

8th grade DBQ: American Civics

“Over the course of time, what has the Statue of Liberty come to symbolize?”

By Dave Klippel

June, 2008

This DBQ is designed for four 45 minute class periods, with some work assigned as homework.

Class 1

“The Hook” – have students complete the worksheet on the symbolism used by the sculptor, Frédéric Auguste Bartholdi . Allow them to work alone for about 5 minutes, then for 5-10 minutes allow them to pair with other partners around the class. They should exchange ideas on this symbolism, and make any corrections to their sheet as they see fit.

Afterwards, pass out the answer sheet of the patent design, and go over the answers with them, explaining in detail why Bartholdi made such choices.

As a class, read the background essay. Teach the emboldened vocabulary words as you come across them—this should take the remainder of the class period. For homework assign students the essay question worksheet, and the museum quotations sheet. Have them complete the essay questions from the reading, and select one quote from document C, that they think most accurately depicts the meaning of liberty; completing the questions that go along with that document as well.

Class 2

Review the homework from Class 1, the background essay question & document C questions. Cover “Understanding the DBQ Question & Pre-Bucketing” form questions 1 – 3. Separate the class into groups & allow them to do the pre-bucketing assignment. Then review as a class, allowing students time to modify their bucketing if necessary.

Complete Document D, as a class & review the answers. For homework, have them complete Document E with input from their parents. This is a modern political cartoon, and parents should be able to explain some of the symbolism that 8th grade students don't yet understand.

Class 3

Review the homework of Document E with the class. Afterwards, assign documents F, G, H, & I to four different groups of students. The groups will be responsible for completing the questions asked regarding each document. They will then make a short oral presentation to their classmates, teaching each section to other students. The teacher will make any necessary corrections.

Homework for today is completing the form “Bucketing – Getting Ready to Write”. This form is to be completed, and the reading done for “From Thesis to Essay Writing”.

Class 4

Review of the bucketing completed by students for homework, this should take about 10 – 15 minutes. Then do a timed writing for 30 minutes, during which the student should be able to complete their five-paragraph essay. For homework, have students evaluate this lesson by answering the following question “What things did you gain from this DBQ exercise?”

Over the course of time, what has the Statue of Liberty come to symbolize?



Overview: The Statue of Liberty was a gift from the people of France. France had been an ally of the United States since the Revolutionary War. The French people admired the way the American government was run. They hoped that France would have a similar government someday. Designed by Frédéric Auguste Bartholdi, the statue was called “Liberty Enlightening the World.” The statue commemorated the ideals of liberty that America embodied. Over the course of time, the Statue of Liberty came to symbolize the ideals of what America had to offer, not only to its own citizens, but to immigrants coming to America in search of a better life.

The Documents:

Document A: Frédéric Auguste Bartholdi ‘s patent drawing, and the symbolism he used in the creation of the statue.

Document B: Emma Lazarus’ poem “The New Colossus” or “Mother of Exiles”

Document C: Quotations from the Statue of Liberty Museum

Document D: WWI War Bond poster

Document E: Liberty: “How come I always get stuck with the tab?”

Document F: The Statue of Liberty is a symbol of a global community

Document G: The Statue of Liberty is a bitter joke for African-Americans

Document H: The Statue of Liberty is an act of faith

Document I: Until you lose it, you don’t know what freedom and liberty are

Answer the questions in each box

DESIGN.

A. BARTHOLDI.

Statue.

No. 11,023.

Patented Feb. 18, 1879.

The flaming torch represents:

The seven points of Liberty's crown represent:

The crown is like that of the Greek sun-god, Apollo, it represents:

The form of Lady Liberty is modeled on the Roman god:

The shape of the tablet represents:

Lady Liberty's foot is moving, stepping on a broken link of a chain. This represents:

The date on the tablet represents:



Copyright by Henry as Process and Patent Statutes, Aug., 1878.

LIBERTY ENLIGHTENING THE WORLD.

*E. T. Dick
J. B. Carpenter.*

*Auguste Bartholdi
by
A. P. W. H. K.
adv.*

DESIGN.

A. BARTHOLDI.

Statue.

No. 11,023.

Patented Feb. 18, 1879.

The flaming torch carried by Lady Liberty is intended to represent how the ideals of the Enlightenment - the freedoms of speech, worship, equality, etc. - are carried out by liberty. It is a beacon showing others how liberty lights the path to freedom through peace, not violence.

Designed after the Roman goddess "Libertas" - who represented freedom from slavery, oppression & tyranny

Lady Liberty's foot is moving, stepping on a broken link of a chain. This is symbolic of America's desire to be free from the harsh rule of Great Britain's king. Liberty is never still it is always moving forward.



The seven points of Liberty's crown represent the seven seas & seven continents. This reinforces the idea that liberty is a global influence.

The crown is also similar to that of a statue of the Greek Sun-god, Apollo. His crown, like hers, represents radiance. In this case, it is liberty that is depicted as radiant & shining for the world to see.

The tablet is in the shape of a keystone. In architecture, a keystone is the stone which keeps the others together. Without it everything would fall apart. The keystone of America is the fact that it is based on law. Without law, freedom and democracy would not exist. Thus, the tablet is a book of laws.

The tablet cradled in the arms of Lady Liberty is dated July 4, 1776 - The day that America declared its independence from Great Britain.

Copyright by Henry & Russell and James S. Watson, Aug., 1878.

LIBERTY ENLIGHTENING THE WORLD.

C. F. Dick
J. B. Carpenter.

Auguste Bartholdi
July
A. P. Pollock
Arch.

Background Essay: The Statue of Liberty



The statue of "Liberty Enlightening the World" was conceived and designed as a symbol of a great international friendship. With the passing of the years its **significance** has deepened until today it is the most symbolic structure in the United States.

Standing in New York Harbor at the very **portal** of the New World, the Statue of Liberty, one of the most colossal sculptures in the history of the world, has greeted many millions of the **oppressed** and of the **venturesome** of other lands who have crossed the ocean in hopeful search of greater freedom and opportunity (Ellis island is within eyesight of the statue). To them, and to the whole world, the statue has become the symbol of those ideals of human liberty upon which our Nation and its form of government were founded.

To the poet Emma Lazarus, who saw refugees from persecution arriving on a tramp steamer, following incredible sufferings, the statue was "The New Colossus" or the "Mother of **Exiles**." She wrote of it in 1883:

*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
Glow world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
Keep ancient lands, your **storied pomp!**" cries she
With silent lips. " 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-tossed** to me,
I lift my lamp beside the golden door!"*

In its international **aspect** the statue, which was a gift from the people of France to the people of the United States, **commemorates** the long friendship between the peoples of the two Nations—a friendship that has continued since the American Revolution when, **implemented** by the French with **sinews** of war, it helped turn the tide of victory to the side of the Colonies.

Then there is symbolism in the design of the statue itself. The broken shackles of **despotism** that are molded at the feet of Liberty spoke for themselves to generations of people fleeing tyranny. The tablet in the statue's left hand, inscribed July 4, 1776, refers to the Declaration of Independence—telling all comers of the American **ideal** that "all men are created equal." The torch, held high in her right hand, hardly needs explanation as she lights the way to freedom and liberty.

Speaking at the fiftieth anniversary celebration of the unveiling of the Statue of Liberty in 1936, President Franklin D. Roosevelt said: "Millions of men and women . . . adopted this homeland because in this land they found a home in which the things they most desired could be theirs—freedom of opportunity, freedom of thought, freedom to worship God. Here they found life because here there was freedom to live. It is the memory of all these eager, seeking millions that makes this one of America's places of great romance. . . . It is fitting, therefore, that this should be a service of **rededication** to the liberty and the peace, which this statue symbolizes. Liberty and peace are living things. In each generation—if they are to be maintained—they must be guarded and **vitalized anew**."



Vocabulary Definitions

Significance	the quality of being important
Portal	door; entrance: especially a grand or imposing one
Oppressed	crushed by the abuse of power; spiritually or emotionally burdened
Venturesome	involving risk; to court or incur risk or danger: daring
Exile:	the state or a period of forced/or voluntary absence from one's own country: banished; cast out
Brazen	daring boldness
Astride	stretched wide apart
Storied	celebrated in history
Pomp	celebrated importance; or festive display of something important
Teeming	to overflow; to have in large quantity
Tempest	a violent storm or uproar
Aspect	manner of presentation
Commemorate	to serve as a memorial/or remembrance of something important
Implemented	to ensure the fulfillment by concrete measures; something put into action/place
Sinew	solid resilient strength: power
Despotism	a system of government in which one ruler has unlimited power
Ideal	conforming to a set standard, concept or philosophy;
Rededication	to renew a devotion to a great cause
Vitalize	to give life to something; to animate it
Anew	for an additional time: again

Background Essay Questions

1. Through the gift of the Statue of Liberty, what were the people of France intending to celebrate?
2. What is significant about the location of the statue—placing it within eyesight of Ellis Island, America's greatest port for Europeans immigrating to our country?
3. What qualities does the statue have that inspired poet Emma Lazarus to call her "the mother of exiles"?
4. If you were an immigrant arriving in America, what does this statue show you about the ideals & moral values of this country?
5. Reread the quote from President Franklin D. Roosevelt near the end of the essay. Restate his comments in your own words.

Understanding the Question and Pre-Bucketing

Understanding the Question

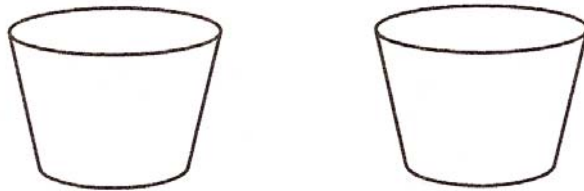
1. What is the analytical question asked by this DBQ?
Answer: **Over the course of time, what has the Statue of Liberty come to symbolize?**

2. What terms in the question need to be defined?
Answer: "course of time". How has the idea of what the Statue of Liberty symbolizes changed over many years. Also the definition will vary depending upon whom you ask. Different people see the statue representing assorted values.

3. Rewrite the question in your own words.
Answer: **What does the Statue of Liberty represent to different people, and how has that changed over its history?**

Pre-Bucketing

Directions: After reading the background essay and looking at the document titles on the cover page, can you predict how you might organize a paper answering the above DBQ question? In other words, what are the possible buckets?



OR



Understanding the Question and Pre-Bucketing

Understanding the Question

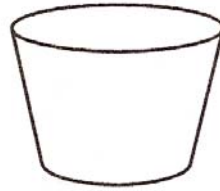
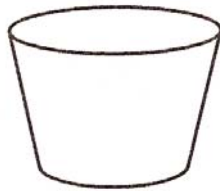
1. What is the analytical question asked by this DBQ?

2. What terms in the question need to be defined?

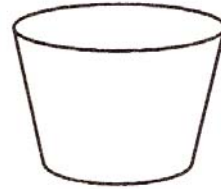
3. Rewrite the question in your own words.

Pre-Bucketing

Directions: After reading the background essay and looking at the document titles on the cover page, can you predict how you might organize a paper answering the above DBQ question? In other words, what are the possible buckets



OR



Document C

Source: There are several plaques hanging in the Statue of Liberty Museum that is located beneath the statue. Each of the plaques has a quotation about the issue of liberty.

Our defense is in the spirit which prized liberty as the heritage of all men, in all lands everywhere. Destroy this spirit and you have planted the seeds of despotism at your own doors.

ABRAHAM LINCOLN

Liberty is the air America breathes . . . In the future days, which we seek to make secure, we look forward to a world founded upon four essential freedoms . . . freedom of speech and expression . . . freedom of worship . . . freedom from want . . . freedom from fear .

FRANKLIN D. ROOSEVELT

I would rather belong to a poor nation that was free than to a rich nation that had ceased to be in love with liberty.

WOODROW WILSON

They that can give up essential liberty to obtain a little safety deserve neither liberty nor safety.

BENJAMIN FRANKLIN

For what avail the plough or sail, or land or life, if freedom fail?

RALPH WALDO EMERSON

The freedom and happiness of man . . . are the sole objects of all legitimate government.

THOMAS JEFFERSON

Proclaim liberty throughout all the land unto all the inhabitants thereof.

LEVITICUS, XXV, 10.

Document Analysis:

1. From the quotations above, how is liberty valued as being important to a person's quality of life?
2. Each President that came after Franklin Roosevelt, has followed his lead on the issue of "The Four Freedoms" which are essential to the world. Re-state each of those four freedoms in your own words.
3. Which of these three quotations best helps you answer the DBQ question? Explain why.

Document D



Document Analysis:

1. What war was being fought during 1917?
2. Who is this war bond advertisement reaching out to?
3. What emotions does this advertisement seek to get from its viewers?
4. How does this document help answer the DBQ question?

Document E



Document Analysis:

1. The message in this cartoon is that civil liberties (our personal rights protected by the Constitution) are being made to pay/suffering at the expense of what?
2. Who is the cashier giving the bill to liberty?
3. The man with the shopping cart implies what the government is getting away with at the expense of liberty. What are those things? How do they relate to The Four Freedoms?
4. How does this political cartoon help you answer the main DBQ question?

Document G

Liberty is (the) individual passion or will to be free. For black Americans, the Statue of Liberty is simply a very bitter joke, meaning nothing to us."

- James Baldwin, American author

1. Do you think that all African-Americans have the same feeling as James Baldwin? Explain your answer.
2. Why do you think James Baldwin describes the statue of Liberty as a bitter joke?
3. James Baldwin made his comments in 1985. Do you think his views on liberty have changed now that America has its first African-American presidential candidate in Barak Obama? Explain your answer.
4. How does James Baldwin's statement help you address the main DBQ question?

Document I

“When I saw the statue, I really cried... It made me remember all those years when I used to be a kid. I used to run with my father (in Cuba), playing ball. I never thought I would lose it (freedom). Until you lose it, you don’t know what freedom is, really, and what liberty means to you.”

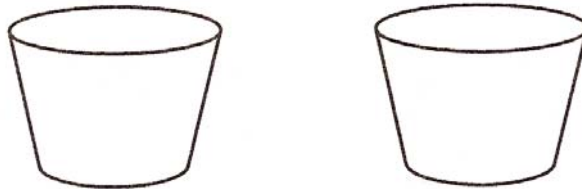
--Rodolpho Cid, American immigrant from Cuba

1. How do you think Rodolpho Cid felt about the freedoms he enjoyed in Cuba before the Communist revolution of 1959?
2. Liberty seems so precious to Rodolpho Cid, because it was taken away from him. How would feel if suddenly your freedom & liberty were taken away from you?
3. Rodolpho Cid commented that “Until you lose it, you don’t know what freedom is, really, and what liberty means to you.” Using forethought and critical thinking, explain what liberty means to you.
4. How does Rodolpho Cid’s statement help you address the main DBQ question?

Bucketing – Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write final bucket labels under each bucket and place the letters of the documents in the buckets where they belong. It is okay to put a document into more than one bucket. Remember, your buckets are going to become your body paragraphs.

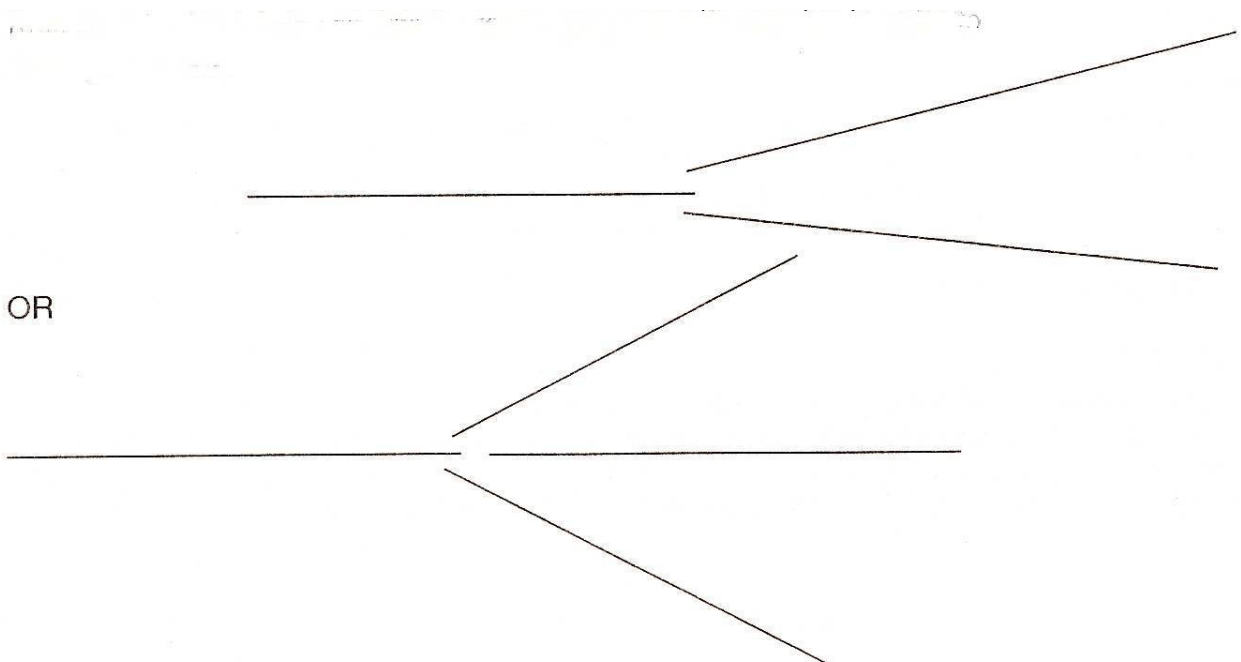


OR



Thesis Development and Roadmap

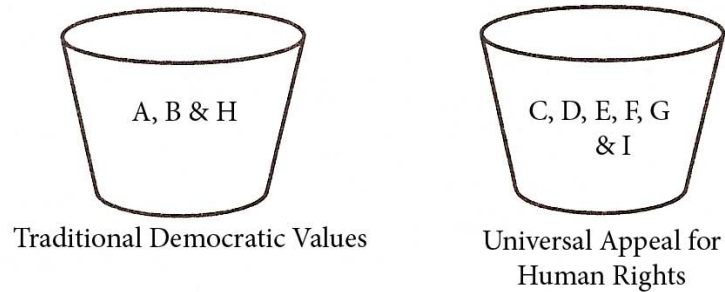
On the chickenfoot below, write your thesis and your roadmap. Your thesis is **always an opinion** and answers the DBQ question. The roadmap is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



Bucketing – Getting Ready to Write

Bucketing

Look over all the documents and organize them into your final buckets. Write final bucket labels under each bucket and place the letters of the documents in the buckets where they belong. It is okay to put a document into more than one bucket. Remember, your buckets are going to become your body paragraphs.

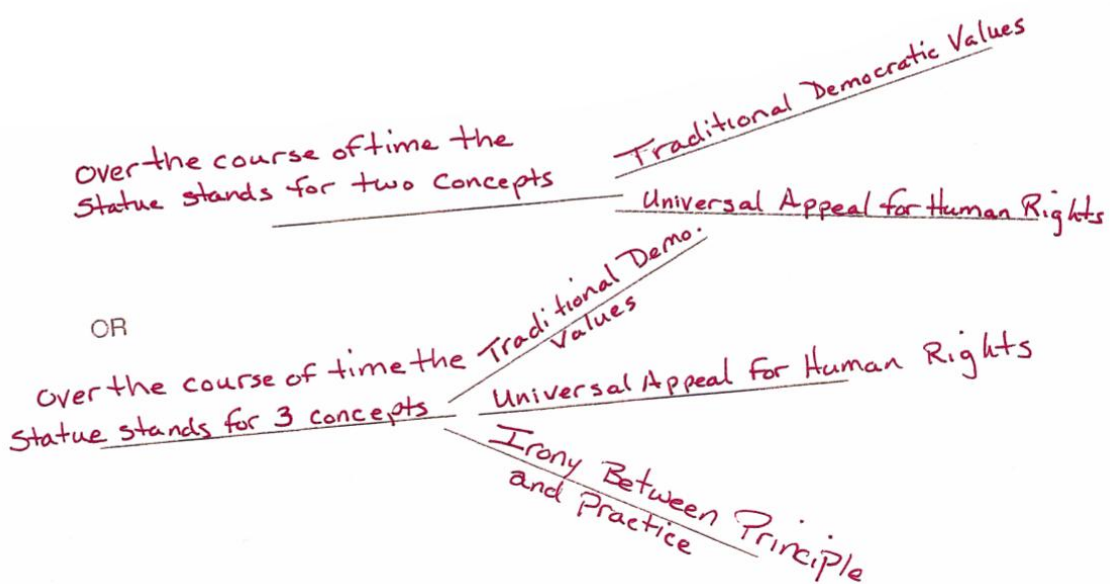


OR



Thesis Development and Roadmap

On the chickenfoot below, write your thesis and your roadmap. Your thesis is **always an opinion** and answers the DBQ question. The roadmap is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



From Thesis to Essay Writing

DBQ Essay Outline Guide

Working Title

Paragraph #1

Grabber – Something to get the reader's attention.

Background – Summarize important background information on your topic.

Stating the question and key terms defined.

Thesis and roadmap – State your point, and the 2 or 3 key principles of how you will make that point clear to the reader.

Paragraph #2

Baby Thesis for bucket #1:

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis.

Paragraph #3

Baby Thesis for bucket #2:

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis.

Paragraph #4

Baby Thesis for bucket #3:

Evidence: supporting detail from the documents with document citation.

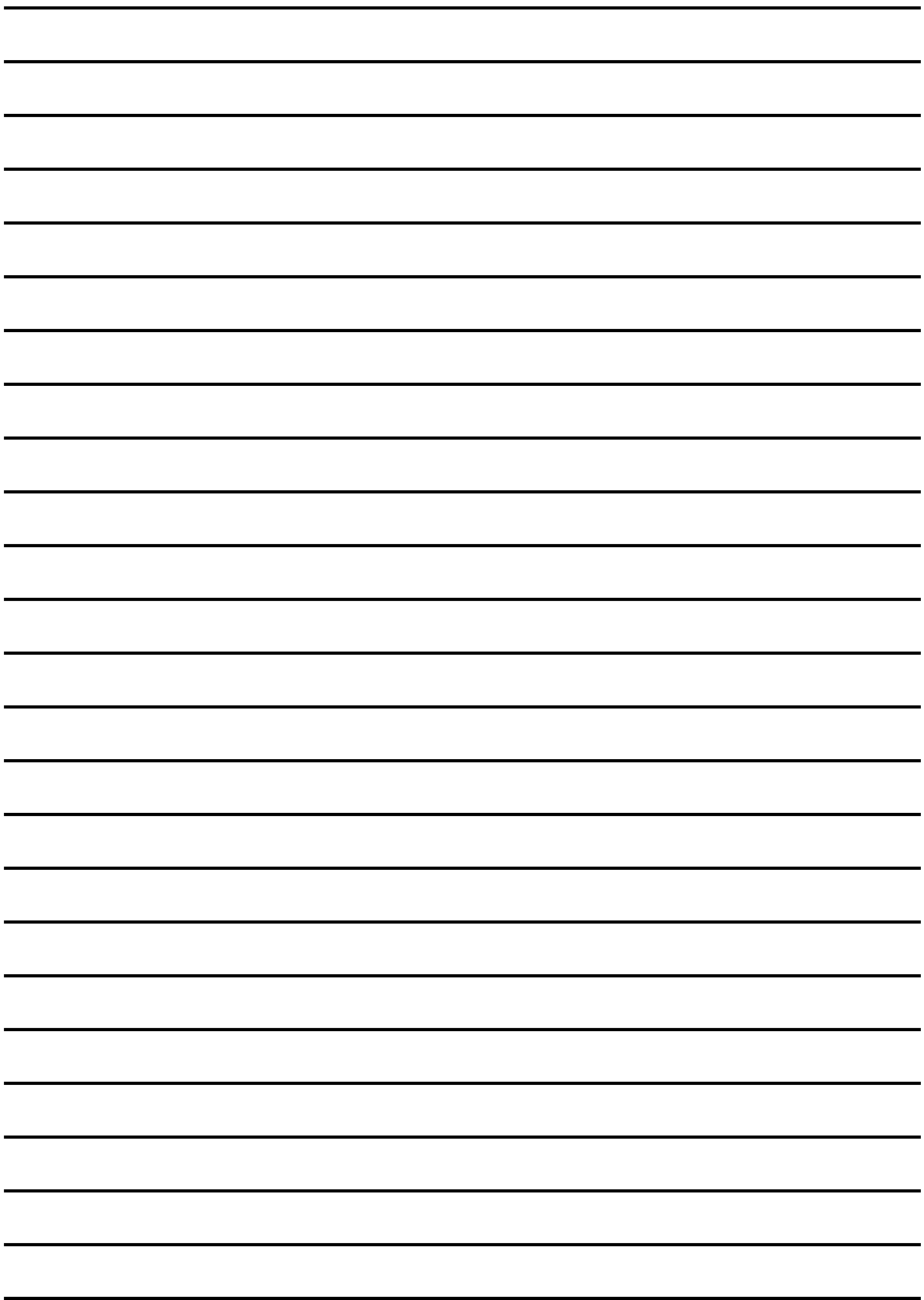
Argument: connecting your evidence to your thesis.

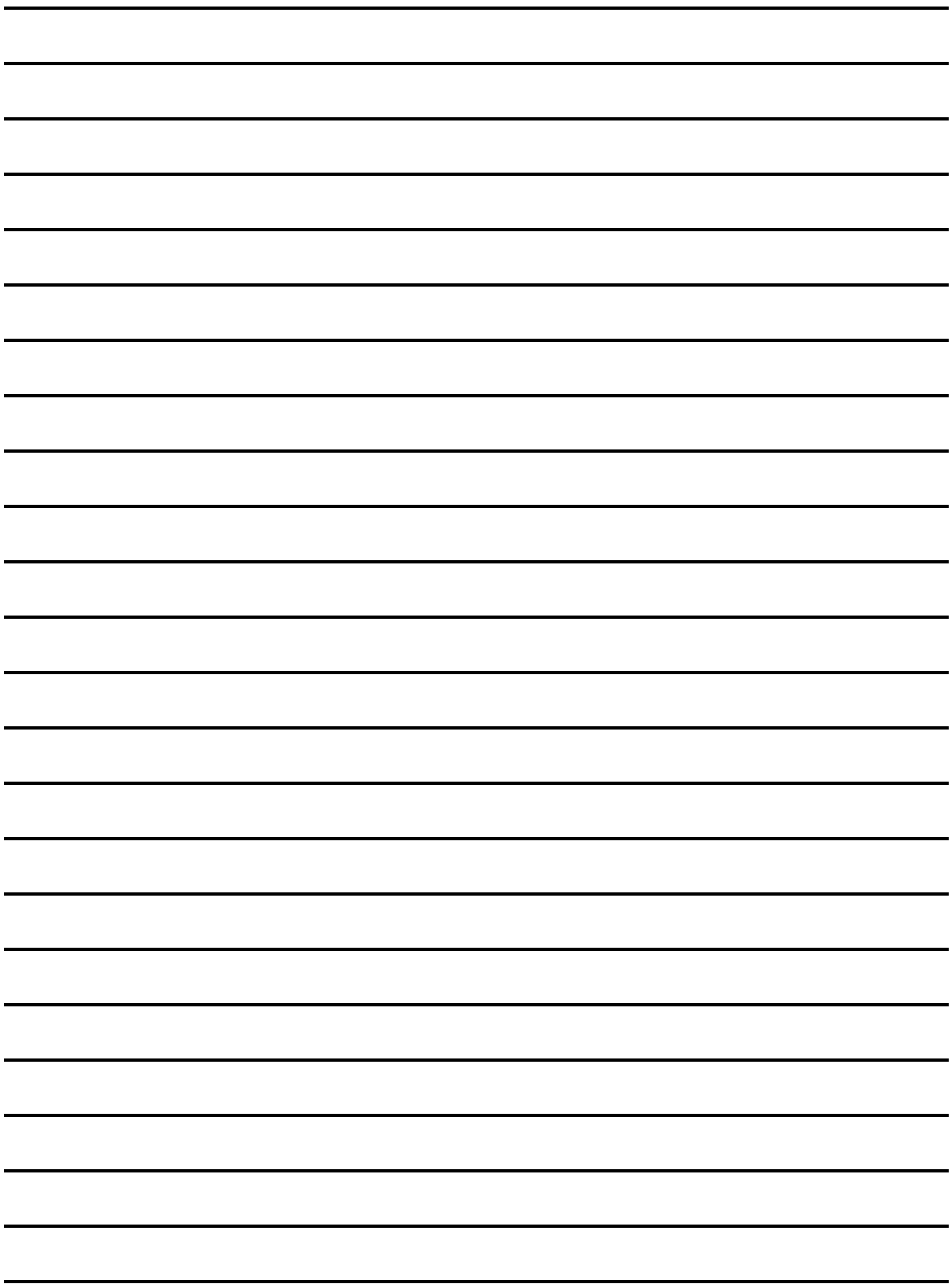
Paragraph #5

Conclusion: Restatement of the main idea along with your personal insight or a “creative wrinkle”.

Evidence: supporting detail from the documents with document citation.

Argument: connecting your evidence to your thesis





Criteria	23 - 25	20 - 22	15 - 19	10 - 14	5 - 9	0 - 4	Score
Thesis / answers question	Strong thesis – responds directly to the question.	Thesis stated – answers the question.	Addresses the question but has weak structure & focus.	Poor focus; fails to answer the question adequately.	Fails to address the question; confusing & unfocused.	No Thesis; no attempt to address the question.	
Use of documents / evidence	Uses documents completely & accurately; weighs the importance & validity of evidence.	Uses documents correctly; recognizes that all evidence is not equally valid.	Uses most documents correctly – simplistic analysis; does not always weigh the importance & validity of evidence.	Some documents used correctly; some only paraphrased or misunderstood; fails to recognize any difference in the validity of evidence.	Fails to use documents correctly; simply paraphrased or misunderstood.	Ignores or misuses the documents.	
Understanding of topic	Displays a thorough understanding of the topic & related issues.	Shows an understanding of the topic & related issues.	Shows basic, though simplistic, understanding of the topic & related issues.	Shows little understanding of the topic & related issues.	Shows almost no understanding of the topic or related issues.	Shows no understanding of the topic or related issues.	
