



The Liberty Bell: A Symbol for “We the People”

Teacher Guide with Lesson Plans

Grades K – 12

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Independence Park Institute

A curriculum-based education program
created by the Independence Park Institute at
Independence National Historical Park
www.independenceparkinstitute.com

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Introduction

Welcome!

In this education program, students will develop an understanding of the powerful symbolism of the Liberty Bell and how a broken bell became an icon of ourselves, our country, and our world. These lessons will discuss how this transformation took place by looking at each event in history associated with the bell. Students will see how each event and group gave the Bell more legitimacy as a symbol.

Teachers should use the lesson plans to help their students investigate both primary and secondary sources, and to discuss their importance to historians. The lesson plans are to be completed before your visit to Independence National Historical Park for the *Liberty Bell: A Symbol for “We the People”* program. When students arrive at the park, they will experience a hands-on, interactive, ranger-led program; after which they will explore the park sites related to their learning, especially the Liberty Bell Center.

We hope that you and your students enjoy learning about the Liberty Bell through this education program. We’d love to hear your feedback as we are always striving to improve our programs and curriculum materials.

Thank you,

The Independence Park Institute...



Independence Park Institute

... at Independence National Historical Park



How to Use These Lessons

These lessons were created by K-12 grade educators who participated in the 2007 Summer Institute for Teachers. Participants spent the week learning about the Liberty Bell, its history and its symbolism. They learned methods of incorporating historic documents, objects, and images into lessons to enhance their teaching and inspire students with the stories that make history come alive in the classroom and beyond.

This teacher guide is divided into sections. Section one is a timeline activity that can be used as an introduction to the Liberty Bell, can be started and worked on throughout the unit, or used as a concluding lesson.

Sections two through six focus on the main groups and movements that have used the bell throughout history. For each topic you will find grade appropriate lessons and teaching materials. During these lessons, students will explore the following questions, post them in the classroom and refer back to them for informal assessment.

- What is a symbol? What is symbolism?
- What does the Liberty Bell represent to each movement or group? How can you tell?
- Is the Bell a successful symbol?
- Does each group or movement have any other symbols?
- Has each group or movement achieved what they set out to achieve?
- Optional: Compare and contrast the Liberty Bell and another symbol for the group.

All lessons meet PA, NJ, and national standards for learning. All lessons also have a rubric and some form of assessment.



2007 Summer Institute Participants and contributors/ reviewers of the following lesson plans

Lesson Topics

| | Timeline (K-5) | Timeline (6-12) | The Early Years of the State House Bell (K-5) | The Liberty Bell as a Symbol for the Abolitionist Movement (K-2) | The Liberty Bell as a Symbol for the Abolitionist Movement (3-6) | The Liberty Bell as a Symbol for the Abolitionist Movement (7-12) | The Liberty Bell as a Symbol for the Suffrage Movement (K-4) | The Liberty Bell as a Symbol for the Suffrage Movement (5-8) | The Liberty Bell as a Symbol for the Suffrage Movement (6-12) | The Liberty Bell as a Symbol of the Civil Rights Movement (K-5) | The Liberty Bell as a Symbol of the Civil Rights Movement (4-8) | The Liberty Bell as a Symbol of the Civil Rights Movement (9-12) | The Liberty Bell as a Modern Symbol (K-2) | The Liberty Bell as a Modern Symbol (3-5) | The Liberty Bell as a Modern Symbol (6-9) | The Liberty Bell as a Modern Symbol (9-12) |
|--------------------------------|----------------|-----------------|---|--|--|---|--|--|---|---|---|--|---|---|---|--|
| PA Academic Standards | | | | | | | | | | | | | | | | |
| 1.1 Read Independently | | | X | X | X | | | | X | | X | X | X | X | X | X |
| 1.2 Read Critically in Content | X | | X | X | | | | | X | | | X | | | X | X |
| 1.3 Read, Analyze, Interpret | | | | X | X | X | X | X | X | | | X | | | X | X |
| 1.4 Types of Writing | | X | X | X | X | X | X | X | X | X | | X | | | X | X |
| 1.5 Quality of Writing | | | | X | X | X | X | | | | X | X | | | X | X |
| 1.6 Speaking and Listening | X | X | | X | X | X | X | X | | X | | | X | X | | |
| 1.8 Research | X | X | | | | | | | X | X | | X | | | X | X |
| 2.1 Math | X | | X | | | | | | | | | | | | X | |
| 3.6 Technology Ed | X | | | | | | | | | | | | | | | |
| 3.7 Technological Devices | | X | | | | | | | | X | | | | | | |
| 5.1 Principles Of Government | | | | X | X | X | X | X | | | X | X | X | X | X | X |
| 5.2 Citizenship | | | | X | X | X | X | X | | | | X | X | X | X | X |
| 6.2 Functions of Gov. | | | X | | | | | | | | | | | | | |
| 6.5 Work & Earnings | | | X | | | | | | | | | | | | | |
| 8.1 Hist. Ana. & Skills | X | X | X | X | X | X | X | X | X | | X | X | X | X | X | X |
| 8.2 PA History | X | X | X | X | X | X | X | X | | X | X | X | X | X | X | X |
| 8.3 US History | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 8.4 World History | | | X | | | | | | | | | | | | | |
| 9.1 Arts/Humanities | X | X | | | | | | | | | | | | | X | X |

Lesson Topics

| |
|---|
| Timeline (K-5) |
| Timeline (6-12) |
| The Early Years of the State House Bell (K-5) |
| The Liberty Bell as a Symbol for the Abolitionist Movement (K-2) |
| The Liberty Bell as a Symbol for the Abolitionist Movement (3-6) |
| The Liberty Bell as a Symbol for the Abolitionist Movement (7-12) |
| The Liberty Bell as a Symbol for the Suffrage Movement (K-4) |
| The Liberty Bell as a Symbol for the Suffrage Movement (5-8) |
| The Liberty Bell as a Symbol for the Suffrage Movement (6-12) |
| The Liberty Bell as a Symbol of the Civil Rights Movement (K-5) |
| The Liberty Bell as a Symbol of the Civil Rights Movement (4-8) |
| The Liberty Bell as a Symbol of the Civil Rights Movement (9-12) |
| The Liberty Bell as a Modern Symbol (K-2) |
| The Liberty Bell as a Modern Symbol (3-5) |
| The Liberty Bell as a Modern Symbol (6-9) |
| The Liberty Bell as a Modern Symbol (9-12) |

NJ Core Curriculum Content Standards

| | | | | | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1.2 Perform | X | | | | X | | | | | | | X | | | X | X |
| 3.1 Reading | | | X | X | X | X | X | X | X | | X | X | X | X | X | X |
| 3.2 Writing | X | X | X | X | X | | X | X | X | | X | X | X | X | X | X |
| 3.3 Speaking | X | | | | X | | X | X | | X | | X | X | X | X | X |
| 3.4 Listening | | | X | X | | | X | X | | X | | X | | | X | X |
| 3.5 Media | | | | | | | | | X | | | X | | | X | X |
| 4.1 Numbers | | | | | | | | | | | | | | | X | |
| 4.2 Geometry | | | | | | | | | | | | | | | X | |
| 4.5 Processes | X | X | | | | | | | | | | | | | | |
| 6.1 SS Skills | X | X | X | | X | | X | X | X | X | X | X | X | X | X | X |
| 6.2 Civics | X | X | X | X | X | | X | X | X | X | X | X | X | X | X | X |
| 6.4 US/NJ | | | X | | X | X | X | X | X | X | | X | X | X | X | X |
| 6.6 Geography | | | | | | | | | | X | | | | X | | |

Section One

Timeline

Liberty Bell Timeline

Grade Levels: K-5

(Expected Class Sessions to Complete: 2 to 3)

Objectives:

- Students will construct a timeline of historical events regarding the Liberty Bell in proper sequential order.
- Students will reenact the assigned historical event from the time line.
- Students will understand how to construct a timeline to represent historical facts of the Liberty Bell from 1751 to present.

Standards Correlation: Please refer to grid for Pennsylvania and New Jersey State Standards

Materials:

- Cardstock/ Construction Paper
- Research materials & Student Notes
- Copies of activity worksheets #1, #2, & #3
- Art Supplies
- Rulers
- Date/ event cards - optional

Introduction (Before the Lesson):

- Review use of symbols and symbolism regarding the Liberty Bell
- Make enough copies of Worksheet #1 Essential Questions for each student
- Review how to construct a horizontal bar shaped Time Line
- Prior knowledge of Researched historical events /dates assigned for the Liberty Bell time line
- Make enough copies of Worksheet #2 Historical Events for each student

Engage/Procedure:

Whole Class Discussion:

1. Teacher writes the essential questions from Worksheet #1 and guides the students in answering the questions.
2. Students participate in a class discussion of Worksheet # 1 and their researched events on the Liberty Bell for the Time Line.

Teacher-Directed Instruction:

Teacher advises the students of the expectations for constructing the time line, including the roles of cooperative groups in regard to connecting the continuous time line. (Students will move into groups of 3 or 4 to create this continuous time line.) Then the teacher explains the details of the whole class “skit” presentation (each student will be responsible to orally deliver with a prop pertaining to ONE of the assigned dates/events)

Independent Student Activity:

Students construct a Liberty Bell Time Line showing four events that have been previously researched for worksheet #3 (check for accuracy with provided dates on worksheet #2). Then student will design a “prop” for his/her part in whole class “skit” of the Liberty Bell Time Line.

Another alternative activity for worksheet #2 is to have the students select what they think are the “top 10” Liberty Bell events and write the reasons for their choices. Teachers should show how many chose each event with a tally chart so that the class may discuss their responses. Make a “top 10” chart from the collaboration and post it in the room.

Cooperative Work :

Students join their assigned cooperative groups to combine and extend the Liberty Bell Time Line showing proper chronological order.

Closing:

1. Each group attaches their time line in the appropriate chronological order so that the time line is representative of the assigned dates. Each student then presents a short oral presentation or “skit” with their prop about their assigned date.
2. Students will be assessed on correct chronological placement of the historical events on the time line as well as through a brief individual oral presentation “skit” for assigned date/event.

Vocabulary:

1. Liberty Bell
2. Time Line: a chronological order of events
3. Symbol: an object that stands for an idea, a country, or a person
4. Symbolism: the representation of one object by another
5. Sequence: progression of events
6. Historical: dealing with the past

Name _____

Liberty Bell Worksheet #1

Essential Questions to be answered:

1. What is a symbol? _____

2. What does the word *symbolism* mean to you? _____

3. Why is the Liberty Bell an important symbol in our history? _____

4. What has the Liberty Bell represented to different groups? _____

Give some examples. _____

Answer Key

Historical Events

Following are events to research and put in chronological order:

1751 The people of Pennsylvania Colony ordered a large bell from Great Britain.

1753 The Pass and Stow bell was hung in the State House.

1772 People living near the State House complained to Pennsylvania leaders because they were upset about the frequent ringing of the bell.

1776 The Bell rang to announce the reading of the Declaration of Independence.

1777 Americans removed the Bell before the British entered Philadelphia.

1777 The Bell was hidden in the floor of a church in Allentown, Pennsylvania.

1778 The Bell is returned to the State House.

1781 The Bell rang after the American victory in the Battle of Yorktown.

1830's The Bell became a symbol for the Abolitionists.

1835 The name "Liberty Bell" was first used.

1846 The Liberty Bell rang to celebrate George Washington's birthday.

1852 The Liberty Bell was moved from the steeple of the State House and put on display inside the building.

1885 The Liberty Bell traveled to New Orleans, Louisiana.

1893 The Liberty Bell traveled to Chicago, Illinois.

1895 The Liberty Bell traveled to Atlanta, Georgia.

1902 The Liberty Bell traveled to Charleston, South Carolina.

1903 The Liberty Bell traveled to Boston, Massachusetts.

1904 The Liberty Bell traveled to St. Louis, Missouri.

1915 The Liberty Bell traveled to San Francisco, California.

1915 Bell rang as part of first coast to coast telephone call.

1926 The 150th birthday of the United States: Bell was heard over the radio.

1976 The Liberty Bell is moved from Independence Hall into the Liberty Bell Pavilion.

2003 The Liberty Bell was moved to its current home in the Liberty Bell Center.

Name _____

Historical Events

(Worksheet #2)

Following are events to research and put in chronological order:

- _____ Americans removed the Bell before the British entered Philadelphia.
- _____ The Liberty Bell traveled to Boston, Massachusetts.
- _____ The people of Pennsylvania Colony ordered a large bell from Great Britain.
- _____ The Liberty Bell traveled to Chicago, Illinois.
- _____ The Liberty Bell was moved from the steeple of the State House and put on display inside the building.
- _____ The Liberty Bell rang to celebrate George Washington's birthday.
- _____ The Bell is returned to the State House.
- _____ The Liberty Bell was moved to its current home in the Liberty Bell Center.
- _____ The Pass and Stow bell was hung in the State House.
- _____ The 150th birthday of the United States: Bell was heard over the radio.
- _____ The Liberty Bell traveled to Charleston, South Carolina.
- _____ People living near the State House complained to Pennsylvania leaders because they were upset about the frequent ringing of the bell.
- _____ The Bell rang to announce the reading of the Declaration of Independence.
- _____ The Liberty Bell traveled to San Francisco, California.
- _____ Bell rings as part of first coast to coast telephone call.
- _____ The Bell was hidden in the floor of a church in Allentown, Pennsylvania.
- _____ The Bell rang after the American victory in the Battle of Yorktown.
- _____ The name "Liberty Bell" was first used.
- _____ The Liberty Bell traveled to New Orleans, Louisiana.
- _____ The Liberty Bell traveled to St. Louis, Missouri.
- _____ The Bell became a symbol for the Abolitionists.
- _____ The Liberty Bell traveled to Atlanta, Georgia.
- _____ The Liberty Bell is moved from Independence Hall into the Liberty Bell Pavilion.

Name _____

LIBERTY BELL TIME LINE

Worksheet #3

| <u>EVENTS</u> (List name of events) | <u>NOTES</u> (List facts learned) | <u>SOURCES</u> (How do you know)? |
|--|--------------------------------------|--------------------------------------|
| 1. | _____ _____ _____ | _____ _____ _____ |
| | _____ _____ _____ | _____ _____ _____ |
| 2. | _____ _____ _____ | _____ _____ _____ |
| | _____ _____ _____ | _____ _____ _____ |
| 3. | _____ _____ _____ | _____ _____ _____ |
| | _____ _____ _____ | _____ _____ _____ |
| 4. | _____ _____ _____ | _____ _____ _____ |
| | _____ _____ _____ | _____ _____ _____ |

1. Now that your events are listed, facts notated and your sources listed, construct your time line using a horizontal bar. *Four dates/ events must be represented.
2. You are responsible to orally present information on one of these events during a whole class presentation. *Using construction paper and markers, design a prop for this presentation “skit”.

Name: _____

Time Line Activity Rubric

| REQUIREMENTS | ADVANCED-4 | PROFICIENT-3 | BASIC-2 | BELOW BASIC-1 | Total Points |
|---|---|---|---|---|---------------------|
| EVENTS/CONTENT (Social Studies) | Evidence of care taken in choosing significant events | Items meet criteria of assignment: few or no inaccuracies | Includes required number of items: some inaccuracies | Does not include required number of items | |
| SCALE AND SEQUENCE (Math) | Scale consistent and accurate; appropriate for subject matter; all items in sequence with care taken on placement within increments | Scale consistent, accurate, and appropriate; items in sequence; increments marked | Scale roughly drawn; a few items out of sequence; increments marked | No apparent scale; numerous items out of sequence; time increments not marked | |
| MECHANICS (Language Arts) | Free of mechanical errors | Few mechanical errors | Some errors in spelling, identification, or dating | Many errors in spelling, identification, or dating | |
| PRESENTATION (Language Arts) | Visually striking; attention apparent to making time line an effective tool for communicating information | Clear, uncluttered, and attractive | Legible | Illegible or messy | |
| SHARED RESPONSIBILITY (Social Studies) | Responsibility for task is shared evenly | Most responsibility shared | Some responsibility considered | Exclusive reliance on one person | |
| SPEAKING SKILLS (Language Arts) | Poised, clear, articulation; good posture and eye contact; enthusiasm; confidence | Clear articulation but not as polished | Some mumbling; little eye contact; little or no expression | Inaudible or too loud; no eye contact; rate too slow or too fast; speaker seemed uninterested/mo notone | |

Comments:

Liberty Bell Time Line

Grade Levels: 6-12

(Expected Class Sessions to Complete: 3 to 5)

Objective:

- Students will demonstrate knowledge of historical events about the Liberty Bell by creating/designing an illustrative time line in chronological order.
- Students will understand how to construct a time line to represent historical facts of the Liberty Bell from 1751 to present.

Standards Correlation: Refer to Standards Grid in Teacher Guide for PA and NJ State Standards

Materials:

- Construction paper
- Art supplies
- Rulers
- Research notes and references of historical documentation via text or web searches

Introduction (Before the Lesson):

- Review the procedure for constructing a time line including how to choose relevant events.
- Introduce and explain the grading rubric.
- Group students in pairs or small groups.
- Students develop a plan for organizing the time line, picking key events, and illustrations.
- Students will read, identify, and gather research information on the Liberty Bell, such as major historical events involving dates and person or group.

Engage /Procedure:

Whole class discussion:

1. Write the “Essential Questions” on chart paper and distribute copies to students.
2. Discuss possible answers to the Essential Questions for this lesson.
3. Students will write their answers down and share their answers with the class. Teachers will add information as the lesson progresses.

Teacher- Directed Instruction:

1. Pass out materials to prepare for activity.
2. Instruct the students that each time line must include the following:
 - a. Title
 - b. Students will use at least 5 major events in chronological order for each time period: 1700, 1800, 1900, and 2000.
 - c. Students will list: dates, person or group, and events.
 - d. At least 5 symbolic illustrations relating to the events must be included.
 - e. All events must be referenced in APA or MLA format in a bibliography.
3. Students will be instructed to use notes to start time line activity.

Independent Student Activity:

1. Students will use gathered information to construct their time line.
2. Students will present their finished product to the class.

Closing/Assessment:

In accordance with the attached rubric the students will be graded on a number of elements for the time line. Additionally, students will complete the essential questions as either a take-home or an in-class essay assessment.

Note: It is recommended that the teacher begin each class by asking the students to add details to the essential questions listed on the chart paper in the classroom.

Cooperative Work:

The classroom is divided into groups of 3 or 4 to play the attached Jeopardy Game of Liberty Bell facts.

Extension/Assessment Alternatives:

- Students can write an essay to compare and contrast the Liberty Bell with other historic symbols
- Students can write a persuasive letter to Congress informing them how important the Liberty Bell is as a symbol in America.

Name: _____

Essential Questions

Directions: Students will answer the following questions. Then share their answers in a class discussion.

1. What is a symbol? What is symbolism?
2. What does the Liberty Bell represent to each group: Whites, African Americans, and women?
3. How can you tell (provide examples)?
4. Is the Bell a successful example as a symbol?
5. Do these groups have any other symbols?
6. Have these groups achieved what they have set out to achieve?
7. Compare and contrast the Liberty Bell and another symbol.

The Liberty Bell Jeopardy Game Questions

| Value | Dates | Names | Facts | Multiple Choice | Places |
|-------------|---|--|--|--|--|
| 200 | Year Pennsylvania assembly issued an order for the Bell | Names of the two workmen inscribed on the Bell | The Bell tolled to announce these 2 battles that set off the Revolutionary War | The Bell was given that name by: B. Franklin, Abolitionists, or G. Washington | The Bell traveled to this city in Louisiana in 1885 for a World's Fair |
| 400 | In 1761, the Bell tolled in honor of this King's ascendance to the throne | Person who built the steeple to house the Bell | Original weight of the Bell | The Bell is symbolically tapped on July 4 th this many times: 1, 3, or 13 | In 1893 the Bell traveled to this city in Illinois for the World's Fair |
| 600 | Date the Bell rang for the Declaration of Independence | In 1790 the Bell tolled for the death of this statesman | Length of crack in the Bell | Who owns the Liberty Bell: City of Phila., Park Service, or Wash. D.C. | The Bell was involved in a train wreck on its way to this city in the South |
| 800 | Year the Bell rang upon the ratification of the Constitution | The Bell tolled in 1799 at the death of this President | Strike note of the Bell | The Bell is mostly this metal: Iron, Silver, or Copper | The Bell traveled to this city for the Louisiana Purchase Exposition |
| 1000 | Year the Bell originally cracked | The Bell tolled for these two Presidents who both died on July 4, 1826 | The original name of the Bell | Final expansion of the crack took place on: July 4 th , Washington's BD, or Christmas | In the Bell's final rail trip, it traveled 10,000 miles across the U.S. to this city |

Liberty Bell Trivia Final Jeopardy Question

Question

As an April Fools joke, in 1996, this Fast Food chain ran an ad in various newspapers, claiming to have bought the Liberty Bell.

Answer

What is Taco Bell?

The Liberty Bell Jeopardy Game Answer Key

| Value | Dates | Names | Facts | Multiple Choice | Places |
|--------------|--------------------------|---|----------------------------------|-----------------------------------|-------------------------|
| 200 | What was 1751? | Who were Pass and Stow? | What were Concord and Lexington? | Who were Abolitionists? | What was New Orleans? |
| 400 | Who was King George III? | Who was Edmund Woolley? | What is 2080 lbs? | What are 13? | What was Chicago? |
| 600 | What was July 8, 1776? | Who was Benjamin Franklin? | What is 24.5 inches? | What is the city of Philadelphia? | What was Charleston? |
| 800 | What was 1787? | Who was George Washington? | What is E-flat? | What is copper? | What was St. Louis? |
| 1000 | What was 1753? | Who were John Adams and Thomas Jefferson? | What was "State House Bell"? | What was Washington's Birthday? | What was San Francisco? |



Student's Name _____

Date _____

Class _____

The Liberty Bell: Time line Rubric

| Requirements | Possible Points | Points Earned | Comments |
|---|-----------------|---------------|----------|
| Originality: unique in design | 4 | | |
| Individuality: personal connection | 4 | | |
| Creativity: illustration and color | 4 | | |
| Accuracy: dates, person or group, and historical events | 4 | | |
| Organization: chronological order, scale, and sequence | 4 | | |
| Research: collection of information | 4 | | |
| Writing: content, organization, and mechanics | 4 | | |
| Cooperation: participation and shared responsibility | 4 | | |
| Presentation: visuals, communication, and audience's attention | 4 | | |

Total Points: /36

Levels of Achievements:

Advanced: 4 All requirements met
Proficient: 3 Most requirements met
Basic: 2 Some requirements met
Below Basic: 1 Little requirements met

Section Two

The Early Years of the State House Bell

The Early Years of the State House Bell

Grade Levels: K-5

(Expected Class Sessions to Complete: 3)

Objectives:

- Students will identify and list at least three uses of tower bells during colonial times.
- Students will explain the meaning of the State House Bell's inscription and create their own bell and inscription.
- Students will use a graphic organizer to categorize key events of the State House Bell's history in Pennsylvania:
- Students will understand and appreciate the economic and political decision-making processes of early colonists .

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- The Liberty Bell by Gail Sakurai
- Our Liberty Bell by Henry Jonas Magaziner
- The Liberty Bell by Mary Firestone
- A paper with the following message written on it: "Get everyone in the class to move up to the _____ (circle-time) area and wait for directions.
- toothpick
- various soft vegetables or fruit

Introduction (Before the Lesson):

- Students should be familiar with Pennsylvania's early history and such terms as William Penn, colony, Quakers, Charter of Privileges, and Pennsylvania Assembly.

"Origins of the State House Bell"

Engage/Procedure:

Whole Class Discussion "Colonial Communication Simulation":

1. Begin the class discussion with the question: "How do people communicate today?" Give them one minute to record a brief list (phone, newspaper, TV, text message,...) and then record their responses on the board or chart. Next, discuss and circle the forms of communication that immediately transfer information. Discuss items left over. (Announcement posters, newspapers, word of mouth,...)Ask, "What makes these items different?"
2. Explain that during colonial times many modes of instant communication listed on the board were not possible. There may have been several thousand people in Philadelphia during 1750's, but it took awhile for a message to spread. Explain that you are going to simulate what communication difficulty may have been like.
3. Select a student and give him/her a message *.(See Handout 1 for example)* This student will represent a colonist. Tell the class that the student has a message to deliver to the class. This message must be delivered immediately to all the colonists as quickly as possible. Explain that the class represents the city of Philadelphia and their desks represent their homes.

4. The “colonist’s” goal is to communicate his/her message and to see how quickly the message is acted upon. The “colonist” cannot do the following things:
 - a. Use his or her voice as there was no way to send a colonist’s voice as a broadcast.
 - b. Cannot be seen by the everyone in the town all at once as there was no way to send an image to their homes- so students should either close their eyes or turn away so they can not see Student A.
 - c. Cannot write a poster as not everyone could read.

*The teacher will give no longer than 5 minutes for student and the class to follow the message. (You may encourage the student to be quite creative. He/she may physically travel to each home and lead each person to the meeting area (like a town crier traveling through town telling the news). He or she may clap and use gestures and model too!)

5. Debrief:

Ask , “What do you think early colonists did to communicate messages immediately?”

Answer: In colonial times bells were used to gather people quickly to disseminate information.

Then play a brief recording of the tolling of the bells and ask the class to imagine other uses of bell ringing. Use think-pair-share for students to list/discuss other possible uses for bells during colonial times. Finally, read a transparency of page 4 paragraph 2 of The Liberty Bell by Gail Sakurai (*Handout 2*) on the overhead and have student pairs read and see if all possibilities were discussed.

Teacher-Directed Instruction:

1. Tell students that today we are going to learn about a special bell made for Pennsylvania during colonial times.
2. Pass out handout on vocabulary terms. (*Handout 3*) Explain that these words have something to do with bells. Ask them to check off the appropriate column. Discuss their responses.
3. Show pictures of various monuments with inscriptions and define an inscription as a piece of writing or a message that is carved or engraved in a hard surface and one that is meant to last for a duration. Discuss the source of the inscriptions are often cited. www.ace-clipart.com/patriotic-clipart-art-01.html
4. Next create synonyms for the words “proclaim” and “inhabitants” by using sentences with context clues. Tell students that these new terms will be found in their upcoming reading.

Ex: The principal proclaimed the fifth graders the winners of the reading contest.
The inhabitants of Pennsylvania are called Pennsylvanians.

Independent Student Activity:

1. Pass out pages 5 -6 of Our Liberty Bell by Henry Jonas Magaziner (*Handout 4*) to read independently. On the board or chart paper list the following questions:
 - a. What was and is the State House Bell?
 - b. Why was it created?
 - c. Why was and is it important?

