



## “Two sisters connect Europe and America”

Stand: 10.08.2020

Jahrgangsstufe	8 (auf Englisch)
Fach/Fächer	Geschichte / Bilingualer Zug
Übergreifende Bildungs- und Erziehungsziele	Interkulturelle Bildung, Medienbildung, Politische Bildung, Werteerziehung, Sprachliche Bildung
Zeitraumen	1 – 2 Unterrichtsstunden
Benötigtes Material	Einstieg, Worksheet, <i>Mystery</i> -Kärtchen (M1 – M9)

## Kompetenzerwartungen

### **G 8 LB 2 Grundlagen der Moderne – Aufklärung, Unabhängigkeit der USA und Französische Revolution**

Die Schülerinnen und Schüler erkennen, dass in der Zeit der *Aufklärung* mit dem Streben der nordamerikanischen Siedler nach Unabhängigkeit von England und mit der *Französischen Revolution* wichtige Grundlagen der Moderne geschaffen wurden, wie etwa freiheitlich-demokratische Wertvorstellungen, Parlamentarismus und moderne bürgerliche Gesellschaften. Sie nutzen diese Erkenntnis, um z. B. die Errungenschaften von Rechtsstaatlichkeit und politischer Mitbestimmung wertzuschätzen.

## Hinweise zum Unterricht

### Unterrichtsschritt 1

#### Einstieg und Generierung der Fragestellung

Auch wenn die Erlebnisse des Jungen Jonas fiktiv sind, so stehen zweifelfrei täglich einige Touristen etwas verblüfft vor der Pariser Freiheitsstatue. Die Geschichte zum Einstieg hat das Ziel, die Motivation der Schülerinnen und Schüler zu wecken; diese ist bewusst offen gestaltet, um eine Fragehaltung zu generieren. Neben den Leitfragen wird den Schülerinnen und Schülern Gelegenheit gegeben, durch *Scaffolding* gestützt weitere eigene Fragen zu formulieren.

### Unterrichtsschritt 2

#### Auswertung der Materialien / *mystery cards*

Durch die Bearbeitung des Arbeitsauftrags und die Beantwortung der Leitfragen kommt es hier zu einer intensiven Auseinandersetzung mit den Materialien. Die Schülerinnen und Schüler strukturieren und gewichten die Materialien und stellen ständig Beziehungen zwischen den verschiedenen Informationen her, um Hypothesen zu entwickeln. Bei Bedarf unterstützt die Lehrkraft die einzelnen Gruppen in dieser Phase. Differenzierung kann außerdem durch eine unterschiedliche Anzahl an Fragen und *mystery cards* erfolgen, vgl. das Angebot für *fast finishers* (Worksheet, M 8 – 9). Die gefundenen Informationen bzw. Antworten werden auf dem Arbeitsblatt notiert und bilden die Grundlage für die Präsentation.

### Unterrichtsschritt 3

#### Präsentation der Ergebnisse

Durch das Nachempfinden der Neugierde des Jungen Jonas und durch die Beantwortung der Leitfragen wurden die Lernenden für die Symbolik von Statuen sensibilisiert. Die Präsentation der Ergebnisse gibt ihnen die Möglichkeit, eine Auswahl zu treffen und die geschichtlichen Informationen in eigener Narration wiederzugeben.

### Unterrichtsschritt 4

#### Vertiefung der Ergebnisse

Als Weiterführung und Vertiefung des Themas bietet es sich an, ausgehend vom Unabhängigkeitsbegriff Wertvorstellungen einer modernen, freiheitlich-demokratischen Gesellschaft bewusst zu machen. So könnte von der Symbolik der *Statue of Liberty* übergeleitet werden auf Aspekte des Unabhängigkeitsbegriffes in einer demokratischen Gesellschaft. In einem zweiten Schritt kann ein Bezug zum Lebensumfeld der Schülerinnen und Schüler hergestellt werden.

Eine weitere Möglichkeit zur Abrundung der Unterrichtseinheit besteht in der Recherche von weiteren Standorten von Freiheitsstatuen mit anschließender Diskussion über etwaige „unpassende“ Standorte von Freiheitsstatuen.

