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**Building Fluency through  
Reader's Theater:  
Mi País (My Country)  
(Spanish Version)**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)


**What's Included in Each Lesson** (7 pages)

**Lesson Plan** (6 pages)

**Script** (12 pages)

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Building Fluency  
through  
**Reader's  
Theater**

**Spanish**

**Mi país**  
**Teacher's Guide**



**Teacher Created Materials**

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# What Is Included in Each Lesson

## Objectives

The objectives state the purpose of each lesson and communicate the desired outcome of the lesson related to fluency and the content area. The lesson objectives align with the Mid-continent Research for Education and Learning (McREL) content standards for K–12. As stated on the McREL website (<http://www.mcrel.org>), the purpose of the standards compilation is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

## Summary

Within each lesson is a summary of the script, which also provides information to share with students to prepare them for the reader’s theater performance. To decide which scripts to complete with students, read the summaries to determine how each fits in with your teaching plans. For your convenience, the script summaries are also provided below.

In *Edificar la Casa Blanca*, Charlie dreams of becoming president and living in the White House. So, to quickly make that dream real, he decides to build his own White House tree house. With the help of his friends, Charlie discovers all there is to know about becoming president and living in the White House during this adventure.

*La llegada a los Estados Unidos: La historia de la Estatua de la Libertad y la isla Ellis* is the story of a family of immigrants who are eager to come to America. After traveling from their homeland and arriving in America, they find that they cannot keep their eyes off the Statue of Liberty with its promises and hopes for the future. Certain that they will have a better life in America, the family finds the Statue of Liberty to be a symbol of their dreams.

In the script, *La Campana de la Libertad: A salvar el sonido de la libertad*, the Mickley family realizes that they might be the only ones that can save the important Old State House Bell as they flee from the British. Though they risk their lives and must leave most of their belongings behind, they know that they have an important job to do. Based on actual events, *La Campana de la Libertad: A salvar el sonido de la libertad* brings the importance of the Liberty Bell to life.

*La constitución del campamento* takes the class on a camping trip with a group of children. Realizing that they need a set of rules to govern themselves, they refer to the best example: the United States Constitution. After discovering the reasons that the Constitution was written, what it means for democracy in our country, and how it gives citizens rights, laws, and freedoms, the children decide to create their own supreme law by making an unbreakable camping constitution.

# What Is Included in Each Lesson *(cont.)*

## Summary *(cont.)*

*La Declaración de la Independencia: Cuatrocientas palabras de libertad* allows students to travel back in time to when the Declaration of Independence was written. They will experience the thoughts and feelings of the writers as they create a document that changed the world.

*El Juramento de Lealtad: Poema de patriotismo* is the story of some students who are struggling with the meaning of the Pledge of Allegiance. Even though they say it every day, they are not quite sure what they are saying. With the help of their teachers and parents, the children soon learn what the pledge means and what it symbolizes about freedom in America.

*Las postales del oso Bosley* is the story of Bosley Bear and his travels to Washington, D.C. After working hard at Mt. Rushmore, South Dakota, Bosley decides to take a much-needed vacation. With the help of his presidential friends on Mt. Rushmore, he decides to travel to Washington, D.C., where he discovers the monuments that enable him to understand what America is all about.

*La bandera de estrellas centelleantes: La canción y la bandera de la independencia* takes students through the events that led to the writing of the “Star-Spangled Banner.” The students learn about the widow, Mary Pickersgill, her efforts to make a flag for the War of 1812, and how the flag later inspired Francis Scott Key to create his famous poem.

## Materials

All of the materials needed to prepare for and complete each lesson are listed in this section.

## Introduce the Literature

Each script in this kit is based on a piece of children’s literature. You are encouraged to read the book to your students or have your students read the book during language arts time.

# What Is Included in Each Lesson *(cont.)*

## ELL Support

Reader's theater can be used effectively in English language learners to enhance students' proficiency in the areas of reading, writing, listening, and speaking. Furthermore, the program can be adapted to scaffold and model language usage to meet students' needs at multiple ELL levels. Through this program's ELL support activities and other various components of the lesson plans, students will become actively engaged in authentic language development activities. As a result, students' motivation to utilize the English language will increase.

The drama component of reader's theater helps students feel less inhibited in both speaking and reading the English language, and thus fluency in both areas will increase. In *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom* by Ann F. Burke and Julie C. O'Sullivan, the authors state that "Drama is simply a good way to get students' whole selves involved with language and it is fun" (2002, xiii). The authors also emphasize that once students feel less inhibited, their fluency will increase, because within the context of reader's theater there is an inherent opportunity to do repeated readings and practice skills such as pronunciation in an authentic context.

In her review of research studies involving literacy and drama in the classroom, McMaster (1998) states the benefits of drama for emergent readers. Drama provides prior knowledge and rich literary experiences needed for future readers as well as a scaffold for literacy instruction. It helps students develop symbolic representation, new vocabulary, knowledge of word order, phrasing, and metacognition and introduces them to various forms of discourse, all of which contribute to the construction of meaning from text.

Each script in this kit is accompanied by a musical piece as well as a corresponding poem. Both of these components have also been shown to facilitate students' language acquisition. Educator Tim Murphey (1992) analyzed the lyrics of pop songs and found several common language characteristics that would benefit language learners: the language is conversational; the lyrics are often sung at a slower rate than words, and there is a repetition of vocabulary and structures. Moriya (1988) found that music provided Asian learners a forum to practice pronunciation and learn the phonemic differences between Asian languages and English. Speakers of various languages can benefit from the language experience that the music selections will provide.

The poetry component to the program can be used in many creative ways to enhance students' language acquisition in reading, writing, listening, and speaking. Gasparro and Falletta (1994) assert that using poetry in an ELL classroom provides students with the opportunity to explore both the linguistic and conceptual facets of text without focusing on the mechanics of language. Choral reading of the poem builds fluency and provides practice in pronunciation. Some of the vocabulary words used in the script are reinforced through the poem, providing the opportunity to see the words used in multiple contexts.

# **What Is Included in Each Lesson** *(cont.)*

## **ELL Support** *(cont.)*

The accompanying poems can also serve as a model for students to write their own poems. Depending on ELL students' levels, a framework or template can be developed for each poem to structure the writing process and provide students with another opportunity to use the vocabulary and word order they have learned from the script and the poem. Additionally, the poem can also serve as a medium for discussion of the themes and concepts presented in each script. Moreover, students and teachers can create action sequences to facilitate visualization and comprehension of the text. Gasparro and Falletta (1994) emphasize that dramatizing poetry enables the learner to become intellectually, emotionally, and physically engaged in the target language; therefore, language is internalized and remembered.

Students' listening comprehension will also develop as a result of using reader's theater. According to Brown (2001), some characteristics of speech make listening difficult, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Brown proposes methods for helping second-language learners overcome these challenges. Reader's theater utilizes authentic language and contexts, it is intrinsically motivating, and it supports both bottom-up and top-down listening techniques. Illustrations in the scripts, along with the possible inclusion of realia and gestures, will assist students in understanding unfamiliar vocabulary and idiomatic phrases.

In addition, the professional recording of the scripts on the Performance CD will provide another opportunity for students to enhance listening comprehension and reading ability. The voices on the CD are articulate and expressive, and they serve as models for accurate pronunciation and fluent reading. By listening to the CD, students will be able to practice visualizing text and speech. One Best Practice suggested by second-language teacher-training programs is for the students to hear an oral reading of the piece of literature prior to reading it aloud themselves. The CD can be used for this practice as well.

Reader's theater provides a medium for ELL students to interact with other students in the classroom and will facilitate the development of a strong community of language learners. The experience will increase students' motivation and diminish their inhibitions to learn the new language. The components of the program will provide the necessary support and scaffolding that teachers need to provide effective instruction to ELL students in the areas of reading, writing, listening, and speaking. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage.

# **What Is Included in Each Lesson** *(cont.)*

## **Involving All Students**

Even though each script has only six roles, all students can be involved in each reader's theater performance. Students can be involved in a variety of ways. In this section of each lesson are suggestions for ways to include all students.

## **Reading the Script**

This section of each lesson explains how to introduce the reader's theater script to your students and offers suggestions for introducing unfamiliar vocabulary and understanding the characters. As you read each script with the students, you may try to use the following performance tips.

## **Performance Tips**

Reader's theater performance can be a frightening experience for some students. Assist them by reviewing the following suggestions.

- Relax! Breathe deeply and speak slowly to avoid a quivering or breathless voice.
- Stand with one foot in front of the other and with your weight balanced to avoid that feeling of shaking and trembling.
- Do not rush through your lines or speak too rapidly. Take your time and say each word distinctly.
- Some movement for emphasis or to give you a relaxed look is good, but do not move back and forth or develop nervous mannerisms. Avoid wringing hands, tugging at clothing, or twisting hair.
- A mistake is a normal part of any learning experience. If you make one, correct it and go on.

Getting to know your character will make your performance more believable. Use these questions to get in character as you rehearse.

- How old do you think the character is?
- What kind of voice do you think the character should have? Is the voice soft, loud, high pitched, or low pitched?
- How does the character stand or use his or her hands when speaking?
- Does the character seem happy, proud, or excitable?
- Do you think this character is serious or silly?
- Is the character kind?
- Do you think people would like the character?
- What can you do to communicate the character's personality to others?



# What Is Included in Each Lesson *(cont.)*

## Assigning Roles

Each script contains six character roles. Each of the roles is written for a different reading level. The chart below lists the reading levels for all the characters in the eight scripts.