2. Then have students add new information to their vocabulary handout defining and giving details about the bell. Students put their responses on sticky sheets or index cards to be taped to the board or chart paper.
3. Class discussion of responses and vocabulary handout may be used to assess student's level of understanding.

Closing

Teacher discusses class' response to the board questions and introduces extension activities that will included as an assessment.

Extension/Assessment:

1. Tell the class that Isaac Norris chose a quote he felt was fitting for the bell and for the celebration of the Charter of Pennsylvania's and its 50th year. Now you want them to choose a quote that is fitting to represent not Pennsylvania, but our classroom community.
2. Teacher reviews the direction sheet as well as the provided grading rubric.
3. Distribute the Inscription Mission. (*Handout #5 and have students complete using the direction sheet provided (Handout #6).*)
4. Complete this final copy on outline of bell (*Handout #7*)

LESSON 2 "How Do You Hide a 2,000-Pound Elephant?"

Engage/Procedure:

Whole Class Discussion:

1. Have students make estimations about the weight of the bell, height, etc.
2. Give a series of clues about the weight of the bell and have groups revise the estimation until they arrive at the correct weight. (Please refer to resources for teachers to find the correct size and weight of the bell).

Teacher-directed Discussion

1. Discuss the difficulties in moving the bell. Tell the class that the new nation of America was worried about the safety of the bell after the war with England began - as colonists feared the bell would be broken down and melted and formed into a cannon. Have the class predict what the colonists did with the bell. Record predictions on the board or chart paper.
2. Then, introduce the book The Liberty Bell by Mary Firestone. Tell the students that the teacher will be reading this aloud to see if any of the predictions were correct. (Before reading aloud, be sure to tell the class that the State House Bell and the Liberty Bell are both the same bell. Tell them to also listen to when the bell changed its name and why. Tell them to record three new interesting facts from today's reading onto their graphic organizer sheet.)
3. Finally, discuss the information about how the bell was moved. Also discuss how the bell was renamed.

Cooperative Work:

1. Tell the students that they are going to imagine that the class represents the citizens of the new nation of America. Their goal is to hide an object that represents the State House Bell. This object will be as big and bulky as the bell except it will not be heavy. (The teacher will show a class a large empty cardboard box or a huge Pilates ball.)
2. The teacher will then put the class into teams of 4 students. These teams each will be given one destination to carry the State House Bell safely during an assigned school day. The bell may not be damaged or altered so that it can be returned to its original form.

EXAMPLES:

- A. Get the bell from the class to the cafeteria.
- B. Get the bell from the cafeteria to recess playground.
- C. Get the bell from class to special.

Closing:

- Students should record their plans that the group has agreed upon and write them in a final copy for assessment.
- Discuss the outcome of the activity and discuss how it mirrors the difficulties of hiding the State House Bell.

Post Visit-Extension (Assessments):

- Prior to visitingAsk the students to memorize the Liberty Bell's inscription and while at the Liberty Bell, students should record at least three new facts about why the Liberty Bell is seen as a symbol for freedom for people all over the world.
- After visiting the Liberty Bell:
 1. A class discussion will ensue about how the Liberty Bell Center developed the theme that the Old State House Bell truly represents liberty. List key events and people that the students recall seeing associated with the Liberty Bell.
 2. Pass out a new bell (See handout in image attachment). Have the students record the Liberty Bell's inscription on this bell. Then have them write a brief paragraph of what the inscription and the bell means to the people all over the world. The paragraph should be supported with factual information discussed in class and observed in the center.
 3. Collect and display.

Handout #1 - Message

Get everyone in the classroom to move up the _____
(circle time) area and have them wait quietly for
directions from the teacher.

Handout/Overhead #2

“In the 1700s, bells were an important means of
communication. Bells rang to call meetings, announce
news, and signal danger, such as fire or enemy attack.
Bells tolled to celebrate special occasions and to mourn
the deaths of leading citizens.”

Source: Sakurai, Gail. The Liberty Bell, page 4.

Handout #3 - Vocabulary

Name: _____

Vocabulary: The Early Years of the State House Bell

Directions: Read each of the terms in the first column. Place a check under the appropriate column that best describes your knowledge of the word. After reading given information, you may jot down facts in the New Learning Column.

| <u>Term</u> | <u>I don't know</u> | <u>I've heard of this</u> | <u>I know</u> | <u>New Learning</u> |
|----------------------------|---------------------|---------------------------|---------------|---------------------|
| 1. <u>State House Bell</u> | | | | |
| 2. <u>inscription</u> | | | | |
| 3. <u>Isaac Norris</u> | | | | |
| 4. <u>proclaim</u> | | | | |
| 5. <u>inhabitants</u> | | | | |
| 6. <u>liberty</u> | | | | |

Create synonyms for the words “inscription”, “proclaim”, “inhabitants” and “liberty”, then write a sentence with these words and the synonyms.

“It was 1753. They, the members of the Pennsylvania Assembly, must have been pleased. After waiting for more than nine months, the bell they ordered from English bell makers had finally arrived in Philadelphia.

On behalf of the Assembly, Isaac Norris, the Quaker who was its speaker, had ordered the bell in 1751. It was to be part of the fiftieth-anniversary celebration of the 1701 Charter of Privileges, which William Penn, Pennsylvania’s founder, had granted to the Pennsylvania colonists. That charter had guaranteed religious freedom, an elected assembly, and traditional English liberties. Penn, an ardent believer in such rights, had proclaimed, “The public must and will be served.” He expected a community of brotherly love to develop – tolerant, free, secure, and above all peaceful. It was those very qualities that attracted many colonists to settle in Pennsylvania, one of the thirteen British colonies of North America.

Since the bell was to celebrate the golden anniversary of the Pennsylvania charter, which pledged liberties, Norris had ordered the bell makers to put this biblical inscription on it: “Proclaim Liberty thro’ all the Land to all the inhabitants thereof. Levit. XXV 10”

Now that the bell had arrived, the assemblymen planned to hang it in the tower of the Pennsylvania State House, in Philadelphia. There it would call people together to hear town criers announce important news. No one yet had invented radio or television, so the colonists depended on the town criers for their news.”

Inscription Mission

Words are powerful tools. Isaac Norris seemed to have the foresight to know this. His chosen quote for the Liberty Bell has been read by millions and clearly sends the message for this mighty symbol.

Your mission is to choose a quote for your bell that best completes the message to represent our class community. You may choose your quote from a variety of resources:

1. a current novel you are reading or have read in class
2. a memorable quote from a historical figure
3. a newspaper or magazine article that interviewed a community role model or local hero. However, your quote must be taken from a printed reference.

Carefully copy your quote and record it here. Then record the resource where you found this line.

My quote:

My reference:

Now you have found the perfect quote for the class community that sends a valuable message!

Here are the next few steps to complete your mission:

1. Cut out the bell from the given handout.
2. Carefully record your quote in your best script and with careful spelling. Place quotation marks around the quote.
3. Next record the source of the quote.
4. On the back of the bell, write two paragraphs. In the first paragraph tell the origin of the quote and explain the original speaker's purpose in stating it. Tell the meaning of the quote to the speaker.
In the second paragraph, tell why this quote is important to you. Give at least three ways to apply it in the classroom.
5. Be sure to follow the criteria for writing in paragraph form.

NOTE: Below Basic = 0-1.5 Basic = 1.6-2.7 Proficient = 2.8-3.4 Advanced = 3.5-4.0

| Score | Quote | Presentation | Organization | Content | Style | Mechanics |
|--------------------------|---|---|--|---|---|---|
| Advanced 4 | The quote is accurately given and with correct use of quotation marks. The resource is correctly cited. | Follows model given in class. Work is neatly typed or written and completed in a timely manner. | Your ideas are clearly organized into appropriate paragraphing and transition words. | You present quality ideas supported with many specific facts and details. | Your have a variety of sentence structures & originality in word choice with a clear voice. | You always use correct conventions with sentence form, punctuation, capitalization, usage, & spelling. |
| Proficient 3 | Both the quote and citation are given. Inaccuracies may occur within one of them. | Follows model in class with some visual detractors in neatness or lay out. Work is completed in a timely manner. | Most of your ideas are organized and you use fairly appropriate paragraphing & some transition words. | You present good ideas supported with some facts and details. | You use a variety of words & sentence structures that may or may not create a writer's voice. | You mostly use correct conventions. You may have some errors in spelling core & priority words. |
| Basic 2 | Both the quote and citation are given, but contain many errors. Or only one of the two parts is completely given. | The work attempts to follow the class model. Some neatness is needed to make the work more legible. The work may be turned in late. | Your ideas are poorly organized into beginning, middle and end. You do not use appropriate paragraphing or transition words. | You present weak ideas with a few facts and details. | You have limited word choice and sentence structures that inhibit voice. | You have many incomplete sentences & errors in punctuation, capitalization, & usage. You have many spelling errors. |
| Below Basic 1 | One of the two parts is given and may be inaccurately presented. | The piece is difficult to read in parts and does not follow the model. It may be late. | Your writing is not in order. You do not use paragraphs. | You present weak ideas with no support. | You have no variety in word choice & sentence structure. | You have so many convention errors that you content is not readable. |

Section Three

The Liberty Bell as a Symbol for the Abolitionist Movement

The Liberty Bell as a Symbol for the Abolitionist Movement

Grade Levels: K -2*

*This lesson can be used up to grade 8 when combined with non-fiction texts/primary sources about Henry “Box” Brown.
(Expected Class Sessions to Complete: 3)

Objectives:

- Students will develop an understanding that the Liberty Bell is a symbol for freedom/liberty.
- Students will develop an understanding of what freedom/liberty is and that it is for **all** people.
- Students will learn that in the past people were not treated equally and had to fight for this freedom/liberty.
- Students will begin to develop an understanding of slavery, the anti-slavery movement and the abolitionist’s use of the Liberty Bell as a symbol for their cause.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Children’s Picture Book – Henry’s Freedom Box by Ellen Levine
- Optional: Feeling Wheel – (paper plate, Activity Sheet #1, scissors, glue sticks, paper arrows, brass fasteners, paper punch --See: “Before the Lesson Section”)
- Chart Paper & Markers
- Student Writing Activity Sheet #2
- Picture of Liberty Bell
- Sentence Strip with the Liberty Bell’s inscription written on it. **“Proclaim Liberty Throughout All the Land Unto All the Inhabitants Thereof”**
- Blank sentence strip
- Poster materials (picketing signs) – white construction paper (9x12), crayons, markers, sticks of some sort (tongue depressors, large twigs, dowels, rulers, etc)
- Letter writing paper
- Drawing of the Liberty Bell Activity Sheet #3

Introduction (Before the Lesson):

- Students will be working with a partner to share their thoughts and feeling during the reading of the picture book, Henry’s Freedom Box. Prior to this lesson they need to have made a “Feeling Wheel” and know how to use it. (Activity Sheet #1.) When prompted by teacher, children sit back to back with a partner. They then move the arrow on their wheel to indicate their feelings. Students turn and discuss their feeling choice with partner. Teacher continues with story or scenario. This method of sharing is one option; however, a whole-class discussion may be substituted.
- To differentiate for older students: Have the students write reflection in their journals or notebook expressing their feelings about what they have read or heard.

Engage/Procedure:

Day 1 - Whole Class Discussion

***Teacher will lead students in a guided discussion to identify the Liberty Bell and understand it as an American/United States symbol.**

1. Begin by asking students, “Where do you live?” List their responses on the board or a piece of chart paper. (Responses may include—in my house, on Earth, in Philadelphia, in the town of _____, in the United States)

2. Circle the United States response and ask if they think the United States is a good place to live and why.
3. Guide responses to things we can do in the United States (i.e. go to school, play outside, go to work, go to the library, etc) and write them on a second piece of chart paper, entitled “Things we can do in the United States”.
4. Discuss the idea that we are **free** or able to do these things because we have **freedoms**. Introduce the word **liberty** as another name for freedom.
5. Ask the children if they have ever heard of the word liberty. Elicit responses until someone says **Liberty Bell**. If this response Liberty Bell is given or not, hold up a picture of the Liberty Bell and have them identify same.
6. Guide understanding--that the bell is a symbol of liberty or freedom for the things we are allowed to do in the United States. Refer to the “Things we can do in the United States” chart.

Day 1-Teacher-Directed Instruction

***Teacher will share and discuss a picture of the Liberty Bell and the words written on it.**

1. Gather children on the rug or group area. Display a large picture of the Liberty Bell and ask the children if they know where this bell is today and discuss.
2. Have the children describe the Liberty Bell (i.e. what they think it is made of, shape, color, size, features—crack, words, letters).
3. Read the words on the Liberty Bell and then show *a sentence strip with these words written on it*. Reread the words from the strip. **“Proclaim Liberty throughout All the Land Unto All the Inhabitants Thereof”**
4. Explain what the words mean. **Proclaim** – tell everyone, **Throughout the land** - in America, Liberty-freedom, is for **All Inhabitants** – all people who live in the land.
5. Write- *Freedom is for all people*- on another sentence strip and tell students that this is the message that the Liberty Bell is saying.
6. Display both sentence strips.
7. **Stress the idea that the Liberty Bell is a symbol for freedom.**
8. Point out the letters on the last line of the Liberty Bell.
9. Tell them this is the Liberty Bell’s birthday and means the year 1753. Guide them to realize that this is over 200 years old and that the Liberty Bell is an “old symbol” and was here when America was first becoming a country.
10. Explain that the Liberty bell was important to people then and has continued to be important to people now.

Day 1-Whole Class Read-Aloud (Language Arts Integration):

***Teacher will conduct a Read-Aloud lesson using the book, Henry’s Freedom Box.**

1. Use the cover picture and title to have children **predict** the story. Discuss story **genre--fiction and non-fiction**; introduce the terms **realistic** or **historical fiction** and **folktales**.
2. Teacher will read the story and stop periodically during the reading to allow discussion. (optional whole class discussion or partner “turn and talk” with feeling wheels)
3. Teacher will use **interactive writing strategies** to make a **T-chart** on large chart paper, with the students **comparing** their life and their family’s life with Henry’s life and his family’s life. This activity can be adapted for higher grades by creating a **Venn diagram** that **compares** and **contrasts** Henry’s life with their life.
4. Class will conclude that Henry did not get all the freedom or liberty that we have nor the freedom or liberty that the Liberty Bell said he should have had. (To be continued and extended on Day 2)

Day 1- Independent Student Activity

- Children will independently complete comparison activity sheet (Activity Sheet #2a) by drawing and writing how they and Henry are different. Children may reference class T chart for ideas and spellings if desired. Allow children to share their work with partners or in a sharing circle with the class.
 - To differentiate for older students, use a Venn diagram (Activity Sheet #2b) to compare and contrast their lives to Henry’s life or the life of African Americans today to that of Henry’s time.
-

Day 2 “What is an Abolitionist?”

Engage/Procedure:

Whole Class Discussion

***Teacher will lead students in a discussion of yesterday’s lesson.**

1. Re-identify Liberty Bell and the idea of it as a symbol for freedom. Revisit the term Liberty and what it means. Remember and summarize the story Henry’s Freedom Box.
2. Briefly discuss the activity sheet they completed yesterday and what they learned.

Teacher-Directed Instruction

***Teacher will introduce and begin to develop an understanding of the terms: slavery, anti-slavery, and abolitionists.**

1. Exhibit the book Henry’s Freedom Box. Elicit the story elements (**setting, characters, problem and solution**) from the students. Allow children to **retell** the story in their own words as you display and turn the pages of the book.
2. Reread the second sentence in the book “Henry was a slave.” Draw upon students understanding of this word.
3. Write the words **slave** and **slavery** on the board. Explain that a slave was a person who was owned by another person and the act of having slaves was called slavery.
4. Ask children if they think **everybody** long ago thought having slaves was a good idea. Inform them that not everyone did and that these people got together and formed groups called **anti-slavery groups**.
5. Write these words on the board and explain that **anti** -means against something or not for it.
6. Continue with the introduction and explanation of the word **abolitionists**, writing this on the board and telling them that this is a BIG grown-up word.
7. Continue by asking students how people can let other people know they do not agree with them, (i.e. meetings, letters, talking, newspapers, signs).
8. Instruct children that the abolitionists, whose against slavery, got together for a meeting called a **convention** in the city of Philadelphia.
9. Connect the Liberty Bell to the abolitionists for the children by asking them what important object or symbol the abolitionists would have seen when they came to Philadelphia. (Hopefully, they will make the connection and respond with the Liberty Bell.)
10. Reread both Sentence strips from yesterday’s lesson – Words on the Liberty Bell and the sentence “Freedom is for all people”. Ask children if they think the abolitionists thought these were good ideas and good sentences and why.
11. Inform children of the fact, that because of the inscription about liberty on the bell, they, the anti-slavery/abolitionists, decided to make the Liberty Bell the symbol of their fight against slavery. Inform students that these people put a picture of the Liberty Bell on all the little books or booklets they wrote and on the signs, posters and banners they carried in parades. The Liberty Bell helped these people, who were against slavery, to tell others that slavery was wrong because slaves did not have liberty or freedom.

12. Ask children to pretend they were abolitionists and that they wanted to help Henry and his family and other slaves become free or have liberty. Ask children if we had an anti-slavery parade what their posters or signs would look like and have on written on it.

Day 2 - Independent Student Activity

1. Children will create posters (similar to picketing signs) to march in an Anti-Slavery Parade.
 2. Children will have the option of tracing a pattern of a Liberty Bell, cutting out and pasting a picture of a Liberty Bell, or making their own drawing of the Liberty Bell on a 9x12 piece of white construction paper (their poster). Children will add color and appropriate wording to support an anti-slavery theme. (Pattern/picture of Liberty Bell- Activity Sheet 3#)
-

Day 3 - Closing of Two-Day Lesson

Children will participate in an Anti-Slavery Parade, perhaps going into other classrooms in the school. Students will share their understanding of why they are protesting with others who view the parade.

Post Visit-Extension/Assessments

Children will write a letter to the book character, Henry, to tell him about their visit to the Liberty Bell including their feeling about liberty/freedom for all. Rubric provided (Worksheet #4)

Activity Worksheets:

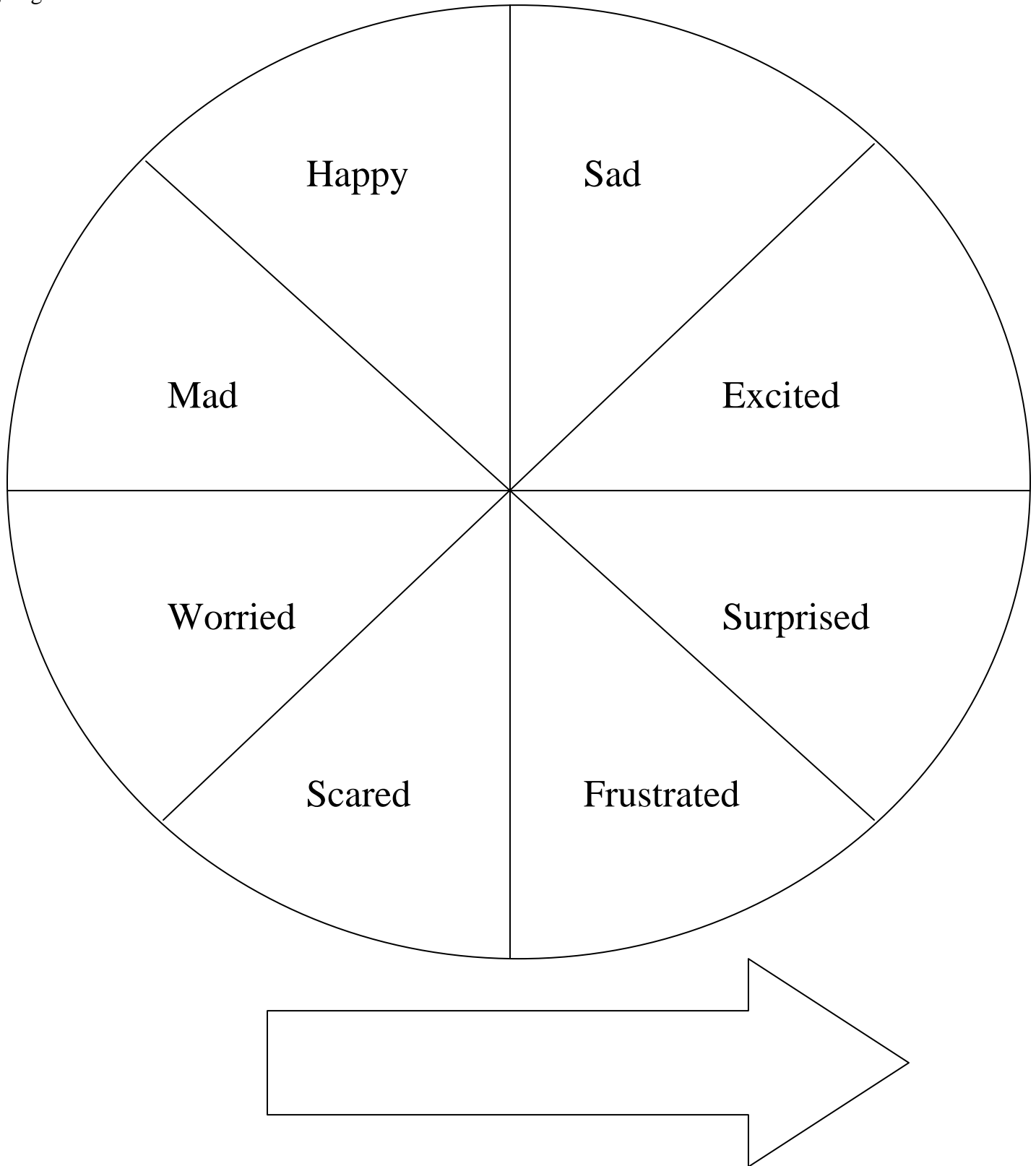
- Activity Sheet #1 – optional Feeling Wheel
- Activity Sheet #2a – student writing activity – comparison-T-chart
- Activity Sheet #2b-Venn diagram for comparison
- Activity Sheet #3 - picture of Liberty Bell
- Worksheet #4-Rubric

Vocabulary:

1. Liberty: freedom or independence
2. Freedom: liberty or independence
3. Slave: a person who is owned and controlled by another person
4. Slavery: the keeping of slaves
5. Anti-slavery: against the keeping of slaves
6. Abolitionists: persons who supported the end of slavery

Worksheet #1 Feeling Wheel

Cut out the circle and the arrow. Punch a hole in the middle of each. Connect circle and arrow using a bracket so that the top arrow can rotate to point to the feelings. As the students listen to the story, they should move the feeling wheels to express what the characters in the book are feeling or what they are feeling about what is going on in the book.



Name: _____

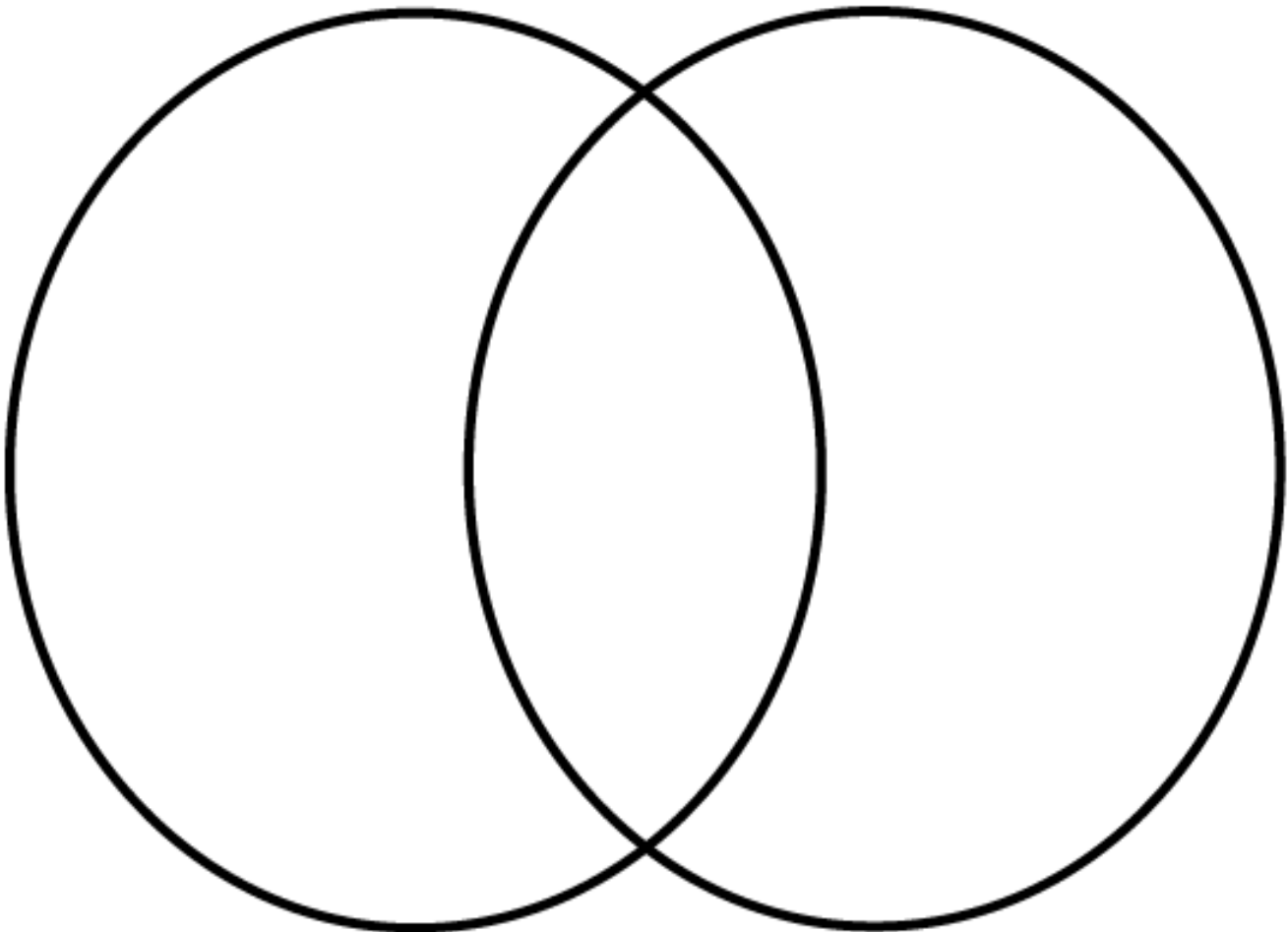
Directions: Draw pictures of you and Henry. Then, complete the sentence below.