## Aufgabe

### 1. Einstieg

Zum Einstieg wird den Schülerinnen und Schülern als stummer Impuls das Bild der Freiheitsstatue in Paris gezeigt, anschließend wird die kurze Geschichte von Jonas vorgelesen. Eine gewisse Ratlosigkeit auf Seiten der Lernenden ist dabei durchaus wünschenswert. Hier bietet es sich vorbereitend an, auf äußerliche Merkmale der Statue einzugehen und damit eine Überleitung zu schaffen zu den geschichtlichen Hintergründen. Um nicht den Arbeitsergebnissen der *mystery cards* vorzugreifen, ist es ratsam, hier beispielsweise die Merkmale der Freiheitsstatue lediglich zu wahrzunehmen und benennen, ohne auf den geschichtlichen Hintergrund oder symbolischen Gehalt weiter einzugehen.

#### Mögliche vorbereitende Fragen

- What exactly does the statue show?
- What parts does it consist of?
- What does the pose show?

Anschließend werden Leitfragen formuliert, und ggf. an der Tafel festgehalten, damit sie im Unterrichtsverlauf sichtbar bleiben. Die Fragen sind ebenfalls auf dem Arbeitsblatt vermerkt.

#### Leitfragen

- What was the relation between France and the US at the time?
- In what ways does the Statue of Liberty represent the independence of the United States?
- How did France support the way to independence of the United States?

Von der Lehrkraft werden der Arbeitsauftrag sowie das weitere Vorgehen vorgestellt: es werden kleine Gruppen gebildet und die Worksheets sowie die *mystery cards* ausgeteilt (ein Set pro Gruppe).

Zuerst werden zusätzlich zu den Leitfragen noch gemeinsam weitere Fragen überlegt und in die Tabelle unter **Task 1** (Worksheet) eingetragen.

#### Mögliche Schülerfragen

- Why did France send a present to the United States?
- How was the statue produced?
- What items does the Lady hold in her hands? What do they stand for?
- Why is there such a thing as a "Statue of Liberty"?
- Why is there a small one in Paris?
- Are there more of these statues worldwide?

## 2. Auseinandersetzung mit *Mystery Cards*

Jede Gruppe erhält einen Umschlag mit *mystery cards* (M1 – M9). Die Kärtchen sind nummeriert, die Informationen sind jedoch ungeordnet. Zur Lösung der Fragen werden nun die *mystery cards* (M1 – M7) gelesen. Die Lösungen können unter die Fragen notiert werden, ebenso wie die Nummer der jeweiligen Karte, auf der die Lösung gefunden wurde (z. B. „M3“). Die Notizen dienen zur Vorbereitung der Präsentation, außerdem steht eine *Scaffolding*-Tabelle mit evtl. benötigten englischsprachigen Ausdrücken zur Verfügung. Die Auswertung der Informationen und Erstellung einer kurzen Präsentation sollte in 20 Minuten umsetzbar sein.

Schneller arbeitende Gruppen haben die Möglichkeit, ihr Wissen durch zwei weitere Fragen und *mystery cards* (M8 – M9) zu erweitern. Auch diese Informationen können in die Präsentation integriert werden. Alternativ können die Inhalte nach den Präsentationen gemeinsam besprochen werden. Karte M9 eignet sich auch als Grundlage für eine weiterführende Stunde zu freiheitlich-demokratischen Werten.

## 3. Schülerpräsentation

Zwei oder mehr Schülergruppen präsentieren nun ihre Hypothesen zu der Geschichte; dabei ist darauf zu achten, dass die Leitfragen beantwortet und die Quellen und Verfassertexte in die Beantwortung mit einbezogen werden. Die anderen Schülerinnen und Schüler ergänzen eigene Vermutungen oder korrigieren das Präsentierte, sollten sich Widersprüche zu den Materialien ergeben. Im Anschluss kann eine knappe Sicherung des Erarbeiteten in Form eines Tafelbildes erfolgen.

## 4. Weiterführung und Vertiefung des Themas

Mögliche weiterführende Fragen:

Why do people need independence?

What does independence mean to a democratic society?

## Quellen- und Literaturangaben



Greudin „[Statue de la Liberté sur l'île des Cygnes en dessous du pont de Grenelle](#)“, 2005 [public domain](#) (03.08.2020)



[Library of Congress's Prints and Photographs division](#) „[The Statue of Liberty's head, on exhibit at the Paris Exposition of 1878](#)“, 1878 [public domain](#) (03.08.2020)



Materials scientist „[Gustave Eiffel](#)“, 1888 [public domain](#) (03.08.2020)



Napoleon Sarony „[Frederic Auguste Bartholdi](#)“, 1880 [public domain](#) (03.08.2020)



