



## Teaching Guide

### SEGMENT 1, WEBISODE 10

Please note: Each segment in this Webisode has its own Teaching Guide



#### Segment Overview



#### Let's Discuss

The Statue of Liberty, a gift of international friendship from the people of France to the people of the United States, is a universal symbol of political freedom and democracy. In 1871, during a dinner party at the home of French intellectual and activist Eduoard-Rene Lefebvre de Laboulaye, the idea of the statue was born. It caught the imagination of dinner guest Frederic Auguste Bartholdi, a sculptor. He longed to create just such a colossal, awesome structure. However, Bartholdi had difficulties with the immensity of the project. He turned to another builder of large structures, engineering genius Gustave Eiffel.

The United States was not ready to receive Lady Liberty when she arrived in 1885. Wealthy citizens refused to contribute money to build a pedestal. Finally, thanks to the efforts of Joseph Pulitzer and his people's newspaper, the *New York World*, enough money was raised—most through the small donations of ordinary Americans and school children—to erect Liberty's pedestal.

The Statue of Liberty has long been a symbol of America's promise to her own people as well as to generations of new immigrants. The words of Emma Lazarus on the pedestal proclaim that promise.

#### Teacher Directions

1. Write the following quotation on the chalkboard, chart paper, or a transparency.

*A girl named Jane sent 50 cents. "I am only a poor sewing girl, she wrote. A ten-year-old sent "my pocket-piece – 20 cents in silver." Twelve public schools in Trenton, New Jersey, collected \$105.07 from their students.*

2. Ask the students.
  - To what project are these young people contributing their money?
  - How much money do you think a sewing girl earned in a day? How long would it take her to earn fifty cents?
  - What is a pocket piece?
3. Make sure students understand the following points in discussing the questions.

The young people are contributing their money to a fund to build a pedestal for the Statue of Liberty. The statue arrived from France, but neither Congress nor wealthy citizens were willing to provide the funds to build a

Let's Discuss, Cont.



History Sleuth

base for the statue. And so it remained in 214 packing crates for over a year. Joseph Pulitzer, the publisher of *The New York World*, asked the common people to contribute to a fund to build the base for Lady Liberty. Many people responded. A sewing girl might earn twenty-five cents in a day. The ten-year-old boy's pocket-piece was his allowance.

4. Tell the students that they will learn about the Statue of Liberty and its importance as a symbol of freedom.

### Teacher Directions

1. Distribute one copy of the Student Sheets, *Lady Liberty's Symbols* to each team. In a class discussion, or with students working in their teams, learn about the symbolism of the Statue of Liberty. Have a world map available for students to locate the seven seas (Arctic, Antarctic, North & South Atlantic, North & South Pacific, Indian) and seven continents (North and South America, Europe, Asia, Africa, Antarctica, Australia). Have some science books available for students to investigate gemstones.
2. Distribute the Student Sheet: *Who Is The Real Lady Liberty?* When students have guessed which lady was the model, give them hints to guess the identities of the other ladies.
  - A) She wrote a famous song that became the Union battle song in the Civil War. (Julia Ward Howe)
  - B) She wrote the poem that appears on the pedestal of the Statue of Liberty. (Emma Lazarus)
  - C) She was first lady during the Civil War. (Mary Todd Lincoln)
  - D) People believe she was the model for her son, the sculptor of the Statue of Liberty. (Charlotte Bartholdi)

### Teacher Directions

America's most powerful symbols. Student use the following questions to guide their discussion.

- In what ways is the Statue of Liberty a shared symbol for the American people? (Responses will vary.)
- What two American ideals does the statue signify? (Republican liberty and welcoming immigrants)
- In your opinion, just how does the statue's symbolism square with reality in the United States in the past? Now? (Responses will vary, but students should mention anti-immigrant sentiment, laws that prohibited



What do you Think?

What Do You Think,  
Continued.



Moving Toward  
Freedom

the immigration of certain ethnic groups or nationalities, treatment of minorities, and so on.)

- What are some other symbols of the United States? (Uncle Sam, eagle, national flag, etc.)
- How do other United States symbols compare with the popularity or appeal of the Statue of Liberty? (Responses will vary.)

