

<p>Lesson Title</p>	<p>Monuments and Memorials</p> <p><u>Monuments and Memorials</u></p>
<p>Content Area/Grade Level/Approximate length</p>	<p>US History/8th Grade/2-3 Day lesson</p> <p>This classroom lesson demonstrates use of primary sources, inquiry, historical thinking skills, discussion and reflection, and culminates in a Structured Academic Controversy. This lesson can take place over the course of 3-4 class periods or during 2 blocks during block scheduling.</p>
<p>Objectives with grade level adjustment</p>	<p>Objectives:</p> <ul style="list-style-type: none"> ● Reflect on the importance and meaning of Monuments and Memorials. ● Study the Confederate Memorial in Arlington National Cemetery ● further. ● learn about the Lost Cause and its effect on the public memory of the Civil War. ● examine various (Civil War) Monuments/Memorials in the U.S. ● Participate in a Structured Academic Controversy where they will decide whether the Arlington National Cemetery Confederate Monument should be removed. <p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What was the Lost Cause? ● How has the Lost Cause affected our public memory of the Civil War? ● What is a Monument? ● What is a Memorial? ● Why do we create Monuments and Memorial? ● What people and events are celebrated with Monuments and Memorials? ● Whom and what events do our Monuments and Memorials fail to recognize/ ● Who should be celebrated/ remembered with a Monument and/or Memorial from the Civil War/Reconstruction? ● What should be done with Confederate Monuments? <p>Essential Question:</p>

	<p>1) Content EQ: How did Andrew Jackson change the country (United States) through the Indian Removal Act? (CA HSS Framework p. 261)</p> <p>2) Unit EQ: Identify multiple perspectives and complexities in historical perspectives.</p> <p>Grade Level Adjustment: Younger students: Choose a local monument or memorial that students are familiar with. Conduct investigation with the whole class working together. The monument exploration does not have to be about the Lost Cause. More important is for students to consider how and who we celebrate and memorialize, and whom we are leaving out of the narrative.</p> <p>Older students: Research independently from the National Parks, Cyark 360 and other historic sites. Independently choose a monument for a deeper dive.</p>
Diversity and Inclusion Connections	
Standards Addressed	<p>ISTE Student Standards:</p> <p>Content Area Standards: Common Core Standard: WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
Suggested EdTech Tools for implementation/Materials/Preparation	<ul style="list-style-type: none"> ● Suggested EdTech Tools Materials: <ul style="list-style-type: none"> ○ Hyperdoc ○ ThingLink ○ Slides ○ Digital Timeline ○ Flipgrid ○ Wakelet (optional) ● Other Materials required: <ul style="list-style-type: none"> ○ WIFI/Internet Access ○ Arlington National Cemetery Hyperdoc ○ Monuments ThingLink ○ Monuments and Memorials presentation

- [Confederate Monuments are About Racial Conflict video](#)
 - [Structured Academic Controversy](#)
 - Primary Source Documents:
 - PRO/CON: [Should cities be allowed to take down Confederate monuments? By Mitch Landrieu](#), Washington Post, and Alfred L. Brophy, 05/15/2017) (article adapted by Newsela from the Washington Post)
 - [WHOSE HERITAGE? 153 YEARS OF CONFEDERATE ICONOGRAPHY](#)-This timeline shows confederate monuments are about racial conflict
 - [Structured Academic Controversy Worksheet](#)
 - Extension-Confederate Monuments and Memorials Newsela Text Set [Articles](#)
 - For the teacher-[Teaching With Monuments and Memorials](#)
 - [Cyark](#) cultural heritage sites
- Advanced Teacher Preparation:
 - Familiarize yourself with and preview all of the materials you will be providing for the students to study and explore. This is a powerful and engaging lesson, but it requires teacher preparation and familiarity with the resources shared.
 - TeachingHistory.org provides guidance for [Teaching with Monuments and Memorials](#)
 - There is a lot of digital content in this lesson. Much of the content can be printed out if you do not have access to wifi. If you do have wifi, all content may be shared with students through Learning Management System or other means (Google Classroom, Canvas, Teams, Padlet, bit.ly, Wakelet, etc.)
 - You may use the monuments ThingLink provided or curate your own collection of monuments and memorials to share with your students. Wakelet is a great way to share digital content.
 - Review the steps for a Structured Academic Controversy [Structured Academic Controversy](#)
 - Provide Primary Source documents- may be shared digitally through LMS or printed out for students to study
 - PRO/CON: [Should cities be allowed to take down Confederate monuments? By Mitch](#)

