

Teacher's Guide for

The Adventures of Dave and Augie

Episode 1: The Statue of Liberty and Ellis Island

This guide has been designed to assist teachers in the presentation of the *Statue of Liberty and Ellis Island* episode of *Dave and Augie's Home Movies: The American Adventures*. It contains a summary of the video content, provides activities for use in the classroom and additional resources for further study.

To make the most of this guide, read through it completely and watch the video in its entirety. Then choose those questions, vocabulary and activities that are most appropriate for your student's age group and that best integrate with curriculum goals.

Before presenting the video, provide students with a brief overview that sparks their interest and prepares them for active viewing. Feel free to stop the video for discussion or to watch segments again.



If they're laughing, they're learning

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Brief Historical Background

On October 28, 1886, the people of France gave the Statue of Liberty to the people of the United States as a symbol of the friendship between the two countries. The construction of the Statue was entrusted to the French sculptor Frederic Auguste Bartholdi, who relied on the skills of the famed Eiffel tower architect Alexandre Gustave Eiffel for the design of the framework used to support the colossal copper statue. Representing the ideals of the Declaration of Independence, today the Statue continues to symbolize the concepts of freedom and democracy.

A few years after the Statue was dedicated, the nearby Ellis Island opened in 1892, becoming the largest immigration port in the United States with the passage of more than 12 million immigrants. After a period of abandonment, the building was turned into an immigration museum.

Video Program Summary

Dave and Augie are in New Jersey ready to board the ferry for Ellis Island and the Statue of Liberty. They check in with historical correspondent, Morgan, who provides the history of the island and then highlights some of the most important details of the building, which is now an immigration museum.

Facts review: Game show Last One to Answer is a Rotten Egg.

Video cuts back to Dave and Augie who visit the Statue of Liberty. They explain that the statue was a gift from France to the American people in celebration of the 100th anniversary of the American Declaration of Independence and then give a number of fun facts about the Statue. Then they head inside to take the long climb up the 354 steps to the beautiful view from the crown.

Facts review: Game show Last One to Answer is a Rotten Egg.

Video cuts back to Dave, Augie and Morgan, who say goodbye, and ends with an educational music video about the Statue of Liberty.

Video Vocabulary

architect – a person who plans the design of a building

colossal – huge

copper – a hard, reddish-brown metal

crown – something you wear on your head

Declaration of Independence – the document written by the founders of the United States to publicly announce their independence from England and their ideals of freedom and democracy

democracy – a government controlled by the people

framework – the material that holds up a building or object

funding – money raised to complete a project

Recommended Teacher Resources

B. Coan, Peter Morton. *Ellis Island Interviews In Their Own Words*. New York: Checkmark Books, 1997.

Moreno, B. *The Statue of Liberty Encyclopedia*. New York: Simon and Schuster, 2000.

Yans-McLaughlin, Virginia and Marjorie Lightman. *Ellis Island and the Peopling of America: The Official Guide*, New York: The New Press, 1997.

Morrison, Joan and Charlotte Fox Zabusky. *American Mosaic: The Immigrant Experience in the Words of Those Who Lived It*. Pittsburgh :University of Pittsburgh Press, 1993.

Recommended Student Resources

A. Bierman, Carol. *Journey to Ellis Island How My Father Came to America*. New York: Hyperion Books for Children, 1998.

C. Freedman, Russell. *Immigrant Kids*. New York, NY: Puffin Books, 1995.

G. Levine, Ellen. *...If Your Name Was Changed at Ellis Island*. New York, NY: Scholastic, 1993.

Lawlor, Veronica. *I Was Dreaming to Come to America: Memories from the Ellis Island Oral History Project*. : Penguin Books, 1997.

Maestro, Betsy and Giulio. *Coming to America, the Story of Immigration*. New York: Scholastic, 1996.

_____. Betsy. *The Story of the Statue of Liberty*. New York: Lothrop, Lee and Shepard, 1986.

Recht Penner, Lucille. *The Statue of Liberty*. New York: Random House, 1995.

Information on Visiting the Site

For more information on visiting the Statue of Liberty and Ellis Island, write to the park superintendent at: **The Statue of Liberty National Monument, Liberty Island, New York, NY 10004** or call **(212) 363-3200** for a recorded

information message or fax an information request to **(212) 363-6304**.

Otherwise, visit the National Park Service's website at:

<http://www.nps.gov/stli/mainmenu.htm>

6. The video talks about the colossal size of the statue, but it may be hard for the students to imagine how immense she really is. Have them compare their own finger measurements to the Statue's. First have them measure their own finger using string. They should cut the string to the correct size. Ask them now to work together to decide how long they should cut another piece of string to measure the entire length of the Statue's finger (They should have an idea since the length of the Statue's finger is mentioned in the video). Prepare a life-size drawing of one of the Statue's fingers using a roll of butcher paper (finger should measure 8 ft.) Unroll paper to show students the true length of the Statue's finger and have them compare it with the piece of string they cut. To conclude the activity, show them how tall the Statue is. Measure off 301'1" of string. Attach one end of the string to a helium balloon and let it float to its complete height.
6. Have students create their own Statue of Liberty using modeling clay. Have them paint it green and place it on its own pedestal made using a small cardboard box.
- Have students (2-4) include the quote from Emma Lazarus' poem, *The New Colossus*, on the base:
 "....Give me your tired, your poor, your huddled 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!"
 Have a class discussion on what these words mean.
7. Divide students into three work groups and have each one prepare a poster:
 1. Statue of Liberty symbolism and statistics
 2. Building, Shipping and Unveiling of the Statue of Liberty
 3. History of Ellis Island.
 Students should research the Internet and books. Posters should include pictures/artwork and descriptive paragraphs. (2-4)

Internet Resources

at <http://www.nps.gov/stli/mainmenu.htm> The web site of the National Parks Service contains a wealth of information on both the Statue of Liberty and Ellis Island as well as activities for students.

<http://www.nyc tourist.com/liberty1.htm> is a photo tour of a visit to the Statue of Liberty

www.secorp.com/cam/ is a live Statue of Liberty web cam.

www.ellisland.org is the web site of the Statue of Liberty-Ellis Island Foundation. It contains information about the Wall of Honor and access to original immigrant records as well as family histories and an immigration timeline.

http://lcweb.loc.gov/r/print/077_stat.html contains selected images of the Statue of Liberty from the Library of Congress collection

<http://librart.thinkquest.org/20619/index.html> is a very informative ThinkQuest site about the Statue of Liberty, Immigration and Ellis Island created by students.

harbor – an almost entirely enclosed body of water that provides protection for anchored ships or boats.

immigrants – a person who moves from one land to another to make a new home

island – a body of land surrounded by water

Kioshk – the original name of Ellis Island. It is a Native American word for seagull

Lady Liberty – another name for the Statue of Liberty

liberty – doing, saying or thinking as you please

Ellis Island – an immigrant center located in New York harbor

monument – something set up to keep alive the memory of a person or event

oxidation – a change in metal produced by oxygen in the air

port – place of entry

sculptor – a person who makes figures by carving, modeling, casting, etc. out of different materials of stone, wood, metal, clay, etc.

statue – a sculpted form made of stone, clay, wood or metal

Statue of Liberty – a monument representing liberty located in New York Harbor

symbol – an object used to represent something else

torch – a burning stick used to give light, usually carried by hand

Curriculum Links and Objectives

Standard 4E The student understands national symbols through which American values and principles are expressed.

Standard 5 The causes and nature of various movements of large groups of people into and within the United States, now, and long ago.

Pre-Viewing Discussion and Activities

1. The day before viewing the video have students ask parents where their family comes from (adoptive families, guardians, grandparents, caregivers etc. are also appropriate). In class, go around the room and have students say where their family is from. Explain that the United States is a country made up of people from many different countries. It is a land of immigrants. Tell students that an immigrant is a person that moves from one land to another to make a new home.
2. Read *Coming to America, the Story of Immigration* by Betsy Maestro. In advance, using the timeline at the back of the book, prepare a large, posterboard timeline (it should include dates and brief explanation - i.e. Native Americans cross land bridge) and a set of cut outs to be taped to the timeline (either drawings or photos). Before beginning, gather children around a world map. Review the location of the United States. Place the prepared cut-outs on the appropriate countries of origin. As you read, use the cut outs to first illustrate the physical movement of the immigrant groups by moving them from the country of

origin to the United States and then use them to represent the chronological movement by pasting them in their correct spot on the timeline.

