



# English III - ELL

## Week 4

## English III, Week 4

### America's Promise

#### Activity 1.4: America's Promise

##### Task 1: OPTIC Strategy

- Read "Introducing the Strategy" p. 53.
- Look at the illustration of the Statue of Liberty on page 53.
- Complete the OPTIC strategy on page 54.

##### Task 2: Close Reading of a Speech

- Read "About the Author."
- Read Roosevelt's speech "Address on the occasion of the Fiftieth Anniversary of the Statue of Liberty" on pages 55-56.
  - While reading, copy down words you do not know. Look up the definition of these words. What are they in your home language?
  - After each paragraph, write a one-sentence summary of what the paragraph was about.

##### Task 3: Soapstone Strategy

- Read "Introducing the Strategy" on page 59. Complete a Soapstone organizer to analyze Roosevelt's speech.

##### Task 4: "Writing Prompt: Informational"

- Write a five-paragraph essay that uses details from both the illustration and the speech to create a definition of America's promise.
- Use the graphic organizer below to plan for your essay.

Name

Date

Period

## 5 Paragraph Essay Outline

Introduction

Thesis

Body Paragraph 1

Body Paragraph 2

Body Paragraph 3

Conclusion



<p>O (Overview): Write notes on what the visual appears to be about.</p>	
<p>P (Parts): Zoom in on the parts of the visual and describe any elements or details that seem important.</p>	
<p>T (Title): Highlight the words of the title of the visual (if one is available).</p>	
<p>I (Interrelationships): Use the title as the theory and the parts of the visual as clues to detect and specify how the elements of the graphic are related.</p>	
<p>C (Conclusion); Draw a conclusion about the visual as a whole. What does the visual mean? Summarize the message of the visual in one or two sentences.</p>	

### Focus on the Sentence

Use your OPTIC analysis of the illustration to answer the questions that follow. Then use what you know about ordering clauses to expand the kernel sentence into an informative caption.

**Kernel:** An ocean steamer carries immigrants

**When?** \_\_\_\_\_

**Where?** \_\_\_\_\_

**Why?** \_\_\_\_\_

**Expanded Sentence:** \_\_\_\_\_

### As You Read

- Underline phrases that help you create mental images about America.
- Highlight phrases that describe the immigrants Roosevelt is referring to.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

## About the Author

Franklin Delano Roosevelt (1882–1945) was president of the United States from 1933 to 1945. FDR, as he is commonly called, replaced one-term president Herbert Hoover, who had become very unpopular due to his inadequate response to the Great Depression. Roosevelt made the economy his top priority, pushing through a set of economic reforms called the “New Deal.” The economy improved somewhat, but the Depression did not end until the United States joined World War II in 1941. The following excerpt is from a speech FDR gave commemorating the fiftieth anniversary of the Statue of Liberty.



### KNOWLEDGE QUEST

What does the Statue of Liberty symbolize to immigrants coming to America?

## Speech

# Address on the Occasion of the Fiftieth Anniversary of the Statue of Liberty, October 28, 1936

by President Franklin D. Roosevelt

1 “... It is the memory of all these eager seeking millions that makes this one of America’s places of great romance. Looking down this great harbor I like to think of the countless numbers of inbound vessels that have made this port. I like to think of the men and women who, with the break of dawn off Sandy Hook, have **strained** their eyes to the west for a first glimpse of the New World.

2 They came to us—most of them—in **steerage**. But they, in their humble quarters, saw things in these strange horizons which were denied to the eyes of those few who traveled in greater luxury.

3 They came to us speaking many tongues—but a single language, the universal language of human aspiration.

4 How well their hopes were justified is proved by the record of what they achieved. They not only found freedom in the New World, but by their effort and **devotion**, they made the New World’s freedom safer, richer, more far-reaching, more capable of growth.

5 Within this present generation, that stream from abroad has largely stopped. We have within our shores today the materials out of which we shall continue to build an even better home for liberty.

6 We take satisfaction in the thought that those who have left their native land to join us may still **retain** here their **affection** for some things left behind—old customs, old language, old friends. Looking to the future, they wisely choose that their children shall live in the new language and in the new

## GRAMMAR & USAGE

### Placement of Modifiers

Writers are careful to place phrases as near as possible to the words they modify, especially when they are writing complex sentences with multiple-word modifiers. In this sentence from Roosevelt’s speech, it’s clear that the underlined phrase modifies *I*: “Looking down this great harbor I like to think of the countless numbers of inbound vessels that have made this port.” Roosevelt is looking down into the harbor.

Look for other descriptive phrases in the speech and make sure you understand what is being modified in each case.

- strained:** used intense effort
- steerage:** section of a ship for low-fare passengers
- devotion:** loyalty, strong attachment
- retain:** continue to have
- affection:** fondness, liking



customs of this new people. And those children more and more realize their common **destiny** in America. That is true whether their forebears came past this place eight generations ago or only one.

7 The realization that we are all bound together by hope of a common future rather than by reverence for a common past has helped us to build upon this continent a unity unapproached in any similar area or population in the whole world. For all our millions of square miles, for all our millions of people, there is a unity in language and speech, in law and in economics, in education and in general purpose, which nowhere finds its match.

8 It was the hope of those who gave us this Statue and the hope of the American people in receiving it that the Goddess of Liberty and the Goddess of Peace were the same.