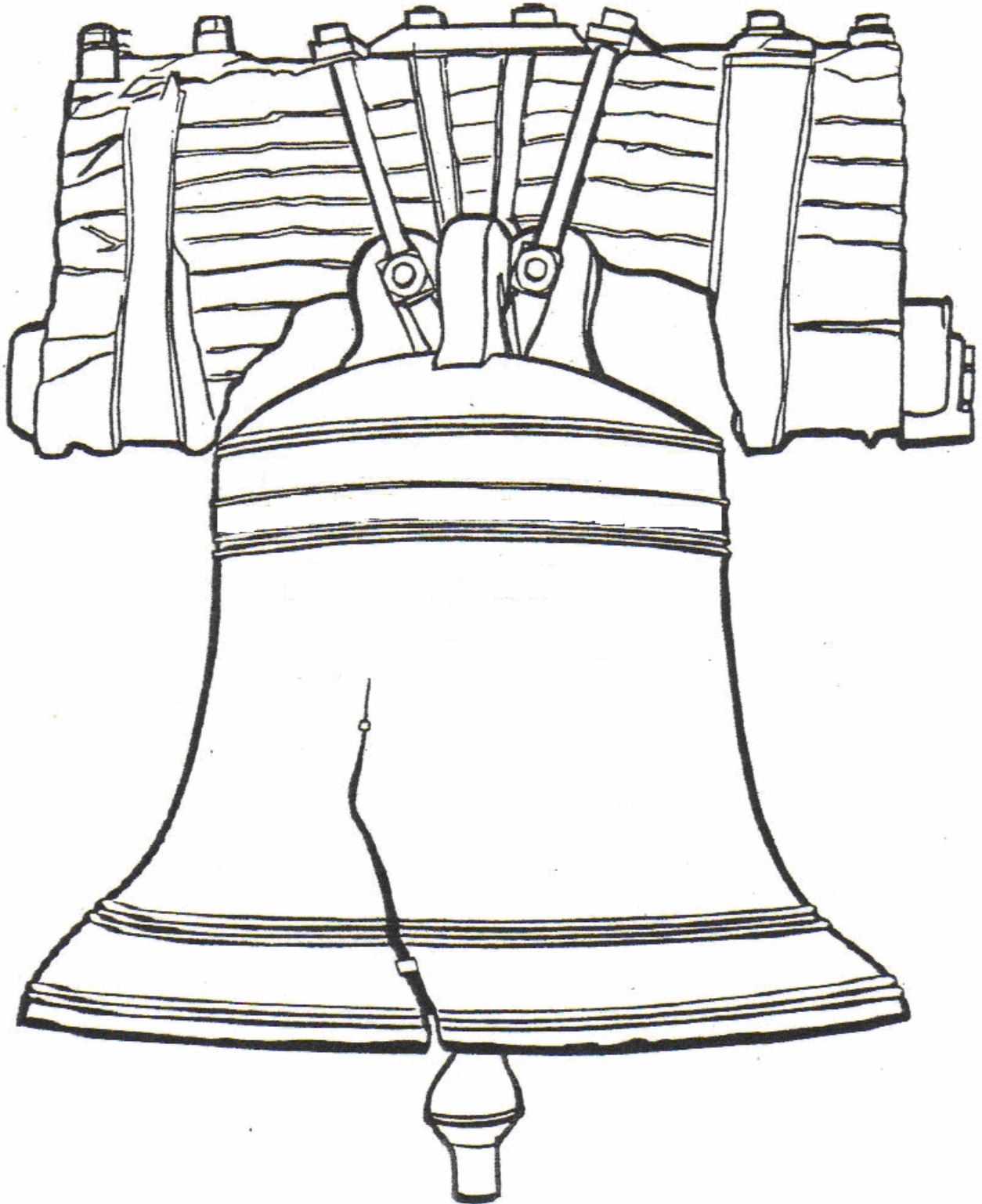
| Me | Henry |
|----|-------|
| | |

I think Henry and I are different because...

Name:

Compare and contrast your life to Henry's life or the life of African Americans today and Henry's time.





Simple Rubric for Post-Visit Extension Activity K-2 Letter to Character

| Category | Proficient 3 | Basic 2 | Below Basic 1 |
|-----------------------|--|--|---|
| Letter format | Student includes all 5 parts of a letter and uses correct letter layout | Student includes most of the 5 parts of a letter and/or layout is close to standard letter | Student does not include at least 2 parts of a letter and the layout is unclear |
| Letter content | Letter contains both a reference to student’s visit to the Liberty Bell and student’s personal feelings about freedom | Letter contains only one reference either to the student’s visit to the Liberty Bell or student’s personal feelings about freedom | Letter does not show evidence of assigned references |
| Handwriting | Handwriting is neat, legible, and appropriately spaced | Handwriting is fairly neat, mostly legible, and somewhat spaced | Handwriting is difficult to read, lacks spacing, and contains many erasures |

Comments:

Liberty Bell as a Symbol for the Abolitionist Movement

Grade Levels: 3-6

(Expected Class Sessions to Complete: 3)

Objectives:

- Students will understand that the Abolitionist Movement adopted the Liberty Bell as their symbol for freedom of "...all of the inhabitants in all of the land..." through the use of the genres-autobiography and biography.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Book "Frederick Douglass Fights for Freedom" by Scholastic
- Book "Narrative of the Life of Frederick Douglass" by Frederick Douglass
- Slate with hand painted family crest as symbol
- Picture of the Liberty Bell
- Outline of Liberty Bell
- Vocabulary list
- Inscription from Liberty Bell
- Running Record for discussion responses
- Rubric for Assessment
- Tablet or theme paper
- Copy of first 4 lines of song

Introduction (Before the Lesson):

- Begin by asking "What is a symbol?" Discuss.
- Show children your own symbol, such as: family crest and explain that a symbol is something that stands for something else. Explain symbol/crest.
- Ask for examples of other family symbols.
- Ask for examples of any public symbols they have seen and their meaning.
- Show a picture of the Liberty Bell (*Handout#1*) and ask, "What do you know about this picture?"
- Read the inscription on the bell. "Proclaim LIBERTY throughout all the Land unto all the inhabitants thereof" (Leviticus 25:10).
- Explain that the Liberty Bell is a symbol for freedom for all Americans and we will be learning more about freedom and the Liberty Bell this week.
- Write the essential questions listed on the rubric (*Handout #6*) on chart paper and have them visible throughout the lesson. Be sure to review the answers to the questions and have students add details after each class period.

Engage/Procedure:

Whole class discussion:

1. Draw a large picture of the outline of the Liberty Bell and ask them what freedoms they have in America (use a whip around the room).
2. Distribute a copy of an outline of the Liberty Bell to each student. (*Handout #2*) Tell the students that they need to write down their own words or draw symbols that remind them of their freedoms here in America.

They may use the board for ideas, discuss this with a partner and help one another. Browse while children work and encourage. Collect outlines when completed.

3. Copy and distribute the list of vocabulary words and the inscription on the Liberty Bell. (*Handout #3*)
4. Discuss each word with class and write them on the board. Leave on for the week. Add to list as we come across more words relating to our lesson. (It's recommend that this is done as a Think-Pair-Share) After the vocabulary words are addressed, do the same with the inscription.

Language Arts Integration (Cooperative Work):

The students will read about a man who was a born a slave and became a very famous and respected statesman. This may be done in a read-aloud format or independent reading.

1. Introduce the book, Frederick Douglass Fights for Freedom showing the cover, title, author and year written, 1989. Do the same with the book Narrative of the Life of Frederick Douglass. Look at cover, title, year written (1845) and the author (Frederick Douglass himself.)
2. Use the cover picture and title to have students **predict** the story. Discuss story **genre--biography and autobiography**.
3. Begin to read the biography and emphasize the following facts:
 - Frederick doesn't have a birthday that his grandmother knows of because he is a slave and slaves don't have birthdays.
 - Frederick was asked by William Lloyd Garrison to join the Abolitionist Movement after he heard Frederick speaking to a small group about his life as a slave.
 - Frederick became a devoted abolitionist.
4. At the end of each short chapter, summarize with the class.
5. Create a large T chart comparing Frederick's life from the students' lives. (*Handout #4a*)
6. During discussions, keep anecdotal records of those who join in and encourage the others to take a more active part. (*Handout #5*) *Differentiation for older students: Use a Venn diagram to compare Fredrick's life to your own. (*Handout #4b*)
7. After the students have read the complete book, review the term **equality**, do quick 10 minute experiment.

Divide the children into two groups, those that are wearing sneakers and those wearing other shoes. Prepare them by telling them it is not a fun experiment but it helps in learning a huge lesson. Explain that the teacher is going to have favorites for 10 minutes only. I am going to pretend that the non-sneaker wearing students are the "best" students. Review the vocabulary list with the children encouraging and complimenting only the shoe wearing students. The sneaker students are pretty much ignored when they give an answer, no matter how good the answer is. After 5 minutes, switch. Let the class know that it is really the sneaker students, after all, who are the best students. Continue reviewing the vocabulary or the story content for 5 more minutes while encouraging and complementing the sneaker wearing students. Then come to a complete stop. Have a minute of total silence. Then have a whole class discussion about the last 10 minutes. What did you learn? How did it make you feel to be judged on physical appearances only? How did it feel to be in the disrespected group? How did it feel to be a member of the respected group? Ask if it is a good idea to judge a person by how he looks only. What about people in wheel chairs, people with canes, blind people, mentally challenged people? Do we treat them a certain way before we even know them? We are bound to miss a lot of good people if we continue to do so.

Closing/Assessment:

1. Review the important facts of the book and the inscription on the Liberty Bell.
2. The students will answer questions pertaining to the review for an assessment.
3. Hand out rubric and an extra sheet of paper for answers. Read directions with students and explain rubric. (*Handout #6*) *Remember TTQA (Turn the Question Around)

We are now ready to take our class trip to the Liberty Bell and see up close our symbol of freedom for all inhabitants of all the land.

Post Visit Extension:

Extension #1

- After the trip, brainstorm what feelings the students experienced seeing the authentic bell.
- Have the children write a paragraph or two independently about their trip. Ask for a whole class discussion concerning freedom and liberty. Should it be for ...all the inhabitants in all the land?
- Pose the essential questions as a discussion for an informal assessment.

Extension #2 (Write a Freedom Song)

- Distribute the Liberty Bell outlines from the beginning of the lesson. Ask them to add any more words that now mean freedom and liberty to them since we last saw the outline.
- Tell them we are going to compose some lyrics to the tune of “Row, Row, Row Your Boat.” Direct the children to use some of the words within their bell outline and those on the blackboard to come up with a fun song about “Freedom for All”.
- (*Handout #7*) Work in pairs and after 10 minutes we will brainstorm to come up with one class song to which the whole class has contributed. Give them a drafted first verse like: “All men have the right to live in peace and freedom. Never shall we be satisfied to see our citizens cheated.”
- Use rubric for assessment grading (*Handout #8*)

Primary Sources:

The autobiography “Narrative of the Life of Frederick Douglass”.

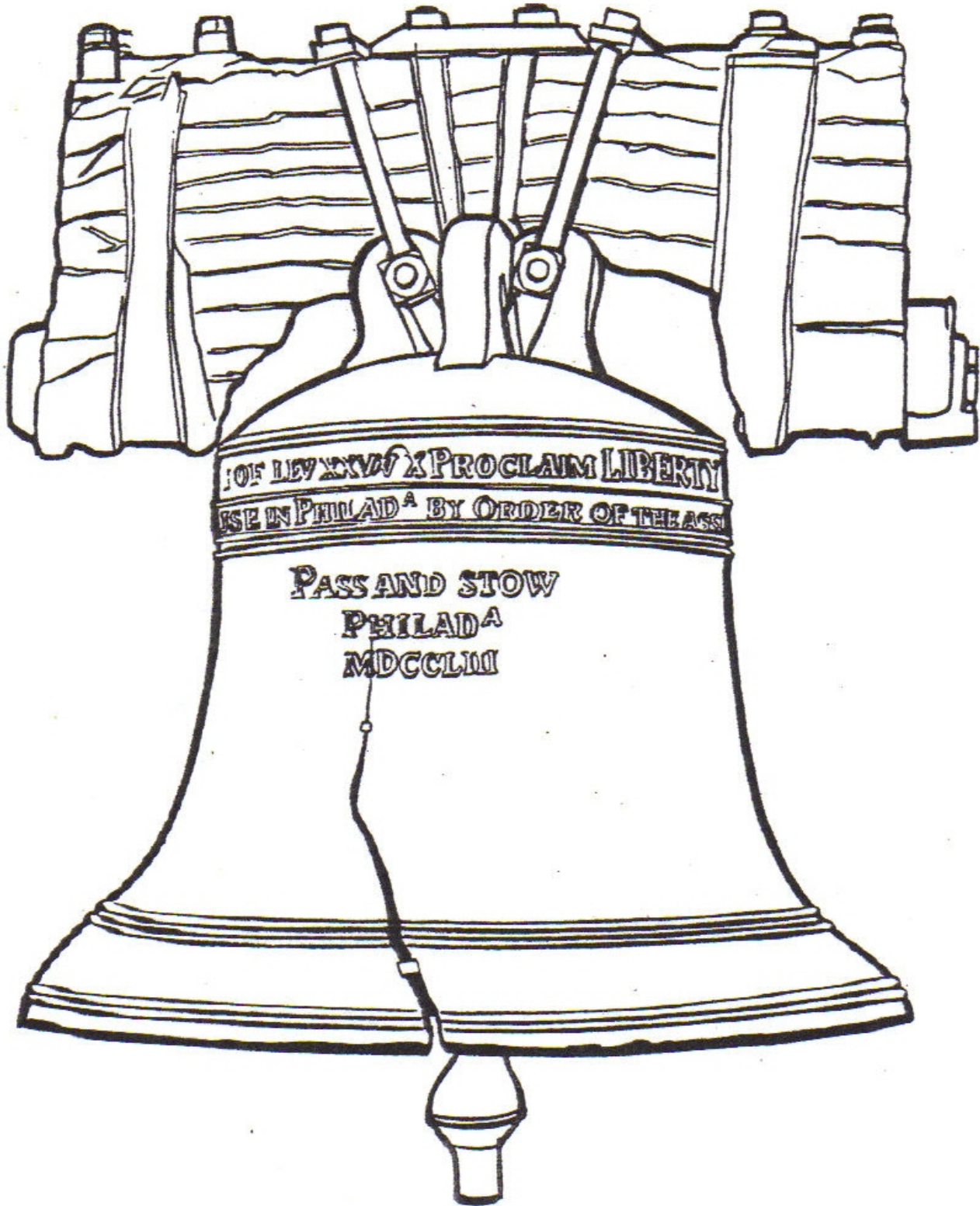
Vocabulary:

Sheet included. Handout #3

Handout #1 Picture of Liberty Bell



Handout #2 Outline of the Liberty bell.



Vocabulary

Proclaim – to announce officially

Inhabitants – people who live in a place or country

Symbol – something that stands for something else

Liberator – one who frees a country or person from an enemy

Liberty – freedom

Slave – a human being who is owned like property by another human being

Slavery – the act of owning slaves

Anti-slavery – against slavery

Abolitionist – a person who wants to do away with slavery completely

Inscription – the writing or engraving on an object.

The inscription on the Liberty Bell is this:

“Proclaim LIBERTY throughout all the Land and to all the inhabitants thereof.”

From the Holy Bible, Leviticus Chapter 25, Verse 10.

Memorize this inscription.

Handout #4a T-chart

Compare the life of Frederick Douglass to your own life.

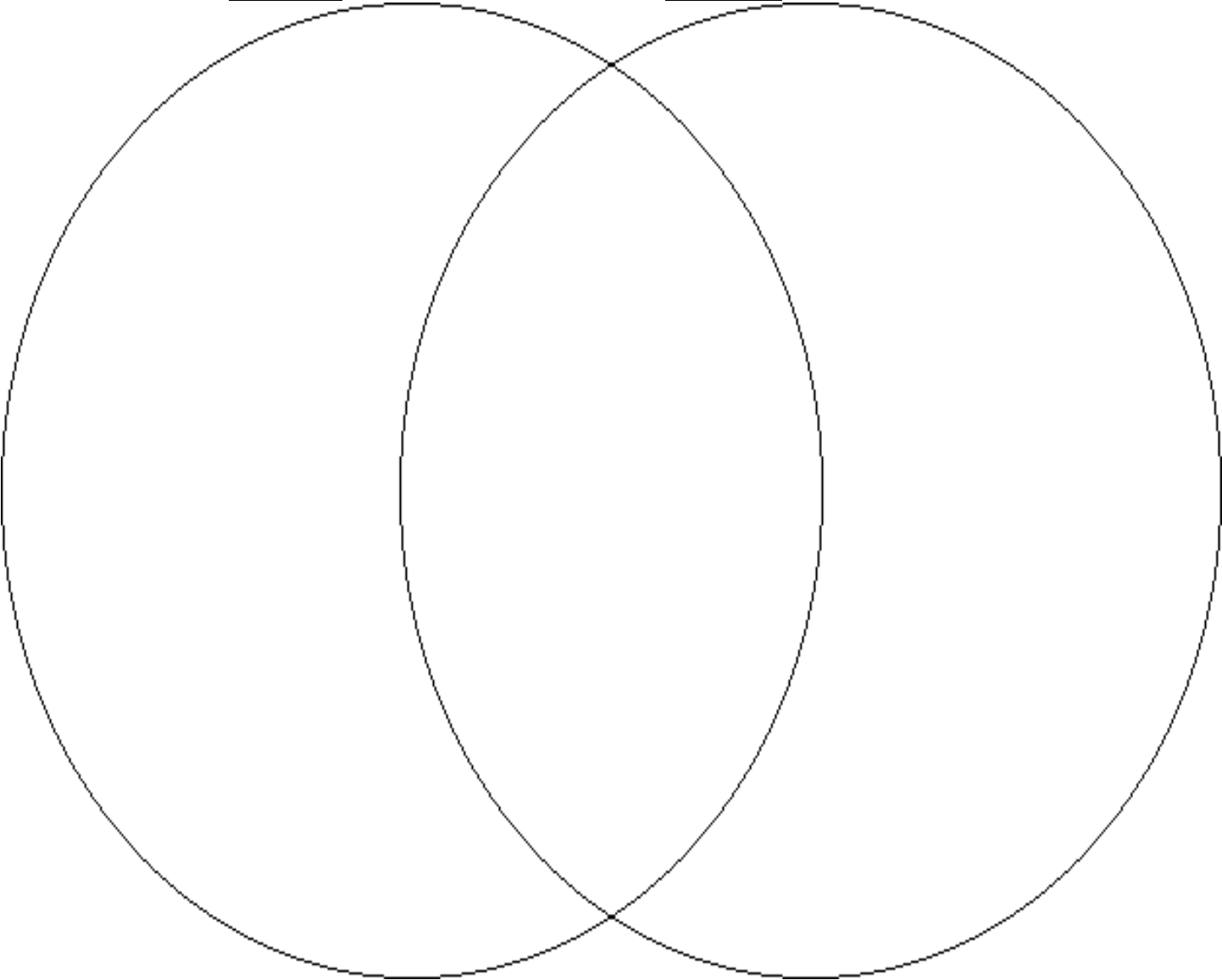
| Frederick's Life | My Life |
|------------------|---------|
| | |

Handout #4b Graphic Organizer

Compare and Contrast Frederick’s Life to Your Own Life

Frederick

Your Life



Handout #5 Anecdotal Record Sheet

| Student's Name | Day 1 | Day 2 | Day 3 |
|----------------|-------|-------|-------|
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Handout #6 Closing Rubric

| Liberty Bell as a Symbol of Abolition of Slavery | | | | | |
|--|---|---|---|---|----------------------------------|
| Student Name: | | Date: | | Score: | |
| Write complete sentences on a separate paper to fully answer the following about slavery, Frederick Douglass, and the Liberty Bell. | | | | | |
| Essential Questions | Advanced (4) Included many details | Proficient (3) Complete Answer plus. | Basic (2) Complete Answer. | Below Basic (1) Answer Incomplete. | 0 Did not answer. |
| Write what you think it means to live as a slave. | | | | | |
| Who did Frederick Douglass live with until he was 6 years old? Tell what his life was like there. | | | | | |
| Frederick was sent to live with part of the family of his Master, the Aulds. What did he learn to do there that slaves were not allowed to learn? Explain. | | | | | |
| When Frederick was a young man he ran away to the North to be free. There he met Mr. Garrison, an abolitionist. What is an abolitionist? | | | | | |
| What was the name of the newspaper Frederick started when he returned from England? | | | | | |
| Why did Frederick go to see President Lincoln about the treatment of the Negro soldiers in the Civil War? | | | | | |
| Write the inscription on the Liberty Bell and tell the meaning. | | | | | |
| What is a symbol? | | | | | |
| Could the Liberty Bell be used as a symbol to stand for the Abolitionists' Movement? Explain your answer. | | | | | |
| Tell what you found most interesting about our reading of this book. | | | | | |
| Score | | | | | |

Handout #7 Song

Name _____

**Composing Lyrics for our Liberty Bell Freedom Song
(Temporary Title)**

Using the tune of “Row, Row, Row Your Boar”, create lyrics using our vocabulary words from the board and from our Liberty Bell outline.

Example:

1. Ring, ring the Liberty Bell, every single day.
Proclaiming justice everywhere, freedom is here to stay!

2. _____

3. _____

4. _____

5. _____

Handout #8 Song Rubric

| “Freedom For All” Song Rubric | | | | | |
|--|---|---|--|--|----------------------------------|
| Students’ Names: | | | | | |
| Date: | | | Score: | | |
| Address the key elements and create a song about freedom with your group. | | | | | |
| Key Elements | Advanced (4) Expectations exceeded | Proficient (3) Expectations clearly met. | Basic (2) Expectations addressed. | Below Basic (1) Expectations somewhat addressed | 0 Did not answer. |
| Uses key vocabulary from classroom lessons/chart | | | | | |
| Focuses on the Liberty Bell as a symbol for Abolitionists | | | | | |
| Creative and original | | | | | |
| The lyrics are meaningful and logical. | | | | | |
| Cooperatively worked and participated in the composition of the song. | | | | | |
| Score | | | | | |

The Abolitionist Movement and the Liberty Bell

Grade Levels: 7 - 12

(Expected Class Sessions to Complete: 1 – 2)

Objectives:

- Students will be able to identify how the Abolitionist Movement used the Liberty Bell as a symbol.
- They will be asked to discuss whether or not this was a successful strategy to bring attention to the Abolitionist cause.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Picture of the Liberty Bell (large enough for class to see)
- Student copies of the sonnet, “*The Liberty Bell*” by H.R.H. Moore

Introduction (Before the Lesson):

- Write the essential questions on a chart paper and reveal them after this introduction.
- Ask students to come to class with a symbol for freedom.
- During the first 5 minutes of class, ask students to do a pair-share. Each student should present his or her symbol and discuss why that particular symbol was chosen.
- Partners should discuss whether or not they would recognize the symbol as a representation of freedom.

Engage/Procedure:

Whole Class Discussion:

1. How did the pair-share go?
2. Were students able to identify their partners’ symbol?
3. Did you agree or disagree on which symbols represented freedom?
4. Did anyone choose this symbol?
5. (Teacher shows a picture of the Liberty Bell) Do students agree that this symbol represents freedom? Why or why not?
6. Refer to the essential questions and tell the students that the goal of the lesson is to answer each question in detail. *Students can answer the questions and add detail in their journals as a “Do Now” activity.

Teacher-Directed Instruction:

1. Teachers should identify that it was the Abolitionists who first named the Liberty Bell. (See Resources for Teachers)
2. **Note:** If you would like Alex Trebek to explain this to your class, there is a short *Jeopardy*-like clip at historychannel.com. Search for the Great American History Quiz: The Liberty Bell. There is also a short clip by Charles Barkley explaining the crack.
3. Identify why Abolitionists may have chosen this symbol. (Revisit the essential questions from the beginning of the lesson).

Possible reasons:

- a. The inscription – “*Proclaim Liberty throughout all the land unto all the inhabitants thereof*” *Leviticus 25:10*.

Why would these words be meaningful to an abolitionist? (Extension: it is interesting that the verse continues “*it shall be a jubilee unto you; and ye shall return every man unto his possession, and ye shall return every man unto his family.*” It might be interesting to discuss the ancient Jewish practice of the year of jubilee.)

- b. The bell – in the 19th century, bells were used for communication “Bells were the internet of their day.” Bells were used to call people to church services, to announce deaths in the community, for celebrations and for emergencies. Why would a form of communication be used as a symbol for the Abolitionist Movement? What were they trying to communicate?

Independent Student Activity:

1. Distribute copies of the sonnet, “*The Liberty Bell*” by H.R.H. Moore (1844). The sonnet contains 10 stanzas.
2. Break students into groups and assign each group a quatrain. (Teachers may assign entire sonnet to students on their own, depending on the level of the students.)
3. As they read, students should summarize each quatrain in their own words. (Vocabulary annotation may be included or assigned as a separate activity.)

Cooperative Work :

- Invite one member from each group to write their summary on the board or chart paper next to the appropriate number of their quatrain. Once the entire sonnet has been re-written by students, discuss the meaning of the poem. What is the author trying to say?(See content standards for language arts literacy)

Closing/Extension:

- This was designed as a pre-visit lesson for classes planning a field trip to Independence National Historic Park. The sonnet was chosen for this lesson because it is displayed in its entirety as part of the exhibit at the Liberty Bell pavilion. Teachers should direct students to look for this poem (and other relevant materials) during their visit. Discuss any other questions students may have about their up-coming trip.
- Have students set the words of Moore’s sonnet to music (existing or original)
- Have students choose a quatrain from Moore’s sonnet and draw a picture to represent its theme.

Vocabulary:

abolitionist – someone who supports an end to the practice of slavery

aye – all (everyone)

despot – a tyrant; someone who exercises power oppressively

hallowed – regarded with heartfelt respect; sacred

haughty – proud (in a patronizing manner)

herald – to announce or proclaim

kindling – material used to start a fire

sacred – worthy of respect (usually implies some sort of worship)

sect – division; a group of people forming a distinct unit within a larger group

Post Visit-Extension (Assessments):

Teachers may require students to answer the essential questions of this lesson in short answer format as part of a unit assessment. The attached rubrics may be used to grade student responses:

Student Assessment for Liberty Bell as a Symbol for Abolitionists

Student question 1:

Give at least two (2) reasons why the Abolitionist Movement used the Liberty Bell as a symbol. Discuss each.

| Student Response | Name: |
|--|-------|
| Advanced – Students can give a detailed analysis of at least 2 reasons why the Abolitionists used the Liberty Bell as a symbol | |
| Proficient – Students can describe at least 2 reasons why the Abolitionists used the Liberty Bell as a symbol with some detail | |
| Basic – Students can list at least 2 reasons why the Abolitionists used the Liberty Bell as a symbol with little or no detail | |
| Below Basic – Students can list at least 1 reason why the Abolitionists used the Liberty Bell as a symbol with little or no detail | |
| No student response given | |

Student Question 2:

Was the Bell a successful symbol for the Abolitionists? Why or why not? Give at least two (2) reasons to support your answer.

| Student Response | Name: |
|--|-------|
| Advanced – Students can give a detailed analysis of at least 2 reasons why the Liberty Bell was or was not a successful symbol for the Abolitionists | |
| Proficient – Students can describe at least 2 reasons why the Liberty Bell was or was not a successful symbol for the Abolitionists with some detail | |
| Basic – Students can list at least 2 reasons why the Liberty Bell was or was not a successful symbol for the Abolitionists with little or no detail | |
| Below Basic – Students can list at least 1 reason why the Liberty Bell was or was not a successful symbol for the Abolitionists with little or no detail | |
| No student response given | |

Extension/Extra Credit: Students may write a position paper:

Directions to students: Answer all of the following questions as if you were either a slave, a slaveholder, or an abolitionist. Use examples from the unit to support your position.

It is 1860 and you have just been on a trip to Philadelphia where you saw the recently-named “Liberty Bell” for the first time.

1. How do you feel about seeing the bell?
2. How do you feel about the idea of abolition? Do you support the cause?
3. How do you feel about the members of the Abolitionist Movement using this bell as their symbol?

| Student Response | Name: |
|---|--------------|
| Advanced – Student provided a detailed response to all three questions including examples from the unit to support his or her position | |
| Proficient - Student answered all three questions but included few examples from the unit to support his or her position | |
| Basic - Student answered two of the three questions but included few examples from the unit to support his or her position | |
| Below Basic - Student answered one of the three questions but included few examples from the unit to support his or her position | |
| Student response did not meet the assigned criteria | |

The Liberty Bell
by H. R. H. Moore
(1844)

Ring loud that hallowed Bell!
Ring it long, ring it long;
Through the wide world let it tell
That Freedom's strong:

hallowed – regarded with heartfelt respect; sacred

That the whole world shall be free —
The mighty crowd, the mighty crowd —
That the proud shall bend the knee,
The haughty proud.

haughty – proud (in a patronizing manner)

Ring, ring the mighty Bell,
In the storm, in the storm!
Brothers! It shall herald well
Fair Freedom's form.

herald – to announce or proclaim

Ring it Southward, till its voice
For slavery toll, for slavery toll;
And Freedom's wakening touch rejoice
Both limb and soul.

Ring it o'er the negro's grave!
Ring it deep, ring it deep;
Its tones are sacred to the slave,
In Freedom's sleep.

sacred – worthy of respect
(usually implies some sort of worship)

Ring it, till its startling tones
Thrill young and old, young and old;
Till despots tremble on their thrones,
And their blood run cold.

despot – a tyrant; someone who
exercises power oppressively

Ring it, till the slave be free,
Wherever chained, wherever chained;
Till Universal Liberty
For aye be gained.

aye – all (everyone)

Ring it, till the young arise
To Freedom's fight, to Freedom's fight;
Spring gladly toward the kindling skies,
All clothed in light.

kindling – material used to start a fire

Ring it, till the bonds of sect
Be torn away, be torn away;
Till every man, as God's elect,
Kneel down to pray.

sect – division; a group of people forming a
distinct unit within a larger group

Ring it, till the world have heard,
And felt, at length, and felt, at length;
Till every living soul be stirred,
And clothed with strength.

– *Text of sonnet "The Liberty Bell" by H.R.H. Moore*

Section Four

The Liberty Bell as a Symbol for the Suffrage Movement

The Liberty Bell as a Symbol for Suffrage

Grade Levels: K-4

(Expected Class Sessions to Complete: 2 to 3)

Objectives:

- The Students will gain an understanding of symbols through experience, literature, verbal and written expression.
- Students will be able to identify the similarities and differences between the Liberty Bell and the Justice Bell.
- Students will understand and use familiar symbols to represent community causes.
- Students will be introduced to the role of women in the early years of our nation and their fight for equality in voting through the Suffrage Movement.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- White construction paper
- Art supplies
- Large chart paper
- Markers
- Sticky note pad
- Index cards
- The Liberty Bell by Judith Jango-Cohen.
- Copy of handouts provided
- <http://www.pbs.org/stantonanthony/> (Video of Women’s Movement)

Introduction (Before the Lesson):

1. Write the essential questions on chart paper in the classroom and tell the students that they will learn the answers to these questions. Refer back to the questions after each lesson. The students may continue to post answers as they learn more about the topic. (Great “Do Now” or “Bell Work”)
2. Tell the students that they are going to participate in a role play about women in the past.
3. Students will count off in groups of ones and twos.
4. Let the students who are ones get to decide something for the class like what game to play in P.E., a special place to eat lunch for the day, what book gets read after lunch, new rules for the class, etc. (only the ones get to vote)
5. After a given amount of time, switch roles. The **twos** get to vote on something but not the ones.
6. Ask students to record their feelings about this experience on sticky notes or a reflection in their journals.
7. Place sticky notes on sheets of large chart paper labeled #1 and #2. Read and discuss the comments or guide a group discussion about their responses.
8. Focus on the questions: Why do you think you felt this way as a one? Why do you think you felt this way as a two? Do a Think-Pair-Share.
9. Explain that this is how it was for women when our nation first started until the early to mid 1900’s. Highlight some key points: Women could not own property, they did not have the right to vote, many women did not work outside of the home, etc. Play the video from <http://www.pbs.org/stantonanthony/> for pictures and background information on the women that were key in the movement.

Engage/Procedure:

Whole Class Discussion:

1. Ask the students to give examples of the things that women could not do (refer to discussion from the previous day).
2. Remind the students that these women wanted to be able to do things like everyone else could, so they decided to create a symbol for their cause. This is much like forging “Liberty” or freedom like our country did during the Revolutionary War in 1776.
3. Record as students brainstorm symbols of liberty they have seen during 4th of July celebrations. Explain that the symbol we will focus on is the Liberty Bell.
4. Read The Liberty Bell by Judith Jango-Cohen.
5. Explain that the Liberty Bell is an important American symbol of freedom and justice. Because of this it has been copied many times. An important copy of the Liberty Bell is the Justice Bell.
6. Create a large chart with the following information **Justice Bell Background Information:**
 - The bell was made of bronze in 1915.
 - It was paid for by Mrs. Katherine Wentworth Ruschenberger of Pennsylvania and cost \$2,000.
 - The inscription reads Establish Justice throughout all the land unto all the inhabitants thereof. Lev.XXV.X.
 - The bell went to all of the counties of Pennsylvania to try to get men to vote for women’s voting privileges.
 - The clapper in the bell was chained so the bell could not ring until women gained the right to vote.
 - The justice bell was first rung in Philadelphia in 1920.
 - Now the bell is located in Washington’s Chapel in Valley Forge, PA
7. Review the information and have students add to the essential question charts.

Independent Student Activity/Ideas for Assessment:

1. Write acrostic poems for Liberty Bell using words that relate to liberty, freedom and equality. (You may use *Handout #1*) Those that finish early can add a picture or border to their work.
2. Share the acrostics by displaying them on a bulletin board or create a class book.
3. Student can create a comic or write a paragraph answering some of the essential questions.

Closing /Post Visit Extension:

Independent Student Activity:

Students will use compasses and rulers to create a bell symbol from construction paper. They will write a message about liberty and justice relating to women’s suffrage on the bell. Then, hang them in the hallway and other public areas throughout the school. A rubric is provided. (*Handout #2*)

Primary Sources:

- See teacher’s resources for web sites containing pictures of the Liberty Bell and the Justice Bell
- <http://www.pbs.org/stantonanthony/> An excellent video and time line following the Suffrage Movement in the United States lead by Elizabeth Cady Stanton and Susan B. Anthony.
- <http://memory.loc.gov/ammem/vfwhtml/vfwhome.html> Photos of the Suffrage Movement from the Library of Congress
- http://memory.loc.gov/cgi-bin/query/D?suffrg:1:./temp/~ammem_kHU1:: Reference for Suffrage Cartoon
- <http://palwv.org/lwv/justicebell.html> Pictures and background on the Justice Bell

Vocabulary:

1. Constitutional Amendment: A change made in writing to the Constitution
2. Community: Social groups of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.
3. Freedom: liberty
4. Justice: fairness, honesty
5. Liberty: freedom and independence
6. Replica: any close or exact copy or reproduction.
7. Symbol: an object that represents and idea
8. Suffrage: the right to vote

Name: _____

Liberty Bell Acrostic

L _____

I _____

B _____

E _____

R _____

T _____

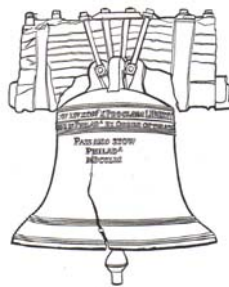
Y _____

B _____

E _____

L _____

L _____



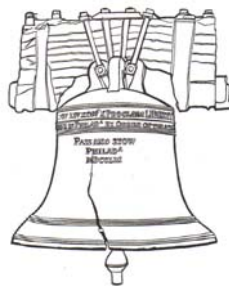
Name: _____

Date: _____

Rubric for Message on the Bell

| Criteria | Advanced4 | Proficient3 | Basic 2 | Below Basic-1 |
|---|-----------|-------------|------------|------------------|
| Content-Understanding of the role of the bell and women’s suffrage | | | | |
| Vocabulary- Correct use of key vocabulary | | | | |
| Writing Mechanics- Correct spelling, capitalization, punctuation | | | | |

Comments:



The Liberty Bell as a Symbol for Women's Suffrage

Grade Levels: 5-8

(Expected Class Sessions to Complete: 2 - 3)

Objectives:

- The Students will gain an understanding of symbols through experience, literature, and verbal and written expression.
- Students will understand that symbols can represent community causes.
- Students will be able to identify the similarities and differences between the Liberty Bell and the Justice Bell and the Declaration of Independence and the Declaration of Sentiments.
- Students will gain understanding of the role of women in the early years of our nation and their fight for equality in voting through the Suffrage Movement.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Copy of Declaration of Independence
- Copy of Declaration of Sentiments
- Art supplies
- Large chart paper
- Markers
- Sticky note pad
- Index cards
- The Liberty Bell by Judith Jango-Cohen.
- Copy of handouts provided

Introduction (Before the Lesson):

- Complete the lesson for K-3 and differentiate it as per your classes needs in order to provide background for the symbolism of the Liberty Bell and its significance to the Justice Bell.
- Play the video from <http://www.pbs.org/stantonanthony/> for pictures and background information on the women that were leaders in the movement. Explain that this is how it was for women when our nation first started until the early to mid 1900's. Highlight some key points: Women could not own property, they did not have the right to vote, many women did not work outside of the home, etc.
- Complete a KWL on the Declaration of Independence and the Declaration of Sentiments. This can be done on chart paper and sticky notes, whereas each student is required to add a sticky note at the beginning of each class for his or her "Do Now."

Engage/Procedure:

Whole Class Discussion:

1. Distribute and read aloud *Handout #1* from Seneca Falls Declaration of Sentiments and Resolutions. An alternative for a read aloud is to assign sections of the Declaration to small groups and have them analyze it as a primary source. The following is a link to a master that can be printed for document analysis. (http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
2. Discuss women and women's suffrage. Record the factors that result in the suffrage movement.

Teacher-Directed Instruction:

1. Explain to students that there are some important documents, objects and events from our country that are important not only to Americans, but to people around the world. Sometimes when people have problems, they look to historical events for solutions.
2. Distribute copies of the Declaration of Independence to student pairs or groups.
3. Compare the words *Handout #1* from Seneca Falls Declaration of Sentiments to those of the preamble to the Declaration of Independence. Ask students to record different words from those written in the Seneca Falls document as you read aloud from the preamble to the Declaration of Independence.
4. Each group must describe some of the variations to the class.
5. An independent reflection to the question: “Why do you think they selected the changes in the document?”
6. Explain that these documents are symbols of liberty and in the women’s quest for liberty they chose to create another symbol based on the Liberty Bell.
7. Read The Liberty Bell by Judith Jango-Cohen.
8. Explain that the Liberty Bell is an important American symbol of freedom and justice. Because of this it has been copied many times. An important copy of the Liberty Bell is the Justice Bell. Write or create a handout of the **Justice Bell Background Information:**
 - The bell was made of bronze in 1915.
 - It was paid for by Mrs. Katherine Wentworth Ruschenberger of Pennsylvania and cost \$2,000.
 - The inscription reads Establish Justice throughout all the land unto all the inhabitants thereof. Lev.XXV.X.
 - The bell went to all of the counties of Pennsylvania to try to get men to vote for women’s voting privileges.
 - The clapper in the bell was chained so the bell could not ring until women gained the right to vote.
 - The justice bell was first rung in Philadelphia in 1920.
 - Now the bell is located in Washington’s Chapel in Valley Forge, PA.

Independent Student Activity/Formal Assessment

- a. Give students time to research the Women’s Suffrage Movement with the goal of writing a persuasive letter or essay to either convince or refute the passing of an Amendment to allow women to vote. *Be sure they know the real outcome.
- b. Answer the essential questions in TTQA format.

Cooperative Work/Informal Assessment

1. Using large chart paper, students will work in small groups to create a Venn diagram comparing and contrasting conditions for women in the past and today.
2. Other small groups will create a Venn diagram of men’s roles in the past and today.
3. Each group will use the information from the Venn diagram to construct a statement of fact as well as a statement of opinion.
4. Students will display and present their work for the class.
5. Read the fact and opinion sentences out loud without telling whether it is a fact or an opinion. Have the class put their thumbs up if they think it is a fact and thumbs down if they think it is an opinion. (Record their responses.)

Post Visit Extension/Closing:

Independent Student Activity:

Students will use compasses and rulers to create a bell symbol from construction paper. They will write a message about liberty and justice relating to women's suffrage on the bell. Hang the completed symbols in the hallway and other public areas throughout the school. A rubric is provided (*Handout #2*)

Cooperative Work:

Create a convention simulation with the final product of a "Declaration" of their choice.

Primary Sources:

Seneca Falls Declaration of Sentiments and Resolutions (Handout#1)

Vocabulary:

1. Constitutional Amendment: A change made in writing to the Constitution
2. Liberty: freedom and independence
3. Community: Social groups of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.
4. Freedom: liberty
5. Justice: fairness, honesty
6. Replica: any close or exact copy or reproduction.
7. Symbol: an object that represents and idea
8. Suffrage: the right to vote

Seneca Falls Declaration of Sentiments and Resolutions

Elizabeth Cady Stanton and committee

July 19, 1848

Taken from *The History of Woman Suffrage*, Vol 1, by E.C. Stanton, S. B. Anthony, and M. J. Gage

Declaration of Sentiments

When in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men - both native and foreigner.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to wages she earns.

He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they can be done in the presence of her husband. In the covenant of marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master - the law giving him power to deprive her of her liberty, and to administer chastisement.

He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to who, the guardianship of the children shall be given, as to be wholly regardless of the happiness of women - the law, in all cases, going upon a false supposition of the supremacy of man, giving all power into his hands.

After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when her property can be made profitable to it.

He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.

He allows her in Church, as well as State, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the Church.

He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.

He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.

He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation - in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

In entering upon the great work before us, we anticipate no small amount of misconception, misrepresentation, and ridicule; but we shall use every instrumentality within our power to affect our object. We shall employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf. We hope this Convention will be followed by a series of Conventions embracing every part of the country.

Resolutions

Whereas, The great precept of nature is conceded to be, that "man shall pursue his own true and substantial happiness". Blackstone in his Commentaries remarks, that this law of Nature being coeval with mankind, and dictated by God himself, is of course superior in obligation to any other. It is binding over all the globe, in all countries and at all times; no human laws are of any validity if contrary to this, and such of them as are valid, derive their force, and all their validity, and all their authority mediately and immediately from this original; therefore,

Resolved, That all laws which prevent woman from occupying such a station in society as her conscience shall dictate, or which place her in a position inferior to that of man, are contrary to the great precept of nature, and therefore of no force or authority.

Resolved, That woman is man's equal - was intended to be so by the Creator, and the highest good of the race demands that she should be recognized as such.

Resolved, That the women of this country ought to be enlightened in regard to the laws under which they live, that they may no longer publish their degradation by declaring themselves satisfied with their present position, nor their ignorance, by asserting that they have all the rights they want.

Resolved, That inasmuch as man, while claiming for himself intellectual superiority, does accord to woman moral superiority, it is pre-eminently his duty to encourage her to speak and teach, as she has an opportunity, in all religious assemblies.

Resolved, That the same amount of virtue, delicacy, and refinement of behavior that is required of woman in the social state, should also be required of man, and the same transgressions should be visited with equal severity on both man and woman.

Resolved, That the objection of indelicacy and impropriety, which is so often brought against woman when she addresses a public audience, comes with a very ill-grace from those who encourage, by their attendance, her appearance on the stage, in the concert, or in feats of circus.

Resolved, That woman has too long rested satisfied in the circumscribed limits which corrupt customs and a perverted application of the Scriptures have marked out for her, and that it is time she should move in the enlarged sphere which her great Creator has assigned her.

Resolved, That it is the duty of women of this country to secure to themselves their sacred right to the elective franchise.

Resolved, That the equality of human rights results necessarily from the fact of the identity of the race in capabilities and responsibilities.

Resolved, That the speedy success of our cause depends upon the zealous and untiring efforts of both men and women, for the overthrow of the monopoly of the pulpit, and for the securing to women an equal participation with men in the various trades, professions, and commerce.

Resolved, therefore, That, being invested by the creator with the same capabilities, and the same consciousness of responsibility for their exercise, it is demonstrably the right and duty of woman, equally with man, to promote every righteous cause by every righteous means; and especially in regard to the great subjects of morals and religion, it is self - evidently her right to participate with her brother in teaching them, both in private and in public, by writing and by speaking, by any instrumentalities proper to be used, and in any assemblies proper to be held; and this being a self-evident truth growing out of the divinely implanted principles of human nature, any custom or authority adverse to it, whether modern or wearing the hoary sanction of antiquity, is to be regarded as a self - evident falsehood, and at war with mankind.

Reproduced in *Documents of American History To 1898*, Vol 1, 9th edition, Copyright 1973, Prentis Hall, Henry Steel Commager, editor. Retrieved from <http://www.pinn.net/~sunshine/book-sum/seneca3.html> on August 3, 2007.

Name: _____

Date: _____

Rubric for Persuasive Letter

| Criteria | Advanced4 | Proficient3 | Basic 2 | Below Basic-1 |
|---|------------------|--------------------|----------------|----------------------|
| Content-Understanding of the role of the bell and women’s suffrage | | | | |
| Vocabulary- Correct use of key vocabulary | | | | |
| Writing Mechanics- Correct spelling, capitalization, punctuation | | | | |
| Includes Cons of the issue with support | | | | |
| Includes Pros of the issue with support | | | | |
| Total | | | | |

Comments:

Liberty Bell as a Symbol for the Women’s Suffrage Movement

Grade Levels: 6-12

(Expected Class Sessions to Complete: 4-5)

Objectives:

1. To introduce the student to the effort women put forth to gain their rights and the right to vote under the same promise of Liberty as inscribed on the Liberty Bell.
2. The students will research and analyze the role of women in the 1800 and early 1900s and their struggles to gain freedom, especially Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony
3. The students will understand and interpret the symbolism of the Liberty Bell and its relationship to the women’s suffrage movement.
4. The students will analyze and interpret primary source documents including quotations and cartoons.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Overhead and copies of Suffrage Cartoon
- Copies of Provided Handouts
- Access to the internet
- Gurko, Miriam. The Ladies of Seneca Falls. New York: Shocken Books 1974

Introduction (Before the Lesson):

1. Complete a KWL chart about the Women’s Suffrage Movement. List any qualities that the students Know (or think they know) and what they Want to Know.
2. Pass out *Handout #2* Biographies. Have the students work individually or cooperatively on reading the handout and adding information to the chart. Fill in the L (What you learned section of the chart.) Guide a brief discussion. (Option: Have the students reflect upon their feelings on the matter or anything they found surprising.)
3. Complete a Think-Pair-Share for the question: Who are some female role models in your life? Discuss the qualities that make them role models.

Lesson 1- “Who are the women of the Suffrage Movement?”

Engage/Procedure:

Whole Class Discussion:

1. Write essential questions on chart paper and tell the students that the goal of this lesson is to answer these questions in detail. These questions will be used as a formal assessment.
2. Revisit the essential questions daily to check for student progress.
3. Ask the students what makes these women similar to women that they see as role models?

Teacher-Directed Instruction

- **At this point the teacher can assign reading** Gurko, Miriam. The Ladies of Seneca Falls, New York: Shocken Books 1974. The students may use the book for reference or for an integrated language arts lesson.
1. Tell the students that they will be researching and roll playing one of these women for a “Hot Seat” Presentation. The “Hot Seat” is an activity where the teacher or student develop questions about their new personality and then make a card with the questions and the answers. After the biography is submitted the

teacher plans a day when the students will “dress the part” and take turns answering questions either in a group or individually. Other students can ask questions of the participants. Audience members must take notes because a short quiz will be given to ensure proficiency of the entire class.

2. The “Hot Seat” questions should include the difficulties each woman endured, their station in life, and their education.
3. Teacher will present the rubric to the students for both the “Hot Seat” and the biography. At this time the students may participate in changing the rubric to better suit their needs. (Handout #3)
4. Option for presentation: This is an individual project in which students can choose a monologue, poster, or Power Point presentation. It should include what difficulties each woman endured, their station in life, and their education. Presentation of the findings should be shared with the class. Pass out the rubric for further clarification of expectations.(Handout #3)

Closing:

- Students present hot seat or multimedia project to teach the class about their historical figure.

Lesson 2- “Who said what???”

Engage/Procedure:

Whole Class Discussion:

***Teacher will lead the students in a review of the facts learned about the women of the Suffrage Movement.**

Teacher-Directed Instruction:

1. Distribute Handout #4 and read them aloud with the class.
2. Ask the following questions in regard to the quotes: (This can be an individual or cooperative).
3. What do these statements tell us about women from that time?
4. Are these sayings relevant today? What problems do women have today?
5. Did the 19th Amendment end these problems? What work is left to do?
6. Did the liberty proclaimed on the Liberty Bell succeed for them?

Independent Student Activity:

1. Write an essay which answers each of the questions listed above. Each question should be graded using the written response rubrics outlined by your state assessment.
2. Compare and contrast the women of today with the women of the Suffrage Era.

Closing/Assessment:

- Once again review the essential questions and have students give more detailed answers for an assessment.

Optional Extension Activity: After research on the Bloomer era, the participants should bring in a pair of baggy pajama bottoms and rubber band the bottoms around the ankles. There is an attachment to help them devise their costume other than the bloomers. Each participant will discuss the ups and downs of the women who wore them. What were the bloomers a precedent of?

Lesson 3- “History and Grammar: Cartoon Analysis”

Engage/Procedure:

Whole Class Discussion:

***Teacher will lead the students in a review of the facts learned about the women of the Suffrage Movement.**

1. Show the students some current comics from the newspaper. Choose a variety that has different purposes, i.e. to entertain, to inform, political, comic strip, etc.
2. Ask the students what purpose do each of the types serve and make the connection to different purposes of writing or speaking.
3. Summarize the student’s responses.

Teacher-Directed Instruction:

1. Review the handout #5 with background for using cartoons as primary sources to teach history. This may be given to the students or used for teacher reference.
2. Tell the students that they will be analyzing a cartoon that was created during the time of the Suffrage Movement. Place them in pairs or groups of 3.
3. Either create an overhead of the cartoon titled “Election Day” (Source: Library of Congress), make copies for student groups or project from a computer. Have the students take a minute to look at the cartoon, then pass out handout #6 titled, “Political Cartoon Primary Source Analysis Sheet.”
4. **Note:** There are many primary source black line masters available on www.archives.gov in the teacher section.
5. Have students answer questions 1-5 in their groups and review the answers in class.
6. Grammar: Students can identify parts of speech in cartoon by answering the following questions:
 - What is the subject of the cartoon?
 - What is the action verb or the activity that is going on in the cartoon?
 - Use this information to create a complete sentence that can be utilized as a title for the cartoon.

Independent Student Activity:

1. Students will rewrite the answers to questions 1-5 and complete questions 6 and 7 for homework or class work.
2. Have students create a cartoon that depicts what their house looks like when their parents go to vote. Do both parents go? Compare and contrast it to the cartoon “Election Day!”

Closing/Assessment:

- Review the answers to the primary source worksheet in class and collect final copies.
- Revisit the essential questions.
- Create a cartoon that depicts the present day version of the cartoon chosen for analysis.

Optional Extension Activity:

After research on the Bloomer era, the participants should bring in a pair of baggy pajama bottoms and rubber band the bottoms around the ankles. There is an attachment to help them devise their costume other than the bloomers. Each participant will discuss the ups and downs of the women who wore them. What were the bloomers a precedent of?

Post Visit Extension:

- When you return from the trip add information to the L part of your KWL chart.
- Add to the essential questions.
- Compare and contrast the suffragists with another group that uses the Liberty Bell as a symbol for their cause.

Primary Sources:

- “Election Day!” Political Cartoon from The Library of Congress Collection

Vocabulary:

See lessons on Suffrage for grade level 5-8

KWL chart about Women's Suffrage

| What you think you Know | What you Want to know | What you have Learned |
|--------------------------------|------------------------------|------------------------------|
| | | |

Biographies

Mary Woolstonecraft accompanied Lafayette to America in 1824 but stayed on when he returned to Europe. She had inherited money of her own allowing her the freedom to do what she wanted. She was well educated and her status as renowned female lecturer made a tremendous impact on the audiences in the United States. She stressed equality for women.

Angelina and Sarah Grimke began their speaking careers in parlors. Born and living in the south, they were the daughters of a wealthy slave owner who did not advocate education for women. Sarah was extremely intelligent and eager to improve her education and learned by borrowing her brother's textbooks. She desired to become a lawyer but was not permitted in law schools. The women moved to Philadelphia and became Quakers. They both became such renowned speakers that they were asked to travel to other states to speak in defense of abolition. Many groups condemned their appearance and in response Sarah decided to defend women's rights while Angelina continued her abolition work.

Lucretia Mott was born into a family of Quakers and had a father who believed in the education of girls. Quakers allowed women to speak at Quaker meetings and to become ministers. While still in her twenties Lucretia became a minister. Even as a child Lucretia witnessed women in positions of authority and unquestionable responsibility as was the way in Quaker households. After her marriage to James Mott both were active in the anti-slavery movement. Within the ranks of the anti-slavery movement the women's rights movement became a popular topic. She decided that the defense of woman's rights was very important and so it became the subject of many of her public speeches.

Lucretia Mott had the good fortune of meeting one of the most devoted women's rights advocates, Elizabeth Cady Stanton. Stanton wrote, "The first event engraved on my memory was the birth of a sister when I was four years old...I heard so many friends remark, 'What a pity it is she's a girl!' I did not understand at that time that girls were considered an inferior order of beings." Elizabeth was educated by a minister who helped her develop a vocabulary that prepared her for her later years of public speaking. She went to a boy's private school to learn the classic languages and her father, a lawyer, permitted her to sit in his office while he was handling the separations and divorces of many women. It was here Elizabeth learned the punishment of being a woman at the hands of the law. Elizabeth's father advised her to speak to legislators to have the laws abolished when she was older. She continued her education in a variety of schools. She is known today for her involvement at Seneca Falls, NY.

Susan B. Anthony was tireless in her search for women's rights. She and Stanton were two of the most outspoken people at conventions and meetings advocating the rights of women. They both encountered adversity from the anti-suffragists and unsupportive women. Both Anthony and Stanton worked to get an amendment to the Married Woman's Property Act of 1848. Before this act was passed, once a woman got married they lost the right to own property, make contracts, keep her wages, or file a lawsuit. This Act gave more rights to women.

Suffragists took the Liberty Bell that proclaimed liberty to all people one step further. **Katherine Wentworth Ruschenberger** made a copy of the Liberty Bell and called it the Justice Bell. The Justice Bell had the added inscription of "establish Justice." The clapper of the Justice Bell was chained to its side in order to silence it until the 19th Amendment was passed in 1920 granting women the right to vote.

Rubric for Biography Activity

Students may choose between a monologue, poster, or Power Point presentation.

Each child should include the difficulties each woman endured, their station in life, and their education

| Requirements | Possible Points | Points Earned | Comments |
|--|------------------------|----------------------|-----------------|
| Early Years (birth date, family life, where she lived, etc.) | 4 | | |
| Difficulties Endured | 4 | | |
| Station in Life | 4 | | |
| Education | 4 | | |
| Other Interesting or Important Facts | 4 | | |
| Writing Mechanics | 4 | | |

Total Points: _____
24

Quotes

These are some of the words of these courageous women:

“He who steals my purse may steal trash, but he who holds the purse strings controls my life.” Harriet Stanton Blatch

“Too much has already been said and written about woman’s sphere...Leave women, then, to find their sphere. And do not tell us before we are born even, that our province is to cook dinners, darn stockings, and sew on buttons.” Lucy Stone

“We would have every path laid open to Woman as freely as to Man...Inward and Outward freedom for Woman as much as for Man shall be acknowledged as a right, not yielded as a concession...Man cannot by right lay even well-meant restrictions on Woman...What Woman needs is not as a woman to act or rule, but as a nature to grow, as an intellect to discern, as a soul to live freely and unimpeded, to unfold such powers as were given her.” Margaret Fuller

“To me there was no question so important as the emancipation of women from the dogmas of the past, political, religious, and social. It struck me as very remarkable that abolitionists, who felt so keenly the wrongs of the slave, should be so oblivious to the equal wrongs of their own mothers, wives, and sisters.” Elizabeth Cady Stanton

“Deeply, deeply do I feel the degradation of being a woman-not the degradation of being what God made woman, but what man has made her.” Lydia Maria Child

“We must not trust any of you. All these men, who have pushed us aside for years, saying ‘This is the negro’s hour,’ now, when we, dropped by them, find help in other quarters, they turn up the white of their eyes and cry out their curses.” Elizabeth Cady Stanton

The Elements of a Political Cartoon

Each cartoon contains certain elements regardless of their level of intricacies. Guide your students to be able to identify these elements and then introduce and answer the following set of questions.

Elements of a Cartoon:

1. Title or caption (this gives a clue to the meaning)
2. Subjects that are doing the action
3. Symbols that are assumed to be understood by the reader of the time period
4. Characters that may or may not make comments
5. Some labels to help in understanding of message
6. Element of persuasion to get the artist's point of view known
7. Often people are caricatures with exaggerated parts to make a point
8. Analogies
9. Irony and satire

Questions for Analysis of Cartoons:

Basic:

1. What is the caption or title?
2. Identify the people and objects in the cartoon.
3. What words or phrases are used in the cartoon?
4. Who is the cartoonist?

Intermediate:

1. What symbols are used in the cartoon? What does each symbol mean?
2. What are the most important words or phrases in this cartoon? Why are they important?
3. What is difficult to understand about this cartoon? Explain.
4. What is the main idea of this cartoon? How did the artist use persuasive techniques?
5. What is the analogy of the cartoon? What two issues, ideas, objects, or situations are being compared?

Advanced:

1. What groups would agree with this cartoon? What groups would disagree? Explain.
2. What background information must one understand in order to interpret this cartoon?
3. What do you know about the artist's political views from studying this cartoon?
4. How is irony or satire used in this cartoon?

Reference:

Vest, Kathleen. *Using Primary Sources in the Classroom*. Huntington Beach, CA: Shell Education, 2005. ISBN-1-4258-0367-9 (pp. 104-105).

Political Cartoon Primary Source Analysis Sheet

Name: _____

Directions: Please observe the political cartoon entitled “ Election Day”, discuss the questions with your partners and then write them in your journals or notebooks.

Complete 1-5 with your partners in class.

Homework: Rewrite a good copy of questions 1-5 (TTQA) and finish 6 & 7 for homework.

1. Describe the setting of the cartoon. Do the characters live in a city, farm or suburb? Why do you think so? Support your thinking with examples.
2. Find the date on the cartoon. This tells when it was drawn and it also means that the point of view of the artist would most be understood by people living during this time period. How is life in our current year different than life in the time it was drawn? Explain your answer.
3. Who are the main characters? How are they dressed?
4. Where is the woman going? Why would this be unusual? How do you think the man feels about all of this?
5. How do you think the setting changes after she returns from her journey?

_____ Homework (You may need to use some addition research) _____

6. What was the date that women received the right the vote through a Constitutional Amendment? Was it before of after this cartoon? Why can this woman vote at this time?
7. In what ways do we appreciate the right to vote and the sacrifices that others have made to give us that right?

Reference:

Vest, Kathleen. Using Primary Sources in the Classroom. Huntington Beach, CA: Shell Education, 2005. ISBN-1-4258-0367-9 (pp. 110-111)



"Election Day!"
From the collections of the Library of Congress

Section Five

The Liberty Bell as a Symbol for the Civil Rights Movement

The Liberty Bell as a Symbol for Civil Rights

Grade Levels: K-5

(Expected Class Sessions to Complete: 1-2)

Objectives:

- The students will understand the basic principles of civil rights
- Students will understand how the inscription on the Liberty Bell supports civil rights
- Students will understand the meaning of the liberty bell especially its symbolism relating to the Civil Rights movement.

Standards Correlation: Refer to Standards Grid in Teacher Guide for PA and NJ State Standards

Materials:

- Picture of the Liberty Bell with the inscription
- *The Story of Ruby Bridges* by Robert Coles
- Container of water and cups, or student's own water bottles
- Picture of Rosa Parks with the Liberty Bell
- Chart paper and marker
- Paper to write the class made inscription
- Paper outline of the Liberty Bell, large enough to hang the new class made inscription
- Sticky notes (optional)
- Thesaurus

Introduction (Before the Lesson):

1. The teacher writes the Essential Questions on chart paper or the board and tells the students that the goal of this lesson is for all of them to know the answers to these questions. Review the questions and refer back to them often for an informal assessment of students' understanding.
2. The teacher will need to choose 2 different physical descriptions to divide students into 2 groups., (i.e. blue eyes, blonde hair, etc)
3. Prepare a large paper outline of the Liberty Bell
4. Prepare/gather a large sheet of paper to write the class made new inscription for the paper Liberty Bell
5. The teacher introduces the topic by reading a book about the Liberty Bell or showing a picture of the Liberty Bell.

Engage/Procedure:

Whole Class Discussion:

1. The teacher tells the class, preferably after recess or gym class, that all students may take a drink except for the students that have tennis shoes, (or choose another description that works with your group of students).
2. After the select group of students get drinks, form a class discussion on:
 - Was it fair for only those students to get drinks? Why or why not?
 - How did it feel as a member of the group that was not able to get a drink?
 - How did it feel as a member of the group that was entitled to a drink to know that other people were denied a drink because of the shoes on their feet?
3. The teacher asks the group: "Did you know that there was a time when all people did not have the same civil rights? Some groups of people were treated differently just because of the color of their skin. Since each of you is a member of our society you have civil rights. One of those rights is to be able to attend the school in your neighborhood, and that all schools should be equal. You cannot be excluded because of the color of your skin."

Cooperative Work:

1. The teacher arranges the students into groups of 3.
2. The teacher tells the groups that starting tomorrow only students that have blonde hair may have recess during recess time.
3. The other students will have work assignments to complete during this time.
4. The teacher allows time for the students in each group to discuss this new rule and how they feel about it.
5. The groups should also discuss if the teacher is interfering with their civil rights.
6. The groups are given time to share their ideas with the entire class.

Teacher Directed Activity:

1. The teacher prepares the class to hear a reading of The Story of Ruby Bridges. "Let's read a true story of a young girl named Ruby. She lived during a time when blacks and whites went to different schools. The schools were not equal; blacks and whites were not getting the same education. The law was changed so that blacks could get the same education as whites and now attend formerly predominantly white schools. Ruby was one of the black students that were chosen to go to an all white school."
2. After a reading of the book, have the class discuss their thoughts on the book.
3. The teacher can scribe their ideas on chart paper.
4. The teacher states to the class "that one of your civil rights is to attend the school you are in right now. As you just heard in the Ruby Bridges story blacks had to endure some harsh times to have change occur, so they could have the same civil rights as whites. Black citizens also didn't always have the right to vote, or to sit wherever they liked on buses. (Show the picture of Rosa Parks to the class.) There was a time when there were separate water fountains for blacks and white as well. Since blacks and whites are both citizens of the United States we now know that we should have the same civil rights."
5. One of our national symbols, the Liberty Bell, (show the picture), has inscribed on it: Proclaim liberty throughout all the land unto all the inhabitants thereof."
6. Discuss as a class the meaning of the vocabulary words in the inscription of the Bell, particularly the words, *proclaim, liberty, inhabitants, thereof* and *unto* and the phrases *throughout all the land*, and *unto all the inhabitants thereof*.
7. Depending on the ability of the students in your class, this can be a guided discussion by the teacher, cooperative work, or independent work.
8. The goal is to provide synonyms for the words in the inscription. Incorporate the use a thesaurus.
9. The class should discuss why the Liberty Bell may have been chosen as a symbol to represent civil rights groups. This can be done as a whole class or small groups. If done in small groups give each group sticky notes and they could place ideas on a large sheet of paper entitled *Why Was the Liberty Bell Chosen as a symbol for Civil Rights Groups?* Gather together to share the ideas.

Closing:

Cooperative Work:

1. The students are to rewrite the inscription of the Liberty Bell being mindful of what they think it should include, and if the language should be more modern. This activity is attached as a worksheet, also.
2. Each student will receive a worksheet and work individually on this worksheet. (Handout #1) Depending on the skills of your group, you might choose to have small groups work together, or have the students draw their ideas for a new inscription.
3. Have the chart paper with the vocabulary words visible for those students that may need to use them as a resource.
4. The students will then meet together to share and create a new class inscription. This will be written on large paper and displayed in the classroom on top of the paper Liberty Bell.

Post Visit-Extension (Assessment):

- Depending on the ability of your students, the children must respond to the 3 parts of the rubric either verbally or in writing. A primary teacher may want to do individual interviews. Older grades may expect the children to answer these questions in written form. The rubric is attached (Handout #2)

Vocabulary:

- Liberty : freedom to do many things without getting into trouble
- Civil Rights : rights to personal liberty established by the 13th and 14th Amendments to the U.S. Constitution and certain Congressional acts, esp. as applied to an individual or a minority group.
- Proclaim: to announce or declare in an official or formal manner
- Inhabitants: someone who lives in a place
- Thereof: of that or it
- unto : to
- throughout all the land : included everywhere
- unto all the inhabitants thereof : to the people who live there

Name: _____

On the Liberty Bell the inscription reads **“Proclaim liberty throughout all the land unto all the inhabitants thereof.”**

Write a new inscription that would support civil rights for all people in our country.

Questions to consider:

1. What should the inscription include?
2. Should the language be changed to more modern terms?

Handout #2 Civil Rights Rubric

Name: _____ Date: _____

| Category | Mastery 3 | Knows Most of the Information 2 | Needs to Know More on this Topic 1 |
|--|--------------|---------------------------------------|--|
| What is a symbol? | | | |
| What does the Liberty Bell represent to Civil Rights groups? | | | |
| Is the Bell a successful symbol for this group? Explain. | | | |

The Liberty Bell as a Symbol for the Civil Rights Era

Grade Levels: 4-8

(Expected Class Sessions to Complete: 2)

Objectives:

- Students will understand the connection between symbolism used during the civil rights era and the symbol of the Liberty Bell by examining primary sources.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Primary sources – “We Shall Overcome” lyrics, two political cartoons, Harpers’s Weekly Magazine Cover, “I Have A Dream Speech”
- Internet access for the class to gather information about the civil rights era (The students may work in partners.)
- Saving the Liberty Bell picture book by Marty Rhodes Figley – ISBN 1-57505-696-8 (To provide background on the Liberty Bell)
- Poster paper, markers, art materials (For designing poster, song, poem, advertisement)
- Chart paper, markers
- Highlighters (one for each student)

Introduction (Before the Lesson):

- Write the four essential questions on chart paper hanging around the room for the group activity. (step one of the closing)
- Students will investigate the web site <http://www.voicesofcivilrights.org/history.html> to search for facts about the civil rights era. You may want to book mark this site on the computers. Other good sites are <http://www.sitins.com/> and <http://www.nps.gov/history/nr/travel/civilrights/>.
- You may need to discuss or do a mini-lesson about how to read a political cartoon. * Refer to Suffrage Lesson for Grades 6-12 for instruction on cartoon analysis. Make an overhead of political cartoon #1 to use with the whole class, or you can meet with the groups that are assigned the political cartoons if that is more feasible. <http://www.cartoonistgroup.com/search/results.php>
- Divide the students into five groups. Consider who would work well together in a group, and group the children in a way that will foster rich discussion. Your role is to guide the discussion – the students should initiate the discussions.
- Copy enough of each of the five primary sources and worksheets for the students.
- Write “Civil Rights Vocabulary” at the top of one piece of chart paper to be used in #1 of the procedure.
- Label a second piece of chart paper with “Liberty Bell Vocabulary” to be used with step #2.

Engage/Procedure:

Whole Class Discussion:

1. Visit the computer lab as a class and work with a partner to investigate the website <http://www.voicesofcivilrights.org/history.html>.
2. Ask the class to take notes of vocabulary to share with the class that relates to the civil rights era.

3. List their vocabulary on the chart paper labeled “Civil Rights Vocabulary.” Additional websites listed at the end of the lesson plan.
 - Examples of vocabulary: discrimination, segregation, black and white, freedom, rights, support, African American, sit in, march, peace, independence, Philadelphia, Rosa Parks, Dr. Martin Luther King, Jr., NAACP, non-violent protests.
 - You may need to break here and continue the remainder of the lesson in another class period.

Teacher-Directed Instruction:

1. Explain that you’re going to read a picture book about the Liberty Bell, and ask the class to be prepared to share vocabulary or ideas they think of as you read.
2. List them on the chart paper labeled “Liberty Bell Vocabulary”. Read Saving the Liberty Bell to the class.
 - Examples of vocabulary: freedom, support, crack, teamwork, liberty, peace, independence, Philadelphia, symbol.

Cooperative Work:

**Refer to Suffrage Lesson that provides instructions and worksheets for analyzing cartoons as primary sources.*

1. Divide the students into five groups – each group will have a different primary source and worksheet.
2. Give each group enough copies of their primary source and worksheet so that each student has his/her own copy of each.
3. Explain to the students that they are to examine/read their resource, looking for and highlighting signs, symbols, or phrases that represent freedom and/or liberty. (Ideally, the students will discover that the signs, symbols, or phrases that they find will relate to the class notes already on the Liberty Bell and Civil Rights vocabulary chart papers.) Then, through discussion, students will complete their worksheets.
 - Group 1: “I Have A Dream” speech
<http://www.freemaninstitute.com/Dream.htm>
 - Group 2: Political cartoon #1 (doctors)
<http://www.loc.gov/rr/print/swann/herblock/images/s03496u.jpg>
 - Group 3: Lyrics to “We Shall Overcome”
<http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html>
 - Group 4: Political cartoon #2 (restaurant)
<http://loc.gov/rr/print/swann/herblock/images/s03475u.jpg>
 - Group 5: Harper’s Weekly cover
<http://www.philaprintshop.com/images/hwliberty.jpg>

Closing:

1. Cooperative Work: The students will arrive at a “group answer(s)” for each of the essential questions to be shared with the rest of the class. A recorder will write their answers on four separate Post-It notes, and will hang them on the chart paper with the appropriate question.
2. Whole Class Discussion: The teacher will choose a student to read the posters one by one, stressing that symbols for freedom are shown in a variety of methods relating to the civil rights movement, including the symbol of the Liberty Bell.

Post Visit-Extension (Assessments):

- You've been hired by a local organization to write a speech or song, draw a political cartoon, or design an advertisement, stamp, or poster to teach other students about the Liberty Bell and how it has been an important symbol of freedom. Design your piece including the Liberty Bell, and write a paragraph explaining what the Liberty Bell symbolizes in your piece, and why you feel your piece would be a successful example of the Liberty Bell. Be prepared to share.

Vocabulary:

Liberty Bell, discrimination, segregation, black and white, freedom, rights, support, African American, sit in, march, peace, independence, Philadelphia, Rosa Parks, Dr. Martin Luther King, Jr., NAACP, non-violent protests, freedom, support, crack, teamwork, liberty, peace, independence, Philadelphia, symbol, Independence Hall.

Group 1: Handout
“I Have a Dream Speech” – Dr. Martin Luther King, Jr.
Source: <http://www.freemaninstitute.com/Dream.htm>

August 28, 1963 --

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves, who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to

degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecutions and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair, I say to you today, my friends. And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a *dream* today!

I have a dream that one day every valley shall be exalted and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work

together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.

And so let freedom ring -- from the prodigious hilltops of New Hampshire.

Let freedom ring -- from the mighty mountains of New York.

Let freedom ring -- from the heightening Alleghenies of Pennsylvania.

Let freedom ring -- from the snow-capped Rockies of Colorado.

Let freedom ring -- from the curvaceous slopes of California.

But not only that.

Let freedom ring -- from Stone Mountain of Georgia.

Let freedom ring -- from Lookout Mountain of Tennessee.

Let freedom ring -- from every hill and molehill of Mississippi, from every mountainside, let freedom ring!

And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual,

"Free at last, free at last.

Thank *God* Almighty, we are free at last."



Group 3: Handout
Lyrics to “We Shall Overcome”

Source: <http://www.k-state.edu/english/nelp/american.studies.s98/we.shall.overcome.html>

“We Shall Overcome”

Lyrics derived from Charles Tindley's gospel song "I'll Overcome Some Day" (1900), and opening and closing melody from the 19th-century spiritual "No More Auction Block for Me" (a song that dates to before the Civil War). According to Professor Donnell King of Pellissippi State Technical Community College (in Knoxville, Tenn.), "We Shall Overcome" was adapted from these gospel songs by "Guy Carawan, Candy Carawan, and a couple of other people associated with the Highlander Research and Education Center, currently located near Knoxville, Tennessee. I have in my possession copies of the lyrics that include a brief history of the song, and a notation that royalties from the song go to support the Highlander Center."

1. We shall overcome
We shall overcome
We shall overcome some day

CHOURS:

Oh, deep in my heart
I do believe
We shall overcome some day

2. We'll walk hand in hand
We'll walk hand in hand
We'll walk hand in hand some day

CHOURS

3. We shall all be free
We shall all be free
We shall all be free some day

CHOURS

4. We are not afraid
We are not afraid
We are not afraid some day

CHOURS

5. We are not alone
We are not alone
We are not alone some day

CHOURS

6. The whole wide world around
The whole wide world around
The whole wide world around some day

CHOURS

7. We shall overcome
We shall overcome
We shall overcome some day

CHOURS

Political Cartoon (Restaurant)

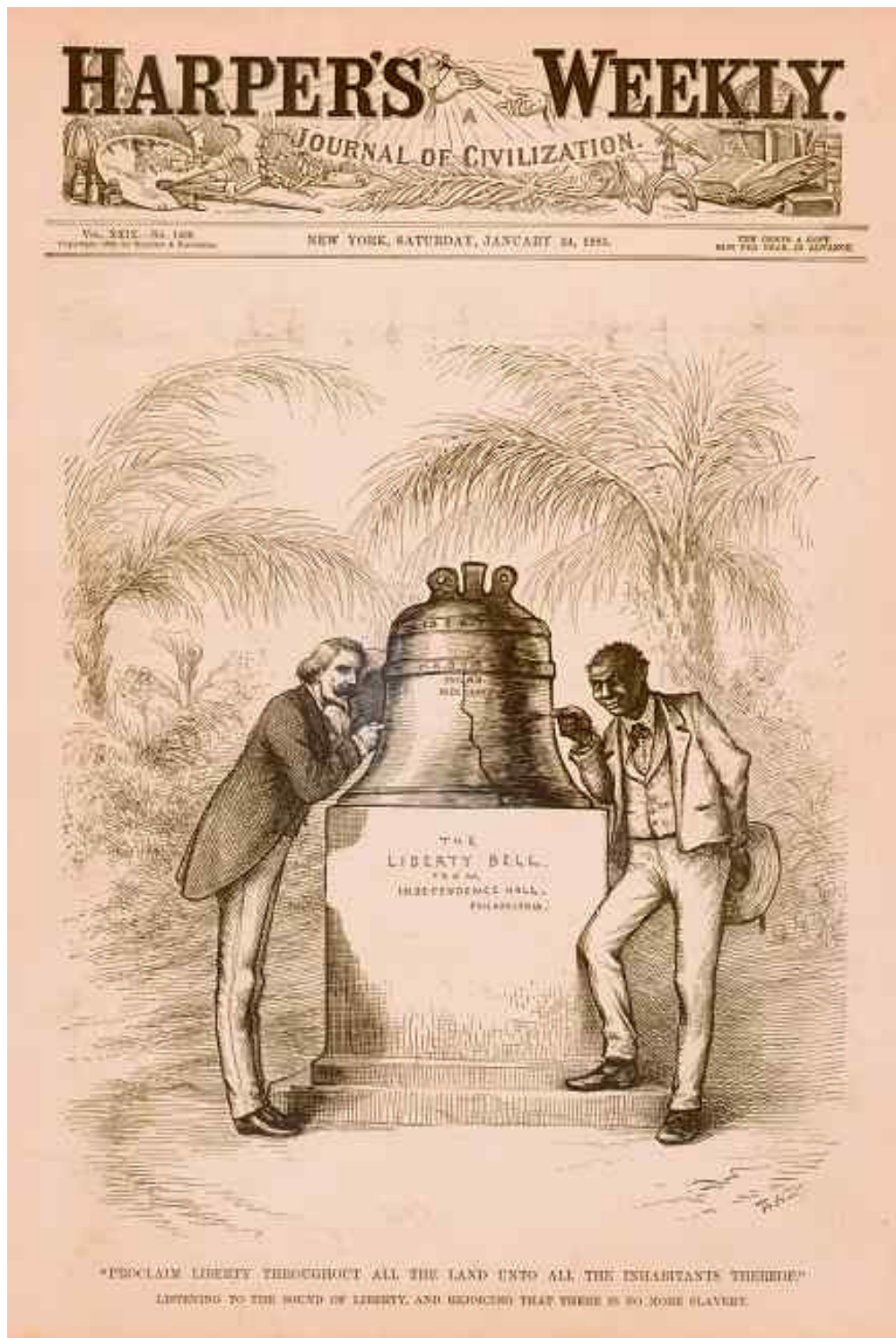
Source: Library of Congress

<http://loc.gov/rr/print/swann/herblock/images/s03475u.jpg>



Group 5: Handout
Harper's Weekly Cover
Source: Philadelphia Print Shop, Ltd.
<http://www.philaprintshop.com/images/hwliberty.jpg>

Thomas Nast. "'Proclaim Liberty throughout all the Land unto all the Inhabitants Thereof.' Listening to the Sound of Liberty, and Rejoicing that there is no more Slavery." January 24, 1885.



Name: _____



Liberty and the Civil Rights Era

Work with you group to answer the essential questions below in complete sentences.

My primary source is _____

1. What is a symbol? What is symbolism?
2. What did the Liberty Bell represent to civil rights groups? Provide examples.
3. Was the Liberty Bell used successfully as a symbol during the civil rights era?
4. Have civil rights groups achieved what they set out to achieve? Explain why or why not.

Liberty and Civil Rights Era Rubric

Student Name: _____

Date: _____

| Project Requirements | Possible Points | Points Earned |
|---|-----------------|---------------|
| Project clearly depicts the group being presented. | 10 | |
| Project clearly depicts the Liberty Bell as a symbol for freedom. | 10 | |
| Paragraph clearly explains how the bell is used to symbolize freedom. | 10 | |
| Paragraph clearly explains if you feel your project is a successful example of freedom. | 10 | |
| Correct spelling and grammar (project and paragraph) | 10 | |
| Project is done neatly and is handed in on time | 10 | |
| Total Score | 60 | |

Comments:

Sitting in for Liberty - The Liberty Bell as a Symbol for Civil Rights

Grade Levels: 9-12

(Expected Class Sessions to Complete: 2-3)

Objectives:

- Students will be able to describe why student activists in the mid-1960s chose the Liberty Bell as the site of a controversial sit-in for which the purpose was to encourage federal intervention in events in Selma, Alabama.
- Students will use a photograph of a March, 1965 sit-in at the Liberty Bell as a springboard for creating fictional characters through whom they will express their understanding of how the Liberty Bell has been used as a symbol by various groups, particularly by young activists during the Civil Rights era.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Photo of sit-in, March 12-13, 1965 (Photo #1)
- Brief summary of the Liberty Bell's history found at www.nps.gov/inde/liberty-bell-center.htm
- University of Pennsylvania NAACP flyer, March 12, 1965 (worksheet #1)
- "Why Sit-in for Liberty?" Activity Sheet

Introduction (Before the Lesson):

It will be helpful to give a brief summary of the events in Selma, Alabama in 1965 in order to set the stage for the lesson: *In March of 1965, civil rights activists planned a march from Selma to Montgomery, Alabama to protest the lack of voting rights for African-Americans. The march was broken up by police at the Edmund Pettus Bridge in what became known as "Bloody Sunday". Two days later the march was attempted again and a minister named James Reeb was killed by police and counter demonstrators. Following these developments, civil rights activists throughout the country sought to bring national and world-wide attention to the events in Selma and to encourage the federal government to intervene on behalf of the protestors.* (For information about Selma, see <http://www.nps.gov/history/nr/travel/civilrights/al4.htm>, <http://memory.loc.gov/ammem/today/mar07.html>

Engage/Procedure:

Whole Class Discussion:

1. Show the photo of the March 12-14, 1965 sit-in (Photo #1). Ask students to determine the era based on visual cues (e.g. clothing, hair styles, and location of the Liberty Bell). Have students predict why young people are sitting in front of the Liberty Bell.
2. Explain that the students were participants in a sit-in organized by members of the University of Pennsylvania chapter of the NAACP. The student activists were seeking to bring attention to, and to encourage federal intervention in, the events in Selma, Alabama.

Individual Work:

Students will read the brief history of the Liberty Bell found at www.nps.gov/inde/liberty-bell-center.htm and University of Pennsylvania NAACP flyer from March 12, 1965.

Cooperative Work:

1. Break students into groups of 4-7 students and have them brainstorm reasons that the NAACP leaders at the University of Pennsylvania chose the Liberty Bell as the site of their demonstration.
2. Optional: Distribute *Why Sit-in for Liberty* Activity worksheets and have them fill in the sheet using information from the two handouts. (*The worksheets may not be needed for older or more sophisticated*

students.)

Closing:

Whole Class Discussion:

1. Have students share the ideas generated during their brainstorming session. Elicit or present the following responses:
 - a. Inscription on the Liberty Bell reads, “*proclaims Liberty thro’ all the Land and to all the Inhabitants thereof*”; in March, 1965 many African-Americans were denied Liberty because they were unable to vote in many southern states.
 - b. Liberty Bell had been used by various groups seeking rights including abolitionists and women’s suffrage activists. Similar to the Civil Rights movement, abolitionists sought freedom for African-Americans, and suffragists sought to extend voting rights.
 - c. Liberty Bell was a well-known site; a sit-in there would garner media attention.
 - d. Liberty Bell is a national symbol; it is associated with the federal government which is the level of government which the activists were seeking to influence.
 - e. The organizers of the sit-in saw a role for each branch of the federal government in enforcing civil rights; this reinforces the vision of the framers of the Constitution in terms of separation of powers and division of federal and state authority. (In 1965, the Liberty Bell was housed in Independence Hall where the Constitution was written and ratified.)

Individual Work:

2. In their groups of 4-7, each student will choose a different individual depicted in the photo for which they will develop a character and a voice. Students will work independently to write a monologue, journal entry, or letter in which they convey:
 - a. What is this person’s background that led to his or her participation in this sit in—what has been the individual’s personal experience of race/the Civil Rights movement and why did this person join the University of Pennsylvania chapter of the NAACP?
 - b. Why has the individual decided to participate in the sit-in at the Liberty Bell—what did he or she hope to accomplish and what factors did he or she consider when deciding whether or not to take part?
 - c. Why does he or she think that the Liberty Bell is an appropriate setting for the sit-in—what about the history, symbolism, and prior use of the Liberty Bell by activists make it a fitting location for meeting the student activists’ current goals?
(see rubric)

Post Visit-Extension:

Cooperative Work

In groups, students will present their writing by creating *tableaux vivants* for their peers. Each group will be expected to recreate the photo and to take turns enacting the characters they have developed. Depending on time constraints, students will either share an excerpt or the entire content of their written work.

Additional Extension:

Individual Work:

Have students read all or some of the reactions to the Liberty Bell sit-in. Half the class should read letters that support the superintendent’s decision to let the sit-in occur; the other half will read letters opposed to his decision.

Whole Class Discussion:

1. Generate a “T-chart” showing reasons that people either supported or opposed the park superintendent’s decision to allow the students to stage their sit-in. Once reasons have been shared, draw a horizontal line on the chalkboard and explain that the line represents a continuum. On one end, is the opinion that the superintendent did the right thing in allowing the Liberty Bell to be used as the site of a protest; on the other end, is the opinion that the superintendent should not have allowed a sit-in. Students should put their initials where their opinion lies.
2. Have students discuss their points of view, at first just quoting from and referring to the documents they have just read. Once words and ideas from numerous documents have been put forth, students can share their personal opinions without referring to the documents. At the conclusion of the lesson, give students the opportunity to move their initials on the continuum and to explain why they have changed their view.
3. If time allows, ask if sit-ins should be allowed at the Liberty Bell today and, if so, under what conditions.

Activity Worksheets:

Why Sit-in at the Liberty Bell?

Primary Sources:

March 12th photo (Photo #1)

March 12th flyer (Worksheet #1)

Primary Sources for Additional Extension Activity

Documents in support of Superintendent and sit-in

- March 13, 1965 letter from Richard Sabreen (Worksheet #2)
- March 13, 1965 letter from Hennig Cohen (Worksheet #3)
- March 22, 1965 *Evening Bulletin*, “Liberty Bell Sit-ins Defended” (Worksheet #4)

Documents critical of Superintendent and sit-in

- March 18, 1965 letter from Vincent R. Foley (Worksheet #5)
- March 19, 1965 letter from Kathryn M. Lawrence (Worksheet #6)
- March 16, 1965 *Evening Bulletin*, “Sit-ins at Liberty Bell Shrine Bring Sharp Protests” (Worksheet #7)

Photo #1



Liberty Bell sit-in. March 1965
From the Collections of Independence National Historical Park

UNIVERSITY OF PENNSYLVANIA NAACP

MARCH 12, 1965

DEMONSTRATION AT INDEPENDENCE HALL

TIME & PLACE: Independence Hall 5th and Market Streets, Philadelphia
Friday, March 12, 13, from 10:00 A.M. Friday, on

PURPOSE: To protest, by a sit-in and picket demonstration, the complete denial of constitutional rights throughout the entire south, and in particular, the voter registration campaign this year which has been marked particularly by mass arrests and intolerable jail conditions. The Liberty Bell again serves as a national focal point in the struggle for freedom, which today is taking place in Selma, Alabama.

FACT SHEET: The 1957 and 1960 Civil Rights Laws contained provisions that give to the FBI full powers to arrest any person or persons prohibiting a citizen of the United States from exercising his full constitutional rights. This includes the right to vote!

Three young Negro men and a white clergyman have been killed since the beginning of this year.

WE ARE PROTESTING TO:

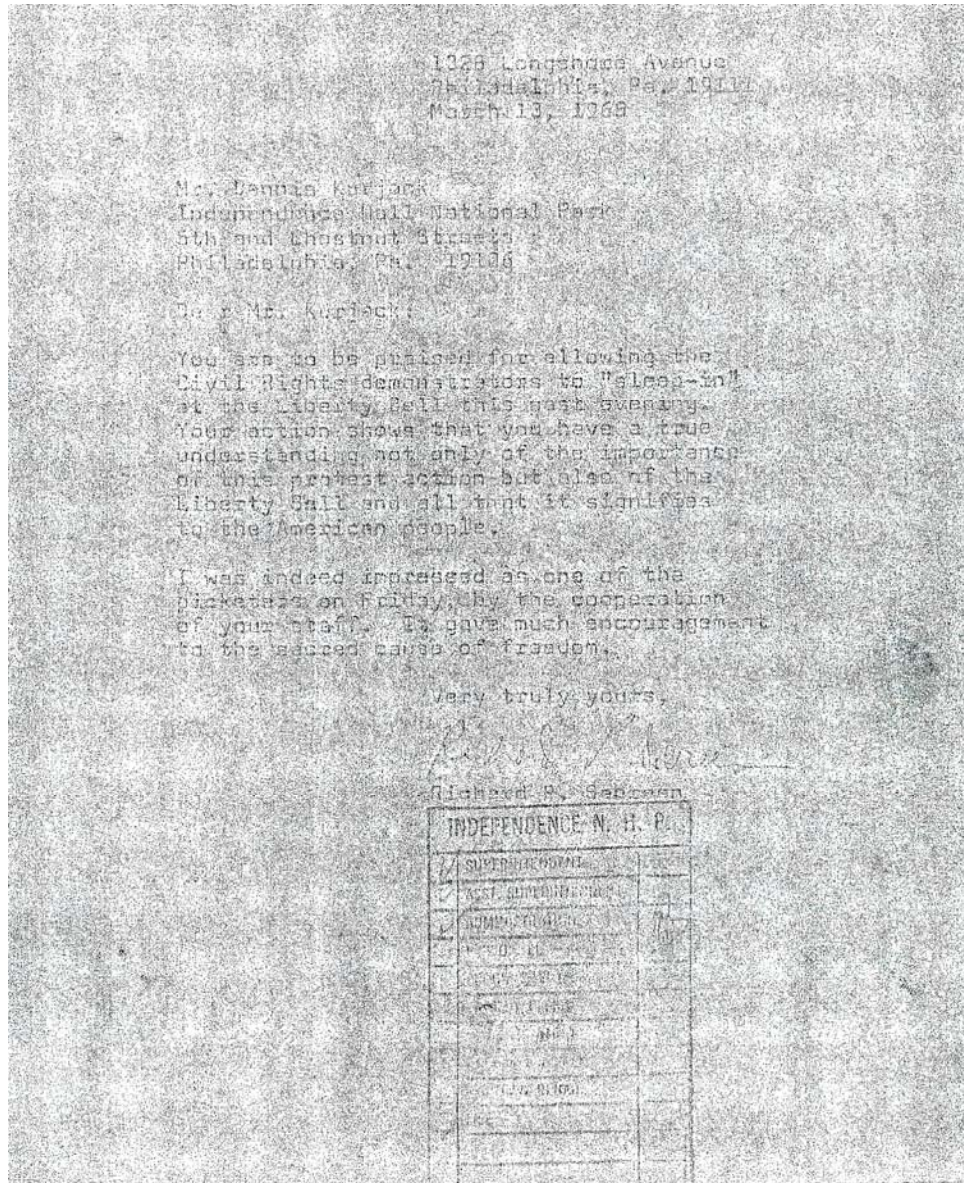
1. Demand Federal protection for those attempting to register and vote.
2. Demand fulfillment of promises of Federal action against the registrars of Dallas and Perry counties in Alabama.
3. Call for a Congressional investigation of jail conditions in these Alabama areas.
4. Request that additional Congressmen and public officials (other than those who went to Selma) visit these central Alabama areas to obtain first hand information and to lend support to the fight for constitutional rights being waged there.
5. Ask that the Justice Department file in Federal Court a bill of information asking that the police and county officials who have arrested voter registration workers and prospective applicants be prosecuted for a misdemeanor under Section 241, Title 18 of the U.S. Code (this section makes it a crime to intimidate or coerce people in their attempt to vote).
6. Demand FBI agents in Alabama begin to exercise their right, under sections 3052 and 3053 of U.S. Admin. Law (Title 18), to arrest on the spot those law enforcement officers and private citizens doing the intimidation and harassment of voter registration workers and applicants.
7. Demand the arrest of Sheriff Jim Clark for violation of Civil Rights Laws.

IF YOU ARE IN AGREEMENT WITH OUR DEMANDS, ADD YOUR NAME TO THE FORMS AVAILABLE AT INDEPENDENCE HALL.

FOR FURTHER INFORMATION, JOIN US AT INDEPENDENCE HALL, OR CALL EV6-1530.

March 12, 1965, Demonstration Application
From the collections of Independence National Historical Park

Worksheet #2



March 13, 1965, Richard Sabreen letter

From the collections of Independence National Historical Park

Transcription of body of letter:

Dear Mr. Kurjack:

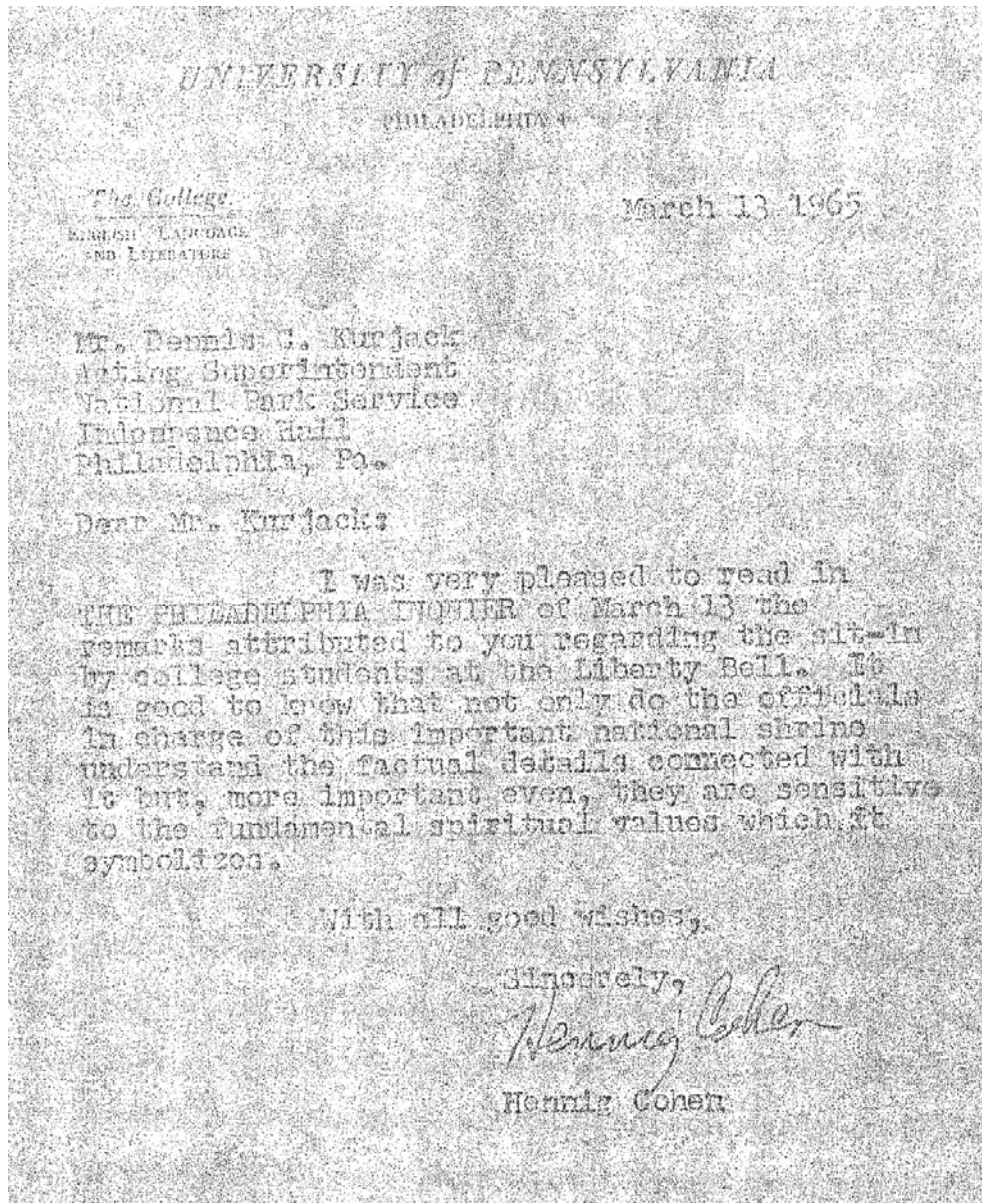
You are to be praised for allowing the Civil Rights demonstrators to "sleep-in" at the Liberty Bell this past evening. Your action shows that you have a true understanding not only of the importance of this protest action but also of the Liberty Bell and all that it signifies to the American people.

I was indeed impressed as one of the picketers on Friday, by the cooperation of your staff. It gave me much encouragement to the scared cause of freedom.

Very truly yours,

Richard P. Sabreen

Worksheet #3



March 13, 1965, Henning Cohen letter

From the collections of Independence National Historical Park

Transcription of body of letter:

Dear Mr. Kurjack:

I was very pleased to read in The Philadelphia Inquirer of March 13 the remarks attributed to you regarding the sit-in by college students at the Liberty Bell. It is good to know that not only do the officials in charge of this important national shrine understand the factual details connected with it, but more important even, they are sensitive to the fundamental spiritual values which it symbolizes.

With all good wishes,

Sincerely Henning Cohen

A2623

14
THE EVENING BULLETIN
Philadelphia, Penna.
March 22, 1965

Liberty Bell Sit-Ins Defended

I was surprised by the letters March 16 criticising the Liberty Bell sit-ins. These people seem to have misunderstood the significance of both the sit-ins and the Bell itself.

I doubt if anyone ever valued his life so cheaply as to die for either a broken bell or a colonial building. Many however, have died for what each symbolized: democracy and freedom.

Nothing could have made a larger mockery of either, or insulted more those men who died for democracy, than Governor Wallace's troopers blackjacking peaceful people

protesting "taxation without representation."

The students who sat in at Independence Hall were continuing the tradition of democratic protest started by the First Continental Congress. If anything the students added to the history and tradition of the building and Bell, by again using it for those purposes that made them a national shrine: the right to choose one's own leaders and make the laws.

John W. Little
Ardmore, Pa.

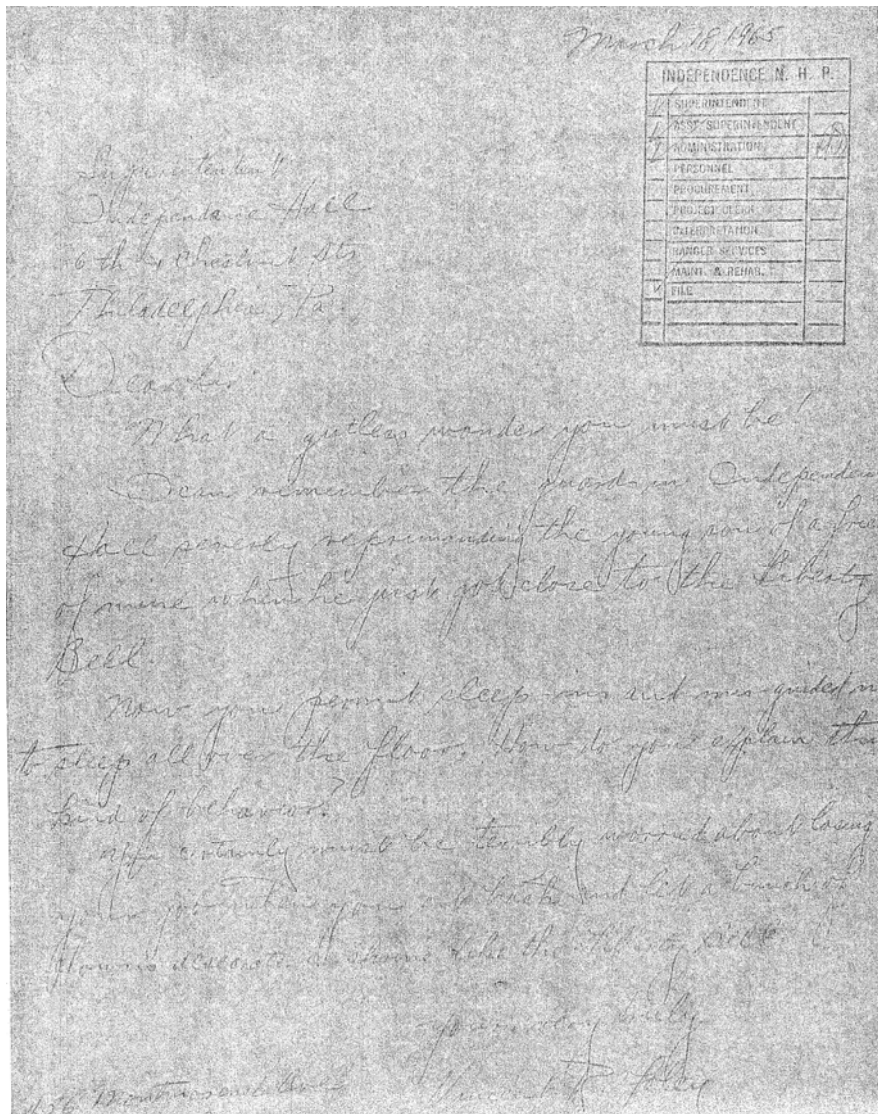
Jack J. Glickstein, in a letter to you, does not agree with the sympathy sit-ins in Indepen-

dence Hall because he says the pickets are publicity hounds. He also says that he would pay for paint and materials to clean the homes of poor Negro families that he knows.

Poor people are not just Negroes, and any liberties gained by Negroes is a gain for all other discriminated minorities, including poor whites. As for cleaning of homes, if he would just look around he could find many poor whites with dirty homes that need cleaning. I know he can, because I can. And he would have a much easier time looking since he is white also.

W. Ray Colbert
Springfield, Pa.

March 22, 1965, "Liberty Bell Sit-ins Defended" from the Evening Bulletin
From the collections of Independence National Historical Park



March 18, 1965, Vincent Foley letter
From the collections of Independence National Historical Park

Transcription of body of letter:

Dear Sir:

What a gutless wonder you must be! I can remember the guards in Independence Hall severely (sic) reprimanding the young son of a friend of mine when he just got close to the Liberty Bell.

Now you permit sleep-ins and misguided visitors to sleep all over the floor. How do you explain this kind of behavior?

You certainly must be terribly worried about losing your job when you sit back and let a bunch of clowns desecrate a shrine like the Liberty Bell.

Yours very truly,
Vincent R. Foley

A 2623
C
O
P
Y

722 Collenbrook Avenue
Drexel Hill, Pa.

February 19, 1965
(This must have been intendend for March)

Dear Mr. Anderson:

It was a disgrace for officials of Independence Hall to allow our sacred shrine to be desecrated by Civil Rights demonstrators who recently staged a sitin and sleepin around the Liberty Bell.

If a visitor from out of town visited the Hall and refused to leave at closing time, because he hadn't seen everything, he would be ousted pretty fast. If one group is allowed to sit in, other groups with a grievance will try the same thing. I don't think our Founding Fathers would approve of such actions.

I hope the officials will adhere to the rules in the future and not allow demonstrations regardless of race, color or creed.

Will you kindly pass my sentiments on to the proper authority.

Sincerely yours,

(Mrs) Kathryn M. Laurence

March 19, 1965, Kathryn M. Lawrence letter
From the collections of Independence National Historical Park

EVENING BULLETIN
Philadelphia
3/16/65

Sit-ins at Liberty Bell Shrine Bring Sharp Protests

The desecration of the Liberty Bell by so-called "students" is the crowning blow to real civil rights. The authorities at Selma cannot be impressed as the rest of the world cannot by wanton disregard of lawful authority evidenced by refusal to even limit the number of demonstrators at Independence Hall.

If our cradle of liberty is to be periodically used as a flophouse to further the cause of liberty, please close it. Too many men have bled and died in forthright demonstrations of defense of freedom, and this defense did not include the license of disobedient juveniles to make their own rules. The rule of anarchy will be that generation's legacy.

Let the same diligence be applied to education by these students and the cause of equality can be more realistically advanced.

Leonard E. Tully

Students Challenged

I wonder just what is the purpose of college students staging a sit-in at the Liberty Bell.

Since I don't agree with such doings many people call me anti-Negro. I feel there is too much to do to help the Negro in Philadelphia for any of us to waste our times parading in Selma or sitting around the Liberty Bell.

If these students are not publicity hounds and truly want to help the Negro may I offer this challenge? For every hour that they have sat down around the Liberty Bell will they join in giving the same amount of hours to painting and cleaning homes of poor Negro families that I know? I will join them every Sunday in this project and will attempt to furnish the paint and cleaning materials for the job. By this I mean, if they have sat ten hours at the Liberty Bell they will spend ten hours

on the cleaning project spread over a period of three weeks. Thanking you for any consideration you give this offer, I remain,

Jack J. Glickstein

Made Into Flophouse

Participants in the misnamed civil rights movement have turned Independence Hall into a flophouse with the blessing of the acting superintendent, who does "not believe American citizens should be forcibly removed from the Liberty Bell while they are giving peaceful expression to their beliefs."

What a grotesque interpretation of a patriotic symbol! Would he permit members of white citizens councils to express in the same way their belief in the tenth article of the Bill of Rights? Would he permit members of the John Birch Society to express their belief in our American traditions by taking over the Hall and staying there overnight? Indeed, could any mere taxpaying citizen, who had no political axe whatever to grind, sleep there overnight simply because he wanted to choose that peaceful way of expressing his patriotism? Let us apply the laws evenly without respect to race

or color and stop this exploitation of public property for partisan political purposes.

Dennis D. Murphy

Special Interests?

It seems strange to note that when a law-abiding citizen visits Independence Hall, in order to see the Liberty Bell, if he has not taken his hat off within two seconds after entering the door, he is yelled at by a guard, in a nasty tone of voice: "Take your hat off!"

However, a news picture on March 13 shows demonstrators lying or sleeping right in front of the Liberty Bell, showing no respect whatever for it. Nothing seemed to be done to correct this situation.

F. C. S.

Seeds of Lawlessness

Seeds of lawlessness are being sown not only by the exhibitionists who became involved in the civil rights passion, often for reasons far removed from this just cause, but also by some public authorities who hesitate to act in illegal sit-ins and other demonstrations.

A good example was provided by the sit-ins and sleep-ins

at the revered Liberty Bell. One official there said he saw no harm in permitting the students to remain in Independence Hall overnight.

Frankly, I think most of these students are not sincerely concerned with civil rights. They are out for a thrill or attention and public officials who appease them are themselves contributing to future defiance of constituted authority and disrespect for our traditions.

