newspaper*, July 2, 1887. Reproduced by permission of Accessible Archives.

ACADEMIC VOCABULARY

A **primary source** is an original document or image created by someone who experiences an event first-hand.

2. When looking at a **primary source** such as this illustration, it is important to consider both the message and context of the source. The following guiding questions will help you think about the source and its context:

- What point is the source trying to convey?
- What is the source of the illustration and why is that important?
- Why might the date of the source be significant?

3. With a partner, preview the text on the next page, using the questions to guide your thinking about a primary source.

During Reading

4. As you read the sonnet written for and placed on a plaque on the Statue of Liberty, annotate the places in the text where you see the connections to the imagery of the illustration on the previous page.

ABOUT THE AUTHOR

Emma Lazarus was born in 1849 in New York. She was educated by private tutors and became a prolific reader. She began writing poems as a child and later wrote magazine articles and essays, as well as five-act dramas. Her poem “The New Colossus” grew, at least in part, out of her advocacy for Jewish immigrants.

Poetry

THE NEW COLOSSUS

1883

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-tossed to me,
 I lift my lamp beside the golden door!”

My Notes

KEY IDEAS AND DETAILS

Why is the Statue of Liberty called “the Mother of Exiles” and what does the torch symbolize? Quote evidence from the poem as a basis for your answer.

GRAMMAR & USAGE**Hyphen**

Writers use a hyphen to join two or more words in order to create a single adjective or concept. Notice some examples from the poem: *sea-washed*, *world-wide*, *air-bridge*, *tempest-tossed*. These words are compound adjectives. When preceding the noun they modify, compound adjectives are hyphenated. When following the noun, they may not be. Check a reference to be sure.

My Notes

During Reading

5. As you read the following speech, annotate the text for key ideas and details used by the speaker to describe America and its promise to the people of the world. How do Roosevelt's words connect to the imagery of the previous texts?

ABOUT THE AUTHOR

Franklin Delano Roosevelt (1882–1945) was the 32nd President of the United States. He delivered the following address in 1936 to celebrate the 50th anniversary of the Statue of Liberty.

Speech

Address on the Occasion of the Fiftieth Anniversary of the Statue of Liberty October 28, 1936

by President Franklin D. Roosevelt

1 "... It is the memory of all these eager seeking millions that makes this one of America's places of great romance. Looking down this great harbor I like to think of the countless numbers of inbound vessels that have made this port. I like to think of the men and women who, with the break of dawn off Sandy Hook, have strained their eyes to the west for a first glimpse of the New World.

2 They came to us—most of them—in steerage. But they, in their humble quarters, saw things in these strange horizons which were denied to the eyes of those few who traveled in greater luxury.

3 They came to us speaking many tongues—but a single language, the universal language of human aspiration.¹

4 How well their hopes were justified is proved by the record of what they achieved. They not only found freedom in the New World, but by their effort and devotion, they made the New World's freedom safer, richer, more far-reaching, more capable of growth.

5 Within this present generation, that stream from abroad has largely stopped. We have within our shores today the materials out of which we shall continue to build an even better home for liberty.

6 We take satisfaction in the thought that those who have left their native land to join us may still retain here their affection for some things left behind—old customs, old language, old friends. Looking to the future, they wisely choose that their children shall live in the new language and in the new customs of this new people. And those children more and more realize their common destiny in America. That is true whether their forebears came past this place eight generations ago or only one.

KEY IDEAS AND DETAILS

To what extent are the ideas about the unity of America that Roosevelt mentions in paragraphs 5, 6, and 7 still true today?

¹ **aspiration** (*n.*): hope or ambition

7 The realization that we are all bound together by hope of a common future rather than by reverence for a common past has helped us to build upon this continent a unity unapproached in any similar area or population in the whole world. For all our millions of square miles, for all our millions of people, there is a unity in language and speech, in law and in economics, in education and in general purpose, which nowhere finds its match.

8 It was the hope of those who gave us this Statue and the hope of the American people in receiving it that the Goddess of Liberty and the Goddess of Peace were the same.

9 The grandfather of my old friend the French Ambassador and those who helped him make this gift possible, were citizens of a great sister Republic established on the principle of the democratic form of government. Citizens of all democracies unite in their desire for peace. Grover Cleveland recognized that unity of purpose on this spot fifty years ago.

10 He suggested that liberty enlightening the world would extend her rays from these shores to every other Nation.

11 Today that symbolism should be broadened. To the message of liberty which America sends to all the world must be added her message of peace.

12 Even in times as troubled and uncertain as these, I still hold to the faith that a better civilization than any we have known is in store for America and by our example, perhaps, for the world. Here destiny seems to have taken a long look. Into this continental reservoir there has been poured untold and untapped wealth of human resources. Out of that reservoir, out of the melting pot, the rich promise which the New World held out to those who came to it from many lands is finding fulfillment.

13 The richness of the promise has not run out. If we keep the faith for our day as those who came before us kept the faith for theirs, then you and I can smile with confidence into the future. It is fitting therefore, that this should be a service of rededication, rededication to the liberty and the peace which this statue symbolizes.

After Reading

6. With a partner, share your annotations and connections among the texts. Together, narrow your notes down to the two most significant and relevant connections. Find another pair of partners, share your connections, and identify the two most significant and relevant details. Create a statement that explains your conclusion and share it with the class. As a class, discuss criteria for identifying quality details and provide support from the text.

Check Your Understanding

Writing Prompt: Write a well-developed text using details from the illustration, the speech, and the poem to define the promise of America for those who come to the United States. Use the definition strategy of **exemplification**, or defining with examples. Be sure to:

- Include a clearly stated thesis that states the definition of the promise of America.
- Explain the most significant and relevant details from the texts with commentary.
- Use definition strategies effectively to define the promise of America.

My Notes

KEY IDEAS AND DETAILS
What is “the richness of the promise” that the Statue of Liberty represents?

Share with a partner two examples of the “promise” that has not run out.