



Social Studies Exemplary Text Student Handout

- (1) Not like the brazen giant of Greek fame
- (2) With conquering limbs astride from land to land;
- (3) Here at our sea-washed, sunset gates shall stand
- (4) A mighty woman with a torch, whose flame
- (5) Is the imprisoned lightning, and her name
- (6) Mother of Exiles. From her beacon-hand
- (7) Glows world-wide welcome; her mild eyes command
- (8) The air-bridged harbor that twin cities frame.
- (9) "Keep, ancient lands, your storied pomp!" cries she
- (10) With silent lips. "Give me your tired, your poor,
- (11) Your huddled masses yearning to breathe free,
- (12) The wretched refuse of your teeming shore.
- (13) Send these, the homeless, tempest-tossed to me,
- (14) I lift my lamp beside the golden door!"

This is an example of exemplary text found in *Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects: Appendix B Text Exemplars and Sample Performance Tasks*. Retrieved from http://www.corestandards.org/assets/Appendix_B.pdf



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Media Text

Photos, multimedia, and a virtual tour of the Statue of Liberty, hosted on the National Parks Service's Web site: <http://www.nps.gov/stli/photosmultimedia/index.htm>

Lazarus, Emma. (1883). "The New Colossus." *Favorite Poems Old and New. Edited by Helen Ferris.* New York: Doubleday, 1957.

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Social Studies Exemplary Text Teacher Resource

- (1) Not like the **brazed** giant of Greek fame
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- (4) A mighty woman with a torch, whose flame
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Teacher introduces the text with minimal commentary and students read it independently. Teacher then reads passage aloud. Give a brief definition to words students would likely not be able to define from context (underlined in text). Teacher guides the students through a series of text-dependent questions. Complete the performance task as a cumulative evaluation of the close-reading.

Text-Dependent Questions

1. What significance does Lazarus' choice of language have in this poem? Why did Lazarus choose to use complex language, instead of simple language?
2. Which lines of the poem end in a rhyme with another line? Give examples. [This poem is an example of a sonnet which contains 14 lines, has a strict rhyme scheme, and is written in iambic pentameter – 10 beats per line.]
3. Identify the allusion (author references a renowned or well known person, place, or thing in history). Who or what is Lazarus referencing in lines 1-2?
4. What comparison does Lazarus make between the American statue and the famous Colossus of the ancient world?
5. Who does the second statue welcome to the shores of America? How is the land of the second statue characterized?
6. How do you think immigrants arriving on boats in the New York harbor would feel when they first caught sight of the "the mother of exiles" lifting her lamp?
7. What does Lazarus mean when she has the second statue cry out "Keep, ancient lands, your storied pomp!"

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EFL 3
Word Count 105

8. Read lines 10-13. Who is the speaker in line 10? Who are the "tired, poor, and huddled masses"? Where do they come from? Why are they "yearning to breathe free"? Why does the author call them 'wretched refuse'? Why are they coming to America?
9. What do you think is meant by the phrase, the "golden door"?
10. Why do you suppose this poem is found at the base of the Statue of Liberty?
11. Students translate the words of the second statue into their own. What message does the New Colossus

Performance Tasks for Literary Texts

Make a prediction about how this poem will influence the future of immigration in America. What was Lazarus' perspective on culture and life in 1883? Offer an opinion about the author's point of view. Did she favor an open door policy or did she want to restrict immigration. Explain your view based on the poem and what you know about this time period. [RL.5.6]

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