

Read, Think and Inquire with Primary Sources and Non-Fiction Books

Theme: Patriotic Symbols

Topic: The Statue of Liberty: A Symbol of Freedom

**This lesson is an adaptation of an activity facilitated and created by Tom Bober, Librarian and Teacher from R.M. Captain Elementary in Clayton, Missouri, <http://captainlibrary.blogspot.com/>*



Common Core Standards

CCSS.ELA-LITERACY.RI.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Materials

Large piece of paper to record questions and answers

Two colors of markers- one for questions and one for answers

Non-fiction book suggestions:

- *A Visit to the Statue of Liberty* by Melissa Blackwell Burke
- *Emma's Poem: The Voice of the Statue of Liberty* by Linda Glaser and Claire A. Nivola
- *Liberty* by Lynn Curlee
- *Liberty Rising: The Story of the Statue of Liberty* by Pegi Deitz Shea and Wade Zahares
- *Statue of Liberty* (Zaner-Bloser, Inc.) by Ellen Garin
- *The Statue of Liberty* (True Books) Paperback by Elaine Landau
- *The Statue of Liberty* (Scholastic) by Lucille Recht Penner and illustrated by Jada Rowland
- *You Wouldn't Want to Be a Worker on the Statue of Liberty!: A Monument You'd Rather Not Build* by John Malam and David Salariya

Procedure

Day 1

(CCSS.ELA-LITERACY.RI.1.1 & CCSS.ELA-LITERACY.RI.2.7)

1. Share a historical image or photograph that will help create a mystery for students.
The photograph, "*Workmen constructing the Statue of Liberty in Bartholdi's Parisian warehouse workshop; first model; left hand; and quarter-size head-; Winter 1882?*", <http://www.loc.gov/pictures/item/97502750/> was chosen to promote curiosity about the Statue of Liberty and how it came to be a symbol of freedom for

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America.

Ask students to look at the photograph to share important details.

The image chosen should entice students to question, thus creating the mystery.

2. Prompt students to ask as many questions as they can about the photograph. The teacher records the students' questions. Students must relate their questions to the details they see in the photograph. A teacher may ask, "What did you see that made you ask/wonder that?"

Possible sentence stems to share with students:

When I saw (detail), I wondered _____.

I wonder _____ when I saw (detail).

3. Introduce an emigration film created by Thomas Edison & Co., *Emigrants [i.e. immigrants] landing at Ellis Island*, <http://www.loc.gov/item/00694367>. Ask students to watch the film closely. When the film ends, have students ask as many questions as they can about the film. Again, make sure students relate their questions to the details they see in the film.

Play the film a second time. The more students encounter the source, the more details they will discover. Add additional student questions after second viewing.

Day 2

(CCSS.ELA-LITERACY.RI.1.1 & CCSS.ELA-LITERACY.RI.2.7)

4. Introduce non-fiction books about the Statue of Liberty. Each book should be numbered for easy citation. See example book titles under resources.

Students will be asked to do "research" to help answer some of their questions about the photograph and film that are related to one another. Students will choose a book and locate facts to answer some of their questions.

Allow students 10-15 minutes to read/skim their books to locate facts. When students believe they have an answer to one of the questions, the teacher then records the student answers under the question citing the text or the primary source that was used. The teacher should record additional questions or answers noting its association with a book or primary source.

Possible sentence stem to share with students:

From book number __, I read/learned _____ which answers the question _____.

5. Review glossary words to create a word bank.
6. "Making connections" discussion:
(CCSS.ELA-LITERACY.RI.2.7, CCSS.ELA-LITERACY.RI.3.7)
Begin a discussion to help students corroborate the different sources (primary sources and non-fiction text) to find out how they are connected by the same topic. Ask students how the books or primary sources help them to answer some of their questions. A discussion of why the Statue stands for freedom should occur as a result of their "research".

7. Ask students to complete a “quick write”¹ using a question prompt such as, “Why do we create symbols?”, “How do symbols show/convey meaning?” or “How does the Statue of Liberty symbolize America’s freedom?” to pull it all together. Or, write a class response.

Vocabulary

statue
New York
United States, America, continent
symbol, symbolize
France
Landmark
immigration

Features of the statue:

| | |
|----------|----------------|
| liberty | freedom |
| torch | opportunity |
| crown | tablet |
| spike(s) | roman numerals |
| chain | July 4, 1776 |

Additional assessment choices that show the transfer of learning:

- Students create a display about the Statue of Liberty highlighting details which share and help explain the importance of symbols and freedoms.
- Students create a symbol of their family using any type of materials of their choice.
- Students create a mini museum of symbols (country, state, school, etc.) and create placards to go along with each symbol.
- Students identify historical characters and create speech bubbles on primary sources related to the importance of the Statue of Liberty.
- Students become the Statue of Liberty and highlights details showing symbolism through a “Statue Talk” (oral presentation).

Extend the activity by reading a historical fiction book:

Building Liberty: A Statue is Born by Serge Hochain
The Memory Coat by Elvira Woodruff
When Jesse Came Across the Sea by Amy Hest

Extend the activity by sharing additional primary sources for research:

Selected Views from the Statue of Liberty-
from the Collections of the Library of Congress
http://www.loc.gov/rr/print/list/077_stat.html

Topics in Chronicling America (historic newspapers)-
The Statue of Liberty
<http://www.loc.gov/rr/news/topics/liberty.html>



Image Credits:

New York - Welcome to the land of freedom
An ocean steamer passing the Statue of Liberty: Scene on the
steerage deck / from a sketch by a staff artist.1887.
<http://hdl.loc.gov/loc.pnp/cph.3b49155>

Landing at Ellis Island [1902] <http://hdl.loc.gov/loc.pnp/cph.3a14957>

¹ A “quick write” is a literacy support strategy where students are given 5 minutes to write a response to an open-ended question. There is no single right way to answer, except that writing must be supported with evidence from the primary source.