

## **Purpose**

The purpose of this lesson is to introduce students to the Statue of Liberty, *Liberty enlightening the World*. Activities include a lesson on perspective using various views of the statue. A puzzle of an excerpt from the poem inscribed on the statue is also included. The student will gain an understanding of the meaning of the poem on the base of the statue and how this poem represents the nation's acceptance of people from other countries coming here to become citizens.

## **Objective**

The student will identify and explain the significance of the Statue of Liberty as a patriotic symbol of the United States.

## **Theme - Freedom**

The Statue of Liberty is a national symbol representing freedom for all citizens as established in the Declaration of Independence and guaranteed by the Constitution.

## **Core Knowledge**

Grade 2 - Amer Hist & Geog. Sec II: Immigration & Citizenship. The meaning of a "land of opportunity." Who were the newcomers to this land? Why did they come to America? Where did

immigrant populations settle? Sec VIII: Symbols & Figures. Significance of the Statue of Liberty.

Grade 6 - Amer Hist & Geog. Sec I: Immigration, Industrialization, & Urbanization. Influx of new immigrants from 1830 onward. Ellis Island and the poem, "The New Colossus". How does the poem at the base of the statue address the issues of immigration?

## **Time**

60 minutes

## **Materials**

- ★ Front and back statue puppet cutouts
- ★ Wooden craft sticks (optional for puppet)
- ★ Views of the Statue of Liberty
- ★ Camera cutouts
- ★ Poem handout
- ★ Poem word puzzle
- ★ Website - [www.americanheritage.org](http://www.americanheritage.org)

## **Preparation**

- ★ Copy fronts and backs of statue puppet cutouts.
- ★ Copy and/or make transparencies of statue views.
- ★ Copy and cut cameras.
- ★ Copy and/or make transparencies of poem handout.
- ★ Copy and cut poem word puzzle.

## **Focus**

Students are to gain an understanding of the elements of freedom that are represented in the Statue of Liberty. Students will gain an understanding that the Statue was a gift from the French people to the people of the United States. The official name of the statue is "Liberty Enlightening the World." Students fill out the "K" section on the K-W-L chart about what they know about the Statue of Liberty.

## Activity

1. **The Meaning of the Statue of Liberty.** A. Students read the article, “Let’s also restore Lady Liberty’s Real Meaning.” Questions to consider before and after reading the article: Who created the statue? What is its official name? Where is it located? Why was the statue given to the United States? What does it represent or stand for? Students can write these and other questions in the “W” section of their K-W-L chart for what they would like to learn about the statue. Discuss the questions and answers learned after reading.

Use a map to show them where New York Harbor and France are in relationship to where they live. Tell students that the statue was a gift to the U. S. from France. Explain that the statue had to be built, taken apart, sent across the Atlantic Ocean, and re-assembled in the U. S. It was finished and dedicated in 1886. Explain how the Statue is a symbol of freedom and opportunity. Point out that it is the first thing millions of immigrants see as they enter America at Ellis Island. (See Links page on [www.americanheritage.org](http://www.americanheritage.org) for additional resources on the Statue of Liberty.)

2. **Beholding Lady Liberty.** Show students a picture or transparency of the Statue and ask them to describe what they see. Discuss what the statue looks like and what it is wearing and holding. Have students stand like the statue. They may wrap a cloth around themselves while holding a book in one arm and something that looks like a torch in the other. With what or in what manner is Lady Liberty adorned? What do these items represent? Students may illustrate.
3. **Making a Statue of Liberty puppet.** Students may color and cut out the front and back view of the Statue of Liberty. Front and back can be attached to a wooden stick to create a Statue of Liberty puppet.
4. **Exploring perspectives of the Statue of Liberty.** Place a Statue of Liberty puppet in front of students. Present views of the statue one at a time, either on cards or on the overhead. While students look at the view, have them determine where a camera would be if they were taking pictures at various angles/distances. One student may hold the puppet while another student uses a camera cutout to show the perspective of the view.
5. **Studying the famous poem engraved on the Statue of Liberty.** Tell students that a poem, “The New Colossus,” by Emma Lazarus is inscribed on the base of the statue. Give students the text of the poem. Read the poem aloud to students and briefly discuss its meaning. (It is not necessary that primary students understand all of the words. This lesson is an introduction.) Give students the poem word puzzles and have them use the text to arrange the words in the proper order. Read the poem again. Students may repeat the scramble. Remove a few words from the puzzle and see if students can supply the missing words.
6. **Interview an Immigrant.** Students interview someone who has chosen to come to this country. Why did he or she come to America? What life did he or she leave? How is it different from life in the U. S.? What did he or she expect from this country? Has this been found true in experience or possibility? What qualities of life and positive experiences has he or she experienced after immigrating to the U. S.?

## Closure

Remind students that the Statue of Liberty has been an important symbol of freedom and opportunity for over one hundred years. Students complete the “L” section on their KWL charts for what they have learned about the Statue of Liberty.

*Liberty Enlightening the World*

## Let's Also Restore Lady Liberty's Real Meaning

By Richard J. Maybury

*Wall Street Journal* (Feb 1985)

For the past year I have played the devil's advocate and asked people: **What's so important about the Statue of Liberty?** Why should anyone care about that corroded old pile of copper and scrap iron?

Last week's news that the Statue of Liberty-Ellis Island Foundation had privately raised \$143 million of the \$230 million needed to restore the two sites once again proved the American people will support a worthy cause.

But those raising the money to restore the statue are curiously unable to properly answer my irreverent questions. Their replies usually come in one of two forms, both of which are wrong.

At a recent Allied Van Lines fund-raising exhibit one of the attendants gave the most common reply. The statue, she said, is a memorial to all the millions of immigrants who came to our shores.

It is easy to see why many people would think this is true. Most of the foundation's literature puts heavy emphasis on the immigrants while almost completely ignoring the real meaning.

The other reply, less common but equally false, is that the statue is a symbol of America, like the flag. One of the brochures says of the statue, "Ultimately, she stands for America itself." Another calls the statue a "national symbol."

The connection between the statue and the immigrants is tenuous and misleading. The statue was delivered to the U. S. in 1884, before more than 80% of the immigrants arrived, and eight years before the Ellis Island immigration center was opened. In fact, the statue did not become associated with the immigrants until this century. Emma Lazarus's poem ("Give me your tired, your poor . . .") was attached as an afterthought in 1903.

As for the statue—a gift from the French people—being a symbol of America, French envoy Jules Jusserand tried to lay this fallacy to rest in 1916. He said, "**The statue was raised not to a man, famous and useful he may have been, not to a nation, great as she may be. It was raised to an idea, an idea greater than any man or any nation, greater than France or the United States, the idea of liberty!**"

A key point here is that "Statue of Liberty" is not its real name. Its real name is *Liberty Enlightening the World*.

The statue could have been erected anywhere on earth. The seven points in the crown symbolize the seven continents and the seven seas. Its creator,

Frederic Auguste Bartholdi, first planned to erect it at Suez, Egypt.

The most important word in the name is **Enlightening**. The statue carries an upraised torch to symbolize the conviction that **when the principles of liberty are understood and protected, the result is a prosperous civilization**. Liberty is the source of prosperity.

So, what are these principles of which *Liberty Enlightening the World* is supposed to remind us? After all, shouldn't someone associated with the restoration project be explaining them?

I've been reading the restoration literature for a year now, and I have yet to find any explanation of *what* the **principles of liberty** represented by the statue are.

They are the **inalienable natural rights of the individual**. One of America's founders, Samuel Adams, enumerated them just prior to the American Revolution. "The natural rights of the colonists are these," he wrote, "first, **a right to life**; second, to **liberty**; third, to **property**; together with the right to support and defend them in the best manner they can."

These are the principles our forefathers were fighting and dying for in the American Revolution, and they are the principles that began to spread around the world after the Revolution. One of the first places they began to take hold was France.

During the 1800s, many French scholars came to realize that as the principles of liberty became better understood and protected, prosperity became more widespread. Liberty enlightens the world. In an 1865 speech, Edouard de Laboulaye, a careful student of American history and constitutional law, called for the creation of a giant monument to liberty. The French artist Bartholdi was sitting at Laboulaye's table listening to the speech. He was so moved he decided to create this 150-foot iron and copper statue to symbolize the principles and benefits of liberty. At the statue's feet lie her chains of bondage, broken and cast aside.

In 1886 the statue was formally dedicated. The gift was the French people's way of saying, thank you for helping to teach us the principles of liberty.

By helping to restore the Statue of Liberty, the Ellis Island Foundation is undertaking the most worthwhile of construction projects. But it could accomplish far more than that if it also helped to restore and explain the principles the statue was intended to represent.

*Mr. Maybury, a free-lance writer, lives in Roseville, CA.*

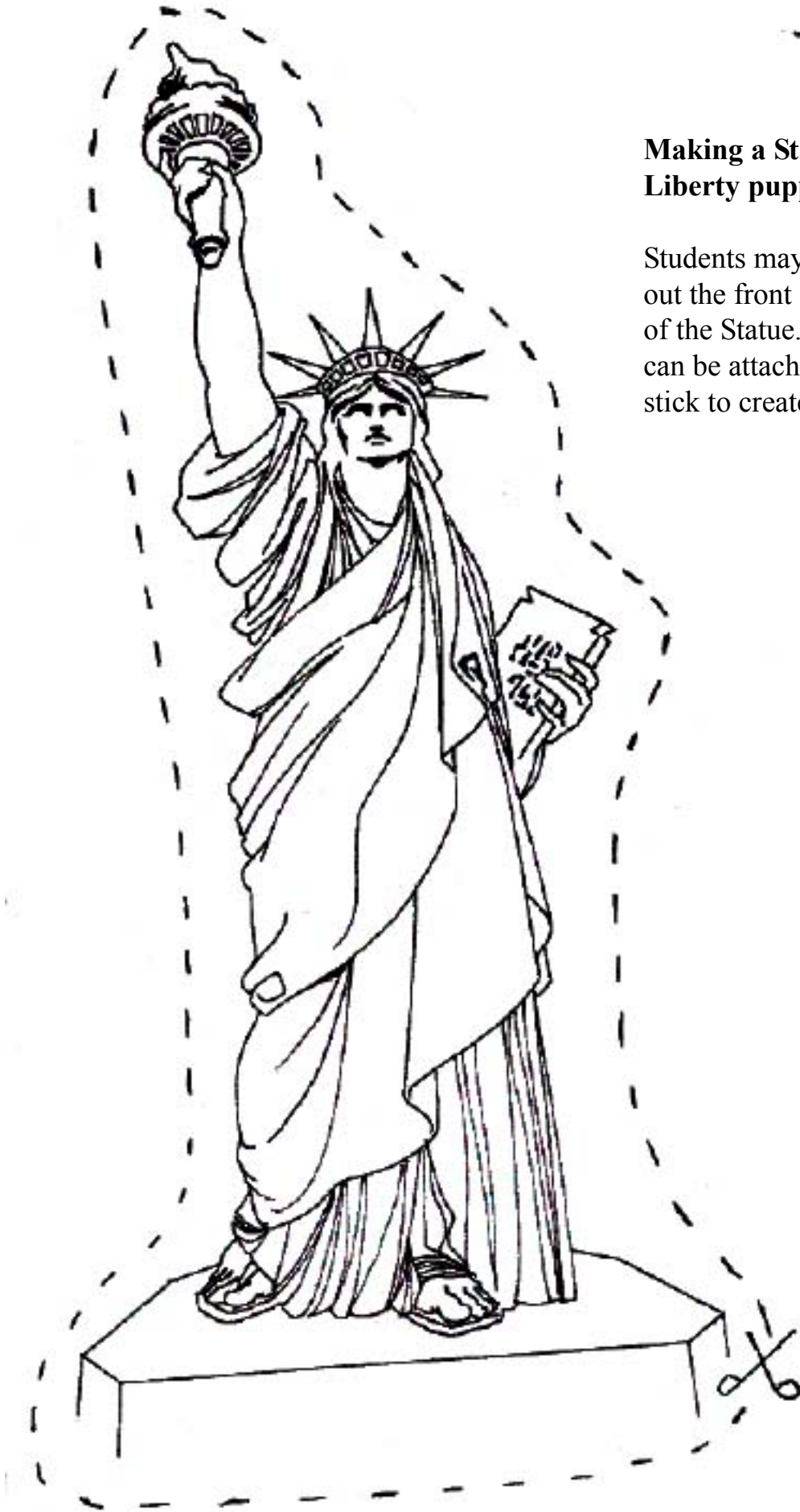
# K-W-L Chart

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>

★ **The Statue of Liberty** ★

**Making a Statue of  
Liberty puppet**

Students may color and cut out the front and back view of the Statue. Front and back can be attached to a wooden stick to create a puppet.



★ The Statue of Liberty ★





from **The New Colossus**

by Emma Lazarus

★ ★ ★ ★ ★ ★

"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  
to me,  
I lift my lamp beside  
the golden door!"

★ ★ ★ ★ ★ ★



# The Statue of Liberty

The Statue of Liberty is a statue of a lady that stands 151 feet tall. She wears a crown and holds a **torch** in one raised hand and a **tablet** in the other. The statue is located in New York Harbor. It was designed by Frederic Auguste Bartholdi and was a gift from France to the United States. The statue was built in Paris, France, shipped across the Atlantic Ocean, and presented in New York on October 26, 1886.

The official name of the statue is *Liberty Enlightening the World*. The original idea to create a **monument** to freedom came from a man named Edouard de Laboulaye, a French lawyer who **admired** Abraham Lincoln. At a dinner party, Laboulaye suggested building a statue to the cause of **liberty**.

The Statue of Liberty is one of the best known **symbols** of **freedom** in America. For thousands of immigrants coming to America through New York Harbor to seek a better life, the statue has been a symbol of new opportunity. In 1908, a poem, “The New **Colossus**” by Emma Lazarus, was inscribed in the base of the statue. Part of the **inscription** reads:

*Give me your tired, your poor,  
Your huddled masses **yearning** to breathe free,  
The **wretched** refuse of your **teeming** shore,  
I lift my lamp beside the golden door.*

## Group Activity

- Step 1: Each person in the group will read part of the story above to other members of the group.
- Step 2: Each person will use a dictionary to write definitions for at least three bold words. Every bold word must be defined by at least one member of the group.
- Step 3: When the group is finished defining all the bold words, each student will read aloud their definitions to the others in the group.
- Step 4: Discuss in your group why it is important for America to have a symbol of freedom like the Statue of Liberty. Report to the class about the history of the statue and explain why it is an important American symbol.

"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

to me, I lift

my lamp beside

the golden

door!"

# Statue of Liberty

N	T	L	T	W	J	S	T	A	T	U	E	V	I	G
E	E	N	L	I	G	H	T	E	N	I	N	G	J	J
W	M	W	M	A	S	S	E	S	O	Y	H	D	F	S
C	P	S	Y	N	E	M	W	D	V	W	E	R	S	A
O	E	E	E	O	I	O	P	O	O	R	A	U	D	L
L	S	R	V	N	R	Y	G	N	I	N	R	A	E	Y
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O	T	H	I	T	M	L	A	M	P	S	O	E	B	L
A	F	Z	S	M	A	D	E	H	C	T	E	R	W	C
I	I	N	E	D	L	O	G	S	K	C	N	F	V	Z
U	L	B	B	R	X	P	A	B	S	L	S	I	R	O

Beside  
 Breathe  
 Door  
 Emmalazarus  
 Enlightening  
 France  
 Free  
 Give  
 Golden  
 Homeless  
 Huddled  
 Lamp  
 Liberty  
 Lift

Masses  
 Me  
 Me  
 Newcolossus  
 Newyorkharbor  
 Poor  
 Refuse  
 Send  
 Shore  
 Statue  
 Teeming  
 Tempest-tost  
 Tired  
 World

Wretched  
 Yearning  
 Your

