

## HAVE BELL - WILL TRAVEL OR WILL IT?

Learning Objectives: Students will

1. Explain the importance of the Liberty Bell as a national patriotic symbol.
2. Identify Constitution Day as a celebration of American freedom.
3. Apply critical thinking skills by obtaining information from pictures, symbols, and electronic media.
4. Express their ideas verbally based on knowledge and experiences.
5. Enhance their problem-solving and decision-making skills by using a graphic organizer to identify a problem, consider advantages and disadvantages, and reach a decision.

TEKS: K.10C, K.14B, K.15A, K.16, 1.14A,F, 1.17B, 1.18A, 1.19, 2.14C,D, 2.18B, 2.19B, 2.20

Materials: Computer, LCD projector, *The Liberty Bell* PowerPoint Presentation that accompanies this lesson, copies of the *Ring Up A Decision* attachment

Vocabulary: Declaration of Independence, freedom, inhabitants, liberty, proclaim, recast, slavery, symbol, ton

Teaching Strategy:

1. Ask students if they have heard of Constitution Day. Explain that Constitution Day is a celebration of American freedom. Ask what American symbols come to mind when students think about the word "freedom?" (U.S. Flag, Statue of Liberty, Liberty Bell, U. S. Constitution, Declaration of Independence, American Eagle, etc.)
2. Explain to students that they are going to learn about the history of the Liberty Bell and why it has become an important American symbol of freedom.
3. Show students *The Liberty Bell* PowerPoint Presentation. Clarify information or vocabulary as needed. In addition, have students share observations about what the photographs are telling them about the past. Pause the PowerPoint presentation on slide #34. (The slide asks the following question: "Should the City of Philadelphia approve the cross-country trip of the Liberty Bell to California?")
4. Project the next slide #35 depicting a copy of *Ring Up A Decision* attachment, which will be used as an advanced organizer to solve the

Liberty Bell problem. Explain to students that they are going to pretend that they are the city officials who will be making the decision concerning whether the Liberty Bell will be allowed to travel to San Diego.

5. Kindergarten Strategy: While leading students through the decision-making process, the teacher should record the responses of students on a projected image of the *Ring Up A Decision* organizer, chart paper or the board.

Write the question “Should the City of Philadelphia approve the cross-country trip of the Liberty Bell to California?” on the organizer. Have students brainstorm the pros and cons of the Liberty Bell traveling to California and being exhibited in San Diego and record their responses on the organizer.

After evaluating the pros and cons, students should vote on whether they think the Liberty Bell should go to California and tell why or why not? (Assure students that there is not a wrong or right answer. You are not interested whether their decision is the same as the one made by the City of Philadelphia. You are more interested in student’s reasoning and thinking.)

6. First and Second Grade Strategy: Divide students into groups of 2-4. Give each student a copy the *Ring Up A Decision* organizer attachment. Instruct them to write the question on the top line of the paper. Have groups brainstorm the pros and cons of sending the Liberty Bell on the trip across the country to San Francisco, California. Students should list their group’s responses on their own organizers.

After students have listed the pros and cons, instruct groups to reach consensus concerning whether they think the Liberty Bell should go to California and tell why or why not? (Assure students that there is not a wrong or right answer. You are not interested whether their decision is the same as the one made by the City of Philadelphia. You are more interested in student’s reasoning and their thinking ability.)

Poll each group for their decision and discuss their reasoning.

7. Continue the PowerPoint presentation on slide #36 where it is revealed that Philadelphia city officials originally were going to deny the request, but the children’s petition changed their minds. The Liberty Bell was taken to California.

8. Finish the rest of the slide presentation and then have students answer the following questions:
- Why do you think the Liberty Bell never traveled again?
  - Have any of you ever seen the Liberty Bell in person? What did you think of it? How did it make you feel?
  - If you had lived during the time when the Liberty Bell traveled by rail to one of the seven cities, would you have gone to see the Liberty Bell pass through your town? Why or why not?
  - Why do you think people wanted to have their pictures taken with the bell?
  - Why do you think the bell that hung in Independence Hall became a symbol of liberty for the whole country?
  - Why is it important for students to celebrate Constitution Day and learn about the symbols that represent their country?
9. Conclude the lesson by telling students that Gary Koopmann, a professional mechanical engineer, used geometry and an acoustical model to recreate the bell tone of the Liberty Bell. The following website contains audio recordings of how the Liberty Bell most likely sounded: <http://www.nps.gov/inde/thelibertybellsounds.htm> (Both the unbroken bell sound and the cracked bell tone are included).

Extension for Gifted/Talented: Have students write a persuasive letter to the officials of Philadelphia to convince them that the Liberty Bell should be flown to Texas to their school for the celebration of Constitution Day.

# Ring Up A Decision

Question: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Pros (+)

Cons (-)

Decision: \_\_\_\_\_  
because \_\_\_\_\_