

Topic: American symbols

Overview

American symbols, the Statue of Liberty. Students will recognize The Statue of Liberty as an American symbol and understand the meaning behind this patriotic symbol by interacting with a web based fast facts, re-creating several components of the statue to life-size, and watch a video about her history. Students will then draw and write using KidPixs or other drawing programs which will be used as a culminating piece. This lesson is part of a larger unit on American Symbols.

Grade 1

Time Allotment

Three 40-minute sessions plus 1 hour in the computer lab

Learning Objectives

On completion of this lesson students will be able to:

- identify the Statue of Liberty as an American Symbol
- explain the meanings of the symbol: liberty and freedom
- understand the depth of greatness the gift was from France
- describe in picture and words the importance of this national symbol

This lesson addresses Va SOLs Social Studies 1.11; Language Arts 1.1, 1.11, 1.12; Tech 1.3, 1.4, 1.5; Math 1.12

Media Components

- Video: U.S. Symbols. 100% Educational Videos (1998). Retrieved April 9, 2007 from United Streaming: www.wvpt.unitedstreaming.com/index.cfm

Segments used:

Segment 1- Introduction (01:11)

Segment 2- Statue of Liberty (02:31)

- Multimedia Projector with screen or Television hooked up to a computer to project streamed video, interactive website and PowerPoint
- Document Camera (optional)
- KidPix Software
- Computer lab
- Printer
- Websites: Computer with Internet hookup and access the following sites:
www.nationalgeographic.com/ngkids/9907/liberty/,
www.greatbuildings.com/buildings/Statue_of_Liberty.html,
www.ebayonne.com/shopping_cart/Statue_of_liberty_photos.htm,
www.libertystatepark.com/statue_of_liberty_photos.htm
www.nps.gov/stli/historyculture/statue-statistics.html

Materials and Student Handouts

Per Student:

- Large sheets of green Bulletin Board paper to recreate the index finger with nail, head and face of the Statue of Liberty
- Glue and scissors
- Printer paper
- 12" piece of string
- Writing paper, several sheets per student

Per Teacher:

- Copy of the textbook *The Statue of Liberty* by Lucille Recht Penner
- Chart paper and chart markers
- Post It Note pad

Teacher Preparations

- Download, preview and cue video
- Make PowerPoint of photos of the Statue of Liberty at various angles from www.greatbuildings.com/buildings/Statue_of_Liberty.html, www.ebayonne.com/shopping_cart/Statue_of_liberty_photos.htm, www.libertystatepark.com/statue_of_liberty_photos.htm
- Bookmark websites
- Have chart paper ready to record information and the sizes of the different parts of the Statue of Liberty
- Have enough bulletin board paper to recreate the various elements of the Statue of Liberty
- Schedule time in the computer lab for culminating activity

Introductory Activity

1. Focus: We are going to learn about another American Symbol. I am going to show you some pictures that are in a PowerPoint. We are going to watch it and try to figure out what symbol it is. Look for clues and remember what you see so that we can talk about and chart them when the PowerPoint is over.

Activity: Run the PowerPoint of pictures of the Statue of Liberty

Follow-up: Who knows what the next symbol is? (Statue of Liberty) How did you know it was the Statue of Liberty, what clues did you see? (various answers)

2. Focus: Now I am going to rerun the PowerPoint but this time we will stop at each picture to see if we can see more clues that we didn't see the first time. Take your time and look at the detail in each picture.

Activity: Replay the PowerPoint pausing at each slide for discussion

Follow-up: Discuss, record new observations. Ask students to describe the Statue of Liberty to the class.

Learning Activities

1. Focus: We will be watching a video segment about symbols. The video is going to ask: “What is a symbol?” I want you to listen to the song and the lady to find out what a symbol is.

Play: video from the beginning #1 Introduction, U.S. Symbols: United Streaming.

Time Cue: 0:00, Video Cue: when you see the words United States Symbols and a U.S. Flag waving behind the words, Audio Cue: when you hear a banjo playing music

Pause: Time cue: at 0:54. Video cue: where there is a picture of coins. Audio Cue: when the woman says “ a symbol stands for something else”

Follow-up: Ask students what the song said a symbol is. (something that stands for something else)

2. Focus : I am going to play the segment again. In addition to listening to the song I want you to tell me what kind of symbol the Statue of Liberty is.

Play: video from the beginning #1 Introduction, U.S. Symbols: United Streaming.

Time cue: 0:00. Video cue: when you see the words United States Symbols and a U.S. flag waving behind. Audio Cue: when you hear banjo music

Pause: Time cue: 0:54. Video cue: where there is a picture of coins. Audio cue: when the woman says “a symbol stands for something else”

Follow-up: What kind of symbol is the Statue of Liberty and why? (a national symbol because it stands for our country). Have students try to sing the song.

3. Focus: I’m going to play another part of the video. I want you to listen and find out where the Statue of Liberty came from and what her symbol means.

Play: the video # 5 “The Statue of Liberty” from U.S. Symbols, United Streaming.

