

2) POSSIBLE PATHWAYS THROUGH THE ARCHIVE

EMMA & ME

DURATION: 90 MINUTES

Examine the factors that shaped Emma's identity and commitment to equality and immigrant rights. Students then explore their own identity and the context and experiences that shape the message they want to share.

GUIDING QUESTIONS

What factors and experiences shaped Emma Lazarus's identity and her message?
What is the relationship between our individual family stories and a larger American narrative?
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 some of the debates that were central to Emma's life including immigration, inequality, and antisemitism, and how she responded
- Examine and interpret primary sources
- Be able to create an identity chart for Emma Lazarus and for themselves
- Make connections between Emma's life and theirs today, and reflect on the current and historical issues that matter to them

MATERIALS

[Digital Story Book](#)

[Short film about the Emma Lazarus Project](#)

Selected Materials From The Archive:

- 1) [Excerpts From *The American Hebrew*](#)
- 2) [Progress & Poverty](#)
- 3) [In The Jewish Synagogue at Newport](#)
- 4) [Emma & The Hebrew Language](#)
- 5) [Antisemitism in the late 1800's](#)
- 6) [Chinese Exclusion](#)
- 7) [Letter To George Washington](#)
- 8) ["The New Colossus"](#)
- 9) [Decoration Day Speech](#)

[Identity Chart: Emma](#)

[Identity Chart: Student](#)

OVERVIEW

STEP 1	Explore Emma's Identity	45 Minutes
STEP 2	Explore Your Identity	45 Minutes
TOTAL		90 MINUTES

EXPLORE EMMA'S IDENTITY

DURATION: 45 MINUTES

STEPS

- 1) Explain to students that they are going to become historical researchers in order to understand what led Emma Lazarus to write her famous poem: *The New Colossus*.
- 2) Distribute the identity chart for Emma.
 - Explain its three sections: Self, Community and World
 - Display the questions the students generated in these three categories from **DISCOVERING THE NEW COLOSSUS**. Their questions will now serve as the guiding questions that will help them to investigate each section.
 - Students will examine historical materials to answer the questions, searching for clues that will help them to discover the factors that shaped Emma's identity, activism, and message.
- 3) Instruct students to examine the archival resources to explore Emma's life and to complete her Identity Chart. *This can be done as a full class, in small groups, in pairs, or individually.*
- 4) Debrief the exercise in partners, small groups, or as a full class.
 - What were they able to learn about Emma, her community, and the world that she lived in?
 - What four aspects of Emma's life, which they listed on the identity chart, do they think were most significant in shaping her identity and message?

EXPLORE YOUR IDENTITY

DURATION: 45 MINUTES

STEPS

Now that students are familiar with the factors that shaped Emma's identity, they will explore their own identity, community, and world. Completing the identity chart can also be done as a homework assignment.

- 1) Explain to students that they are going to apply their research skills to themselves. Just as Emma was shaped by and shaped the world around them, so too can they.
- 2) Distribute the identity chart for Students
 - Review the three sections: Self, Community and World
 - Have students use the same guiding questions they generated about Emma Lazarus to help them investigate.
- 3) Instruct students to reflect on their own lives and experiences in order to complete their Identity Chart. They may also ask each other and their family members for help. Their observations will help them to better understand themselves and the world they live in.
- 4) Debrief the exercise in partners, small groups, or as a full class.
 - What were they able to learn about themselves, their community, and the world they live in?
 - What four aspects of their life, which they listed on the identity chart, do they think are most significant in shaping their identity and message?
 - What do they want their message to be? What issues do they want to address?