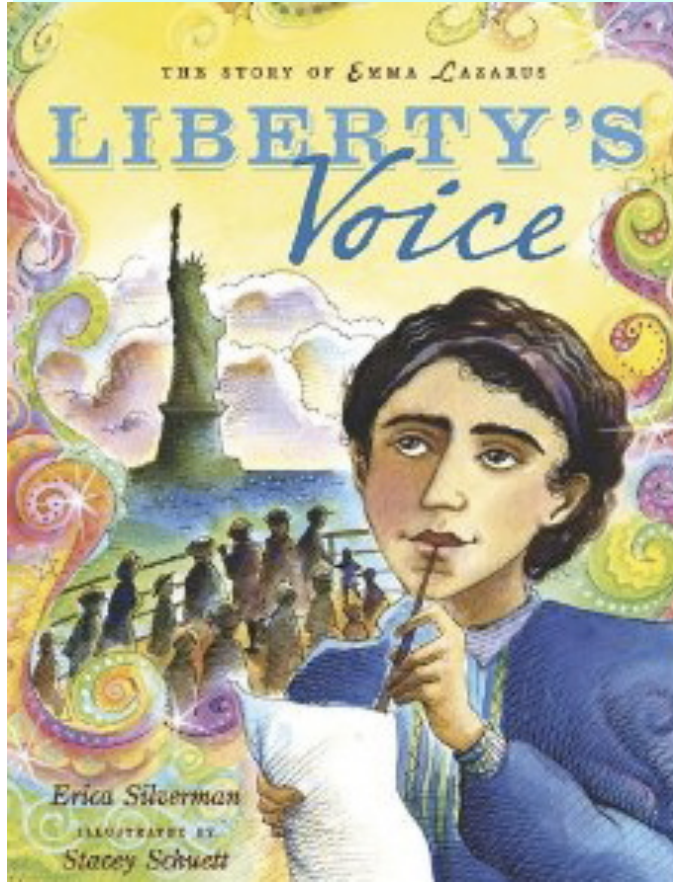


CURRICULUM GUIDE

LIBERTY'S VOICE: THE STORY OF EMMA LAZARUS



Liberty's Voice: The Story of Emma Lazarus

By Erica Silverman
illus. by Stacey Schuett

Emma Lazarus overcame the barriers of her day to become one of the leading poets of the nineteenth century. She used her celebrity to help the poor and impoverished immigrants of Eastern Europe. When the statue Liberty Enlightening the World came to the United States as a gift from France, it was Emma's poem "The New Colossus" that became forever connected with this American icon. Emma's words have served as a rallying call to generations of immigrants.

In breathtaking color, veteran artist Stacey Schuett brings life to Erica Silverman's story of one of the great women of America.

About the Author:

Erica Silverman is the author of many popular and award-winning picture books and early readers, including *Big Pumpkin*, *Cowgirl Kate* and *Cocoa*, and *Sholom's Treasure: How Sholom Aleichem Became a Writer*. She grew up in New York City, the grandchild of immigrants from Eastern Europe and taught English as a Second Language to immigrants in Los Angeles for 14 years. In addition to writing, she's a librarian with Los Angeles Public Library.

About the Illustrator:

Stacey Schuett is the acclaimed children's book illustrator of dozens of books, many covering aspects of American history. Her titles include *Purple Mountain Majesties: The Story of Katharine Lee Bates* and *America the Beautiful* by Barbara Younger and *America Is...* by Louise Borden. She lives in Sebastopol, California.

Introducing the Book:

This book is about Emma Lazarus who was born in 1849 to a wealthy family in New York City. Girls were not expected to learn or to become writers and yet Emma wanted to be a poet. This is the story of how this young girl grew up to write one of the most famous poems in United States history, the poem that is engraved on the Statue of Liberty.

Before Reading: Thinking about History

- *How long ago was 1849?
- *What do you know about the Statue of Liberty?
- *What do you know about life in the late 19th century?
- *How do you think it was different than life today?
- *How do you think women's lives were different at that time?

After Reading: Discussing the Book

- *What have you learned about life in the 19th century?
- *What have you learned about the Statue of Liberty?
- *How did Emma become a poet?
- *Why do you think her father's encouragement was important?
- *How did Ralph Waldo Emerson help her?
- *Why did Emma ask Emerson to point out the weakness in her writing?
- *How did meeting the immigrants change Emma?
- *Some people were against the immigrants and wanted to stop them from coming. Why do you think this was?
- *Emma called the statue "Mother of exiles". What did she mean by this?
- *While most Americans are immigrants or the ancestors of immigrants, this is not true for everyone. Who are some of the people who do not come from immigrant families?
- *What did Emma mean when she wrote, "Until we are all free, we are none of us free?"

Genealogy: Mapping Ancestry

* Where were your parents born? Where were your grandparents and great-grandparents born?

* Hang up a map of the world.

* Put a pin on every country that is represented by someone in all of the families in your classroom.