9 The grandfather of my old friend the French Ambassador and those who helped him make this gift possible, were citizens of a great sister Republic established on the principle of the democratic form of government. Citizens of all democracies unite in their desire for peace. Grover Cleveland recognized that unity of purpose on this spot fifty years ago.

10 He suggested that liberty enlightening the world would extend her rays from these shores to every other Nation.

11 Today that symbolism should be broadened. To the message of liberty which America sends to all the world must be added her message of peace.

12 Even in times as troubled and uncertain as these, I still hold to the faith that a better civilization than any we have known is in store for America and by our example, perhaps, for the world. Here destiny seems to have taken a long look. Into this continental reservoir there has been poured untold and untapped wealth of human resources. Out of that reservoir, out of the melting pot, the rich promise which the New World held out to those who came to it from many lands is finding fulfillment.

13 The richness of the promise has not run out. If we keep the faith for our day as those who came before us kept the faith for theirs, then you and I can smile with confidence into the future. It is fitting therefore, that this should be a service of rededication, rededication to the liberty and the peace which this statue symbolizes.

## WORD CONNECTIONS

### Content Connections

Historically, the term **melting pot** referred to the viewpoint that the immigrants who came to the United States from many countries and cultures would combine, or melt, into one American people and culture.

The term can be traced back to 1782, but a 1908 play called *The Melting Pot* popularized it. The playwright, Israel Zangwill, was a Jewish immigrant from Great Britain.

**destiny:** an experience in the future

### Knowledge Quest

- What emotions did you feel reading this speech?
- What details about Roosevelt's speech stand out to you?

## Returning to the Text

- Return to the speech as you respond to the following questions. Use text evidence to support your responses.
  - Write any additional questions you have about the text in your Reader/Writer Notebook.
1. **KQ** In paragraph 3, what does Roosevelt mean by *universal* when he refers to “the universal language of human aspiration”?

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2. Summarize Roosevelt’s description of the Statue of Liberty’s significance in the first five paragraphs of his speech. What has prompted his oratory on this occasion?

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3. Reread paragraph 7. What does Roosevelt believe binds Americans together? What does he cite as evidence for that assertion?

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4. In paragraph 11, how does Roosevelt describe the Statue of Liberty’s symbolism?

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5. What imagery does Roosevelt use in paragraph 12 of his speech? What does it mean?

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6. What comparison does Roosevelt make as he concludes his speech? What is his point in doing so?

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7. **KQ** How does Roosevelt’s speech convey what the Statue of Liberty symbolizes?

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**INDEPENDENT  
READING LINK**

**Read and Discuss**

You can continue to build your knowledge about what the Statue of Liberty symbolizes by reading other articles at ZINC Reading Labs. Search for keywords such as *American Dream* or *American symbols*.



**Knowledge Quest**

Think about the Statue of Liberty. With a small group, discuss what the Statue of Liberty symbolizes to immigrants coming to America. Does the Statue of Liberty symbolize the same things for someone born in the United States? Be sure to:

- Set rules with your classmates to facilitate a collegial discussion of the topic.
- Ask and respond to questions to broaden the discussion, connect ideas, and draw others in to the conversation.
- Respond thoughtfully to the various perspectives that classmates offer and summarize points of agreement and disagreement.

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## Working from the Text

### Introducing the Strategy

**SOAPSTone** stands for Speaker, Occasion, Audience, Purpose, Subject, and Tone. It is a reading and writing tool for analyzing the relationship among a writer, his or her purpose, and the target audience of the text. SOAPSTone guides you in asking questions to analyze a text or to plan for writing a composition.

- **Speaker:** The speaker is the voice that tells the story.
- **Occasion:** The occasion is the time and place of the story; it is the context that prompted the writing.
- **Audience:** The audience is the person or persons to whom the piece is directed.
- **Purpose:** The purpose is the reason behind the text or what the writer wants the audience to think as a result of reading the text.
- **Subject:** The subject is the focus of the text.
- **Tone:** Tone is the speaker’s attitude toward the subject.

8. Complete a SOAPSTone graphic organizer to analyze President Franklin D. Roosevelt’s speech given to celebrate the 50th anniversary of the Statue of Liberty.

### Focus on the Sentence

Use your SOAPSTone analysis of Roosevelt’s speech to compose fragments that name each part of that analysis. Then combine those fragments into a one- or two-sentence summary of the speech.

**Speaker:** \_\_\_\_\_

**Occasion:** \_\_\_\_\_

**Audience:** \_\_\_\_\_

**Purpose:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Tone:** \_\_\_\_\_

**Summary:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Synthesizing Information

Review the notes you made using your OPTIC and SOAPSTone analyses of the illustration and speech. Consider how the image and speech both present a view of America’s promise. Then synthesize the information from both sources, using and combining ideas from each one, to complete the following sentences.

9. In both the speech and the illustration, immigration is presented as

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10. In the speech and the illustration, the Statue of Liberty symbolizes a promise to new Americans of

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11. The illustration connects to Roosevelt’s reference to a “melting pot” by

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12. Roosevelt’s references to the “Goddess of Liberty” and the “Goddess of Peace” are relevant to the illustration because

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#### Writing Prompt: Informational

Write a short essay that draws on details in both the illustration and the speech to create a definition of America’s promise. Use definition strategies that will help you support your thesis. Be sure to:

- Begin with a clear thesis that defines the promise of America.
- Use the most significant and relevant details from the illustration and the speech to support your thesis on what that promise means.
- Include rhetorical strategies that help support your definition.
- Include transitions between points and a concluding statement that ties together your essay.