

A SYMBOL OF FREEDOM: THE STATUE OF LIBERTY

Learning Objective(s): The students will

1. Understand the significance of the Statue of Liberty.
2. Explain the meaning of the symbols used on the Statue of Liberty.
3. Demonstrate an understanding of the concept of “freedom” through the creation of a poster.

TEKS: SS k.16B, 1.14 A&E, 18B, 2.14C&D, 19B

Materials: An outline of a pair of lips that is three feet wide, drawn and cut out of green paper; an outline of an eye that is thirty inches wide, drawn and cut out of green paper; a piece of rope or string that is 10 feet long; 12' x 18" pieces of drawing paper for each student; crayons

Vocabulary: freedom, immigrants, liberty, pedestal, slavery, symbolize

Teaching Strategy:

1. Introduce the lesson by showing students a picture of the Statue of Liberty or reading them a children’s literature book about the Statue of Liberty. The teacher should emphasize the following background information:
 - The Statue of Liberty was a gift of friendship to America from the people of France.
 - French citizens helped raise money for the statue and Americans financed the construction of the pedestal.
 - The 350 pieces of the copper statue were brought to the United States by ship.
 - It took four months to reassemble the statue after the pieces were brought to America.
 - The statue is located in New York Harbor on Liberty Island.
 - Next to the Statue of Liberty is Ellis Island, where over 12 million immigrants entered our country between 1892 and 1954.
 - The Statue of Liberty has become a symbol of freedom to immigrants who have come to our country.
 - The Statue of Liberty was restored from 1984-1986.
2. Point out the following interesting facts about the Statue of Liberty:
 - The seven spikes on Liberty’s crown symbolize the seven continents and the seven seas of the world.
 - The tablet in Liberty’s left hand reads, “July 4th, 1776,” which is our Independence Day.
 - There is a broken chain at Liberty’s feet, which symbolizes freedom from slavery.

3. To help students understand the immense size of the Statue of Liberty, show them the paper lips and eye to help them visualize the actual size of those features on the Statue of Liberty. Stretch out the piece of rope/string and tell students ten feet is the distance between Liberty's ears and that a human being can actually fit into Liberty's little pinky finger. If desired, the teacher may want to mark off the following distances outside so that students can appreciate the height of the statue. The statue from the ground to the tip of the torch is 305 feet and 1 inch.
4. Discuss the meaning of liberty with students and talk about why immigrants from other countries wanted to come to America. Ask them to name some of the freedoms that they have because they live in America. These responses may be recorded by the teacher on an overhead or chalkboard.
5. Tell students to decide what freedom is the most important to them, as an individual. Give students a 12" x 18" piece of drawing paper and have them complete the following stem sentence at the top of their paper: Liberty means I have the freedom to..." Have students illustrate the freedom that they listed.
6. After students have finished their posters, have them share their posters with the class. Display students' posters on a bulletin board or in the hallway to share with the whole school.

Evaluation:

Have students respond to the following questions:

- What would you tell "Miss Liberty" if she was a real person?
- What does the statue mean to you? Explain.
- How would you feel if someone destroyed the Statue of Liberty? Why?
- Is the Statue of Liberty a good symbol for the United States? Why or why not?
- What changes, if any, would you make to the statue? Why?

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| Extension for Gifted/Talented: Have students create an original song that incorporates some of the facts about the Statue of Liberty. Students may use the melody of a familiar tune or compose their own tune. |
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