

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:

Reading Information Text RI 5.2, Speaking and Listening SL 5.1, SL 5.2

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/motone	

Comments: