

The Liberty Bell as a Modern Symbol

Grade Levels: 3-5

(Expected Class Sessions to Complete: 3-5)

Objectives:

- The students will develop an understanding of the history of the Liberty Bell.
- Students will develop an understanding of the history and the symbolism of the Liberty Bell, as well as the many groups that have embraced it.
- Students will understandthat the Liberty Bell has meant many things to many people and continues to do so today.

Standards Correlation :

Reading Information Text RI 5.1, Speaking and Listening SL 5.1, SL 5.2

Materials:

- Class Set of: Our Liberty Bell by Henry Jonas Magaziner
- Pictures of Liberty Bell and the National Symbols
- Flip Book <http://www.readwritethink.org/files/resources/interactives/flipbook/> Make 10 sections labeled **Our Liberty Bell, The Bell is Born, Important News, When Our Country Was Young, Darkness Then Light, The Bell Helped Other Important Causes, Our Liberty Bell Today** and **Vocabulary**.
- Various books on the Liberty Bell
- Chart paper or bulletin board, colored markers
- Sticky Notes
- Sentence strips or 3x5 cards
- Handout #1 Bell Facts K-L Sheet, or any KWL chart
- Modeling Clay or Plaster
- Handout #2 Symbol Sculptures Worksheet
- Chain of Events Organizer
- Handout #3 Rubrics

Introduction (Before the Lesson):

- Students will be working in groups of 3-4 to do research/find facts.
- Teachers may want to consider each student's learning styles and behaviors when assigning the groups.
- The chart paper or bulletin board will be used to post student research facts.
- Option: A large outline of the Bell may be drawn on the paper prior to the lesson.
- Make copies of the Flip Books and the three worksheets and the rubric used in this lesson.

Engage/Procedure:

Whole Class Discussion:

1. The teacher will begin the lesson with questions and discussion about what a symbol is, symbols seen in daily life, and eventually lead discussion to our National Symbols. Students should be asked to try to name these National Symbols first, and where they may be found.
2. Discussion should include the Statue of Liberty, the American Bald Eagle, US Flag, The Great Seal, and, of course, the Liberty Bell.
3. (Information about these symbols can be found at bensguide.gpo.gov/index.html, as well as printable pictures of each.)

Teacher-Directed Instruction:

1. The teacher will now give each child a post-it note.
2. The teacher will show the students a picture of the Liberty Bell and instruct the students to write on their paper any words that describe how the picture made them feel.
3. When everyone is done, the feelings will be discussed, and the notes may be posted on the chart paper or bulletin board.

Independent Student Activity:

1. Students will complete side one of the K-L chart, writing any facts they may already know about the Liberty Bell.
2. When charts are complete, the teacher will ask for those facts and post them on the chart paper or bulletin board. (Handout #1)
3. The teacher will then introduce the book Our Liberty Bell to the class, and explain that this will be read in class over the next couple of days.
4. The class will read aloud parts of the book each day, allowing time for vocabulary development, researching facts, and discussion. (Allow 2-4 days)

Cooperative Work:

1. Each day, after the class has completed the read aloud section of the book, student "Research Groups" of 3-4 students will review the material read that day, and find facts/take notes in their Flip Books on the appropriate page.
2. The teacher will allow approx. 15 minutes each day for this activity.
3. As the groups are working the teacher will monitor the groups and participate in their discussions as appropriate.
4. At the end of the 15 minutes the teacher will pull the class together and discuss what the groups wrote. Facts will be discussed and posted on the chart paper, using the sentence strips.
5. This research will continue each day after the read-aloud until the book has been completed.
6. Option: Direct the student research like the game "Scategories." Ask the students to see if they can find the one fact or the important information that no other group will. This usually motivates them to "dig a little deeper."

Closing:

Whole Class Discussion:

1. Using the facts posted on the chart paper, the class will discuss how many new facts they have learned about the Liberty Bell.
2. The teacher will direct the discussion to include the essential questions listed at the beginning of this lesson. Although "broken" and no longer used as a bell, the Liberty Bell remains a very important symbol of Liberty to all.
3. Students will now complete the K-L chart, listing new facts they have learned about the Liberty Bell.
Option: Students may complete this chart with their "Research Group."

Post Extension Activity

Independent Student Activity :

- **Assessment:** (Part 1) The students will tell what the Liberty Bell stands for and explain why. (Part 2) Using the modeling clay or plaster the students will now create a symbolic image to represent them, and write about what their image represents and the message it may be communicating. After the image is complete they will write about their symbol, using the Symbol Sculpture worksheet. Students will be reminded of using good writing techniques when completing the worksheet.

- Option: The class may view each other's sculptures, and see if they can see the symbolism that was trying to be expressed.

Additional Activity #1:

The teacher will post six events from the book on the board. Students will be instructed to put them in the correct order on the Chain of Events ditto. Extra Credit may be given if the student can also include any additional facts about the event. (*Handout#3*)

Additional Activity#2:

Using the book, have the students fill in Alphaboxes with words having to do with the Liberty Bell. Then have them use color pencils and lightly color the events according to what they relate to. Example: Early history of the Bell – Red, Facts about Abolitionists – Orange, Facts about the Civil Rights Movement- Green, Facts about Suffragists – Blue, Symbolism of the Bell Today- Yellow . (*Handout#4*)

Vocabulary:

Refer to vocabulary list in K-2 and 6-9 Lessons as well as have students create their own.

Bell Facts K-L Chart

What do you Know about the Liberty Bell?	What have you Learned about the Liberty Bell?

Liberty Bell Symbolism Project Rubric

Requirements	Possible Points	Points Earned
Bell Facts: accurate and thorough	4	
Participation: focused and involved	4	
Sculpture Symbol: complete and creative	4	
Sculpture Writing: clear and thoughtful	4	
Writing Mechanics: proper spelling, punctuation, and capitalization	4	

Comments: _____

Total Points: _____
20

Handout#4 Alphaboxes

Name: _____

Directions: Using the book, fill in Alphaboxes with words having to do with the Liberty Bell. Then use color pencils and lightly color the events according to what they relate to. Early history of the Bell – Red, Facts about Abolitionists – Orange, Facts about the Civil Rights Movement- Green, Facts about Suffragists – Blue, Symbolism of the Bell Today- Yellow

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z	Too Good to Leave Out			