Script Title	High 1st Grade 1.5–2.0	Low 2nd Grade 2.0–2.5	High 2nd Grade 2.5–3.0
<i>Edificar la Casa Blanca</i>	Charlie Jack	Narrador Mamá	Ellie Periodista
<i>La llegada a los Estados Unidos</i>	Sofía Mamá	Narrador El hijo del capitán	Francis Capitán
<i>La Campana de la Libertad</i>	Polly Sr. Mickley	Johnny Jamie	Sra. Mickley Narrador
<i>La constitución del campamento</i>	George Thomas	Sam Madison	Narrador Sra. Libertad
<i>La Declaración de la Independencia</i>	Jefferson William	Dunlap Franklin	Narrador Hancock
<i>El Juramento de Lealtad</i>	Ken June	Alex Mamá	Miriam Papá
<i>Las postales del oso Bosley</i>	Lincoln Bosley	Roosevelt Jefferson	Washington Narrador
<i>La bandera de estrellas centelleantes</i>	Abuela Caroline	Johnny Mary	Narrador 1 Narrador 2

# What's Included in Each Lesson *(cont.)*

## Assigning Roles *(cont.)*

### Reading Levels Correlation Chart

Grade Level Range	Guided Reading	Early Intervention	DRA
1.5–2.0	E–I	8–17	8–18
2.0–2.5	I–K	17–20	18–28
2.5–3.0	K–M	20–21	28–30

### Meeting the Fluency Objective

Each lesson focuses on a specific fluency objective, such as reading with accuracy or reading with expression. This section provides procedures for teaching the fluency objective related to the featured script.

### Content-Area Connection

Each reader's theater script focuses on the social studies content area. This section of each lesson explains the content and provides suggestions for introducing this content to your students. The content in the scripts can be quite sophisticated and warrants specific instruction to help your students understand it.

### Fine Arts Connection

Each script has a song and a poem to accompany it. Your students will perform these songs and poems at designated places within the reader's theater performances. Your kit includes a Performance CD containing all of the songs and poems related to the eight scripts. This section of each lesson offers suggestions for using this CD to learn the songs and poems.

# La llegada a los Estados Unidos

## Statue of Liberty Lesson Plan

### Objectives

- **Fluency:** Students will read passages fluently after practicing and monitoring fluency with repeated readings.
- **Content Area:** Students will learn about the Statue of Liberty and Ellis Island, as well as what both symbolize for those coming to the United States. They will also learn about the problems and challenges that the immigrants encountered after arriving in America.

### Summary

*La llegada a los Estados Unidos* is the story of a family of immigrants who are eager to come to America. After traveling from their homeland and arriving in America, they find that they cannot keep their eyes off the Statue of Liberty with its promises and hopes for the future. Certain that they will have a better life in America, the family finds the Statue of Liberty to be a symbol of their dreams.



### Materials

- *La llegada a los Estados Unidos: La historia de la estatua de la libertad y la isla Ellis* script booklets
- *Statue of Liberty Character Masks* (pages 38–43 or Teacher Resource CD), copied on cardstock
- copies of *Take-Home Script: La llegada a los Estados Unidos: La historia de la estatua de la libertad y la isla Ellis* (Teacher Resource CD)
- *PowerPoint®* slide show (Teacher Resource CD)
- overhead transparencies of the poem and song (Teacher Resource CD)
- Performance CD and CD player or computer with a CD drive and speakers

### Introduce the Literature

Read aloud *The Story of the Statue of Liberty* by Betsy Maestro. Explain what sequential or chronological order means. Tell students that it took several steps to create the Statue of Liberty. Give each student a piece of white paper. Tell students to draw six squares on their papers and then label the squares one through six. Have them write the title “Statue of Liberty” and their name in the first square. Tell them that they should now pick out the five most important steps in creating the Statue of Liberty. Have them use the ideas from the book to draw pictures of the steps and to write one to two sentences under each picture. Allow them to share their pictures in small groups or with the class.



### ELL Support

Give ELL students five sentences about building the Statue of Liberty. Tell them to put those five sentences in chronological order and to draw a picture to go with each sentence.

### Involving All Students

This script has only six roles, but there are many ways to involve all students. For this reader’s theater experience, assign the main roles to six students. Ask the other students to read the song or the poem. Allow them to practice reading the song and poem together as a group several times, while the other students practice their roles. You might also divide the remaining students in half and assign the poem to one group and the song to the other.

### Reading the Script

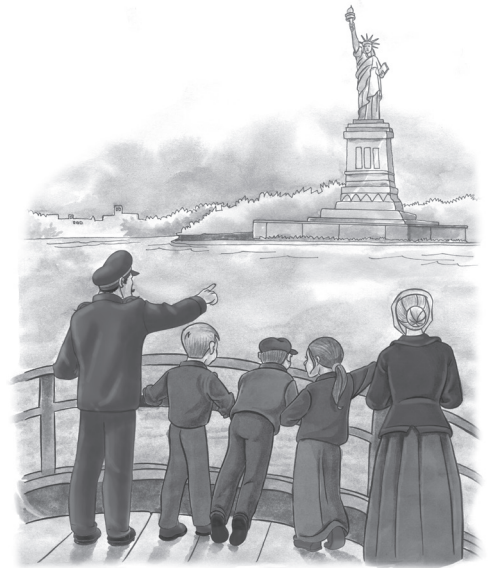


1. Before reading the script, show the students pictures of the Statue of Liberty. Ask them what the statue means to them. What do they know about the statue? Write down their thoughts on the board. Ask if anyone has ever moved to a new area or a new school. How did they feel? Were they excited? scared? Allow them to share their feelings with the class.
2. Provide each student with a copy of the script. Give the script booklets to small groups or print copies of the *Take-Home Script: Statue of Liberty*. Explain that the students will read a script about a family that moves to America to fulfill their hopes and dreams. The first thing they see as they arrive in America is the Statue of Liberty. What might the immigrants feel when seeing the statue for the first time? What might their thoughts be? Allow students to make predictions before reading the script.
3. Tell the students to pretend to be immigrants coming to America for the first time. What are their thoughts and feelings? Have them write diary entries to their families back home, explaining their feelings as they see the Statue of Liberty for the first time. Ask them to use at least three of the new glossary words in their diary entries and then share their entries with the class.
4. Play the recording of the script as students follow along. Call on students to help read the script. Read the whole script using different students every few pages.
5. Make a list on the board of the six characters from the script. Tell each student to choose a character from the script. Have them use note cards to make identification cards of the characters they chose. Their identification cards should include the following: the character's picture, name, gender, age, reason for coming to America, and two interesting facts about that character. Students can use information from the script, as well as their own imaginations, to create the identification cards.
6. Assign students parts in the script. Allow them to read their parts silently to become familiar with the parts before the practice readings and the actual performance. Explain that they should do repeated readings to improve their fluency.



### ELL Support

Some ELL students may have interesting stories about their first trips to America. Allow them to share these stories of coming to the United States for the first time, or stories about when their families arrived for the first time. How did they feel? Were they questioned? Were they tested? Were they excited or scared?



# La llegada a los Estados Unidos

## Statue of Liberty Lesson Plan



### Assigning Roles

Assign roles to students based on their reading proficiency. It is important to remember that when students practice fluency, they should read materials at or below their reading level. This helps them to focus on their accuracy, expression, and reading rate. If a student is reading text that is too difficult, his or her attention will focus on sounding out words rather than reading with fluency. These are approximate reading levels for the roles in this script:

- ❖ Sofía: high 1st grade
- ❖ Narrador: low 2nd grade
- ❖ Francis: high 2nd grade
- ❖ Mamá: high 1st grade
- ❖ El hijo del capitán: low 2nd grade
- ❖ Capitán: high 2nd grade

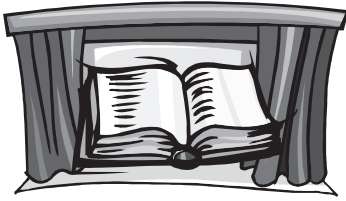
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### Meeting the Fluency Objective

1. The fluency objective for this script focuses on the use of repeated readings to increase reading fluency. Explain that to make the script fun and enjoyable for the audience, it is important for students to practice reading the lines over and over again to ensure smooth reading.
2. Divide the class into groups of six. Assign a speaking part to each student in the group. If a group has less than six students, select one or more students to assume two speaking parts.
3. Have each group review the script and determine where to place emphasis on words or add expression. If using copies of the script, have the students write reminder notes or draw pictures of faces that show the types of expressions to use as they read the script.
4. Offer helpful suggestions to students to improve their fluency and expression. Remind them to slow down as they read and to read unknown words several times so that they do not stumble over them during the performance.
5. Allow students to do several repeated readings in their small groups for practice. You might also ask them to practice reading along with the professional recording of the script. Remind the class to practice the song and poem as well.
6. After students have practiced repeated readings of the script, song, and poem, allow them to perform the script for other classes. All of the groups can perform, one group per classroom can perform, or the assigned readers can perform with the rest of the class performing the song and poem.

# La llegada a los Estados Unidos

## Statue of Liberty Lesson Plan



### Social Studies Connection

1. The content-area focus of this script is for students to learn the symbolism of the Statue of Liberty and to understand what both the statue and Ellis

Island mean to the immigrants who come to America. This activity will take students on a journey from the boat to Ellis Island, where they will experience what immigrants might have seen and felt as they encountered America for the first time.

2. Give each student a blank sheet of paper. Tell them to pretend to be immigrants arriving in America for the first time. What do they see as they approach Ellis Island? Based on the script and other books they have read, have them draw pictures of what they might see as they approach the Statue of Liberty. Allow them to share their pictures.
3. Tell students that they have now arrived at Ellis Island. Give each student an index card that says either “Pass” or “Fail.” Have students read their cards out loud to the class. Some students will be allowed into the country, while others will be asked to return to their homelands.
4. Ask students who were allowed to enter the country or those who were asked to go back to their original countries how they feel. How might the immigrants have felt, especially after the long journeys they endured to reach America?
5. Then discuss the reasons why the Statue of Liberty is a symbol of hope for those coming to America. Reread the script to the class, if necessary.
6. Ask students to create their own symbols of liberty and hope for the country. Give students enough time to plan out and then draw their symbols. Display the symbols around the classroom.



