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

**This sample includes the following:**

- Teacher's Guide Cover** (1 page)
- Teacher's Guide Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (8 pages)
- Photograph Card** (2 pages)
- Primary Source Document** (1 page)
- Document-Based Assessment** (2 pages)

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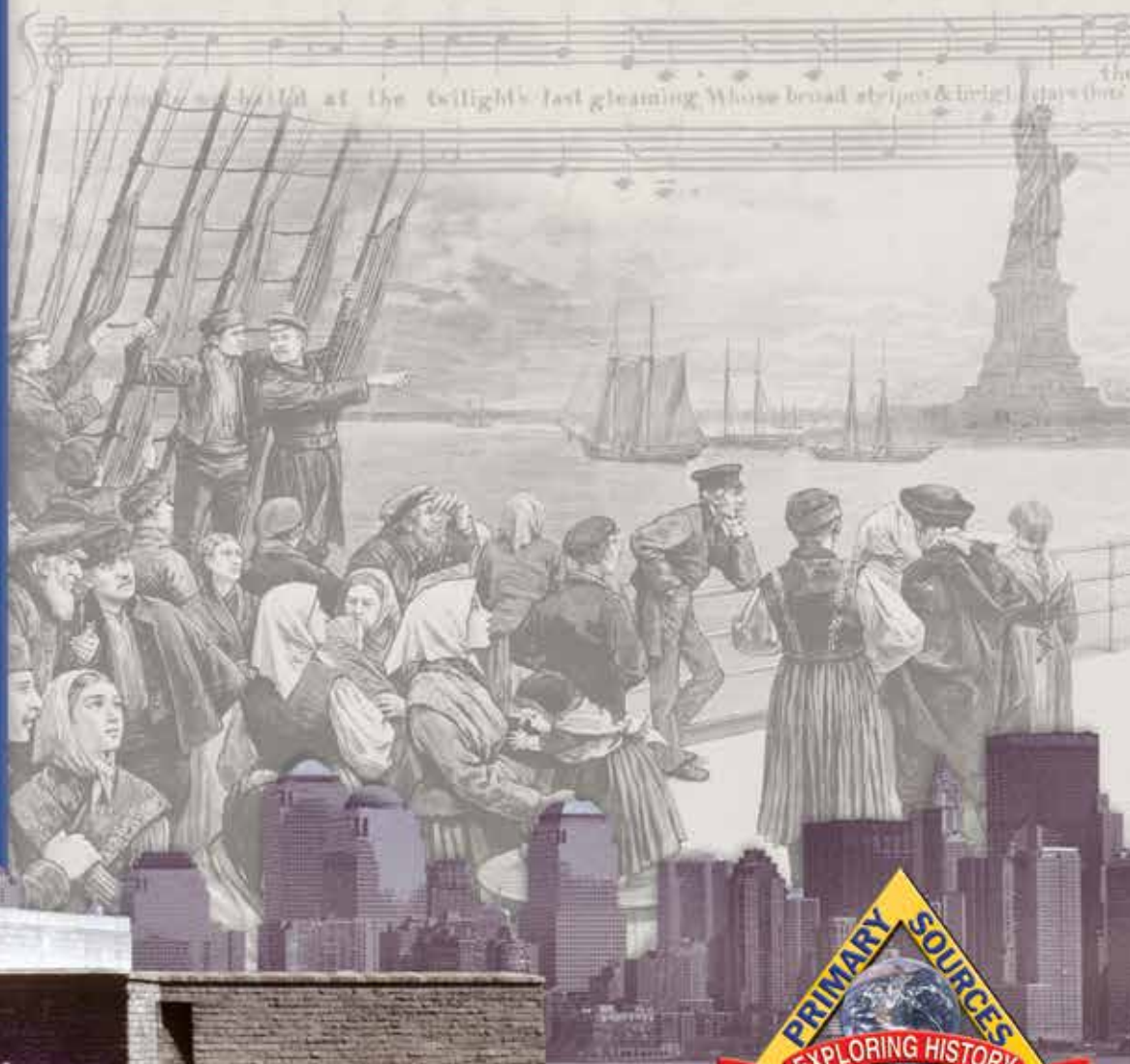
— PRIMARY SOURCES —

# My Country

Then and Now

O! say can you see by the dawn's early light, What so

the colors that fill the sky, At the twilight's last gleaming, Whose broad stripes & bright stars thro'



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# How to Use This Product

Students make deeper, stronger, longer-lasting connections to new information when given a way to attach that information to something they already know. While primary-age students' experiences are often limited, they do have considerable knowledge of the places and people within their communities. Teachers can use this knowledge to help students begin to make sense of the world and make the past come alive.

