



TEACHING *with* PRIMARY **SOURCES**

Title of Learning Unit: The Statue of Liberty

Subjects: Social Studies and Language Arts

Grade Level/Range: 2nd

Overarching Goal or Concept for the Learning Unit:

The goal is for students to develop a greater understanding of the history behind The Statue of Liberty through various multimodal lessons.

Overview:

This unit describes The Statue of Liberty and events around The Statue of Liberty. Using primary sources, students will be able to relate to the topic in a deeper level and develop deeper-level thinking. In this unit students will sequence events leading up to receiving The Statue of Liberty, a discussion of why there are symbols in general, symbols of The Statue of Liberty, writing prompt thanking France for the gift, and a book backdrop of The Statue of Liberty.

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Date: 12/6/2015

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Pre-instructional Assessment/Introduction:

To begin the lesson, compose a KWL chart on the Promethean board or a large sheet of paper discussing what the student know and want to know about The Statue of Liberty. Discuss if any of the students have seen The Statue of Liberty or know of anyone who has seen the monument and what it means to them.

Title of Lesson/Activity #1

Letter to France

Overview of Lesson

Students will look at primary sources and watch an online story discussing The Statue of Liberty. Students will then develop a deeper understanding of the greatness of France's generosity. After reflection, students will create a letter to France thanking them for what they have given us as well as writing what they would give to France to show our appreciation. Students will also have the opportunity to draw a picture of The Statue of Liberty/ gift they would be giving to France.

PA Standards

Standard - CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

Standard - CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

Standard - CC.1.2.2.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Standard - 8.1.2.B Identify documents relating to an event.

Standard - 8.1.2.C Apply sources of historical information.

Standard - 8.3.1.B Identify American landmarks and their significance.

Investigative Question for this activity

If you were in charge of thanking France for The Statue of Liberty, what would you want to say? How would you show your appreciation?

Objective(s)

Reflecting on the primary sources student will think about the meaning of The Statue of Liberty to America.

Reflecting on the primary sources students will create a thank you letter to France, including an idea of what we could give to them, to show their appreciation.

Print Sources:

http://www.k6edu.com/6thgrade/language_arts/friendly-letter-template.html

<https://www.pinterest.com/pin/491385009319792951/>

Online Collections/Exhibits/Websites:

<https://www.youtube.com/watch?v=M1YKLOk8pmA>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/symbols-us/>

<https://www.gilderlehrman.org/history-by-era/immigration-and-migration/resources/statue-liberty-1884>

<http://legacyofliberty.com/wp-content/uploads/2013/09/Statue-of-Liberty-Symbolism.pdf>

<http://loc.gov/pictures/resource/pga.03455/>

Student Learning Process:

- 1.) To open the lessons, students will watch an online storybook reading of *The Story of The Statue of Liberty* by Betsy & Giulio Maestro. This will open the discussion of the significance of The Statue of Liberty and its meaning to our country. Students will be asked questions that pertain to the significance of this gesture to France and America's relationship. Questions included will be; "How do you think this impacted our relationship with France?" "If you were an American at this time, how would you feel finding out what France was giving us?" "What did this mean to our country?"
- 2.) The class will look at some primary sources together and relate them back to our above discussion. Primary sources will be found online and can be seen in the "online collections" and "print sources" categories.
- 3.) Discuss how America could thank France and repay them for all their dedication to giving us The Statue of Liberty. "If you were in charge of writing a thank you letter to France, what would you say? Would you want to send anything to them?"
- 4.) Students will then compose a letter to France individually. The letter will consist of thanking France, where The Statue of Liberty will be put, and what they will be sending France as a thank you. Students will also be asked to draw a picture of either The Statue of Liberty or of what they will be sending to France as a gift.

Closure:

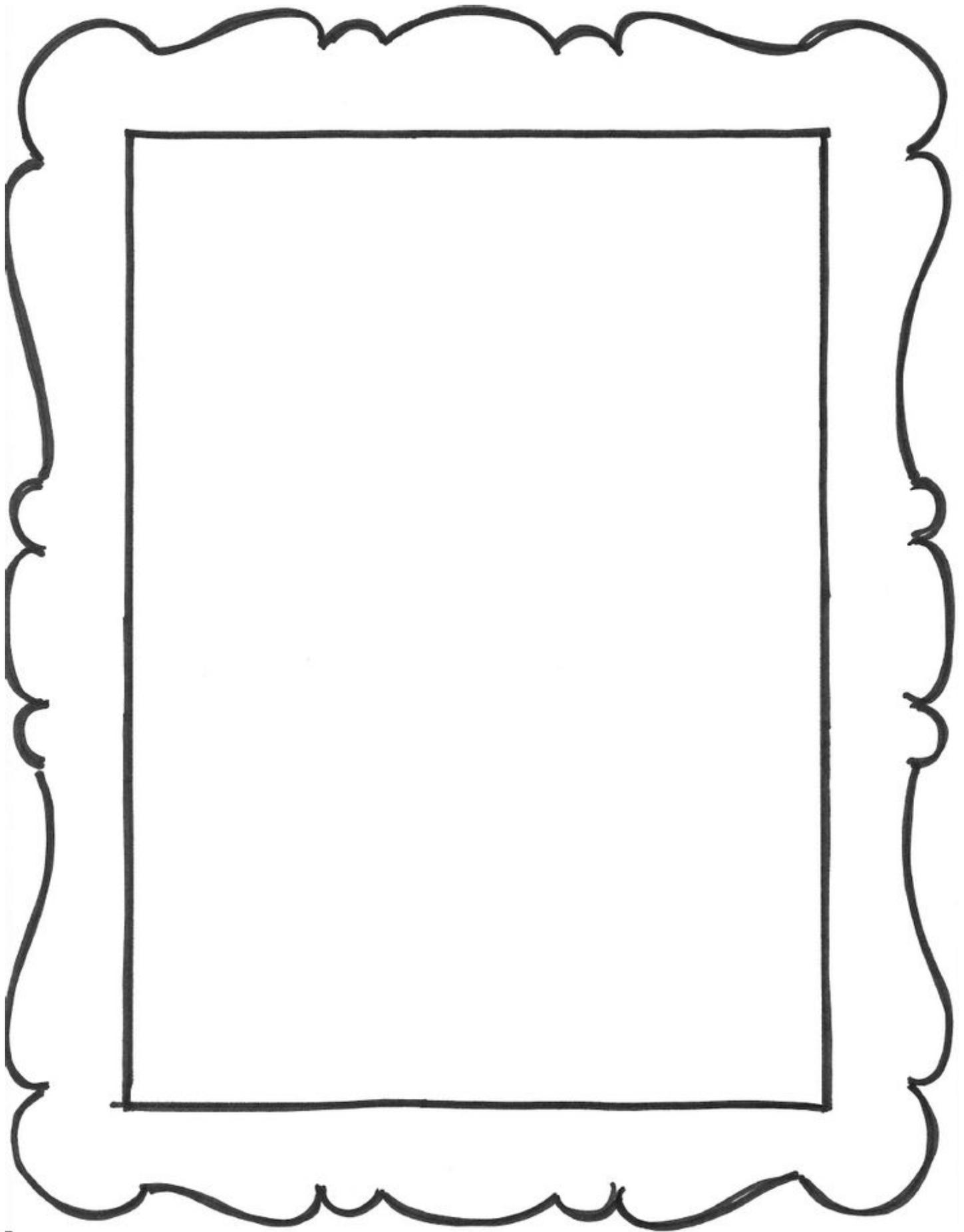
To close this lesson, students will be asked to share their letters with the class. Discuss student ideas for what they would give to France as a thank you. Students' letters will then be put up on a bulletin board.

Modifications/Accommodation Techniques for Students with Special Needs:

Students in need of modifications will be given the opportunity to verbalize their ideas and have the teacher write out ideas with highlighter on paper. Students will then be asked to trace over teacher writing.

Formal Assessment: N/A**AND/OR Informal Assessment:**

Teacher will look at the letters student wrote, checking for understanding of assignment as well as grammar and punctuation.



Lesson/Activity #2

Sequencing the Statue of Liberty

Overview of Lesson

The teacher will read about The Statue of Liberty but out of order and ask the students if what was read made sense. Then, the teacher will pass out a worksheet with what was just read and the students will put it in order. There are picture to help guide the students. Once the students are done they will come to board and but the pictures and the words together.

PA Standards

SS.2.A.2.6 American History Historical Knowledge Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892 - 1954.

Investigative Question for this activity

Why do things need to be put in order? Will it make senses if it is not in order?

Objective(s)

After listening to the story of how the Statue of Liberty was made, the students will have to put the events in order by writing the events under the pictures.

Print Sources:

Statue of Liberty Sequence worksheet - <http://classroom.jc-schools.net/waltkek/Third6.html>

Online Collections/Exhibits/Websites:

<http://www.loc.gov/photos/?q=statue+of+liberty>

Student Learning Process:

1. The teacher would display ingredients for a peanut butter and jelly sandwich in front of the students.
2. The teacher will ask the students what would be the first to make a peanut butter and jelly sandwich.
3. The students will give the remaining step to the teacher until the sandwich is made.
4. The teacher will explain that there are steps for a lot of things in life.
5. "Today we are going to be talking about the Statue of Liberty and how it became a national symbol."
6. The teacher will read some events about the Statue of Liberty and how it came to the United States.
7. "Do those things sound like they are in order?"
8. "I am going to hand out a worksheet with what I just read to you and you need to put them in order underneath the pictures."

9. When students are finished they will turn to the back of the paper and write four steps for something they need to do, for example tying a shoe or brushing teeth.

Closure:

1. The teacher will call on some students to come to the board and match what they have on their paper for the sequence.
2. The teacher then has the class read out loud together the events in order so they make sense.
3. Plan to learn more about The Statue of Liberty.
4. The students can share what they wrote on the back of their paper with the class.

Modifications/Accommodation Techniques for Students with Special Needs:

1. The students would match the pictures with the words with arrows instead of rewriting the sentences.
2. The students would describe the picture with words and then number the pictures in the correct order.

Formal Assessment:

The students will be putting in order facts of how The Statue of Liberty came to be.

AND/OR

Informal Assessment:

Asking questions:

What things do you already know about the Statue of Liberty?

Why do we put things in order?

What if things were not in order?

Lesson/Activity #3

Statue of liberty: The meaning and use of a National symbol

Overview of Lesson

Students will reflect on The Statue of Liberty and think how it has been used as symbolism. Allow the students look over some artifacts. Then have students make comparisons about the artifacts.

PA Standards

Standard - 8.3.C.B

Compare and contrast the basic principles and ideals found in significant documents.

CC.1.5.2.C

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue

CC.1.5.2.A

Participate in collaborative conversations with peers and adults in small and larger groups

Investigative Question for this activity

1. Why does the statue face away from America? What do people use the torches for?
2. What does the crown make you think about the statue?
3. How does the size of the statue make you feel about it?
4. Why are so many people familiar with this statue? Why are so many people aware of what it represents?

Objective(s)

After talking about The Statue of Liberty and looking at artifacts that show the statue, the student will be able to compare and contrast ways to symbolize The Statue of Liberty.

Print Sources:

News article: <http://www.reminisce.com/1930s/statue-of-liberty-was-my-neighbor-in-the-1930s/>

The New Colossus picture:

<http://jwa.org/media/new-colossus-from-emma-lazarus-copy-book>

Poster: <http://memory.loc.gov/pnp/cph/3f00000/3f05000/3f05400/3f05436v.jpg>

Liberty unveiled: <http://clickamericana.com/wp-content/uploads/statue-liberty-inauguration.png>

Online Collections/Exhibits/Websites:

None

Student Learning Process:

1. Begin the class by having students think of what they know about The Statue of Liberty.
2. Write the ideas on the board and display that information on the board.
3. Separate the students into four groups and have them answer questions about the statue in a given amount of time.
4. Bring the students back together and have them share what they discussed with the class.
5. Read the book *Emma's Poem: The Voice of the Statue of Liberty*
6. Talk to the students about how the book shows the statue as a symbol even before it was built.
7. Then have students break up into groups again and have them circulate to look at four different artifacts displayed in the classroom.
8. On a Venn diagram, have students compare and contrast two of the four artifacts displayed in the room.

Closure:

Have students finish the Venn Diagram and share what they compared and contrasted. Then have students explain how the artifacts made The Statue of Liberty a national symbol.

Modifications/Accommodation Techniques for Students with Special Needs:

1. Those who struggle will be paired with students who are on grade level or above in order to help them stay focus and to help them with their writing,
2. For those who are advanced or get done a head of time, have them think of another way to show The Statue of Liberty as a symbol.

Informal Assessment:

Venn Diagrams will show the students thinking on the similarities and difference in the different artifacts.

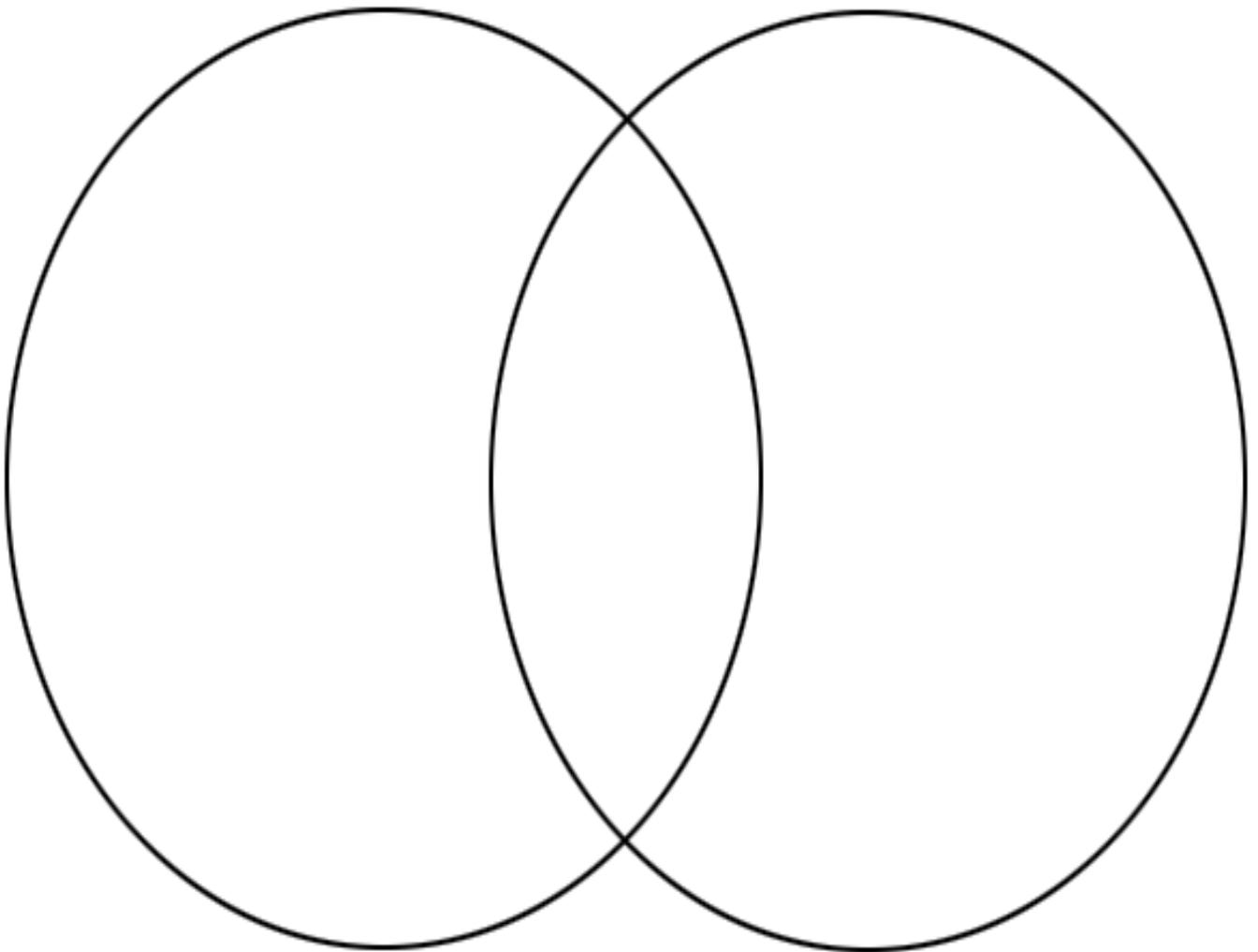
Name _____

Date _____

Venn diagram

Directions:

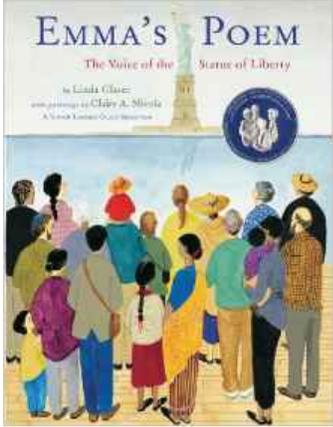
Write the names of the artifacts that you are comparing. Then write the similarities and differences between them. Look at the item in front of you to help you with ideas.



Book Backdrops: Connecting Literature and Primary Sources

Created by: Renee Watts

Date: 10/4/15

<p style="text-align: center;">Cover Image of Book</p> 	<p>Title of Book: Emma's Poem: The Voice of the Statue of Liberty</p> <p>Author: Linda Glaser , Claire A. Nivola (illustrator)</p> <p>Book Type/Genre: Non-Fiction, History</p> <p>Setting and Time Period: New York, past</p> <p>Synopsis of Book: The book is a short biography of Emma Lazarus and how her poem turned The Statue of Liberty from a cold, non-caring statue to a welcoming and loving symbol of freedom and hope.</p>	<p>Recommended Grade Level(s): 2nd grade</p> <p>Major Topic/Theme(s): National symbols: The Statue of Liberty</p> <p>Curricular Connections/Subject(s): Science: why it changes color Writing: Write facts from the book and create a Statue of Liberty fact page.</p>
<p style="text-align: center;">Primary Source Thumbnail</p>	<ol style="list-style-type: none"> 1. Title or Caption 2. Publication Information 3. Book Notes 	<p style="text-align: center;">URL</p>
	<p>Title: Statue of Liberty was my neighbor in the 1930s</p> <p>Creator(s): <i>Dan Perkins</i></p> <p>Date Created/Published: 06/2012</p> <p>Book Notes: Dan Perkins wrote this beautiful article about what it was like to live by the statue of liberty back in the 30's. The article goes into detail what it would be like to be a child living on the island while it was still an active military base.</p> <p>Direction: I would use this before I</p>	<p>http://www.reminisce.com/1930s/statue-of-liberty-was-my-neighbor-in-the-1930s/</p>



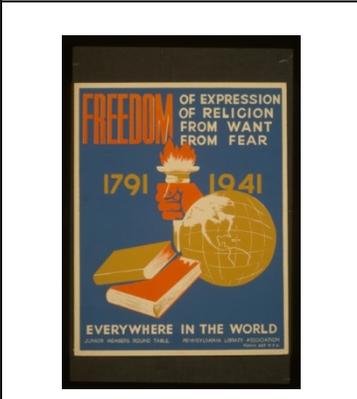
read the story. I would ask my students if anyone has been to the statue of liberty or has seen it in real life. Then I would ask them how they would feel if they could live in New York and be able to see the statue every day. Next I would see how many would like to be neighbors to the statue. Since the article give first hand of what it was like to live on the island I think it would be a good way to introduce my topic and get the students involved.



Title: Liberty Unveiled
Creator(s): The Sun newspaper
Date Created/Published: Oct 29 1886
Book Notes: This snippet of the unveiling of the Statue of liberty describes the unveiling process when the stature was first seen put all together by the public.

Directions:
 When the books talks about people celebrating the idea of having the statue come to America and how it is advertised I would bring this out and let the students pass it around. I would also explain that in those days people didn't have social media or YouTube so they had to learn about current events from things like newspapers.

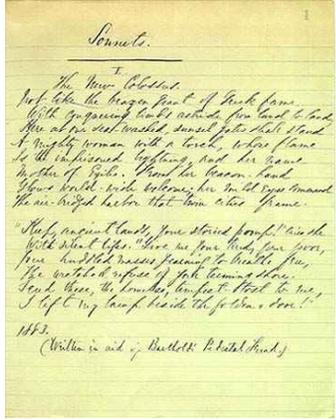
<http://clickamericana.com/wp-content/uploads/statue-liberty-inauguration.png>



Title: Freedom of expression, of religion, from want, from fear everywhere in the world.
Creator(s): Pennsylvania Library Association
Date Created/Published: 1941

Directions:
 After talking about the Statue of Liberty the students will look at the

<http://memory.loc.gov/pnp/cp/h/3f00000/3f05000/3f05400/3f05436v.jpg>

	<p>poster and explain the possible meanings it has. What it means for Americans and what it means to immigrants.</p>	
	<p>Title: The New Colossus</p> <p>Creator(s): Emma Lazarus</p> <p>Date Created/Published: 1883</p> <p>Book Notes: This picture of Emma Lazarus's poem that was spoken to help raise money for the pedestal for The Statue of Liberty. The poem was written in the hopes to pierce the people's hearts and raise awareness of the hardships of immigrants. It was also to give those who were coming over and those who have already stepped on American soil hope of a better life.</p> <p>Directions: After using the resource about living on the Ellis Island I would then bring this out to show the students. I want the students to look at a different perspective. The first time it was looking at a perspective of having the statue of liberty their and how it made them felt, but with this copy of Lazarus's poem I want them to look from a perspective of someone who had and never would see the statue. I want the students to be able to see the two perspectives and see how even though we are talking about the same thing there different emotions are being felt.</p>	<p>https://www.loc.gov/exhibits/haventohome/haven-century.html</p>

Lesson/Activity #4 (center)

Compare and contrast: Statue of Liberty and American Flag

Overview of Lesson

Students will be grouped in pairs of two. They will share two pictures. One will be of the Statue of Liberty and the other the American flag. The students will compare and contrast the two symbols and list similarities and differences in the appropriate sections. Once they make the list, the students will write their list in their notebooks, writing each item in the form of a sentence. The students may use the two pictures as a resource.

PA Standards

8.3. C.B

Compare and contrast the basic principles and ideals found in significant documents.

CC.1.4.2.F

Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed

CC.1.4.2.W

Recall information from experiences or gather information from provided sources to answer a question.

Objective(s)

After talking about American symbols, the student will be able to complete a Venn diagram using past knowledge to compare and contrast the Statue of Liberty and the American flag without the help of the teacher.

After completing the Venn diagram the student will be able to write six sentences comparing and contrasting the two symbols using complete sentences, appropriate capital letters, and correct punctuation.

Print Sources:

Venn diagram

Student Learning Process:

1. Talk about The Statue of Liberty
2. Break students into groups
3. Have groups look at pictures of The Statue of Liberty and American flag.
4. Have students compare and contrast symbols

Closure:

Have students share some of their comparisons and the teacher will write them on the board. Then discuss why it is good to see the similarities and differences in our nation.

Modifications/Accommodation Techniques for Students with Special Needs:

1. Students will be grouped according to skill level so both can help each other work on the diagram.
2. For those who are advance they can look up other symbols and compare those to the statue.

Informal Assessment:

The copy of the Venn diagram is below. The Venn diagram and the writing will be used as the assessment to determine if the students can use previous knowledge, compare and contrast the two different symbols, and put their findings into writing.

Name _____

Date _____

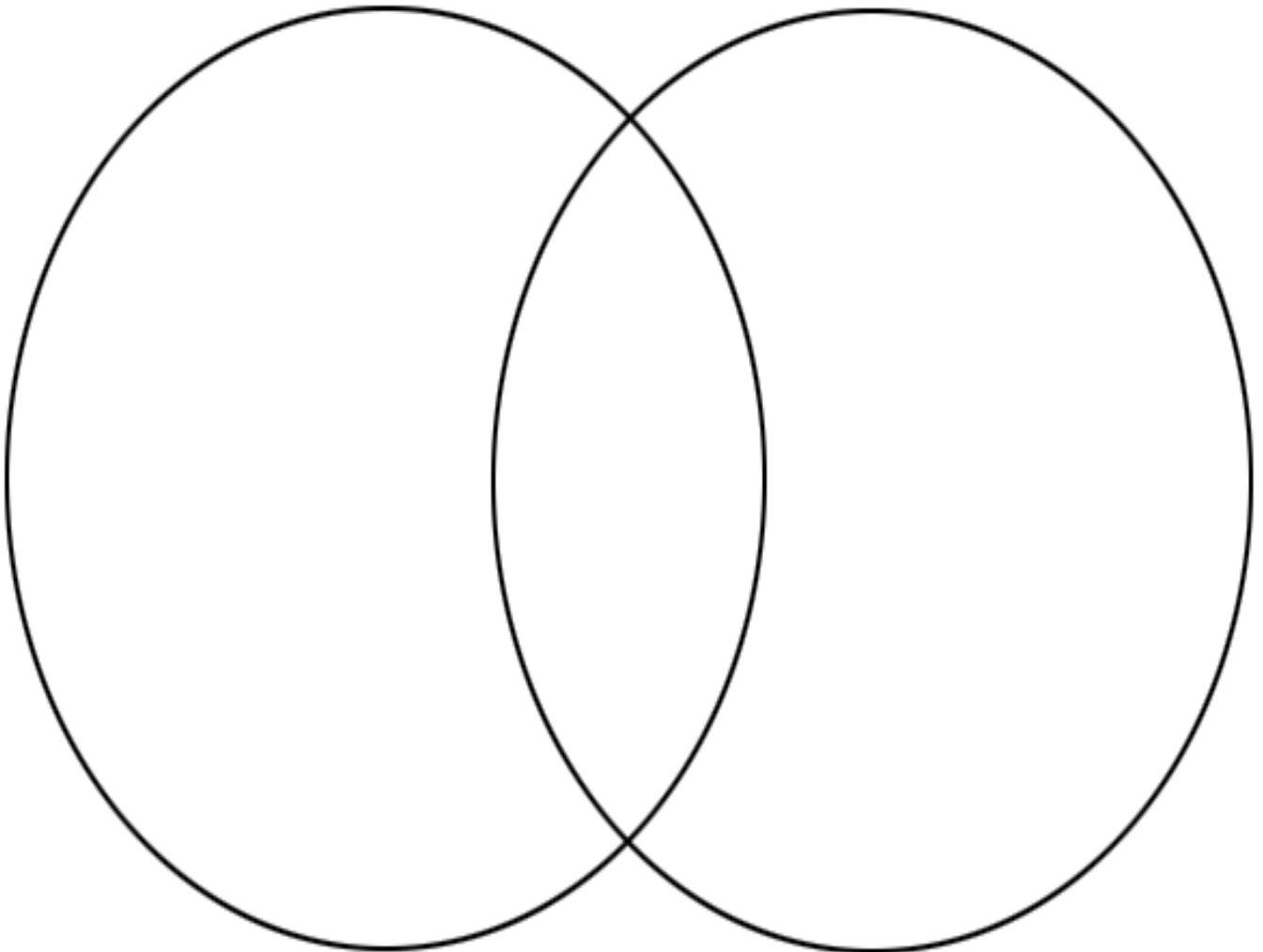
Venn diagram

Directions:

Write down similarities and differences between the Statue of Liberty and the American Flag. Look at the item in front of you to help you with ideas.

The Statue of Liberty

American Flag



Post-instruction Assessment:

For the post assessment, finish the KWL chart created in the introduction. Each student will be asked to tell one thing they had learned from this unit. Student work will also be compiled into a bulletin board in the classroom.

Bibliographic Organizer of Digital Sources

Title of Learning Unit: The Statue of Liberty		
Thumbnail Image	Document Title, Author/Creator, Date	Library of Congress URL
Lesson #1: (Letters to France)		
	Liberty enlightening the world Bartholdi, Frédéric Auguste, name related to image Published: c1884	http://loc.gov/pictures/resource/pga.03455/
Lesson #2: Sequencing The Statue of Liberty		
	Statue of Liberty, New York Highsmith, Carol M. 1980	http://www.loc.gov/item/2011632115/
Lesson #3: Statue of liberty: The meaning and use of a National symbol		
	Liberty Unveiled The Sun newspaper Oct 29 1886	http://clickamericana.com/wp-content/uploads/statue-liberty-inauguration.png
Lesson #4: Compare and contrast: Statue of Liberty and American Flag		
	Statue of Liberty Date: 1944 Creator: Frédéric Auguste Bartholdi	http://www.loc.gov/item/99403911/