### ELL Support

Allow ELL students to work with partners when completing their graphic organizers, so they can get help with spelling and grammar to complete their answers.



# La llegada a los Estados Unidos

## Statue of Liberty Lesson Plan

### Fine Arts Connection

1. The *La llegada a los Estados Unidos* script contains a song and a poem. The song and poem relate to the reader's theater, but are not limited to use only with the script.
2. Ask students to do repeated readings of the poem. Based on the ideas in the poem, ask them to create simple costumes to wear or props to use during the performance of the poem. For example, they might wear name tags that state an immigrant's name and whether or not the immigrant passed or failed the test to enter the country. They might also create large "pass" or "fail" tickets to display as they read the poem.
3. Have students listen to the professional recording of the song. Ask them to create their own songs or poems to accompany the reader's theater script. Their poems or songs should be about hopes and dreams, but they can be about their own personal hopes and dreams rather than those of an immigrant.
4. Cut out rectangle "tickets" from blank sheets of paper. Give each student a ticket. Have them draw pictures illustrating the hopes and dreams that they discussed in both the script song, "Estados Unidos será mi hogar," and their own songs. Allow them to share their tickets with the class.



### ELL Support

Break down the steps for writing a poem or a song to make it easier for ELL students. Have them first create lists of their hopes and dreams. Then have them turn each hope and dream into one verse for their songs.

# La llegada a los Estados Unidos

## Statue of Liberty Lesson Plan

### Performance CD

Description	Track
Characters, Setting, and Script Reading, pages 4–9	Volume I, Track 08
Song: “Estados Unidos será mi hogar”	Volume I, Track 09
Script Reading ( <i>cont.</i> ), pages 10–16	Volume I, Track 10
Poem: “Aprueba el examen”	Volume I, Track 11
Script Reading ( <i>cont.</i> ), page 17	Volume I, Track 12



### Teacher Resource CD

Description	Filename
Statue of Liberty Character Masks	masks_Llegada.pdf
Take-Home Script: La llegada a los Estados Unidos	THS_Llegada.pdf
<i>PowerPoint</i> <sup>®</sup> : La llegada a los Estados Unidos	PP_Llegada.ppt
Poem Transparency: “Aprueba el examen”	poem_Llegada.pdf
Song Transparency: “Estados Unidos será mi hogar”	song_Llegada.pdf



Edificar la fluidez en la lectura con el teatro del lector

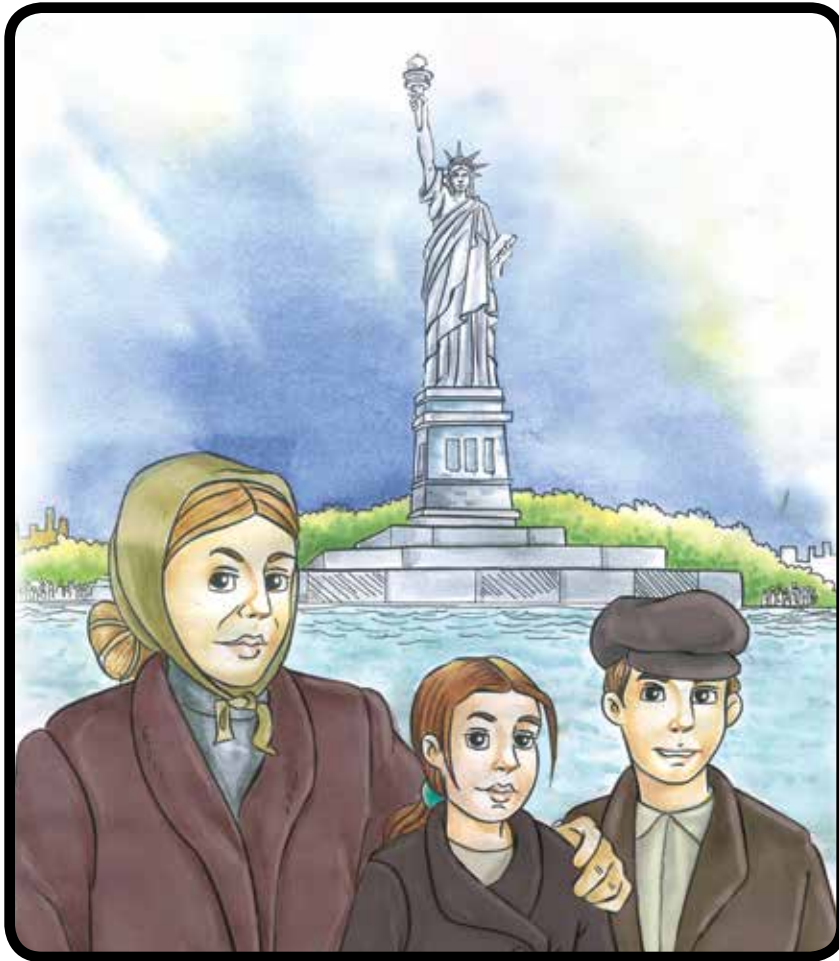
# La llegada a los Estados Unidos

La historia de  
la Estatua  
de la Libertad  
y la isla Ellis



**Kathleen E. Bradley**

Estudios sociales



# La llegada a los Estados Unidos

La historia de la Estatua  
de la Libertad y la isla Ellis

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# Consejos para la representación del teatro del lector

