



# STUDY GUIDE

## WHY I LOVE AMERICA

**KEY TERMS:** American communist freedom  
limited government opportunity decency

<b>NOTE-TAKING COLUMN:</b> Complete this section <u>during</u> the video. Include definitions and key terms.	<b>CUE COLUMN:</b> Complete this section <u>after</u> the video.
<p>In his third year of college, what country was Mr. Prager studying in?</p> <p>Why did America fight in Korea?</p> <p>What idea was America founded on?</p>	<p>How did Mr. Prager come to form a broad understanding of and an appreciation of America?</p> <p>What does Mr. Prager love about America?</p>

## DISCUSSION & REVIEW QUESTIONS:

- At the beginning of the video, Mr. Prager notes: “I am a third-generation American- my parents and my maternal grandmother were born in Brooklyn, New York. But I didn’t know I loved America until my early twenties. In my third year of college, I studied in England and began a life of travel that eventually took me to one hundred and thirty countries... Being away from America for a year, spending the Christmas season in Morocco, where there was no Christmas season, and ending the year with a month in the Soviet Union, where there was no freedom- this all had a life-changing impact on me. I realized how lucky I was to be an American. I even realized how much I simply enjoyed being an American.” In what ways, specifically, do you think that being away from America helped Mr. Prager to love his country? Do you agree with Mr. Prager that people born in America are ‘lucky?’ Why or why not? What do you think it means to ‘enjoy’ being an American? Explain.
- As part of explaining how important America has been to the world, Mr. Prager points out that America fought in the Korean conflict, “To stop the spread of communism, the greatest genocidal and totalitarian ideology in history, and thereby enable more than half of Korea to live in freedom. Another fifty-eight thousand Americans died in Vietnam to enable the South Vietnamese to live in the same freedom America made possible for South Koreans. Neither Vietnam nor Korea had any natural resources that America wanted. Americans died in those two countries solely so that their people could be free.” What does the fact that on multiple occasions America has sent troops to fight for another country’s freedom demonstrate about America? Explain.
- Mr. Prager goes on to share with us that America is unique, in that, “America is the only country that was founded not on a race, ethnicity, or nationality but on an idea: limited government- because the founders of America believed, first and foremost, in liberty... And America has given more liberty and opportunity to more people from more nations than any country in world history... What rendered America unique is that Americans killed one another in its bloodiest war to abolish slavery, and that it eventually became the least racist multi-racial country in history. It remains the only white-majority country to have ever elected a black leader.” What, specifically, is the correlation between limited government and freedom? Explain. What factors and conditions unique to America helped it mature from being a country that allowed slavery to electing a black president twice? Explain.
- Later in the video, Mr. Prager states: “Ask visitors what they think of Americans, and they are likely to tell you how friendly Americans are. There are mean and bad Americans and there are kind and good people in every country. But having travelled abroad every year of my life since college, and to all 50 American states, and being sensitive to people’s goodness and happiness, I have been continually amazed at the essential decency of most Americans.” What do you think Mr. Prager means by ‘people’s goodness and happiness?’ What do you think constitutes the ‘essential decency of most Americans?’ Explain.
- At the end of the video, Mr. Prager concludes: “I fell in love with America at the age of 20, and given the freedom, the opportunities, and the religious tolerance I have experienced, I realize all these years later that America has loved me too.” Why do you think that Mr. Prager characterizes his affinity with America as having ‘fallen in love’ with the country? What do you think Mr. Prager means when he claims to have realized that his country ‘loves him too?’ Explain.

## EXTEND THE LEARNING:

### CASE STUDY: The Statue of Liberty

INSTRUCTIONS: Read the article “The French Connection” and “Statue of Liberty: The Making of an Icon,” then answer the questions that follow.