	<p><u>Landrieu</u>, Washington Post, and Alfred L. Brophy, 05/15/2017) (article adapted by Newsela from the Washington Post)</p> <ul style="list-style-type: none"> ■ <u>WHOSE HERITAGE? 153 YEARS OF CONFEDERATE ICONOGRAPHY</u>-This timeline shows confederate monuments are about racial conflict <ul style="list-style-type: none"> ○ Print or assign through LMS <u>Structured Academic Controversy Worksheet</u> ○ Prepare Flipgrid Topic for student responses ○ Prepare rubric for grading based on the essential question.
<p>Lesson Plan Steps (highlighting opportunities for more equitable access)</p>	<p>Lesson Plan Steps:</p> <p>Day 1</p> <p>Activity One: Engage</p> <ol style="list-style-type: none"> 1. Teacher defines and discusses the purpose of Monuments and Memorials with students. Students share Monuments and Memorials that they can recall from their experiences. <ol style="list-style-type: none"> a. Focus Questions: <ol style="list-style-type: none"> i. What are the purposes of Monuments and Memorials? ii. Whom should we Memorialize? iii. Is it ever appropriate to remove a Monument or Memorial? 2. Teacher shares/discusses some monuments and memorials from Washington D.C.-Discuss focus questions using think-pair-share <p>Lesson Activity Two: Monument Exploration</p> <ol style="list-style-type: none"> 1. Teacher introduces the Confederate Monument in Arlington National Cemetery <ol style="list-style-type: none"> a. Remind students of focus questions, but allow time for them to explore the monument in self-paced Confederate Monument hyperdoc. Students will begin exploring this monument in class and complete at home if they need time. <p>Day 2</p> <p>Lesson Activity One: Review & Reflect</p> <ol style="list-style-type: none"> 1. Teacher reminds students of the purposes of Monuments and Memorials from yesterday’s discussion. 2. Teacher asks students to volunteer their observations and discoveries from the Confederate Monument Hyperdoc.

Reflection is built into this hyperdoc, so students will be prepared to answer:

- a. What was the purpose of this monument?
- b. Where was it built?
- c. Why was it built?
- d. Do you think this is appropriate?
- e. What did you learn?
- f. What surprised you?
- g. What questions do you have after studying this?

Lesson Activity Two: Connect and Reflect

1. Teacher uses Monuments and Memorials presentation to share information with students today
2. Teacher introduces and discusses the Lost Cause (A movement that describes the Confederate cause as a heroic one against great odds despite its defeat.)
3. Teacher shares examples of Confederate Memorials, leads discussion on these memorials in the light of their new understandings.
4. Teacher shares Southern Poverty Law Center graphic of “WHOSE HERITAGE? 153 YEARS OF CONFEDERATE ICONOGRAPHY”
 - a. Discuss the spikes in building Confederate monuments
 - b. Discuss the rationale of the defenders of Confederate monuments
5. Teacher shares video explaining above infographic:
Confederate Monuments are About Racial Conflict video
6. Teacher asks the students “Now what?” What should be done with Confederate monuments. Shares/discusses a few examples:
 - a. Tablet about Gabriel’s Rebellion Attached to Stonewall Jackson Monument, Richmond (2011)
 - b. Removal of Jefferson Davis Statue – UT – Austin (August 2015)
 - c. Confederate Monument in Charleston (Vandalism 2015)
 - d. Dekalb County, Georgia Confederate monument--contextualized with historical marker (March 2019)
7. Teacher ends class with the question: What should be done with Confederate Monuments?
 - a. Students will share their reflections in a Flipgrid Video where they cite and explain two pieces evidence to support their answer.

- b. Students assigned pro/con article to read after they record their video, in order to prepare for tomorrow's SAC

Day 3

Lesson Activity Three: Apply

1. This lesson will conclude with a Structured Academic Controversy where Students will use all the primary source documents provided to discuss what should be done with Confederate Monuments.
2. Primary source documents
 - a. "PRO/CON: Should cities be allowed to take down Confederate monuments?" By Mitch Landrieu, Washington Post, and Alfred L. Brophy, 05/15/2017) (article adapted by Newsela from the Washington Post)
 - b. Reconstruction Timeline
 - c. WHOSE HERITAGE? 153 YEARS OF CONFEDERATE ICONOGRAPHY-This timeline shows confederate monuments are about racial conflict
 - d. Article: "And That Confederate Statue is Going to Stay and It Will Look Down Upon a New Day" May 9, 2018

Structured Academic Controversy Question: Should Confederate Monuments be removed?

1. Step 1

- a. Students organized in groups of 4
 - i. Each pair assigned A or B
 1. A = Remove Confederate Monuments
 2. B = Keep Confederate Monuments
 - ii. Partners study evidence and prepare 4 arguments to support assigned opinion

2. Step 2

- a. Team A Pro presents 2 minutes (Team B Con listens, takes notes)
- b. Team B Con reflects back to team A
- c. Team B Con presents 2 minutes (a listens and takes notes)
- d. Team A Pro reflects back to team B

3. Step 3

	<ul style="list-style-type: none"> a. Team A Pro prepare & present 2 con's 2 minutes (Team B Con listens, takes notes) b. Team B Con prepare & present 2 pro's 2 minutes (Team A listens and takes notes) <p>4. Step 4</p> <ul style="list-style-type: none"> a. Team A Pro presents final arguments 1 minute (Team B Con listens, takes notes) b. Team B Con presents final arguments 1 minute (A Pro listens and takes notes) <p>5. Step 5</p> <ul style="list-style-type: none"> a. Discuss everything together as a group of 4 and decide on which opinion you agree on and complete the statement (give 3-4 reasons/ evidence to support your opinion) <ul style="list-style-type: none"> i. We believe Confederate Monuments should be removed because...or ii. We believe that Confederate Monuments should remain because... b. Choose a spokesperson to share your position. <p>6. Step 6</p> <ul style="list-style-type: none"> a. Whole class discussion b. Whole class discussion about this process, their reflections, findings, did the SAC change any of their opinions? <p>7. For homework: Students will write one paragraph explaining what they feel should be done with Confederate monuments. They will cite and explain two pieces of evidence which led them to their conclusion.</p> <p>8. Students will share their conclusions in another Flipgrid video and explain whether and why (if they did change their mind) they changed their mind from their initial Flipgrid.</p> <p style="text-align: center;">●</p>
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<p>Learning Assessments (Formative/Summative)</p>	<ul style="list-style-type: none"> ● Formative Assessments/Feedback Loops: <ul style="list-style-type: none"> ○ Check for understanding ○ Peer to Peer review
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	<ul style="list-style-type: none"> ● Summative Assessment Options: <ul style="list-style-type: none"> ○ See Step 5 in lesson plan (above) ○ Student Choice for demonstrating learning ○ Flipgrid, Slides Presentation, Essay ○ ● Students will complete Confederate Monument at Arlington National Cemetery Hyperdoc. <ul style="list-style-type: none"> ○ Students will use evidence from the hyperdoc to share what they learned/ how they feel about the monument. ● Students will share what they think should be done about Confederate monuments in a Flipgrid video, citing 2 pieces of evidence. ● After studying primary source evidence provided by the teacher, students will participate in a Structured Academic Controversy to discuss what should be done with Confederate monuments. ● After completing the lesson, <ul style="list-style-type: none"> ○ Students will write a short paragraph explaining what they think should be done with Confederate monuments in America. They will cite and explain two pieces of evidence from the SAC to support their conclusion. ○ Students will record a Flipgrid video summarizing their opinion. ○ Students will watch 2 other classmate’s videos in the Flipgrid and record a video response for each. ● Equity and Access Connections: ● Civic Action Connections ● Distance Learning/Hybrid Learning Adaptations and Considerations:
Extensions for further learning	<ul style="list-style-type: none"> ● Research other monuments of interest to students, Cyark- ● Students research and write a proposal to create a monument for an underrepresented figure
Samples from Spotlight Teachers/Lesson Authors/Designers	(If you have sample student work, place here)* Not a requirement for this lesson plan.

