

National Park Service
U.S. Department of the Interior
Statue of Liberty National
Monument



Celebrating A Symbol



A Self-guided, curriculum based program for students in grades 4-6

Welcome!

Dear Fellow Educators,

On behalf of the National Park Service, we would like to welcome you and your class to the Statue of Liberty National Monument! Within these pages you will find lesson plans in a wide range of subjects for you to explore before, during and after your visit to Liberty Island. Although these activities were designed as a whole unit, each individual activity can be taken and used without a great deal of modification.

Inside, you will also find two different trip programs that you can use on your visit, each specific to the tickets purchased by your group. Each trip outline offers opportunities for students to expand their knowledge of the Statue of Liberty through activities that will take your class through the park and or throughout the monument and the museum.

Each lesson is also designed to meet relevant core content curriculum standards. On each lesson you will find the relevant standards as well as extension activities to help you plan. In addition, in the appendix of the lessons, you will find work sheets, hand-outs and links to our virtual tour and other materials to help orient you and your students to our island.

Once again, Welcome! And most importantly, Enjoy!

If you have not made reservations for your group to come or are looking for more visit information, visit WWW.STATUECRUISES.COM or call 1-866-LADY-TIX (523-9749)

Also, visit our website at WWW.NPS.GOV/STLI or call (212)-363-3200 ext 134 for more information!

Our standards are YOUR standards!

This curriculum was designed with teachers in mind. We understand the complexities of developing lessons that are not only age appropriate for students, but also relevant to today's strict educational standards. This curriculum was designed to match New Jersey and New York learning standards for grades 4-6 and can be easily modified for other groups.

New York Standards

English/Language Arts -1-4
Math/Science/Tech. -1,2,4,6
Social Studies 1, 5

New Jersey Standards

L. A./Literacy 31.-3.5
Mathematics 4.2
Science 5.2, 5.7
Social Studies 6.2, 6.4.



"To conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such a manner and by such means as well leave them unimpaired or the enjoyment of future generations"

The National Park Service Organic Act (16 U.S.C. 123, and 4), as set forth herein, consists of the Act of Aug. 25 1916 (39 Stat. 535) and amendments thereto.

Our Mission

The Division of Interpretation and Visitor Services is dedicated to communicating the historical legacy of the Statue of Liberty National Monument and the Ellis Island Immigration Museum. Our mission is to educate and inspire the public through a variety of interpretive activities and visitor services. We support the preservation of the Statue of Liberty National Monument while promoting maximum public access and the employment of our site's unique resources. We are committed to enhancing each visitor's experience so that these landmarks remain forever a source of local, national, and international inspiration.

Curriculum Table of Contents

Introduction

Brief History of the Statue of Liberty 4

Pre-Visit Lessons

Introductory Lesson: What is a Symbol?
In-class scavenger hunt 5

Hidden in Plain Sight: The Symbols of
The Statue of Liberty 6

TEAM LIBERTY:
The Ideas and the People Behind
Bartholdi's Greatest Creation 10

Built to Last:
Eiffel's Amazing Engineering 11

Trip Information and Lessons

Your trip to Liberty Island
Regulations, tickets and directions 13

Trip Map and Lesson for
Pedestal/Museum 16

Trip Map and Lessons for
NO MONUMENT ACCESS 19

Post-trip and Cumulative lessons

The New Colossus-
Mother of Exiles- 21

Celebrating Liberty 23

Appendix Contents

Pre-Visit Activities

Worksheets and Handouts

Trip Information

Teacher information and trip
sheets

Post-Trip Activities

Worksheets and handouts

Suggestions for Further Exploration

A list of several other topics
you can relate to the Statue of
Liberty

Resources

This section contains a listing
of picture books, web resources
and adult scholarly sources
used to create this project.

Pre-Visit Activities

The History of the Statue of Liberty

The story of the Statue of Liberty is a story of change. The people of France gave the Statue to the people of the United States over one hundred years ago in recognition of a friendship established during the American Revolution. Over the years, the meanings of the Statue have grown until she has become an international icon of freedom and liberty, the most recognizable symbol of democracy in the world.

The idea of the Statue originated around 1865 with Edouard de Laboulaye who saw the United States as a country that had proved that democracy was a viable type of government- after all they had just survived a Civil War and abolished slavery. De Laboulaye also saw the gift as a way to reflect his wish for a democracy in France. Artist Frederic-Auguste Bartholdi, who was known for large-scale work, was commissioned to design this sculpture. Nothing happened for some time, but finally (in 1874) Bartholdi came to the United States to look for a location for his monument. He saw Bedloe's Island from his ship as he sailed into the New York Harbor, and realized it would be a perfect location - since here his statue would always have an audience.

The "Statue of Liberty Enlightening the World", which is the full title of Bartholdi's work was fashioned in the style of Greco-Roman art. Bartholdi used a technique called repousse to create her copper skin - hammering out each piece of copper until it was only 3/32 of an inch thick. Bartholdi recruited French engineer Alexandre Gustave Eiffel to build a skeleton for his statue. Eiffel designed a massive iron pylon and secondary skeletal framework, which allows the Statue's copper skin to move independently- yet stand upright. This flexibility is needed to allow the Statue to sway in the sometimes violent harbor winds.

Since the Statue was a joint effort between American and France, it was agreed that the American people were to build the pedestal, and the French people were responsible for the Statue and assembly. In France, public fees, various forms of entertainment and items with the Statue on it were ways to raise money. This was also tried in the United States- but with limited results. Joseph Pulitzer stepped in and was able to raise the remaining money for the pedestal using his newspaper "The World".

The Statue was completed in France in July of 1884, then disassembled and shipped to the United States. She arrived in NY In June 1885. Once the pedestal was finished, the statue was re-assembled in four months. On October 28, 1886 the dedication of the Statue of Liberty took place in front of thousands of spectators.

Not yet seen as an international, much less national symbol, the Statue saw many physical changes and many administrative changes. She was cared for by the Lighthouse Board, the War Department, and finally the National Park Service after 1933 (although she had already been declared a National Monument in 1924). Bedloe's Island was renamed Liberty Island in 1956 in honor of its most famous resident and in 1965 President Lyndon B Johnson added Ellis Island to the Statue of Liberty National Monument. In May of 1982, in anticipation of the Statue's 100th birthday a restoration project was initiated. At the start of the Statue's restoration, the United Nations in 1984 designated the Statue of Liberty as a World Heritage Site. The newly restored Statue opened to the public on July 5, 1986 during Liberty Weekend, which celebrated her centennial.

This history was taken from the National Park Website at WWW.NPS.GOV/STLI

What is a Symbol?

In-class scavenger hunt

In this lesson, we will help students to understand the importance of symbols in their every day lives as well as begin to dissect the symbolic nature of Lady Liberty.

Aim:

The aim of this lesson is to help students become more aware of the every day usage of symbols as well as helping them to understand that within the Statue of Liberty as a whole lie many symbols to strengthen her message.

Activity:

The scavenger hunt for “What is a Symbol?” is designed to get students to actively explore the symbols they encounter in their every day lives. The activity will have the students walking around the room, briefly sketching some symbols that they notice in the classroom and describing them.

Procedure:

Introduce students to the activity by asking if any of them know what a symbol is. Ask them to describe what they think a symbol is in whatever way they can. Show students a symbol of a caution sign or a restroom sign ask if they have ever seen these symbols in their day-to-day experiences. Next, ask students what they think the reason is that we use symbols in our every day lives. Have students quickly think of some defining characteristics of symbols and make a classroom list for students to refer to when they are doing their scavenger hunt. Next, have each student take a scavenger hunt worksheet (included) and begin walking throughout the classroom to see if they notice any symbols. (The symbols they find can be exit signs, bathroom signs, handicapped, flags etc) Once they have located a symbol that they want to use, have the children follow the instructions on the worksheet and sketch their symbol that they found. Once students have completed the three symbols and their descriptions on the worksheet, bring the class together and have students share either individually or in small groups what kinds of symbols they discovered.

Once the discussion is finished, have students write down a few reasons why they think that the Statue of Liberty is considered an important symbol not only for America, but also the world.



Materials:

Pencils
Paper
Crayons/markers

Extensions/

Helpful Hints

If students finish quickly, ask them to take a moment and brainstorm some other symbols they may have seen.

Also, you may want to strategically place a few symbols, such as flags or an eagle in the classroom to help students with their scavenger hunt.

Hidden in plain sight: The Symbols of the Statue of Liberty

In this lesson, we will help students to explore the symbols within the Statue to help strengthen her meaning.

Aim:

The aim of this lesson is to get students to think critically about the importance of symbols in our daily lives addition to understanding the complexities within the Statue and her meaning.

Activity:

Students will have the chance to become experts on one specific symbol of the Statue of Liberty by doing small-group research projects. Each group will have a chance to share their findings to help complete a classroom sized Lady Liberty.

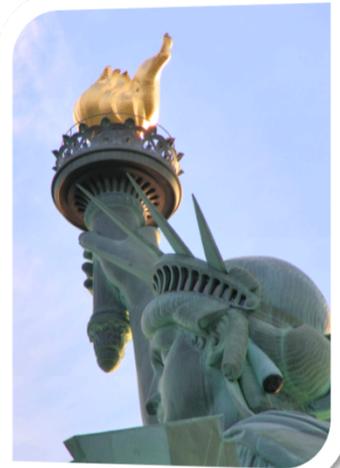
Procedure:

Note: Before diving into this lesson, you may want to have a group discussion about student findings from their classroom scavenger hunt to be sure they are beginning to understand the importance of symbols before moving on.

