

# Cobblestone™

## CELEBRATING CITIZENSHIP

Use the articles, lessons, and activities in this Cobblestone Teacher Guide to help students learn about the construction of the Statue of Liberty, and its importance.

## CONVERSATION QUESTION

Why is the Statue of Liberty an important symbol of America?

## TEACHING OBJECTIVES

- Students will learn about the campaign to build the foundation for the statue.
- Students will explain how people work together towards a common goal.
- Students will write an editorial.
- Students will create a poster persuading their audience to give to a cause.
- Students will explore why the statue needed to be restored.
- Students will analyze the role of citizens.
- Students will compare the original construction techniques of the statue with the modern techniques.
- Students will design a future restoration of the Statue of Liberty.
- Students will learn about immigration in America in the 1880s.
- Students will analyze the relationship between Emma Lazarus and the immigrants in New York City.
- Students will write a poem.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

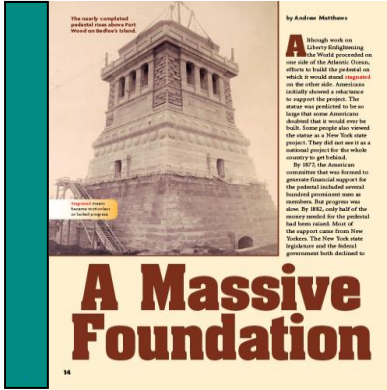
## SELECTIONS

- **A Massive Foundation**  
Expository Nonfiction
- **Happy Birthday, Liberty!**  
Expository Nonfiction
- **Emma's Ode**  
Expository Nonfiction

## A Massive Foundation

pp. 14–17, Expository Nonfiction

Use this article about building a base for the statue to learn about how people worked together to accomplish a goal.



## OBJECTIVES

- Students will learn about the campaign to build the foundation for the statue.
- Students will explain how people work together towards a common goal.
- Students will write an editorial.
- Students will create a poster persuading their audience to give to a cause.

## KEY VOCABULARY

- **reluctance** (p. 14) an unwillingness to do something
- **commission** (p. 15) to formally choose someone to do a special piece of work
- **editorial** (p. 17) an article in a newspaper that gives the opinion of the publisher, writer, or editor

## ENGAGE

**Conversation Question:** Why is the Statue of Liberty an important symbol of America?

Ask students if they have ever been part of a fundraiser for their school or for an organization. What did they fundraise for? Was it difficult to get people to contribute money? Were they able to raise all of the money that was needed? Now explain to students that the Statue of Liberty itself was a gift from the people of France, but it did not include the base for the statue. The government refused to pay for it, so the money had to be raised by other means.

## INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and give them each three index cards. Each group should write one of the three words on each card, and then look up a synonym for the word and write it on the other side of the card. Each group's synonyms will be different. Then have groups trade cards and guess the vocabulary word from the synonym side.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why was it important for American citizens to raise the money for the statue's base themselves?
2. What kinds of reasons made people not want to contribute?
3. Why was Joseph Pulitzer's idea for raising money successful? Who was he speaking to when he asked for money?
4. Why do you think Pulitzer's editorial was successful?

## CONCEPT/SKILL FOCUS: Explain How People Work Together Towards a Common Goal

**INSTRUCT:** Explain to students that this article discusses the effort to raise money for the statue's base, which required people to be persuaded to contribute. Pulitzer's editorial was one way to persuade people to give money. Have each student write their own one-paragraph editorial as if they were trying to convince their classmates to give money for the statue.

**ASSESS:** Have students read their editorials aloud, and assess how well each student wrote persuasively.

## EXTEND

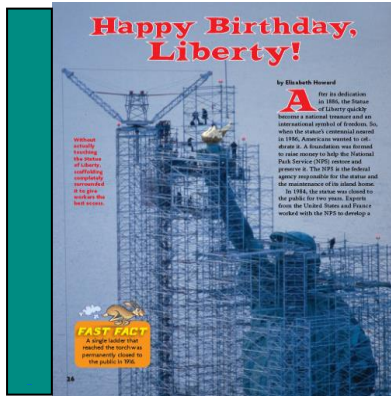
**Social Studies:** Invite students to create a poster or a sign about a fundraiser they are currently taking part in or have participated in in the past. The goal should be persuading other students to contribute.

# Cobblestone® Teacher Guide: April 2024

## Happy Birthday, Liberty!

pp. 26–28, Expository Nonfiction

Use this article about the restoration of the Statue of Liberty to learn about the structural changes in the statue over time.



## RESOURCES

- Cause and Effect

## OBJECTIVES

- Students will explore why the statue needed to be restored.
- Students will compare the original construction techniques of the statue with the modern techniques.
- Students will design a future restoration of the Statue of Liberty.