por Aaron Shepard

- No dejes que el guión te cubra la cara. Si no puedes ver al público, necesitas bajar el guión.
- Levanta la vista a menudo. No mires el guión demasiado.
- Habla despacio para que el público entienda las palabras.
- Habla en voz alta para que todos te oigan bien.
- Habla con emoción. Si el personaje está triste, la voz debe expresar tristeza. Si el personaje está sorprendido, la voz debe expresar sorpresa.
- Mantén una buena postura. Mantén quietos tus manos y tus pies.
- Recuerda que aun cuando no hables, eres el personaje que interpretas.
- Narrador, deja que los personajes tengan suficiente tiempo para hablar.

# Consejos para la representación del teatro del lector *(cont.)*

- Si se ríe el público, espera hasta que dejen de reírse antes de continuar.
- Si un miembro del público habla, no le prestes atención.
- Si alguien entra en el cuarto, no le prestes atención.
- Si te equivocas, pretende que todo va bien.
- Si se te cae algo, intenta dejarlo en el piso hasta que el público dirija la vista a otro lugar.
- Si a un lector se le olvida leer su parte, trata de hacerlo por él. Inventa algo. Sigue a la siguiente línea. ¡No se lo susurres!
- Si un lector se cae durante la representación, haz como si no hubiera pasado.

# LA LLEGADA A LOS ESTADOS UNIDOS:

## LA HISTORIA DE LA ESTATUA DE LA LIBERTAD Y LA ISLA ELLIS



### Personajes

Narrador	Francis
Capitán	Mamá
Sofía	El hijo del capitán

### Escenario

Este teatro del lector sucede en 1906, en un transbordador que lleva a los inmigrantes en un barco grande hacia la isla Ellis. Esta historia está basada en hechos reales.



Francis



El hijo del capitán



Sofía



Mamá

### Primer acto

**Narrador:** Un transbordador navega por el puerto de Nueva York. A través de la niebla matinal se entreve la Estatua de la Libertad.

**Capitán:** Ahora, miren bien. ¡Allí está! ¿La vieron?

**Narrador:** Sofía y su mamá se quedan boquiabiertas.

**Sofía:** Oh, mamá. ¡Qué hermosa, es una princesa! ¿Viste su corona?

**Francis:** Yo no vi nada. ¿De qué se trata?

**Narrador:** La mamá no se da vuelta para mirar a su hijo. Ella sigue mirando hacia adelante. Se tapa la boca con las manos.

**Capitán:** Esperanza. De eso se trata. Y eso es lo que tu mamá ve. Ahora, sigue mirando ... ¡allí está! ¿La ves?

**Francis:** ¡Vaya! Sí, ahora la veo. Papá dijo que cuando viéramos la Estatua de la Libertad habríamos llegado a los Estados Unidos.



**Narrador:** Mamá arrima a sus hijos. Ellos ríen de felicidad.

**Mamá:** Es verdad. Falta poco para que veamos a papá.

**Sofía:** Extraño a papá. Pasó mucho tiempo. Quiero ser una familia unida, no una dividida.

**Capitán:** La estatua sabe cómo te sientes. La dama de la Libertad también llegó en partes separadas a los Estados Unidos. Vino empaquetada en cajones de madera.

**El hijo del capitán:** Doscientas catorce cajas para ser exacto. La trajeron en un barco llamado *Isere*. Mi papá lo vio con sus propios ojos.

## Segundo acto

**Mamá:** La dama de la Libertad es una obra de arte. Dicen que fue un regalo de Francia.

**Capitán:** Es cierto. Yo era apenas un muchachito en 1886. Fui una de los miles de personas que se reunieron para ver la llegada de la estatua a bordo del gran buque blanco. Todo el mundo agitaba banderas francesas y estadounidenses.

**El hijo del capitán:** Le llevó casi un año a los Estados Unidos construir el pedestal. La gente donó dinero para ayudar a edificarlo. Cuando lo construyeron, lanzaron un poco de ese dinero al mortero. ¡Aún hoy se ven las monedas!

**Capitán:** Sí, la estatua fue un gran esfuerzo de dos países. El revestimiento de cobre está sostenido por casi 600,000 remaches. Gracias al sudor de cientos y al dinero de miles de personas, se pudo emplazar la estatua en el puerto de Nueva York.