In this lesson, students will begin to analyze the Statue of Liberty as a symbol herself, in addition to the many symbols held within.

Gather students together for a class meeting. In this meeting, you can discuss symbol findings in the classroom or dive straight into the symbols of the Statue. Select a student to be the class “Liberty” and trace their body onto a large sheet of bulletin board or butcher paper. This will serve as the outline for the rest of the project and provide a scale for each group’s symbol.

Continued on page 7.



Materials:

Pencils, large paper, paints, markers, scissors, cardboard (optional) computers or reference sheets

Extensions/ Helpful Hints

If the class is pressed for time, you may want to already have props available for the students and can have each group quickly act out their symbol in a small tableau and have each group verbally and physically show the statue.

Hidden in plain sight: The Symbols of the Statue of Liberty

Continued from page 6.

Next, have students take a few minutes to take a look at a picture of the Statue and see if they are able to determine some of the symbols that are embedded in the structure. Once the students have had time to observe the statue, ask them to share what items on the Statue they feel have a special meaning or are a symbol that they recognize.

Once you have identified the symbols with the students, break them up into small groups and explain that each group is going to become an expert on one of Lady Liberty's symbols. Have students define the symbol that they are going to create for the classroom sculpture and begin to construct what that specific symbol means to them.

After you feel you have given students enough time to talk about what their symbol means, have each group begin creating their symbol from mixed media. Be sure to have your traced student readily accessible to provide scale for each group to make their symbol. Have students include some of the information that helps define their symbol on their creation.

Once all of the groups are finished, gather the class together and allow some time for each student group to share what they learned about each symbol and what it means to their group. Once all students have shared their meanings behind the symbols they discovered, you may want to share the meanings and ideas that Bartholdi had given for his symbols within the statue. These symbols are on the next two fact sheets.

Before you move on to the next activity, have students discuss how all of these individual symbols help to strengthen the meaning of the Statue of Liberty as well as help her carry on her message of liberty and freedom. Also, you may wish to discuss why the National Park Service would be working so hard to protect her and keep her message going.



Hidden in plain sight: The Symbols of the Statue of Liberty

Continued from page 7.



Symbols

Broken Chains and Shackles – at her feet (only visible in aerial view)

Bartholdi placed the chains and shackles near her feet to symbolize America's escape from the tyranny of Great Britain. Many people also believe that this also relates to the emancipation of enslaved Africans in America at the end of the American Civil War.



Pala and Stolla – clothing

Bartholdi was a student of the Neo-Classical movement of art. He chose to dress the Statue in a traditional Greco-Roman Pala and stolla, which was the clothing that free people wore in ancient Greece or Rome.



Tablet- held in her left arm

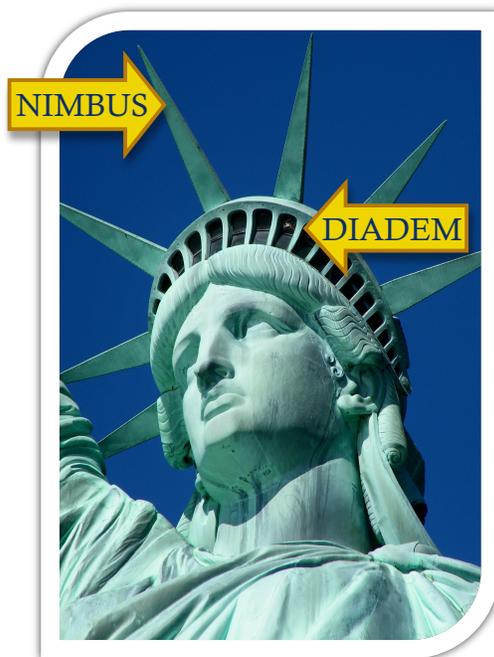
The tablet of the Statue has many different symbolic meanings. The first is the date that is inscribed on the top. The tablet reads July 4, 1776 in Roman numerals. This was placed on the tablet to signify the date of the United States independence from Great Britain. The next symbolic meaning is the tablet's shape, which is similar to a keystone. The keystone is the critical stone in an arch in architecture and in Bartholdi's mind; liberty is like the keystone element in a free society, holding everything together.

Hidden in plain sight: The Symbols of the Statue of Liberty

Continued from page 8.

Symbols

Liberty's Crown – placed upon her head



Liberty's crown is made up of two different parts. The first part that is touching her head is called her **diadem**. This is a traditional symbol that is similar to a halo and signifies that the ideas that the lady stands for are above all. This is also a reference to the ancient goddess Libertas. Also, her diadem has 25 different windows and many people feel that the windows are there to represent 25 precious gems.

The next part of her crown is her **nimbus**, or her seven rays. Traditionally, a nimbus or rays of light symbolize enlightenment or enlightened thought. Bartholdi places a nimbus on our There are seven rays in the nimbus of the Statue of Liberty, and their meaning has evolved into symbolizing the seven continents and seven seas of the world, making her a world citizen, not just a citizen of the United States or France

Torch- held in her right arm



The torch of the Statue of Liberty may be one of her most significant symbols. Originally her namesake, The Statue of Liberty Enlightening the World was brought to a very literal translation with her torch. Bartholdi wanted to symbolize the ideas of enlightenment with a torch to light the way to liberty and freedom. Also, the basket that surrounds the flame is symbolic of America's Native American past, including spearheads and corn, which is an American staple crop.

TEAM LIBERTY: The Ideas and the People Behind Bartholdi's Greatest Creation

In this lesson, students will be introduced to the geniuses behind the statue and the critical roles they played in the creation of the Statue

Aim:

The aim of this lesson is to help students learn the key players in the creation of the statue. Students will know six major figures, their role in the Statue's creation.

Activity:

Students will have the opportunity to create their own set of Statue of Liberty Baseball cards. Each student will receive a sheet of blank cards and through class discussion will be able to fill in all the information on "Team Liberty" baseball cards.

Procedure:

For this activity, Students will be working as individuals to learn about six major players in the creation of the statue. Hand out the Team Liberty baseball card worksheets and have the students at their seats for a class discussion about what kinds of jobs they think were needed to create the Statue and generate a classroom list. Once the students generate a list, you can then begin introducing them one by one to the key players. You can continue on in a discussion form and have the students take notes as you write or use overhead transparencies to show the information (Information for overhead transparencies are provided.) As you go through each individual, have students fill out the back of their baseball cards

If you have Internet or smart board capabilities, you can log onto <http://www.nps.gov/archive/stli/teachercorner/page4.html> on your smart board or classroom computer and have the students play the guessing game online in order to fill out the cards. The guessing game provides students with pictures, biographies and clues for each player and will let them know if they make the correct guess. Pictures on the cards match pictures on the Internet game.

Once students have filled in their cards, have them cut the cards out and glue them to construction paper so they will be double sided.

**images courtesy of the National Park Service*



Materials:

Pencils
Team Liberty Handout
Overhead Transparencies
Scissors
Construction paper
Optional Materials:
Smart Board
Classroom Computer

Extensions/

Helpful Hints

If you have students who are more kinesthetic learners, you may want to have students act out the cards in pairs or small groups and have group mates guess what character the students are acting out.

Built to Last: Eiffel's Amazing Engineering

In this lesson, students will explore how gravity affects structures and will be able to understand just how Eiffel was able to create the world's first skyscraper. Students will get the chance to make their own group "skyscraper" and will be able to see just how pesky gravity can be when you are working on the world's tallest building in 1886!

Aim:

The aim of this lesson is to introduce students to the complexities of the structure of the Statue of Liberty, the engineer behind them and the forces working to bring it down.

Activity:

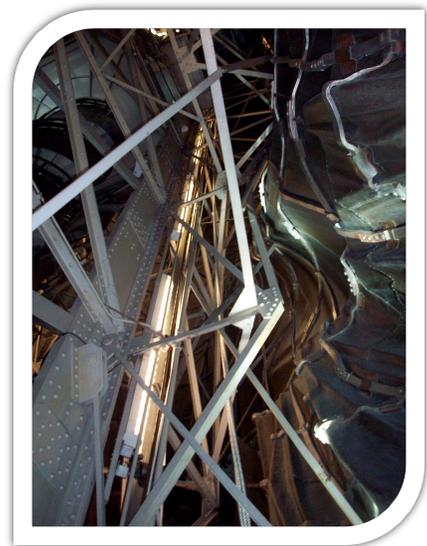
Students will be working in small groups (3-4 students) on constructing their own idea of a skyscraper using only newspaper, masking tape and scissors. Each "skyscraper" needs to be one arm's length above the tallest student in the group. Once students finish, they will have the opportunity talk as a whole group and discuss the challenges they faced and their feelings about how this process would have been challenging in 1886.

Procedure:

Break students into small groups and explain that today they will be making their own skyscrapers. You may want to ask if anyone has ever been to one (for example: if any student has ever gone to the Empire State Building) or be sure that they understand what a skyscraper is. Then explain to the students that the only tools they can have are newspapers, two arm spans of tape and scissors.

Next, give students a few minutes to talk with their groups about how they want to try and build their tower. Once students have gathered their supplies, give them time to construct their tower. (This can take as little as 15 minutes or as long as 45 minutes depending on how much time you have.) About halfway through the allotted time, have students pause and take a quick museum walk to see how their peers are constructing their buildings. After about 3 minutes, bring the student back to their buildings to continue working.