## KEY VOCABULARY

- **foundation** (p. 26) a nonprofit corporation or a charitable trust that gives money to organizations, institutions, or individuals
- **scaffolding** (p. 27) a raised structure that supports workers and materials during work on a building
- **armature** (p. 27) a metal framework on which a sculpture is molded

## ENGAGE

**Conversation Question:** Why is the Statue of Liberty an important symbol of America?

Ask students if they know what it means to restore something. Have they ever seen a building that is being restored? Buildings, structures, and other permanent things are restored when they need to be fixed and modernized. The Statue of Liberty needed to be restored for its 100th birthday. Explain that restoring something is often very expensive and can take a long time.

## INTRODUCE VOCABULARY

Define each word with students. Then have each student create a simple crossword puzzle (using graph paper) using the three vocabulary words plus at least two more. The puzzle must include clues. Have students trade puzzles and solve them.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why was it important to restore the statue for her 100th birthday? Is it because of how she looks, or how she is built, or both?
2. What kinds of conditions near the statue might have led to damage to her structure and appearance?
3. How is the statue's restoration connected to her importance as a symbol of America?
4. What things were done to modernize the statue?

## CONCEPT/SKILL FOCUS: Cause and Effect

**INSTRUCT:** Explain to students that this article discusses what had to be done to restore the Statue of Liberty in time for its 100th birthday. The article discusses some of the repairs made and material used. Using the *Cause and Effect* graphic organizer, show each part that caused it to need repair, and fill in the effect of what was done.

**ASSESS:** Have students discuss their organizers, especially when it comes to comparing their similarities or differences.

## EXTEND

**STEM:** Invite students to create a drawing showing structural details, and illustrations of how they think a restoration of the statue might look when it turns 200 years old in 2096.

## Cause and Effect

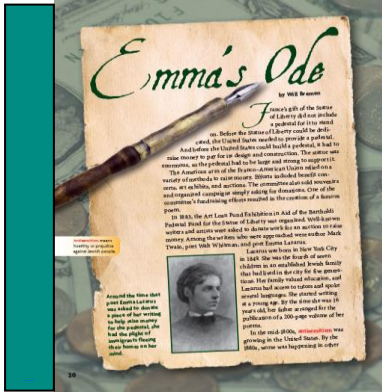
Understanding cause and effect can help to identify things that happened, and what happened because of them. In the case of the Statue of Liberty, cause and effect show both the damage to the statue and what had to be taken down to fix it. For each condition listed on the left, write what was done to fix it on the right.

DAMAGE CONDITION	HOW WAS IT REPAIRED?
Statue's head is tilting	
Torch is water-damaged	
Steel skeleton is weakened	
People could only use stairs to climb to the top	
Copper skin is corroded	

## Emma's Ode

pp. 20–22, Expository Nonfiction

Use this article about Emma Lazarus to learn about the many different people who played a part in the creation of the statue and how it became a symbol.



## OBJECTIVES

- Students will learn about immigration in America in the 1880s.
- Students will analyze the roles of citizens.
- Students will write a poem.
- Students will analyze the relationship between Emma Lazarus and the immigrants in New York City.

## KEY VOCABULARY

- **pedestal (p. 20)** a base or foundation that supports something like a statue or work of art
- **persecution (p. 21)** unfair or abusive treatment toward a person or group of people
- **colossus (p. 22)** a statue that is much bigger than life size

## ENGAGE

**Conversation Question:** Why is the Statue of Liberty an important symbol of America?

Ask students if they have ever seen a fundraiser on television, on a website, or in print that promises to give a gift to anyone who contributes to their cause. Is this an effective way to get people to give money? Explain that the groups raising money for the Statue of Liberty's base did the same thing. And the poet Emma Lazarus contributed to the fundraising by writing a poem that itself became an important part of the immigrant experience.

## INTRODUCE VOCABULARY

Define each word with students. Then have pairs of students discuss:

- where they have seen a statue or sculpture on a **pedestal**.
- times in history where certain groups of have been **persecuted** for their beliefs.
- where in the world they may find a **colossus**.

Invite pairs of students to share their discussions with the class.

## READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. New York City in the 1880s was a city of immigrants. Why did so many people come to the US from Eastern Europe?
2. What was it about Emma Lazarus' background that made it easy for her to identify with immigrants?
3. Read Emma's poem "The New Colossus." How does it relate to immigrants?
4. Why do you think the Statue of Liberty became such an important symbol for immigrants coming to America?

## CONCEPT/SKILL FOCUS: Examine Role of Citizens

**INSTRUCT:** Explain to students that this article discusses Emma Lazarus' role in the effort to raise money for the statue's base, which required people to be persuaded to contribute. Lazarus' poem ended up being a famous quote about welcoming immigrants. Have each student write their own poem about the statue, written either from the perspective of seeing it as an American, or how they might see it as a new immigrant.

**ASSESS:** Have students read their poetry aloud to share with the class.

## EXTEND

**Social Studies:** Invite students to do research online or using print sources, to find brief eyewitness accounts of young immigrants when they first saw the Statue of Liberty. Have them share one of these accounts with the class.