- What does the Statue of Liberty commemorate? Who was Edouard de Laboulaye, and what did he do? What were the hopes of Laboulaye and his contemporaries? Who was Auguste Bartholdi, and what did he do? What is the sculpture’s official title, and what was the reasoning behind the name? Why did his colleagues criticize Laboulaye? How tall is the Statue of Liberty? Why did Bartholdi go to the United States in 1871? Where was the Statue of Liberty originally going to be placed, possibly? Why was Laboulaye a ‘great admirer of the United States?’ What was the purpose of the Franco-American Union? How did Bartholdi get more financial contributions for the project in 1876? What did the American Committee for the Statue of Liberty do, and what happened as a result of their efforts? Who is Emma Lazarus and what did she do? What was Joseph Pulitzer’s involvement in the fundraising, and what was the outcome of his efforts? How many pieces was the statue in when it arrived in New York? What did President Cleveland do at the dedication ceremony? How did Congress passing the Private Card Mailing Act of 1898 help the statue? Why was the Statue of Liberty ‘an even more prominent American symbol during World War I?’
- Do you think that Laboulaye loved America? Why or why not? What do you think is so meaningful about the Statue of Liberty to so many people? Why do you think that liberty is such an important ideal- worthy of such praise as that of a colossal statue? Explain.
- What does the Statue of Liberty mean to you, if anything? Explain. Do you love America? Why or why not?

1. In his third year of college, Mr. Prager studied in \_\_\_\_\_.
  - a. France
  - b. The Soviet Union
  - c. Tunisia
  - d. England
  
2. What made the defeat of Imperial Germany possible in World War I?
  - a. the actions of French saboteurs
  - b. England outspending Germany on warfare technology
  - c. the devaluation of German currency
  - d. America entering the war
  
3. Fifty-eight thousand Americans died in Vietnam to enable the South Vietnamese to live in the same freedom America made possible for South Koreans.
  - a. True
  - b. False
  
4. What idea was America founded on?
  - a. absolute and total equality in every way
  - b. imperialism
  - c. limited government
  - d. ethnic cohesion
  
5. In addition to having visited numerous countries, Mr. Prager has traveled to \_\_\_\_\_ of the United States.
  - a. 20
  - b. 30
  - c. 40
  - d. 50



# QUIZ - ANSWER KEY

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# The French Connection



An illustration of the presentation of the Statue to the U.S. Minister Levi Parsons Morton in Paris on July 4, 1881. National Park Service, Statue of Liberty NM

The Statue of Liberty was a gift from the French people commemorating the alliance of France and the United States during the American Revolution. Yet, it represented much more to those individuals who proposed the gift.



A photograph of Edouard de Laboulaye from the Galerie Contemporaine collection. National Park Service, Statue of Liberty NM

In 1865, Edouard de Laboulaye (a French political thinker, U.S. Constitution expert, and abolitionist) proposed that a monument be built as a gift from France to the United States in order to commemorate the

perseverance of freedom and democracy in the United States and to honor the work of the late president Abraham Lincoln. Laboulaye hoped that by calling attention to the recent achievements of the United States, the French people would be inspired to create their own democracy in the face of a repressive monarchy. In 1865, France was divided between people who were still committed to the monarchy and people who supported the Enlightenment ideals (the belief that people had natural rights to life, liberty, and the pursuit of happiness). It was the hope of many French liberals that democracy would prevail and that freedom and justice for all would be attained.



Bartholdi in his studio, Vavin Street, Paris, 1892. National Park Service, Statue of Liberty NM

In order to turn his idea into a reality, Laboulaye talked to many prominent and influential men in France. Auguste Bartholdi - a French sculptor who had recently been commissioned to make a bust of Laboulaye - greatly supported Laboulaye's idea and was soon selected to be the sculptor of the proposed monument.



A picture entitled "The Spirit of 61. God, Our Country and Liberty!" by Currier and Ives circa 1861. Library of Congress

"Liberty" was a controversial idea in the 19th century. To many people it suggested violence and revolution. Laboulaye and Bartholdi agreed that their monument should not be seen as leading an uprising, but rather as lighting the way, peacefully and lawfully. A key element was the name they gave to the Statue: *Liberty Enlightening the World*. Bartholdi's public monuments hailed back to classical images of a powerful, honorable national authority over any ideology. His statue of "Liberty Enlightening the World" would be above conservatism and liberalism and above radical revolutions and political turmoil. She would be an international symbol of liberty, justice, and democracy. In 1871, the Statue was transformed from idea into reality - it was to be funded, built, and presented to the United States.

