**Lesson Plan Template**

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Lesson Title: Why Take ‘Em Down?  What Do We Put Up in Their Place?

Grade Level: 9-12th

Compelling Questions:

1. What role do Confederate memorials play in American memory, and how does the National Memorial to Peace and Justice seek to correct that memory?
2. Should we preserve or purge Confederate monuments from public spaces, and/or should we establish new monuments that celebrate other, divergent voices?

**Lesson Foundations**

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| Content Standards | Students will discuss, listen, research, and discuss the historical and current contextual factors leading to the tearing down of monuments built in honor of Confederate leaders and soldiers and the push to rename schools and institutions with inclusive names that embrace the culture and identity of the students and the surrounding community.  NCSS Themes: 1, 2, 5, 6, 10. |
| Learning Objective(s) | 1. Students will identify monuments commemorating the Civil War in their local community and state. 2. Students will determine what these monuments might communicate to the larger public when they are visited. 3. Students will examine a Code of Civility and employ it in a classroom discussion. 4. Students will inspect the historical significance of the Confederate monument building in the South and how the National Museum of Peace and Justice seeks to transform the American remembrance of slavery and the Jim Crow South. 5. Students will research why Confederate monuments and names are being removed from public institutions and renaming buildings for more inclusive choices. Students will utilize this information in a classroom discussion of Confederate monument removal. 6. Students will design and create a Community Engagement Project to educate the local community about lynching and the history of racial violence in the local community, the state, or the nation. |
| Assessment(s)  Include LO being addressed | (L01, L02) Class discussion on local monuments/schools/government buildings.  (L03) Read the Code of Civility  (LO4, LO5) Annotated article reading  (LO4, LO5) Why Take ‘Em Down?  Researching the Removal of Confederate Monuments fromAmerican Public Institutions Worksheet.  (L06): Community engagement project |
| Materials & Resources | **PPT:**  **Sources:**  **History Talk**  <http://origins.osu.edu/historytalk/confederates-and-lynching-american-public-memory>  **Code of Civility**  <https://slochamber.org/wp-content/uploads/2018/06/Code-of-Civility.pdf>  **OSU Origins article, “What We Talk About When We Talk about Confederate Monuments.”**  <http://origins.osu.edu/article/what-we-talk-about-when-we-talk-about-confederate-monuments>  **Annotated Reading Strategies**  <https://www.edutopia.org/blog/developing-active-readers-strategies-rebecca-alber>  **OSU Origins History Talk episode on “Confederates and Lynching in American Public Memory.”**  <http://origins.osu.edu/historytalk/confederates-and-lynching-american-public-memory>  **Discussion Rubric**  <https://www.edutopia.org/sites/default/files/pdfs/stw/edutopia-stw-assessment-9th-grade-humanities-discussion-rubric.pdf>  **Equal Justice Initiative’s Community Remembrance Project**  <https://eji.org/projects/community-remembrance-project/>  **OSU Origins Article: Ten Moments of White Supremacist Violence in U.S. History**  <http://origins.osu.edu/connecting-history/ten-moments-white-supremacist-violence-us-history>  **OSU Origins Article: Beware of Greeks Bearing Gifts: How Neo-Nazis and Ancient Greeks Met in Charlottesville**  <http://origins.osu.edu/article/beware-greeks-bearing-gifts-how-neo-nazis-and-ancient-greeks-met-charlottesville>  **EJI’s *Lynching in America: Confronting the Legacy of Racial Terror***  <https://lynchinginamerica.eji.org/report/> |

