

Name of Lesson	<p><b>The Function of Historic Places</b></p> <p><b>US History                      11<sup>th</sup> grade                      Unit: Civil Rights</b></p>
General Description of Lesson	<p>This lesson plan is designed to provide a framework for students to watch Monument by exploring the general defining factors of monuments and memorials, discussing the ways monuments are limited in telling the stories of people and events, and learning about the complications of interpreting the meaning of monuments and memorials. Students will reflect on what kinds of things or people should be memorialized by looking at the criteria established for National Landmarks; they will consider their limitations through investigation of some lesser-known monuments in Georgia; and they will examine the complicated process of creating monuments through learning about the Vietnam Veterans Memorial in Washington DC. After delivering the Mini-Lesson, teachers can choose to have students complete one or both additional activities.</p> <p>In this lesson students will explore three essential questions:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of a monument?</li> <li>2. How much do we learn from what we see?</li> <li>3. How does interpretation play a role in the creation of monuments?</li> </ol>
Objective/Standard (Learning Targets)	<ul style="list-style-type: none"> <li>❖ <b>Key Concepts</b> <u>Significance</u> <u>Perspective</u></li> <li>❖ <b>Common Core Literacy Standards</b> <u>Key Ideas and Details #2</u>: Determine central ideas or information of a primary or secondary source; make clear the relationships. <u>Integration of Knowledge and Ideas #7</u>: integrate and evaluate multiple sources in diverse formats to address a question or solve a problem.</li> <li>❖ <b>Georgia Standards of Excellence</b> SSUSH20b: connect major domestic issues to their social effects including...Brown v. Board of Education SSHUSH21b: connect major domestic issues to their social effects including the passage of civil rights legislation and Johnson’s Great Society.</li> </ul>
Estimated Timing	One to two 60-to-90-minute class periods
Materials needed	<p><a href="#">Photos of Monuments</a>  <a href="#">Monuments at a Glance Worksheet</a>  <a href="#">Additional Information About Monuments</a>  <a href="#">Memory vs. History Presentation</a>  <a href="#">Create Your Own Monument Worksheet</a></p> <p><a href="#">Monument: The Untold Story of Stone Mountain</a></p>

<p>Mini-Lesson</p>	<p><u>Activate Knowledge (individually or in small groups) 10 minutes</u></p> <ul style="list-style-type: none"> <li>• Ask students to think of a monument that they have seen in their own community or elsewhere. When they each have a monument in mind, ask them to discuss what they think the purpose of the monument is.</li> <li>• Students can share their answers either verbally or by entering their responses electronically on a platform like Mentimeter, a shared Google Doc, or through a discussion post using your LMS.</li> <li>• Highlight the similarities and differences among the answers.</li> <li>• Ask students to think about what kinds of things/people/places should have monuments. They can discuss within their small group and share with the class verbally or using an electronic platform.</li> </ul> <p><u>Direct Instruction: What is the purpose of a monument? 15 minutes</u></p> <ul style="list-style-type: none"> <li>• Using the criteria available on the websites for <a href="#">National Historic Landmarks</a> and <a href="#">Georgia Historical Preservation</a>, discuss the criteria that is used to determine if something is of historical value to the state or nation.</li> <li>• This can be presented via a slide show with a brief discussion of each of the main criteria for NHL, which also form the basis for preserving Georgia Historic Sites.</li> <li>• While discussing each criterion, draw attention to how they are open to interpretation. Ask the students to highlight which words require interpretation or opinion. For example: “significant contribution” “associated importantly” or “exceptional historical or artistic significance”.</li> <li>• Using this information as a basis, ask students to consider what the purpose of a monument is. They can discuss this in small groups and then share with the class.</li> <li>• Finish this part of the lesson by sharing this brief explanation from a Library of Congress blog:  Monuments and memorials can reflect values, important stories, and power, and they serve as reminders that history is not just in books, but all around us. As public historian Edward Linenthal writes, “our choices about who gets remembered, what gets remembered, where acts of remembrance take place, and how we express the significance of remembrance is as much – or more – about the future than the past.”  A monument can be a stone structure, a mural, the name of a street or a place, and more. They take many forms.  (<a href="https://blogs.loc.gov/families/2021/07/history-in-our-backyards-monuments-and-memorials/">https://blogs.loc.gov/families/2021/07/history-in-our-backyards-monuments-and-memorials/</a>)</li> </ul>
<p>Activities/Work Period/Student Tasks</p>	<p><u>Interpreting Monuments: How much do we learn from what we see?</u></p> <ul style="list-style-type: none"> <li>• Instruct the students that they will receive five photos of monuments and/or memorials. They will be provided only with photos of the statue/monument itself. They should imagine they are walking past this monument as a tourist or visitor and that they do not stop to read or look up any other information.</li> <li>• Provide each group of students with examples of 5 monuments using the <a href="#">Photos of Monuments</a>. Using the <a href="#">Monuments at a Glance Worksheet</a>, students will look at each monument and complete the chart based on the photos only.</li> <li>• Afterwards, show the students the <a href="#">Additional Information About Monuments</a> and ask them to see how closely their interpretation was to the real context.</li> <li>• Use this activity as a basis for discussion to consider these questions. This can be done as a class, as written responses to be used for formative assessment, or via a discussion post. <ol style="list-style-type: none"> <li>1. Monuments are designed to be visual representations and may have limited or even no explanations with them. What kinds of complications can this cause?</li> <li>2. Why is it hard for a monument to tell the whole story?</li> </ol> </li> </ul>

	<p><u>Clips from Monument documentary that can be referenced for this topic:</u></p> <ol style="list-style-type: none"> <li>1. <a href="#">Beginning to 3:50</a> (Introduction)</li> <li>2. <a href="#">5:10-5:50</a> (Preserving History vs. Revering History)</li> <li>3. <a href="#">12:38-13:40</a> (Telling the Truth About History)</li> <li>4. <a href="#">21:48-24:10</a> (The Bargain to Remove the Confederate Flag from the Georgia State Flag)</li> <li>5. <a href="#">24:13-26:07</a> (Youth Activism—DeKalb Conference Monument)</li> </ol> <p><u>Memory vs. History: What role does interpretation play in creating monuments?</u></p> <ul style="list-style-type: none"> <li>• The context for this discussion will be the creation of the <u>Vietnam Veteran’s Memorial in Washington DC</u>. While there was much discussion and controversy surrounding the monument’s design at the time of its creation in the 1980’s, today it is generally seen as a typical style.</li> <li>• Use <a href="#">Memory vs. History Presentation</a> to lead students through a discussion of the controversy that surrounded the creation of the Vietnam Veterans Memorials in Washington DC.</li> <li>• Students will learn about the process and criticisms that emerged through its construction in the 1980’s and how that memorial is viewed today.</li> <li>• Use this information as a basis for discussion to consider these questions. This can be done as a class, as written responses to be used for formative assessment, or via a discussion post.       <ol style="list-style-type: none"> <li>1. Do you think it is easier to gain agreement to memorialize a person, an event, or a place? Explain your opinion.</li> <li>2. Why do you think interpretation of memorials and monuments can change over time?</li> </ol> </li> </ul> <p><u>Clips from Monument documentary that can be referenced for this topic:</u></p> <ol style="list-style-type: none"> <li>1. <a href="#">8:20-10:00</a> (Lost Cause Mythology—Interpretations of War)</li> <li>2. <a href="#">6:26-7:47</a> (Personal Feelings About Stone Mountain—Carver’s Daughter)</li> <li>3. <a href="#">13:50-14:30</a> (The Way Monuments Change Over Time)</li> <li>4. <a href="#">19:00-20:20</a> (Childhood Memory of Cynthia Neal Spence)</li> </ol>
Assessment	<p>Options for summative assessment:</p> <ol style="list-style-type: none"> <li>1. Students can design a monument of their own that reflects something from the last or most current unit being studied. Students can use <a href="#">Create Your Own Monument Worksheet</a> to complete this task.</li> <li>2. Students can respond to the following question in extended answer form: Using the knowledge gained from this lesson, how do you think the issues surrounding Stone Mountain should be resolved?</li> </ol>
Notes	<p>Extension Activity: students can research and then compare and contrast the design of the 9/11 Memorials in NY City, Shanksburg, PA, and the Pentagon.</p>