

Teacher: Jerri Ann Stover	
Title: Statue of Liberty	Subject: U S History
Topics: Give me your tired, your poor, Your Huddled masses	Grade: 11 th
Lesson Duration: 2 Periods, but be flexible enough to add more periods if needed	School: Manzanola Junior/Senior High Sch
Education Designs Lesson/ Unit Plan	
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This is a lesson on the National Monument of the Statue of Liberty. Students will do internet research on several resource sites which are provided. Students will also be allowed to search for other solid sites that pertain to the subject matter as they answer essential questions about the Statue of Liberty and other national monuments, do a mathematical exercise with regards to the structure of the statue, and analyze foreign relationships, social attitudes, and finally how immigrants felt the first time the statue came into sight as they sailed closer to their new home. The lesson does conclude with traditional, authentic, and student self-assessments covering all that the instructor will cover during the lesson.
National Standards for History Era: Link	Era 6 Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity
Standard(s): <i>State, Local or National</i>	COLORADO HISTORY STANDARDS: STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. STANDARD 2: Students know how to use the processes and resources of historical inquiry. 2.2 Students know how to interpret and evaluate primary and secondary sources of historical information. STANDARD 3: Students understand that societies are diverse and have changed over time. 3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples. COLORADO MATH STANDARDS: Standard 6 Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem solving situations and communicate the reasoning used in solving these problems.
Themes/Concept:	Statue of Liberty The Statue of Liberty is more than a monument. She is a beloved friend, a living symbol of freedom to millions around the world. These exhibits are a tribute to the people who created her, to those who built and paid for her, to the ideals she represents, and to the hopes she inspires. http://www.statueofliberty.org/Statue_of_Liberty.html (Opportunity, Freedom, Family, Government, Democracy, Nationalism, Independence, Change, Culture, Decision Making, Values, Expectations)
Essential questions (2-5 questions)	1. What was the purpose of the people of France presenting the Statute of Liberty to the people of the United States? 2. How was the project of building the statue funded? 3. What recorded emotions are written about how newly arriving immigrants felt as they say the "Greeter" as Ellis Island came into view?

<i>(What you want the students to know)</i>	4. What are some interesting or fun facts about the Statue of Liberty? 5. What other national monuments are there? (Mt. Rushmore, etc.) 6. What is the modern history of the Statue of Liberty? 7. Does the Statue of Liberty & other national monuments play an important role in how people view American history?		
Elements <i>(What you want the students to understand)</i>	1. For 100% of the students to comprehend the foreign relationship that the United States had with the country of France. 2. That citizens of both the United States, and France were enticed to contribute monetarily to the project so that the project would and could be completed in time for the U.S.'s to celebrate their relationship with France due to the American Revolution. 3. That the "woman guarding the 'gate'" to the country was a symbol of protection, nurturing, welcoming, warm, and of rebirth. 4. That the Statue of Liberty has some tangible aspects structurally that may be really interesting as a "hook." 5. There are other national monuments that are also important and have historic significance in American History.		
Launch Activity (Hook)	Activity 1 Have students talk with family members and record their families history as far as immigration. This exercise can be as simple as a student bringing in a family heirloom that their family has a story tied to it with regards to their family history. (Artifact – pictures, jewelry, stories written down, etc). Activity 2 http://www.history.com/video.do?name=americanhistory&bcpid=1676043206&bclid=1716449937&bctid=1473707246 (Note you can either grade this "hook" or you can just use this as a tool for introduction) There are over 14 video clips that the students may view. Just instruct the students to follow the link above and have students watch the video clips on the Statue of Liberty. Once this activity is done then let the students pick one clip to give an oral review to the whole class. This discussion should not take more than 1 to 2 minutes per student. Set the timer for this time so you stay on target and on task.		
Knowledge & Skills <i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i>	<u>Vocabulary</u> *Ellis Island *Immigrant(s) *Auguste Bartholdi *Gustave Eiffel *1885 Transport Ship: French frigate "Isere" *Liberty Island, formerly Bedloe's Island and Fort Wood (fortress for protection of New York Harbor 1811)	* Richard Morris Hunt (in 1877) * Joseph Pulitzer * Henry A. Spaulding * President Grover Cleveland * Liberty * Symbolism	<u>Skills</u> *Interpret various forms of printed and visual materials * Evaluate sources of information * State relationships between categories of information * Recognize the values implicit in issues and the possible courses of action that flow around them. *Communicate effectively both orally and in writing *Listen carefully for information

			<p>Skill concepts derived from the following source:</p> <p>Jacksonian America: 1820-1840 Skills derived from the Primary Sources in U.S. History Copyright 2002, The Center for Learning. Reprinted 2008. Manufactured in the U.S.A. Bruce A. Lush</p>
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Lesson Methodology (*How will you conduct the lesson; activities...?*)

Activity

Please note that this great activity must be given credit to the following:
<http://www.pbs.org/kenburns/statueofliberty/educators/>

About the Author for this ACTIVITY:
 Joan Brodsky Schur is Social Studies Curriculum Consultant for the Village Community School in New York City where she has taught Social Studies and English for over 20 years. She is co-author of In A New Land: An Anthology of Immigrant Literature and creator of the American Letters series published by Interact. Joan's articles have appeared regularly in Social Education, and her work can be found at the Web sites of the National Archives, PBS TeacherSource, and the National Council for Teachers of English. Joan is currently serving on the PBS TeacherSource Advisory Group for 2002-2003 and on the International Activities Committee of the National Council for the Social Studies for 2002-2005.

Activity: Size and Meaning, a Mathematics Activity (from 1 to 2 periods)
 Bartholdi envisioned a gigantic statue because he said, "Colossal statuary does not consist simply in making an enormous statue. It ought to produce an emotion in the breast of the spectator, not because of its volume, but because its size is in keeping with the idea that it interprets..."

Ask students, after viewing the video segment, how big they think the Statue of Liberty is. Approximately how big do they think her hands are, her head? What is her length, top to bottom? Let them take guesses and record them.

Ask students about the public statues where they live. To whom or what are they dedicated? Are they bigger or smaller than life size? What is their setting and how does that also dictate how big or small they are?

A colossus is a statue of gigantic proportions. Do students know of any colossi? Ask them to research on the Internet the pyramids and sphinxes of ancient Egypt, or the Colossus of Rhodes, both of which influenced Bartholdi.

Go to "The Collections" at the Web site of the Louvre Museum for examples of Egyptian statuary (click on

"selections" and then on "Pharonic civilization" for information about sphinxes).

<http://www.louvre.fr/louvrea.htm>

How might the Colossus of Rhodes have influenced Bartholdi? What is different about the Statue of Liberty and the Colossus of Rhodes? <http://ce.eng.usf.edu/pharos/wonders/colossus.html>.

Now go to the National Park Service Web site on the Statue of Liberty <http://www.nps.gov/stli/prod02.htm>

Scroll down to "Statue Statistics" until you come to a chart of the dimensions of the statue in both feet and meters. Use this chart for the following mathematics activities:

- How tall is the statue? How tall is the pedestal on which the statue rests? How high up is the statue when resting on the pedestal? (addition)
- How does the height of the Statue of Liberty itself compare with the height of your school building? How can you measure the height of your building, or find out how tall it is? Let students problem solve and suggest several solutions. At the Village Community school in New York City under the direction of Abby Lorber who designed this activity, students discovered the following method. They went to the roof from which they lowered string (weighted at the bottom) until it reached the ground. They then cut the yarn and brought it back to the classroom where they measured it using a tape measure. (measurement)
- By how many feet (or meters) is your school shorter (or taller) than the statue? (addition or subtraction)
- How many times shorter or taller is your school building when compared to the statue? (multiplying, finding the ratio)
- How tall are you from heel to head? How tall is the statue? What is the difference? (subtraction) How many times bigger is she than you? (finding the ratio).
- Now do the same measurements for the length of your right arm, the length of your nose, the distance across your eyes and so forth.
- Compare the estimates suggested by the class at the start of Activity 3 to the actual measurements. Who in the class came closest to guessing accurately? (estimation)
- Would the statue's head fit in your classroom? (estimation and/or measurement)

Assessment Evidence: *What evidence will show that students met the learning goal?*

Traditional Assessment (Quizzes, Test, Selected Responses)

Students can be assessed for their reasoning ability and mathematical computations. Did students use good problem solving strategies in the mathematics activities? Did they add, subtract and multiply accurately? Did they know how to compute ratios (if appropriate to their level in mathematics)? Did they demonstrate an appreciation for how math can be used to understand scale and proportion?

Please note that this ASSESSMENT must be given credit to the following:

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Studies for 2002-2005.

Portfolio Assessment

Authentic Assessment (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

In authentic assessment, students use remembered information in order to produce an original product, participate in a performance, or complete a process. Students are assessed according to specific criteria that are known to them in advance. These criteria are called *rubrics*. Rubrics give students a clearer picture of the strengths and weaknesses of their work than do letter grades alone.

Please note that the assessment should be given credit to the following:

<http://www.learning.com/easytech/projects/statue-liberty.htm?nl=0809>

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<http://xroads.virginia.edu/~CAP/LIBERTY/lazaruspoem.html>

Read students the [Emma Lazarus poem, the New Colossus](#) (see attachment) and discuss the promise and hope it speaks for the Status of Liberty. As a class, brainstorm a list of people, ideas, or things that might have needed the freedom the Status represents. Then, assign students (either individually or in groups, depending on the length of the list) to each of the list items. Have students use Word Processing Software to write a one-page report, discussing whether or not the promise of liberty to that group/person/idea has been fulfilled. Students should use the Web for research.

[EasyTech units](#): *Web Browsing, Presentation Software, Communicating Online*

Student Self-Assessment

Have students do a TYP (turn to your partner) self assessment. Have student share their Emma Lazarus poem review (one page report from above) with each other, and have each partner write a response to their partners review.

Please note that this peer review should not take but 15 minutes or less.

Then have the class as a whole share what each partnership thought of the poem and the feedback, and reviews. This can be a random discussion session or you could dedicate one whole class to this segment and really have students get in depth with this exercise and with their responses.

Differentiation Associated with this unit

Kinesthetic Learners: Will encourage students to utilize the computer lab to search th internet to do enrichment activities such as web quests (on subject only), to aid in organizing and understanding the content within this lesson. Also to look up pictures.

Visual Learners: Will direct students to create a cereal box “poster board” answering the essential questions.

Auditory Learners: Will allow for students to volunteer to read the poem about the statue orally within small groups if there is a need.

Special Needs' Students: Will allow for more time to get work done. For my one student whom has been recognized as a lower level learner I will allow for the student to not only use the SPED resource room, but will modify according to modification requirements (more time, modified tests, quizzes, and graphic organizers).

Less Proficient Readers: Have students write down the major vocabulary terms and encourage them to write one sentence per term that is giving them problems so that they can be discussed in class to make sure that the class understands the concepts that need clarification.

Resources and instructional tools: *(Including Video Sources, Text Resources, Research Strategy)*

Teacher Materials:

Worksheet
Computer lab/internet access
Student laptops
Access to the school library

Student Materials:

Notebook

Internet Resources:

<http://www.nps.gov/stli>

<http://www.nps.gov/stli/historyculture/index.htm>

http://www.statueofliberty.org/default_sol.htm

http://www.statueofliberty.org/Statue_of_Liberty_Picture.html

<http://www.onestopenglish.com/section.asp?docid=147129>

http://www.texaslre.org/downloads/102005_lp_k-2.pdf

<http://www.pbs.org/kenburns/statueofliberty/educators/>