3. After finishing the book, focus students on the timeline and the period 1890-1924. Tell them it was one of the most important periods for American immigration history. Explain that the immigration station Ellis Island was the most important port of entry during this time. Take out a map of the United States and have them locate New York harbor.

4. Ask the students if they remember from the book what welcomed the immigrants upon their arrival in the harbor. If they need help, show the picture of the Statue of Liberty. Have a cut out of the Statue prepared and have students place it on the timeline. Ask them what they know about the Statue. Is she big or small? Why is she green? What does she represent? etc. Write down students' thoughts and save for post-viewing activities and discussion.

Suggested Active Viewing Ideas

1. Select questions from the list below. Choose no more than two for younger students (K-1). For older students (2-4) have them copy a few questions and record their responses while viewing.

1. How many immigrants came through Ellis Island?
2. What was the meaning of the original name of Ellis Island?
3. What is special about the Registry Room?
4. Is Ellis Island still an immigration station? If not, then what is it now?
5. What does the large wall on Ellis Island contain?
6. What color did the Statue of Liberty used to be?
7. Is the statue large or small?
8. Which country gave the Statue as a gift to the United States?
9. The Statue was built to celebrate the anniversary of what important event?
10. What does she represent?
11. What do the twenty-five windows in the crown represent? And the seven rays of the crown?

2. Have the students raise their hands when they hear a word or idea that they don't understand. Likewise, you can stop the tape, explain a difficult concept or term, rewind, and have students view again. (K-4)

3. During game show segments pause the tape after host Rex Dino asks a question and have students do a show of hands for the answer they believe is correct (K-4)

4. Have students work in groups to note important dates for Ellis Island and the Statue of Liberty (2-4).

Suggested Follow-up Discussion

1. Review what students learned from the video (answers to active viewing questions). Then, compare what they learned about the Statue with the list they made before viewing (pre-viewing discussion).

2. Clarify the dates by adding to the immigration timeline. Prepare cut-outs that visually represent an event (i.e. a flame for "Fire on Ellis Island") and have students place them in the proper place on the timeline. You can help K-1 students by drawing an outline of the cut-out shape on the timeline.

3. Discuss the immigration experience with questions like: Have you ever moved? How far did you go? How did you get there? How did you feel? Compare with the immigrant experience. Discuss reasons why immigrants left. What did they hope to find in the United States? What did the Statue of Liberty represent?

Suggested Follow-up activities

1. Read and discuss first-hand accounts of immigrants and have the class create a play about the long trip to America and arrival and processing on Ellis Island. (2-4)

2. Have students make a torch, crown, and tablet for themselves. Teach them the words to patriotic songs like God Bless America and have them each learn a sentence about the history of the Statue of Liberty. Then present a Liberty Pageant dressed in their costumes. (K-1)

3. Help students locate a monument in their own community or region. Have them research what it represents, when it was dedicated, and what it means to the community. (2-4)

4. Have students illustrate and write their own book called "My immigration story" after interviewing parents/guardians. With kindergarten students, teacher can write the questions with a note of instruction for parents asking them to work with student to write simple responses to the questions. Some sample questions:

- What is your family name? What country does it come from?
- What other countries did your family come from?
- Who immigrated?
- Why did they immigrate?
- When did they first arrive in the United States?
- Does your family have any special traditions or celebrations
- Does your family speak any language besides English? If so, what language?

5. Dave talks about the Statue changing from the color of a penny to its present green color and mentions that this change was due to oxidation. Explain the word oxidation to students and illustrate with a simple science experiment. Show students a new, copper penny. Place a paper towel onto a plate and wet with vinegar. Place the penny on top and cover with another paper towel wet with vinegar. In 24 hours the penny will turn green.