

# STATUE OF LIBERTY TEACHER'S GUIDE TO EDUCATION PROGRAMS

Grades 3 and 4



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National Park Service  
U.S. Department of the Interior

Ellis Island Immigration Museum  
Statue of Liberty National Monument  
New Jersey/New York



# Dear Teacher,

Congratulations and thank you for booking an education program with the National Park Service at the Statue of Liberty! This Teacher's Guide is designed to help you prepare for your class visit. Besides the logistical information found below, the following pages feature pre-visit and post-visit activities that can be used as part of your lesson(s) about the Statue of Liberty and immigration. Additional resources can also be found on our website: <https://nps.gov/stli/forteachers>.

We hope your visit surpasses your expectations!

Statue of Liberty National Monument



## Key Vocabulary for Students

Immigrant    Yearn    Wretched    Huddle    Pomp    Refuse    Storied    Tempest    Teeming

## Day of the Trip

- Once you arrive at the ferry terminal and pick up your tickets from Statue Cruises, proceed to the security screening facility.
- Show the National Park Service Ranger your program confirmation letter.
- Sit, relax, and enjoy the ferry ride to Liberty Island.

**Note:** Be sure to check what your ticket says before coming to Liberty Island! There are two specific tickets. One ticket says “NO MONUMENT ACCESS” which means your group will only be able to visit the grounds of Liberty Island. The tickets that read “PEDESTAL /MUSEUM ” grant you access to the inside of the monument.

## Other Hints and Tips

- Please make sure all students and chaperones understand that they need to stay together (One chaperone with every 10 students) while at the site and on the ferries.
- Remind students that if they get separated from the group they should proceed to the Information Desk and speak with a National Park Service Ranger to assist in locating your group.
- Students have the option to bring their own lunch, or purchase food from the on-site provider. Indoor eating space on Liberty Island is limited. A large uncovered outdoor patio is available all year.
- Restrooms are located in the gift pavillion to the right as you disembark the ferry. There are also restrooms located on the mezzanine inside Fort Wood.
- For First Aid, please visit the information center or alert a National Park Service Ranger. EMTs are stationed on Liberty Island and can assist your group if needed.
- Be sure to check the ferry schedule before you depart and once you arrive to be sure you can time your trip accordingly.

# PRE-VISIT EDUCATIONAL ACTIVITY:

## Understanding the New Colossus

**Overview:** The activities listed below will enhance and complement the student experience at the Statue of Liberty.

**New York State Learning Standards:** 4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

**Materials:** Vocabulary sheets, sentence strips with New Colossus text written on them, blank sentence strips, paper, pencils

**Time Frame:** Two 30 minute sessions

**Objectives:** Students will learn the meaning behind Emma Lazarus's poem the New Colossus and how it added a new dimension to the Statue of Liberty's symbolism.

### Procedure:

#### Part One:

1. As a class, read through the vocabulary sheet. Ask students to try and use the words in an original sentence or piece of writing. Create a mix and match vocabulary game where students match definitions to words.

#### Part Two:

2. Briefly introduce Emma Lazarus and explain that she wrote the poem, The New Colossus. Read the poem aloud and invite students to listen closely.

3. Discuss the first half of the poem and look for clues about its subject. Invite students to share any prior knowledge they might have about the poem. Who is the subject?

4. After students have finished their discussion, ask them do a dramatic reading of the text. You might have them read it one student at a time, or ask them to stand after they have read a line, or read it in small groups where they can act out the text. Invite students to share any responses they might have to the dramatic reading.

5. Divide students into small groups. Explain that they will be working as a group to translate a line from the last six lines of the poem.

6. Hand a pre-made sentence strip with text from the last six lines of the New Colossus to each group. Each group should receive a different one. Remember to hand students a new blank sentence strip for their translation as well.

7. Students work in groups to translate the poem into their own words. They can use their vocabulary sheets from part one to help them translate. Once they have agreed upon the meaning of a sentence, they should transcribe their translation on to the new blank sentence strip.

8. Students bring the new sentence strips to the front of the classroom. Read the results aloud as a class. Ask groups if they would like to make any changes to their translations.

9. Ask students to write a response to the poem. What does the poem tell you about how immigrants might have viewed the Statue of Liberty?

## **The New Colossus**

*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  
Glow 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!”*

# New Colossus Vocabulary

Review the following vocabulary terms as a class. Encourage students to use the words in an original sentence or piece of writing.

**huddled:** a disorganized and densely packed crowd of people

**immigrant:** a person who comes to live permanently in a foreign country

**pomp:** a cheap, pretentious or vain display, fame or showiness

**refuse:** something that is discarded as worthless or useless, garbage

**storied:** having an illustrious past, legendary or inspiring many stories

**teeming:** extremely crowded, filled to overflow

**tempest:** an extreme storm

**wretched:** deserving or inciting pity, very miserable or unfortunate condition and circumstances

**yearning:** desiring strongly or persistently, longing for something

# POST-VISIT EDUCATIONAL ACTIVITY:

## Write Your Own Statue Poem

**Materials:** Paper, pencils, colored pencils

**Time Frame:** 30 minutes

**Objectives:** Students will write and illustrate a poem about the Statue of Liberty and what she stands for today.

### **Procedure:**

1. Ask students to think back on their visit to the Statue of Liberty. The poet, Emma Lazarus wrote the poem The New Colossus based on her experiences of working with recent immigrants. How did her poem change the way people saw the Statue?
2. Tell students that they are going to write their own poems about the Statue of Liberty. As a class, invite them to brainstorm some ideas based on their recent experience at Liberty Island. How were they feeling? What did they see? What larger topics might have been on their mind as they walked on the grounds or through the exhibit? Record their ideas so that students can look back to them for inspiration.
3. Have students start a rough draft of the poems in their notebooks. Be sure to outline ahead of time how long the poem should be and other expectations.
4. Once students have finished their rough drafts, have them copy it over to a final draft. Students can then draw a picture that illustrates the ideas brought up in their poem.