Continued on pg 12



Materials:
Newspaper
Masking tape
Scissors
Optional Materials:
Fan

Extensions/
Helpful Hints

If students finish early, you may want to have them try and decorate their building or reinforce parts still using the same materials.

You may also want to bring in a fan and see how a breeze affects their structures.

Built to Last: Eiffel's Amazing Engineering

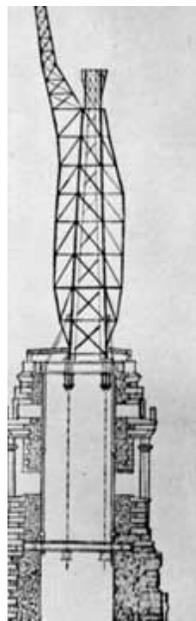
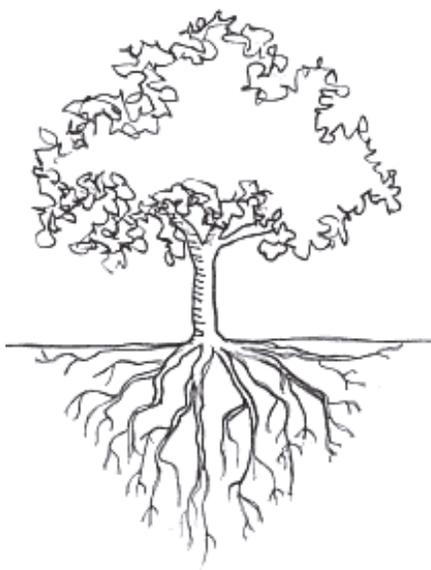
Continued from pg. 11

Procedure *(continued)*

Once you feel that you have given your students enough time to build their towers, explain to each group that they will have the chance to tell other about their structure through three or four different views. Each student will have to take on the role of engineer, architect, real estate agent or environmentalist and present the structure to the class through these different views. This provides students with the opportunity for some more critical thought on not only how their building was made, but some of the reasons why people build. Once students have had the chance to decide who is going to have each role, have the groups present to the class. Allow for some Q&A time from other students as well as some time for you to ask what some of the challenges that students faced while building.

Once all groups have gone, gather the class as a whole and have a short discussion about what they noticed about how their building reacted and what many of the common challenges are. Next, you can continue the discussion of the Statue's construction with Eiffel's tower in the center and the copper panels and armature bars for the body.

A great way to help students understand how this engineering works is to compare the Statue to a tree, which is something that most students are quite familiar with. The green part of the Statue acts as the twigs and leaves, swaying in the wind. Eiffel's tower, which connects the Statue to the pedestal acts as the trunk and the fort and the foundation act as the roots holding the Statue to the ground.



Trip Information

Welcome To Liberty Island!

In this section you will find all of the information you need to get your students to Liberty Island!

Note: Be sure to check what your ticket says before coming to Liberty Island! There are two specific tickets. One ticket says “NO MONUMENT ACCESS” which means your group will only be able to visit the grounds of Liberty Island. The tickets that read “PEDESTAL /MUSEUM ” grant you access to the inside of the monument. More information about Pedestal/Museum access is on pg. 14.

General Guidelines for All TICKETS

- 🌐 The National Park Service requires that there be one adult chaperone for every 10 students in your group and chaperones **must** remain with their groups at **ALL TIMES**.
- 🌐 Concessions are available on both the ferries and Liberty Island and are relatively expensive. Lines can be long, so bagged lunches may be appropriate.
- 🌐 Food and drinks are permitted on the island in designated areas only and are not permitted in the monument. Chewing gum is **not** permitted anywhere on the island.
- 🌐 Bag lunches are permitted on the island, however coolers and large totes are prohibited. There is no indoor seating area for students to eat. Seating is limited at the concessions patio; however, students may sit in the area around the rear of the flagpole area or on any of the low retaining walls.
- 🌐 Be sure to dress for the weather! Liberty Island is very windy and there is little covered space to keep your group out of the elements.
- 🌐 Vandalism or destruction of park property of any kind is strictly prohibited.
- 🌐 Be sure to check the ferry schedule before you depart and once you arrive to be sure you can time your trip accordingly. Your ticket also includes admission to the Ellis Island Museum of Immigration, so be sure to leave enough time if your group is planning on seeing both islands.
- 🌐 For First Aid, please visit the information center or alert a National Park Service Ranger. EMTs are stationed on Liberty Island and can assist your group if needed.

Pedestal/Museum Ticket Information

This is the most important information your group needs to know before entering the monument. For a complete list of information, including site accessibility, please visit our website at WWW.NPS.GOV/STLI.

Guidelines for PEDESTAL/MUSEUM TICKETS

- 🌐 Groups that will be entering the monument should allow for an additional two hours in their trip to ensure students are able to pass through the additional security required to enter the monument. You may want to prepare students in advance for the security screening procedures by explaining that they will be passing through metal detectors as well as an air puffer before they are able to enter the building. Security on Liberty Island is akin to security at an international airport.
- 🌐 Backpacks, messenger bags and other large bags and items (including large umbrellas) are not permitted inside the monument. Lockers are available for a nominal fee, but we highly recommend that students leave any bags or unnecessary items back at school to help expedite the security process.
- 🌐 No food or drink of any kind is permitted inside the monument.
- 🌐 The National Park Service requires that there be one adult chaperone for every 10 students in your group and chaperones **must** remain with their groups at **ALL TIMES**, especially as your group moves within the monument.
- 🌐 There are some areas in the monument that are not accessible to people with limited mobility. A small elevator is available to gain access to the museum on the mezzanine level and a chair lift is available to gain access to historic Fort Wood. There is no handicapped access to the observation deck.
- 🌐 There is an elevator available for those who are unable to climb the 156 steps to the top of the pedestal. We recommend that school groups take the stairs unless special circumstances exist. All those who do take the elevator up still have to climb the remaining 24 steps to reach the top of the pedestal.
- 🌐 If you have any concerns or problems while in the monument, please feel free to speak to any of the National Park Service Rangers. They are able to provide you with the assistance that you require.

Directions to The Statue of Liberty National Monument

Ticket information and directions from Battery Park, New York and Liberty State Park, New Jersey.

We recommend booking tickets to visit the Statue of Liberty well in advance. Tickets for pedestal/museum entrance generally need to be purchased several weeks prior to the date of your trip. To purchase tickets for your group, please visit www.statuecruises.com or call our ticket office at 1-877-Lady-Tix (523-9849). For accessibility information, please visit WWW.NPS.GOV/STLI or call (212) 363-3200 ext. 134.

To Battery Park, New York City, NY

We recommend using public transportation to get to Battery Park as parking is very limited in lower Manhattan. Visit www.mta.info for more information about public transportation in Manhattan.

By Subway

Take any of the following lines: LOCAL 1 (7th Avenue Line) to the last stop - SOUTH FERRY. EXPRESS (Lexington Avenue Line) 4 or 5 to BOWLING GREEN. LOCAL from Brooklyn/Queens R/W (Broadway Line) to WHITEHALL STREET.

By Bus

M1, M6 or M15 to South Ferry (last stop).

By Car

From the East Side take the FDR Drive South to Exit 1, South Ferry Battery Park. From the West Side take the Westside Highway South (Route 9A) to Battery Park.

To Liberty State Park, Jersey City, NJ

There is plenty of parking at Liberty State Park (for a modest fee). This is a good departure location for you if you travel by car or bus. Liberty State Park is also accessible by taxi.

By Car

New Jersey turnpike, exit 14-B follow signs to Liberty State Park.

By Light Rail

Take the Hudson-Bergen Light Rail to the Liberty State Park Station. From there you can catch the Liberty State Park Shuttle bus, which will take you down Audrey Zapp Drive to the Central Railroad of New Jersey Terminal Museum. Statue Cruises ticket offices are located inside the museum. It is approximately one mile from the Liberty State Park Light Rail Station to the Terminal.

By Bus

Take the Central Avenue bus to Liberty State Park, starting at 5th Street & Summit Avenue and Hague Street, Jersey City or Port Authority Terminal, Journal Square, Isle A-3, Central Avenue bus to Liberty State Park.

Pedestal/Museum Tour

This self-guided program will tour you through the monument's pedestal, museum and observation deck. An accompanying trip sheet can be found in the appendix segment of this curriculum. An additional handout designed for teachers and chaperones with this same information is included in a print friendly way. Classes are also invited to take the grounds tour as well.

Once you disembark the ferry, make your way towards the flagpole. If any students need the restroom, they are located in the refreshment building to your right as you walk towards the center of the island. Other restrooms are available once you pass through security and enter the monument.

Self-Guided Program –

Lobby

This is the original torch. It is the oldest portion of the statue and was removed in 1984 because of structural damage. Across the room from the torch is a picture of the torch before it was installed on the statue. Have students take a moment to observe the torch and have them jot down a few ideas on similarities and differences between the two versions. Also, ask students to think about why there are spears and corn on the balcony of the torch. They will have a place to sketch these elements on their sheet. Also, before you go upstairs, there is a tactile model of Liberty Island located next to the staircase. Students can touch the model and see how the island is designed from a bird's eye view perspective.

Museum

As you enter, you will see a replica of the face. This is the exact size of the face on the statue. This is a great chance for students to examine her scale and how large she is. Ask students to guess how many of their noses would it take to make the up the 4 foot long nose on the statue. Also, students are able to feel the thickness of the copper around the edges. She is $\frac{3}{32}$ of an inch thick, the equivalent of two pennies.

Further into the museum there is a small tactile model of the Statue. This is a great place to have students write about how they think the symbols help strengthen her message and is also an excellent opportunity to see the chains and shackles at her feet. Across from this model are some models Bartholdi tried before his final project. Students may want to see some of the similarities and differences between the models.

Next, students will be able to explore the replica of the Statue's left foot. This is a great place to ask students how tall do they think she is if her foot is this large and also, how many of their feet would it take to fill her sandal



Pedestal/Museum Tour *continued*

As students continue through the museum, there is a model of the armature bar system. Students can see a clear representation of the Statue's skin and feel how the armature bars help the skin to bend and flex in the wind and with the weather. Ask students why they think she needs to sway in the wind instead of being a stiff structure.

After you talk about the armature bars, move to the structural model of the Statue. With this cut out view, you are able to see how the Statue's framework holds her together. Ask students what they notice about this cut out view and ask them if they can explain why they think she was created in this way.

Once you have finished in this area, walk over to the plaque with Emma Lazarus' sonnet *The New Colossus*. You may ask students to take turns reading or you may want to read it to the students. Ask them to think about how it feels to hear her words and imagine what it would feel like to be a new immigrant and see this statue in the harbor for the first time. Also, ask students to write down a word that they felt was powerful to them. (This is related to the next lesson.)

Next, head over to the opposite wall and take a look at the advertisements for the war bonds. Ask students to take a look at the pictures and see what they notice. Many of them are related to national pride and have a common thread of serving your country one bond at a time.

The last two sections of the museum are pop culture sections. Have students look in each case and see if they can recognize the artifacts that have the statue on them. After they look at the artifact area, move to the advertising area. Ask students if they have ever seen the Statue in a modern advertisement

Talking points for the climb

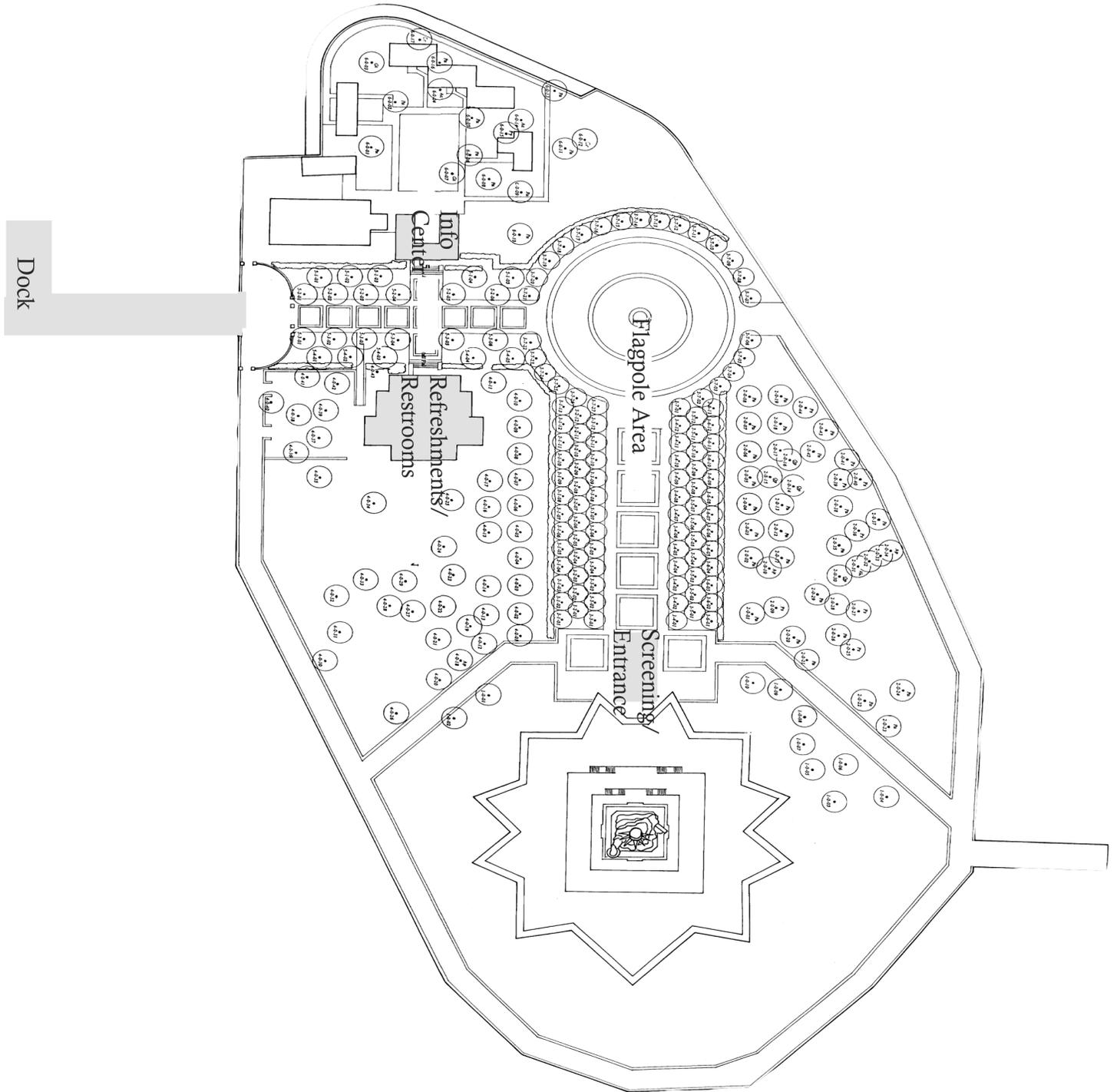
Point out large nuts and bolts to students. Ask them to think about how difficult it would have been to screw on a nut that is almost a foot wide. Also, ask them how they think they got all of the pieces all the way to the top of the monument.

Observation Deck

When you reach the observation deck, you may exit out either door and walk around the promenade. As students go outside, ask them what they think the harbor may have looked like when the Statue was first erected. As they walk around and enjoy the view you may want to point out familiar landmarks like the Empire State building to the north west and the Brooklyn Bridge to the north east.

Once students return into the monument, have them stand in a yellow box and look up through the glass ceiling into the body of the monument. From here, students can view the helical staircase and Eiffel's framework. Students will also be able to see the rivets that hold the copper skin together as well as the armature bars that hold her skin together.

Pedestal/ Museum Tour



No Monument Access- Liberty Island Grounds Tour

This self-guided program will tour you through the grounds and sculpture garden on Liberty Island. An accompanying trip sheet can be found in the appendix segment of this curriculum. An additional handout designed for teachers and chaperones with this same information is included in a print friendly way.

After disembarking the ferry, head towards the flagpole area. If students need to use the restroom, they are located in the refreshment building on your right as you walk.

Once you are near the flagpole, walk towards the low wall and have students turn and face away from the statue and close their eyes. Ask them to think about the boat ride to the island and take a moment to think about how it made them feel to see the Statue from the boat. Next, ask them some questions about the Statue and without them looking ask what color she is, what hand is holding the torch, how many rays are in the crown etc. This will get students to really think about some of the symbols you have discussed.

Next, have students take a seat on the wall. Students will have a chance to sketch a part of the Statue that they find interesting. Ask them to draw a zoomed in portion of a detail that they see.

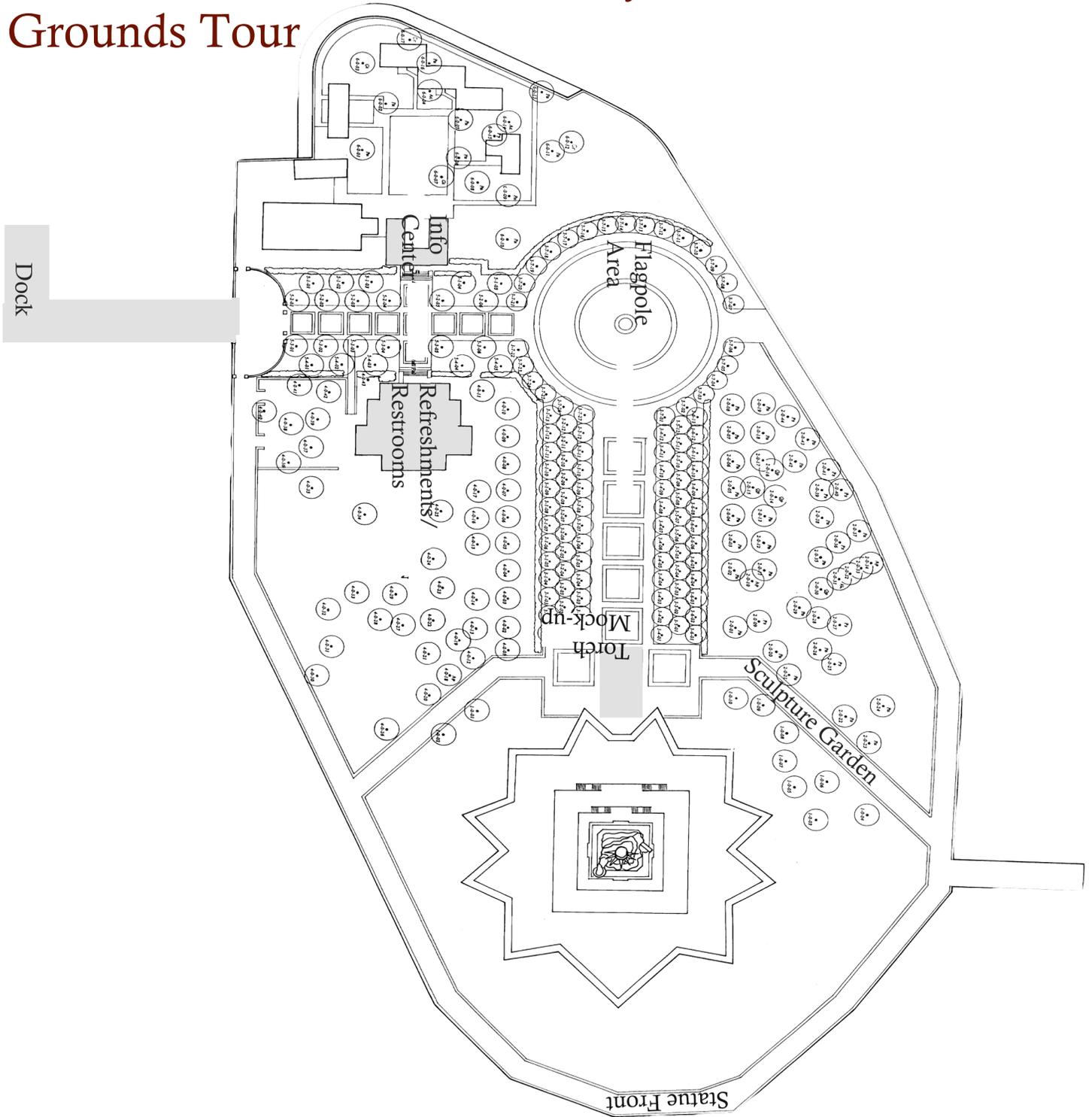
After students finished, walk towards the large white tent and stop at the recreated portion of the torch. Here you can ask students why they think that Bartholdi included corn and spears on the torch and students can also see how the armature bars connect the copper skin to the framework of the statue.