Joseph W. Dragonetti

March 16, 1965, "Sit-ins at Liberty Bell Shrine Bring Sharp Protests" from the Evening Bulletin.
From the collections of Independence National Historical Park



Student Name: _____

Date: _____

Rubric for Written Work “Sitting in for Liberty”

| Lesson Name: <i>Sitting in For Liberty</i> | | Student Name: | | | Score: | |
|--|---|--|---|--|--|--|
| Essential Questions | Advanced (4) | Proficient (3) | Basic (2) | Below Basic (1) | 0 | |
| What did the Liberty Bell represent to activists in the Civil Rights movement? | Student clearly and accurately conveys three aspects of what the Liberty Bell represented to activists in the Civil Rights movement. | Student clearly and accurately conveys two aspects of what the Liberty Bell represented to activists in the Civil Rights movement. | Student clearly and accurately conveys one aspect of what the Liberty Bell represented to activists in the Civil Rights movement. | Students’ presentation of the Liberty Bell lacks clarity, accuracy, or completeness. | Student does not meet requirement of assignment. | |
| On what other groups’ experiences with the Liberty Bell as a symbol did Civil Rights activists draw? | Student presents at least two strong examples of uses of the Liberty Bell as a symbol prior to the Civil Rights era. | Student presents at least one strong example of a use of the Liberty Bell as a symbol prior to the Civil Rights era. | Students’ presentation of the prior uses of the Liberty Bell is lacks accuracy, completeness, or clarity. | Students’ presentation of the prior uses of the Liberty Bell is inaccurate, incomplete and/or unclear. | Student does not meet requirement of the assignment. | |
| Was the Liberty Bell successful in helping the Civil Rights activists meet their goals? | Student demonstrates detailed knowledge of the chronology of the March, 1965 sit-in. | Student demonstrates satisfactory knowledge of the chronology of the March, 1965 sit-in. | Student demonstrates superficial knowledge of the chronology of the March, 1965 sit-in. | Student knowledge of the chronology of the March, 1965 sit-in is flawed or incomplete. | Student does not meet requirement of the assignment. | |
| Why is Selma, Alabama considered a major event in the history of the Civil Rights Movement? | Student demonstrates detailed knowledge of the Selma voting rights protests in March, 1965. | Student demonstrates satisfactory knowledge of the Selma voting rights protests in March, 1965. | Student demonstrates superficial knowledge of the Selma Voting Rights protests in March, 1965. | Student knowledge of the Selma Voting Rights protests in March, 1965 is flawed or incomplete. | Student does not meet requirement of the assignment. | |
| Why and how do individuals decide to take action to seek liberty for themselves or others? | Student successfully develops a fully-realized character with a unique voice, a distinct biography, and a clearly explained path toward activism. | Student attempts to develop a character with a unique voice, a distinct biography, and a clearly explained path toward activism. | Student develops a character with aspects of voice, biography and/or path toward activism. | Students’ character lacks voice, biography, and/or path toward activism. | Student does not meet requirement of the assignment. | |
| Score | | | | | | |

***Why Sit-in for Liberty?
Activity Worksheet***

Name: _____

Date: _____

How can the Liberty Bell be viewed as a symbol of the goals of the Civil Rights movement?

What other groups with similar goals have used the Liberty Bell?

Why Sit-in at the Liberty Bell?

Why did a sit-in at the Liberty Bell bring attention to recent events in Selma?

How is the Liberty Bell associated with the federal government?

Section Six

The Liberty Bell as a Modern Symbol

Liberty Bell as a Modern Symbol

Grade Levels: K-2

(Expected Class Sessions to Complete: 1 to 2)

Objectives:

- Students will develop an understanding of the Liberty Bell as a modern symbol of liberty and freedom through class discussions, a read-aloud, and the creation of a class bulletin board.
- Students will discuss what a symbol is through various examples, learn how the Liberty Bell is used as a symbol for different people, and develop vocabulary pertaining to the Liberty Bell.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Chart Paper / Markers
- 2-3 Examples of Symbols (American flag, sports logo, stop sign, etc.)
- Children’s Literature: “*The Liberty Bell*” by Lloyd G. Douglas
- Class set of “Liberty is in our Hands” activity sheet (attached)
 - (www.atozkidsstuff.com/symbols.html)
- Bulletin Board of Bell outline with the title “Liberty is in our Hands”
- Liberty Bell coloring page for Post-Lesson Activity (attached)
 - (www.coloringpages.net/pages/liberty-bell.html)

Introduction (Before the Lesson):

1. Acquire a copy of “The Liberty Bell” by Lloyd G. Douglas.
2. Prepare chart paper with the heading “Symbols” and “What they mean...”
3. Prepare chart paper with essential questions listed and visible throughout the lesson.
4. Make class set of copies of the “Liberty is in our Hands” activity sheet
5. Make class set of copies of the “Post Lesson Coloring Page” activity sheet
6. Write out each vocabulary word and definition on a sentence strip or card stock
7. (see vocabulary section for words and definitions)

Engage/Procedure:

Whole Class Discussion:

1. Begin class by gathering students to a rug or discussion location.
2. After students are settled, tell them that you have a few special things to share with them (2 or 3 symbols to discuss).
3. Show students the symbols one at a time and ask them what the object is and what it stands for or means to them. Write their ideas on the chart paper.
4. After discussing all of the objects, tell the students that all of the objects discussed are also called “symbols” which means a drawing or object that stands for something else.
5. Hold up the vocabulary strip for “symbol.”
6. Next share a picture or replica of the Liberty Bell.
7. Ask students what the object is and if they think it a symbol. Then, ask what does it stands for or means to them.
8. Again, write students’ ideas on the chart paper.

Teacher-Directed Instruction:

1. Introduce the children's literature, "The Liberty Bell" by Lloyd G. Douglas.
2. Discuss with the class that this is a non-fiction text.
3. Introduce the non-fiction text features, such as cover, title, author, table of contents, etc.
4. Read-aloud the book to students, discussing the pictures and information on each page.

Independent Student Work:

Model directions for the "Liberty is in our Hands" activity with the students at rug (see activity sheet attached) before sending students to their desks to work on coloring, tracing their hand, and writing their name on their cut-out.

Cooperative Work:

Allow students to assist and help each other with the independent activity. Encourage students to talk with their peers about the Liberty Bell as a symbol as well as other symbols that they may think of.

Closing:

Cooperative/Whole Class:

Tell students that you would like to teach them the words on the Liberty Bell (Proclaim Liberty throughout all the land unto all the inhabitants thereof...Leviticus XXV X.) Have the students repeat the words after you in chunks until they can say the whole verse on their own. Discuss what the verse means and why it is important.

Independent Student Activity:

Have each student show their hand cut-out, tell why the Liberty Bell is special to them, and then help them tape their individual hand to the "Liberty is in our Hands" bulletin board.

Post-Visit Extension:

- Answer the Essential Questions with the class and add their answers to the chart:
- Review with students that the Liberty Bell is a symbol of freedom, liberty, hope, and so on. Ask students if they think our soldiers overseas would know the Liberty Bell as a symbol. Ask students how they think the soldiers would feel if someone sent them a picture of the Liberty Bell. Tell students that they are going to get the chance to make a soldier very happy by sending them the symbol of the Liberty Bell with their own message on the back. Have students color the Liberty Bell on the attached coloring sheet and help students write a message on the back. Contact your local representative to find out how to send your Liberty Bell symbols to troops overseas.

Activity Worksheets:

- "Liberty is in our Hands" activity sheet (attached)
- "Post-Lesson Coloring Sheet" activity sheet (attached)

Vocabulary:

- Symbol- a drawing or an object that stands for something else.
- Freedom- being able to go where you want or do what you want.
- Liberty- freedom.
- Proclaim- to speak out.
- inhabitants- people who live in a certain place.

“LIBERTY IS IN OUR HANDS” ACTIVITY SHEET

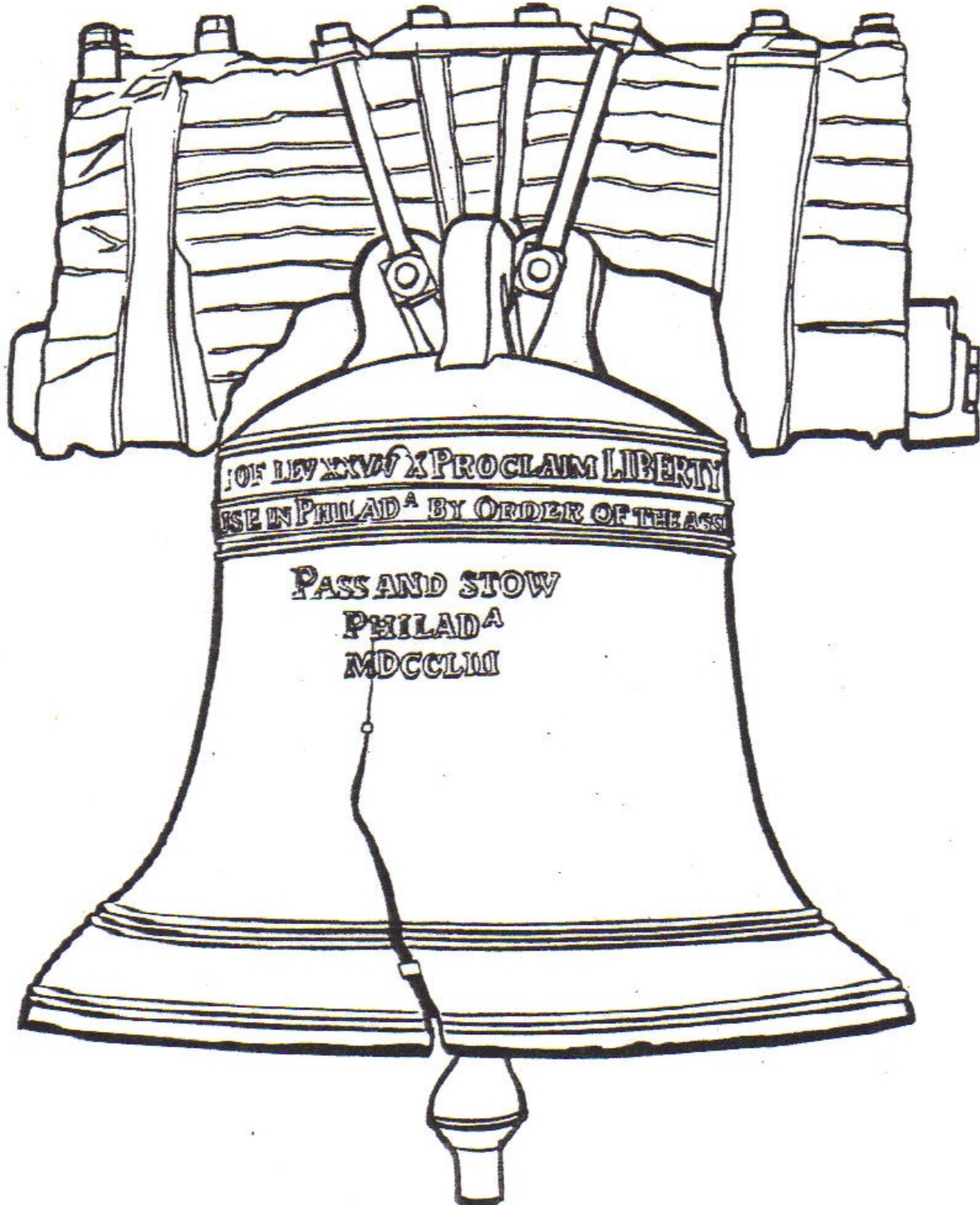
Copy this sheet for each student. Have them place their palm over the Liberty Bell and trace their hand around it. Students then color, cut, and write their name on their “Liberty Hand.” Use these to create a bulletin board in the shape of the Bell with the title “Liberty is in our Hands!”



POST LESSON COLORING SHEET ACTIVITY

After your visit to the Liberty Bell, have your students color the Liberty Bell as a modern symbol to our troops of freedom, liberty, and hope.

Have students write or dictate a message or word on the back as inspiration to a soldier.



The Liberty Bell as a Modern Day 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 : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Class Set of: Our Liberty Bell by Henry Jonas Magaziner
- Pictures of Liberty Bell and the National Symbols
- Flip Book www.readwritethink.org/materials/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 www.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 “Scattogories.” 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? |
|--|---|
| | |

The Liberty Bell is a symbol for _____

because... _____

My sculpture is _____.

This symbolizes me because... _____

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 | | | |

The Liberty Bell as a Modern Symbol

Grade Levels: 6-9

(Expected Class Sessions to Complete: 3 – 4)

Program Goal: Students will develop an understanding of the use of the Liberty Bell as a symbol for freedom for all people.

Objectives:

1. Students will understand that a symbol is a drawing or an object that stands for something else. A symbol can represent things that are too large to carry around, like a highway, or a symbol can represent things that are abstract.
2. The students will be able to identify and differentiate patriotic symbols (specifically the Liberty Bell) from other symbols they use in everyday life.
3. The students will realize that nations have symbols that represent their beliefs, values and ideas.
4. The students will understand that the Liberty Bell is an important symbol that represents our nation's independence and freedom and liberty to many groups.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards.

Introduction (Before the Lesson):

- *Teacher will pass out Handout #1 and play John Phillips Sousa's "Liberty Bell March" and then play the music of "Oh Christmas Tree." Have the students follow along with the song created by teacher, JoAnne Osborn.*
- The teacher will explain to the class the definition of a symbol: an object or drawing that stands for something else. The teacher will point out some obvious symbols easily seen within the classroom.
- The students will be given a 3"x 5" index card with the instructions to glue or draw a symbol that has special meaning for them on the card.
- Homework: At home that night the student will draw, download, or find in a magazine a symbol that has a special meaning for them, they will attach it to the 3"x 5" index card. The student will also write the reason why the symbol has special meaning for them on the back of the index card.
- Cooperative work The student will share with a partner the symbol they choose and explain why they chose that symbol.

Engage/Procedure:

Teacher – Directed Instruction "Name That Symbol Game."

1. Prior to the game the teacher collects a variety of symbols like in the following categories: patriotic, religious, commercial, sports, directional signs, punctuation, and holiday symbols.
2. The teacher divides a bulletin board into the different categories. (If there isn't bulletin board space available use separate pieces of chart paper attached to the walls).
3. The teacher will have also created flashcards with various symbols from these groups. (Teacher tip: laminate flashcards for durability!) Some examples are attached at the end of this lesson.
4. The students will be randomly divided into 2 equal teams. Each team will form a single line; the first 2 students from each team will stand in front of the teacher at a desk with 2 bells on it.

Cooperative Work:

- The teacher will show the first flashcard. The student who rings in first has the opportunity to identify the symbol. If the student has correctly identified the symbol he/she has earned 1 point for his/her team. To earn an extra point the student will confer with the rest of his team to determine which category on the bulletin board the symbol belongs in. If the student who rings in first does not correctly identify the symbol the student from the opposing team has the chance to earn the points. The teacher can keep score by making tally marks on the blackboard. The game continues until all students have had the opportunity to try to identify a symbol.
- (Optional: Membership needed) The class will view the Unitedstreaming video: U.S. Symbols (www.unitedstreaming.com)
- The symbols of our country help us honor our heritage and think of the U.S. as a country of hope, freedom, and friendship. The students will learn about the history of our country's symbols and what they mean to Americans. The video includes the American Flag, the Liberty Bell, the Statue of Liberty, and the American Bald Eagle. The video is 17 minutes long.
- There is a teachers guide included that may be used in conjunction with the video.

Closing:

Whole Class Discussion:

- When the game has been completed the class will discuss the differences between the categories. Are there any symbols that could have been placed in more than one category? What is the significance of the different categories? Is any category more important than another category? Why do we use symbols?
- The teacher will ask the class to focus on the Liberty Bell as a symbol. The teacher will read the inscription from the Liberty Bell. "Proclaim liberty throughout all the land unto all the inhabitants thereof." Why is it an important symbol for freedom? Does the fact that the bell is cracked make it less important as a symbol? Why do you think the U.S. Postal Service decided to use the Liberty Bell on the "Forever Stamp?"

Cooperative Work:

The teacher will ask the student to work with a partner to write a simple explanation of what they think the inscription on the Liberty Bell means. The students will be asked to share their ideas with the rest of the class.

Post Extension Activities:

Independent Student Activities :

The students will choose one of the following 3 activities: (these activities will be completed at home and returned to school the next day)

Activity 1: Each student will create their own personal symbol of freedom; either by drawing or cutting out a picture. On the back of the index card the student will explain why they choose that particular symbol. The teacher will give the class the example that a sixteen year old might use a set of car keys as their symbol for their freedom.

Activity 2:

Using the handout provided the student will create four symbols for each of the following categories: patriotic, commercial, sports, directional road signs, punctuation and holidays. The students will create their symbols by drawing or cutting pictures from magazines and gluing it to their paper. (*Handout #2)

Activity 3:

The student will create a Venn Diagram comparing the Liberty Bell to another Patriotic symbol; such as Mount Rushmore, The White House, The Statue of Liberty, the American Flag or the Bald Eagle.

- Rubrics are attached to assess the above activities. *Handouts #3, 4, and 5* provided.

Post Visit-Extension Activities:

“Create Your Own Bell!”

Objective: The students will create their own bell.

Materials: 4” clay flower pot
Glue

Washer or lug nut (heavy)
Sturdy yarn
Pictures of patriotic symbols
Photocopy of the inscription from the Liberty Bell

Procedure: The students will attach a heavy washer or lug nut to a piece of yarn to create the clapper for their bell. They will invert a 4” clay flower pot and thread yarn through the hole tying a knot outside the hole so the clapper can move freely. The students can either decorate the pot by gluing pictures of symbols to the outside of the flower pot or they could glue the original inscription from the Liberty Bell onto their own pot.

Additional Activity Worksheets:

1. Acrostic worksheet, used with the vocabulary words listed below *Handout #6*

2. In conjunction with the United Streaming Video, the students will create a booklet with the four symbols of our nation. The students will fold an 8 ½” x 11” sheet of paper into quarters and cut along the fold lines. On each square they will draw one of the four symbols: the American Flag, the Statue of Liberty, the Liberty Bell, and the American Bald Eagle. Under each picture they will write one fact that they learned from the video. The squares can be glued to a piece of construction paper to make a “Patriotic Symbol Booklet.”

Vocabulary:

- bellman – someone who rings a bell
- cast – to form into a special shape using a mold
- celebrate – to do something fun on a special occasion
- clapper – the metal tongue inside a bell
- coin – a piece of metal with a picture and a number on it that is used as money
- constitution – the system of laws in a country or state that tells the rights of the people and the powers of the government
- crack – a very thin break in something
- Declaration of Independence – a document declaring the freedom of the thirteen American colonies from British rule
- freedom – being able to go where you want or to do what you want
- independent – free from the control of other people or another country
- inhabitants – people who live in an area
- immigrants – people who leave the country of their birth to move to a new country
- liberty – freedom
- proclaim – to announce to all people
- rung – having made a clear musical sound
- State House – the meeting place for the leaders of Pennsylvania
- symbol – a drawing or object that stands for something else
- toll – the sound of a ringing bell
- yoke – a thick piece of wood from which a bell hangs

Handout #1 “O Liberty Bell” sung to the tune of “O Christmas Tree”

“O Liberty Bell” by JoAnne Osborn

O Liberty Bell, O Liberty Bell
An important symbol of our freedom
O Liberty Bell, O Liberty Bell
You cracked when they first rang you.

Then Pass and Stowe remade you
They tried to make you stronger
O Liberty Bell, O Liberty Bell
And yet you cracked once again

O Liberty Bell, O Liberty Bell
They made you another time
O Liberty Bell, O Liberty Bell
This time you rang a pleasant tone
They hung you in the bell tower
Of the Pennsylvania State House
O Liberty Bell, O Liberty Bell
A symbol of our freedom

O Liberty Bell, O Liberty Bell
You have an important inscription
“Proclaim liberty throughout the land
unto all inhabitants thereof”
O Liberty Bell, O Liberty Bell
An important symbol of our freedom

Handout #2

Name: _____

Directions: Draw four symbols for each of the following categories.

| Political | Religious | Commercial | Sports |
|-----------------|-------------|------------|--------|
| | | | |
| Road Directions | Punctuation | Holidays | |
| | | | |

Handout #3 Rubric for Post Activity #1

Rubric for Post Activity #1

Name _____ Date _____

Point Values:

5 = Outstanding: Student has exceeded expectations of the assignment

4 = Very Good: Student has met the expectations of the assignment

3 = Good: Student has demonstrated proficient knowledge of the assignment

2 = Satisfactory: Student has demonstrated basic knowledge of the assignment

1 = Improvement is needed: Student demonstrated skills below the basic requirements

0 = Unsatisfactory: Student did not meet the expectation of the assignment

1. Student understands what symbols are and why they are used.

_____5 _____4 _____3 _____2 _____1 _____0

2. Student has created his/her own personal symbol of freedom.

_____5 _____4 _____3 _____2 _____1 _____0

3. The student has clearly explained the reason for choosing their symbol of freedom.

_____5 _____4 _____3 _____2 _____1 _____0

4. The student has used correct grammar, spelling, punctuation and neat handwriting.

_____5 _____4 _____3 _____2 _____1 _____0

5. The artwork contains all the required items or information.

_____5 _____4 _____3 _____2 _____1 _____0

6. The artwork is clean and neat.

_____5 _____4 _____3 _____2 _____1 _____0

7. The artwork shows an understanding of the concepts being depicted.

_____5 _____4 _____3 _____2 _____1 _____0

Total Possible points 35

34 - 35 = O

27 - 33 = VG

20 - 26 = G

10 - 19 = S

6 - 9 = I

0 - 5 = U

Handout #4 Rubric for Post Extension Activity #2
Rubric for Post Activity #2

Name _____ Date _____

Point Values:

- 5 = Outstanding: Student has exceeded expectations of the assignment
- 4 = Very Good: Student has met the expectations of the assignment
- 3 = Good: Student has demonstrated proficient knowledge of the assignment
- 2 = Satisfactory: Student has demonstrated basic knowledge of the assignment
- 1 = Improvement is needed: Student demonstrated skills below the basic requirements
- 0 = Unsatisfactory: Student did not meet the expectation of the assignment

1. Student understands what symbols are and why they are used.

____5 ____4 ____3 ____2 ____1 ____0

2. Student can identify patriotic symbols.

____5 ____4 ____3 ____2 ____1 ____0

3. Student can differentiate between patriotic symbols and everyday symbols.

____5 ____4 ____3 ____2 ____1 ____0

4. The student represents the Liberty Bell as a modern symbol for freedom.

____5 ____4 ____3 ____2 ____1 ____0

5. The artwork contains all the required items or information.

____5 ____4 ____3 ____2 ____1 ____0

6. The artwork is clean and neat.

____5 ____4 ____3 ____2 ____1 ____0

7. The artwork shows an understanding of the concepts being depicted.

____5 ____4 ____3 ____2 ____1 ____0

Total Possible points 35

34 - 35 = O

27 - 33 = VG

20 - 26 = G

10 - 19 = S

6 - 9 = I

0 - 5 = U

Handout #5 Rubric for Post Extension Activity #3

Rubric for Post Activity #3

Name _____ Date _____

Point Values:

5 = Outstanding: Student has exceeded expectations of the assignment

4 = Very Good: Student has met the expectations of the assignment

3 = Good: Student has demonstrated proficient knowledge of the assignment

2 = Satisfactory: Student has demonstrated basic knowledge of the assignment

1 = Improvement is needed: Student demonstrated skills below the basic requirements

0 = Unsatisfactory: Student did not meet the expectation of the assignment

1. Student understands what symbols are and why they are used.

____5 ____4 ____3 ____2 ____1 ____0

2. Student has expressed four facts about the Liberty Bell.

____5 ____4 ____3 ____2 ____1 ____0

3. The student has expressed four facts about another patriotic symbol.

____5 ____4 ____3 ____2 ____1 ____0

4. The student has expressed four facts that the Liberty Bell and the other patriotic symbol have in common.

____5 ____4 ____3 ____2 ____1 ____0

5. The facts are written with correct grammar, punctuation, spelling and neat handwriting.

____5 ____4 ____3 ____2 ____1 ____0

Total Possible points: 25

Grade Earned: _____

24 – 25 = O

19 – 23 = VG

14 – 18 = G

9 – 13 = S

4 – 12 = I

0 – 3 = U

Name _____

Directions: Create an acrostic for the words “Liberty Bell”; write one word that begins with the same letter. The first 2 have been done for you. Refer to the word wall, vocabulary list, classroom library, and dictionary for help. (The same word cannot be used twice!)

L liberty_____

I independence_____

B _____

E _____

R _____

T _____

Y _____

B _____

E _____

L _____

L _____

The Liberty Bell as a Modern Symbol

Grade Levels: 9-12

(Expected Class Sessions to Complete: Two 45-minute periods to research and write and one 45-minute period to perform)

Objectives:

Students will be able to:

- list patriotic symbols and explain the meaning of them
- understand the definition for symbol, symbolism, patriotic, inhabitants, liberty, and icon
- research a given topic thoroughly, with reliable sources
- present information, creatively, with group members
- interpret information presented to them by writing down main facts/ideas about other groups' performances
- synthesize information to formulate a thoughtful essay about the implementation of the Liberty Bell as a modern symbol, specifically on the Forever Stamp

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards

Materials:

- Computers with internet access
- Books with information about the history of the Liberty Bell (ex. encyclopedias and the books mentioned at the end of the lesson)
- Research sheets
- Graphic organizers
- Rubrics
- Students' notebooks

Introduction (Before the Lesson)

- Create a chart with the essential questions found in the introduction on this teacher guide and introduce them as the goals for the students learning and refer back to them in order to check for student knowledge.

Warm-Up Activity:

- Students will list American symbols for two minutes in their notebooks. During the class-share time, students will reveal their selections and explain why they feel the symbol they are sharing clearly represents America.

Engage/Procedure:

Teacher-Directed Instruction:

1. The teacher will review the definition of a symbol.
2. Then the teacher will focus the lesson on the Liberty Bell by instructing the students that they will be researching important information about the Liberty Bell.
3. First, students will list information that they think they know about the Liberty Bell in their notebooks.

4. Then the students should share this information with the class, and the teacher will list it on the board.

Cooperative Work:

1. The teacher will divide the class into four groups:

1) State House Bell, 2) Abolitionists, 3) Suffragists, and 4) Civil Rights.

Each group will become experts on their topic. Students will need to consult three different sources for validity of their information. They will use the informational worksheet (WS #1) to locate and write down the information and the sources they utilized.

2. When the students have finished researching their topic, they will compose a skit which will incorporate the information that they acquired about their topic.
3. All students in each group are responsible for contributing to the writing of and performance in the skit. The teacher should also distribute the grading rubric for the group's presentation of the skit. (WS#3)

Closing:

1. While the student-actors are performing their skit, classmates in the audience will write down the main themes/ideas for that specific group (WS#2).
2. When all of the performances are completed, each student will be familiar with the different themes regarding the Liberty Bell. When necessary, the teacher may interject with information that may have been omitted from a performance.
3. The teacher will review the importance of each "group" to ensure that each graphic organizer has been completed. The students will utilize this organizer when composing their post-activity assessment.

Extra Credit: (Optional Homework assignment) Find an example of how the Liberty Bell is utilized in our world **today** (sorry, you may not use the actual Liberty Bell as an example). Bring your example to school with a written explanation of how the Bell was used. Your example may be an actual item or a computer picture.

Post Visit-Extension (Assessments):

Refer back to the essential questions and have the students answer the questions in essay format and grade according to the state's holistic writing assessment rubric.

1. What is a symbol? What is symbolism?
2. What does the Liberty Bell represent to each of you?
3. Explain your answer from the second question.
4. Is the Bell a successful example as a symbol?
5. Are there any other symbols that represent freedom/liberty that you can name?
6. Compare and contrast the Liberty Bell and the United States of America.
7. **Post visit extension: Students will compose a one to two page essay explaining why the United States Postal Service selected the Liberty Bell to be the picture on their forever stamp, using the information they acquired throughout the entire "Liberty Bell as a Modern Symbol" lesson.**

Other Activities:

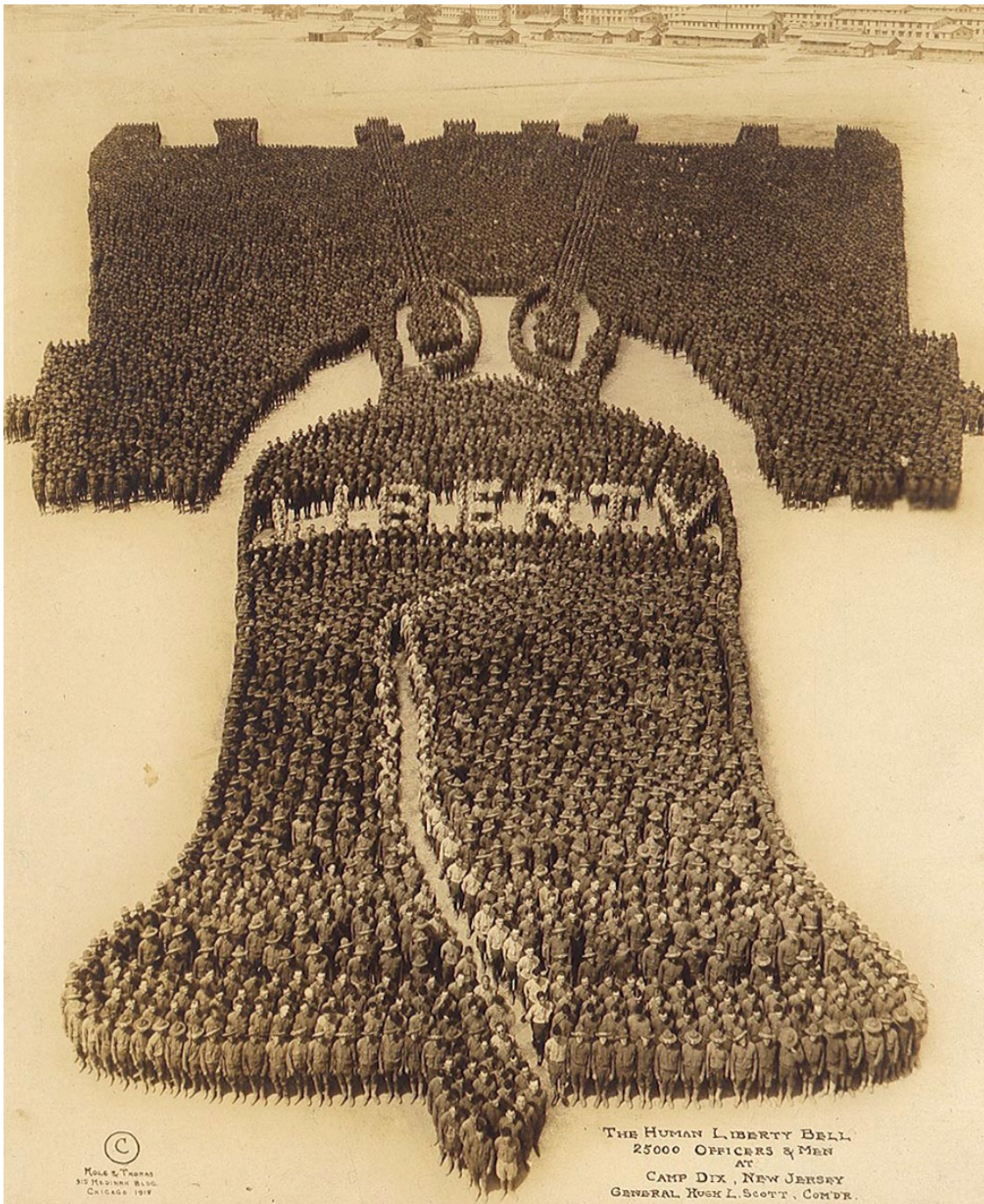
1.) Stamp:

- After visiting Independence Historic Park, the students may have more symbols to add to their original list of national/patriotic symbols. Using this completed list, the students should select one symbol to create another Forever stamp. Here are the directions: “The United States Postal Service has asked us for their assistance in adding another symbol for their series of Forever Stamps. Please select another patriotic symbol and create a stamp using its image. Be sure to fill your stamp and color it. Use the crafty scissors to create the stamp-like edges. Then on the back, write why you chose this symbol for your “Forever” stamp. Be persuasive! You want your stamp chosen by the USPS!”



2. Liberty Bell Formation (entire school):

- On the playground or any large space, students from the entire school can stand in the shape of the Liberty Bell, like the soldiers at Fort Dix when they made “The Human Liberty Bell”. This may be a good activity to do on/near Veterans’ Day or Memorial Day to remember the soldiers who fought/are fighting for our country and, again, review the meanings the Liberty Bell had and has throughout history. Prior to the “formation” day, Social Studies teachers should discuss and analyze the photograph with their students.



The Human Liberty Bell

From the collections of Independence National Historical Park

The Liberty Bell: A Symbol for “We the People”

3. **Tri-fold-**

- Students can make a brochure with information about the Liberty Bell. On the front page, students will write a title for their brochure, paste a picture(s) of the Liberty Bell, and write its inscription. On the inside left page, students will reveal background information about the Bell. On the three remaining interior panels, students will design informative pages that describe how the following groups viewed and utilized the Bell: Abolitionists, Suffragists, and Civil Rights. Pictures are also encouraged on those panels. On the back panel, students should decide how the Bell is thought of by Americans and people throughout the world as a modern symbol.

4. **“Liberty Web”** –

- Students will divide a blank paper into four sections (or large construction paper if you would like). In each section, students will illustrate a scene to represent the different groups who utilized/utilize the Liberty Bell as a symbol. In the middle of the paper (so that each section is encompassed), the students should write the title, “Liberty Bell.” On the back of each section or on the bottom, students will describe each illustration choice and why the bell was chosen by the group depicted in each scene.

Vocabulary:

- icon – an image; a representation
- inhabitants –one that lives or resides in a place
- liberty – the condition of being free from restriction or control
- patriotism – love of and devotion to one’s country
- symbol – something that represents something else by association or resemblance
- symbolism – the practice of representing things by means of symbols or of attributing symbolic meanings or significance to objects, events or relationships

Name _____ Period _____

Group: _____

Directions: You will research your group’s topic. Each member of the group is required to complete this research sheet in writing for an individual grade.

Provide the background history of the Liberty Bell, relative to your group:

How did your group use the Bell (its purpose)? _____

Why did your group use the Bell? _____

Interesting/Fun Facts pertaining to your topic: _____

I used these three sources:

- 1.)
- 2.)
- 3.)

I know each source is a reliable source because

On the back, begin brainstorming ideas of how you will present this information in a skit to your classmates. Be serious about your task, but also be creative and thorough!



Name _____

Period _____

Directions: You will complete the graphic organizer for each presentation. Include important facts for each group. You will need this information for your assessment, so please pay attention and be a respectful audience! 😊

The State House Bell:

Abolitionists:

Turn paper over, please

Suffragists:

Civil Rights:



Name _____ Period _____

Group: _____

Skit Presentation Rubric

Comments:

| Requirements | Possible Points | Points Earned |
|---|-----------------|---------------|
| The group provided background information for their topic. | 20 | |
| The group described the reason how the Bell was used. | 20 | |
| The group described why the Bell was used. | 20 | |
| The group provided a variety of interesting/fun facts pertaining to their topic. | 20 | |
| Each member participated in the skit. | 10 | |
| The group took the performance seriously. | 10 | |
| TOTAL: | 100 | |



New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA
Tests Specifications p. 23

| In Scoring, consider the grid of written language | Inadequate Command | Limited Command | Partial Command | Adequate Command | Strong Command | Superior Command |
|---|--|---|---|---|---|--|
| Score | 1 | 2 | 3 | 4 | 5 | 6 |
| Content & Organization | <ul style="list-style-type: none"> · Lack opening and closing | <ul style="list-style-type: none"> · May lack opening and/or closing | <ul style="list-style-type: none"> · Generally has opening and/or closing | <ul style="list-style-type: none"> · Adequate opening and closing | <ul style="list-style-type: none"> · Strong opening and closing | <ul style="list-style-type: none"> · Engaging opening and closing |
| | <ul style="list-style-type: none"> · Minimal response to topic; uncertain focus | <ul style="list-style-type: none"> · Attempts to focus · May drift or shift focus | <ul style="list-style-type: none"> · Usually has single focus | <ul style="list-style-type: none"> · Single focus | <ul style="list-style-type: none"> · Single focus · Sense of unity and coherence · Key ideas developed | <ul style="list-style-type: none"> · Single, distinct focus · Unified and coherent · Well-developed |
| | <ul style="list-style-type: none"> · No planning evident; disorganized | <ul style="list-style-type: none"> · Attempts organization · Few, if any, transitions between ideas | <ul style="list-style-type: none"> · Some lapses or flaws in organization · May lack some transitions between ideas | <ul style="list-style-type: none"> · Ideas loosely connected · Transition evident | <ul style="list-style-type: none"> · Logical progression of ideas · Moderately fluent · Attempts compositional risks | <ul style="list-style-type: none"> · Logical progression of ideas · Fluent, cohesive · Compositional risks successful |
| | <ul style="list-style-type: none"> · Details random, inappropriate, or barely apparent | <ul style="list-style-type: none"> · Details lack elaboration, i.e., highlight paper | <ul style="list-style-type: none"> · Repetitious details · Several unelaborated details | <ul style="list-style-type: none"> · Uneven development of details | <ul style="list-style-type: none"> · Details appropriate and varied | <ul style="list-style-type: none"> · Details effective, vivid, explicit, and/or pertinent |
| Usage | <ul style="list-style-type: none"> · No apparent control · Severe/ numerous errors | <ul style="list-style-type: none"> · Numerous errors | <ul style="list-style-type: none"> · Errors/ patterns of errors may be evident | <ul style="list-style-type: none"> · Some errors that do not interfere with meaning | <ul style="list-style-type: none"> · Few errors | <ul style="list-style-type: none"> · Very few, if any, errors |
| Sentence Construction | <ul style="list-style-type: none"> · Assortment of incomplete and/or incorrect sentences | <ul style="list-style-type: none"> · Excessive monotony/ same structure · Numerous errors | <ul style="list-style-type: none"> · Little variety in syntax · Some errors | <ul style="list-style-type: none"> · Some errors that do not interfere with meaning | <ul style="list-style-type: none"> · Few errors | <ul style="list-style-type: none"> · Very few, if any, errors |
| Mechanics | <ul style="list-style-type: none"> · Errors so severe they detract from meaning | <ul style="list-style-type: none"> · Numerous serious errors | <ul style="list-style-type: none"> · Patterns of errors evident | <ul style="list-style-type: none"> · No consistent pattern of errors · Some errors that do not interfere with meaning | <ul style="list-style-type: none"> · Few errors | <ul style="list-style-type: none"> · Very few, if any, errors |

| | |
|-----------------------------------|--|
| Content & Organization | <ul style="list-style-type: none"> · Communicates intended message to intended audience · Relates to topic · Opening and closing · Focused · Logical progression of ideas · Transitions · Appropriate details and information |
| Usage | <ul style="list-style-type: none"> · Tense formation · Subject-verb agreement · Pronouns usage/agreement · Word choice/meaning · Proper modifiers |
| Sentence Construction | <ul style="list-style-type: none"> · Variety of type, structure, and length · Correct construction |
| Mechanics | <ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation |

Non-Scorable Responses

| | | |
|-------------------------------|---------------------------------|--|
| Non-Scorable Responses | NR = No Response | Student wrote too little to allow reliable judgment of his/her writing. |
| | OT = Off Topic/ Off Task | Student did not write on the assigned topic/task, or the student attempted to copy the prompt. |
| | NE = Not English | Student wrote in a language other than English. |
| | WF = Wrong Format | Student refused to write on the topic, or the writing task folder was blank. |

The Current Fight for Liberties

The Liberty Bell as a Symbol for Civil Rights

Grade Levels: 9-12

(Expected Class Sessions to Complete: 2-3)

Essential Questions:

1. What does the Liberty Bell represent to activists in the Civil Rights movement of gays, lesbians, bisexuals, and transgender (GLBT)?
2. On what other groups' experiences with the Liberty Bell as a symbol do Civil Rights activists draw?
3. Is the Liberty Bell successful in helping the Civil Rights activists meet their goals?
4. Compare and contrast the fight of the Women's' Suffrage Movement of the 1900s to the ongoing fight of the gays and lesbians for equality in marriage (Project 1138).

Objectives:

- Students will be able to identify and explain the connection between the Liberty Bell, Independence Hall and the GLBT Civil Rights Movement.
- Students will examine and analyze photographs and a historical marker to identify and research the key people involved in the movement and exemplify their understanding of how the Liberty Bell has been used as a symbol by various groups, particularly by young activists during the Civil Rights era.

Standards Correlation : Refer to Standards Grid in Teacher Guide for PA and NJ State Standards:

Materials:

- Brief summary of the Liberty Bell's history found at www.nps.gov/inde/liberty-bell-center.htm
- Background of the Equality Movement found at <http://www.gaypioneers.com/>
- Background mini-biographies of GLBT History Month People
<http://www.glbthistorymonth.com/glbthistorymonth/2006/>
- Photograph of march in front of Independence Hall (Attached & www.gaypioneers.com/)
- Primary Source Document Analysis for Photographs (Attached & Available at www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
- Rubric for Biography & Essential Questions

Introduction (Before the Lesson):

1. It is very important that the teaching approach of this lesson is understood through the introduction of the essential questions. Post them on chart paper and tell the students that the goal of this lesson is to be able to answer the questions at a level of proficiency.
2. It would be helpful to give some background knowledge on the Gay, Lesbian, Bisexual and Transgender (GLBT) Movement. Play the short video of GLBT History Month found at www.equalityforum.com.
3. Tell the students that they will be choosing a person from last year's GLBT History month and researching and writing a biography and a presentation on their important person.

Engage/Procedure:

Whole Class Discussion:

1. Pass out the Primary Source analysis handout found at the end of this lesson. Review the worksheet with the students.
2. Show the photo of the Civil Rights demonstration for gay equality (www.gaypioneers.com) and found at end of lesson.
3. Ask students to determine the era based on visual cues (e.g. clothing, hair styles, and location of the Liberty Bell in Independence Hall). Have students predict why these people are marching.
4. Then have students fill out their analysis sheets.
5. Explain that the students were participants in the march in search of equal rights for gays and lesbians in front of Independence Hall and the Liberty Bell.
6. Ask the students why they would choose a place like this for their march.
7. Begin to ask for input on answering the essential questions.

Individual Work:

1. Students will read the brief history of the Liberty Bell found at www.nps.gov/inde/liberty-bell-center.htm and review the biographies found on the www.equalityforum.com website and choose their biographical topic.
2. Students will need research time at home or on the computer.

Cooperative Work:

1. Students will share research in small groups and add to essential questions by posting sticky notes on the essential question chart paper.
2. Students should brainstorm the answer to the question, “Why would this group choose the Liberty Bell as a symbol for their movement?”
3. Also, “How is this current movement similar to the Suffrage Movement in the 1900s and how is it different? Do you think the outcome will be the same over time?”

Close:

Whole Class Discussion:

Have students share the ideas generated during their brainstorming session. Elicit or present the following responses:

- a. Inscription on the Liberty Bell reads, “*proclaims Liberty thro’ all the Land and to all the Inhabitants thereof*”; currently the GLBT community is fighting for equal rights in marriage.
- b. The Liberty Bell has been used by various groups seeking rights including abolitionists and women’s suffrage activists. Similar to the Civil Rights movement, abolitionists sought freedom for African-Americans, and suffragists sought to extend voting rights to women and others.
- c. The Liberty Bell is a well-known site; a march there would garner media attention.
- d. The Liberty Bell is a national symbol; it is associated with the federal government which is the level of government which the activists were seeking to influence. They are trying to achieve equal rights in marriage privileges that gay couples are denied under federal law.

Individual Work:

- Students will continue to research both the essential questions and their selected subject for the biography project.
- Students will create a poster or tri-fold project that visually addresses the key achievements of the subject.
- (*See rubric*)

- **Students add to the essential questions and answer the questions for an essay assessment.**

Post Visit-Extension/Assessment:

Cooperative Work: Compare and Contrast:

- In groups students will create a compare and contrast of the Women’s Suffrage Movement and the current movement of the GLBT group. You may use a T-Chart or a Venn Diagram for this activity.
- *Guide the students to make the following connections:
- The women in the Suffrage Movement went to the states to earn voting rights at the state level prior to the passing of the 19th Amendment. Are the GLBT groups proceeding the same way?
- The women in the Suffrage Movement supported and helped to influence the Amendments to grant suffrage to African Americans. Is the GLBT aligned with any other groups?
- What is the progress of the GLBT?

Additional Extension:

Whole Class Discussion:

1. Tell the students that many groups have more than one symbol for liberty. The GLBT has the rainbow flag. View the video http://cbs5.com/goodquestion/local_story_335002124.html that gives the origin of the flag.
2. Have students create a flag that exemplifies themselves or their class.

Activity Worksheets:

Primary Source Analysis Sheet: Photographs

Primary Sources:

Seminal demonstration July 4, 1965 Gay Photograph



GLBT Biography & Social Studies Rubric

Title: _____

Social Studies:

| | Possible Points | Points Awarded | Comments |
|--|-----------------|----------------|----------|
| Historical Background: What was life like for people in this community during their lifetime? | 10 | | |
| Personal Background: What was your figure's life like during this time? Details of his or her life. | 10 | | |
| Significant Events: What were some events in the life of your figure that were significant in history during this time period and beyond? | 10 | | |
| Impact: What impact did your person have on the civil rights movement? | 10 | | |
| More Interesting Details: Describe other additional achievements of your figure's life | 5 | | |
| Opinion/Conclusion: What is your opinion on your figures contribution to our lives today? | 5 | | |
| References: All information is referenced correctly and sourced on a reference page. | 5 | | |

ILA Rubric

- 5 – The student demonstrates desired skills throughout text.
- 4 – Most of the time, the student demonstrates desired skills in text.
- 3 – Occasionally, the student demonstrates desired skills in text.
- 2 – Seldom does the student demonstrate desired skills in text.
- 1 – The student is no using the desired skills in text.

___ Writing Conventions: The writer has taken time and effort to ensure biography does not have spelling errors. Each sentence begins with capital and ends with the correct punctuation. The biography presents no mechanical errors. The biography is ready to publish.

___ Use of Language: The writer uses vivid words with attention to detail and description, such as: similes, metaphors, and adjectives. The language in the biography is natural and interesting, but not overdone.

___ Organization: The biography is organized in a clear manner. It paints a clear portrait and includes clear organizational structure with sound paragraphs and transitions. The biography begins with a title.

Photograph Primary Source



Seminal Demonstration, July 4, 1965
From the collections of the Equality Forum

Resources for Teachers and Students

Timeline, the Early Years of the State House Bell, and General Bell info

Websites

www.independenceparkinstitute.com – Find lesson plans, self guided tours, distance learning, professional development opportunities, information on planning the perfect field trip to Independence National Historical Park, and more!

<http://www.bsu.edu/eft/webisodes/> – Go to “trip” then select “Freedom in America” to watch 5 to 7 min video clips about Independence National Historical Park. The webisode entitled “Shipping and Handling Not Included” talks about how the 2,080 Liberty Bell was moved.

www.nps.gov/inde/liberty-bell-center.htm – Information about visiting the Liberty Bell, its significance, and other Bell facts.

www.nps.gov/history/nr/twhp/wwwlps/lessons/36liberty.htm – “The Liberty Bell: From Obscurity to Icon” Lesson plans on the Liberty Bell in the Teaching with Historic Places series.

www.ushistory.org/libertybell/index.html – History of the Liberty Bell. Other resources on site include a timeline and a photo essay of the 1915 Liberty Bell trip.

www.libertybellmuseum.com – This web site hosts an on-line museum with a collection of images and information on Liberty Bell memorabilia dating to the 1800s. Also on this site is a description of where the bell has traveled as well as a list of the locations of replica Liberty Bells across the country and around the world.

<http://www.whitechapelbellfoundry.co.uk/> – This is the official site for the Whitechapel Bell Foundry where the state house bell was originally ordered. The site includes information on how bells are made as well as short video clips that explain the process.

www.libertybellmuseum.org/museum/index.html – With the Liberty Bell Museum at the Zion Reform Church you will learn about when Liberty Bell traveled from Philadelphia to Allentown in 1777 to hide it from the British.

Books

Boland, Charles Michael. Ring in the Jubilee. Chatham Press, 1973.

Douglas, Lloyd G. The Liberty Bell (Welcome Books). Children’s Press, 2003.

Figley, Marty Rhodes. Saving the Liberty Bell (On My Own History). First Avenue Editions, 2004.

Firestone, Mary. The Liberty Bell (American Symbols). Picture Window Books, 2007.

Jango-Cohen, Judith. The Liberty Bell (Pull Ahead Books). Lerner Publications, 2003.

Kimball, David. The Story of the Liberty Bell. Eastern National, 2003.

Magaziner, Henry Jonas. Our Liberty Bell. Holiday House, 2007.

McDonald, Megan. **Saving the Liberty Bell**. Athenaeum/Richard Jackson Books, 2005.

Mires, Charlene. **Independence Hall in American Memory**. University of Pennsylvania Press, 2002.

Sakurai, Gail. **The Liberty Bell (Cornerstones of Freedom)**. Children's Press, 1996.

Wallower, Lucille. **The Keystone State**. Lerner, 2004.

Abolitionist Movement

Books

Davidson, Margaret. **Frederick Douglass Fights for Freedom**. Scholastic, 1989.

Douglass, Frederick. **Narrative of the Life of Frederick Douglass**. Prestwick House Inc., 2004.

Hendrick, George. **Fleeing for Freedom: Stories of the Underground Railroad as Told by Levi Coffin and William Still**. Ivan R. Dee, 2004.

Levine, Ellen. **Henry's Freedom Box**. Scholastic Press, 2007.

Other Media

Frederick Douglass (A&E Biography Video, 1997)

Suffrage Movement

Websites

www.pbs.org/stantonanthony/ – Video and timeline following the Suffrage Movement in the United States led by Elizabeth Cady Stanton and Susan B. Anthony.

memory.loc.gov/ammem/vfwhtml/vfwhome.html – Photos of the Suffrage Movement from the Library of Congress.

palwv.org/lwv/justicebell.html – Pictures and background information on the Justice Bell from the League of Women Voters of Pennsylvania website.

Books

Bredbenner, Candice Lewis. **A Nationality of Her Own: Women, Marriage, and the Law of Citizenship**. University of California Press, 1998.

Gurko, Miriam. **Ladies of Seneca Falls: The Birth of the Women's Rights Movement**. Pantheon, 1987.

Miller, Bradford. **Returning to Seneca Falls: The First Women's Rights Convention and Its Meaning for Men Today, A Journey into the Historical Soul of America**. Lindisfarne Books, 1995.

Rife, Douglas. **History Speaks: Seneca Falls Declaration of Sentiments and Resolutions**. Teaching & Learning Co., 2002.

Civil Rights Movement

Websites

www.voicesofcivilrights.org/history.html – The Voices of Civil Rights website is a collection of personal stories and oral histories of the Civil Rights Movement.

www.sitins.com/ – The site contains almost 100 audio clips from dozens of hours of recordings with sit-in participants, with interviews from News & Record writer Jim Schlosser, and the Greensboro Public Library. The site also contains a timeline with historic photographs.

<http://www.nps.gov/history/nr/travel/civilrights/al4.htm> – “We Shall Overcome” Historic Places of the Civil Rights Movement website host to historical information on the sites important to the Civil Rights Movement.

<http://memory.loc.gov/ammem/today/mar07.html> – Site hosts information and images from the Library of Congress on the first march from Selma, AL.

Books

Bridges, Ruby. **Through My Eyes**. Scholastic Press, 1999.

Colbert, Jan. **Dear Dr. King- Letters from Today’s Children to Dr. Martian Luther King, Jr.** Econo-Clad Books 2001.

Coles, Robert. **The Story of Ruby Bridges**. Scholastic, 2004.

Curtis, Christopher Paul. **The Watson’s Go To Birmingham-1963**. Laurel Leaf, 2000.

Haskins, Jim. **The Day Martin Luther King, Jr. Was Shot: A Photo History of the Civil Rights Movement**. Tandem Library, 1999.

Tillage, Leon Walter. **Leon’s Story**. Farrar, Straus and Giroux, 2000.

The Bell as a Modern Symbol

Websites

www.equalityforum.com/about.cfm – The Equality Forum is a national and international GLBT civil rights organization with an educational focus. Learn about the history of this movement and the struggle that continues today.

<http://www.glbthistorymonth.com/glbthistorymonth/about.cfm> – In the 1990s, teachers and community leaders believed a month should be dedicated to the celebration and teaching of GLBT history and October was selected. The goals of GLBT History Month are to teach GLBT history, to provide inspiring role models, and to highlight the GLBT community’s important worldwide contributions.



The National Park Service cares for special places saved by the American people so that all may experience our heritage.

As part of the National Park Service, Independence National Historical Park is committed to providing quality educational experiences to teachers, school children, families, and adult learners through the Independence Park Institute.

The educational goals of the Independence Park Institute include:

- developing curriculum-based school programs and educational materials for visiting classes
- conducting professional development workshops for teachers
- creating standards-based pre-visit and post-visit lesson plans that teachers can use to make the student's experience more relevant and meaningful while at the park



Our ultimate goal is to connect all learners, both intellectually and emotionally, to the resources and stories of Independence Hall, the Liberty Bell, Franklin Court, and the many other sites at Independence National Historical Park that center on the ideas and ideals that led to the American Revolution and the founding and growth of the United States.