The United States has welcomed millions of people fleeing religious and political persecution, as well as those who simply wanted to make a better life for themselves and their families. In the following poems, Emma Lazarus and Cathy Song reflect upon the ideals and the reality of the immigrant experience.

**DISCUSS** If your family moved away from the United States, what challenges would you face? With a group of classmates, make a list of challenges and discuss how hard they would be to overcome.
Meet the Authors

Emma Lazarus
1849–1887
Voice of Liberty
In her brief lifetime, Emma Lazarus (lā’zər-as) saw the United States being transformed by a surge in immigration. Although her family had been in America since the 1600s, she strongly identified with immigrants, especially fellow Jews who had left eastern Europe to escape violence and oppression. She wrote her poem about the Statue of Liberty, “The New Colossus,” in 1883 to raise funds to build a pedestal for the statue. The poem was later inscribed on the pedestal.

Cathy Song
born 1955
Family Ties
Born in Hawaii of Korean and Chinese ancestry, Cathy Song often writes about the experiences of her immigrant grandparents and other family members. She has been widely praised for her beautiful imagery and her ability to draw meaning from seemingly minor incidents. Song came to national attention when her first book of poems won the prestigious Yale Series of Younger Poets competition in 1983.

LITERARY ANALYSIS: LITERARY PERIODS
Just as there are trends in fashion and music, there are trends in literature. For example, poems from the same literary period often have similarities in style. The opening lines of “The New Colossus” exemplify the formal tone and diction common in 19th-century poetry.

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;

In contrast, the opening of “Who Makes the Journey” has a relaxed, conversational tone that is more typical of contemporary poetry.

In most cases, it is the old woman who makes the journey;

Contemporary poets are also less likely than poets from earlier periods to follow regular patterns of rhyme and meter.

As you read, note how the two poems differ in style and form, and consider how the poets’ attitudes toward their subjects may have been influenced by their literary periods.

READING SKILL: ANALYZE SENSORY DETAILS
Each of the poems you will read has a vivid central image—a towering statue or an old woman crossing the street. To create these images, Lazarus and Song use sensory details, appealing to the senses of sight, hearing, taste, smell, or touch.

As you read, use a chart like the one shown to analyze sensory details in each poem.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Sense</th>
<th>What It Suggests</th>
</tr>
</thead>
<tbody>
<tr>
<td>“the stooped gnome figure” (line 30)</td>
<td>sight</td>
<td>small and worn down</td>
</tr>
</tbody>
</table>

Complete the activities in your Reader/Writer Notebook.
Not like the brazen giant of Greek fame,\(^1\)
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities\(^2\) frame.
“Keep, ancient lands, your storied pomp!”\(^3\) cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost\(^4\) to me,
I lift my lamp beside the golden door!”

\(^1\) giant of Greek fame: the Colossus of Rhodes, a huge Greek statue of the sun god Helios.

\(^2\) harbor . . . twin cities: New York Harbor, where the Statue of Liberty is located. Brooklyn was a city separate from New York until 1898.

\(^3\) storied pomp: the splendor of your history.

\(^4\) tempest-tost: tossed by violent windstorms.
Who Makes the Journey

Cathy Song

In most cases, it is the old woman who makes the journey; the old man having had the sense to stay put and die at home.

You see her scurrying behind her newly arrived family. She comes from the Azores and she comes from the Orient. It makes no difference. You have seen her before:

the short substantial legs buckle under the weight of the ghost child she carried centuries ago like a bundle of rags who now turns in front of your windshield, transformed in Western clothes.

The grown woman stops impatiently and self-consciously to motion _Hurry_ to her mother.

1. Azores: a group of islands in the northern Atlantic Ocean.
Seeping into your side view mirror like a black mushroom blooming in a bowl of water,
the stooped gnome figure wades through the river of cars hauling
her sack of cabbages, the white and curved,
translucent leaves of which she will wash individually as if they were porcelain cups.

Like black seed buttons sewn onto a shapeless dress,
those cryptic eyes rest on your small reflection
for an instant. Years pass. History moves like an old woman crossing the street.

**SENSORY DETAILS**
What do the sensory details in lines 33–37 reveal about the old woman?

**Analyze Visuals**
How does the photograph reflect Song’s description of the old woman?
**Comprehension**

1. **Clarify** Who is being welcomed in “The New Colossus”?
2. **Recall** How does the old woman in “Who Makes the Journey” differ from her daughter?
3. **Clarify** What journey does the title of Cathy Song’s poem refer to?

**Literary Analysis**

4. **Compare and Contrast** In what ways is the Statue of Liberty unlike the ancient Greek colossus that Lazarus describes in lines 1–2 of “The New Colossus”? Cite evidence from the text.

5. **Analyze Literary Periods** How might Lazarus’s poem be different if she had written it today? Be specific.

6. **Interpret Figurative Language** A simile is figurative language that makes a comparison using *like* or *as*. Reread lines 43–44 of “Who Makes the Journey.” Explain the meaning of the simile at the end of Song’s poem.

7. **Identify Sensory Details** Review the chart you created as you read “Who Makes the Journey.” What details does Song include to help you visualize the old woman as if you were watching her from a car?

8. **Analyze Tone and Author’s Purpose** How would you describe the tone and purpose of “Who Makes the Journey”? Cite passages as evidence.

9. **Synthesize** On the basis of these two poems, what conclusion can you draw about the immigrant experience? Use a graphic organizer like the one shown to record your answer.

**Literary Criticism**

10. **Biographical Context** During the early 1880s, Emma Lazarus met many Jewish refugees who had recently fled Russia to escape anti-Semitic massacres. What details in “The New Colossus” reflect this experience?

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**How does it feel to START OVER?**

What challenges do immigrants face in the United States?