When students have had enough time to look at the torch, make your way over to the sculpture garden. Here you will be able to test the students' knowledge of the people behind the Statue's creation. You may want students to act out or be the tour leaders and present what they remember about each person as they use the sculpture's attributes to share who each person is. In the garden, you will find sculptures of Laboulaye, Bartholdi, Eiffel, Pulitzer and Emma Lazarus and a ledge for students to sit on while you discuss what you have seen. From there, you have a clear view of Ellis Island. Have students look over at Ellis and take a moment to write down what they think it would have been like a hundred years ago, seeing the for the first time on your way to be processed at Ellis Island. Next, have them compare how they felt when they traveled over to Liberty Island. Here you can hand out a copy of Emma Lazarus' sonnet for a student to read, or for an adult to read. Once the sonnet is finished, have students think about a word that they felt was very powerful in the poem. (This will be used for the next in-class activity.)

Finally, head down the path and turn right. This will take you to the front lawn and the face of the Statue. Here you may ask the students what they remember about her symbols and ask them how many students do they think it would take to be as tall as the statue, at 305 feet 1 inch tall? From here you may take photos with the students or continue down the path towards the ferry and the restrooms.



No Monument Access – Liberty Island Grounds Tour



Post-Visit Activities

Mother of Exiles- The New Colossus

This activity invites students to make personal connections with Emma Lazarus' sonnet and create their own rhyming couplet for liberty.

Aim:

The aim of this activity is to encourage students to think critically about "The New Colossus" and develop a deeper understanding for the poetic meanings associated with the Statue of Liberty.

Activity:

Students will be analyzing the language and structure of "The New Colossus" and writing their own rhyming couplet that will demonstrate their personal connections to liberty and freedom.

Procedure:

Gather students in your meeting area for a read aloud of Emma Lazarus's sonnet, "The New Colossus." Before you begin reading, encourage students to reflect on their experiences of seeing the Statue of Liberty in the harbor and take a second look at their trip sheet where they wrote down their feelings from that experience. Invite a few students to share their experiences with the class and write down some of the descriptive words that the students used for the activity. Next, read the class the sonnet. After you finish, read it a second time, this time asking students to write down some of the descriptive language.

Once students have had time to write down their words, invite students to share their ideas on what Emma Lazarus was trying to convey through her sonnet. Take a few different ideas from the class and proceed to analyze the sonnet a few lines or phrases at time for meaning. Once you feel like the students understand the content of the poem, begin to discussion the structure of the poem.

Continued on pg 22



Materials:

New Colossus worksheet
Pencils
Writing notebooks
Publishing materials

Extensions/

Helpful Hints:

If students are having difficulty writing their piece, you may want to pair students up to work on brainstorming vocabulary words that rhyme or work together to practice breaking apart syllables together to help gain confidence in writing in Iambic Pentameter

Mother of Exiles- The New Colossus,

continued from pg. 21

This poem is written in sonnet form. Ask students if they have ever heard the term before, and generate a definition for the class. A sonnet in its most basic form is a 14-line poem written in iambic pentameter (10 syllables per line). Have students practice marking some lines to count the syllables and also study the rhyming scheme and see if they are able to distinguish the pattern.

Next, explain to the students the definition of a heroic couplet. A heroic couplet is the last two rhyming lines of a sonnet that make a final statement in the poem. Although the "New Colossus" does not have a heroic couplet, it is a great way to introduce students to a formal form of poetry, such as a sonnet.

After students analyze the poem and have a basic understanding of the rules for writing a heroic couplet, ask them to study their list of words that they wrote down from their boat experience and viewing the Statue from the harbor. Next invite students to try and think of two lines that describe their feelings of Liberty. After students have gathered their thoughts into some sentences, instruct students to write two lines in iambic pentameter for their couplet. Be sure that students have broken down their words into ten syllables per line with a set of rhyming words at the end of each line. When students finish, you may have them publish their work and illustrate their lines to display in the classroom for other students to read.

The New Colossus

*Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.*



A Celebration of Liberty

This activity invites celebrates what students have learned throughout the unit and invites students to express what liberty means to them.

Aim:

Students will be able to express their thoughts about liberty and their personal connections to the Statue of Liberty. Students will be able to define the importance of symbols in their lives and demonstrate a working knowledge of concepts learned in this curriculum

Activity:

Students will be creating their own symbol that represents them as individuals as well as shows the connection between their personal thoughts and liberty. This will then turn into a class museum where students can present their thoughts through museum walks.

Procedure:

This activity allows students to express what they have learned through this curriculum in a way that is most meaningful for them. Students will have the opportunity to express themselves through mixed media collage, sculpture, painting or through writing.

Gather the class together for one final meeting on the Statue of Liberty. Ask students to recap what they have learned through each lesson and ask them if they can think of any themes that they have noticed while they were studying the Statue. Next, invite students to turn to a partner or small group and talk about what they feel the Statue of Liberty means to them or how it felt for them to visit Liberty Island. Once students have had a few minutes for discussion, explain that they will be designing their own class museum about the Statue of Liberty that reflects what the students learned from their trip and throughout the curriculum.

Invite students to take a few moments to think about how they want to represent their experience and how they want to share it with the class.

Continued on pg. 24



Materials:

Mixed media collage supplies
Paint
Markers
Paper
Pencils

Extensions/

Helpful Hints:

If students are struggling with some of the art at first, have them write their label first and use it for an outline to help them reach their goal.

Also, for students who have a difficult time with dexterity, you can offer a computerized version of the assignment where students make a visual in that way.

A Celebration of Liberty, *continued from pg. 23*

Once students have shared their ideas, ask them to think about representing those thoughts in the form of a symbol. Students have already analyzed the many symbols within the Statue, and should have a general idea that symbols can represent a wide variety of things. Explain that colors and shapes can also be symbolic and represent thoughts and feelings as well.

Have students begin brainstorming some shapes or items that they may want to use in their personal symbol and have them draft their ideas before beginning to work in whichever medium best reflects their idea. Students may want to include concepts from the Statue in their own work as well. Remind students that this symbol also needs to reflect their thoughts about liberty and their experience from their trip. Students may include the Statue, or use words or colors to represent the way liberty relates to their own thoughts and ideas.

By allowing students to choose which medium best reflects their ideas, you will not only end up with a great variety of presentations, students may feel that there are certain ways that they can express their ways better than others. Some may choose posters, some may want to write a poem or short story and some may want to create a large, mixed media collage. For students who may have difficulty creating something very visual, you may want to allow them to use a computer program such as power point or board maker to create their symbol.

After students have had enough time to create their symbol, have them each write a paragraph or two that describes their piece, similar to an exhibit label. These labels will be short, published works that will accompany their artworks in the museum walk in the classroom, or in the space that you would like to set up for the students to share.

This is a great opportunity to invite other classrooms in to see the work that your students have done, as well as provide students the opportunity to share their thoughts about liberty and symbolism with their peers.



Appendix

This section contains all of the various worksheets that you will need to complete this curriculum. Each lesson worksheet as well the trip sheets have been set up so that they are easily photocopied for you and your class.

Also, you will find a list of suggestions for further exploration where you can create activities to meet some standards for other disciplines in your classroom.



The National Park Service would like to thank you for your interest in the Statue of Liberty National Monument and our educational programming! We would love to hear feedback from you! Please email us at STLI_EDUCATION_DEPARTMENT@NPS.GOV

Pre-Visit Activities

What is a Symbol? Worksheet
Team Liberty Baseball Cards

Trip Information

Pedestal/Museum Teacher and Chaperone guide
Pedestal/ Museum Trip Sheet
No Monument Access/ Liberty Island Grounds Teacher and Chaperone Guide
Liberty Island Grounds Trip Sheet

Post-Trip Activities

New Colossus Worksheet

Suggestions for Further Exploration

A list of several other topics you can relate to the Statue of Liberty

Suggested Children's Books

Listing of bibliographic information on picture books of the Statue of Liberty

Web Resources

Some helpful websites and activities for you and your class

References

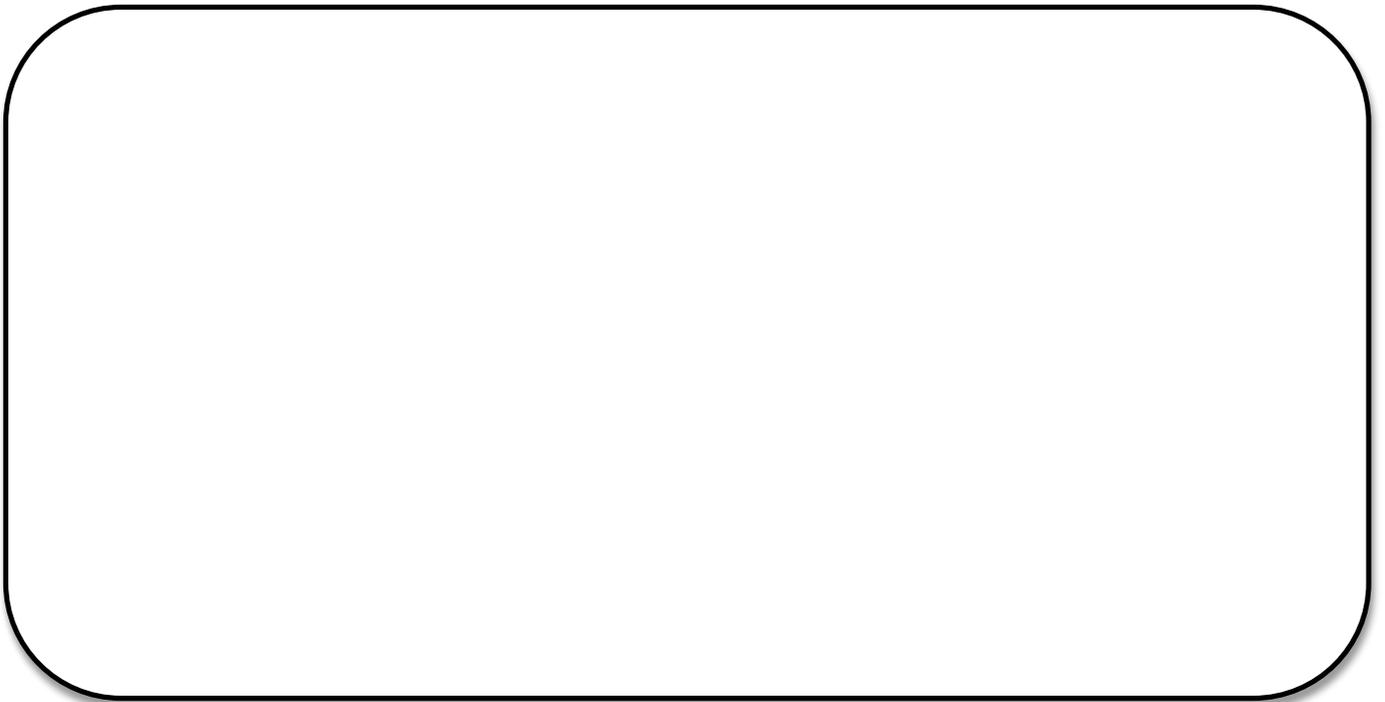
Bibliographic information of sources used to create this project

Name _____ Date _____

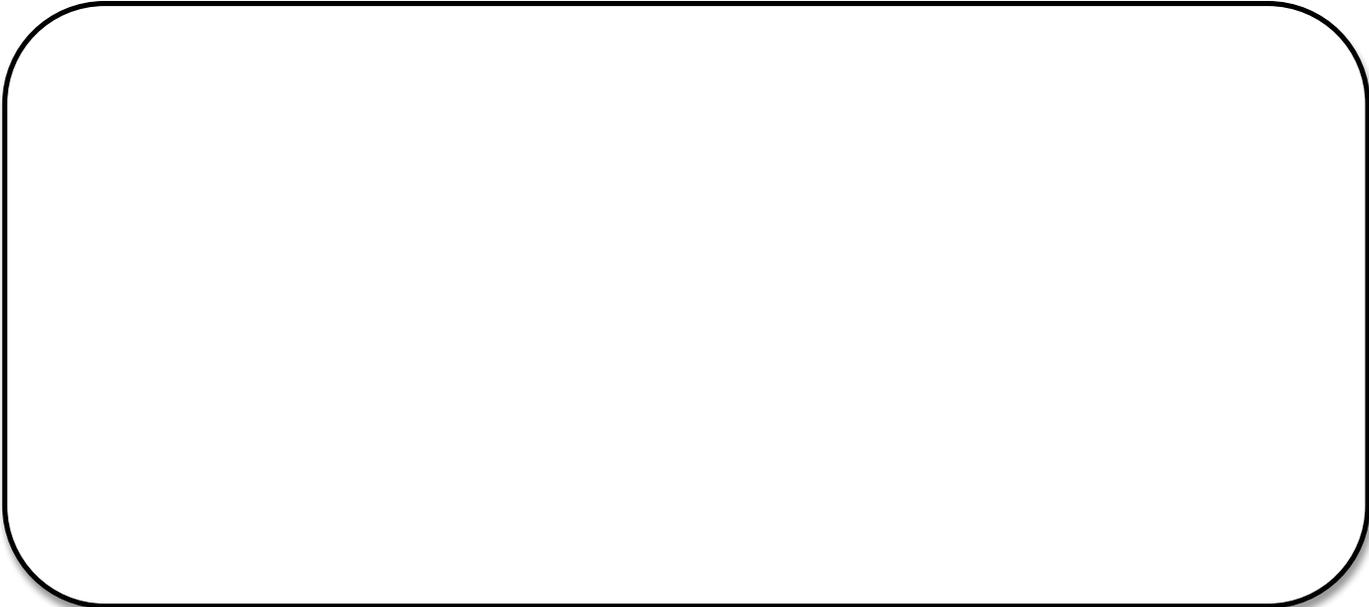
Symbol Scavenger Hunt

In this activity, you will be able to take a look around your classroom and see just what kind of symbols we use in our every day life!

Directions: Take a walk around your classroom and see if you can find any symbols that we use in our daily lives. When you find something that you think is a symbol, take a minute or two to sketch your symbol or write a few words down that describe the symbol and what you think it is used for.



Description.



Description



Description:

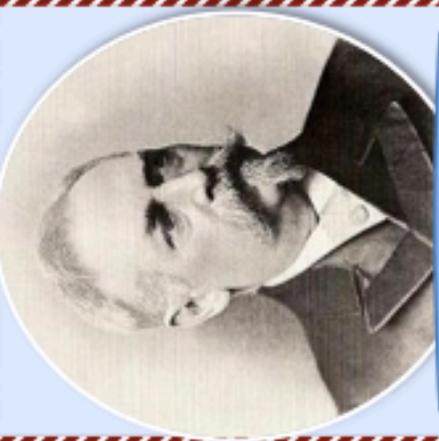
Name: _____ Date _____

TEAM LIBERTY



Eiffel

TEAM LIBERTY



Hunt

TEAM LIBERTY



Bartholdi

TEAM LIBERTY



Pulitzer

TEAM LIBERTY



de Laboulaye

TEAM LIBERTY



Lazarus

TEAM LIBERTY

Name: _____

Birthday: _____

Home Country: _____

Position: _____

TEAM LIBERTY

Name: _____

Birthday: _____

Home Country: _____

Position: _____

TEAM LIBERTY

Name: _____

Birthday: _____

Home Country: _____

Position: _____

TEAM LIBERTY

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TEAM LIBERTY

Name: _____

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Home Country: _____

Position: _____

TEAM LIBERTY

Name: _____

Birthday: _____

Home Country: _____

Position: _____

Pedestal/Museum Teacher and Chaperone Guide



Self-Guided Tour

Lobby

In the lobby area you will see the original torch of the Statue of Liberty. Once students all enter the space, bring them to the area to the right of the torch. This is where they can sit and fill out the noticings portion of their trip sheet.

Once students have finished, bring them up to the mezzanine level. On this level you will find the restrooms, water fountains and the display that discusses the torch. Also, if there is time there is a tactile model of the island students can view before going up stairs.

Museum

As you enter you will see a replica of the Statue's face. This is a please touch portion of the exhibit. Students can feel the thickness of the copper and see how great the scale of the statue is.

Next, head to the tactile model on your right. This is a great opportunity for students to see all of the Statues symbols. Across from this model students will see some of Bartholdi's draft models. Ask students if they can see some of the differences and similarities between the models.

Walk over to the replica of her foot. This is another example of her scale. Ask student to think about how many of their own feet would it take to fill her shoe. Across from the foot is the repousse process where it shows how the foot was created.

Next, walk over to the armature bar area. To your right, there is a display of old armature bars from the Statue's restoration. Across from this display you will see a clear model with an armature bar and bracket attached to it. Bring students over to this area and gently push on the model. This illustrates how the armature bars and the skin of the Statue work to be flexible in the wind.

Head over to the "New Colossus" and give students a few minutes to read and think about the sonnet. They will be using this information for the next in class lesson.

Before you exit the museum, give students a few minutes to look at the pop-culture references and the war bonds displays. Students will be using this information for their trip sheet and their final projects.

Pedestal Steps

This is a great place to point out things such as the large nuts and bolts that hold the Statue to the foundation. Ask students to think about how they could have built the pedestal using only hand tools.

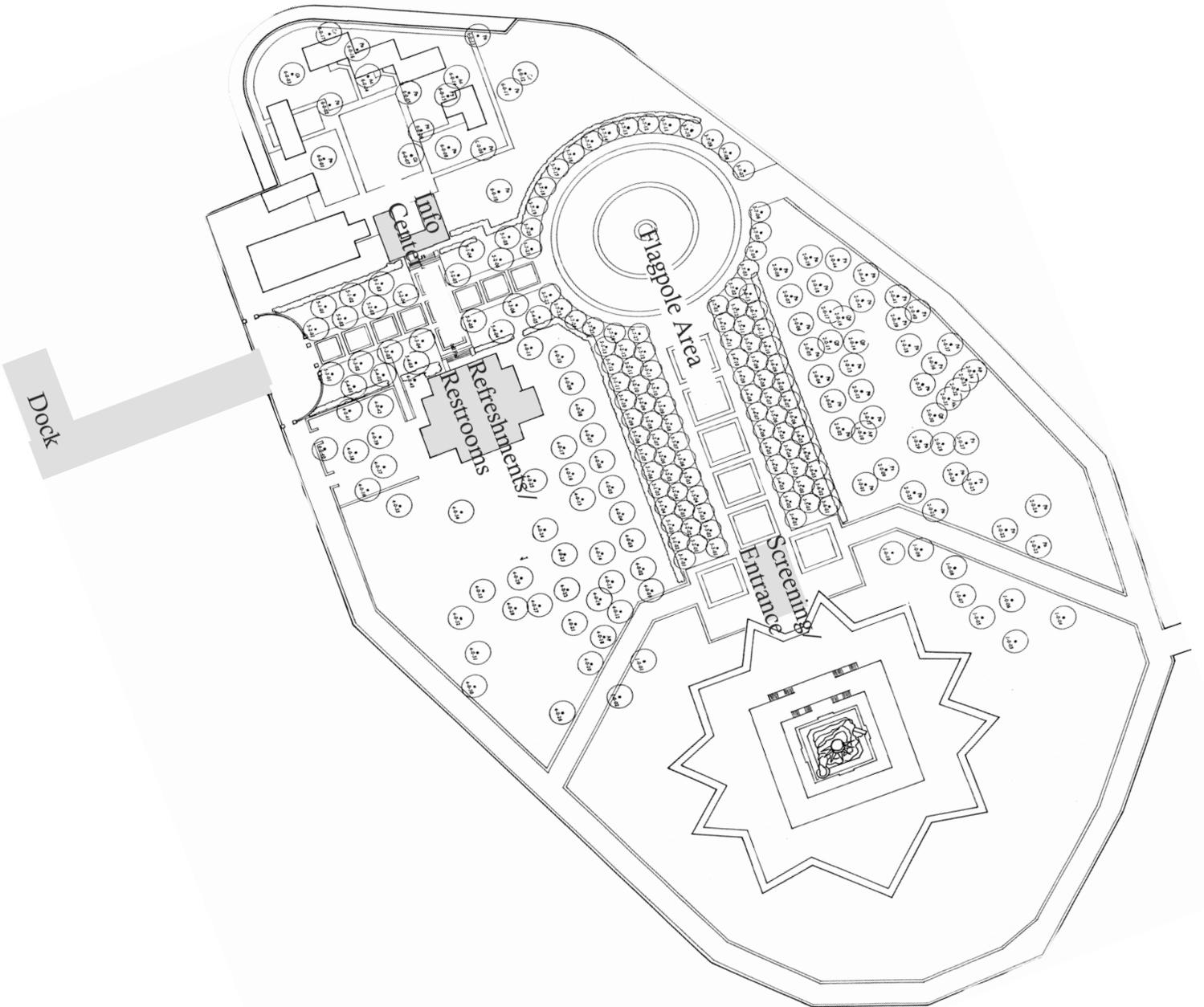
Observation Deck-Interior

On this level, students have the opportunity to look up into the glass ceiling to see the interior of the statue. Have students stand in one of the four yellow boxes taped to the floor and look up.

Observation Deck- Exterior

From here students have a 360 degree view of New York Harbor and the Hudson and East Rivers. You may want to ask students to see if they can point out any specific landmarks or to think about what it would have been like to be standing on the tallest building in the world in 1886.

Pedestal/Museum Teacher and Chaperone Guide



Important Information

Once you arrive on park property, chaperones must remain with their groups at all times.

First Aid is available at the Information center. In an emergency, contact the nearest Park Ranger or Park Police Officer.

Restrooms are located in the monument and at the refreshment building.

Be sure to coordinate your schedule so that you are all on the same boat! Ferry times are posted in the Info Center.

Important Numbers

School _____

Teacher _____

Info Center (212) 363-3200 x223

Name _____

Pedestal/Museum Trip Sheet



Take a look at the original torch. What do you notice about the way it was made? Do you recognize anything on the torch? Take a minute to sketch and write down what you notice about the torch.

How did it feel to touch the Statue of Liberty's face? Was the metal thick or thin?"

What are some similarities that you see between the clay models and the Statue of Liberty?

What are some differences that you see between the clay models and the Statue of Liberty?

How many of your feet do you think it would take to fill the Statue of Liberty's sandal?

Why do you think that the Statue has to sway in the wind?

What words really stood out to you when you were reading “ The New Colossus”? Why?

Sketch your favorite artifact with the Statue on it.



What did you notice about the inside of the pedestal as you climbed?

What kinds of things could you see from the observation deck?

No Monument Access- Liberty Island Grounds Teacher and Chaperone Guide



Self-Guided Tour

Flagpole Area

After disembarking the ferry, head towards the flagpole area. If students need to use the restroom, they are located in the refreshment building on your right as you walk.

Once you are near the flagpole, walk towards the low wall and have students turn and face away from the statue and close their eyes. Ask them to think about the boat ride to the island and take a moment to think about how it made them feel to see the Statue from the boat.

Next, ask them some questions about the Statue and without them looking ask what color she is, what hand is holding the torch, how many rays are in the crown etc. This will get students to really think about some of the symbols you have discussed.

Next, have students take a seat on the wall. Students will have a chance to sketch a part of the Statue that they find interesting. Ask them to draw a zoomed in portion of a detail that they see.

Torch Mock-Up

Walk over towards the large white tent and stop at the recreated portion of the torch. Here you can ask students why they think that Bartholdi included corn and spears on the torch and students can also see how the armature bars connect the copper skin to the framework of the statue.

Sculpture Garden

Make your way over to the sculpture garden. Here you will be able to test the students' knowledge of the people behind the Statue's creation. You may want students to act out or be the tour leaders and present what they remember about each person as they use the sculpture's attributes to share who each person is.

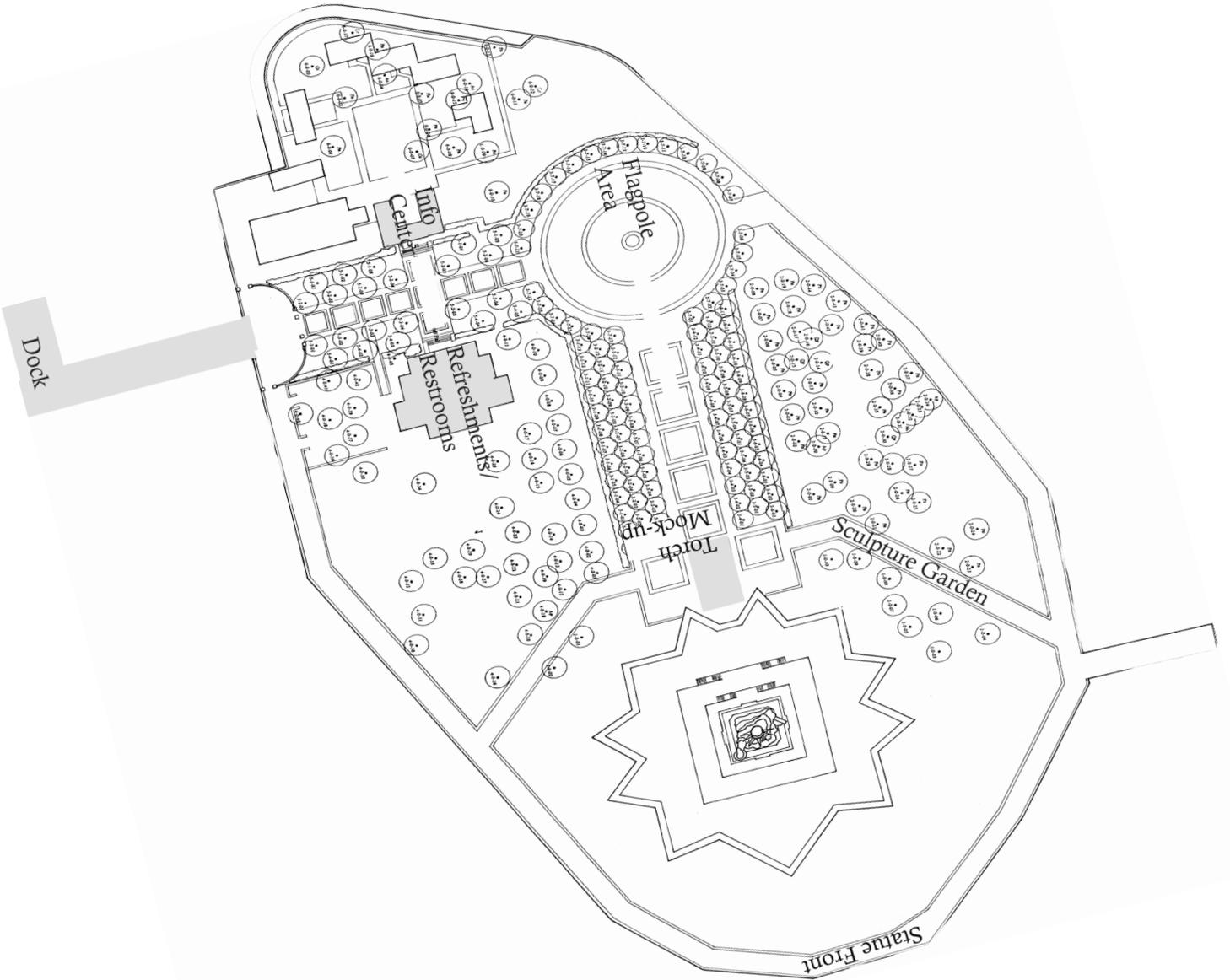
In the garden, you will find sculptures of Laboulaye, Bartholdi, Eiffel, Pulitzer and Emma Lazarus and a ledge for students to sit on while you discuss what you have seen. From there, you have a clear view of Ellis Island. Have students look over at Ellis and take a moment to write down what they think it would have been like a hundred years ago, seeing the for the first time on your way to be processed at Ellis Island. Next, have them compare how they felt when they traveled over to Liberty Island. Here you can hand out a copy of Emma Lazarus' sonnet for a student to read, or for an adult to read. Once the sonnet is finished, have students think about a word that they felt was very powerful in the poem. (This will be used for the next in-class activity.)

