

Give Me Liberty

Grades 11 and 12



OBJECTIVES

Students will define the term “liberty.” Students will explore the concept of liberty in our nation’s history and how it is reflected throughout our rich culture. Students will connect the office of the presidency to our nation’s development and its place in history. Students will create a multimedia presentation using primary and secondary sources on the Internet, texts, or other resources.



CLASS TIME

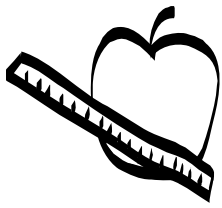
Five 45- to 60-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: Social studies programs should include experiences that provide for the study of cultures and cultural diversity.
- Social Studies: Social studies programs should include experiences that provide for the study of individual development and identity.
- Social Studies: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- Social Studies: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.
- Social Studies: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.
- Language Arts: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Technology: Research tools—Students use technology to locate, evaluate, and collect information from a variety of sources.
- Technology: Communication tools—Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.



Give Me Liberty



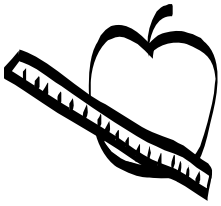
MATERIALS

- Copies of the worksheets attached to this lesson plan
- Information from the Presidential \$1 Coin Lesson Plan Resource Center (available at [www.usmint.gov/kids/pres\\$1coin/LP/resources](http://www.usmint.gov/kids/pres$1coin/LP/resources)) including, for any available president, the following:
 - An overview of the Presidential \$1 Coin Program
 - Information from links
 - Images of the front and back of any presidential \$1 coin
- 1 overhead projector
- Newsprint paper
- Markers
- Presidential \$1 coins
- Copies of age-appropriate texts that provide basic historical information about American presidents. For example:
 - *Words that Shook the World: 100 Years of Unforgettable Speeches and Events* by Richard Greene
 - *Great American Speeches (Library of Freedom)* by Gregory Suriano (editor)
 - *To the Best of My Ability: The American Presidents* (revised) by James M. MacPherson
- Computers with Internet access and multimedia software
- Text of Presidential \$1 Coin Act of 2005 (Public Law 109-145, 109th Congress) through the United States Mint Web site at [www.usmint.gov/mint_programs/\\$1coin/index.cfm](http://www.usmint.gov/mint_programs/$1coin/index.cfm) (optional)



PREPARATIONS

- Make copies of the following:
 - “Give Me Liberty—Instructions” (1 per student)
 - “Give Me Liberty—Note-Taking Worksheet” (1 per student)
 - “Give Me Liberty—Grading Rubric” (1 per student)
- Arrange to use the school library and computer lab.
- Make overhead transparencies of each of the following:
 - Any presidential \$1 coin obverse and reverse from the Presidential \$1 Coin Lesson Plan Resource Center at [www.usmint.gov/kids/pres\\$1coin/LP/resources](http://www.usmint.gov/kids/pres$1coin/LP/resources)
 - “Dollar Coin Legislation” worksheet
- Locate age-appropriate texts that provide basic historical information about American presidents (see examples under “Materials”).



Give Me Liberty

- Bookmark Internet sites that contain biographical information and primary historical documents related to American presidents.
- Create appropriate student groupings.



GROUPINGS

- Small group
- Whole group
- Independent work



TERMS AND CONCEPTS

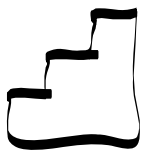
- Obverse (front)
- Reverse (back)
- Liberty



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

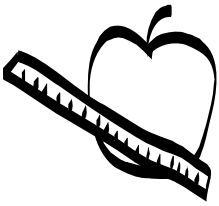
- United States presidents
- Responsibilities of United States president
- Presidential documents (letters, speeches)
- Americana (songs, speeches, news clips, photographs, etc.)
- United States history
- Using primary and secondary research sources



