

# **THE STATUE OF LIBERTY**



Liberty  
Enlightening  
the World

**The Statue of Liberty-Lady of Enlightenment**

Barbara D. Muschler  
H W Cowherd Middle School  
441 N Farnsworth Ave  
Aurora IL 60505

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PREVIEW of MAIN IDEAS:

The Statue of Liberty is a huge “stone and copper lady” that stands in New York Harbor on Liberty Island. A gift from France, it has become one of our most cherished monuments. It is a recognizable symbol of freedom to the rest of the world. The “Lady of Enlightenment” was given to the United States on July 4, 1884 to commemorate the centennial anniversary of our nation’s Independence Day. It was an idea developed by Frederic-Auguste Bartholdi (1834-1904), a sculptor from Alsace. He insisted upon actively overseeing its design, construction, and location.

With the financial support of the French, the hand and torch were completed, and sent to the United States. First it was sent to Philadelphia, then to New York City, and finally, after five years, returned to France. The framework to support the statue was designed by Alexandre-Gustave Eiffel, who later constructed the Eiffel Tower for the Paris Exposition.

The entire statue was completed by July 4, 1884, and presented to the American ambassador to France. The pedestal upon which the statue would rest, was completed in New York. After being dismantled, with all pieces accurately labeled and carefully crated for its trip across the Atlantic, it arrived and was re-assembled.

Four years after Ellis Island opened its doors to immigrants of the world, on October 28, 1886, the colossus stood on its pedestal on Liberty Island, and was unveiled in the harbor before President Cleveland and a huge crowd of excited

Americans! The Statue of Liberty was dedicated as a national monument in 1924, after “watching” millions of hopeful immigrants anxiously watch for the sight of her - and their new homeland!

CONNECTION to the CURRICULUM:

This lesson can be used with Social Studies - History or Geography classes. Other subject areas that can be integrated are Language Arts, Literature, Math, and Art.

TEACHING GRADE LEVELS:

Grades 4 - 8

TIME FRAME: 2 - 5 days, depending upon the grade level of students, and the extent of the lesson

GEOGRAPHIC THEMES:

Location, Place, Human/Environmental Interaction, Movement and Regions

ESSENTIAL ELEMENT: The World in Spatial Terms

STANDARD#3: How to analyze the spatial organization of  
people, places, and environments on Earth’s surface

ESSENTIAL ELEMENT: Places and Regions

STANDARD#4: The physical and human characteristics of places

STANDARD#5: That people create regions to interpret Earth’s  
Complexity

STANDARD#6: How culture and experience influence people’s  
Perceptions of places and regions

ESSENTIAL ELEMENT: Human Systems

STANDARD#9: The characteristics, distribution, and migration of human populations on Earth's surface

STANDARD#10: The characteristics, distribution, and complexity of Earth's cultural mosaics

STANDARD#11: The patterns and networks of economic interdependence on Earth's surface

STANDARD#13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

ESSENTIAL ELEMENT: Environment and Society

STANDARD#14: How human actions modify the physical environment

STANDARD#15: How physical systems affect human systems

STANDARD#16: The changes that occur in the meaning, use, distribution, and importance of resources

ESSENTIAL ELEMENT: The Uses of Geography

STANDARD#17: How to apply geography to interpret the past

STANDARD#18: How to apply geography to interpret the present and plan for the future

OBJECTIVE#1:

Students will read various selections, and be exposed to other media about the Statue of Liberty

OBJECTIVE#2:

Students will read for understanding and comprehension

OBJECTIVE#3:

Students will be able to locate France, Alsace, and the city and state of New York, New York, U.S.A., Upper New York Bay, the Hudson River, Ellis Island, and Liberty Island on maps

OBJECTIVE#4:

Students will learn the significance of the various symbols included on the statue, such as the 7 rays on the crown representing the “seven” seas and the seven continents

OBJECTIVE#5:

Students will learn about the historical relationship between the countries of France and the United States of America

OBJECTIVE#6:

Students will learn, memorize and recite the poem, “The New Colossus”, by Emma Lazarus (For those who have difficulty memorizing the entire poem, the last stanza, which is more widely recognized, can be memorized #)

OBJECTIVE#7:

Students will be able to determine the ratio of some of the measurements of the statue of Liberty to themselves

**OBJECTIVE#8:**

Students will be able to explain, in writing, some of the reasons why people came to this country