This project could not have happened at a better time for Laboulaye. In 1871, an uprising by members of the working and middle classes in Paris against the government was brutally crushed. Laboulaye did not

support such extremism among laboring people; although he wanted to change the French government to a democratic government, he did not want to do it through violence. Despite his liberal views, Laboulaye was criticized by his colleagues because he spoke out against the violence and supported the governmental repression of the uprising. The creation of the Statue of Liberty, however, was a chance for Laboulaye to restore his reputation as a devoted liberal and democratic advocate, honor the success of liberty in the United States, and hope that the French would be inspired to fight for the same ideals

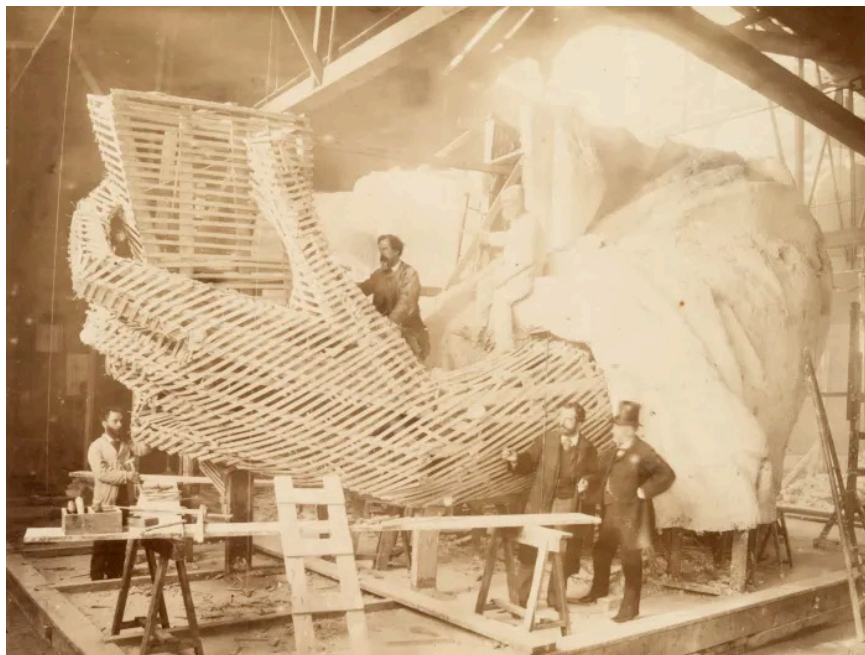
<https://www.history.com/news/statue-of-liberty-icon-building>



Acid Test Photo/Getty Images

The Statue of Liberty, which towers 305 feet, six inches over New York Harbor, is one of the most instantly recognizable symbols of America. It has inspired countless souvenir replicas and been referenced in everything from posters for war bonds to the final scene of the 1968 movie “Planet of the Apes,” in which an astronaut who returns to Earth in the distant future discovers it partially buried in sand.

But the statue that’s known across the planet went through an odd, serendipitous journey to iconic status. It was conceived by a French sculptor, Frédéric Auguste Bartholdi, who had never even been to the United States before arriving in 1871 in hopes of convincing Americans to support his dream of building a monumental statue.



Construction of the skeleton and plaster surface of the left arm and hand of the Statue of Liberty in Frédéric Auguste Bartholdi's workshop, circa 1883. The Miriam and Ira D. Wallach Division of Art, Prints and Photographs/The New York Public Library

His design for the Statue of Liberty borrowed from an earlier idea he'd had for a colossal woman bearing a lantern at the entrance of the Suez Canal. The proposed figure he called "Liberty Enlightening the World," was a woman wearing a crown of rays and holding a torch aloft in one hand and a tablet in the other. He originally scouted Central Park as a possible location, before settling upon what was then Bedloe's Island.

Bartholdi traveled across the United States from Washington, D.C. to Los Angeles to promote his idea, but when he wasn't able to secure government support, he went back to France and started working with his friend Edouard de Laboulaye, who for years had wanted to build a French-American monument.

"Laboulaye was a very great admirer of the United States," American University historian Alan Kraut says in a podcast, "Raising the Torch," created for the Statue of Liberty Museum. "He was particularly excited about the outcome of the America Civil War, the emancipation of 4 million slaves, and also the long relationship the United States had had with France."

In 1875, Laboulaye formed the Franco-American Union to raise \$250,000 to finance Bartholdi's creation of the statue. The idea was that Americans, in turn, would raise money for the statue's base.



The colossal hand and torch of Bartholdi's Statue of Liberty at the *Philadelphia* Centennial exhibition, 1876. The Miriam and Ira D. Wallach Division of Art, Prints and Photographs/The New York Public Library

But it wasn't that easy to get people in the United States—particularly in New York City, where it was to be located—excited about putting up money for the project. In 1876, to drum up more enthusiasm, Bartholdi exhibited the statue's hand and torch at the Philadelphia Centennial Exhibition. When skeptics in New York questioned why he wasn't showing more of the body, Bartholdi dropped hints that he might just put the finished statue in Philadelphia instead. New Yorkers, not wanting to be shown up, quickly agreed to exhibit the hand and torch in Madison Square to advertise the project and stimulate more contributions, according to the New York Public Library.

In the 1880s, the American Committee for the Statue of Liberty raised money for the construction of the statue's pedestal by selling small souvenir models of the planned statue, which ranged from \$1 for a six-inch replica to \$5 for a foot-high version, which were marketed through a nationwide campaign. The effort led to the spread of miniature Statues of Liberty throughout the United States and the world, and helped establish the statue in the public imagination as a symbol of America.

A variety of other fundraising efforts were staged, ranging from theatrical galas to prizefights, according to Christine Garnaut's and Donald Langmead's *Encyclopedia of Architectural and Engineering Feats*. Emma Lazarus wrote a poem, "The New Colossus," which was read at a fundraising art exhibition in 1883. (Two decades later, it was inscribed on a bronze plaque on the inner wall of the pedestal.) Lazarus' stirring plea

to "Give me your tired, your poor, Your huddled masses yearning to breathe free" helped to make the statue more than just a celebration of American democracy, by linking it with the waves of immigrants arriving in America in the late 1800s, and their aspirations for a better life.



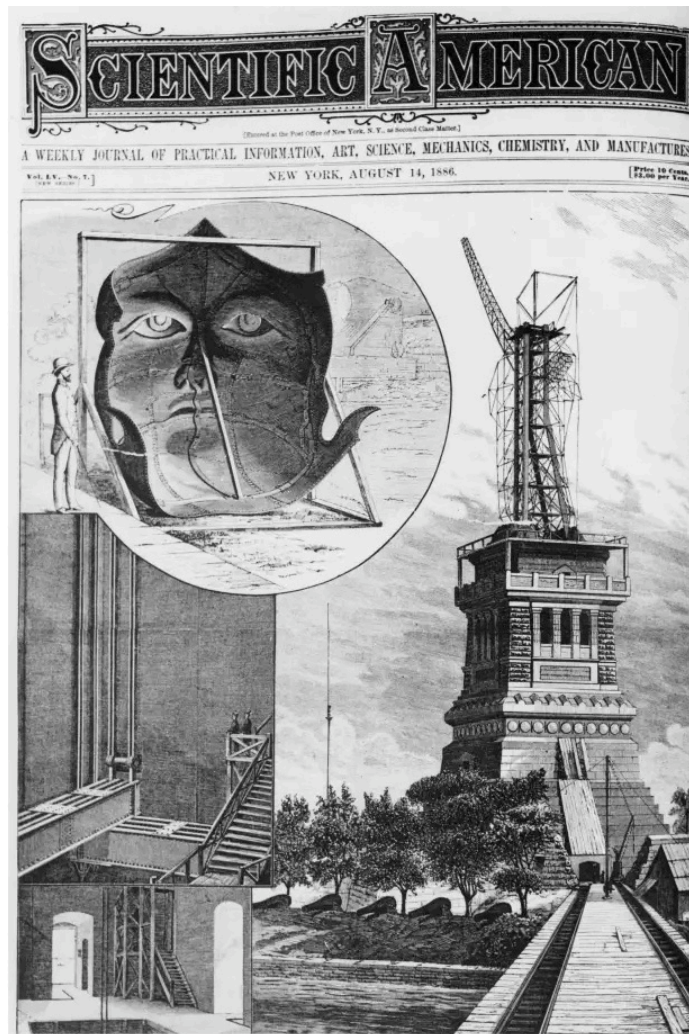
Men in a workshop hammering sheets of copper for the construction of the Statue of Liberty, circa 1883.

"Laboulaye uses America as a symbol of good things. He sees Bartholdi as the tool by which he can achieve his aim of giving a gift," Barry Moreno, historian and curator for the Ellis Island National Museum of Immigration, says in the "Raising the Torch" podcast.

When even those heroic fundraising efforts weren't enough, Joseph Pulitzer, publisher of the tabloid *New York World*, came to the project's rescue. Pulitzer ran a March 1885 article in his newspaper, which prodded readers into contributing more money for the base by pointing out that the statue itself had been paid for by "the masses of the French people—by the working men, the tradesmen, the shop girls, the artisans—by all, irrespective of class or condition." Americans had to do their part as well, Pulitzer exhorted, and it worked. The newspaper was able to raise \$100,000 to complete the project, most of it in donations of \$1 or less.

But while the campaign to finish the pedestal—in some ways, an early version of today's GoFundMe campaigns—required hustle, it ultimately helped Americans to feel a sense of ownership and connection to the statue, even though it had been created on the other side of the Atlantic.

As Magnuson-Cannady, supervising ranger for the National Park Service tells the "Raising the Torch" podcast, "The Statue of Liberty was really of the people in that the people of the United States and the people of France...not the super wealthy, not the super powerful—it was everyday folks contributing to the fundraising efforts and paying for the Statue of Liberty and the pedestal."



*The construction of the Statue of Liberty on the front page of Scientific American, circa 1886. Photo 12/UiG/Getty Images*

In 1885, the statue arrived—in 350 pieces—in New York, where it took a year to be assembled because the pedestal hadn't yet been completed. Finally, in October 1886, the Statue of Liberty was dedicated at a ceremony during which the crowd interrupted by a full 15 minutes of applause before President Grover Cleveland could begin a brief speech in which he proclaimed that “she holds aloft the light which illumines the way to man's enfranchisement.”

The massive statue's magnificence instantly made it into a tourist magnet. As Barry Moreno explains in his 2017 pictorial history of the Statue of Liberty, Congress's passage of the Private Card Mailing Act of 1898, which authorized private companies to produce postcards as long as they adhered to certain size and quality standards, also helped boost its profile, because people who visited bought inexpensive color postcards and sent them to friends and neighbors.

The market for Statue of Liberty postcards, in fact, became so lucrative that 11 years later, American printers convinced Congress to ban the importation of foreign-made postcards that depicted the statue and other quintessential “American scenes.”

The statue became an even more prominent American symbol during World War I, when it became one of the sights that U.S. soldiers gazed upon as they sailed off to fight in Europe, as well as one of the first things they glimpsed when they finally returned home.

The opening of a new \$100 million museum on Liberty Island in 2019, paid for by private donations, further reinforces the Statue of Liberty as a monument cherished by people around the world. Timed to the May 2019 opening of the museum, the Statue of Liberty-Ellis Island Foundation created an app featuring Apple's augmented reality software, along with the “Raising the Torch” podcast to enhance the museum experience. Also featured in the new museum are a series of eight short films by HISTORY that outline

fundraising and construction efforts behind the Statue of Liberty, how it became a symbol of home and democracy during wartime and its global significance as an icon representing equality and immigration.

“The statue is a kind of malleable or plastic figure,” Kraut says. “It can come to embody the kinds of definitions that one lends to the notion of freedom, itself.”