Vocabulary:

Find these words in the book. What do you think they mean? Look them up in the dictionary and write down the definition.

1. synagogue

2. heroism

3. betray

4. genuine

5. recollection

6. recommended

7. prominent

8. politician

9. protest

10. rally

11. pogroms

12. denouncing

13. sanctuary

14. refugees

15. barracks

16. strive

17. auction

18. pedestal

19. intruders

20. massive

21. exiles

22. conquering

23. pomp

24. yearning

25. tempest

Vocabulary Game:

Unscramble and Match:	
1. ttsopre	a. very, very large
2. scrabrak	b. sincere, true, real
3. rivets	c. courage
4. vasimes	d. a place of safety
5. rantsyuac	e. a plain building for a temporary stay
6. coletorcelin	f. to show that you're strongly against something
7. eniunge	g. try very hard
8. morneptin	h. memory
9. mencedcorn	i. important, well-known
10. shormie	j. suggest

Answer Key:

1. j, 2. b, 3. c, 4. d, 5. e, 6. f, 7. g, 8. h, 9. i, 10. a

Complete the Sentences:

Use one of these words to fill in the blanks: prominent, recommended, homelands, encourage, ladylike, whisper, barracks, blamed, massive, critical

1. In 1849, many people believed learning was not _____.
2. Emma read in a book that writers should listen to the _____ of the voice within.
3. Emma's ancestors left their _____ and came to the new land for freedom and safety.
4. Emma's father printed a book of her poems because he wanted to _____ his daughter.
5. Emma wanted Mr. Emerson to be _____, to point out the failings in her poems so she could learn.
6. She read all the books that he _____.
7. A _____ politician invited Emma to a protest rally.
8. The refugees lived in _____ that did not have running water.
9. Some people _____ the immigrants for crime, disease and poverty.
10. France sent the United States a _____ statue called Liberty Enlightening the World.

1. prominent, 8. barracks, 9. blamed, 10. massive
1. ladylike, 5. whisper, 3. homelands, 4. encourage, 2. critical, 6. recommended

Social Studies: Statues and Monuments:



Lady Justice



Statue of Liberty



Colussus of Rhodes

- *Why do you think people build statues and monuments?
- *Statues and monuments have symbols. What is a symbol?
- *What are some of the symbols on the Statue of Liberty?
- *Why is she wearing a crown?
- *Why is she holding a torch?
- *What else is she holding?
- *In her poem, Lazarus starts out by comparing the Statue of Liberty to the Colossus of Rhodes. Look at the picture of the Colussus of Rhodes.
- *Brainstorm all of the ways that the two statues are different and similar.
- *Make a venn diagram showing the similarities and differences.
- *Another well-known statue is the Statue of Justice. Look at the picture of the statue.
- *What are the symbols on this statue?
- *Make a list of how this statue is the same as and different from the Statue of Liberty.
- *Make a venn diagram comparing the two statues.

Creative Arts: A Statue Gallery

Working with one or two partners, think of an idea or historical event you think is important. It could be a cause you care about like Protect Wildlife or Stop Bullying or Physical Fitness. Or think about an occasion like July 4th, Martin Luther King Day or Women's History Month. Or perhaps an historical event, for example, the American Revolution, the end of slavery or the day women in the United States won the right to vote.

Once you've decided on your subject, design a statue or monument that expresses your chosen idea or event. Will it be a building or an image of a person or people? Will it be realistic or abstract? Will it be big or small? What material will it be made of? What symbols might you include? Think about where it should stand. Design your statue. Make sketches. When you are satisfied, make a poster of it.

Write a poem about your creation. Decorate your classroom with posters and poems and invite visitors to your Statue and Monument Gallery.

Performance Arts: Poetry Show

Poetry comes alive when, like music, it is performed aloud.

Plan a poetry recital for your class.

Have everyone choose a poem to memorize. Practice with a partner.

Schedule one day for everyone to perform a poem.

Or choose one month and every day for that month, take a few minutes during class for one or two students to recite their poems.

Internet Resources:

Emma Lazarus: <http://jwa.org/historymakers/lazarus>

Virtual Tour of the Statue of Liberty:

<http://www.nps.gov/stli/photosmultimedia/index.htm>

Online Junior Ranger program at the Statue of Liberty website:

<http://www.nps.gov/stli/forkids/index.htm>

Teaching Poetry:

<http://poetryteachers.com/>

<http://www.poetryfoundation.org/archive/tool.child.html>

Women's History:

<http://www.nwhp.org/resourcecenter/parentscorner.php>

Nineteenth Century US:

<http://memory.loc.gov/ammem/collections/touring/>

Colossus of Rhodes:

<http://publicdomainclip-art.blogspot.com/2007/07/seven-wonders-of-world-colossus-of.html>

Lady Justice

<http://www.statue.com/lady-justice-statues.html>

Immigration Today

<http://teacher.scholastic.com/activities/immigration/>

VENN DIAGRAM

Statue of Liberty

Colossus of Rhodes