**Sofía:** Mientras esperábamos para subir al barco, en Francia, Francis y yo leímos unos carteles que contaban todo sobre la Estatua de la Libertad.

**Francis:** No había mucho que hacer mientras esperábamos en las colas largas. Cada detalle de la estatua tiene un significado. Está vestida con una toga de la antigua Grecia porque mucho tiempo atrás, Grecia fue la cuna de la democracia.



**Sofía:** Las siete puntas de su corona representan los siete continentes y los siete mares.

**Francis:** Dicen que hay una cadena rota a sus pies para simbolizar que no se permitirá la opresión en los Estados Unidos.

**Sofía:** En los Estados Unidos no hay reyes ni zares, sólo personas como Francis, mamá y yo. Ya no debemos tener miedo. Podemos hacer lo que nos dé gana, decir lo que queramos y rezar como lo prefiramos.

### Tercer acto

**Capitán:** Miren a nuestra dama de la Libertad. Su verdadero nombre es “la libertad que ilumina el mundo”. ¿Ven que mira al este, hacia Europa y todas las naciones que hay en el extranjero? Eso tiene una explicación.



**Francis:** Entonces, ¿ella espera que algún día los países de todo el mundo puedan ser libres como los Estados Unidos?

**Capitán:** Así es, hijo. Los franceses admiraban la democracia estadounidense, así que contrataron a un escultor francés llamado Auguste Bartholdi. Le pidieron que creara una estatua para regalarle a los Estados Unidos en su centésimo aniversario. El trabajo tomó diez años, pero la espera valió la pena.

**El hijo del capitán:** Papá, no te olvides de Gustave Eiffel. Él diseñó la estructura de hierro que hay dentro de la estatua para que ésta permanezca firme durante mucho, mucho tiempo. Cuando sea grande, quiero ser como el señor Eiffel.

**Capitán:** Así será, hijo. En los Estados Unidos cada uno puede tener su propio sueño. Mi sueño es navegar este transbordador todos los días.

**El hijo del capitán:** Mi sueño es construir un puente de hierro que cruce este puerto. Papá, haré un puente bien alto para que puedas pasar con el transbordador por debajo de él.



**Canción: Estados Unidos será mi hogar**

## Cuarto acto

**Sofía:** Papá vino hace un año. Fue a trabajar con su hermano. Mi tío es dueño de una panadería.

**Francis:** Papá dice que todas las mañanas los clientes hacen cola aun antes de que abran las puertas.

**Narrador:** El capitán le sonríe a mamá.

**Capitán:** ¿De veras? Bueno, así son los Estados Unidos. Ésta es la tierra de las oportunidades.

**Francis:** Papá dice que todos tendremos que trabajar. Yo tengo 12, casi 13, así que haré el trabajo pesado. Mamá preparará los pasteles. ¡Probablemente Sofía sólo se dedique a comérselos!



**Sofía:** ¡Deja de burlarte, Francis! Papá dice que yo también deberé trabajar en la panadería. Glasearé los pasteles. Luego, ¡me los comeré!

**Mamá:** Pensar que habrá huevos, leche y mantequilla todos los días.

**Capitán:** Imagínense eso y más. La imaginación de cada uno de los estadounidenses es sólo la mitad de su boleto a la oportunidad.

**Francis:** ¿Qué quieres decir?

**El hijo del capitán:** Si puedes imaginar algo, entonces se puede realizar.

**Capitán:** Siempre y cuando ...

**El hijo del capitán:** Alimentos tu sueño con mucho trabajo y esfuerzo.

**Narrador:** El capitán le guiña el ojo a su hijo.

**Sofía:** Mamá, ¿eso quiere decir que un día podré ser costurera?

**Mamá:** Tal vez sí, Sofía. Tal vez.

**Sofía:** ¡Haré los vestidos más bellos!

**Francis:** Y yo seré joyero. Mamá, con los vestidos de Sofía y mis joyas, parecerás una reina.

**Narrador:** Mamá se ruboriza; mira su abrigo de lana y su bufanda tejida.

**Mamá:** Me parece que las joyas y los vestidos pueden esperar. Además, creo que papá no me reconocería con joyas y vestidos finos.

**Sofía:** Papá dice que nos reuniremos una vez que pasemos por la aduana de la isla Ellis. ¿Falta mucho, Capitán?

**Capitán:** La isla Ellis queda justo detrás de la isla de la Libertad. Allí está, la isla Ellis, “la puerta de oro”



**El hijo del Capitán:** Algunos la llaman la “isla de las lágrimas”

## Quinto acto

**Francis:** ¿Por qué algunos le dicen la “isla de las lágrimas” a la isla Ellis?

**El hijo del capitán:** Por las preguntas. No todos responden correctamente. Si dan la respuesta equivocada, no les permiten entrar. Algunas preguntas pueden ser confusas.

**Narrador:** Francis se muerde el labio.

**Francis:** Mamá no sabe leer ni escribir tan bien como Sofía y yo. ¿Qué sucederá si no puede responder a las preguntas?

