

## Sharing Lesson Plans Across Region 16

### “FREEDOM,” “LIBERTY” and “THE AMERICAN SPIRIT”

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**Objectives:** (Specific instructional considerations I want to achieve)

I would like to vary the way in which my students receive instruction on this lesson. Students will understand and be able to identify with the main character’s point of view. Students will demonstrate an understanding of the terms “freedom” and “liberty” following the reading of “Grandpa and the Statue,” a play by Arthur Miller. Students will “visualize” and “illustrate” these terms by creating a “frieze,” a decorated, horizontal panel which is often found above a doorway. I want my students to understand that a message can be sent or a story can be told through art.

**Preparation:** Discussion of students’ prior knowledge pertaining to the Statue of Liberty’s background, history, and symbolism. Additional factual information / research will be provided if necessary, such as the torch representing the light of truth and knowledge, free speech and free press, the tablet with the date, July 4, 1776, and the broken chains, an ancient symbol of freedom. Students will read aloud “Grandpa and the Statue” on page 676 of the 6<sup>th</sup> grade Prentice Hall Literature book. Following the reading and discussion activities, students will be introduced to the concept of using a “frieze” to tell a story or represent an idea. To extend the activity, students will be asked to think of pictures or symbols they might use to demonstrate “freedom” or “liberty” as they complete an original “frieze.”

**Assessment:** Students will explain their “frieze” telling why they chose their particular pictures or symbols, demonstrating an understanding of the terms “freedom: and “liberty.” Were they able to successfully make the connection and understand that an idea or story can be conveyed through a piece of art? (Such as the Statue of Liberty or a frieze)

**Teks:** 6.10 The student comprehends selections using a variety of strategies 6.10D Describe mental images that text descriptions evoke (what comes to mind when you hear the words “freedom” and “liberty”? Show this on paper) 6.11 The student expresses and supports responses to various types of texts 6.14 Student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.

**Cross-curricular connection:** Math: Size and weight of the Statue of Liberty, as well as number of stairs and other statistics. Social Studies: Background and history as well as information concerning immigrants. Art: Design and creation of the statue. Theater Arts: Discussion of Arthur Miller and other plays he has written.