Time cue: start at 1:20. Video cue: black and white photo of the Statue of Liberty

Audio cue: when the announcer says “she is a symbol of...”

Pause: the video at 1:52. Video cue: black and white photo of men building the Statue of Liberty. Audio cue: when it says “A symbol of friendship and freedom”.

Follow-up: Why was the statue given to America and what did it symbolize? (It was given as a gift for the U.S.’ 100th birthday and it is a symbol of the U.S.’ friendship with France). Do you think it was a good gift? (answers will vary). Record answers on chart paper.



4. Focus: Now we are going to see how she was built. Pay attention to what the people had to do to build the statue.

Play: the video #5 The Statue of Liberty” from U.S. Symbols, United Streaming.

Time cue: 1:53. Visual cue: black and white photo of men building the Statue of Liberty

Audio cue: when the announcer says “she was difficult to build”.

Pause: the video at time cue: 2:10. Visual cue: black and white photo of men building the scaffolding on the base of the Statue of Liberty. Audio cue: when it says “Arrived in New York on October 26,1886”.

	Big Lady Liberty Margaret Riso Albemarle County Public Schools	
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Follow-up: Have students work in groups to answer the following questions that have been written on the board: Why was the statue difficult to build? (because of her size, had to be built in pieces) and Would it be any easier today to build the statue? (answers will vary).

5. Focus: In this clip watch and see how big she is compared to you.

Play: #5 “The Statue of Liberty” from U.S. Symbols, United Streaming. Time cue: start the video 0:11. Video cue: when you see an eagle in front of mountains. Audio cue: when you hear the man say “no”

Pause: Time cue: 0:54. Video cue: When you see the Statue of Liberty. Audio cue: when it says “from the tip of her torch is over 305 feet”.

Follow-up: How big do think the statue is compared to something that you know? (answers will vary) Record answers on chart paper.

6. Focus: Review the focus questions from the video and responses that have been recorded on chart paper. Say: “I am going to read you a book about the Statue of Liberty, listen to see if the book has information that we can add to what we already know”.

Activity: Read the picture book *The Statue of Liberty* by Lucille Recht Penner using a document camera, otherwise hold the book so students may see the pictures as you read it to the class.

Follow-up: This book talked about what the word liberty means and the size of the Statue of Liberty. Let’s add to our list what we learned from this book about those two things. (liberty means freedom and she is as tall as a skyscraper)

7. Focus: Let’s look at our list that is on the chart paper and see if we can see things that belong together. As you pick an item, I am going to write down on a Post-It so that we can sort easier

Activity: Guide students into sorting the information into columns. Students must state why they put the information where they did.

Follow-up: Now that we have the information in columns that go together, let’s give each column a title. Let’s discuss why we named each column what we did. (answers will vary) This allows students to organize their thoughts in a graphic organizer.

8. Focus: We have been talking about how big the gift from France; the Statue of Liberty is. Now we are going to play a game with a website.

Activity: Go to bookmarked website www.nationalgeographic.com/ngkids/9907/liberty/ and read each page of the “Light of Liberty” interactive site and complete the activity.

Follow-up: Starting a new list, record on chart paper information pertaining to the size of the Statue of Liberty (answers will vary depending on each feature of the Statue of Liberty, list will include the body part and the size).

Culminating Activities

1. Focus: Now we are going to look at our list of the different parts of the Statue of Liberty. I want you to think about which parts sound interesting or unusual to you that you would like to make

Activity: go to www.nps.gov/stli/historyculture/statue-statistics.html (pages 4 and 5) and look at facts about the Statue of Liberty.

Follow-up: Working with a partner, I want you to choose one part of the Statue of Liberty you think is interesting and would like to make and share with the class (each group must choose something different from the rest of the class, guide students if necessary). Record each groups choice.

2. Focus: We are going to show other people in our school how big the Statue of Liberty is by making some parts of her body to the full size.

Activity: Using green bulletin board paper have students work in groups to measure out the length of the following body parts that they chose and that is on the list from the chart paper: index finger and nail, head, mouth, nose and eyes. Students will use a piece of string that has been pre-measures to 12" to aid in the measuring. Help students draw and cut out their body part.

Follow-up: Students will write about how big they think the Statue of Liberty is compared to themselves and things around them in their world.

Assessment

- Drawings and writing prompts will be used as evaluation of student understanding

Community Connections

- Students' KidPix drawings with writing will be made into a class book that will be shared with parents and other members of the school community.

Cross-Curricular Extensions

Language Arts

- Read *The Story of the Statue of Liberty* by Betsy and Giulio Maestro. Ask students how the final page of the story makes them feel. Write about their feelings

Art

- Make drawings or paintings of the Statue of Liberty

Math

- Using the strings as measurement tools, measure out in a hallway or outside on a sidewalk the full size of the Statue of Liberty. Have students use tally marks to record each section measured to reach the 151' total.

About the Author

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This lesson was written as part of the Spring 2007 WVPT NTTI for the Virginia Enhancing Education Through Technology Ed Tech Grant awarded to the Shenandoah Valley Technology Consortium (SVTC).