

Expert Pack: U.S. Landmarks – Statue of Liberty

Submitted by: Congress Year-Round School, Milwaukee, Wisconsin

Grade: 3

Date: February 2016

Topic/Subject

Why is the Statue of Liberty significant?

Texts/Resources

Books

1. *Coming to America: The Story of Immigration*
2. *A Picnic in October*
3. *You Wouldn't Want to be a Worker on the Statue of Liberty!*

Articles

4. "Immigration-The Statue of Liberty"

Infographics

5. "Interesting Statue of Liberty Statistics"
6. "Lady Liberty: Lady in Waiting"

Other Media

7. "Famous Landmarks" [Interactive map]
8. "Immigration: Stories of Yesterday and Today" [Interactive timeline]
9. "Statue of Liberty" [Video]

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graduated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

Rationale and suggested sequence for reading:

The read aloud *A Picnic in October* introduces students to the Statue of Liberty as a landmark that symbolizes new beginnings and freedom. The next resource, "the Statue of Liberty" video, gives the students a real-life perspective of the Statue of Liberty as immigrants in the late 1800's and early 1900's would have seen it as they traveled up the Hudson River. Next, students hear why people began immigrating to America in the book *Coming to America: The Story of Immigration*. Students are building their vocabulary and understanding about what the Statue of Liberty symbolizes to new immigrants with the poem in the "Immigration-Statue of Liberty" article. The interactive map then allows students to explore the Statue of Liberty and view the distance it traveled to America from France. Both infographics provide statistics and information about the Statue of Liberty, further justifying why it is considered a landmark. Students receive more in-depth background into how the Statue of Liberty is built with the book *You Wouldn't Want to be a Worker on the Statue of Liberty*. Finally, the interactive timeline provides students with a virtual tour of Ellis Island. The interactive timeline takes place during the 1880-1930 timeframe. It also offers opportunities to read about and watch videos of other students who recently immigrated to America and what it means to them.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography and suggested sequence for reading

310L *A Picnic in October*

Author: Eve Bunting

Illustrator: Nancy Carpenter

Genre: Historical fiction

Length: 32 pages

Synopsis: Tony thinks his grandmother's birthday picnic on Liberty Island in the chill of fall is a silly idea. Then he learns why the Statue of Liberty is so important to Grandma.

Citation: Bunting, E. (2004). *A Picnic in October*. HMH Books for Young Readers; 1st edition.

Cost/Access: \$7.99 paperback

Recommended Student Activities: Wonderings

N/A "Statue of Liberty"

Author: Thomas A. Edison, Inc.

Genre: Informational/historical video

Length: 1:25 minutes

Synopsis: This black-and-white video filmed in 1898, shows a three-quarter front view of the Statue of Liberty. The Statue was erected twelve years earlier, in 1886.

Citation: Edison, T. A. (1898). *Statue of Liberty* [Library of Congress Video]. Retrieved March 31, 2015 from <http://www.loc.gov/item/00694363/>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

890L *Coming to America: The Story of Immigration*

Author: Betsy Maestro

Illustrator: Susannah Ryan

Genre: Informational with color illustrations

Length: 40 pages

Synopsis: This book traces the history of immigration to the United States and examines the reasons why people chose to move to America.

Citation: Maestro, B. (1996). *Coming to America: The Story of Immigration*. New York, NY: Scholastic.

Cost/Access: \$8.00

Recommended Student Activities: Quiz Maker

850L “Immigration-The Statue of Liberty”

Author: ReadWorks.org

Genre: Informational article

Length: 8 pages

Synopsis: This brief passage contains a poem by Emma Lazarus about the symbolism of the Statue of Liberty to immigrants.

Citation: Immigration-The Statue of Liberty. (n.d.). Retrieved April 13, 2015, from <http://www.readworks.org/passages/immigration-statue-liberty>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

N/A “Famous Landmarks”

Author: One World Nations Online

Genre: Informational; interactive map

Length: N/A

Synopsis: Interactive satellite view of the Statue of Liberty in the Hudson River in New York Harbor. Satellite view uses Google Earth Data, with the capability to zoom in, zoom out, and explore the surrounding areas. Site includes landmark tags with brief overviews.

Citation: One World Nations Online. (2015). Retrieved March 31, 2015, from http://www.nationsonline.org/oneworld/map/Statue_of_Liberty.htm

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

N/A “Interesting Statue of Liberty Statistics”

Author: Matt Siltala

Genre: Infographic

Length: 1 page

Synopsis: Did you ever wonder what the different parts of the Statue of Liberty represent? Discover everything you ever wanted to know about this famous New York destination in this infographic.

Citation: Siltala, M. (2011). Interesting Statue of Liberty Statistics. Published by CityPass. Retrieved March 30, 2015, from <http://infographicjournal.com/statue-of-liberty-statistics/>

Cost/Access: \$0.00

Recommended Student Activities: Pop Quiz

N/A “Lady Liberty: Lady in Waiting”

Author: Tracy Brown, Laura Vann, & Andrew Wong

Genre: Infographic

Length: 1 page

Synopsis: This infographic gives interesting facts about the Statue of Liberty, including why some parts of the Statue are not open to the public, and some key dates in its history.

Citation: Brown, T., Vann, L., & Wong, A. (2014). *Lady Liberty: Lady in Waiting* [infographic]. Newsday. Retrieved March 31, 2015, from <http://prafulla.net/interesting-contents/world-interesting-contents/lady-liberty-lady-in-waiting-infographic/>

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

870L *You Wouldn't Want to be a Worker on the Statue of Liberty!: A Monument You'd Rather Not Build*

Author: John Malam and David Salariya

Illustrator: David Anthram

Genre: Informational text

Length: 32 pages

Synopsis: Humorous illustrations, captions, and sidebars lead the reader from France to the New World as workers spend years planning and constructing the Statue of Liberty, a gift from the people of France to the United States that was designed by sculptor Frédéric Auguste Bartholdi.

Citation: Malam, J., & Salariya, D. (2008). *You wouldn't want to be a worker on the statue of liberty!: A monument you'd rather not build*. Scholastic Library Publishing: NY.

Cost/Access: \$5.00

Recommended Student Activities: Quiz Maker

N/A "Immigration: Stories of Yesterday and Today"

Author: Scholastic

Genre: Informational, interactive website

Length: Multiple-page website

Synopsis: This interactive timeline explores the history of immigration in the United States and contains true stories of children who recently immigrated to the United States.

Citation: Retrieved from <http://teacher.scholastic.com/activities/immigration/index.htm>

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“Immigration: The Statue of Liberty” from ReadWorks.org

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

850L

2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose of this article is to provide a brief background on the Statue of Liberty and to highlight the poem “The New Colossus”, by Emma Lazarus. The poem, which is inscribed on a plaque inside the Statue of Liberty, explains how meaningful the statue is to masses of people coming to the United States .</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The article is organized with concise information given first, followed by the poem, in indented, rhyming stanzas. The information contains several bolded vocabulary words with footnotes to their meanings listed at the bottom of the page.</p> <p>Structure</p>
<p>The article contains rich Tier 2 vocabulary (symbolized, inscribed, foundation) and complex syntax. The text also contains figurative language, imagery and personification, which add to the difficulty of the text and could hinder comprehension.</p> <p style="text-align: right;">Language</p>	<p>Students will enter this text with some understanding of the connection between the Statue of Liberty and immigration. Thinking at deeper levels is required to understand the Statue’s significance as a symbol of freedom. Additional geographical support may be needed to broaden knowledge of the Statue’s journey.</p> <p>Knowledge Demands</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- The poetry in this article will be a challenge to students unfamiliar with that type of structure and syntax. Closely reading and analyzing the language within the poem will aid comprehension.
- The student-friendly glossary will provide support for vocabulary.
- Students may have little experience with maps. Providing a world map as a visual reference to make historical and landmark connections to the Statue of Liberty would support student understanding.
- The article includes a series of *optional* text-dependent and inference questions. Guiding students as they utilize the text to answer the questions will support comprehension.

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Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. <i>A Picnic in October</i>	The Statue of Liberty is celebrated by people from all walks of life.	
2. "Statue of Liberty" (Video)	The Statue of Liberty has been around for a long time.	People have to take a boat to get to the Statue of Liberty.
3. <i>Coming to America: The Story of Immigration</i>	The United States is a nation of immigrants and all cultures work together to make it a better place for families.	Early immigrants came to the United States from all over the world by boat, passing the Statue of Liberty.
4. "Immigration – The Statue of Liberty"	The Statue of Liberty was a gift to the United States from France.	The Statue of Liberty symbolized freedom and acceptance for many.
5. "Famous Landmarks"	The Statue of Liberty traveled across the Atlantic Ocean to get to the United States.	Many immigrants took the same route to the United States as the Statue of Liberty did.
6. "Interesting Statue of Liberty Statistics"	The measurements and make-up of the Statue of Liberty.	Facts about the structural make-up of the Statue of Liberty.
7. "Lady Liberty: Lady in Waiting"	You can go inside the Statue of Liberty.	The Statue of Liberty has been a part of historical events.
8. <i>You Wouldn't Want to be a Worker on the Statue of Liberty!</i>	It took a lot of planning to come up with the design of the Statue of Liberty.	The Statue of Liberty was a gift, but the United States had to come up with the money to pay for the pedestal it stands on.

9. "Immigration: Stories of Yesterday and Today"	Different ways to get to the United States now.	Even today, people are still coming to the United States for some of the same reasons they did in the past.
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2. Rolling Vocabulary: "Fantastic Five"

- Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
- Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Fantastic Five" words from ALL the word lists.
- Use the "Fantastic Five" words to summarize the most important learning from this Expert Pack.

Title	Five Vocabulary Words & Sentences
<i>A Picnic in October</i>	<p>liberty, ferry, Liberty Island, immigrant, Ellis Island</p> <p>Families from different countries came to the United States in search of liberty. Families had to take a ferry to get to the Statue. The Statue of Liberty is on Liberty Island. Tony's grandmother is an immigrant. Immigrants had to go to Ellis Island first, before they could enter the United States.</p>
<i>Coming to America: The Story of Immigration</i>	<p>descendants, native, voyage, depot, refugees</p> <p>Most Americans are descendants of immigrants. Immigrants left their native land in search of freedom. The voyage on the boat to the United States was very long. The immigrants went to a depot, a place where people make a stop on their way to another place. The refugees left their country to escape to the United States to find a safer place to live.</p>
"Immigration – The Statue of Liberty"	<p>symbolized, ideal, foundation, pedestal, inscribed</p> <p>The Statue of Liberty symbolized freedom for immigrants. The United States was the ideal place for immigrants to start a new life. The foundation the Statue was built on was paid for by the United States. The United States raised money to pay for the pedestal that the Statue stands on. There is a poem inscribed on the inside of the Statue's pedestal.</p>
"Interesting Statue of Liberty Statistics"	<p>stola, keystone, oppression, servitude, comprise</p> <p>The Statue of Liberty wears a robe called a stola. A keystone keeps everything together so that it does not fall apart.</p>

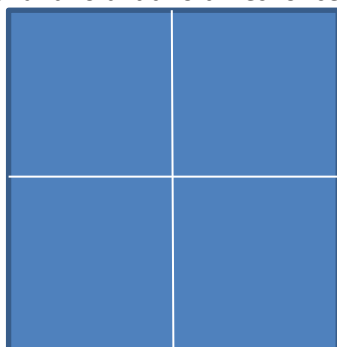
	<p>Oppression is one of the things immigrants were trying to get away from. Someone forced into servitude is not free. The pedestal is comprised of layers of granite stone.</p>
“Lady Liberty: Lady in Waiting”	<p>renovated, enlightenment, fort, accommodate, riveted,</p> <p>The Statue was renovated to add more security to it. As a symbol of enlightenment, the torch represents knowledge, awareness, and understanding. The base of the Statue used to be a war fort. The arm of the Statue is so weak that it cannot accommodate visitors anymore. Many sheets of copper were shaped and riveted together to make the Statue’s robe.</p>
<i>You Wouldn’t Want to be a Worker on the Statue of Liberty!</i>	<p>monument, harbor, accurate, scale, scaffolding</p> <p>The monument was given to the United States as a gift. The ships sailed in the harbor near the Statue of Liberty. The designer of the Statue of Liberty showed the most accurate model of the Statue. The scale of the boat was not the actual size of the boat. Scaffolding will keep workers safe while working on the Statue of Liberty.</p>
Fantastic Five	Immigrants, liberty, symbolized, oppression, monument
<p>Summary: Many immigrants made the long voyage to The United States in search of freedom and liberty. The Statue of Liberty was the first sight they saw when they arrived in the New York Harbor. To them, this monument symbolized a new beginning, free of the oppression that they suffered in their own countries.</p>	

Learning Worth Remembering

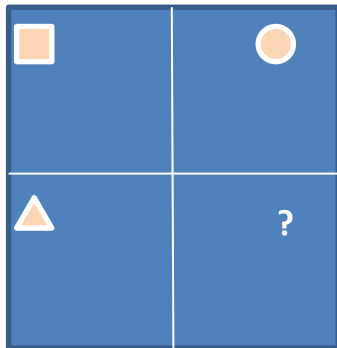
Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. A Picture of Knowledge (Recommended for “Famous Landmarks”; “Lady Liberty: Lady in Waiting”; “Immigration: Stories of Yesterday and Today”)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



1. Square
2. Triangle
3. Circle
4. Question Mark

3. Write!

- Square: What one thing did you read that was interesting to you?
- Triangle: What one thing did you read that taught you something new?
- Circle: What did you read that made you want to learn more?
- Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

2. **Quiz Maker** (Recommended for *You Wouldn't Want to be a Worker on the Statue of Liberty!*; *Coming to America: The Story of Immigration*)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for *A Picnic in October*; “Statue of Liberty” (video), “Immigration – The Statue of Liberty”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:

4. **Pop Quiz** (Recommended for "Interesting Statue of Liberty Statistics")

Answer the following questions.

Question	Possible Answer
1. What do the seven rays in the Statue of Liberty's crown represent?	7 continents of the world 7 seas
2. How do elements of the Statue of Liberty represent "freedom"?	<ul style="list-style-type: none"> • Robe - Roman goddess Libertas, who wore a robe, was worshipped by freed slaves • Tablet - Represents law and without law, freedom and democracy would not prevail • Sandals - Represent her stature as a free person • Torch - Lights the path to freedom • Broken Chains - freedom from oppression
3. Why does the Statue of Liberty face southeast?	So that it would greet the ships coming into the harbor from the Atlantic Ocean.
4. What is the significance of the pedestal being made of 13 layers of granite?	The 13 layers represent the original 13 colonies that formed the United States in 1776.

Expert Pack: U.S. Landmarks – Statue of Liberty

Submitted by: Congress Year-Round School, Milwaukee, Wisconsin

Grade: 3

Date: February 2016

Expert Pack Glossary

A Picnic in October

<i>Word</i>	<i>Student-Friendly Definition</i>
Spruced	To make something look neat or new. <i>We spruced up the old house by painting all of the rooms.</i>
Umpire	A person who rules on plays in a game; a referee; someone who decides. <i>We need to find someone who will umpire our game on Saturday.</i>
Disapproving	To frown upon someone or something; to not approve. <i>The mother disapproved of some of her son's friends.</i>
Straggle	To leave a group or to go behind a group; to wander away. <i>Don't straggle too far or you will get lost.</i>
Offended	To cause someone to be angry or upset. <i>I was offended when he called me a liar.</i>
Wicks	The cord inside a candle. <i>The wicks on the candles would not stay lit in the windy weather.</i>
Barrier	Something that stops something from coming in or going out. <i>There is a barrier around the place where the accident happened A bandage creates a barrier against germs.</i>
Recite	To say words from memory in front of others. <i>I can recite the names of all 50 states to the class.</i>

Coming to America: The Story of Immigration

<i>Word</i>	<i>Student-Friendly Definition</i>
Worship	To show honor and love. <i>Many people come to worship in this church.</i>
Sea voyage	A long trip by water. <i>The sea voyage took many months to complete.</i>
Ports	Places where ships load and unload. <i>The ship came into the port with a load of fish. New York City is a port.</i>
Necessities	A person or thing that is needed. <i>Sleep is a necessity for good health and energy.</i>
Frontier	An area that is being newly discovered. <i>Outer space is the final frontier.</i>
Modern	Having to do with the present or current times. <i>Modern cars are faster than old cars.</i>
Pioneers	People who are the first to do something. <i>American pioneers traveled to the West in covered wagons. The United States was a pioneer in space travel.</i>
Perils	Something that puts you in danger. <i>After falling into the icy water, the child's life was in peril.</i>
Regulate	To control using rules or special processes.

	<i>The government regulates the age when people can get driver’s licenses. Your body regulates its own temperature.</i>
Ashore	<i>On land. During our cruise, we went ashore for a day. We pulled the rowboat ashore so it would not float away.</i>
Anchor	<i>A heavy object that is attached to and dropped from a boat to keep it from moving. The captain dropped the anchor into the water.</i>

“Immigration – The Statue of Liberty”

<i>Word</i>	<i>Student-Friendly Definition</i>
Brazen	<i>Something that was made of brass. All the horns in the orchestra were brazen.</i>
Astride	<i>With one leg on each side. He climbed up and sat astride the large horse.</i>
Exiles	<i>People who were forced to leave their homes. Many exiles from other countries live in the United States.</i>
Pomp	<i>To show off something. When the president came to town, he was greeted with pomp.</i>
Huddled	<i>People who are crowded together or pushed together tightly. The family huddled together in the tent during the storm.</i>
Yearning	<i>Wanting something very much. Her boring life had her yearning for some excitement. After spending weeks at sea, the family was yearning to enter America.</i>
Wretched	<i>Poor, unfortunate, or miserable. They were wretched after they lost everything they owned in the fire. I feel wretched that I was so mean to the little boy.</i>
Refuse	<i>Something that is useless or worthless and is thrown away like garbage. The poor people were treated like refuse and deserted.</i>
Teeming	<i>To be full of or filled with something. The big lake is teeming with fish. During the festival, the streets were teeming with families.</i>
Tempest-tost	<i>Thrown into confusion or tossed around roughly. The bird, tempest-tost, struggled to continue its flight during the storm.</i>

“Interesting Statue of Liberty Statistics”

<i>Word</i>	<i>Student-Friendly Definition</i>
Gemstones	<i>An uncommon stone or mineral small enough to cut and polish for jewelry. The king had gemstones put into his crown.</i>
Prevail	<i>To win or to exist. Their hard work helped them prevail over their struggles.</i>
Procession	<i>A group of people or vehicles moving forward in an organized way. A procession of people entered the movie theater before the movie began.</i>
Logo	<i>A symbol or picture that represents a company or team. The company changed its logo so that more people would recognize it and buy their products.</i>

“Lady Liberty: Lady in Waiting”

<i>Word</i>	<i>Student-Friendly Definition</i>
Testament	Proof or evidence that something exists or is true. <i>The boy passed his exam, which is a testament of his good study habits.</i>
Prompted	Caused someone to do something or to cause something to happen. <i>The evidence prompted the police to investigate.</i>
Enhancement	Something that improves or increases the quality of something. <i>Wearing make-up is an enhancement to a person’s appearance.</i>
Accessible	Able to be entered. <i>The ramp makes the building accessible for people in wheelchairs.</i>
Mutilated	Damaged or destroyed a part of something. <i>The angry child mutilated the doll by pulling the arms off.</i>
Saboteurs	People who damage or destroy something on purpose to stop an activity or event from happening. <i>The saboteurs ran away after they flattened the tires on the bikes.</i>
Ammunition	Objects fired from a weapon that can explode. <i>The soldiers ran out of ammunition and had to surrender.</i>
Republic	A type of government in which the country’s leaders are chosen by the people. <i>The republic will be in danger if people do not vote.</i>
Ferry	A boat or ship that carries people or packages back and forth over water. <i>The tourists took a ferry to the island.</i>
Munitions	Military equipment, weapons, and ammunition. <i>An explosion at the army base caused a huge loss of munitions.</i>
Sculptor	A person who creates art by carving or molding clay, stone, or metal. <i>The sculptor made a small statue for the garden.</i>

You Wouldn’t Want to be a Worker on the Statue of Liberty!

<i>Word</i>	<i>Student-Friendly Definition</i>
Contagious Disease	A disease that can be spread from person to person. <i>A contagious disease is easy to spread from person to person. Some immigrants were not allowed into America if they had a contagious disease.</i>
Armature	A framework or skeleton of metal or wood inside a statue. Its purpose is to support the statue. <i>The armature of a structure as large as the Statue of Liberty would have to be strong enough to support her.</i>
Mold (noun)	A shape from which additional identical shapes can be made. <i>A miniature mold of the Statue of Liberty is used to make souvenirs.</i>
Mold (verb)	To form something into a particular shape. <i>It is easy to mold a snowball with your hands.</i>
Declaration of Independence	The document signed on July 4, 1776, which declared that the United States of America were no longer part of the British colonies. <i>The Declaration of Independence is a celebration of freedom for all Americans.</i>

Patina	<p>A coating that forms naturally on metal as it ages and helps to protect it from corrosion.</p> <p><i>The patina on copper is bluish-green. The Statue of Liberty has a bluish-green patina because it is made from copper.</i></p>
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“Immigration: Stories of Yesterday and Today”

<i>Word</i>	<i>Student-Friendly Definition</i>
Designated	<p>To officially choose something for a specific purpose.</p> <p><i>Ellis Island was the designated area for immigrants to begin the process to enter America.</i></p>
Bustling	<p>To move around quickly; lots of busy activity.</p> <p><i>People were bustling around the port with the wonder and excitement of arriving in America.</i></p>
Mode	<p>A certain form or variety of something.</p> <p><i>The ferry was a mode of transportation from the ship to Ellis Island. In modern times, modes of transportation can include boats, planes, or trains.</i></p>
Fuel	<p>Something that encourages something else to happen.</p> <p><i>If people add fuel to a fire, they make a bad situation even worse.</i></p>
Beacon	<p>Something that inspires people.</p> <p><i>The beacon of fire that the Statue of Liberty holds up inspires many people to appreciate freedom.</i></p>