

Unit: Symbols of Democracy: The Liberty Bell



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Lesson #1

1. Introduction to the Liberty Bell
2. Facts about the Liberty Bell
3. What the Liberty Bell has meant over time

Length: 45 minutes (plus 15 minute book checkout)

Grade Level: 1st

Teacher: Jennifer Colby (student teacher for Kathy Trudell)

Subject Area: Media

Objectives:

1. Students will understand how lesson fits into larger unit.
2. Students will understand the history and symbolism of the Liberty Bell
3. Students will identify and retell key details from historical fiction text.
4. Students will continue to develop knowledge of KidPix
 - a. Students will reinforce knowledge of saving a document into an existing folder
 - b. Students will continue to explore with drawing tools, text boxes, font types, and font sizes in KidPix

Standards Addressed for Unit (for Lesson in bold):

<http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/ccelafirst>

Common Core Standards for English Language
Standards

AASL 21st Century Learner

CC.1.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	1.1.2 Use prior and background knowledge as context for new learning.
CC.1.R.F.4.a Read grade-level text with purpose and understanding.	1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
CC.1.R.I.1 Key Ideas and Details: Ask and answer questions about key details in a text.	

<p>CC.1.R.I.2 Key Ideas and Details: Identify the main topic and retell key details of a text.</p>	<p>1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.</p>
<p>CC.1.R.I.3 Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	
<p>CC.1.R.I.6 Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	
<p>CC.1.R.I.7 Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats and genres.</p>
<p>CC.1.R.L.1 Key Ideas and Details: Ask and answer questions about key details in a text.</p>	<p>1.1.3 Develop and refine a range of questions to frame search for new understanding.</p>
<p>CC.1.SL.1.a Comprehension and Collaboration: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>1.3.4 Contribute to the exchange of ideas within the learning community. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.2 Respect the differing interests and experiences of others and seek a variety of viewpoints.</p>
<p>CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.</p>

National Educational Technology Standards for Students
<http://www.iste.org/standards/nets-for-students>

ISTE-NETS-S 1: Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- apply existing knowledge to generate new ideas, products, or processes.
- create original works as a means of personal or group expression.
- use models and simulations to explore complex systems and issues.
- identify trends and forecast possibilities.

ISTE-NETS-S 6: Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems and operations. Students:

- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

Materials/Resources Needed:

- Computer with Internet connection, projector, audio player, speakers, and large screen display or interactive whiteboard to display digital pictures (instructor)
- Laptops for every student
- 8 ½ x 11 photo of me with the Liberty Bell
- .jpeg drawing of the Liberty Bell

Book

McDonald, Megan. Saving the Liberty Bell. Atheneum Books for Young Readers. 2005.

Images

Cracked Liberty Bell

Drawing of Liberty Bell

Anticipatory Set:

Discuss with students:

“All week we are going to...”

- Learn about the history of the Liberty Bell and its importance as a symbol of our country
- Create and work on a new drawing of the Liberty Bell on Kidpix, just like the drawing you made of the Statue of Liberty, but this time you will add a fact to the document... remember- no backgrounds
- “But first...”
- Library chant
- Wiggle chant

Objective/Purpose:Ask students:

- What do you know about the Liberty Bell?
- What do you think it is a symbol of?
- Show them photo of me with Liberty Bell

“I hope by the end of this story you have some new ideas about the history of the Liberty Bell and why it is an important symbol for our country”

Input:Introduce book:

McDonald, Megan. Saving the Liberty Bell. Atheneum Books for Young Readers. 2005.

Ask students:

- Is it fiction or non-fiction? A made-up story or a true story?
- How do you know?

Read book:Stopping to address (as time allows)-

- What different images tell us?
- How students might act and feel in the same situation?

Invite students to computer area:

- Find laptop
- Wipe-off keyboard
- Open up KidPix
- Dismiss by rows

Model:

- Project image of cracked Liberty Bell
 - Open KidPix
 - Go to the top of the screen to the secret menus and click to make them appear
 - Click “File- Save As”
 - Rename document as your name and “Bell” (e.g. “MelvilleBell”)
 - Click on student and individual folder
 - Click “Save”
 - Use the T for Typing tool
 - Create new text box
 - Click at the top of the screen to type “Liberty Bell” size 48 font in “Chalkboard”
 - Click the screen to make a box at the bottom right of the screen to type in
 - Type name in text box using size 22 font in “Chalkboard”

Book checkout

- Students can checkout books once they have created a new text boxes and typed in their name and the “Liberty Bell”
- Clicked on the pink “Save” button (show “Save” icon)
- After book checkout they can start drawing of Liberty Bell

Project image of Liberty Bell

Check for Understanding:

- Help students as needed and point out success and good ideas to the rest of the class

Closure:

- Remind students that they will have time during their next lesson keep working on drawing
- Click “Save” button
- Command Q or go out the door
- Ask students if anyone made any amazing KidPix discoveries

Images**Liberty Bell Drawing**

usslave.blogspot.com

X-ray of cracked Liberty Bell

<http://geoslogic.blogspot.com/2009/10/life-is-not-black-white.html>

“In 1975 and 2001, before the Bell moved to its new homes, technician x-rayed it for hidden flaws”

Suffragists with copy of Liberty Bell

<http://10thingsyoushould.com/wp-content/uploads/2011/07/womenslibertybell.jpg>

Women suffragists adopted their own symbols including a Women’s Liberty Bell. It was the same weight and size as the original Liberty Bell with a similar inscription that includes the words “Establish Justice”. It was named the Justice Bell. The Justice Bell’s clapper was chained in place symbolizing women’s silence without the right to vote. While the Justice Bell was made in an effort to get an amendment added to the Pennsylvania Constitution to allow women suffrage, it was adopted by women’s suffrage organizations across the country. Today it rests at Washington’s Chapel, in Valley Forge National Historical Park.

Rosa Parks with Liberty Bell

http://www.upi.com/News_Photos/Archives/1988/1714/

Civil Rights activist Rosa Parks joins Philadelphia Mayor Goode in a symbolic striking of the cracked Liberty Bell at Independent Plaza on January 18, 1988 at approximately the same time bells in Atlanta and London were rung in memory of the late Martin Luther King. The ceremony was part of day long activities to celebrate the holiday of Martin Luther King Day. (UPI Photo/Anderson/Files)

Read more:

http://www.upi.com/News_Photos/Archives/1988/fp/1714/#ixzz2JCJCy2cN

Additional Resources:

Britton, Tamara L. Independence Hall. Abdo Consulting Group, Inc. 2003.

Jango-Cohen, Judith. The Liberty Bell. Lerner Publishing Group, Inc. 2004.

West, Delno C. and Jean M. West. Uncle Sam and Old Glory: Symbols of America. Atheneum Books for Young Readers. 2000.

Keenan, Sheila. O, Say Can you See?: America’s Symbols, Landmarks, and Inspiring Words. Scholastic, Inc. 2004.

Schedule of Lessons:

Jan 28 - Feb. 1

Monday

Barnes: Liberty Bell #1

Wednesday

Houston (H): Liberty Bell #2 – modified to start KidPix

Brecht (H): Liberty Bell #2 – modified to start KidPix

Barnes (H): Liberty Bell #2

Thursday

Brecht: #1

Barnes (H): Liberty Bell #3

Friday

Griffith: Liberty Bell #1

Houston: Liberty Bell #1

Feb 4-8

Tuesday

Kelly: Liberty Bell #1

Wednesday

Houston (H): Liberty Bell #3

Brecht (H): Liberty Bell #3