

TEACHER'S NOTES, STUDENT ACTIVITIES & ANSWERS TO THINK LINKS

PART I

Among various Jewish legends, one relates that the righteous will witness a spectacular battle between **Behemoth** and **Leviathan** in the messianic era and later feast upon their flesh.

“Give me your poor, Your huddled masses yearning to breathe free” may now be indelibly engraved into the collective American memory, but they did not achieve immortality overnight. In fact, Lazarus' sonnet to the **Statue of Liberty** was hardly noticed until after her death, when a patron of the New York arts found it tucked into a small portfolio of poems written in 1883 to raise money for the construction of the Statue of Liberty's pedestal. The patron, Georgina Schuyler, was struck by the poem and arranged to have its last five lines become a permanent part of the statue itself.

FF Tell students that the height of the Statue of Liberty was deliberately created to be the same height — 120 feet from foot to crown — as the Colossus of Rhodes!

In "The New Colossus," Lazarus contrasts the soon-to-be installed symbol of the United States with what many consider the perfect symbol of the Greek and Roman era, the Colossus of Rhodes. Her comparison proved appropriate, for Bartholdi himself created the Statue of Liberty with the well-known Colossus in mind. What Bartholdi did not intend, however, was for the Statue of Liberty to become a symbol of welcome for thousands of European immigrants. As political propaganda for France, the Statue of Liberty was first intended to be a path of enlightenment for the countries of Europe still battling tyranny and oppression. Lazarus' words, however, turned that idea on its head: the Statue of Liberty would forever on be considered a beacon of welcome for immigrants leaving their mother countries.

SUGGESTIONS FOR ACTIVITIES

IN GENERAL: Use the Think Links and Delve Deeper symbols to assign writing projects according to students' abilities. Allow students to work alone or in cooperative groups. Urge students to use their artistic talents in designing something that represents one of these large words. Encourage everyone (including you!) to bring

Word Web Supplement 1

Periodical Pearls to class and to add them to the inside front cover. Be wary of students who use these words to tease or bully others.

BEHEMOTH: Encourage students either to find pictures of something they consider a behemoth or have them draw their idea of a behemoth. On the playground, assign students to measure the distance (80-100 yards) that represents the size of the recently-discovered dinosaur. Share students' answers to Think Links 1 and 2, as well as their “Dig Deeper” computer research discoveries with the whole class.

COLOSSAL / COLOSSUS: Have students “do the math” with information about the Colossus of Rhodes. (1) They can convert the 33 meter height of the Colossus to feet. (110 ft). (2) Have them compare their own ages to the 12 years it took to build the Colossus. (3) Have them compute the year the earthquake destroyed the Colossus. (206 BC) (4) Have students calculate the actual time between the earthquake and the arrival of the Arabs. (860 years or 140 years less than the stated millennium). Offer a reward of some kind for those who memorize and recite either all or the latter part of the inscription on the Statue of Liberty.

CYCLOPEAN: Have students read, or read aloud to them, the chapter from Homer's *Odyssey* regarding the Cyclops.

PART II

Before students can answer Think Link #7, they will need the following information to translate Gargantua's **ells** into modern-day terminology. One ell — an obsolete English unit of length used chiefly for cloth — equaled 45 inches. The body of his shirt (900 ells X 45 inches = 40,500 inches / 3,375 feet / 1125 yards, more than half a mile!); the gussets (200 ells X 45) = 9000 inches / 750 feet / 250 yards; his shoes, (406 ells X 45 = 18,270 inches / 1522.5 feet / 507.5 yards). The total number of ells needed for Gargantua's shirt and shoes = 1506 ells. There are many ways students can “do the math.” They can use 45 inches, 3.75 or 3 3/4 feet or 1.25 / 11/4 yards. Have students show the length of Gargantua's comb (900 feet / 300 yards) by pacing off the distance outdoors or using a yard stick or tape measure. How does 900 feet compare to the length of a football field? (Three times as long)

Have students use giant as an adjective. Remind them of the game they might have played in their younger days, “Take one giant step ...” In order for students to answer Think Link #7, they will need to know that a **cubit**, an ancient unit of linear measure, was originally equal to the length of the forearm from the tip of the middle finger to the elbow, or about 17 to 22 inches (43 to 56 centimeters) and a **span** = 9”. How tall was Angoulaffre if a cubit = 18” ? (18’). **Have students measure their own cubits and write their findings beneath their Think Link answers.**

If time allows, send students to the Internet(http://www.nps.gov/seki/shrm_pic.htm) to read about the **giant** Sequoia trees, especially the General Sherman. The statistics of its size are amazing. Ask those who engage in this research to give a report to the class.

Encourage students who haven’t read the story of **David** (who was short) and **Goliath** (the Philistine giant and warrior) to do so (1 Samuel 17). According to the Rabbinic and King James Bibles, Goliath’s height was 6 cubits and a span (9’ 9”). However, the Greek Bible and the Dead Sea Scrolls in Hebrew state he was 4 cubits and a span (6’ 9”).

JUMBO weighed 7 tons when purchased by P.T. Barnum. Ask students how many pounds is that? (14,000). Have students figure out how many students weighing 75 pounds it would take to equal Jumbo’s weight (186.7 students). How many combined classes in your school would equal 187 students?

A **jumbo mortgage loan** does not conform to the guidelines established by Fannie Mae or Freddie Mac or exceeds the conventional loan limit

Ross Parmenter, author of the “Jumbo” quote was both a journalist and music reviewer with the New York Times and an expert on colonial Mixtec (Mexican) documents. He died in 1999.

PART III

Be sure that students understand that **prehistoric** means before the time of recorded history. Ask students to identify mammoth as a noun and as an adjective.

A **paleontologist** (old + study of) studies the forms of life existing in prehistoric or geologic times, as represented by the fossils of plants, animals, and other organisms.

Ask students to come up with more uses for massive, such as a massive headache; massive stone walls; The Cyclopean tower was the most massive I have ever seen.



ANSWERSTO THINK LINKS

1. **Examples:** Aircraft carriers; large cruise ships
2. Answers will vary but may include some vehicles used for highway work; .
3. 1000 years
4. colossuses
5. The Statue of Liberty, or by its official name, Liberty Enlightening the World
6. The Colosseum was a place for games and the exhibition of rare, wild beasts. Usually, the animals were made to fight with one another or with men. The most popular events were the gladiator contests, man against man.
7. 1506 ells
8. **Pictures will vary.**
9. **Answers will vary.**
10. **Answers will vary.**
11. Transistor radio
12. **Answers will vary**, but may include: mammoth rock slide, a mammoth decision, mammoth turnout for the election, mammoth lie, mammoth disaster, a mammoth event
13. Mammoth Cave is a national park containing an extensive system of limestone caverns which occupy a surface area of 83 square miles in west-central Kentucky, U.S.
14. **Answers will vary** but may include an encyclopedia, an unabridged dictionary, a large city’s phone book.
15. Tennessee Titans, a football team
16. Bicycles, computer case for Apple Macintosh laptops, jewelry, in the chemical industry, in parts of airplanes, in alloys to give them strength and durability. If students have difficulty answering this question, send them to <http://www.azom.com/details.asp?ArticleID=1297>.