

1) DISCOVERING THE NEW COLOSSUS

DURATION: 30 MINUTES

Explore Emma's poem and reflect on her message. Students will generate questions about Emma.

ELA EXTENSION ACTIVITY

DURATION: 30 MINUTES

Explore how Emma used language and poetic devices to communicate her message.

GUIDING QUESTIONS

What is the role of art in helping people express, understand, and debate American identity?
How does knowing about history help us to become better Americans?

OUTCOMES

Students will:

- Examine and interpret primary sources
- Learn about Emma Lazarus, a role model who used her talent to help others see a new possibility for America
- Understand some of the debates that were central to Emma's life including immigration, inequality, and antisemitism, and how she responded
- Make connections between Emma's life and theirs today

MATERIALS

The New Colossus [worksheet](#)

STEPS

- 1) Distribute *The New Colossus* primary source [worksheet](#)
- 2) Read the poem together. (*You may wish to play the recording of [Laurie Anderson reading the poem](#))*
- 3) Instruct students to annotate the poem by underlining words or phrases that stand out to them or that raise questions for them. Students should jot down reactions and/or questions in the margin of the poem.

OPTIONAL ELA EXTENSION ACTIVITY: *have students do a close analysis of "The New Colossus"*

- 4) Ask and discuss:

What words, phrases or images from the poem stood out to you? Why?

What human characteristics does the poem give to the Statue?

To what extent does the poem render the Statue as powerful; as powerless?

How does the author depict the immigrants?

How does "The New Colossus" influence the way you view the Statue of Liberty?

In your opinion, how is the poem relevant today?

- 5) Ask students to shift their focus to the author of this poem, whom they have been told very little about. What might you infer about Emma Lazarus from this poem? What questions do you have about her as an individual, her community, and the world she lived in?

- 6) Record the student generated questions in these three categories. Note: these questions will be directly references in [POSSIBLE PATHWAYS: EMMA & ME](#). If you are choosing to create your own lesson we suggest using these questions as your framework!

ELA EXTENSION ACTIVITY

DURATION: 30 MINUTES

Explore how Emma used language and poetic devices to communicate her message.

GUIDING QUESTIONS

What factors and experiences shaped Emma Lazarus's message?

What is the role of art in helping people express, understand, and debate American identity?

How does knowing about history help us to become better Americans?

OUTCOMES

Students will:

- Learn about Emma Lazarus as role model who used her talent to help others see a new possibility for America
- Understand key poetic devices

MATERIALS

- *The New Colossus* [worksheet](#)
- *The New Colossus* [Primary Source Page](#)
- [Interactive "The New Colossus"](#) annotated by Esther Schor, the biographer of Emma Lazarus, who appears in [The Emma Lazarus Project film](#).

STEPS

- 1) Direct students to review *The New Colossus* again and to identify language choices Emma made that helped her to communicate her message in a way that connected so powerfully with so many people.
- 2) Instruct students to explore the interactive annotated "The New Colossus" to look up any words they could use additional information about and or questions they still need answered.
- 3) Explain that Emma used a variety of poetic devices to communicate her message. Discuss the poetic devices that Emma Lazarus used in her poem. Have students refer to the chart of poetic devices on the "The New Colossus" Primary Source Page.

Device	Definition of Poetic Device	Line
Allusion	an expression designed to call something to mind without mentioning it explicitly; an indirect or passing reference	Not like the brazen giant of Greek fame
Alliteration	the repetition of the same consonant sounds in the same lines of poetry	Here at our sea-washed, sunset gates shall stand
Personification	An attribution of a personal nature or human characteristics to something nonhuman	"Keep, ancient lands, your storied pomp!" cries she with silent lips.
Metaphor	a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.	Your huddled masses yearning to breathe free. The wretched refuse of your teeming shore. Whose flame is the imprisoned lightning.
Simile	a figure of speech used to compare one object to another to help readers understand or to clarify the meanings using 'as' or 'like'.	Not like the brazen giant of Greek fame.