

Name of Lesson	The State's Role in Memory
General Description of Lesson	<p>Grades 9 or 12 Lesson duration: one class period with extension options for two class periods. Theme: American government and civics.</p> <p>During this activity teachers will lead students through a discussion of the laws which surround Stone Mountain and other monuments in the South. Students will also participate in a primary source analysis activity.</p>
Objective/Standard (Learning Targets)	<p>Students will understand how the laws passed by the State legislature impact Stone Mountain and complicate how this monument is addressed. Students will explore what role the State and Federal government play in shaping public memory. Students will explore how the Executive, Legislative, and Judicial branches work to create, enforce, and judge policy.</p> <p>Specific GA Standards Met:</p> <p>SSCG4 Demonstrate knowledge of the organization and powers of the national government. a. Describe the structure, powers, and limitations of the legislative, executive, and judicial branches, as described in the Constitution.</p> <p>SSCG5 Demonstrate knowledge of the federal system of government described in the United States Constitution. a. Explain and analyze the relationship of state governments to the national government.</p> <p>SSCG7 Demonstrate knowledge of civil liberties and civil rights. b. Define civil rights as equal protections for all people (e.g., Civil Rights Act, Brown v. Board of Education, etc.)</p> <p>SSCG13 Demonstrate knowledge of the operation of the judicial branch of government. b. Explain the jurisdiction of the Supreme Court, federal courts and the state courts.</p> <p>SSCG16 Analyze the difference between involuntary and voluntary participation in civic life. b. Describe how citizens voluntarily and responsibly participate in the political process by voting, performing public service, being informed about current issues, and respecting differing opinions.</p>
Estimated Timing	One to two 60-to-90-minute class periods. Timing can be adjusted based on class needs by cutting discussion questions or the number of documents reviewed.
Materials needed	<p>A copy of each worksheet for every student.</p> <p>Worksheet 1 Worksheet 2 Worksheet 3</p>

	<p>This lesson plan uses laws and court cases as primary sources. The law or case referenced can be found at the links below.</p> <p>Summaries of the cases have been provided at the end of the lesson for convenience. For the full context and complete explanation of the law or case please follow the link. Justia and Oyez are websites which specialize in legal information retrieval. The legal information presented here was retrieved from these sites.</p> <p>GA Code § 50-3-1: This is the law that protects Stone Mountain in its current state https://law.justia.com/codes/georgia/2022/title-50/chapter-3/article-1/section-50-3-1/</p> <p>Brown v Board of education #1 which deals with the segregation of schools: https://www.oyez.org/cases/1940-1955/347us483</p> <p>Brown v Board of education #2 this is a continuation of the first case and is where the court gave instructions to the states for desegregation in accordance with the verdict from #1: https://www.oyez.org/cases/1940-1955/349us294</p> <p>Griffin v. School Board of Prince Edward County, this case concerns the resistance by some areas to segregation: https://www.oyez.org/cases/1963/592</p> <p>Plessy v Ferguson this case is about the use of segregated railcars and is where the now infamous term “separate but equal” stems: https://www.oyez.org/cases/1850-1900/163us537</p> <p>Video Clips:</p> <ul style="list-style-type: none"> • 3:28-4:35 (Campaign for Stone Mountain) • 20:21-24:09 (Integration and Stone Mountain) • 26:38-28:58 (Stone Mountain Today)
Mini-Lesson	<p>Vocabulary & Review Warm Up</p> <p>Discusses the following terms as a class prior to beginning the activity:</p> <p>Memory: Memory is often used to refer to how you remember things. For the purposes of the discussion today memory has another set of meanings that all relate specially to history. Cultural memory, historic memory, or public memory are all ways to refer to how people remember history. The memory of events in the past can differ from what our sources say actually happened in the past. This means that memory and history are not always the same thing. Because of this it is important we look at how cultural remembrance of past events influences current events.</p> <p>Monument: A monument is a statue, building, or other structure created to commemorate, celebrate, or memorialize a notable person(s) or event.</p> <p>Memorial: A memorial is a statue, building, or other structure created to remind people of a person or event. A memorial is most often related to the death of some number of people, examples include graves or the sites of tragedies.</p>

	<p>Segregation: Is the systematic separation of people by racial or ethnic group in daily life. Segregation was legally sanctioned in Georgia prior to the passing of the Civil Rights Act in 1964 and its federally backed enforcement throughout the late 1960s and early 1970s.</p> <p>Integration: Was the movement to end racial segregation in the South and was part of the Civil Rights movement in the 1960s.</p> <p>Stone Mountain: Today Stone Mountain is a Georgia State Park located in Dekalb County with a City that bears the same name. The clips shown today come from a documentary which covers the history and meaning of Stone Mountain.</p> <p>Civic Life: Is the public life of citizens and their concern with the affairs of the community and nation. This is in comparison with the private or personal life, which is devoted to the pursuit of private and personal interests.</p> <p>Voluntary Participation: Voluntary participation in civic life is represented by activities which one chooses to engage in, such as voting or volunteering.</p> <p>Involuntary Participation: Involuntary participation in civic life is the part of citizenship that all are required to participate in regardless of their desire to do so.</p>
<p>Activities/Work Period/Student Tasks</p>	<p>Students will participate in three activities all based around the documentary Monument which focuses on Stone Mountain. Students will watch clips and then be asked to participate in a discussion which relates the laws surrounding Stone Mountain with other laws/court rulings from the Civil Rights era.</p> <p>The rulings/laws from the links above can be printed out or the links can be shared with students if they have devices in the classroom.</p> <p>Each activity will involve the viewing of a short clip from the documentary and then a review of a source. These sources are the court cases or law which is mentioned in or relates to the clip they just watched. Versions of these sources have also been included at the end of this document. Prior to the start of the activities have these sources ready to hand out or the links ready to share.</p> <ul style="list-style-type: none"> • Begin by distributing primary source documents and reviewing the vocabulary above, answering any questions students may have about what the activity they are doing is. Ask students to pay attention to the clip as it will be related to the activity that comes after. <p>Activity #1: Branches of Government and Stone Mountain</p> <p>For this activity show this set of clips selected from the Stone Mountain documentary. Clips 3:28-4:35, 20:21-24:09 https://www.youtube.com/watch?v=GtYiQKeihGw&t=1s Then have students pair up to answer the following questions using Worksheet #1. Afterwards, have students return and share with the larger group (pair & share). Note: For this set of questions students will need the ruling from Brown v Board of education #1 and #2 and the GA Code § 50-3-1 provided. <u>Suggested Formative Assessment:</u> Students answer the following question either as a Ticket-out-the-door or using a discussion post: To what extent should the government be involved in regulating monuments?</p>

	<p>Standards that can be met by this activity: SSCG4a, SSCG5a, SSCG7b, SSCG13b</p> <p>Activity #2: Involuntary Civic Life</p> <p>For this activity have students watch this clip selected from the Stone Mountain documentary. Clip 26:38-28:58. https://www.youtube.com/watch?v=GtYiQKeihGw&t=1s</p> <p>Then they complete worksheet #2. For extension have write about more examples of involuntary civic life participation, example serving on a jury and military duty.</p> <p>Activity #3: Voluntary Civic Life</p> <p>For this activity students will discuss how citizens can become voluntary participants in civic life. For this activity students will need a copy of the Griffin v. School Board of Prince Edward County case verdict and to watch Clip 3:28-4:35.</p> <p>Part 1: In breakout groups have students read Griffin v. Schoolboard and then use Worksheet #3 to make connections between the Griffin case and Stone Mountain. During this step students should make note of the outcome of Griffin v. Schoolboard.</p> <p>Part 2: Students return to their groups discuss possible solutions to the issue of a monument at Stone Mountain by engaging in voluntary civic life activities. Each group can share their ideas through interactive methods such as Mentimeter, discussion post using your LMS or any other type of shared document. Discuss students answers with the class.</p> <p>Extension Part 3: Share additional information on Atlanta based young adult civics groups which are available on the AHC website. https://www.atlantahistorycenter.com/monument/</p> <p>Standards that can be met by this activity: SSCG16b</p>
Assessment	<ol style="list-style-type: none"> 1. Each activity includes a worksheet which can be used to assess learning outcomes. 2. Optional Formative Assessment: Students answer questions either as a Ticket-out-the-door or using a discussion post.
Notes	<p>Extension options included reviewing the additional court case <i>Plessy v. Ferguson</i>.</p>