**Instructional Procedures/Steps**

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| **Opening**  **\_\_\_\_\_\_\_\_\_\_ Minutes** | The lesson is designed to be open enough for educators to address multiple American History periods as a study of the role of Confederate monuments and the building of the National Memorial of Peace and Justice.  The teacher could use this lesson while exploring Reconstruction, the Jim Crow South, the Civil Rights Movement, or current events.  This lesson plan could also be used to explore political issues in a civics course.  To begin this lesson, students will be asked to consider the monuments in their community (the county courthouse and the local city building are great places to start), so they may consider how their local community memorializes the past.  This assignment could also be expanded by looking at the monuments in State Capitol complexes.  For example, in West Virginia, there is a large statue of Abraham Lincoln called “Lincoln Walks at Midnight” at the southern end of the complex as it faces the Kanawha River.  However, if one walks around the corner, they will find a statue of Jonathan Thomas “Stonewall” Jackson erected by the United Daughters of the Confederacy in 1906.  This exploration could take as few as 5 to 10 minutes or expand to an entire class period by letting students research the monuments and named buildings in the surrounding areas.  For example, our neighboring county has a Stonewall Jackson Middle School, Andrew Jackson Middle School, and John Adams Middle School.  What might those names be essential to that area?  Which words might groups or individuals take issue with, and for what reason? |
| Instruction  \_\_\_\_\_\_\_\_\_\_ Minutes | **Part 1:** After completing the activity in the motivation/preparation section above, I would begin class by instituting a Code of Civility for political discussions.  This may be something worth doing with students at the beginning of the year, especially in this era of anonymous, negative comments and attacks via social media. The teacher should review this document with the students and post it in the classroom for easy reference.  **Part 2**: Students will then be assigned to read this OSU Origins article, “What We Talk About When We Talk about Confederate Monuments.” The students will use active reading strategies: circling, highlighting, and annotating to determine the fundamental ideas of this document.  The teacher should teach students to use active reading strategies like those outlined in this Edutopia Blog. This assignment can be completed in class or at home and should take less than one class period.  **Part 3:** Students will listen to the OSU Origins History Talk episode on “Confederates and Lynching in American Public Memory.”  The teacher can assign this podcast as an at-home listening assignment, or the class can listen together.  Students should take notes of important points made by historians.  This podcast lasts approximately 40 minutes, so it will take almost an entire class period to listen to from start to finish.  **Part 4:** The teacher will ask the student to conduct online research into removing Confederate monuments and building monuments, and renaming buildings for more inclusive choices.  Students may work separately or with a partner to locate six fact-based articles (no blogs or opinion-based articles) on these two issues.  At least one article must be from the student’s home state.  Students must record and submit the following information about each article to the teacher.   * + Name of the article   + Weblink   + Name of the institution (newspaper, periodical, society) publishing the article   + Summarize the article in 5 sentences or less   + What’s the money quote for this article?  What quote would you most likely put into a paper or use in a debate?   The teacher will give a digital or paper copy of the Why Take ‘Em Down?  Researching the Removal of Confederate Monuments from American Public Institutions Worksheet to answer these questions.  It will take the students at least one class period to complete this research.  **Part 5:** The students will use their findings to engage in a classroom discussion (online or in-person) on removing Confederate Memorials.  Please remind your students about the Code of Civility before beginning and that the teacher will enforce it throughout the discussion.  Students will also need to ground their discussion points in the information they found in their research.  Discussion can begin with students, each sharing their findings from the Why Take ‘Em Down?  Researching the Removal of Confederate Monuments from American Public Institutions Worksheet.  The teacher may want to utilize a Discussion Rubric for evaluation (included above). This discussion should last an entire class period.  **Part 6:** As a culminating project, students will work in a group to design and create a Community Engagement Project such as a community forum, online educational documentary video, or an art exhibition based on the ideas offered by the Equal Justice Initiative’s Community Remembrance Project page: <https://eji.org/projects/community-remembrance-project/>.  Information from the EJI’s *Lynching in America: Confronting the Legacy of Racial Terror* can be utilized to create the project. This project will synthesize students’ learning and creative outlets.  Students will need approximately 3-5 days in class to complete this project, and they will present their completed project for a grade. |
| Closure  \_\_\_\_\_\_\_\_\_\_ Minutes | **Synthesis:** Students will present their research project using all the above materials. |
| Accommodations/ Enrichment |  |