**OBJECTIVE#9:**

Students will be able to explain why, with liberty, rights and freedom, there are responsibilities

**ILLINOIS STATE GOALS: #14, 15, 16, 17, 18**

**MATERIALS:**

Reference books (See bibliography)

Library books

Atlases and maps (which include detail of New York)

Colored pencils or crayons

Lined writing paper and blue or black ink pens

Graph paper or unlined paper

Index cards

Rulers

Access to the internet

**VOCABULARY:**

Architect

Centennial

Diadems

Fort Wood

Granite

Joseph Pulitzer

Pedestal

Tablet

Frederic-Auguste Bartholdi

Colossus

Dismantled

Independence

Liberty

President Cleveland

Toga

Bedloe Island

Emma Lazarus

France

Inscription

Liberty Island

Symbol of Freedom

## Torch

### PROCEDURE:

1. Share the reading of the reference materials with the students, by either reading aloud to them, or having them read to themselves, or in groups (pair/share)
2. Students need to take notes about some of the important people involved with the creation, funding, writers, etc. of the Statue of Liberty, such as Frederic-Auguste Bartholdi, Alexandre-Gustave Eiffel, Joseph Pulizer, Emma Lazarus; and then share this information in groups, or in class
3. Students can create a time line about the Statue of Liberty, from its very beginning as an idea, until its unveiling as a completed work of art
4. Using atlases and detailed maps of western Europe, the U.S., and/or New York, students are to locate France, Alsace, city and state of New York, Upper New York Bay, The Hudson River, Ellis Island and Liberty Island. An additional activity could be to draw a map of New York, indicating the location of the places listed above.
5. Students are to research and report to the class the significance of some of the symbols represented on the Statue of Liberty, such as the 7 diadems radiating from the crown atop her head, the date on the tablet, the toga, the chains, etc.
6. The poem, "The New Colossus," and accompanying story about Emma Lazarus will be presented in class. Students will be expected to memorize at least the second stanza, and recite it to the teacher. An explanation of its meaning, in the students' terms should also be given.



7. A short essay could be written, either by individuals, or as group work, about the historical relationship between France and the United States; some reasons why they believed people came to the United States; and why there are responsibilities for citizens who expect to have freedom, liberty, and rights!
8. Students can create math problems showing the ratio of the measurement of their hands, fingers, toes, nose, face, height, etc., to those measurements of the Statue of Liberty

#### EXTENSION of the LESSON:

1. Draw an outline of the Statue of Liberty, which is about 3 or 4 feet high. Cut out pictures of people of all ages, cultures, nationalities, occupations, etc., and glue on to the outline of the Statue of Liberty. Fill in all spaces, overlapping, when necessary. (Appropriate pictures can be found in magazines, travel literature, and of course, "National Geographic!")
2. A word search, using related vocabulary, can be used in class. Students can also create their own word searches or crossword puzzles, using definitions as clues.
3. Students could work on their own family trees or genealogy.
4. Students could "build" a replica of the Statue of Liberty, using ratio to determine "scale model" figures for the dimensions. Various media could be used.

#### ASSESSMENT of STUDENT LEARNING:

1. Class discussion and participation
2. Quality of notes taken

3. Accuracy of the ratio measurement comparisons
4. Rubric to evaluate the individual or group written work

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## The Statue of Liberty

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

ARCHITECT  
CENTENNIAL  
CROWN  
FORTWOOD  
GRANITE  
JOSEPH PULITZER  
PEDESTAL  
TABLET

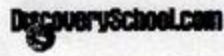
BARTHOLDI  
COLOSSUS  
DISMANTLED  
FOUNDATION  
INDEPENDENCE  
LIBERTY  
PRESIDENT CLEVELAND  
TOGA

BEDLOE ISLAND  
COPPER  
EMMALAZARUS  
FRANCE  
INSCRIPTION  
LIBERTY ISLAND  
SYMBOL OF FREEDOM  
TORCH

24 of 24 words were placed into the puzzle.

Solution

*Visit Puzzlemaker at [DiscoverySchool.com](http://DiscoverySchool.com)*



# **ADDITIONAL EXTENSION ACTIVITIES**

(THESE ITEMS WERE TOO NUMEROUS TO BE ADDED TO THE WEB SITE  
AND MAY BE REQUESTED FROM THE ILLINOIS GEOGRAPHIC ALLIANCE)