This kit includes a teacher's guide, a set of eight photograph cards, a set of eight primary source facsimiles, and a CD-ROM. Students can compare and contrast the photographs and then study the facsimiles as they begin to build an understanding of the past. Suggested questions will activate prior knowledge and student passages will help start class discussions. Graphic organizers are included for post-discussion reflections. While the lessons have similar structures, each lesson is unique and can be taught independently or in combination with the other lessons.

Students will be practicing observation skills and learning about making comparisons in this unit. They will be purposefully thinking about our country and they will be introduced to the idea of change over time. Dramatic examples of the role that technology plays in America today can be found in several of the lessons. Students will learn how to organize their thinking and they will practice communicating their thoughts to others. Learning these skills takes time and consistent instruction and students will have repeated chances to practice them. While they may become familiar with the routine of these lessons, they will continue to be challenged in their thinking by the considerable content and engaging activities.

## The Teacher's Guide

In this manual you will find two lessons in each of the eight main sections—one to accompany the photograph card and one to accompany the facsimile. There is an informational passage written for the students for each primary source as well as one written for the teacher. Photograph card and facsimile lessons can be taught in tandem or independently. The assessments in the back of the book reflect the graphic organizers students will practice creating with the photograph card lessons. They can be used at any time throughout this unit to assess student mastery. Teachers who wish to incorporate these topics into other curriculum areas or expand student learning with additional experiences may use the content-area connections provided with each lesson. These optional extension projects and activities will require materials not included in this kit and some additional preparation time. It is at your discretion whether or not to include these extras. At the end of each lesson, a list of read-aloud titles is also provided for your reference.

Standards for each lesson were taken directly from the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*). Student objectives describe the skill(s) students will perform and how mastery will be demonstrated.

Copies of the student passages are included in the teacher's guide. Students will be familiar with the text after having read the back of the photograph card in class, which makes these passages especially good for practice reading. Teachers may wish to use copies of the now-familiar text for guided reading lessons, phonics skills development, fluency lessons, or for take-home reading material.

**Note to teachers:** Currently, according to the Bureau of Indian Affairs, the U.S. Department of the Interior, and the Smithsonian Institute's National Museum of the American Indian, American Indians prefer to be called American Indians or the specific tribe name rather than Native Americans. Therefore, except where specifically quoted, American Indian is the term used throughout this product when referring to the people of the native tribes.

# How to Use This Product *(cont.)*

## Photograph Cards

Each photograph card has two photographs—one recent picture and one picture from the past. Students will practice comparing and contrasting with these two photos and will begin their exploration of past, present, and future. These photographs can be used to begin a class discussion of each topic. On the back of each card is a passage for students to read, think about, and discuss. (This passage can also be found in the teacher’s guide.) There is also a graphic organizer to help students organize their thoughts and ideas. Teachers may use the graphic organizers during or after discussions, depending upon the needs of their students.

## The Facsimile Primary Sources

Each topic also includes a facsimile of a primary source for students to handle, observe, and discuss. The facsimiles are authentic-looking reproductions and serve as complementary primary sources to the photograph cards.

## The Home-School Connection Letters

At the end of each section you will find a letter to send home that explains the topic of study and details of a homework assignment. These letters can be used as a connection between what you are doing in the classroom and the students’ homes.

## The Teacher Resource CD-ROM

The CD-ROM has the photographs, facsimiles, and additional documents and/or photographs about the topics to enrich the lessons. See pages 78–79 for more information about using the CD-ROM.

## Objectives of this Unit

Students will learn how to:

- make observations
- organize ideas and information
- express thoughts with new vocabulary
- work in a variety of group situations
- compare and contrast

Teachers will enhance the lessons by:

- repeating graphic organizer skills
- modeling discussion forums
- promoting higher-level thinking
- meeting curriculum standards
- engaging students of all ability levels
- bringing the community into the classroom

# 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.)*

4. 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.
5. 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.
6. 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.

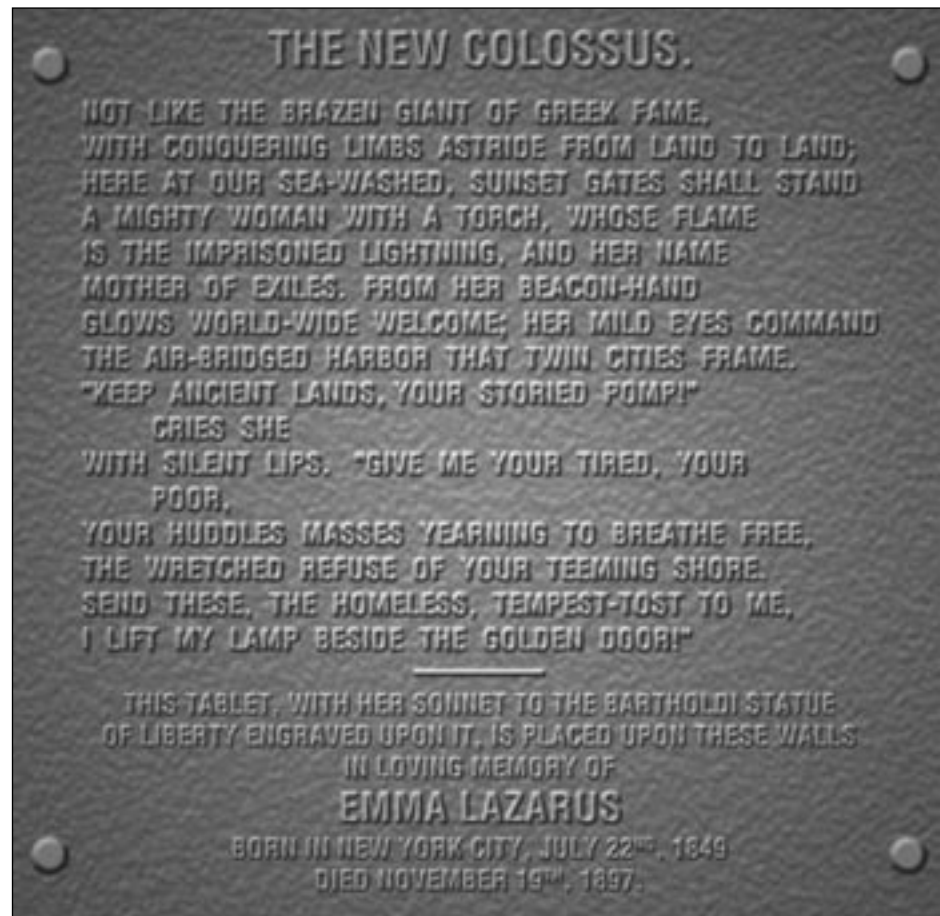
# The New Colossus

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.

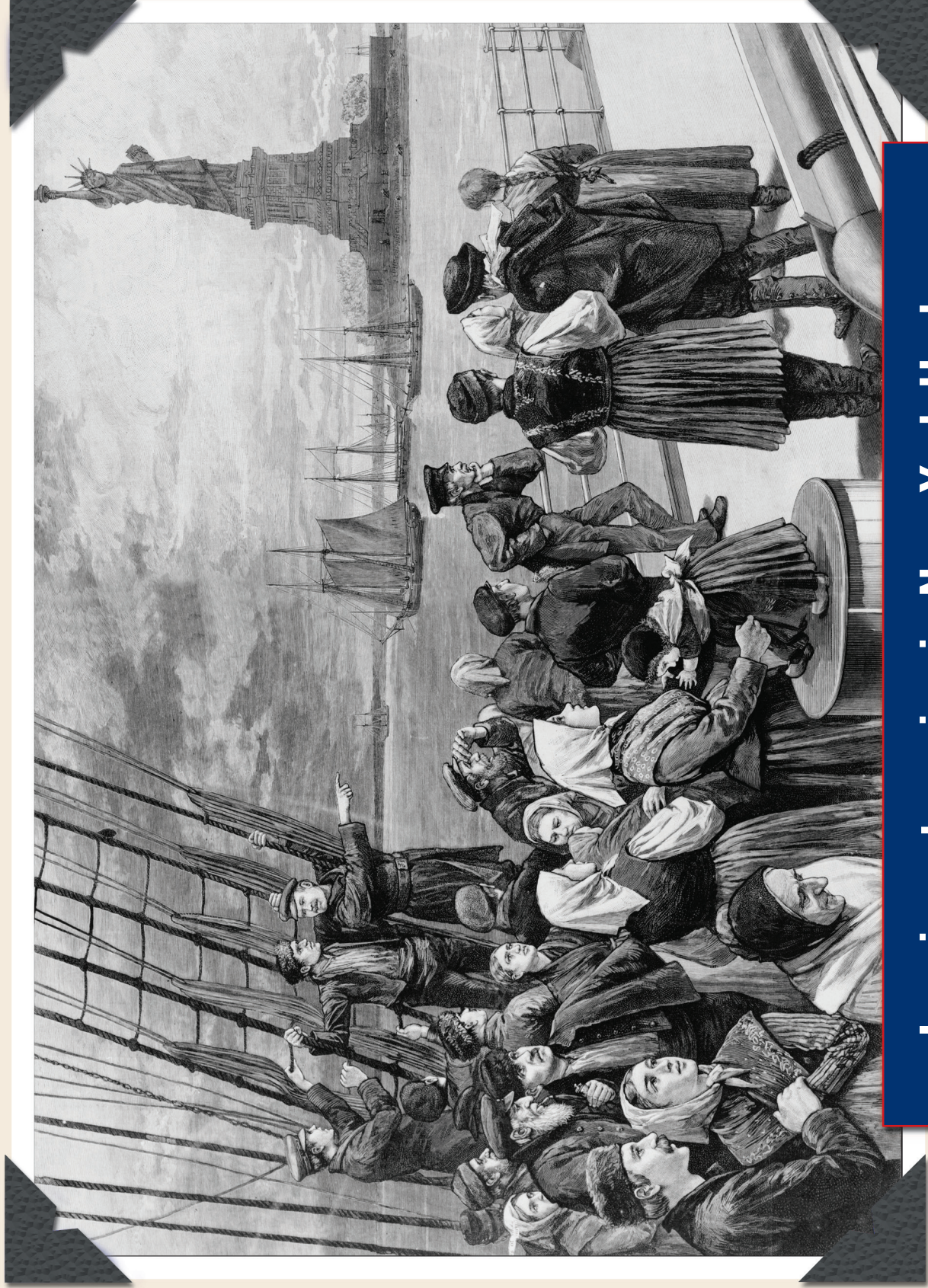
My class also talked about how America got the statue. I know it was made in France and it was a present for America’s 100th birthday. It took a long time to make her because she is so big and because she is hollow. Did you know you can go inside the statue? We talked about why New York Harbor was chosen 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.

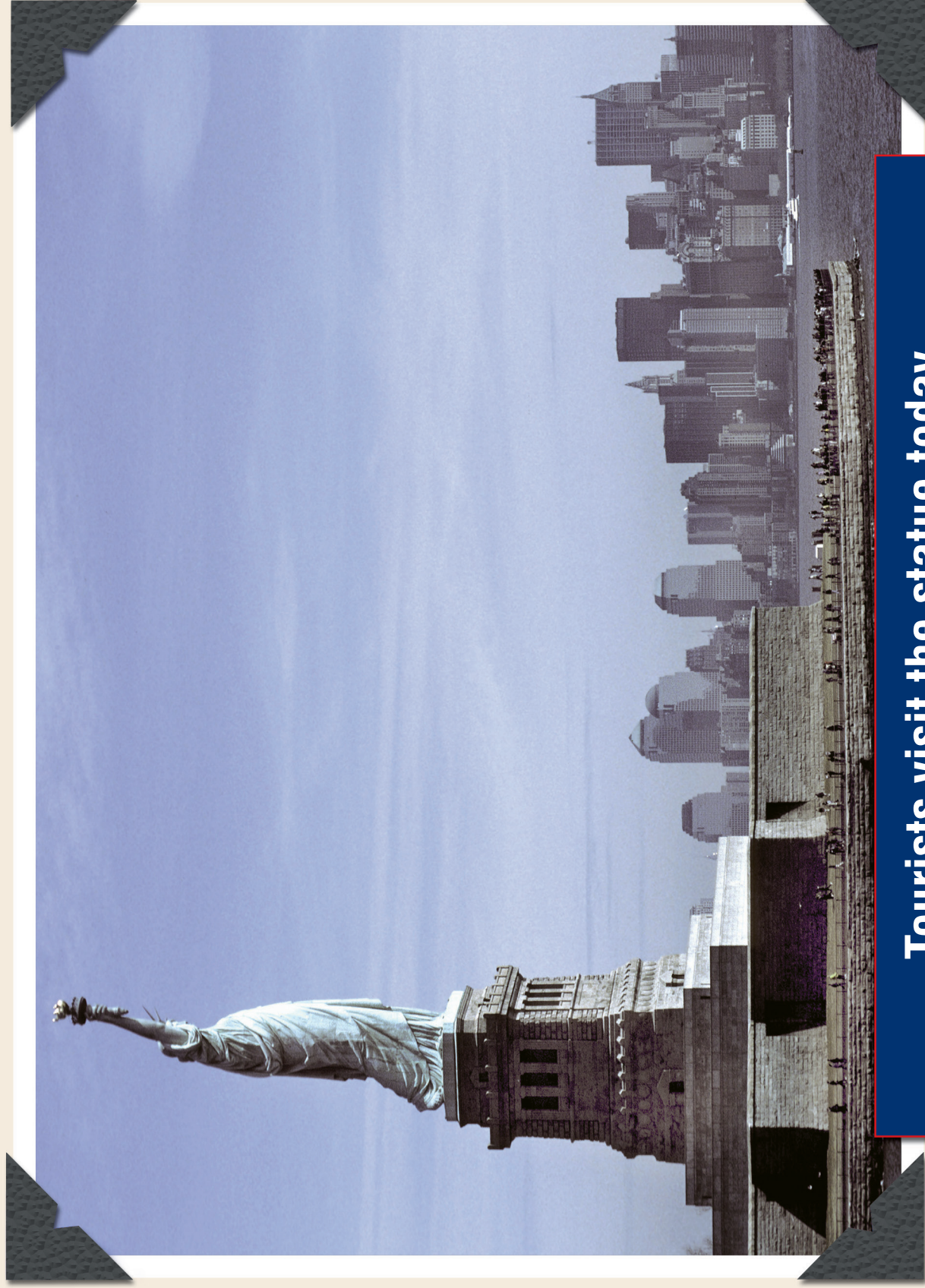
Love,

---

# 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.

Name \_\_\_\_\_

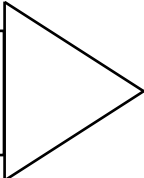
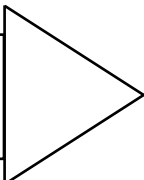
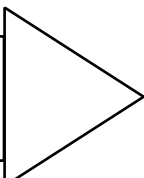
# Changing Roads

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

**Then: Tyson's Corner, Virginia, in 1935**  
*Courtesy of Kathryn Kiley*



**Now: Tyson's Corner, Virginia, Today**  
*Courtesy of Emily R. Smith*

Cause	Effect Then	Effect Now
<div style="border: 1px solid black; padding: 5px; display: inline-block;">A car is coming on the opposite road.</div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block;">You have to stop and wait for it to pass.</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">You can continue moving since there is an overpass.</div>
<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div>
<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div> 	<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div>	<div style="border: 1px solid black; padding: 5px; display: inline-block; height: 60px;"></div>