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Plan to Teach: November 15, 2022

The Basics:

This is a first-grade social studies/history lesson covering the topic of American symbols, specifically the Liberty Bell. This lesson will follow Mrs. Foerch's introduction and previous lessons on American symbols. The driving question for this lesson is: How can we, as experts, teach others about the importance of American Symbols?

Standards:

Content Standard:

- 1 – C2.0.2 Identify important symbols of the United States of America and what they represent. Examples may include but are not limited to: the U.S. flag, Statue of Liberty, White House, and Bald Eagle.

ELA Standards:

- W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.1.7. Participate in shared research and writing projects

Objectives:

1. I CAN create a lego replica of an American Symbol and write an explanatory piece about it.
2. I CAN 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.
3. I CAN 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.

Assessments:

Before: I will pre-assess the students by asking them the following questions:

1. Has anyone ever visited Pennsylvania? If so, did you visit the Liberty Bell?
2. What are statues typically made out of? Why do you think they are made out of this material?
3. Why do statues/historical sights exist? Why do we visit them?

During: Students will create a lego replica of an American Symbol and write an explanatory piece about it. I will walk around as they work during their independent/pair and observe how well students understand the task and content.

After: Students will be given an Exit Ticket with three questions/responses that will gauge how well they understand the content. Questions will be:

1. What does the Liberty Bell stand for? Why is it important to America?
2. What is an interesting fact that you learned about the Liberty Bell?

3. What is your favorite American symbol so far: the American flag, Liberty Bell, or Statue of Liberty?

Entry Event:

As students come in, pass out tickets to “Travel to Pennsylvania” for a virtual field trip!

Review the enlarged map - to show where we live and glue on the liberty bell to show where we will be “flying” to! I will then ask the students to share what they know about American symbols so far, such as the American flag, the Statue of Liberty, etc. I will also ask if any of the students have visited Pennsylvania before, and ask them to draw on their background knowledge so that they can begin to make connections to the material. I will guide them to come to the understanding that American symbols are very important. The symbols are representations of what our country stands for. Freedom and Liberty are crucial characteristics of America, and the Liberty Bell, along with the other symbols, represents the people who fought for freedom, reminds people what America stands for, and how future generations can honor and keep these characteristics. I hope that students make the connection

Task:

Whole Class Discussion:

1. Begin the 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 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 is a symbol. Then, ask what it stands for or means to them.
8. Again, write students' ideas on the chart paper.

Next, I will tell students that I 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.

Next, we will 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.

Accommodations:

I want to ensure that my lesson accommodates each student in the class. One support I will have ready to implement is having traceable letters on Reece's Liberty Bell letter so that she is able to complete the activity. She typically struggles to engage in writing activities because she does not want to write on her own. If I have traceable letters ready, she will be able to work on the activity, and I can provide assistance to both her and other struggling students while not being consumed with helping her write letters. One challenge I will be ready to implement is having students like Ben and Jayden begin to learn the writing that is on the Liberty Bell. I might have them recite the words, or I will have them write the words on their Liberty Bell when they complete their letter to the soldier.

Closure:

To close the lesson, I will review the lesson's objectives that were shared at the beginning of the lesson. I will then ask the students to answer the questions on the exit ticket to gauge their understanding of the material. I will ask students if they have any questions.

Logistics: What procedures do you need to establish/review?

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.

45-Minute Lesson:

Pre-assessment: 5 minutes

Entry Event: 10 Minutes

Whole Group Lesson: 15 minutes

Independent Work: 10 minutes

Closing: 5 minutes

Materials:

- Chart paper/markers
- [Symbol Presentation](#)
- 2-3 examples of symbols (American flag, sports logo, stop sign, etc.)
- Liberty Bell coloring page
- [QR Codes to Learn more about Liberty Bell](#)