

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:

Reading History RH (6-8).1 , RH (6-8) .2, RH (6-8) .7

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?

1000	800	600	400	200	Value
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The Liberty Bell Jeopardy Game Answer Key

Dates	Names	Facts	Multiple Choice	Places
What was 1751?	Who were Pass and Stow?	What were Concord and Lexington?	Who were Abolitionists?	What was New Orleans?
Who was King George III?	Who was Edmund Woolley?	What is 2080 lbs?	What are 13?	What was Chicago?
What was July 8, 1776?	Who was Benjamin Franklin?	What is 24.5 inches?	What is the city of Philadelphia?	What was Charleston?
What was 1787?	Who was George Washington?	What is E-flat?	What is copper?	What was St. Louis?
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