

# The Statue of Liberty

## AIM

Students will study the history of the Statue of Liberty and analyze the poem *The New Colossus* to determine its meaning and message, then compare the ideal in the poem to reality in the world.

## OBJECTIVES

By the end of the session, students will be able to:

- Develop a new perspective on a cultural/historical symbol
- Analyze a timeline and determine important events/policies
- Place current issues in a social/historical/cultural context
- Explore print and electronic media for current news
- Discuss a policy/issue under debate and take a position
- Summarize a news article and present a reaction to its content
- Develop a persuasive essay in response to a current issue

## TARGET GROUP

For the purposes of this lesson, the target group levels range from high-intermediate to advanced learners.

## LENGTH

Two 90-minute class periods

## MATERIALS

- Ken Burns' America Collection *The Statue of Liberty* PBS documentary
- Statue of Liberty images at <http://images.google.com/images?hl=en&q=statue+of+liberty&um=1&sa=N&tab=wi>
- [www.nps.gov/stli](http://www.nps.gov/stli)
- A copy of *The New Colossus* by Emma Lazarus

## Overview

Students will gain an understanding of an important cultural and historical symbol, the Statue of Liberty. They will learn about U.S. immigration history in the past and present to develop awareness of current immigration policy and public opinion.

## Activities

### DAY 1

#### 1. Warm-Up

In pairs or small groups, ask students for symbols of the U.S. and their meaning. Write the different responses on the board.

#### 2. Free-Writing

Show a picture of the Statue of Liberty and ask students to write their thoughts and ideas for five minutes, then have them share their writing with a partner.

For images of the Statue of Liberty, see

<http://images.google.com/images?hl=en&q=statue+of+liberty&um=1&sa=N&tab=wi>

#### 3. Background Knowledge

Give students the following short quiz on the history and meaning of the Statue of Liberty.

##### A. Circle the appropriate answer.

1. The Statue of Liberty is located in the city of \_\_\_\_.  
a. Washington, D.C.    b. New York    c. Boston
2. The Statue of Liberty was given to the United States by \_\_\_\_.  
a. England    b. Canada    c. France
3. The Statue of Liberty symbolizes \_\_\_\_.  
a. freedom    b. capitalism    c. education
4. The Statue of Liberty is holding a tablet inscribed with the date \_\_\_\_.  
a. October 28, 1886    b. July 4, 1776    c. November 20, 1621

##### B. Are each of these facts true or false.

1. TRUE or FALSE  
The Statue of Liberty wears a crown representing the seven seas or seven continents.
2. TRUE or FALSE  
"Lady Liberty" is the Statue of Liberty's original name.

3. TRUE or FALSE  
Alexandre Eiffel constructed the infrastructure to support the Statue.
4. TRUE or FALSE  
The Statue of Liberty was shipped to the United States in 100 pieces.

Answers:

Multiple Choice 1-b, 2-c, 3-a, 4-b

True/False 1-T, 2-F, 3-T, 4-F

#### **4. Video Viewing (optional)**

Have students watch and discuss one or two clips from Ken Burns America Collection *The Statue of Liberty* PBS documentary.

#### **5. Writing Activity**

Have students return to their original free-write and now add their new thoughts and ideas about the Statue of Liberty.

### **DAY TWO**

#### **1. Poem Analysis**

Have students read the poem located on the pedestal of the Statue of Liberty, *The New Colossus* by Emma Lazarus. Then the instructor reads the poem several times, puts students in pairs or small groups and asks them to determine the meaning/message of the poem. Each group is to discuss the poem's connection to the American Dream and immigration.

#### **2. Further Discussion**

Have students discuss the questions on the American Dream and immigration:

- 1) What is the ideal presented in the poem?
- 2) What are some immigrant groups who have come seeking that ideal?
- 3) Has the U.S. lived up to the ideal in the poem?
- 4) What are some examples of people who have worked to make that ideal a reality?
- 5) What are some immigration issues in the news today?

### 3. KWL Chart

Ask students to complete the first two columns of this worksheet based on their knowledge of immigration in the United States and what else they would like to know.

*NOTE: This worksheet should be presented as a chart with three columns.*

#### **KWL Chart**

<b>What I Know</b>	<b>What I Want to Know</b>	<b>What I Learned</b>
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### 4. Immigration Timeline

Have students go over the U.S. immigration timeline in this guide and analyze immigration policy over the years. Ask them to discuss open and restrictive policies, then discuss current immigration policy issues and present their positions.

#### **Homework Assignment**

Ask students to look through newspapers and magazines for stories on current immigration issues and bring two articles to class to summarize in small groups or with a partner.

## **DAY 2**

### 1. Newspaper Articles

Have students share their articles in small groups. Each group reports back to the class on the current issues, which are listed on the board.

### 2. Discussion Questions

Students discuss the following questions on immigration in the U.S. today:

- What are some important issues related to immigration today?
- How does immigration policy affect peoples' lives?
- What changes would you recommend be made to immigration policy?
- What questions do you have regarding immigration today?

### 3. KWL Chart

Ask students to complete the last column on the KWL chart and report what they have learned about the issue of immigration.

### 4. Taking a Position

The class will select a controversial immigration issue or policy under debate and students will discuss their personal position in small groups or pairs. Each group will report back to the class, listing responses on the board under PRO or CON.

#### **Writing Assignment**

Have students select an article of their choice from what everyone brought to class. For homework, they will write a one-page summary of the article and a one-page reaction to its content. Finally, ask them to write a persuasive essay on their position regarding the issue.