

## **Lesson One** (multiple sessions)

**Concept:** The artist who created the Statue of Liberty, like artists before him, used size and symbolic elements to convey meaning. Artists are influenced by previous artworks.

### **Student Outcomes and Visual Arts Standards:**

- \_ Students observe and analyze ancient Roman and Greek sculptures, including The Colossus of Rhodes. (AP 1.5; HCC 3.1, 3.3; AV 4.1, 4.3;)
- \_ Students study the symbolism of the Statue of Liberty. (AV 4.3)
- \_ Students create a cardboard Statue of Liberty.
- \_ Students observe photos of New York Harbor, noticing objects in the fore-, mid-, and background, and incorporate them into their trioramas in which their Statues will stand. (AP 1.3; CE 2.3)

### **Materials:**

- \_ computers with Internet access
- \_ sculptures and images of sculptures, including the Greek Colossus of Rhodes
- \_ card stock or railroad board for statues, about 5" x 10"
- \_ 12" x 12" drawing paper for triorama
- \_ brown crayon
- \_ fine black markers for details on statues
- \_ world map

**Key Vocabulary:** symbol, liberty, immigrant, rays, crown, torch, tablet, robe, shackles, pedestal, interior, foreground, midground, background

### **Anticipatory Set:**

- \_ In previous sessions, students will have journaled and shared about what they know about the Statue of Liberty to generate a class K-W-L chart (What We Know-What We Want to Know- What We Learned). Refer to chart.
- \_ They would have heard her story, heard and read the poem on her base.

### **Assessing Prior Knowledge:**

- \_ Brainstorm about Rome and Greece and the sculptural art form.

### **Getting Smarter:**

- \_ Show Greece and Italy on the map. Present information about the ancient sculptures. Elicit observations about the antiquities' age, the materials used to make them, clothing, shoes, pose, gesture, expression, other objects included.

\_ Discuss why the sculptor, Frederic Auguste Bartholdi, made the decisions he did. Did he communicate effectively?

\_ Next students will explore the Internet site: [www.surfnetkids.com](http://www.surfnetkids.com), scrolling down to, “Travel Channel: Lady Liberty” which explains this statue’s particular symbolic elements, visually and aurally.

\_ Have students contribute to a class chart on the meaning of: the seven rays and 25 windows in the crown, the face, the torch, tablet, robe, shackles, sandals, and pedestal.

\_ Review the meaning in art of foreground, midground, and background while discussing the New York skyline and make pictures available when students are making their trioramas.

## **Becoming an Expert:**

### **Task:**

\_ (Model construction of the statue, the gusset and base so it can stand, and the triorama.)

\_ Students draw their own Statue of Liberty, with pedestal, on railroad board using a pencil, and go over the pencil lines with a black marker to accent details of the face, clothing, and the pedestal.

\_ Cut out a square of the RR board for a base.

\_ Cut out a right isosceles triangle from a corner of the RR board to glue to the leg of the statue and the base so the statue will stand. Hold until dry.

\_ Next, create a triorama background for the statue to put it in context. Fold the 12 x 12 “ drawing paper diagonally. Open and fold diagonally the other way. When it’s opened again, the folds create an X on the paper. Cut along one of the lines just to the middle. Tuck a flap on one side of the cut under the flap on the other side of the cut to make a corner-shaped triorama. Students draw and color water on the bottom and a cityscape on the two tall sides. Glue to form a corner-shaped triorama.

**Criteria:** Remind students of the statue’s symbolic details they noted on the chart. Note the scale of the statue and pedestal. Refer to the NYC photos for the triorama, pointing out the different sizes and shapes evident. Encourage careful work that is big and neat so that it is understandable.

### **Assessment:**

**Verbal:** Which symbolic elements did you include in your art? Did you use different sizes and shapes for the NYC triorama? What is in your foreground? midground? and background? How has your experience sharpened your understanding of this artwork?

**Performance-based:** Have students display their work and take a “gallery walk” looking for details and for careful execution, using the language of art to describe what they see.

### **RUBRIC:**

#### **Advanced**

- \_ demonstrates a high level of effort and care throughout
- \_ does a very good job in fulfilling all the criteria for the assignment
- \_ strong ability to discuss and analyze work
- \_ effectively cooperates and collaborates with the group

**Proficient**

- demonstrates adequate level of effort and care through most of work
- fulfills most of the criteria for the assignment
- good ability to discuss and analyze work
- cooperates and collaborates with the group

**Approaching Proficient**

- demonstrates some level of effort and care, needs more consistency
- leaves out two or more of the criteria for the assignment
- little ability to discuss and analyze work
- has some problems cooperating and collaborating with the group

**Below Proficient**

- no/very little effort or care evident
- leaves out many criteria for the assignment
- almost no ability to discuss and analyze work
- cannot cooperate or collaborate with the group

**Cross-Curricular Connections:** Write an explanation about the Statue of Liberty using your new knowledge. Or write a story about what the Statue of Liberty might hear, see, and feel on her pedestal in the harbor.

**Follow-up:** Think of another “big idea” such as love, friendship, community, courage and make an original statue that conveys it. Write an explanation about it.

Adapted from a wonderful lesson by Barbara Eisner on the Getty Museum website.