Esprit-Antoine Gibelin (drawings), Augustin Dupré (sculpting/engraving), "Mint for Medals at the Louvre" (minting) „[Libertas Americana Silver Medaillon](#)“, 1783 [public domain](#) (03.08.2020)



Eugène Delacroix „[La liberté guidant le peuple](#)“, 1830 [public domain](#) (03.08.2020)



William Stone „[United States Declaration of Independence](#)“, 1776 [public domain](#) (03.08.2020)

**M7**  
Rede von  
Grover  
Cleveland

Grover Cleveland „[Inauguration of the Statue of Liberty Enlightening the World](#)“, 1886 [public domain](#) (03.08.2020)



[US Mint Pressroom Image Library](#) „[Presidential \\$1 Coin Program coin for Grover Cleveland](#)“, 2011 [public domain](#) (03.08.2020)



user:905513 (Unknown) [Wortwolke Demokratie Freiheit](#), 2019 [public domain](#) (03.08.2020)

alle weiteren  
Illustrationen

ISB München

## Get Started



Paris, in June, Whitsun Holidays

Jonas, a student, is visiting Paris together with his parents. They are strolling along the Seine, the big river that flows through Paris. On their way right towards the Eiffel Tower, one of the most important sights in Paris, they spot a statue on an island in the Seine; Jonas is surprised and asks his parents: "What is the Statue of Liberty doing in Paris? I thought it is in New York." An elderly Frenchman overhears this and explains proudly: "This one is the original, the one in New York is a gift from France." Jonas is fascinated: "How come?" He scans the statue in detail and would like to find out a bit more about this ...

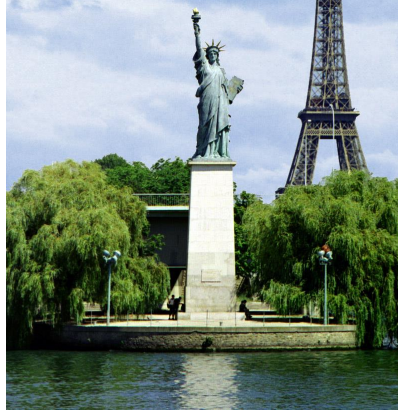
### Central questions

What was the relation between France and the US at the time?  
 In what ways does the Statue of Liberty represent the independence of the United States?  
 How did France support the way to independence of the United States?

*(ggf. Tafelanschrieb)*

## Worksheet

### Your task: Help Jonas to solve the mystery



- Get together in groups of three/four
- Read the questions, then add two (or more) questions of your own.

question	card no.
What was the relation between France and the US at the time?	
In what ways does the Statue of Liberty represent the independence of the United States?	
How did France support the way to independence of the United States?	

#### *Useful phrases to develop questions...*

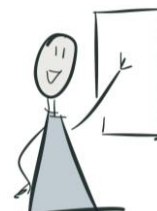
- Why is there ...?
- What kind of connection ...?
- Which one is ...? Why are there ...?
- What do they ...?
- Are there maybe ...?



- **Now read the mystery cards together (M1 – M7).**  
**Answer all the questions and write the information into the table (task 1).**  
**Do not forget to add in which card (M1 – M7) you have found the information.**
- **Prepare a short presentation of your results (no longer than 3 min.)**

*Useful phrases for presenting results...*

Firstly, I'll explain why / how ...	Let's (now) find out why / how ...
You probably know that ...	As I have already said ...
Hardly anyone knew / knows ...	One can say that ...
Maybe you've already heard about ...	This proves that ...
At the beginning there was / were ...	The reason is that ...
As we found out ...	The result of this is that ...
The roots of ... go back to ...	It's because ...
Another aspect / point is that ...	In other words, ...



### Notes for your presentation:

---

---

---

---

---

---

---

---

---

---

- **Fast finishers – Here are two more questions for you.**  
**Read mystery cards M8 and M9 and note down your answers.**

question	card no.
How was the statue transported and put into place?	
What does independence mean to a democratic society?	



## M1 Statue of Liberty in Paris



Head of Statute of Liberty in Paris during the World Exhibition 1878.

A chronology of the statue

1870: Bartholdi designs the statue.

1875: the first plaster model is completed.

France starts fundraising to finance the final statue. The statue receives an official name: "Liberty Enlightening the World."

1876-1884: the construction firm *Gaget and Gauthier* in Paris build the 300 copper pieces of the statue, which form a huge puzzle. The whole weighs 88 tonnes.

1877: US Congress decides on the location of the statue: Liberty Island.

1880: Bartholdi contacts the engineer Gustave Eiffel to design the internal structure of the Statue.

1885: The statue is dismantled in Paris.

## M2 Two Master-Builders

Frédéric-Auguste Bartholdi (1834-1904)

... is the "father" of the two sisters, the French statue and the American one. He is a French sculptor and his two "ladies", especially the one in New York, make him to a well-known man worldwide. He is also said to have taken the face of his mother as the model for the Statue of Liberty.



Gustave Eiffel (1832-1923)



The French architect and engineer, Alexandre-Gustave Eiffel (born on December 15, 1832 in Dijon, France) helps designing the structure of the Statue of Liberty. When designer Eugène Viollet-le-Duc, who started constructing the interior of the Statue of Liberty, dies in 1879, Eiffel is hired as his replacement. Eiffel develops a modern framework for the statue and directs its construction until the statue is completed in late 1883. A few years later, Eiffel begins his most famous project: the Eiffel Tower.

## M3 Statue of Liberty – Symbolic Meaning



Grafiken: ISB

The statue is a symbol for freedom and liberty.

Her seven-jet crown stands for the seven seas and the seven continents.

The broken chains symbolize the abolition of slavery after the Civil War.

The golden torch represents the era of enlightenment.

The tablet reads the date of independence from Britain.

## M4 “Libertas” as role model



“Libertas” the roman goddess for freedom and liberty can definitely be seen as “mother” of all the Statues of Liberty worldwide. The female figure represents personal freedom.

Therefore the ladies in Paris and New York stand in a long line of female freedom symbols.

## M5 French Revolution

The French Revolution is an important event in the history of modern Europe. It begins in 1789 when thousands of angry citizens storm the Bastille fortress in Paris, a symbol of the royal power they hate so much. The citizens manage to abolish the feudal system and the absolute monarchy that have been existing for hundreds of years. The king at that time, Louis XVI, is killed by guillotine, as well as his wife Marie Antoinette. His economic mismanagement has led to enormous debt as well as to social and financial inequality.

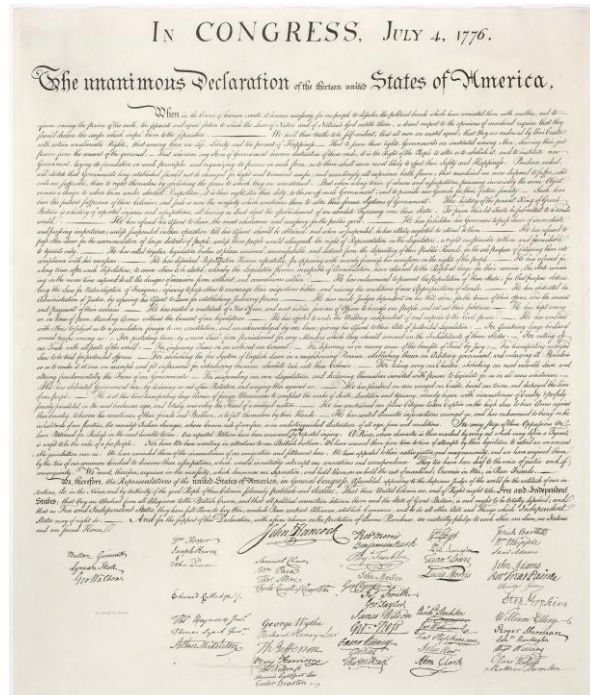


The French Revolution is also driven by new political theories and philosophies that empower the individual. A new way of thinking includes ideas of liberty, toleration, belief in science and progress and the longing for a constitutional government. Although the revolution fails to achieve some of its goals, it plays a key role in shaping modern nations.

## M6 American War of Independence

The *War of Independence* is fought by the thirteen British colonies in America against the Kingdom of Great Britain. It starts in 1775 when the colonies get increasingly upset about the strict laws and economic dependence from Great Britain. They also have to pay high taxes without being represented in politics.

After fighting several battles, the thirteen colonies put up a Congress of their own and announce the *Declaration of Independence* on July 4<sup>th</sup>, 1776. At first, it does not seem possible to totally defeat the British. But general George Washington, commander of the American army, is helped by France, Spain and the Netherlands. They manage to win the war. In the *Treaty of Paris*, signed on Sept. 3<sup>rd</sup>, 1783, the colonies are finally recognized as "United States of America".



## M7 War of Independence & French Revolution

The two countries fight together in the War of Independence against Britain. The war and the French Revolution make them 'brothers in arm'.

They are both very proud of the fact that they have managed to become democratic countries.

100 years later, the statue arrives as a gift from France. It symbolizes the cooperation of the two countries and their shared desire for liberty.

In his speech on May 11, 1886, President Grover Cleveland states that the nation agree to take France's gift and build a pedestal for it. The statue is put up on an island in the harbor of New York.

President Grover Cleveland (May 11, 1886):  
(*The statue is*) "to be inaugurated with such ceremonies as will serve to testify the gratitude of our people for this expressive and felicitous memorial of the sympathy of the citizens of our sister Republic."

The President is further thereby...  
"authorized to cause suitable regulations to be made for its (*the statue's*) future [...] preservation [...] as a monument of art and the continued good will of the great nation (*France*) which aided us in our struggle for freedom. [...]"

Thursday, the 3<sup>rd</sup> of September, being the anniversary of the signing of the Treaty of Peace at Paris by which the independence of these United States was recognized and secured, has been suggested by this committee under whose auspices and agency the pedestal for the statue has been constructed as an appropriate day for the ceremonies of inauguration [...]"

## M8 From Paris to New York

In July 1884, the statue is completed in France.

For transport, it needs to be divided into 350 pieces which are packed separately. In June 1885, the statue arrives in New York Harbor on board the French frigate "Isere".

It takes four months for the statue to be put together in her new location. On October 28<sup>th</sup>, 1886, President Grover Cleveland oversees the dedication of the Statue of Liberty in front of thousands of spectators.





## M9 Why is independence an important aspect of democracy?

### Democracy (a definition)

A system or a form of government which is based on the authority of the citizens.

The word combines the greek expressions “demos” and “kratos” which mean “people” and “power”. Its basic principle is the belief that the people have the power to decide on the laws in a state and to participate in governing it. The power may also be held by elected representatives.

### Independence (a definition)

- Freedom from being ruled, controlled or influenced by someone else or by another country.
- The quality of being free.



## Worksheet – Lösungsmuster

### Your task: Help Jonas to solve the mystery

- Read the questions, then add two (or more) questions of your own.

question	card no.
<p>What was the relation between France and the US at the time?  <i>The two countries cooperated during the American War of Independence.</i>  <i>They had/have a shared desire for liberty.</i>  <i>They are both very proud of being democratic nations.</i>  <i>The United States feel grateful for the relationship with France/the present.</i></p>	<p>M6/7 M7 M7 M7</p>
<p>In what ways does the Statue of Liberty represent the independence of the United States?  <i>Its symbols (pose, torch, crown, tablet) represent ideas of enlightenment and freedom worldwide.</i>  <i>The pose and broken chain stand for abolition of slavery and dependence.</i>  <i>The name "Liberty" represents personal freedom (see Roman goddess 'Libertas').</i></p>	<p>M3 M3 M4</p>
<p>How did France support the way to independence of the United States?  <i>Independence was an important idea to France because of the French Revolution.</i>  <i>France helped the United States win the War of Independence.</i>  <i>They shared the same ideas of freedom and government/democracy.</i></p>	<p>M5 M6/7 M4/7</p>
<p>Ex.: Why did France send a present to the United States?  <i>The United States celebrated the 100th anniversary of their independence</i>  <i>France wanted to make a gift to remember their alliance.</i></p>	<p>M7 M7</p>
<p>Ex.: How was the statue produced?  <i>It was designed by the sculptor Frédéric Bartholdi and the engineer Gustave Eiffel.</i>  <i>It was financed by fundraising.</i>  <i>It consists of more than 300 copper pieces that can be put together like a puzzle.</i></p>	<p>M1/2 M1 M1/8</p>

- **Fast finishers – Here are two more questions for you.**  
**Read mystery cards M8 and M9 and note down your answers.**

question	card no.
<p>How was the statue transported and put into place?  <i>The statue is divided into 350 pieces that are packed separately.</i>  <i>It travels on board a ship called 'Isère' to New York Harbour.</i>  <i>The United States build a pedestal for it, on an island in the Harbour of New York.</i>  <i>The statue is put together within four months.</i></p>	<p>M8 M8 M7 M8</p>
<p>What does independence mean to a democratic society?  <i>The basic principle of a democratic society is the power of the people to decide on the laws in a state and to participate in governing it.</i>  <i>Independence means freedom from being ruled, controlled or influenced by another country.</i></p>	<p>M9 M9</p>