

# Teacher Created Materials

---

PUBLISHING

## *Samples from Primary Sources: My Country Then and Now*

- Table of Contents
- Sample Lesson
- Sample Reproducibles
- Document-Based Assessment

# Table of Contents

<b>How to Use This Product</b> . . . . .	<b>3</b>	<b>Growth in America Lessons</b>	
<b>Introduction to Primary Sources</b> . . . . .	<b>5</b>	Cities Then and Now . . . . .	48
<b>American Symbols Lessons</b>		Background Information for Teachers . . . . .	51
Statue of Liberty Then and Now . . . . .	8	Background Information for Students . . . . .	53
Background Information for Teachers . . . . .	11	Home-School Connection Letter . . . . .	55
Background Information for Students . . . . .	13	<b>American Leaders Lessons</b>	
Home-School Connection Letter . . . . .	15	State & Local Leaders Then and Now . . . . .	56
<b>National Parks Lessons</b>		Background Information for Teachers . . . . .	59
Yellowstone Then and Now . . . . .	16	Background Information for Students . . . . .	61
Background Information for Teachers . . . . .	19	Home-School Connection Letter . . . . .	63
Background Information for Students . . . . .	21	<b>Patriotic Songs Lessons</b>	
Home-School Connection Letter . . . . .	23	The National Anthem Then and Now . . . . .	64
<b>National Holidays Lessons</b>		Background Information for Teachers . . . . .	67
Veterans Day Then and Now . . . . .	24	Background Information for Students . . . . .	69
Background Information for Teachers . . . . .	27	Home-School Connection Letter . . . . .	71
Background Information for Students . . . . .	29	<b>Document-Based Assessments</b>	
Home-School Connection Letter . . . . .	31	America's Favorite Pastime (Word Web) . . . . .	72
<b>American Presidents Lessons</b>		American Military (Venn Diagram) . . . . .	73
Abraham Lincoln Then and Now . . . . .	32	Mapping the World (Timeline) . . . . .	74
Background Information for Teachers . . . . .	35	American Technology (Timeline) . . . . .	75
Background Information for Students . . . . .	37	American Homes (Cause & Effect Frame) . . . . .	76
Home-School Connection Letter . . . . .	39	Changing Roads (Cause & Effect Frame) . . . . .	77
<b>United States Flag Lessons</b>		<b>About Your CD-ROM</b> . . . . .	<b>78</b>
Stars and Stripes Then and Now . . . . .	40	<b>Answer Key</b> . . . . .	<b>80</b>
Background Information for Teachers . . . . .	43		
Background Information for Students . . . . .	45		
Home-School Connection Letter . . . . .	47		

# Statue of Liberty Then and Now

## Standard/Objectives

- Give examples of cooperation among individuals, groups, and nations. (NCSS)
- **Part A:** Students will recognize the Statue of Liberty and be able to explain where it came from, what it symbolized then, and what it symbolizes today.
- **Part B:** Students will analyze and discuss Emma Lazarus’s poem. Students will demonstrate their understanding of the significance of the Statue of Liberty by writing acrostic poems.

## Materials

*American Symbols* photograph card and facsimile; Copies of the student reproducibles (pages 13–15); Copy of the cause-and-effect frame written on the board (from the back of the photograph card); Lined writing paper for each student (at least seven lines); White construction paper; Coloring tools, scissors, and glue

### Part A: The Photograph Card

#### Discussion Questions

To activate prior knowledge, ask students, “What is a symbol?” Record student responses. Draw a heart, a star, and a circle with a line through it on the board. Then ask, “Do you know what these symbols mean?” Continue to elicit information and stretch student thinking with prompts such as “Could a symbol mean more than one thing?” and “Do some symbols make you feel an emotion when you see them?”

**Then photograph:** Look at the black and white photograph and tell students that this is a drawing of New York Harbor in 1887.

- What do you see in this picture?
- Who are these people? Do you think they are rich? Why or why not?
- Where are they standing?
- Look carefully at the people. How do you think they are feeling? Why?

**Now photograph:** Now look at the color picture. This picture was taken not long ago.

- What things are the same in this picture? What has changed?
- Who are the people in this picture? What are they doing?
- Where are they standing?

#### Using the Primary Source

1. Have the students sit around you on the floor. Share the two photographs with them one at a time asking the questions above. Share information you learned by reading the background information for the teacher, *Liberty Enlightening the World* (page 11).
2. Then, read the background information for the students from the back of the photograph card as you let the students see the two photographs on the front of the card. If you’d prefer, you can give students copies of *Who Is Lady Liberty?* (page 13), which has the two photographs and the student background information.

# Statue of Liberty Then and Now *(cont.)*

## Part A: The Photograph Card *(cont.)*

### Using the Primary Source *(cont.)*

3. Talk about what an *effect* is. Help your students understand by giving them some examples from your classroom rules. Ask them to tell you what would happen **if** people are talking during a test, or **if** everyone hands in their homework on time, or **if** the fire drill bell rings. Be sure to point out to them that an effect is what happens because of something.
4. Talk about what a *cause* is. Help your students understand by again giving them some examples. Ask them to tell you what might be the reason for a late lunch, or the principal coming to your classroom, or even you smiling. Be sure to point out that their answers are possible causes, reasons for the outcomes. Once students have talked about the words cause and effect, mention the special reciprocal relationship between the two.
5. Then use the cause-and-effect frame you have drawn on the board to create a class chart about the Statue of Liberty. Write in a cause and ask the class to figure out the effect. Write in an effect and see if the class can come up with the cause. Fill in the rest of the frame with the class coming up with both the causes and the effects.
6. You can assess how well students are able to use cause-and-effect frames with the following document-based assessments: *American Homes* (page 76) and *Changing Roads* (page 77).

## Part B: The Facsimile

### Discussion Questions

- What is this? Is it a story? Why or why not?
- Is this a rhyming poem? How can we tell?
- Who is the author? What is the title? What do you think the title means?
- Thinking about what we are studying, what do you think this poem is probably about?

### Using the Primary Source

1. Post the facsimile where the class can easily see it. Read Emma Lazarus's poem to the class. You may wish to read it aloud more than once.
2. Students may not be able to understand the meaning of all of the words in the poem, but call attention to the words "world-wide welcome" in the seventh line. Ask students to use their prior knowledge to tell you what the author might have meant by "world-wide welcome." Do they notice any other words in the poem that seem to invite immigrants to the United States? (Some possibilities may include: her name Mother, her mild eyes, yearning to breathe free, or lift my lamp.)
3. Share information you learned by reading the background information for the teacher, *A Symbol of Freedom, A Symbol of Welcome* (page 12). And, then read *The New Colossus* (page 14) with the students.

# Statue of Liberty Then and Now *(cont.)*

## Part B: The Facsimile *(cont.)*

### Using the Primary Source *(cont.)*

- Write the word *liberty* vertically on the board in all capital letters. Introduce acrostic poetry if your class is not already familiar with it. Demonstrate how the letters that spell the word dictate what the first word in each line will be. Remind them that poetry is an open form of writing and that they do not have to use complete sentences if they don't want to. There should, however, be an overall theme to the poem.
- Prior to writing, brainstorm all of the things the class knows about the Statue of Liberty. Record their ideas on the board to reference during writing. Pass out lined paper and plain white paper. Coloring tools, scissors, and glue should also be accessible.
- Allow students time to create their own poems. Make sure they have correctly written the word *liberty* vertically, with one letter per line. Once they have finished their poems, students may draw pictures on the white paper. Students can then cut out and glue their poems to the pictures they have drawn.

## Part C: Connecting to Primary Sources

### Home-School Connection

- Give students copies of the *Statue of Liberty Home-School Connection Letter* (page 15). Explain the assignment to the students and answer any questions. Have students fill in their parents' names and the date at the top of the letter. Then, they should sign the bottom.

### Content-Area Connections

- Math Connections**—List the following ticket prices for the Statue of Liberty ferry (Adult \$10; Senior (62+) \$8; Child (4–12) \$4; Under 4 Free). Ask students to calculate how much it would cost for their family to go to Liberty Island.
- Science Connections**—Why is the statue green? Talk about what happens to copper over time and conduct an experiment by putting pennies in vinegar. Record the class observations. Or, talk about what the word *solid* means. The Statue of Liberty was the first hollow statue that people could go inside. How is hollow different from solid? Or, discuss reasons for why the statue was built to move in the wind. The Statue of Liberty will sway three inches and the torch will sway five inches in 50 mph winds. What might happen if the statue didn't sway?

### Read Aloud Titles

- Hochain, Serge. *Building Liberty: A Statue Is Born.*
- Maestro, Betsy. *The Story of the Statue of Liberty.*
- Penner, Lucille. *The Statue of Liberty.*
- Stevens, Carla. *Lily and Miss Liberty.*
- Zimelman, Nathan. *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty.*

# Liberty Enlightening the World

## Photograph Background Information for the Teacher

The Revolutionary War, and ultimately American independence, was won with the help of the French. America's success with democracy was on the minds of the French people. Unhappy with Napoleon III themselves, the French were taken with the American government. Especially admirable to the French was the abolition of slavery at the end of the Civil War. The suggestion was made that a special gesture of the continuing friendship, and of the shared belief in democracy, should be made in time for America's centennial celebration in 1876. This suggestion was made at a party where one of the guests was sculptor Frederic Bartholdi. Influenced by the pyramids in Egypt, Bartholdi's work was known for its grand scale. He envisioned an enormous statue, freedom personified, as the perfect gift for America's 100th birthday party.

His vision, "Liberty Enlightening the World," was going to be expensive. So, it was decided that France would pay for the statue and America would pay for the foundation and the pedestal. Unfortunately, the cost and the magnitude of the project made it impossible for Bartholdi to finish in time for the 1876 centennial party. After many fundraising events, enough money was raised and Bartholdi was finally able to begin work in 1881. Bronze and stone were both too heavy and expensive for the statue Bartholdi had in mind, so instead he decided to use sheet metal. He employed Alexandre-Gustave Eiffel to build the frame for the inside of the statue. After hammering the metal into molds, it was then placed around the frame. The Statue of Liberty was the first statue that was hollow and could be climbed inside. It was completed in France in 1884, dismantled, and sent by ship to America.

Fundraising for the American end of the project was off to a painfully slow start. People were reluctant to contribute funds to something they saw as only for New York. It wasn't until Joseph Pulitzer began publishing articles in his newspaper that people started making contributions. Pulitzer encouraged the public to make donations, claiming that if the French people could do it then so could Americans. He used his paper to spotlight the selfishness of the wealthy for not contributing at all and to congratulate the generosity of the middle and lower classes. Because of Pulitzer, enough funds were raised for the foundation and the pedestal.

Ten years too late, the statue was unveiled at a public ceremony on October 28, 1886. President Grover Cleveland and Frederic Bartholdi watched as more than one million people from all over the world stood nearby and New York Harbor filled with ships. Then, Bartholdi went into the statue alone and stood by himself in the head. At a signal, he pulled the cord to drop the French flag over the statue's face. The crowd went wild.

President Cleveland said, "We will not forget that Liberty has made here her home, nor shall her chosen altar be neglected." More than 100 years later, the Statue of Liberty still stands proud and tall in New York Harbor. She has come to symbolize democracy around the world. She reminds us of the freedom we won and of the freedom we continue to fight for today.



# A Symbol of Freedom, A Symbol of Welcome

## Facsimile Background Information for the Teacher

To help raise funds for the pedestal of the Statue of Liberty, Emma Lazarus, a prominent New York poet, wrote a sonnet titled “The New Colossus.” The poem was then auctioned at a fundraiser. Years later, it was rediscovered among other 1883 poems that were written to help raise money. Lazarus had since died, but her powerful words remained. In 1903, a bronze tablet of the poem was attached to the pedestal of the statue. It has become one of the most recognizable poems in America, associated always with the Statue of Liberty and immigrant rights. The tablet is currently on display in the Statue of Liberty exhibit. The American Jewish Historical Society has the original handwritten version.

When Frederic Bartholdi created the Statue of Liberty, he used the Colossus of Rhodes as his inspiration. The enormous Greek symbol of “unity of the people” seemed fitting for this French tribute to freedom and democracy. The Statue of Liberty was meant to remind countries still struggling with oppression that American democracy was working. Instead, with the help of Lazarus’s poem, the statue invited millions of unhappy people to leave their countries and come find a different and new way of life in America.

A politically aware Jewish woman, Lazarus used her writing as a way to express her feelings and concerns. Her religion, her gender, and her humanitarian beliefs all influenced her writing. Using the image of the ancient Greek statue, she titled her poem “The New Colossus,” paying homage to the intended symbol of freedom. This title also contrasted the old symbol of “power by force” with this new symbol of “power through nurturing.”

In 1892, an immigration station opened on nearby Ellis Island. During the 62 years of operation, over 12 million people passed through, all with the hope of a better life. The first thing immigrants saw as they came into New York Harbor was the giant Statue of Liberty. She was a sight that evoked strong emotions: excitement, hope, relief, and awe. Seeing the Statue of Liberty meant the long voyage was finally over and opportunities for a new and better life were waiting.

The Statue of Liberty on Liberty Island was declared a national monument in 1924. Ellis Island, the nearby site of the immigration station, was added as part of the monument in 1965. Today, tourists come to see the Statue of Liberty and reflect on what she has come to mean to so many. While she remains a symbol of democracy, it is hard to separate her from Ellis Island and the freedom she came to symbolize to so many immigrants.



# Who Is Lady Liberty?

## Statue of Liberty Then

Source: *The Library of Congress*



## Statue of Liberty Now

Source: *Jim Steinhart, www.TravelPhotoBase.com*

Americans went to war to be free from Great Britain. The French helped them win that war. Later, France wanted to give America a special gift. The French wanted to celebrate freedom.

The French made the Statue of Liberty. But, she was too big to fit on a ship. They took her apart. Then, they sent her to New York in over 200 boxes!

The Statue of Liberty is near New York City. Long ago, many ships came to America with immigrants. These ships sailed right past the Statue of Liberty. When the immigrants saw the statue, they were happy. They knew that they were in a free country. She welcomes everyone to America.

She has been in New York for more than 100 years now. Americans still love her. People visit her every year. She reminds Americans that we live in a free country.