STEPS

Sessions 1 and 2

1. Display the word “liberty.” Ask the students to define what the word “liberty” means to them by considering synonyms for the word. Ask the students to list any times they have used the word, read the word, or heard the word. Discuss the responses as a class and record the responses. Ask the students to tell you when they believe the word first became significant in the United States. If the students have been unable to provide examples, remind them of these instances in American history:
 - “Give me liberty or give me death.” (Patrick Henry)
 - “My country, ’tis of thee, / Sweet land of liberty” (Samuel Smith)
 - The Statue of Liberty

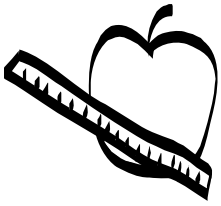


Give Me Liberty

- Lady Liberty
 - Liberty Bell
 - Liberty Bonds
 - “Life, Liberty, and the Pursuit of Happiness” (Thomas Jefferson and the Declaration of Independence)
 - “We the people of the United States, in Order to form a more perfect Union, . . . secure the Blessings of liberty to ourselves and our Posterity . . .” (James Madison and the United States Constitution)
2. Ask the students whether the focus of the word “liberty” has changed during different periods of American history.
 3. Discuss how “life, liberty, and the pursuit of happiness” is woven through the fabric of our nation.
 4. Introduce the students to the Presidential \$1 Coin Program. Display the transparency of any presidential dollar coin obverse. Ask the students to examine it and tell you what they know about this picture. The students should be able to identify this as the front of a coin and that it depicts a particular president. Tell the students that the Presidential \$1 Coin Program began in 2007 to commemorate each of our nation’s presidents. The program calls for four new dollar coin designs to be released per year in the order the presidents served the country. Point out to the students that each obverse in the series depicts a different president and shows the years the president served in office and the number of that presidency.
 5. Display the transparency of the back of the coin. Tell the students that the Statue of Liberty is the symbolic image that unifies all of the coins. Have the students consider why this American symbol was selected. After discussing this, display the overhead transparency of the “Dollar Coin Legislation” sheet so the class can see how the image aligns with the wording of the law.
 6. Distribute a copy of or show overhead transparencies of the following:
 - “Give Me Liberty—Instructions”
 - “Give Me Liberty—Note-Taking Worksheet”
 - “Give Me Liberty—Rubric”
 7. Review the instructions for the assignment with the students.
 8. Assign small groups to conduct research on the different presidents. Tell the students that Sessions 3 and 4 will be held in the computer lab and/or library.

Sessions 3 and 4

1. Give the students time to work with the library and computer resources. The students should complete the “Note-Taking Worksheet,” do their research, and develop their multimedia presentations concurrently.



Give Me Liberty

2. Monitor the groups to be sure they will have enough time to complete the tasks.
3. The students should complete their research and locate appropriate media sources for homework.

Session 5

1. Have the students show their presentations to the class.
2. Collect the worksheets and research materials for evaluation.
3. Have students in the class assess the groups' presentations. Use their assessments as part of the grade for the presentations.



ASSESSMENT

- Use the note-taking worksheet to assess the students' research.
- Use the rubric to evaluate whether the students have met the lesson's objectives.



ENRICHMENT/EXTENSIONS

- Write a one-act play that depicts a group of Americans expressing appreciation for their liberty.
- Assume the role of someone in a given time period and have him/her talk about liberty and what it means to them.
- Create posters that capture the symbolic richness of liberty in our society and our nation.
- Create a written dialogue in which four or five presidents from different time periods share ideas about upholding liberty.
- Create a board game that depicts liberty during particular time periods. Use liberty as a symbol and a connection between our nation, its history, and its people. Include as many historical references as possible.



DIFFERENTIATED LEARNING OPTIONS

- Group students to accommodate all learning styles.
- Allow students to complete the assignment as an independent study.
- Provide different levels of texts and sources.
- Adjust session times.
- Allow students to use note cards instead of the "Note-Taking Worksheet."



Name _____

Dollar Coin Legislation

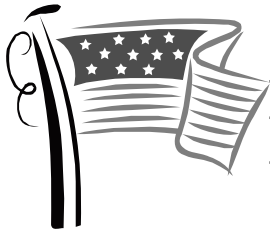
PUBLIC LAW 109-145—DEC. 22, 2005, 119 STAT. 2666

Sec. 102 (2)

“(A) COIN REVERSE.—The design on the reverse shall bear—

- “(i) a likeness of the Statue of Liberty extending to the rim of the coin and large enough to provide a dramatic representation of Liberty while not being large enough to create the impression of a ‘2-headed’ coin;
- “(ii) the inscription ‘\$1’; and
- “(iii) the inscription ‘United States of America’.





Name _____

Give Me Liberty

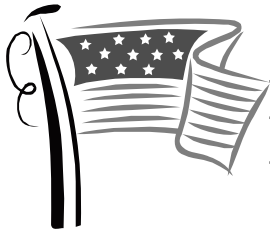
Note-Taking Worksheet

Directions: Answer the following questions based on the president you are researching. Use this information to organize the content of your multimedia presentation.

President _____

Year _____ to _____

1. What significant historical events took place during this president's term in office?
2. Who was most affected by these events?
3. How did the president respond to these events?
4. How did the American public respond to these actions?
5. Have these historic events impacted our nation today? In what way?
6. What songs or pieces of music reflect this time period and how do they relate to society today? (List one to three.)
7. What images, photographs, historical documents, news clips, or documentaries might you use for the presentation? (List sources.)
8. What historical documents or speeches relate to this time period? (List three quotes.)



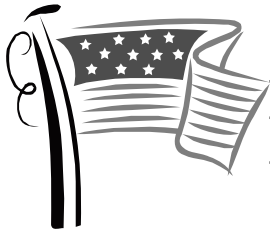
Name _____

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Instructions

Your task is to explore the concept of liberty and how it has been experienced throughout our nation's history and our rich culture. Complete the research using primary and secondary sources on the Internet, texts, or other resources. Use the "Note-Taking Worksheet" to guide your research. Use your research to create a multimedia presentation of 3 to 5 minutes. Your presentation must include the following:

- An introduction that includes the presidential \$1 coin obverse image of your group's president, the title of your presentation, and the group members' names.
- Photographs, pictures, cartoons, copies of presidential documents (letters, speeches), and text that reflect your research.
- At least three significant quotes that reflect the nation's views of liberty during its history. Consider ideas introduced from the class discussion.
- An ending that includes the image of the Statue of Liberty taken from the reverse of the presidential \$1 coin.
- Music that indicates this time period. Get permission from your teacher or the Internet site manager at your school before downloading any music and ask them to help you so you can make sure you are in compliance with copyright laws and are honoring people's rights.
- Review the grading rubric for more direction in designing and delivering the presentation.



Name _____

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Rubric

CATEGORY	4	3	2	1	SCORE
Content (X 2)	Information was very thorough; images showed keen understanding of the subject.	Information was thorough; images demonstrated a good understanding of the subject.	Information generally supported the theme and images were appropriate.	Essential information was missing and images fulfilled only the basic requirements.	
Organization	Purposefully organized to communicate effectively.	Very well organized.	Generally organized.	Somewhat orderly but ideas were only vaguely connected.	
Layout and Design	Used creatively. Images, text, and music blended seamlessly.	Used effectively. Images, text, and music supported communication.	Used appropriately. Elements communicated adequately.	Appeared confusing and haphazard. Images seemed somewhat irrelevant.	
Presentation (X 2)	Frequent eye contact engaged audience. Rehearsal was evident and delivery smooth. Pacing and volume were exceptional.	Good eye contact with audience. Rehearsal was evident. Pacing and volume were effective.	Some eye contact with audience. Some evidence of rehearsal. Pacing and volume were appropriate.	Eye contact was lacking. Little evidence of rehearsal. Pacing and/or volume were poor.	
TOTAL					

TEACHER COMMENTS: