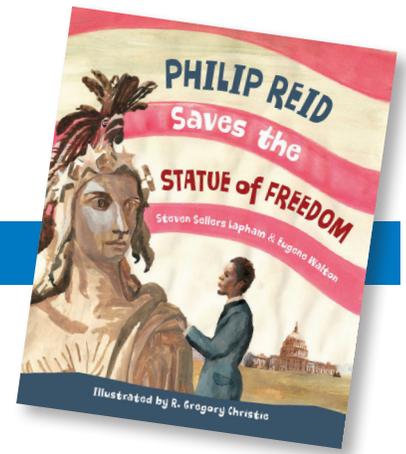


Philip Reid Saves the Statue of Freedom



RIF EXTENSION ACTIVITIES FOR EDUCATORS

THINK-TAC-TOE ACTIVITY OPTIONS

- ◆ Individual students can choose an activity to complete.
- ◆ Student pairs or cooperative groups can work together on a choice of their own.
- ◆ Educator can assign an activity for an individual, pairs, or groups.

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| <p style="text-align: center;">SYMBOL SEARCH</p> <p>Use online resources to research another familiar symbol of the United States. Find out the history of the symbol, its location, and its significance. Present your symbol to the class through a poster or a model.</p> <p style="text-align: center;"><i>Social Studies, Technology, Art, Engineering</i></p> | <p style="text-align: center;">POSTCARD FROM THE PAST</p> <p>Design a postcard cover. Write a message on the back from Philip to his mom in Charleston after he solved the puzzle of how to take apart the Statue of Freedom. Give her the good news and tell how you did it.</p> <p style="text-align: center;"><i>Art, Creative Writing</i></p> | <p style="text-align: center;">FREEDOM FIGURE</p> <p>Use clay or play dough to construct your own statue of freedom. What does freedom look like to you? How would you capture it in a sculpture? What symbols can you include to convey freedom to others?</p> <p style="text-align: center;"><i>Art, Engineering</i></p> |
| <p style="text-align: center;">FICTIONAL FRIENDS</p> <p>Philip Reid and Frederick Douglass were close in age. Pretend that you are Philip and you are friends with Frederick. What would a conversation between the two of you sound like? Write a conversation between Philip and Frederick that references the time before the Emancipation.</p> <p style="text-align: center;"><i>Social Studies, Writing</i></p> | <p style="text-align: center;">WALL OF HEROES</p> <p>Help start a wall of heroes in your school or classroom. Research a person of your choice who has made a contribution to our country. Provide a picture and a description of what you feel makes that person a hero.</p> <p style="text-align: center;"><i>Writing, Art, History</i></p> | <p style="text-align: center;">NOW AND THEN</p> <p>Philip Reid was a free man when the last piece of the Statue of Freedom was placed atop the Capitol dome. Compare his life as a slave to his life as a free man. Describe where he lived. How did he spend his day? What did he wear? Be creative when presenting your comparison.</p> <p style="text-align: center;"><i>Social Studies</i></p> |
| <p style="text-align: center;">MAP IT OUT</p> <p>Create a map that shows a path Mr. Mills and Philip may have taken to get from Charleston, SC, to Washington, DC. How many miles would they have traveled? What kind of transportation would they have taken? How long would the trip have taken? Where would they have spent the night along the way?</p> <p style="text-align: center;"><i>Math, Social Studies</i></p> | <p style="text-align: center;">IT'S THE LAW</p> <p>Philip Reid knew that he needed to use force to create a small crack in the statue. Which of Newton's Laws did Philip implement? State the law and defend your answer.</p> <p style="text-align: center;"><i>Science, Engineering</i></p> | <p style="text-align: center;">FAREWELL SONG</p> <p>The author writes that Betsy sang Philip a farewell song. Reread the words Betsy told him when he was ten. Write a song that you think she might have sung to him before leaving with Mr. Mills.</p> <p style="text-align: center;"><i>Music, Social Studies</i></p> |