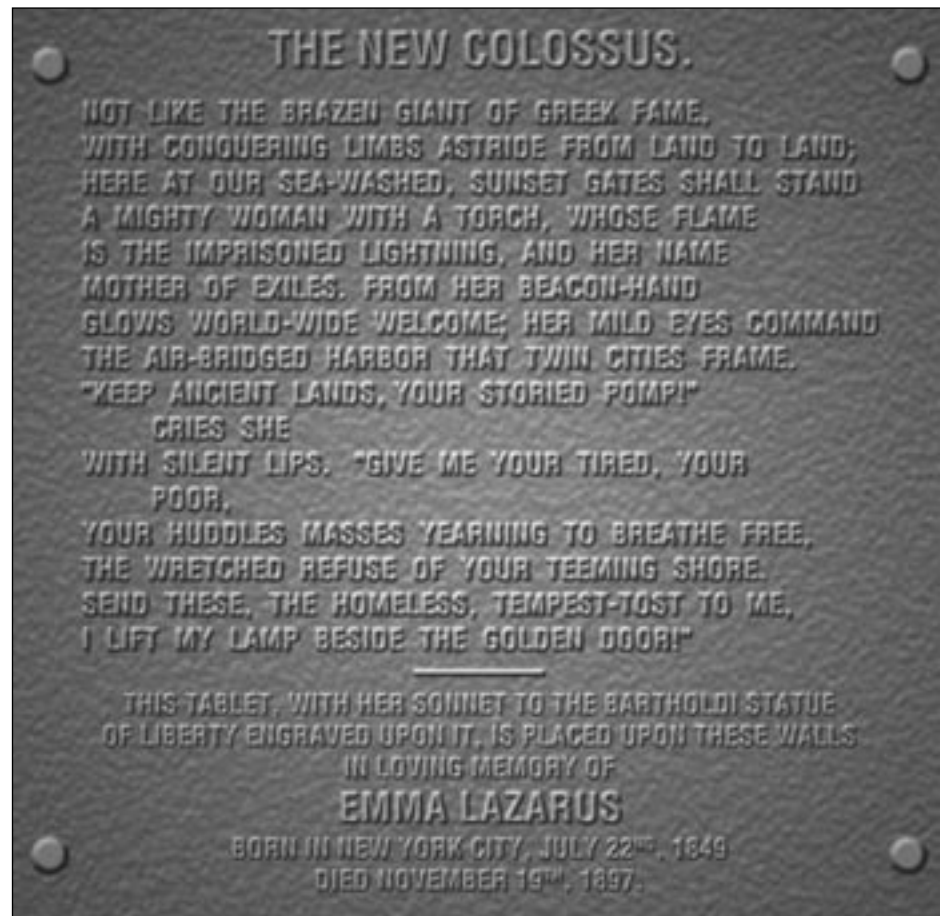
# The New Colossus

The Statue of Liberty cost a lot of money to make. Many different people helped. One woman who helped was Emma Lazarus. She wrote a poem about the Statue of Liberty.

She said the Statue of Liberty was like a new Colossus. The Colossus was a big statue. It used to be in Greece. One day, there was an earthquake. The Colossus fell down.

Emma Lazarus sold her poem. The money helped pay for the Statue of Liberty. Her poem is very famous. The poem says that anyone can come to America. Everyone is welcome.

Many people did come to America. They had to go to Ellis Island first. They saw the Statue of Liberty on their way. Emma Lazarus's poem was put on the statue. Now, when people see the statue they think of her poem. They think about all the people who came to America.



# Statue of Liberty Home-School Connection Letter

---

(date)

Dear \_\_\_\_\_,

I am learning about the Statue of Liberty in school right now. Today, we read “The New Colossus,” a poem by Emma Lazarus. It is about the Statue of Liberty. After we talked about what it means, we wrote our own poems about the statue.

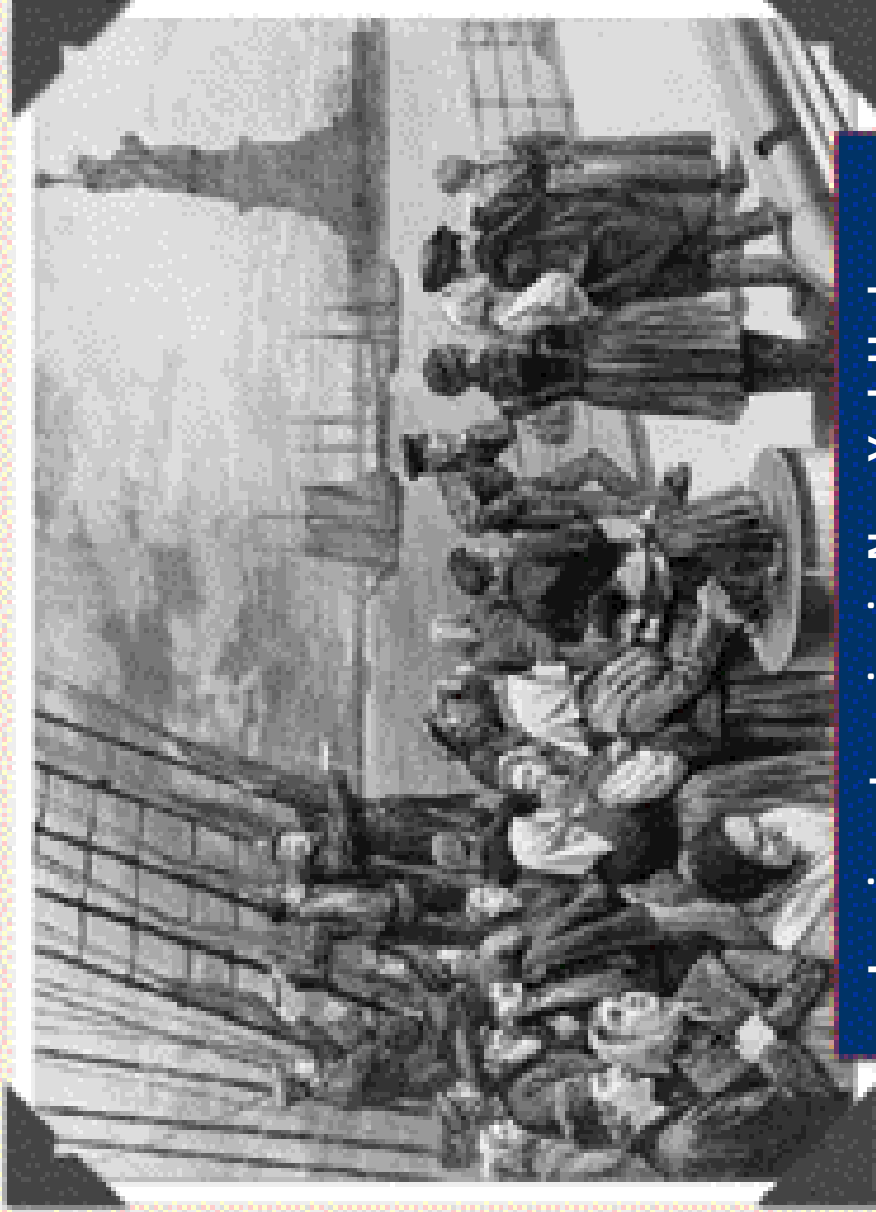
My class also talked about how America got the statue. I know it was made in France and it was a present for America’s 100th birthday. It took a long time to make her because she is so big and because she is hollow. Did you know you can go inside the statue? We talked about why New York Harbor was chosen as a good place to put her. I know that people coming to America by boat saw her when they first arrived. She is special to a lot of people because when they saw her they knew that they were in a new country where they would be free.

Because the Statue of Liberty welcomes people to America, my teacher would like me to make a sign or a poster for our home. I can make a poem, like the one I wrote in class, or I can make a friendly picture to greet the people coming to visit us. After it is finished, we should put it by our front door so people will see it and know they are welcome.

Love,

---

# American Symbols



Immigrants arrive in New York Harbor.



Tourists visit the statue today.

# American Symbols Then and Now

## Showing What You Know

**Directions:** Look carefully at the two pictures on the other side of this card. Read the passage. Use the cause-and-effect frame to show what happened and why. The first one has been done for you.

Example Cause	→	Example Effect
The Statue of Liberty is too big.		The statue is taken apart to be shipped to America.
Cause 1	→	Effect 1
Cause 2	→	Effect 2
Cause 3	→	Effect 3

# Who Is Lady Liberty?

Americans went to war to be free from Great Britain. The French helped them win that war. Later, France wanted to give America a special gift. The French wanted to celebrate freedom.

The French made the Statue of Liberty. But, she was too big to fit on a ship. They took her apart. Then, they sent her to New York in over 200 boxes!

The Statue of Liberty is near New York City. Long ago, many ships came to America with immigrants. These ships sailed right past the Statue of Liberty. When the immigrants saw the statue, they were happy. They knew that they were in a free country. She welcomes everyone to America.

She has been in New York for more than 100 years now. Americans still love her. People visit her every year. She reminds Americans that we live in a free country.

## Challenge

- The base of the Statue of Liberty is an 11-pointed star. See if you can draw a star with eleven points.

## 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 POMPI!"  
CRIES SHE  
WITH SILENT LIPS. "GIVE ME YOUR TIRED, YOUR  
POOR,  
YOUR HUDDLES 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!"

---

THIS TABLET, WITH HER SONNET TO THE BARTHOLDI STATUE  
OF LIBERTY ENGRAVED UPON IT, IS PLACED UPON THESE WALLS

IN LOVING MEMORY OF  
**EMMA LAZARUS**

BORN IN NEW YORK CITY, JULY 22<sup>ND</sup>, 1849  
DIED NOVEMBER 19<sup>TH</sup>, 1897.

Name \_\_\_\_\_

# American Homes

**Directions:** Look carefully at these two pictures. Fill in the cause-and-effect chart below. An example has been done for you.

**Then: Sod Home from the 1800s**

Source: *The Library of Congress*



**Now: Townhome Today**  
Courtesy of Emily R. Smith

Cause	Effect Then	Effect Now
It rains in the winter.	Water soaks the walls and roof and gets inside the house.	Water goes into the rain gutters and stays outside the house.