### Teacher Directions

1. Establish in discussion with students the statue as a symbol of American liberty and her role in welcoming immigrants to the promise of America.
2. Very briefly discuss the circumstances surrounding the creation of the statue and the problem solvers who made the idea of the statue a reality:
  - Edouard de Laboulaye
  - Frederic Bartholdi
  - Gustave Eiffel
  - Joseph Pulizer
  - Emma Lazarus
3. Distribute a Student Sheet: *Problem Solvers* to each team. Each team member chooses one of the names (if there are only four team members, one student may be responsible for both Bartholdi and Eiffel).
4. Students use Joy Hakim's *A History of US, An Age of Extremes*, Chapter 7, "Lady L", or other sources to gather information about the Statue of Liberty, paying particular attention to the role of the person he or she chooses. Each student identifies the challenge/problem this person faced and met/solved in the creation of the statue. (For example: Eiffel met the challenge of supporting the enormous statue by devising a flexible and strong skeleton of iron bars.)
5. Each student presents a one-minute portrayal of his or her person and describes to teammates
  - The challenge or problem
  - How the person solved the problem or met the challenge and helped create the Statue of Liberty.
6. Visit each team as students tell the story of their person's role in the creation of the Statue of Liberty. Encourage the students to play the role of their character with enthusiasm and drama.
7. Following the presentations, engage the students in a brief discussion of the role of the individual in accomplishing a large project. Ask the students to respond to the following questions.
  - How was each of the five individuals vital to the completion of the statue?

Moving Toward Freedom,  
Continued.



Connections

- What would have been the fate of the project if any one of the individuals had failed in his or her role?
- What message does this story of the building of the statue have for us personally?
- How did the contributors to the Statue of Liberty move the nation toward freedom?

### Teacher Directions

Use the following activities with your students.

#### **Math/Library** — Students research “Statue Statistics”

- How tall is Lady L?
- What does Lady L weigh?
- What is the length of her index finger?
- How many steps does a visitor have to climb to reach her crown?

Students visit The National Park Service Statue of Liberty web site @ <http://www.nps.gov/stli/prod02.htm#StatueofLiberty> for the answers to these and more statue statistics.

**Science** — Students study the science of building the Statue of Liberty, the work of Gustave Eiffel and his famous tower, and other modern architectural forms. From their study, students build models or demonstrate the principles of building such structures.

**Writing** — Students study the construction of Emma Lazarus’ sonnet, “The New Colossus” and then write their own poems about the Statue of Liberty.

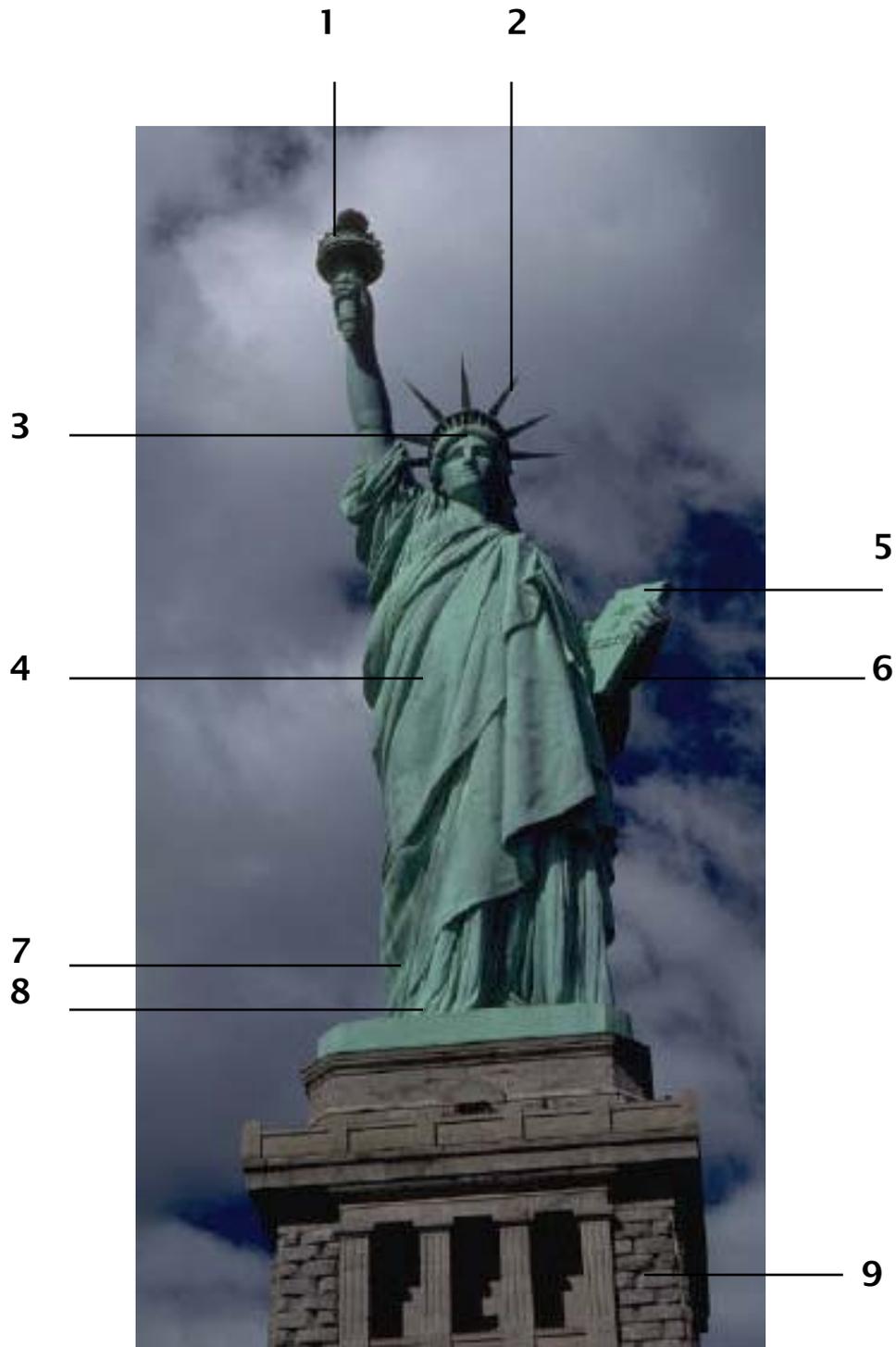
**Photo Essay/Library** — Students collect and display images of the Statue of Liberty such as photographs, drawings, icons, and advertisements.

