



## **Lesson Two**

**Concept:** Language can be enlivened and interpreted with movement and expressions.

### **Student Outcomes and Standards Addressed:**

- \_ Students explore the vocabulary and full text of Emma Lazarus' sonnet, "The New Colossus", kinesthetically.
- \_ In groups, students determine the meaning of key vocabulary, using dictionaries and context. (Reading 1.1, 1.6, 1.7)
- \_ Small groups "physicalize" a set of words to explain them wordlessly to the rest of the class.
- \_ Groups find synonyms or simpler words to explain vocabulary. (Reading 1.4)

### **Materials:**

- \_ copy of poem "The New Colossus" for each student
- \_ two sets of key vocabulary cards, one full set to be displayed for a hint as needed; one set to be divided among the groups
- \_ blank work cards for each group
- \_ student dictionaries for each group and one or two adult dictionaries

**Key Vocabulary:** brazen, conquering limbs, astride, mighty, imprisoned lightning, exiles, beacon, storied, pomp, huddled, masses, yearning, breathe free, wretched, refuse, teeming, tempest-tost

**Anticipatory Set:** Reread the poem together, then alternate groups reading the two stanzas. Find the rhyme pattern.

**Assessing Prior Knowledge:** What do you know about poetry? What does this one mean to you?

**Getting Smarter:** Tell class about Emma Lazarus and why she wrote poem.

**Becoming an Expert:** Divide the class into groups of two or three and distribute the word cards and student dictionaries. The other full set of word cards can be put into a pocket chart that can easily be displayed all at once or totally hidden from view.

### **Task:**

- \_ (Demonstrate the procedure with a couple words first.)
- \_ Student groups use their copies of the poem and dictionaries to determine the meaning of their words, then think of a way they can convey the meaning to the rest of the class wordlessly, using only bodies and faces.
- \_ Begin with the pocket chart set hidden. It can be used as a word bank, if need be.
- \_ Go on to the next word once the class identifies the target word.

\_ Groups also think of synonyms or simpler words that could be used to explain their vocabulary to a younger student. These are to be written on a new word card and attached to the posted poem.

\_ Reread the line in which the words appear, paraphrase, and discuss.

\_ Reread the whole poem when done, focusing on the last stanza.

\_ Students move about the room, reading the last stanza and moving in a way that conveys its meaning.

**Criteria:**

\_ Encourage groups to devise multiple ways to physicalize their words.

\_ Are the new word cards (with synonyms/simpler words) helpful? Any suggestions?

\_ Remind them of inclusive, supportive group behavior.

\_ For whole class exploration, remind of group norms.

\_ Encourage new movements that are sometimes larger/smaller.

**Assessment:**

**Journal:** What do you know now that you did not know before? How do you feel about your experience?

**Cross-Curricular Connections:** Write: What does freedom mean to you? to someone younger? to someone older? (Writing Strategies 1.1, 1.2)

**Follow-up:** Move as the Statue of Liberty would if she stepped down from her pedestal. Pairs take turns leading and mirroring. Explore the voice she might use; her gestures as she says the last stanza of Lazarus' poem. Take turns reciting the last stanza in character.