Use of language	Well structured, well written; proper spelling, grammar, mechanics.	Clearly written & coherent; some minor errors in writing.	Weaker organization; some errors in writing detract from essay's meaning.	Poorly organized; many errors in standard English.	Disorganized; littered with errors in standard English.	Lacks any organization; little attempt made; blank paper.	
Total Score:							

Student who wrote the essay: _____

Instructor: _____

Instructor comments: _____

References

1. The Statue of Liberty – a painting by Bj de Castro. 2003. Retrieved from: http://bjdecastro.com/art/statue_of_liberty_new_york.html
2. U.S. Patent: Liberty Enlightening the World. Design by A, Bartholdi. February 18, 1879. Retrieved from: <http://www.pat2pdf.org/pat2pdf/foo.pl?number=D11023>
3. Background essay including “The New Colossus” or “Mother of Exiles” by Emma Lazarus and quotations from the Statue of Liberty Museum were acquired from the National Park Service handbook from the Statue of Liberty . Retrieved from: http://www.nps.gov/history/history/online_books/hh/11/index.htm
4. Liberty War Bond Drive. Retrieved from the Library of Congress <http://www.loc.gov/exhibits/treasures/images/at0058a.4s.jpg>
5. “How Come I Always Get Stuck With The Tab?” by Trever, 2005. Retrieved from: <http://cagle.com/news/DomesticSpying/images/trever.gif>
6. Quotes in items F, G, H, & I, were taken from the film “The Statue of Liberty. Produced for PBS by Ken Burns. 1985.
- 7, Bucket Chart & Chickenfoot Chart were designed by the DBQ Project. 2005