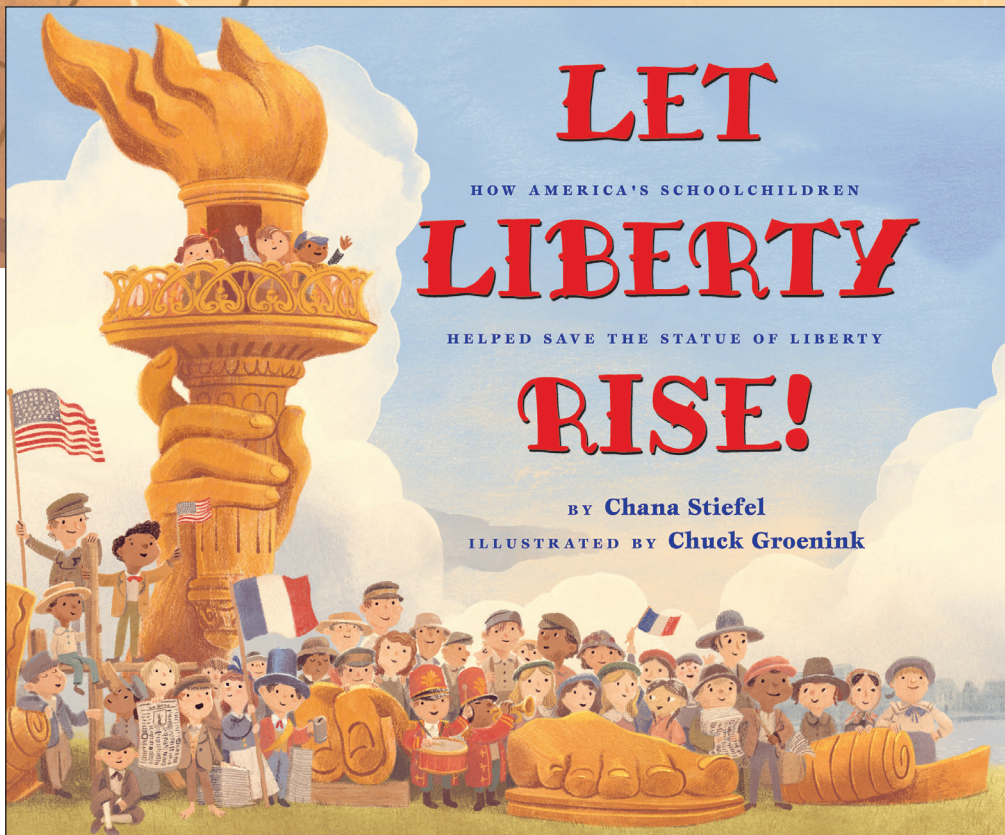


Curriculum Guide

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FOR AMERICA'S 100TH BIRTHDAY, the people of France were building a giant gift!

It would be one of the largest statues the world had ever seen—weighing nearly as much as 40 elephants! But Lady Liberty arrived on our

shores in 350 pieces. And she could not be put together without a pedestal to hold her up. Few of America's millionaires were willing to foot the bill. And without funds for a pedestal, Lady Liberty would remain trapped in her crates, scattered about Bedloe's Island in New York harbor. Could everyday Americans—including schoolchildren—collect enough pennies to help Liberty rise? Chana Stiefel's charming story and Chuck Groenink's playful illustrations highlight an inspiring true tale about the unstoppable spirit of America—and what we can accomplish when everyone works together!

★ **"This charming history title is a true inspiration for the present."**

—School Library Journal, STARRED REVIEW

"All rise to this evocative, empowering offering." —Kirkus Reviews

"A true tale of cooperation among all ages." —Publishers Weekly

chanastiefel.com chuckgroenink.com scholastic.com

The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org. Next Generation Science Standards are also listed where applicable. For more information on NGSS, visit nextgenscience.org.



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Discussion Questions



Unless otherwise noted, all discussion questions align with the following Common Core State Standards:

CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1; CCSS.ELA-LITERACY.RL.3.1

- ★ The story takes place around the time of America's 100th birthday. In what year did America celebrate its 100th birthday? Look for clues in the story and the illustrations to see what life was like at this time. Discuss how people dressed, communicated, and traveled.
CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7; CCSS.ELA-LITERACY.RL.3.7
- ★ France decided to give America a gift in honor of America's 100th birthday. What was the gift, and what did this gift symbolize about the connection between France and America?
- ★ The gift from France was enormous! How did the French solve the problem of getting such a huge present to America?
- ★ What is a pedestal and why did Lady Liberty need one?
- ★ Who was Joseph Pulitzer and what role did he play in the plight of the Statue of Liberty?
CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3; CCSS.ELA-LITERACY.RL.3.3
- ★ One young girl made a donation of 60¢ to help fund the building of a pedestal for the statue. She wished she could have donated more and said, "drops make an ocean." What did she mean by this expression?
- ★ How did other children contribute "drops" during fundraising efforts to build a pedestal for the Statue of Liberty?
- ★ Why do you think children felt the Statue of Liberty was worth their support? What would you fight for today? Discuss as a class what cause or program each of you would be willing to give time to support today.
CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.2; CCSS.ELA-LITERACY.RL.3.2
- ★ On October 28, 1886, one million people came to celebrate Lady Liberty's inauguration. Look at the illustration in the story that depicts the event, complete with fireworks in the sky. Why do you think that this illustration was designed to stretch across two pages and positioned so that the reader needs to turn the book vertically to clearly see the Statue of Liberty?
CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7; CCSS.ELA-LITERACY.RL.3.7
- ★ Giving is a central theme in *Let Liberty Rise!* What can you learn from the children who contributed their pennies to the pedestal fund?

The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both masters' and doctoral degrees in education, with an emphasis on curriculum and instruction. Additional contributions from Lisa Badalamenti, Anna C. Scott School, Leonia, NJ; Beryl Bresgi, Solomon Schechter Day School, Bergen County, NJ; Lisa Breen, Washington Elementary School, Washington Township, NJ; and Rachelle Zomick, Yavneh Academy, Paramus, NJ.

Activities for Students

Pennies for Change

Once Joseph Pulitzer announced in his newspaper that he would publish the names of those who donated to the fundraiser, many children in America rallied around the cause of raising money for the pedestal for the Statue of Liberty. What cause or program interests your class? Check out local organizations that would benefit from your contributions. Vote to select one organization or cause to support. Have each student create a decorated donation box using a recycled yogurt tub, potato chip can, shoe box, or similar. Have them collect a penny (or more!) a day from friends and family to be placed in the charity box. Set a timeline for donations, add up the contributions, and donate to your classroom's chosen organization or cause.



Convincing Arguments

Pulitzer recognized the importance of the Statue of Liberty and encouraged Americans to champion it. How would you convince the American people to help pay for the base of the Statue of Liberty? Write a persuasive piece that outlines your position and includes reasons and examples that support it.

[CCSS.ELA-LITERACY.W.1.1](#); [CCSS.ELA-LITERACY.W.2.1](#); [CCSS.ELA-LITERACY.W.3.1](#)

Celebrating Freedom

The Statue of Liberty has become a symbol of freedom in America. In the section at the end of *Let Liberty Rise!* entitled, “More about the Statue of Liberty,” read about the role of Édouard de Laboulaye in creating the statue and what he hoped it would celebrate and symbolize. Research other symbols of freedom around the world. Where are they located? Why were they created? Compile your research into an informative report. [CCSS.ELA-LITERACY.W.1.2](#); [CCSS.ELA-LITERACY.W.2.2](#); [CCSS.ELA-LITERACY.W.3.2](#)

Build a Statue!

The Statue of Liberty was built in 350 pieces and shipped to America in 214 crates. Alexandre-Gustave Eiffel, a famous French engineer, designed the internal framework so that the statue could stand. Can you design and build a statue that is taller than it is wide and can stand on its own? Break into design teams to first explore building materials such as cardboard tubes, cups, popsicle sticks, newspaper, and tape. Imagine and plan a tall statue using these materials. Sketch and label your initial design. Create your statue following your written design and notice any flaws in your plan that could be improved. Redesign as many times as it takes to get the tallest and sturdiest statue possible. Be sure to sketch and label each attempt to make the statue better. Write about your design process, and then share your statue and written engineering report. [NGSS K-2-ETS1-2](#); [NGSS K-2-ETS1-3](#)

Poetry Reading

Emma Lazarus, an American poet, also contributed to the efforts to pay for the pedestal for the Statue of Liberty by composing a poem called “The New Colossus.” Divide Lazarus’ poem into parts for multiple readers. Practice reading “The New Colossus” as a choral poem and discuss the meaning of the words and the images in the poem. Why was this poem a significant addition to the base of the Statue of Liberty?

[CCSS.ELA-LITERACY.RF.1.4](#); [CCSS.ELA-LITERACY.RF.2.4](#); [CCSS.ELA-LITERACY.RF.3.4](#)

Explore Indigenous Cultures

In the note about Bedloe’s Island in the backmatter, the author says that prior to the arrival of Europeans in the 16th century, the original inhabitants of the area were Native Americans. Research the area where you live and learn about the history of its original inhabitants. What can you learn about their cultures then and now? For an interactive map, visit <https://native-land.ca/>.

Name: _____ Name: _____



Why Is Lady Liberty Green?

When brought to America, Lady Liberty was covered with a thin layer of copper. Over time—approximately thirty years—the Statue of Liberty turned from a rich copper color to green. Investigate why this happened!

NGSS 2-PS1-1

You and your science partner will need:

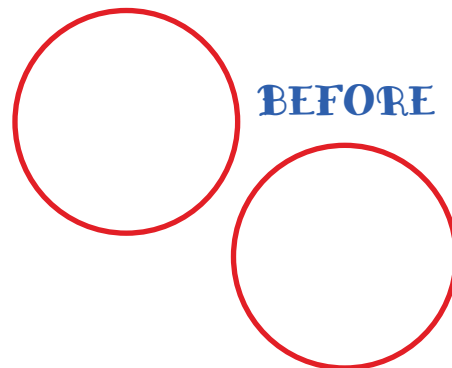
- Two, shiny copper pennies
- 1 clear 8-ounce plastic cup
- 1 section of paper towel
- White vinegar
- Copper or brown and green crayons or markers

First, draw and color your pennies in the BEFORE circles.

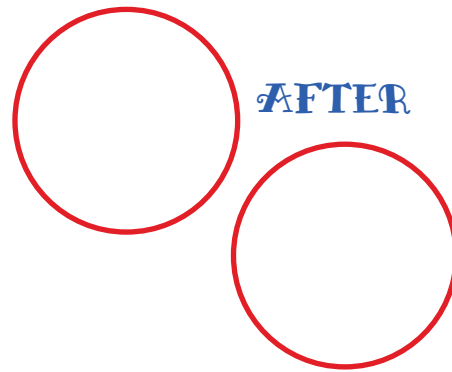
Next, fold the paper towel and put it in your cup. Lay your two pennies on the towel and pour vinegar on the towel until it's saturated. Set on a counter for observation. Add more vinegar as needed to keep the towel moist. Flip your pennies each day and record how they change for the next five days.

Day 1	Day 2	Day 3	Day 4	Day 5

After the five days, draw and color a final observation of your pennies in the AFTER circles. How could your experiment help explain why the Statue of Liberty went from a copper color to green? How might the vinegar in the experiment speed up the color-changing process?



BEFORE



AFTER

Name: _____

How Do You Measure Up to the Statue of Liberty?



The Statue of Liberty is a gigantic 305 feet and 1 inch tall from the base of her pedestal to the tip of her torch! How does your height compare to different parts of the Statue of Liberty? Find out by working with a partner to measure your height in feet and inches.

Then compare how many of “you” would come close to equaling different parts of the statue. You may wish to use chalk to draw these lengths on the playground and then determine how many of “you” will fit within each measurement. How many classmates will it take to complete the final measurement in the chart?

CCSS.MATH.CONTENT.1.MD.A.2; CCSS.MATH.CONTENT.2.MD.A.3; CCSS.MATH.CONTENT.3.MD.B.3

My height is _____ feet and _____ inches.

Part of the Statue of Liberty	Measurement of this part of the statue	Number of “me” it would take to come close to equaling this part of the statue
Length of nose	4 feet and 6 inches	
Width of mouth	3 feet	
Length of hand	16 feet and 5 inches	
Length of right arm	42 feet	
Height from heel to top of head	111 feet and 1 inch	

Find more fun Lady Liberty measurements and metric conversions at www.nps.gov/stli/learn/historyculture/statue-statistics.htm.

Name: _____

Research a National Monument Near You



The President of the United States or Congress can give permanent protection to land or a historic area by declaring it a national monument. There are 130 national monuments in the United States and the Statue of Liberty is one of them. Locate a national monument in the area where you live. Research details about your selected monument and record your findings.

CCSS.ELA-LITERACY.W.1.8; CCSS.ELA-LITERACY.W.2.8; CCSS.ELA-LITERACY.W.3.8



NAME OF THE NATIONAL MONUMENT



WHERE IS IT LOCATED? _____

WHEN WAS IT ESTABLISHED? _____

WHY WAS IT SELECTED TO BECOME A NATIONAL MONUMENT?

INTERESTING FACTS ABOUT
THE MONUMENT

AN ILLUSTRATION OR PHOTO OF THE
NATIONAL MONUMENT

A large, empty rectangular frame with a thick yellow border, intended for a student to draw an illustration or paste a photo of a national monument.