Statue Front

Finally, head down the path and turn right. This will take you to the front lawn and the face of the Statue. Here you may ask the students what they remember about her symbols and ask them how many students do they think it would take to be as tall as the statue, at 305 feet 1 inch tall? From here you may take photos with the students or continue down the path towards the ferry and the restrooms.

National Park Service
Statue of Liberty
National Monument

No Monument Access- Liberty Island Grounds Teacher and Chaperone Guide



Important Information

Once you arrive on park property, chaperones must remain with their groups at all times.

First Aid is available at the Information center. In an emergency, contact the nearest Park Ranger or Park Police Officer.

Restrooms are located in the refreshment building.

Be sure to coordinate your schedule so that you are all on the same boat! Ferry times are posted in the Info Center.

Important Numbers

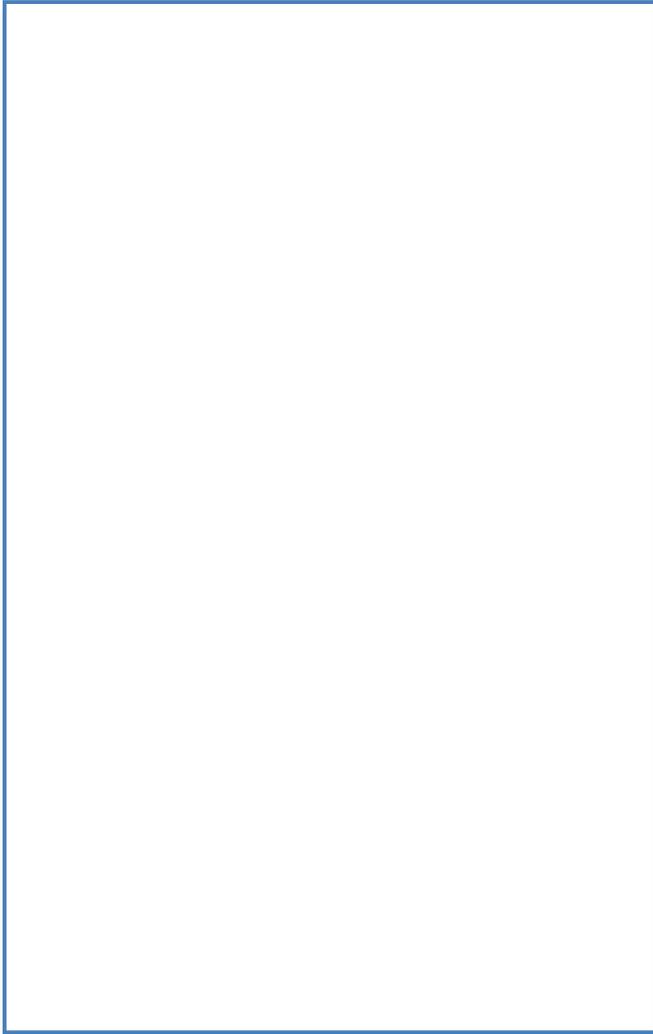
School _____

Teacher _____

Info Center (212) 363-3200 x223

Name _____

Liberty Island Grounds Trip Sheet



Zoom Sketch! Take a few minutes to zoom in on a part of the statue you can see from where you are seeing. What do you notice?

Why did you pick this part of the statue to draw?

What do you notice about this part of the torch?

Why do you think it is a different color than the rest of the Statue?

What do you notice about the metal?

Take a minute to think about what you felt like on the boat over to Liberty Island. Were you excited or scared? Was this your first time seeing the Statue of Liberty in person?

Write down a few sentences that describe how you felt when you were coming to Liberty Island.

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, the tempest-tost to me, I lift my lamp beside the golden door”

This is a section of the poem written by Emma Lazarus. When she wrote this poem, she wanted to create something that was a welcoming message to new immigrants that are moving to America.

Why do you think she wanted people to see the Statue of Liberty as a welcome sign?

What do you think she meant by saying the “huddled masses yearning to breathe free?”

Name _____

Directions: Read through the sonnet and mark off each syllable. This sonnet is written in something called Iambic Pentameter, which means that every line has 10 syllables. See if you can mark them all off. When you are finished, circle any words that you think are good descriptive words.

The New Colossus



Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glowes world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep ancient lands, your storied pomp!" cries she
With silent lips. "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!"

Suggestions for Further Exploration

Math

Have students do measurements of their own bodies (arms, legs, noses) and do a comparison between their bodies and the statue. Create questions such as, "If the Statue of Liberty's arm is 42 feet long, and your arm is three feet long, how many times bigger is her arm than yours?"

You can set up a quick worksheet using Statue statistics and do basic arithmetic the facts, such as "If the Statue of Liberty is 305 feet tall with her pedestal, and the Statue is 151 feet tall without the pedestal, how tall is the Statue's pedestal?"

Science

For a chemistry lesson, you could discuss the oxidation process with students and run a class lab that measures the oxidation of pennies. You can obtain new, shiny copper pennies and place them in a glass of water and measure how long the pennies patina and if there is any noticeable difference throughout the unit. This is a great way to get students interested in why the Statue has turned green.

For a physics lesson, students can study the force of the wind that acts upon the Statue, causing her head and arm to sway several inches in the wind.

History/Social Studies

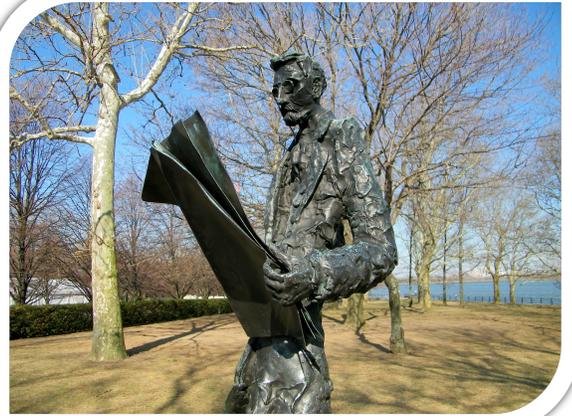
Students can examine the Franco-American relationship of the mid 19th century by looking at the cooperative effort between the two countries in the creation of the Statue.

The Statue was used to create large-scale ad campaigns to generate funding. Have students try and find as many examples of the Statue's usage in a more modern perspective.

The Statue of Liberty has been used as a symbol of America for more than a century. Students can study how this symbol has been used in political cartoons to demonstrate both American and anti-American sentiments.

Arts and Music

The Statue of Liberty was used as inspiration for numerous works of art and song. Have students research and find some paintings or songs that have been created with the Statue as the source of inspiration.



References

Children's Literature Resources

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- Malam, J. and Antram, D. (2009) You wouldn't want to be a worker on the Statue of Liberty. The Salariya Book Company Ltd. Brighton. Great Brittan.
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- Curlee, L. (2000) Liberty. Atheneum
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Web Resources

- National Park Service Teacher's Corner <http://www.nps.gov/archive/stli/teachercorner/page8.html>
- The Statue Of Liberty's Official Web Site <http://www.nps.gov/stli>
- Statue of Liberty History Web Site http://www.nps.gov/history/history/online_books/hh/11/index.htm
- Tree Image from Eiffel Lesson http://www.sustland.umn.edu/implement/images/planting_fig1a.gif

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All photographs taken by Amanda Jean Lynn, unless otherwise noted