**Art** — Students create games based on Statue of Liberty facts. Visit the Statue of Liberty Facts web site @ <http://www.endex.com/gf/buildings/liberty/liberty.html>.

**Science** — The twenty-five windows in the Statue of Liberty’s crown represent the twenty-five gemstones known in 1886. Students find out which gemstone is their birthstone and research facts about that gem.

**Local History** — Students investigate statues or monuments celebrating events and people in their community or city.

## Lady Liberty's Symbols





## Lady Liberty's Symbols

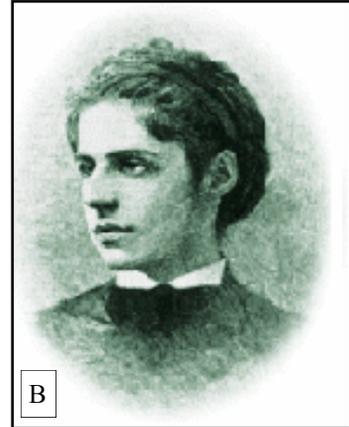
1. The torch represents enlightenment and the light of liberty held high for all the world to see.
2. The seven spikes in the crown represent the rays of heavenly light that shine over the seven seas and the seven continents of the earth. Look at a world map to name them.
3. The twenty-five windows in the crown represent twenty-five "natural minerals" of the earth known in 1886. Look up gemstones in a science book to find out more.
4. The long flowing robe (toga) represents the Ancient Republic of Rome. Rome worshipped gods and goddesses. The Statue of Liberty represents the Roman goddess "Libertas."
5. The tablet represents the book of laws on which the nation is founded. The tablet is in the shape of a keystone. In the science of building, a keystone is the stone which keeps all the the other stones together. Without the keystone the building would fall apart. The law is the keystone of the United States. Without the law, our freedom and democracy would fall apart.
6. On the tablet is written JULY IV MDCCLXXVI . The Roman numerals symbolize the law. What is the date in our numbers? (July 4, 1776) What does this date represent ? (Independence Day)
7. The statue wears sandals, which is Roman footwear and also the footwear of a common person. She is walking forward, leading the way to peace.
8. Broken chains underfoot symbolize breaking the bonds of slavery and tyranny. The chains are visible only from the torch or from aircraft flying over the statue.
9. On the pedestal are thirteen layers of granite. What do they represent?

## Who is the Real Lady Liberty?

When Frederic Bartholdi created his great statue for Bedloe Island in New York harbor, who did he use for his model. Some people believe that his mother, Charlotte Bartholdi was the model for Lady Liberty. Study the face of the statue and try to pick out the lady with the face most like hers.



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# Problem Solvers

Edouard de Laboulaye

Frederic Bartholdi

Gustave Eiffel

Joseph Pulitzer

Emma Lazarus