**El hijo del capitán:** Deben permanecer cerca de su mamá y ayudarla.

**Francis:** Mi papá me hace preocupar. Dice que, como tengo 12 años, me pueden enviar de regreso solo a mi país si no puedo responder las preguntas.

**Sofía:** No enviarán de regreso a Francis, ¿verdad?



**Capitán:** Tú y tu familia no tendrán problemas. Ustedes están sanos. Eso es lo que más les importa a los agentes. Generalmente, rechazan a los enfermos y ellos deben regresar a sus países, desconsolados.

**Narrador:** A la distancia, se oye a un hombre tosiendo.

**El hijo del capitán:** ¿Ven a ese hombre que está allí? Si tiene una enfermedad grave, podría contagiar a otras personas.

**Capitán:** Lo descubrirán rápido y le pondrán una identificación. Seguramente lo enviarán de regreso.



**Francis:** ¿Sabes qué preguntas nos harán en la isla Ellis?

**El hijo del capitán:** Son preguntas sencillas. ¿Cómo te llamas?

**Francis:** Francis.

**El hijo del capitán:** ¿Te espera algún pariente?

**Sofía:** ¡Sí, mi papá!

**Mamá:** ¡Sh, Sofía! Deja a Francis responder.

**Francis:** Mi padre, Samuel, nos espera.

**El hijo del capitán:** ¿Quién pagó tu pasaje a los Estados Unidos?

**Francis:** Mi padre pagó nueve dólares por cada uno de nosotros. Ahorró durante más de un año.

**El hijo del capitán:** ¿Traes dinero?

**Narrador:** Francis mira a su mamá. Se muerde el labio. Ella asiente con la cabeza.

**Mamá:** Sí, tenemos algo de dinero.

**Sofía:** ¡Cosido en el dobladillo de nuestros abrigos!

**Mamá:** ¡Sofía! ¡Sh!

**El hijo del capitán:** ¿Dónde se quedarán aquí en los Estados Unidos?

**Francis:** Nos quedaremos con la familia de mi tío, en su casa, arriba de la panadería.

**El hijo del capitán:** ¿Tienen empleo?

**Narrador:** Francis mira a su mamá y sonríe.

**Francis:** ¡Sí! Trabajaremos en la panadería de mi tío.

**Mamá:** Francis, no te preocupes. Podemos responder todas las preguntas. Aprobaremos el examen.

### Poema: Aprueba el examen



## Sexto acto

**Narrador:** El capitán atraca el barco en la isla Ellis.

**Capitán:** Bien, llegamos a la puerta de oro.

**Mamá:** Gracias, capitán. Usted y su hijo fueron muy amables con nosotros.

**Capitán:** Mi hijo y yo le deseamos lo mejor a su familia. Pero primero, prométanme algo.

**Mamá:** Sí, por supuesto. ¿Qué?

**Capitán:** Antes de entrar, miren hacia atrás para ver una vez más a la dama de la Libertad. Ella les obsequiará dos regalos: esperanza y determinación. Estos regalos los ayudarán para que hoy puedan pasar sin problemas por la isla

Ellis y los sostendrán por siempre aquí en su nuevo hogar, los Estados Unidos.





Tengo fe  
Y un boleto a la oportunidad  
Tengo fe  
Y un boleto a la oportunidad  
Tengo fe  
Y un boleto a la oportunidad  
Estados Unidos será mi hogar

Tengo sueños  
Y un boleto a la oportunidad  
Tengo sueños  
Y un boleto a la oportunidad  
Tengo sueños  
Y un boleto a la oportunidad  
Estados Unidos será mi hogar

Tengo un plan  
Y un boleto a la oportunidad  
Tengo un plan  
Y un boleto a la oportunidad  
Tengo un plan  
Y un boleto a la oportunidad  
Estados Unidos será mi hogar



¿Cómo te llamas?  
¿Dónde has nacido?  
Necesitarás dinero.  
Un poco, ¿has traído?  
¿Tienes familiares?  
¿Acaso están aquí?  
¿Quién pagó tu pasaje  
Para poder venir?  
¿Gozas de buena salud?  
¿Qué rumbo seguirás?  
¿Dónde trabajarás?  
¿Dónde vivirás?  
Responde estas preguntas  
Orgullosos y decididos.  
Estados Unidos te espera,  
¡Eres bienvenido!

# GLOSARIO

**democracia**—un gobierno ejercido por el pueblo

**mortero**—material de construcción que se coloca entre ladrillos o piedras, compuesto por cal, cemento, agua y arena

**opresión**—ejercicio cruel o injusto del poder

**pedestal**—la base de algo vertical (como un florero, una lámpara o una estatua)

**remaches**—tornillo metálico que se emplea para unir dos o más piezas de metal, madera, plástico u otro material

**transbordador**—un barco que se usa para transportar pasajeros, vehículos o mercadería de un lugar a otro

**zares**—los gobernantes de Rusia hasta la revolución de 1917

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